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Trinity College
HARTFORD CONNECTICUT

TRINITY COLLEGE
HARTFORD, CT

BULLETIN

Catalogue Issue 1993-94

College Calendar

1993

August 6	**Friday**	Deadline for payment of Fall Term fees
August 28	**Saturday**	New students arrive
August 31	**Tuesday**	Check-In for upperclassmen and upperclasswomen; Add/Drop Period begins
Sept. 1	**Wednesday**	Fall Term of 171st Academic Year begins; Matriculation ceremony at 4:00 p.m.
Sept. 2	**Thursday**	Matriculation Sign-In from 1:00 to 4:00 p.m.
Sept. 6	**Monday**	Labor Day (undergraduate and graduate classes held as usual)
Sept. 8	**Wednesday**	Add/Drop Period ends
Sept. 16	**Thursday**	Rosh Hashanah (classes held as usual)
Sept. 25	**Saturday**	Yom Kippur
Oct. 1-2	**Fri.-Sat.**	Parents' Weekend
Oct. 11-15	**Mon.-Fri.**	Reading Week (no undergraduate or graduate classes)
Oct. 22	**Friday**	Mid-Term
Nov. 1	**Monday**	Degree Applications due from seniors
Nov. 10	**Wednesday**	Registration deadline for all students returning for Spring Term
Nov. 13-14	**Sat.-Sun.**	Homecoming Weekend
Nov. 23	**Tuesday**	Thanksgiving vacation begins after last class
Nov. 29	**Monday**	Classes resume
Dec. 10	**Friday**	Last day of undergraduate and graduate classes; last day to drop Fall Term courses; last day to change a pass/fail grade to a letter grade
Dec. 11-12	**Sat.-Sun.**	Reading days
Dec. 13-17	**Mon.-Fri.**	Final Examinations
Dec. 18	**Saturday**	Residence Halls close at 12:00 noon
Dec. 20	**Monday**	Deadline for payment of Spring Term fees

1994

Jan. 16	**Sunday**	Residence Halls open after 12:00 noon
Jan. 17	**Monday**	Check-In for all students; Add/Drop Period begins
Jan. 18	**Tuesday**	Spring Term classes begin for all students
Jan. 25	**Tuesday**	Add/Drop Period ends
Feb. 16	**Wednesday**	Ash Wednesday (classes held as usual)
Feb. 21-25	**Mon.-Fri.**	Reading Week (no undergraduate or graduate classes)
March 10	**Thursday**	Mid-Term
March 25	**Friday**	Spring Vacation begins after last class
Mar. 27-Apr. 3	**Sun.-Sun.**	Passover
April 1	**Friday**	Good Friday
April 3	**Sunday**	Easter
April 4	**Monday**	Classes resume
April 13	**Wednesday**	Registration deadline for all students returning for Fall Term
May 2	**Monday**	Last day of undergraduate and graduate classes; last day to drop Spring Term courses; last day to change a pass/fail grade to a letter; Summer Term Registration begins
May 3	**Tuesday**	First Reading Day
May 4-5	**Wed.-Thurs.**	General Examinations for Seniors (ending by afternoon of May 5); Second and Third Reading Days (ending at 3:00 p.m. on May 5)
May 5-12	**Thurs.-Thurs.**	Final Examinations (no examinations on May 8 and 9)
May 6	**Friday**	Honors Day ceremony at 3:30 p.m. in the Chapel
May 13	**Friday**	Residence Halls close at 12:00 noon for all students except those participating in Commencement
May 22	**Sunday**	Commencement Exercises for the 171st Academic Year
May 23	**Monday**	Residence Halls close at 12:00 noon for all students
May 31	**Tuesday**	Summer Term begins

TRINITY COLLEGE BULLETIN

Catalogue Issue 1993–1994

SEPTEMBER 1993

One Hundred Seventy-First Year of the College

Hartford, Connecticut

TRINITY COLLEGE BULLETIN

TRINITY COLLEGE HARTFORD, CONNECTICUT 06106-3100 TELEPHONE (203) 297-2000

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

In accordance with Connecticut Campus Safety Act 90-259, Trinity College maintains information concerning current security policies and procedures and other relevant statistics. Such information may be obtained from the Director of Campus Safety (203) 297-2222.

History of the College

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

The College was founded in May of 1823 as Washington College (the name was changed in 1845). It was only the second college in Connecticut, and its founding climaxed a thirty-five year struggle by the state's Episcopalians to break the educational monopoly of Congregationalist-controlled Yale. In granting the Charter, the Connecticut General Assembly reflected the same forces of religious diversity and toleration 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 forbidden to gamble, to drink intoxicating beverages, to throw objects from the windows of College buildings, to engage in any sort of merrymaking without faculty permission, and so forth. One regulation prohibited students from keeping a sword in their rooms—a reflection, perhaps, of the fact that the pre-Civil War student body included many "chivalrous" young men from the Southern states. Of course, the regulations were not always scrupulously observed, and 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 several Tories were hanged here during the Revolution.) The Trustees chose William Burges, the distinguished English architect, to design the new campus. Influenced by the architecture of the Oxford and Cambridge colleges, Burges proposed an elaborate scheme of four enclosed quadrangles extending north and south from a massive Gothic chapel. Financial and other considerations made it impossible to implement most of Burges' plan, but Jarvis and Seabury Halls (completed in 1878) and Northam Towers (1881) bear his distinctive stamp. Generally viewed as the earliest examples of "collegiate Gothic" in the United States, these buildings were to exert an important influence on academic architecture for several decades to come. Together with the imposing Gothic chapel completed in 1932, they are a 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 undergraduates 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 eighteen hundred and the number of faculty exceeds two hundred. An architecturally eclectic collection of buildings has gone up; among the more noteworthy are 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, the Koeppel Student Center, several new dormitories, and a computer science-engineering-mathematics facility that opened in January, 1991.

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

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

dents also pursue the Trinity bachelors degree through the Individualized Degree Program, established in the early 1970s.

Throughout the 1980s and into the '90s, Trinity continued to adjust its practices and programs in accordance with changing academic values and student needs. The nature and quality of social and extracurricular life were a subject of lively discussion. Faculty members involved themselves even more vigorously than before in research and publication, but there was no lessening of the traditional emphasis on excellence in teaching. In fact, it was recognized that the two activities are closely linked: serious commitment to scholarship usually betokens the kind of intellectual vitality that is essential to effective classroom 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 new majors in Theater and Dance, Computer Science, Neuroscience, and Public Policy Studies. It also established a Program in Women's Studies to ensure that scholarship by and about women is diffused throughout the curriculum, and in 1992 created a major in Women's Studies. 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 took effect with the class entering in the fall of 1988. These include requirements in writing, mathematical proficiency, and the integration of knowledge across at least three disciplines. 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 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 introduced a new general-education curriculum that took 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.

A variety of options exist for satisfying the integration of knowledge requirement. One is to enroll in a five- or six-course interdisciplinary minor in which the student explores the different assumptions and methods of three or more academic fields and learns 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, and the cultures of Africa and Latin America. Alternatively, students may fulfill this requirement by enrolling in the Guided Studies Program: European Civilization or the Interdisciplinary Science Program, by completing an integrated or interdisciplinary major requiring work in

three or more different fields, or by following an integrated track based in their major.

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 an 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 and integration of knowledge requirements, explore possible choices of major, consider which electives the student will take, and discuss the many special educational opportunities (e.g., foreign study, internships, open semesters) available at Trinity.

The 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 in 1969 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 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. 91 and *Advising*, p. 31.

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.

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 make possible the comprehension of other traditions. Furthermore, by exploring modes of Western culture in their historical setting, the program provides a context within which the student may make informed judgments about contemporary dilemmas and conflicts of value.

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

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

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

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

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. Intensive Study Programs

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

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

The first type permits groups of twelve or more students to work for a full semester under a single instructor. For both students and the instructor, work in the program constitutes the full academic load for the semester. Together and individually

they study topics of mutual interest through group seminars, supervised research, tutorials, or a combination of these approaches.

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

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

D. The Trinity Action Project

The Trinity Action Project (TAP) Fellowship is a College-wide program which provides to a limited number of students per year the opportunity to combine their education with a living experience in foreign or domestic areas of the world. Administered under the auspices of the Area Studies Program, the Fellowship consists of tuition exemption for an Open Semester in which the recipient undertakes field research at a grass roots level on problems of the human community such as hunger, poverty, illiteracy, or human rights.

Public service to people in the local areas is often an integral part of the student's TAP experience and can take the form of field labor, education, data collection, and/or general relief work. For additional information, contact Prof. Jane Nadel-Klein, coordinator.

E. 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 also arrange for a term in Rome. Courses are taught in English except for those in Italian language and literature. All participants enroll for an Italian language course or a literature course taught in Italian.

Included and integrated into the program are major excursions to Florence, to Venice, and to Naples, Pompeii and Capri. There are additional trips in and near Rome (Tivoli, Ostia Antica, Hadrian's Villa). Various cultural and recreational activities are also arranged. Some recent visits organized for participants have been to the Quirinal Palace (official Presidential Residence), Palazzo Montecitorio (Chamber of Deputies), Vatican Gardens, Film Studios at Cinecittà, as well as the following outings: classical and modern music concerts, operas, plays, painting exhibits, soccer games, basketball games and horseback riding.

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 usually 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 (including round-trip transatlantic travel) is approximately the same as that of attending Trinity College in Hartford. It covers tuition, room and board, excursions and the required health insurance. Personal spending money is additional.

For additional information, contact the Office of Educational Services.

F. 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 Cordoba, Spain (PRESHCO). (Since that time, Brown has left, and Wheaton College has joined the consortium.) Its aim of perfecting the students' knowledge of the Spanish language and culture through the experience of living and studying in one of Spain's great cities has met with outstanding success. Cordoba 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 *Juderia*, the old Jewish quarter, is the site of the University of Cordoba, where PRESHCO classes are held; close by 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 residence, 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 residences 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 Cordoba. 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 equals that of attending Trinity College and includes round-trip air passage from New York or Boston, room and board (with maid and laundry service), books, and excursions to Madrid and the principal cities of Andalusia.

For additional information, contact either Professor Andrea Bianchini or Professor Arnold L. Kerson, Co-Coordinators of the Program, Department of Modern Languages.

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

2. Open Semester

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

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

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, theater 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 involving a combination of supervised field-work activity and traditional academic inquiry under the direction of a faculty sponsor. They may be undertaken by any matriculated undergraduate, with the exception of 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 credit-bearing 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 Theater 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 chairpersons 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 Italian Studies, International Relations, French Studies, Evolution of Speech, History and Literature, Medieval and Renaissance Studies, and Judaic Studies.

7. The Academic Calendar—Reading Week

Reading Weeks (formerly called Open Periods) are scheduled during the term in both October and February. No classes are scheduled for the days of Reading Week. 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 Reading Week 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.

H. Interinstitutional Programs

The resources of any one educational institution are limited, and Trinity has concluded arrangements with a number of other colleges and universities in order to offer students who are in good standing a wider choice of educational opportunities than can be available on one campus. Unless noted otherwise below, further information is available in the Office of Educational Services, and participation in these programs is effected through that office. Normally, students participating in these programs must arrange for their own transportation. A student receiving financial aid from Trinity may, on the basis of the costs of a program, use that aid for approved programs of foreign study and for certain domestic programs. Participants are responsible for arranging to have transcripts and any other documents necessary

for the approval of transfer credit at Trinity sent to Trinity. Before electing to enroll elsewhere, a student should compare the academic calendars of Trinity and the host institution to ascertain whether scheduling conflicts will affect choices.

1. The Hartford Consortium For Higher Education

In consortium with Connecticut Public Television, Hartford College for Women, The Hartford Graduate Center, the Hartford Seminary, St. Joseph College, St. Thomas Seminary, 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 full-time 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. Enrollment in courses through the Hartford Consortium for Higher Education is on a space-available basis only. Cross-Registration Forms are available in the Registrar's Office and must be approved by the Registrar of Trinity College and the student's faculty adviser.

2. Twelve-College Exchange Program

Trinity participates in student exchanges with a consortium of colleges and universities composed of Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. Applicants who are rising juniors are given preference for the places that are made available in each institution.

3. Trinity-St. Joseph College Program in Elementary and Secondary Education

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

4. Wesleyan University and Connecticut College

Arrangements similar to those within the Hartford Consortium for Higher Education exist with Wesleyan University and Connecticut College for Trinity students. The arrangement is limited to one course per term and to a course offered at either Wesleyan University or Connecticut College but not at Trinity. Credit will normally be given for the course if the student has received a grade of C- or better. Applications should be made through the Trinity College 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. The cost to participate in this program is equal to or less than the cost to attend Trinity for the same period.

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.

7. WASHINGTON SEMESTER PROGRAMS OF THE AMERICAN UNIVERSITY

Trinity participates in the American Politics, Economic Policy, Justice, Public Law, International Business and Trade, International Environment and Development, Museum Studies and Arts, Journalism, International Politics and Diplomacy, 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.

8. JUNIOR YEAR IN PARIS, FRANCE

Qualified students who are rising juniors and who are proficient in French may apply to the Hamilton College Junior Year in France, of which Trinity is an Affiliate College.

9. AMERICAN COLLEGIATE CONSORTIUM IN THE NEWLY INDEPENDENT STATES AND THE BALTIC COUNTRIES

Trinity is a member institutiion of the ACC, providing opportunities for an academic year of study in the newly independent states of the former Soviet Union or in the Baltic countries. Enrollment is in regular, local university courses with students of that university. Trinity students who will have completed at least three years of Russian language study before participation are invited to apply through Prof. West in the Trinity History Department.

10. NATIONAL THEATER INSTITUTE

Any student interested in disciplined theater work may apply for this residential, one semester program at the Eugene O'Neill Theater Center in Waterford, Connecticut. Participants work with theater professionals and pursue set courses in directing, playwriting, costume and scene design, acting, and movement. Applications are available from the Theater and Dance Department and the Office of Educational Services.

11. The Swedish Program

Trinity is a participant in The Swedish Program Consortium, supporting this study program at Stockholm University in Sweden. Sweden is studied as a "model" for social change. Courses focus on such topics as environmental protection, gender equality, workplace democracy, health care and film. Most courses are in English, but participants study Swedish.

12. The Institute of European Studies/Institute of Asian Studies

Trinity is affiliated with the Institute of European Studies/Institute of Asian Studies which sponsors foreign study programs in England, Germany, Spain, France, Italy, Austria, Singapore, Australia, Taiwan, Russia, Ukraine, China, Southeast Asia 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 consult the Office of Educational Services (Foreign Study). The cost for a full academic year in most Institute programs 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 approved study abroad programs.

13. Foreign and Domestic Study Programs Sponsored By Other Institutions

A number of opportunities exist for Trinity students in good standing to study abroad, in the field or at centers in this country which are administered and staffed by other colleges and universities (see Transfer Credit and 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.

Programs abroad which have been approved for academic credit at Trinity College include (but are not limited to): occasional student status at various British, Irish and Australian universities; Sweet Briar, Smith, Columbia, Hamilton and Wesleyan in France; Denmark's International Study Program in Copenhagen; Hamilton, Marquette and Tufts University programs in Madrid; the School for International Training in many Third World countries; the British and European Studies Group in Cambridge, England; the Institute for American Universities in Avignon, France; 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 Cambridge and London; the Council on International Educational Exchange at the University of Leningrad and at various Chinese universities; the School for Field Studies in several countries; the Beaver College Program in Greece; the American Friends of the Hebrew University in Jerusalem; the Chinese University of Hong Kong; Yonsei University, Korea; the American University Program in Argentina; Kansai Gaidai University in Japan; and the St. Lawrence University Semester in Kenya. Trinity College maintains informal relationships with a number of these programs.

14. 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.

15. Five-Year Trinity College/Hartford Graduate Center Programs in Engineering and Computer Science

The five-year Trinity/Hartford Graduate Center programs in Engineering and Computer Science lead to a Bachelor's degree from Trinity after four years and a Master's degree in Computer Science, Electrical Engineering, Mechanical Engineering, or Biomedical Engineering over a five year period in residence at Trinity College.

Before applying to the five year program, a student must complete a sequence of prerequisite courses chosen in consultation with the Trinity faculty adviser. These courses normally will be completed by the end of the third year.

Students declare their intention to undertake the five year program in the spring semester of the third year and are assigned an HGC faculty adviser. They apply for admission to the HGC during the Trinity spring pre-

registration period in the fourth year. Qualified students will be admitted to the HGC after receiving the Bachelor's degree from Trinity. Students with outstanding academic records may qualify for admission at the end of the third year to a special Honors track; such admission will be noted on the transcript.

To register for courses at the Hartford Graduate Center, students must obtain an Undergraduate Consortium form from the Trinity Registrar and the HGC course listing. Students in the Five-year Engineering Program should register at HGC in person. Registration deadlines and procedures of the HGC apply.

All students must obtain Trinity and HGC approval for a coherent *Plan of Study*, coordinated by the faculty advisers, for the fourth and fifth years. Normally, this plan includes the following:

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

Fifth Year: Twelve (12) credit hours of study in the appropriate curriculum at the Hartford Graduate Center (normally two courses/semester)

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

Upon completion of the five year program, the student will have earned as a minimum: 36 course credits satisfying the Trinity College Bachelor's degree requirements and 30 credit hours fulfilling the requirements for the Master's degree. Upon completion of these requirements, the student will receive a Bachelor of Science degree in Engineering or in Computer Science from Trinity College and a Master's of Science degree. Master's degrees in Electrical Engineering, Mechanical Engineering, or Computer Science will be awarded by the Rensselaer Polytechnic Institute through the Hartford Graduate Center. Master's degrees in Biomedical Engineering are awarded by the Hartford Graduate Center.

16. 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.

I. 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 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. The program offers major concentrations in African Studies, Asian Studies, Latin American Studies, Russian Studies and Post-Colonial Studies, among other specialties. See Area Studies Program under *Courses of Instruction*.

3. Public Policy Studies

The Public Policy Studies program provides a general umbrella under which a variety of specific public policy interests may be pursued. The Program requires students to take advantage of Trinity's urban, Capital City location by requiring an internship associated with their particular area of policy specialization.

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

In 1988, the College 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 has an interdisciplinary focus, and the emphasis is 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 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 these 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 the Trinity professor responsible for that unit. Frequent contact with that faculty member is essential.

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.

Finally, 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 Council composed of fifteen Trinity faculty members. Each IDP student will have one of the fifteen 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 Graduate Studies and Special Academic Programs.

Graduate Studies

The Graduate Studies program at Trinity College provides for the further scholarly development of talented men and women who wish to continue their education beyond the Bachelor's level on a part-time basis. It attracts 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 mature and highly motivated students, a well-qualified faculty of scholar-teachers, small classes, evening courses meeting once a week for three hours, excellent library facilities, encouragement of independent research, and the personal counseling of students.

Courses in the program lead to the degrees of Master of 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.

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 Graduate Studies and Special Academic Programs. Undergraduates who are admitted to these courses are expected to complete the same requirements that apply for graduate students.

Degree programs are offered in the following disciplines:

CHEMISTRY
ECONOMICS
ENGLISH
HISTORY
MATHEMATICS

Two 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.

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.

The Master's Degree

Students holding Bachelor's degrees may apply for admission as candidates for the degree of Master of Arts or Master of Science. Catalogues and forms to be used in applying for admission to Graduate Studies are available at the Office of Graduate Studies and Special Academic Programs.

Candidates for the Master's degree must complete a total of ten graduate courses (numbered in the 800s or 900s), the equivalent of 30 semester hours. At least eight courses must be in the field 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 one course credit research project or 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. Graduate courses are available during the summer in most departments having a Master's program.

Trinity undergraduates who desire to take graduate courses to be credited toward the Master's degree must receive the approval of the Office of Graduate Studies and Special Academic Programs. 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 Graduate Studies and Special Academic Programs.

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.

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 and program of the College maintains its own system for advising students who have elected to major in that department or program. 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 that are available in the College and the community.

B. Advising For Graduate Study

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

C. Advising For Professional Study

While Trinity College does not offer major programs of study which are specifically designed to prepare students for professional study on the graduate level, the College recognizes that many of its students are considering such study. Therefore, advisers are selected to advise students interested in the areas listed below. 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 most health profession schools, however, it is necessary that a student complete, with excellent performance, a number of specific courses: two years of chemistry through organic, one year of biology, one year of physics, one year of English and one year of mathematics. In addition, one must pay attention to the important special course requirements of a health profession or an individual school. In order to be properly prepared for nationally administered admissions 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 the chemistry and mathematics be taken during the freshman year; an introductory course in biology or physics should also be taken, if the student is reasonably certain about selecting a major in biology or physics. *However, since the backgrounds and needs of students vary, course selection should not be made without consultation with members of the Advisory Committee for the Health Professions.* This should be done prior to the beginning of classes in the freshman year.

The Advisory Committee counsels students interested in all the health professions. It is not the policy of the Committee to determine arbitrarily which students may or may not proceed with pre-professional education, nor can the Committee guarantee admission to the professional schools. The Committee members are Richard Crawford, Professor of Biology, chairman; Ralph Moyer, Professor of Chemistry; Priscilla Kehoe, Associate 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. Since law school applicants must demonstrate strong background in writing and research as well as critical analysis, students are urged to include in their program of study at Trinity such courses as English, American history, logic, mathematics, political science, sociology and economics. Advisers on legal careers are Rozanne Burt, Director of Career Counseling; Donna Lurie-Friedman, Assistant Director of Career Counseling.

3. Preparation For Graduate Business School

Graduate programs in business management attract a large number of Trinity graduates most of whom enroll after several years of work experience. Gener-

ally speaking, business schools evaluate applicants on three measures: (1) academic record, which may include Graduate Management Admission Test scores; (2) post-baccalaureate work record and work recommendations; and (3) leadership potential. Although graduate business schools have no preference for particular undergraduate majors, in addition to good oral and writing skills students should undertake undergraduate courses which develop and demonstrate quantitative skills: calculus, microeconomics, macroeconomics statistics, etc. Those interested in pursuing international business should present mastery of at least one foreign language as well as significant experience living and/or studying abroad. Advisers for graduate study in business and management are Ward Curran, 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 Kathleen Curran, Assistant 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, Computer Science, Engineering, Mathematics, Neuroscience, Physics and Astronomy, Psychology, or in an interdisciplinary science major such as Physical Sciences, may elect to be awarded the Bachelor of Science degree provided that the department or program in question has not established different requirements for the B.A. and B.S. versions of the major. Such a choice must be made known to the Registrar of the College not later than the beginning of a student's last semester of enrollment. A student who completes two (or more) majors, one of which qualifies only for the B.A., shall receive the B.A., irrespective of what the other major(s) may be.

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

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

Except for courses which invite repeated enrollments (e.g. Music 103, 104 Concert Choir), a student who repeats a course in which he or she received a passing grade shall receive no credit for the second enrollment, but shall have both grades included in the calculation of the GPA. A repeated course does not count toward the minimum of 4 credits which a student must earn in order to remain in good academic standing.

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

Candidates for the Bachelor's degree must:

1. Receive 36 course credits, of which at least 16 must be earned through completion of courses taught or supervised by Trinity faculty.

2. Complete the College's General Education requirements (described below).[1]

3. Complete the requirements of a major.[2] (A student who is completing more than one major must complete all the requirements of each major; however, if any course is required by more than one major, then that course may be applied toward fulfillment of the requirements of each major.)

4. Attain a cumulative grade point average of at least C-.

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

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

   Students may apply up to one course credit in Physical Education toward the degree. No more than four course credits in applied music may be counted toward the degree. Furthermore, students may count toward the degree no more than three course credits in Techniques and Applications of Theater and Dance courses (THDN 109, 209, 309), no more than two of which may be in THDN 109. Paired THDN 209 and 309 courses (intermediate and advanced) in the same subject, offered in the same semester, are not included in this limit. Students in the Class of 1996 and following may apply no more than two course credits earned in Teaching Assistantships toward the 36 required for the degree. (See the *Handbook* for detailed information about Teaching Assistantships for academic credit.)

General Education Requirements

Trinity's General Education requirements consist of proficiency requirements in writing and mathematics, a five-part distribution requirement, and an integration of knowledge requirement designed to ensure that all students undertake a coherent program of interdisciplinary study. Detailed descriptions of these requirements follow.

[1]Students who matriculated at Trinity as freshmen prior to September, 1988, or as transfer students prior to September, 1989, and students who entered the Individualized Degree Program (IDP) prior to September, 1989, are not subject to the General Education requirements. All candidates for the degree through the IDP must include courses from a minimum of three fields in their program of study at Trinity.

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

1. *Writing Proficiency*—Writing is an integral part of academic work in virtually all courses at Trinity, and students are expected to write prose that is correct, clear, convincing, and appropriate to their audience and purpose. Therefore, the College's Writing Center evaluates the writing proficiency of all entering students. Students whose writing is judged to be below the level of proficiency necessary for successful college work will be required to enroll in English 101. *Writing I* and English 102. *Writing II*. The continued development of students' writing abilities is supported by various programs in the Writing Center and across the curriculum. At any time during students' careers at Trinity, faculty may refer students to the Writing Center for assistance, and students may be required to enroll in writing courses or other programs of supplemental writing instruction.

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 participating in non-credit minicourses offered by the Center and then re-taking the relevant subtests. A student must be certified as proficient by the Mathematics Center by the end of the fourth Trinity term in order to be admitted to a fifth semester of study.

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 in 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. After matriculating at Trinity, a student may fulfill up to two of the five distribution requirements with courses taken elsewhere, provided the Director of Educational Services determines that the courses in question are appropriate to the distribution categories the student seeks to fulfill with them. The approval of the Director of Educational Services should be secured *before* the courses are taken. Advanced Placement credit may not be used to satisfy this requirement. (See pp. 56-59 for a list of courses in each distribution category.)

4. *Integration of Knowledge*—This requirement reflects the Trinity faculty's belief that it is essential to liberal education in the late-20th Century for students to learn how to relate different disciplines and bodies of knowledge to one another. By examining how the insights and methods of diverse disciplines can be integrated to elucidate complex subjects and issues, they will be better prepared for life and work in a complex society that increasingly values interdisciplinary thinking. Students may meet this requirement by means of any one of a half-dozen options, each of which entails the integration of courses from at least three different academic fields. The options are:

*Complete an interdisciplinary minor. The faculty has created over two dozen of these minors, each of which focuses on a broad theme or topic and consists of a sequence of five or six courses that are integrated by a seminar, a colloquium, special papers or examinations, or other suitable means. In five-course minors, up to two courses may be double counted in the student's major, whereas in six-course minors, up to three courses may be so double counted.

*Complete a student-designed interdisciplinary minor, in accordance with guidelines published in the *Handbook* and with the approval of the General Education Council.

*Complete an integrated study track based in the major. Such tracks consist of coursework required for the major, plus three or four related courses drawn from two other fields. Consult departmental listings, *infra*, to determine which departments offer integrated study tracks and what the specific track requirements are.

*Complete a major that itself integrates courses from three or more fields. Such majors include American Studies, Area Studies, Biochemistry, Biology, Chemistry, Comparative Literature, Engineering, Neuroscience, Physics, Public Policy Studies, and Women's Studies.

*Complete an individually-tailored, interdisciplinary major, provided that it consists of courses from a minimum of three fields and provided that the

Curriculum Committee determines, at the time it approves the major, that the courses will be sufficiently well integrated.

*Complete the Guided Studies Program: European Civilization, or the Interdisciplinary Science Program.

Students in the Individualized Degree Program may also satisfy the Integration of Knowledge requirement by completing an IDP Project. Students who complete all requirements for public-school teacher certification (including practice teaching) prior to their graduation are exempted from the Integration of Knowledge requirement.

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 registration for the first semester of the student's junior year, and may be made earlier.

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

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

Majors currently established at Trinity College include:

American Studies
Area Studies
Art History
Biochemistry
Biology
Chemistry
Classics
Comparative Literature
Computer Science
Economics
Engineering
English
History
Mathematics
Modern Languages (French, German, Italian, Russian, or Spanish)
Music
Neuroscience
Philosophy
Physics
Political Science
Psychology
Public Policy Studies
Religion
Sociology
Studio Arts
Theater Arts & Dance
Women's 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.

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

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

Grades

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 evaluated accordingly in this conversion.

A Pass/Low Pass/Fail Option is available to all matriculated students. Each such student may designate one course each semester, to a maximum of four courses in his or her college career, as "Pass/Fail" courses. In such courses, a grade of "Pass" will be recorded if the instructor reports a letter grade of C- or better to the Registrar, whereas a grade of "Low Pass" will be recorded if the instructor reports a letter grade from D+ to D-. (The grade of "Low Pass" is not used for students who matriculated prior to September, 1990. When such students exercise this option, a grade of "Pass" will be recorded if the instructor reports a letter grade of D- or higher.) Full credit will be given for courses graded "Pass" or "Low Pass"; no credit will be given for courses graded "Fail," and a "Fail" will have the same effects on academic standing as the regular grade of F. A course once designated as "Pass/Fail," counts towards the maximum of four Pass/Fail courses, even if the student should change from Pass/Fail to a letter grade by the close of the semester. Students who have been placed on Academic Probation may not take a course Pass/Fail during the

next semester of enrollment after the Probation is incurred. Courses taken Pass/Fail may not be counted in the student's major or applied toward fulfillment of the distribution or integration of knowledge requirements.

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 may be employed by the faculty sponsor of an Open Semester. Some Teaching Assistantships are also graded Pass/Fail. Pass/Fail courses mentioned in *this* paragraph do not count toward the four-course maximum of the previous paragraph.

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 courses for the semester under consideration in which the final grade is pending. 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 who is enrolled part time for both semesters of an academic year shall be eligible for the List if, at the end of the academic year, the student has satisfied the above requirements by a combination of the two semesters. No course which has been counted toward a previous Honors List may be counted a second time.

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 receipt of a written request from a parent or legal guardian of a dependent student, together with documentation that the student is a dependent for Federal income tax purposes, the College will honor this right to the extent that it is required by law.

Irregular Candidates For the Degree

The category of Irregular Candidate 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 or more designated courses. Special examinations and a satisfactory thesis may also be prescribed. Students are advised to consult the departmental chairpersons or program directors concerning specific requirements.

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

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

Admission To The College

General Admission Policy

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 accomplishments within their schools and communities, and (3) their qualities of character and personality. Trinity College does not make the religious tenets, sex, race, or national origin of any person a condition for admission.

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

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

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

Personal Qualities and Character

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

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

Secondary School Requirements

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

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

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

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

Early Decision

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

Option 1: All application materials (except the mid-year secondary school report) 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 1. (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 which implies readiness for college may apply for acceptance by early admission. In these circumstances, the regular application procedures should be followed during the junior year.

College Board or ACT Examination Requirements

Applicants for admission to Trinity are required to take the College Board's Scholastic Aptitude Test and the Achievement Test in English Composition or the test of the American College Testing Program. The SAT or ACT may be taken on any test date but by no later than January, 1994. It is the applicant's responsibility to have test scores sent to the Admissions Office.

Foreign students and students for whom English is not the first language should also take the College Board Test of English as a Foreign Language (TOEFL). Information concerning the TOEFL may be obtained from the College Board.

Campus Visits

Applicants for admission to the College are strongly encouraged to visit the campus. Although a personal interview 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 the evaluation of candidates. 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.

Individual Appointments

June to mid-January: Appointments are usually scheduled on weekdays between 9:30 a.m. and 3:30 p.m. and are generally reserved for students who have completed their junior year. Additional interviews, conducted by selected Trinity seniors, are available on weekdays and most Saturday mornings from October through early December.

Group Information Sessions

June through August: Monday through Thursday, 10:30 a.m. and 2:30 p.m.; Fridays, 10:30 a.m. only.
September through mid-January: Weekdays, 10:30 a.m.

Tours

Tours of the campus are conducted on a regular basis most of the year. 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 reading periods should be aware that formal classes are suspended during these times. Visitors coming to the campus for individual appointments, group sessions, or tours should go to the Office of Admissions.

Advanced Placement For Freshmen

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

1. *Advanced Placement Program of the College Board*—Students who take the Advanced Placement examinations may apply to the following departments to receive qualitative credit according to the restrictions noted below. When a department indicates that it awards Advanced Placement credit for work that is the equivalent of specific Trinity courses (e.g., Chemistry 111L, 112L), students who receive AP credit from that department *may not* take those courses for credit.

Biology — *One* and *one-quarter* course-credits (Biol. 152L or 153L) for scores of 5 or 4.

Chemistry — *One* course-credit and admission to Chemistry 121L for a score of 5 or 4.

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.

Economics — One course-credit for scores of 5 or 4 on the AP test in Economics.

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 may still take History 101 and 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

Trinity College welcomes qualified foreign students. However, scholarship resources and other financial aids for foreign students for the academic year 1993-94 are expected to be minimal. Foreign citizens should, therefore, have access to sufficient funding to cover the costs of attendance. Foreign 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 differ-

ences 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.

Transfer Admission

Students whose academic records are of good to excellent quality at two- or four-year accredited colleges who wish to transfer should write to the 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.

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

Students desiring to commence their studies at Trinity in September must complete the application process by March 15. September admission candidates who have properly completed their applications will receive a decision by mid-June.

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

College-sponsored financial assistance is often limited for transfer students. However, the Director of Financial Aid is willing to counsel students 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. Those admitted by transfer will be notified of the credit to be transferred toward general degree requirements at Trinity and which, if any, of the five parts of the distribution requirement (see "Distribution Courses") have been satisfied by such credit. In all cases the Director of Educational Services reserves the right to award or withhold credit. After entering Trinity, transfer students may petition the appropriate faculty regarding the use of transfer courses to satisfy major requirements and/or to replace up to three courses in an interdisciplinary minor. (Refer to "Requirements for the Bachelor's Degree" and "Interdisciplinary Minors" elsewhere in this catalogue.) Grades in courses taken before matriculation at Trinity are neither entered into the student's Trinity record nor included in the student's grade-point average.

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—1993-94

	Fall Term	*Spring Term*	*Total*
Tuition	$8,975.00	$8,975.00	$17,950.00
Room	1,685.00	1,685.00	3,370.00
Board (7 Day)	1,025.00	1,025.00	2,050.00
General Fee	265.00	265.00	530.00
Student Activity Fee	110.00	110.00	220.00
	$12,060.00	$12,060.00	$24,120.00
General Deposit	200.00	—	200.00
	$12,260.00	$12,260.00	$24,320.00
Books and Personal Expenses (minimum estimate)			1,175.00
			$25,495.00

a) The full amount of tuition of $8,975 per semester will be charged for full-time study up to and including 5 ¾ course credits per term. The College does not charge for the difference between 4.5 "standard" and the 5.75 course credit cut-off. This allows for 1.25 extra courses per year without charge. Students registering for 6.0 courses exceed that limit and are thus charged $2,000 for that course.

b) Part-Time Study: Students taking less than three (3) course credits per term will be billed $5,985 per term which represents 2/3 of full tuition. Written notification of approval by the Dean of Students must be submitted to the Student Accounts Office.

c) The per semester charges for meal plan contracts are as follows: $1125 for 19 (transfer) meals each week with flexible transfer credits, $1025 for 19 meals each week, $1080 for 14 (transfer) meals each week with flexible transfer credits, $1005 for 14 meals each week, and $935 for 10 meals each week.

d) The General Fee of $530 partially finances the operation of the Student Center, a student accident and sickness insurance, vocational tests, laboratory fees, and admission to athletic events.

e) The Student Activity Fee of $220 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 collected from incoming students. This deposit is held until after graduation or withdrawal from the College. Miscellaneous charges and fines are billed to the Student Account as incurred and must be paid as billed. The General Deposit may not be applied to these miscellaneous charges.

Other Financial Information

a) Auditors—$250 per course.

b) Campus Parking Fee—$50 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 6, 1993 and December 20, 1993 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 may be affected by financial aid award adjustments and new Federal Regulations.

The date of withdrawal is the date the Registrar receives written notification from the student. Freshmen and transfer students withdrawing prior to the start of classes should submit such notice to the Director of Admissions. This refund policy also applies to charges for extra course credits.

Withdrawal from Residential Contract

Room charges are based upon the date of receipt of written notification of withdrawal from a Residential Contract; therefore, residents must correspond with the Office of Residential 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 contracted for, rental is prorated. Withdrawal during or after the eighth week requires payment of rental for the full semester.

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

Board Contract Refunds

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

Refunds for withdrawals from meal plans will be issued directly to the student unless the College receives notice in writing that the refund be issued to another source (i.e., parent, home school) prior to September 1, 1993 for the fall term and January 1, 1994 for the spring term.

Payment of Refunds

Refunds will be made on a timely basis following receipt of written request and will be prorated among sources of outside payment.

Financial Aid

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

Central to the College's program is the concept of financial need. The College assumes that the parents and the student together will accept responsibility for as great a share as possible of the total educational costs. Where such family resources are inadequate, the College will provide supplementary assistance to those students. Approximately 42% of Trinity's undergraduates are receiving financial help from College, Federal or State funds.

General Information

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

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

1. *Loans* from College funds set aside for this purpose, or from the Federal Perkins Loan, or from the Federal Stafford (GSL) Loan Program.
2. *Employment* in College jobs, in the Federal Work-Study Program or in part-time off-campus jobs.

3. *Direct grants* from College scholarship funds and various state and federal programs, including Federal 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. All awards are made through the Office of Financial Aid.

Terms of Award

All financial aid is awarded on the basis of:

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), the Free Application for Federal Student Aid (FAFSA), and the Trinity 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.

Method of Application

In order to be given consideration for financial assistance, a candidate for the freshman class must follow the instructions and complete the forms 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*—Students receiving Federal Title IV assistance must maintain academic standing consistent with graduation requirements. Such eligibility will normally be limited to the equivalent of four years of full-time attendance, although exceptions may be made in unusual circumstances.

Method of Application For Renewal

Each recipient of financial aid who wishes to apply for a continuation of assistance must do so by April 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 Forms—An analysis of information contained on these forms will enable the Office of Financial Aid to make adjustments in each award in response to changing family circumstances.
3. A photocopy of the student's and parents' latest federal income tax returns.

Sources of Supplementary Assistance

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

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

In addition, low-cost educational loans are available to student borrowers through the state and Federal Stafford Loan and Federal Parents' Loan programs. Students interested in this opportunity should inquire at one or more of their local banks.

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 require more than 10 or 12 hours of the student's week and will not interfere with the student's academic schedule.

There are also numerous opportunities for off-campus employment in the Greater Hartford area. The Office of Financial Aid maintains a listing of available part-time 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

Courses are identified by numbers ranging from 001 to 900. As a general rule, elementary level (non-credit) courses are numbered 001 to 099, introductory level courses are numbered 100 to 199, intermediate level courses are numbered 200 to 299, and advanced undergraduate courses and seminars, or similar credit-generating activities, are numbered 300 to 499. Individualized Degree Program (IDP) study units are numbered 600 to 699. Graduate courses are numbered 800 to 900.

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 chairperson. 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 497-98. Course numbers joined by a hyphen also designate certain courses which combine the work of two full semester courses within one semester.

Symbols

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

L Laboratory course

TBA instructor to be announced

Distribution 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. Titles and descriptions of the courses may be found in the departmental listings in the section on Courses of Instruction. (Note: some courses are cross-listed in two or more departments and/or programs. In the distribution list, such courses appear only under the department or program in which they originate. However, if a student chooses to take such a course under one of its cross-listed designations, it still may be counted toward distribution. For example, a History department course cross-listed in Area Studies will satisfy distribution no matter whether the student registers for it under the History or Area Studies rubric.) Students are urged to take courses in at least two or three of the distribution categories during the freshman year and to satisfy all five parts of the requirement prior to the junior year. To satisfy this requirement, distribution courses must be passed with a letter grade.

ARTS

ENGLISH:

110, 111

CLASSICAL CIVILIZATION:

111, 214, 215, 216, 217, 220, 300, 311

ENGINEERING

341, 342

FINE ARTS:

Studio Arts

113, 114, 121, 122, 124, 125

Art History

101, 102, 103, 105, 107, 221, 232, 234, 236, 241, 242, 252, 261, 265, 271, 272, 276, 282, 283, 284, 286, 291, 292, 294

MUSIC:

101, 102, 103, 104, 105, 106, 109, 110, 113, 114, 116, 117, 121, 124, 151, 152, 162, 164, 172, 174, 182, 200, 205, 207, 211, 212, 213, 224

RELIGION:

253

Rome Campus:

119, 280, 281, 310, 311, 320, 330

THEATER & DANCE:

101, 102, 105, 106, 202, 203, 204, 205, 207, 209, 211, 236, 243, 244, 245, 249, 261, 302, 338, 339, 345, 369

HUMANITIES

ANTHROPOLOGY:

350

CLASSICS:

Greek

201, 202, 301, 302, 311, 313, 315, 317, 319, 321, 322, 342

Latin

221, 222, 301, 302, 304, 312, 321, 322, 331, 332, 341, 342, 351, 352

Latin/Greek

232

Classical Civilization

202, 203, 204, 205, 206, 208, 212, 219, 220, 302*

EDUCATIONAL STUDIES:

201, 202, 210, 211, 220

ENGLISH:

204, 205, 210, 211, 213, 215, 259, 260, 265, 268, 289, 290, 293, 295, 296, 314, 316

GUIDED STUDIES:

121, 211, 219, 242, 243, 252, 253

HISTORY:

101, 102, 103, 201, 202, 203, 204, 207, 208, 209, 211, 218, 235, 236, 241, 242, 304, 307, 308, 314

MODERN LANGUAGES:

Arabic

201, 202

Chinese

201, 202, 233, 234, 235, 333, 334

Comparative Literature

251, 252

French

201, 202, 233, 234, 241, 242, 245, 246, 305, 306, 320, 333, 334, 357, 358, 360

***Classical Civilization 111 and 214, which now are in the Arts category, may be used to satisfy Humanities distribution if taken prior to September, 1990.**

German

201, 202, 233, 234, 301, 302, 351, 352

Hebrew

201, 202

Italian

201, 202, 233, 234, 236, 290, 311, 312, 313, 314

Japanese

201, 202, 301, 302

Linguistics

101, 336

Modern Languages

233, 234, 333, 334

Russian

201, 202, 221, 222, 233, 234, 251, 252, 257, 258

Spanish

201, 202, 221, 228, 233, 234, 264, 265, 291, 301, 302, 303

PHILOSOPHY:

101, 102, 201, 203, 207, 209, 211, 212, 216, 217, 221, 222, 230

POLITICAL SCIENCE:

105, 207, 210

RELIGION:

109, 121, 151, 175, 181, 184, 192, 194, 205, 206, 207, 211, 212, 214, 215, 218, 220, 223, 224, 226, 228, 242, 245, 248, 252, 255, 256, 258, 261, 262, 285, 286, 296

Rome Campus:

216, 250, 314, 315, 329

WOMEN'S STUDIES:

101

NATURAL SCIENCES

BIOLOGY:

107, 110, 111, 112, 114, 115, 116, 117, 118, 141, 152L, 153L, 215L

CHEMISTRY:

100, 101, 111L, 121L, 150, 160

ENGINEERING

102, 104, 145

PHYSICS:

101L, 102L, 103, 104, 108, 110, 111, 121L, 122L

PSYCHOLOGY:

261L, 262, 265

NUMERICAL & SYMBOLIC REASONING

COLLEGE COURSE:

101

COMPUTER SCIENCE:

105, 115L

ECONOMICS:

109

ENGINEERING:

221

MATHEMATICS:

107, 109, 110, 114, 119, 120, 131, 132, 205, 231

PHILOSOPHY:

205

POLITICAL SCIENCE:

241L

PSYCHOLOGY:

221L

SOCIOLOGY:

201L

SOCIAL SCIENCES

ANTHROPOLOGY:

201, 203, 207, 210, 220, 230, 270, 330, 370

ECONOMICS:

101

EDUCATIONAL STUDIES:

203, 230, 331

POLITICAL SCIENCE:

101, 102, 103, 218, 224, 225, 277, 319

PSYCHOLOGY:

101, 226, 235, 270, 273, 310

PUBLIC POLICY STUDIES:

302

RELIGION:

281, 288, 289, 290

Rome Campus:

273

SOCIOLOGY:

101, 204, 207, 214, 220, 221, 225, 231, 244, 251, 272

Interdisciplinary Minors

Described below are the interdisciplinary minors that have been approved by the General Education Council, the faculty committee which oversees the non-major requirements.

Minors consist of five or six courses. 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. Furthermore when the requirements of a major and minor overlap, up to two courses in a five-course minor may be double counted toward the major and up to three courses in a six-course minor may be double counted. (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 its faculty Coordinator. Students are advised to make the declaration in a timely fashion, but ordinarily no earlier than the second semester of the freshman year. Some minors specify a time after which the minor may not be undertaken. 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*.

African Studies

Coordinator: Professor Sonia Lee (Modern Languages and Area Studies)

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

Course requirements:

1. **Four Core Courses:**
   History 230 (formerly History 328). Africa since 1914
   ***French 232. African Novelists: Voices of a Continent**
   ***Religion 285. Religions of Africa**
   ***Anthropology 270. Peoples of Africa**

2. **Two Elective Courses chosen from among:**
   ***Area Studies 309. African Dance**
   ***History 327. Africa to 1800**
   ***History 331. Africa in the 19th Century**
   ***PolS 320. Politics of Sub-Saharan Africa**
   ***ASAH 294. The Arts of Africa**

Afro-American Studies

Coordinator: Professor James A. Miller (American Studies and English)

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

The minor consists of four required courses in History, English, Music and American Studies/Political Science: one elective; and an integrating exercise.

Course requirements:

1. **Required Courses:**
   History 209: African-American Experience
   English 213: Afro-American Literary Traditions *or* *English 315: Afro-American Literature and the City *or* *English 264: Ralph Ellison's *Invisible Man
   American Studies 227: Blacks and American National Politics *or* American Studies 292: 20th Century Afro-American Social and Political Thought *or* American Studies 228: Black Politics in Urban America
   ***Music 117: Music in Black America *or* Music 174: Jazz: 1900 to the Present.**

2. **Elective:**

   One course related to Afro-American Studies, approved in advance by the coordinator.

3. **Integrating Exercise: 400-level seminar approved in advance by the coordinator.**

   or

   An independent study project on a topic approved in advance by the coordinator. All requirements for the minor should be completed before the integrating exercise.

Applications of Computing

Coordinator: Professor Ralph Morelli (Engineering and Computer Science)

The primary goal of the Applications of Computing minor is to equip students with the knowledge and skills necessary to design and implement computing applications in a field of their choosing (the contributing field). The course requirements provide the minimal mathematical and computer science background necessary to propose and undertake the integrating exercise - a one semester computing project that demonstrates the student's appreciation for the relationships between mathematics, computer science and the contributing field. Although in most cases the integrating exercise will involve research, writing and a substantial amount of programming, the interests of some students may lend themselves more appropriately to a thesis-type project that does not include a programming component. In either case, a description of the integrating exercise must be approved in advance by the coordinator.

Course Requirements:

1. Mathematical Foundations (1 course)
   Mathematics 119. Discrete Mathematics
   Mathematics 205. Abstraction and Argument

2. Computer Science Requirements (3 courses)
   Computer Science 115L. Introduction to Computing
   Computer Science 215. Data Structures and Algorithms
   One additional CPSC course numbered above 215 and approved by the coordinator.

3. Contributing Field Elective (1 course)
   An approved course from a field other than computer science that contributes in a coherent way to the integrating exercise.

4. Integrating Exercise (1 course)
   This requirement may be satisfied by completing an integrating project as part of an **Independent Study** course in either computer science **(CPSC 399)** *OR* in the coordinating discipline. The project should be designed in consultation with the faculty member who agrees to supervise the independent study and must be approved by the minor coordinator.

The elective provided under the computer science requirement may be combined with a suitable elective in the coordinating discipline to provide an adequate foundation for a variety of appropriate integrating exercises. For example, a mathematics major might select **Theory of Computation (CPSC 219)** *OR* **Analysis of Algorithms (CPSC 320)** *AND* **Combinatorics and Computing (Math 314)** as background for a project that studies a topic in the theoretical foundations of computer science. An economics major might select **Database Fundamentals (CPSC 372)** *AND* **Basic Econometrics (ECON 318)** as background for a data analysis project. A philosophy or psychology major might select **Artificial Intelligence (CPSC 352)** *AND* **Introduction to Cognitive Science (PHIL 220 *OR* PSYC 220** as background for an expert system or neural network project.

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 not eligible for this minor.

Classical Antiquity

Coordinator: Professor Anthony 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 Judaeo-Christian tradition, the chief ingredient of western civilization. Despite the advance of technology, shifts in educational and societal priorities, and an increasing awareness of other civilizations in the 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:**

   (a) **Art History 101. Introduction to the History of Art in the West I, *or* Classical Civilization 111. Introduction to Classical Art and Archaeology (same as Art History 111), *or* *Classical Civilization 220. Archaeology of Greece and Rome (same as Art History 212)**

   (b) ***Classical Civilization 202. Age of Augustus, *or* *212. Age of Pericles**

   (c) **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**

   (a) **Classical Civilization 111. Introduction to Classical Art and Archaeology (same as Art History 111)**
   Classical Civilization 214. Greek and Roman Architecture (same as Art History 214)
   Classical Civilization 215. Ancient Greek Painting (same as Art History 215)
   Classical Civilization 217. Greek & Roman Sculpture (same as Art History 217)
   Classical Civilization 220. Archaeology of Greece & Rome (same as Art History 212)
   Classical Civilization 300. Archaeological Excavation (Caesarea) (same as Art History 300)
   Classical Civilization 311. Aegean Bronze Age (same as Art History 311)

   (b) ***Classical Civilization 203. Mythology**
   ***Classical Civilization 204. Greek Civilization**
   ***Classical Civilization 205. Greek Tragedy**
   ***Classical Civilization 206. Ancient Epic**
   ***Classical Civilization 208. Men, Women & Society in Ancient Greece & Rome**

   (c) **History 203. Ancient Near East & Greece**
   History 204. Hellenistic & Roman History
   History 333. Republican Rome
   History 335. Greece before Alexander
   History 358. Decline & Fall of the Roman Empire
   History Seminars in the field of ancient history

   (d) **Philosophy 232. The City & the Cosmos**
   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 *202. Age of Augustus, or *212. Age of Pericles, or 219. The Classical Tradition**

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

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

Group I: Ancient

Art History 101. Introduction to the History of Art in West I
Classical Civilization 111. Introduction to Classical Art and Archaeology (same as Art History 111)
***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 214. Greek and Roman Architecture (same as Art History 214)**
***Classical Civilization 219. The Classical Tradition**
***Classical Civilization 220. Archaeology of Greece & Rome (same as Art History 212)**
History 203. Ancient Near East & Greece
History 204. Hellenistic & Roman History

Group II: Modern

Literature & History

***English 293. Literary Criticism: Aristotle to Modern Times**
***English 362. Eighteenth-Century Satire**
***English 364. The Literature of Repetition, Revision and Rejection**
***French 357. Literature of the Middle Ages & Renaissance (prereq: French 245 or 246)**
***French 358. Literature of the 17th & 18th Centuries (prereq: French 221)**
***German 302. German Literature (prereq: 5 semesters of college German)**
Italian 233. Dante: The Divine Comedy
Italian 311. Literature of the Middle Ages (prereq: Italian 202)
***Italian 312. Literature of the Renaissance (prereq: Italian 202)**
Spanish 301. Spanish Literature of the Middle Ages and the Golden Age (prereq: Spanish 291 or 228)
History 101. Introduction to the History of Europe
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): Augustine to Descartes
Philosophy 340. Metaphysics of Plato and Aristotle

The Arts

***Art History 221. 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.

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

Cognitive Science

Coordinator: Professor W. Miller Brown (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. **One of the following two courses:**

   ***Philosophy 220. Introduction to Cognitive Science**
   ***Psychology 356L. Cognitive Science (prereq: Psychology 255, 256, or 293, or a CPSC course in computing)**

2. **Either one of the following two sequences:**

   (1) Computer Science 115L. Introduction to Computing *and* Psychology 255L. Cognitive Psychology (prereq: Psychology 101)
   (2) Computer Science 352. Artificial Intelligence (prereq: CPSC 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 (222)**
   ***Philosophy of Language (351)**
   ***Minds and Brains (374)**
   ***Minds and Bodies (370)**

5. ***Philosophy 357. 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 sequences will introduce topics in computer science, cognitive psychology, and neuroscience. The alternative provides the student with a choice between two aspects of cognitive science. The first pair of courses emphasizes empirical research in cognition; the second pair 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.

Creative Arts Minor

Coordinator: Professor Arthur Feinsod (Theater and Dance)

The Creative Arts Minor offers students the opportunity of learning how to create works in two different artistic mediums, with the added challenge of exploring the interconnection between them. The minor, by first asking students to study two arts separately and then to do a project that brings them together in a vital interchange, proposes to help students come to an understanding of the demands and integrity of each medium and the two mediums in interrelationship.

Course Requirements:

1. Students must take five courses within the following guidelines: two pairs of courses (each pair concentrated in a single medium) from two of the groups listed below and a fifth course from any art in the third group. For example, a student may choose to take two courses in poetry (Group One), two courses in dance composition (Group Two), and a fifth course from Group Three (painting, for example).

ART	**COURSE**
	GROUP ONE—CREATIVE WRITING
	(two in Poetry *or* Short Fiction)
Poetry	**English 111. Creative Writing: Poetry**
	English 336. Advanced Creative Writing: Poetry (prereq: English 110 or 111)
	English 494. Poetry Workshop (English prereq: 111 or 336)
Short Fiction	**English 110. Creative Writing: Fiction**
	English 334. Advanced Creative Writing: Fiction (prereq: English 110 or 111)
	English 492. Fiction Workshop (prereq: English 110 or 334)
	GROUP TWO—THEATER, DANCE
	(two in Theater Composition *or* Dance Composition)
Theater Composition	***Theater/Dance 398. Playwriting (prereq: Theater/Dance 203 or 102)**
	***Theater/Dance 493. Adv. Playwriting (prereq: Theater/Dance 398)**
	***Theater/Dance 306-02. Performance Art (prereq: Theater/Dance 205 or 207)**
Dance Composition	***Theater/Dance 207. Dance Improvisation (prereq: Theater/Dance 105 or 106)**
	***Theater/Dance 221. Dance Composition I (prereq: Theater/Dance 207)**
	***Theater/Dance 320. Dance and Music (prereq: Theater/Dance 221)**
	***Theater/Dance 322. Dance Composition II (prereq: Theater/Dance 221)**
	***Theater/Dance 342-01. Adv. Improv. for Theater and Dance (prereq: Theater/Dance 205 or 207)**

GROUP THREE—STUDIO ARTS

(two in Painting *or* Sculpture *or* Drawing *or* Printmaking)

Painting	**Studio Arts 122.**	**Painting I**
	Studio Arts 222.	**Painting II (prereq: Studio Arts 122)**
Sculpture	**Studio Arts 124.**	**Sculpture I**
	Studio Arts 224.	**Sculpture II (prereq: Studio Arts 124)**
Drawing	**Studio Arts 121.**	**Drawing I**
	Studio Arts 221.	**Drawing II (prereq: Studio Arts 121)**
Printmaking	**Studio Arts 125.**	**Printmaking I**
	Studio Arts 225.	**Printmaking II (prereq: Studio Arts 125)**

2. Students must take a sixth course which serves as the integrating exercise of the Minor. The purpose of this exercise is to create pieces interrelated by theme or stylistic concerns or which set up a dynamic interchange or dialogue between aspects of the two arts. The student may fulfill this requirement by taking a one-credit Independent Study or by taking a one-credit third-level course in one of the two mediums being integrated (see the Creative Arts Coordinator for specific details on these options).

   Students who want to focus their sixth Creative Arts Minor credit around work in an area within Studio Arts, are required to opt for the third-level course in that studio discipline.

   Culminating Symposium

   At the end of both the fall and spring terms, a symposium will be held in which students completing the integrative exercise (whether in a third-level course or in an independent study) will present their finished projects, discuss choices made, and reflect on the issues and problems they encountered in bringing the two arts together. If the student has chosen to write a long paper, then he/she will be expected to present it orally and discuss his/her thesis and its implications. Attendance at the symposium is required of students at all levels of participation in the minor, and the event is also open to all members of the college community.

   Evaluation of the Integrating Exercise

   The culminating exercise will be graded by the independent study adviser or course instructor after consulting a faculty member from the student's other medium of concentration. The independent study adviser or the third-level course instructor and the second faculty member, whom the student and the student and adviser will select prior to the symposium, are strongly encouraged to attend the symposium and, where appropriate, the second faculty member is to read the student's written material before discussing and giving input on the grade.

   For those Majoring in Creative Writing, Theater/Dance, or Studio Arts

   Students majoring in one of the above Creative Arts fields may not choose as their medium of concentration in the Minor the same medium in which they are concentrating within their major but may otherwise count two courses for both their major and minor.

Eighteenth-Century Studies

Coordinators: Professors Kathleen Kete (History) and Jack Chatfield (History)

In the Eighteenth-Century Studies minor, 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. The minor consists of five courses. Four are to be chosen as directed from the lists below. The fifth course, the Integrative Project, may be an Independent Study earning one credit under the direction of a professor associated with the minor, or a course from either of the lists below plus an integrating 20-page paper submitted to the coordinator no later than spring break of senior year. Courses must be drawn from *three* fields.

Course Requirements:

1. Students must take three courses from the following list of core courses in the minor.

   Art History 252. Eighteenth-Century Art and Architecture
   English 361. The Enlightenment
   English 363. William Blake
   English 364. The Literature of Repetition, Revision and Rejection
   English 365. The Growth of the Novel
   History 321. Europe 1715-1815
   History 312. The Formative Years
   Philosophy 303. Descartes to Hume
   Philosophy 320. Major Figures in Philosophy (when on a suitable topic approved by the Coordinator)
   Music 164. Mozart and the Music of the Eighteenth Century
   Music 323. Style in the Classical Period (prereq: Music 102 or permission)

2. Students must take one course from the following list of electives with the approval of the minor Coordinator.

   Art History 102. Introduction to the History of Art in the West II
   Art History 272. American Architecture
   French 358. Literature of the 17th and 18th Centuries
   Spanish 297. Spanish Literature of the 18th and 19th Centuries
   German 214. Topics in German Culture and Literature (when on a suitable topic approved by the Coordinator)
   History 102. Introduction to the History of Europe
   History 201. United States from the Colonial Period Through the Civil War
   History 311. Colonial America
   Philosophy 304. Hume to the End of the Nineteenth Century
   Appropriate departmental seminars approved by the Coordinator

3. An Independent Study may be taken the first semester of Senior year which will fulfill the requirement of an Integrated Project. The Independent Study must be approved by the minor coordinator and be directed by a professor in the minor. Students may complete this requirement by writing a 20-page paper in consultation with the coordinator.

Environment & Human Values

Coordinator: Professor Craig Schneider (Biology)

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

Course Requirements:

1. Two (2) courses chosen from the following biology courses:

   ***Biology 107. Plants and People**
   ***Biology 110. Animal Adaptations**
   ***Biology 116. Biogeography**
   Biology 117. Organisms and Their Environment
   ***Biology 141. Conservation Biology**
   Biology 152L. Organisms and Populations
   Biology 215L. Botany
   Biology 303L. Field Biology
   ***Biology 336L. Marine and Freshwater Botany**

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

Natural Sciences & Quantitative Methods

***Chemistry 101. The World of Chemistry**
Chemistry 111-112L. Introductory Chemistry
or **Chemistry 121L. General Chemistry**
***Physics 104. Environmental Physics**
***Physics 108. Energy and Society**
***Physics 110. Climate**
Mathematics 107. Elements of Statistics
or ***Mathematics 114. Judgment and Decision-Making**
Psychology 221. Research Design and Analysis
or **Sociology 201L. Research Methods in the Social Sciences**

Social Sciences

Anthropology 201. Introduction to Anthropology
Anthropology 203. World Ethnography
***Anthropology 240. Public Policy and Applied Anthropology**
***Economics 311. Environmental Economics**
***Psychology 262. Animal Behavior**
***Public Policy 224. Public Policy Analysis: Theory and Practice**
Public Policy 302. Law and Environmental Policy
Public Policy 303. Policy Implementation Workshop
***Sociology 244. Population Studies**

Humanities

History 222. The Shock of the Machine: Technology and Western Culture in the Industrial Age
***History 386. Planetary History**
***Philosophy 227. Environmental Philosophy**

Each student who elects this minor is also required to complete an integrating experience which could include an independent study or internship approved by the coordinator *or* completion of Biology 303L or 336L as a culminating sixth course in the minor sequence. Independent study could involve a substantial research paper or special project within one of several academic departments, to be taken after the regular five course sequence.

Because a number of the courses (*) listed above are not offered each year, it is recommended that students begin the course requirements for the Environment & Human Values Minor no later than their sophomore year.

Formal Organizations

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

Formal organizations are people organized into a social unit for the explicit purpose of achieving certain goals. Such organizations include governments, businesses, 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. One course from the following list:

Economics 214. Business and Entrepreneurial History (prereq: Economics 101)
History 223. Business Enterprise and American Culture
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 Organizations and Public Policy (prereq: Economics 101)
Formal Organizations 301. Behavior in Organizations
Sociology 325. Sociology of Law (prereq: prior Sociology course)
Political Science 218. Urban Politics (Political Science 102 recommended)
Political Science 301. American Political Parties
Political Science 309. Congress and Public Policy (prereq: Political Science 102)
Political Science 311. Administration and Public Policy

4. A one credit internship in a formal organization supervised by a faculty member in the minor.

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

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

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

French Studies

Coordinator: Professor Lloyd-Jones (Modern Languages)

Purpose:

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

Course Requirements:

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

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

Categories of inquiry:

1. The Arts
2. History, Politics and Thought
3. Language and Literature

1. *The Arts*

AHIS 232. Gothic and Renaissance Art in Northern Europe
AHIS 241. 17th Century Art: The South
AHIS 252. 18th Century Art: Absolutism, Enlightenment and Romanticism
AHIS 261. 19th Century Painting and Sculpture
FREN 320. French Cinema
MUSC 326. Topics in 20th Century Music: Debussy, Ravel and Fauré

2. *History, Politics and Thought*

FREN 305. Modern Culture and Civilization
HIST 301. Europe in the Early Middle Ages
HIST 302. Europe in the Age of the Crusades
HIST 304. Renaissance and Reformation Europe
HIST 320. Modern France
HIST 321. The Old Regime and the French Revolution
HIST 322. Europe, 1799-1914
HIST 323. Europe, 1914-1989
POLS 208. Western European Politics
POLS 322. International Political Economy
POLS 329. Rousseau and Democracy
POLS 327. European Integration
PHIL 217. Philosophy in Literature
PHIL 302. History of Philosophy: Augustine to Descartes
PHIL 303. History of Philosophy: Descartes to Hume
PHIL 312. Descartes

3. *Language and Literature*

FREN 233 & 333. Literature in Translation
FREN 351. Heart and Mind in French Literature
FREN 352. The Social Vision in French Literature
FREN 353. The Life of the Imagination in French Literature
FREN 360. Francophone Literature
LATN 232. Comparative Philology: Latin and Greek
LING 101. Elementary Linguistics
LING 236. Language, Meaning and Ideology

Students will choose one of the six courses in which to write a paper on an interdisciplinary topic integrating the knowledge acquired in that and at least one other of the courses being counted toward the minor. The course in which this paper is written must normally be among those taken at Trinity College. Should foreign study make this impossible, a non-credit interdisciplinary paper must be written in the term following the student's return to the College. In such cases, the student will combine material from work already done in two courses of different disciplines, and no new research beyond the course-work already completed will be expected.

Majors in French may not take this minor.

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German Studies

Coordinator: Professor Hook (Modern Languages)

Purpose:

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

Course Requirements:

Students must take six courses in three categories of inquiry (at least one course, and no more than three, from each category). German 401 (Special Topic) is required; at least one of the other five must be taken from the German literature offerings (German 231, 232, 301, 302 and 352), and *must* be taken at Trinity College. *Students are encouraged (although not required, to take some of their other courses in one of the various programs available to them in Germany, Austria or Switzerland*: they should consult the coordinator of the minor and the Director of Educational Services for more information. Examples of other acceptable courses taught here at the College are listed below (others may be acceptable with the coordinator's approval).

Categories of inquiry:

1. The Arts
2. History, Politics and Thought
3. Language and Literature

1. *The Arts*

AHIS 101. Introduction to the History of Art in the West I
AHIS 232. Gothic and Renaissance Art in Northern Europe
AHIS 261. 19th Century Painting and Sculpture
AHIS 286. 20th Century Architecture
AHIS 321. Seminar in Gothic Art
AHIS 341. Seminar in Baroque Art
MUSC 164. Mozart and the 18th Century
MUSC 322. Style in the Baroque Period
MUSC 323. Style in the Classical Period
MUSC 324. The Age of Beethoven
MUSC 325. Topics in 19th Century Music: Schubert
THDN 242. German Expressionism
THDN 338. 20th Century European Theater and Drama

2. *History, Politics and Thought*

ECON 205. History of Economic Thought
HIST 101/2. Introduction to the History of Europe
HIST 304. Renaissance and Reformation Europe
HIST 310. Germany
HIST 322. Europe, 1799-1914
HIST 323. Europe, 1914-1989
PHIL 304. Hume to the end of the 19th Century
PHIL 306. 20th Century Continental Philosophy
PHIL 318. Kant
PHIL 320. Hegel
PHIL 325. Nietzsche
PHIL 328. Freud
PHIL 335. Heidegger
POLS 105. Introduction to Political Philosophy
POLS 327. European Integration
RELG 223. Major Religious Thinkers of the West, I
RELG 224. Major Religious Thinkers of the West, II
WMST 402. Women in European Society: 1789-Present

3. *Language and Literature*

GRMN 231 & 232. German Literature in Translation
GRMN 301. German Readings I
GRMN 302. German Readings II
GRMN 352. Advanced German Readings
LING 101. Elementary Linguistics
LING 236. Language, Meaning and Ideology

Students will choose one of the six courses in which to write a paper on an interdisciplinary topic integrating the knowledge acquired in that and at least one other of the courses being counted toward the minor. The course in which this paper is written must normally be among those taken at Trinity College. Should foreign study make this impossible, a non-credit interdisciplinary paper must be written in the term following the student's return to the College; in such cases, the student will combine material from work already done in two courses of different disciplines, and no new research beyond the course-work already completed will be expected.

Majors in German may not take this minor.

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Human Movement Studies

Coordinator: Professor Drew A. Hyland (Philosophy)

The Human Movement Studies Minor offers students an opportunity to study the human body and its movement from a variety of disciplinary perspectives, including the arts, science, and philosophy. Topics such as the meaning and significance of embodiment, risk, health, and the bi-directionality of mind and body connections are brought to the fore at different times by the natural integration of content by the component courses.

Course Requirements:

A total of five courses under the following rubrics:

1. **Engineering & Computer Science 145: Biomechanics of Human Movement**
2. **Philosophy 213: Philosophy of Sport**
3. At least one of the following: **Psychology 261: General Psychobiology,** or **Psychology 463: Psychobiology of Health and Fitness**
4. At least one of the following: **Theater and Dance 105: Introduction to Dance,** or **Theater and Dance 207: Improvisation.**
5. To complete the minor, a student may take either the second Psychology course listed in #3, the second Theater and Dance course listed in #4, or one course from the following list:

   Philosophy 370: Minds and Bodies
   Philosophy 375: Concepts of Soul and Mind
   Theater and Dance 221: Composition
   Theater and Dance 209, 309: Techniques and Application of Theater and Dance
   Theater and Dance 302: Anatomy of Movement
   Biology 115: Food and Science
   Psychology 393: Perception
   Psychology 203: Male & Female: a Psychological Investigation
   Psychology 310: The Psychology of Gender Differences

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.

Integrating Experience

The integrating experience will be a paper written after at least four of the courses have been taken, on a topic which integrates the material learned from several courses. The paper must be 8-10 pages long and is to be submitted to the Coordinator.

Italian Studies

Coordinator: Dario Del Puppo (Modern Languages)

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

Course Requirements:

Students take six courses in three categories of inquiry:

1. History and Politics
2. Language and Literature
3. Art

No fewer than one course, nor more than three courses may be taken in any one category. At least two courses for this minor must be taken at the Trinity College Rome Campus.

An interdisciplinary civilization course, IT 236 or Rome 239, is required of all students.

Courses in the Italian Language must be beyond the introductory level (101-102) in order to count towards the minor.

Students will choose one of the six courses in which to write a paper on an interdisciplinary topic integrating the knowledge acquired in that and at least one other of the courses being counted toward the minor. The course in which this paper is written must normally be among those taken at Trinity College. Should foreign study make this impossible, a non-credit interdisciplinary paper must be written in the term following the student's return to the College; in such cases, the student will combine material from work already done in two courses of different disciplines, and no new research beyond the course-work already completed will be expected.

Majors in Italian may not take this minor.

Hartford Campus

Language and Literature

201, 202. Intermediate I, II: Conversation & Composition
226. Italy Today: Italian Conversation
231. Dante: The Divine Comedy
236. Italy from 1861 to the Present: Tradition & Change in an Ancient Civilization
290. Italian Cinema
312. Literature of the Renaissance
313. Literature of the 18th & 19th Centuries
314. Literature of the 20th Century
401, 402. Special Topics

Art History

101. Introduction to the History of Art in the West I
232. Gothic and Renaissance Art
234. Early Renaissance Art in Italy
236. High Renaissance Art in Italy

History and Politics

304. Renaissance & Reformation Europe
337. Modern Italy
349-01. Past and Present in Italian Intellectual History (Hartford campus) (same as Italian 333)
401. Italian and European Fascism

Rome Campus (Including Summer Program)

Language and Literature

211. Intermediate Italian
226. Conversation and Composition
239. Modern Italian Culture & Civilization (in Italian)
315. Manzoni and Leopardi
329. Late 19th and Early 20th Century Italian Literature

Art History

281. Introduction to the Art of Rome
310. Renaissance Art
311. Baroque Art of Rome
320. Early Christian and Medieval Art

Classics

233. Classical Mythology
237. Roman Drama: Comedy and Tragedy

History and Politics

216. Twentieth Century Europe
265. Italian-American Government
273. Politics of Italy
290. Modern Italy
309. Political Terrorism

Music

219. Masterpieces of Italian Opera
232. Italian Music of the Renaissance and Baroque

College Course

250. The City of Rome

Other courses given by visiting faculty.

Latin American Studies

Coordinator: Professor Darío A. Euraque (History)

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. Core Course

   History 236. Modern Latin America. This course is taught with an interdisciplinary approach, including its readings and assignments.

2. Secondary Required Courses

   Economics 231. Latin American Economic Development (Prereq: Economics 101)
   Spanish 232. Latin American Literature in Translation (Students having studied sufficient Spanish to qualify them for entry into courses taught in the Spanish language should substitute SPAN 264 for SPAN 232.)

3. 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 314. Politics and Revolution in Central America
   History 339. Modern Mexico: Historical Origins
   ***History 401-38. Columbus: An Exploration**
   History 402. Special Topics in Latin American History
   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 (prereq: Political Science 103)
   Area Studies 362. Peoples and Cultures of the Caribbean
   PRESHCO 1408. The Colonization of Mexico

During some point in the sequence, students will also be required to write a 20-25 page interdisciplinary paper in any of the three required courses, i.e., HIST 236, ECON 231 or SPAN 232 (SPAN 264). Should a student fail to write the required interdisciplinary paper in one of these courses, he or she must contact the coordinator of the minor to propose alternative arrangements for completing the paper. These arrangements must be approved by the coordinator no later than the second semester of the student's junior year.

Knowledge of Spanish is not a prerequisite for successful completion of the minor. Students will not be permitted to begin this minor after the fall semester of the junior year. Students majoring in Latin American Studies are ineligible for this minor. For further information, please contact Prof. Darío A. Euraque.

Legal Studies

Coordinator: Professor Andrew J. Gold (Public Policy Studies)

The Legal Studies minor will acquaint students with some of the components and functions of a legal system from the vantage point of several different disciplines. Students will learn why law is so hard to define as well as how law affects the distribution of authority, the enforcement of obligations, and the structure of economic and social institutions. Students will also learn about the reciprocal interchange between law and broader ideas such as justice, responsibility and morality.

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

Because of enrollment restrictions in some of the required courses, this minor ordinarily can admit only 20 students in each class. All places for members of the Class of 1992 and 1993 have been filled.

Course Requirements:

1. Introductory Course: **Legal Studies 113. Introduction to Law**

2. Disciplinary Approaches: three courses are required, one from each of three disciplines:

[*Sociology 325. Sociology of Law (prereq: prior Sociology course)]
Economics 304. Law and Economics (prereq: Econ 101, 301 preferred)
[*History 312. The Formative Years of American History, 1763-1815]
Philosophy 216. Philosophy of Law
Political Science 307. Constitutional Law: The Federal System and the Separation of Powers (prereq: Pols 102)
***Women's Studies 277. Law, Gender and the Supreme Court**

3. Special Topics: choose one course:

Political Science 312. Human Rights and International Law (prereq: Pols 101)
Political Science 316. Constitutional Law: Civil Rights and Civil Liberties (prereq: Pols 102)
Public Policy Studies 302. Law and Environmental Policy
Economics 204. Labor Relations (prereq: Econ 101)
Economics 308. Industrial Organization and Public Policy (prereq: Econ 101, 301 preferred)
[Psychology 294. Psychology and the Criminal Justice System]

4. Integrating Exercise:

Enroll in the "capstone" course, Legal Studies 401. Leading Legal Issues. (Ordinarily, students should not take this course until they have satisfied requirements 1 and 2, above.)

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 an off-campus program, the Williams-Mystic Program in American Maritime Studies.

The Marine Studies minor consists of six courses, four required core courses offered by the off-campus programs, and two elective, and related, courses offered at Trinity.

Course Requirements:

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

Group A. Courses in the Sciences

Physics 101L. Principles of Physics I
***Physics 104. Environmental Physics**
Chemistry 101. The World of Chemistry
Chemistry 111L. General Chemistry I
Biology 110. Animal Adaptation
Biology 116. Biogeography

Biology 117. Organisms and Their Environment
Biology 152L. Organisms and Populations
Biology 222L. Invertebrate Zoology (prereq: Biology 152 or 153)
***Biology 336L. Marine and Freshwater Botany (prereq: Biology 152 or 153)**

Group B. Courses in the Humanities and Social Sciences

English 204. Introduction to American Literature I
***English 375. Hawthorne, Melville and James**
***History 386. Planetary History**
Political Science 224. Public Policy Analysis: Theory and Practice
Public Policy 302. Law and Environmental Policy
Economics 311. Environmental Economics (prereq: Economics 101 and 301)
Sociology 325. Sociology of Law (prereq: a previous Sociology course)

Group C. Required Core Courses (Williams-Mystic Program)

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

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

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

The schedule for application (taking into account both Mystic's and Trinity's deadlines), and notification of acceptance into the Mystic Program, is approximately as follows:

	Application due	*Notification*
Early decision	early-February	late February
Regular decision	mid-March	late April

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

The Office of Educational Services must be notified of your application to the off-campus 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)

Course Requirements:

1. **Medieval and Renaissance Core Course**—The interdisciplinary core course is normally offered in the Spring term. It is always cross-listed. Topics vary from year to year. **Through consultation with the coordinator of the minor, students can obtain information about the planned schedule of core courses.** The core course for 1993-94 will be **PHIL 302.01, Augustine to Descartes** (Lang). Also required is **PHIL 301.01, History of Philosophy (Lab), ¼ credit.** In view of the laboratory requirement that accompanies the core course this year, students will fulfill the integration of knowledge requirement by successfully completing PHIL 302.01 and PHIL 310.01. (These courses are cross-listed as RELG 302.01 and RELG 310.01.)

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 1688
History 212. Family and Community in the Middle Ages
History 301. Europe in the Early Middle Ages, 450–1050
History 302. Europe in the Age of the Crusades
***History 304. Renaissance and Reformation Europe**
History 338. Rise of the University
History 401, 402. Seminars (one or two each year on Medieval or Renaissance topics)

Ideas, Thinking and Beliefs:

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
Religion 296. Women in the Catholic Tradition (for Minor credit the research paper must focus on a figure in the Medieval-Renaissance period)

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 348. Women Writers of the Middle Ages
English 351, 352. Shakespeare
***English 354. Seventeenth-Century Poetry**
French 357. Literature of the Middle Ages and Renaissance (prereq: French 245 or 246)
***Italian 311. Literature of the Middle Ages (prereq. Italian 244 or equivalent)**
Italian 312. Literature of the Renaissance (prereq. Italian 244 or equivalent)
***Italian 328. Renaissance Italy**
***Italian 387. Dante (in Italian)**
Latin: One course credit towards the minor for the introductory level; other courses with permission of Coordinator of the minor
***Modern Languages 334-##. Humanism and Literature in the Renaissance**
Modern Languages 333-##. Dante (in English)
Modern Languages 333-##. Don Quixote (in English)
Modern Languages 334-##. Women in the World of the Renaissance
***Music 152. Italian Music of the Renaissance and Baroque**
Music 211. The History of Western Music I (prereq: Music 101 or permission)
Spanish 301. Literature of the Middle Ages and the Golden Age (prereq. Spanish 291 or Spanish 228 and permission)
***Spanish 328. Cervantes (prereq: Spanish 221 or Spanish 228 and permission)**

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

Integration of Knowledge: Students will choose one of their six courses in which to write a 15-20 page **interdisciplinary** paper linking the subject matter of the chosen course with that of another in the minor, of another discipline. The two courses need not be taken in the same semester. Satisfactory completion of this linking exercise is required for the minor. When declaring the minor, students will indicate the course in which the linking paper is expected to be written.

Models and Data

Coordinator: Timothy V. Craine (Director of the Mathematics Center)

The application of mathematics to understanding quantifiable phenomena reveals the utility and power of the subject. This minor emphasizes the interplay between theoretical abstraction formulated in a mathematical model and data obtained from measurements in the real world. The minor gives the student an opportunity to study the construction of models and analysis of data in several disciplines.

Course Requirements:

1. **Two** of the following **mathematics** courses:

   107. Elements of Statistics
   ***114. Judgment and Decision Making**
   ***120. Finite and Linear Mathematics**
   ***157. Intermediate Statistics for Natural and Social Sciences**
   228. Linear Algebra
   234. Differential Equations
   252. Introduction to Mathematical Modeling

2. **Three** courses which emphasize **applications of mathematics**. They must be chosen from 3 different fields, at least one from the Natural Sciences and at least one from the Social Sciences.

   Natural Science
   Physics 101L, 102L, 121L, 122L, 221L, 222L
   Chemistry 111L, 112L, 123L, 208L
   Engineering 145, 212L, 221, 225, 226
   Biology 221L, *333L

   Social Science
   Economics 101, 301, 302, 312, 318L, 821
   Political Science 241L
   Sociology 201L
   Psychology 221

   An additional social science course may be included with the approval of the coordinator, provided that the student's work includes a project requiring substantial use of quantitative methods.

3. At least two of the five courses in categories (1) and (2) above must be numbered higher than 150.

4. **Mathematics 291: Interdisciplinary Seminar in Quantitative Methods**. This course constitutes the integrating experience for the minor.

*may be offered less frequently than once a year

Modern European Studies

Coordinator: Professor Dori Katz (Modern Languages and Literatures)

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

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

A. Interdisciplinary Minor in Nineteenth Century European Studies

Course Requirements:

1. Three survey courses from the following list:

   ***Comparative Literature 251. Nineteenth Century European Literature**
   Art History 261. Nineteenth Century Painting and Sculpture

Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)
***History 321. Revolutionary Europe (or in its absence, History 102. Introduction to the History of Europe)**
***Philosophy 304. History of Philosophy (IV): Hume to the Present**

2. Two courses on special topics. A sample list of eligible courses follows, but there are many other possibilities among which to choose. Students should consult with the coordinator of the minor about their choices.

Art History 265. 20th Century Architectural History
College Course 242. History of Science and Technology II
History 208. British Politics and Society
***History 308. The Rise of Modern Russia**
***History 320. Modern France**
***Economics 205. History of Economic Thought** (can count as a survey or topic course, but not both)
***English 381. Symbolists, Aesthetes and Decadents**
English 382. Nineteenth Century Gothic Novel
***English 386. Victorian Poetry**
***English 395. Nineteenth Century Novel**
Italian 313. Literature of the Eighteenth and Nineteenth Centuries (prereq: Italian 202)
***Russian 251. The Great Tradition of the Russian Novel (course given in translation)**
***Russian 257. Dostoevsky (course given in translation)**
***Music 325. Topics in the Nineteenth Century (prereq: Music 102)**
***Theater 336. Ibsen and Strindberg (prereq: Theater/Dance 203)**
***Philosophy 320. Hegel**
***Philosophy 325. Nietzsche**

3. An interdisciplinary seminar to be taken after completion of 1 and 2, above:

Modern European Studies 300. Issues in Modern European Studies: The Nineteenth and Twentieth Centuries—
This course will study, in depth, some major problem(s) or concept(s) that straddle the nineteenth and twentieth centuries. It will integrate the student's knowledge of the historical, artistic, cultural, philosophical and social issues of the times. The seminar will be led by one or two faculty members but will feature guest lectures by faculty from at least two other fields.

B. Interdisciplinary Minor in Twentieth Century European Studies

Course Requirements:

1. Three survey courses from the following list:

***Comparative Literature 252. Twentieth Century European Literature**
Art History 282. Twentieth Century Painting & Sculpture
Art History 283. Contemporary Art (can count as a survey or topic course, but not both)
Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)
***History 322. Modern Europe 1870–1945, (or, in its absence, History 102. Introduction to the History of Europe)**
***Philosophy 306. Twentieth Century Continental Philosophy**
***Theater & Dance 338. Twentieth Century European Theater and Drama (prereq: Theater/Dance 101)**
***Political Science 208. Western European Politics**

2. Two courses on special topics. A sample list of eligible courses follows, but there are many other possibilities among which to choose. Students should consult with the coordinator of the minor about their choices.

Art History 105. Film as a Visual Art
Art History 283. Contemporary Art (can count as a survey or topic course, but not both)
Art History 286. Twentieth Century Architecture

Art History 292. History of Photography
Art History 381. Picasso
College Course 242. History of Science and Technology, II
***Comparative Literature 393. Studies in Surrealism**
Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)
***English 342. Contemporary British Literature**
***French 320. French Cinema**
***German 291. The Weimar Republic**
History 208. British Politics and Society
History 308. The Rise of Modern Russia
***History 336. Modern Jewish History, 1789 to the present**
***History 401. Italian and European Fascism**
***History 401. British Politics, Society and Culture, 1890 to the present**
Italian 290. Italian Cinema: Fiction and Film
***Italian 352. Twentieth Century Prose (prereq: Italian 244)**
***Music 124. The Birth of Modernism (prereq: Music 101 and 102, or Music 211)**
***Philosophy 222. Existentialism**
Philosophy 335. Heidegger
***Psychology 447. Freud**
***Spanish 332. Twentieth Century Spain: Prose (prereq: Spanish 221)**
***Theater & Dance 236. Twentieth Century Dance History**
Theater & Dance 333. East-European Theater
***Theater & Dance 340. Twentieth Century Directors (prereq: Theater/Dance 203 or 102)**

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

Mythology

Coordinator: Professor John Gettier (Religion)

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

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

Course Requirements:

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

   A. Western
   Classics 203. Mythology
   Religion 215. Myth and the Bible

   B. Non-Western
   Religion 255. Hinduism
   Religion 283. Native American Religions
   Religion 285. Religions of Africa

   C. Interpretive Schemes
   Anthropology 203. World Ethnography
   English 265. Introduction to Film Studies
   English 290. Critical Theory: Introduction to Literature and Psychology
   English 296. Critical Theory: Narrative and Thematic Patterns
   Mod Lang 236. Language, Meaning and Ideology
   Psych 447. Freud
   Religion 184. Myth, Rite and Sacrament
   Religion 281. Anthropology of Religion

D. The Arts

Art History 103. Introduction to Asian Art
Art History 107. Contemporary Cinema
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
Art History 241. Seventeenth Century Art I: The South
Art History 242. Seventeenth Century Art II: The North
English 354. 17th Century Poetry
English 363. William Blake: The Poet as Radical
English 387. Romantic Poetry
Mod Lang 233-02. African Novelists: Voices of a Continent
Mod Lang 333. The Divine Comedy
Religion 242. Religion Observed in Literature and Film
Religion 253. Indian and Islamic Painting
Religion 254. Buddhist Art
Theater/Dance 243. Asian/Dance Drama

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

Classics 208. Myth and Reality: Men, Women and Society in Ancient Greece and Rome
English 310. The Epic
English 319. Time and the Modern Novel
English 345. Chaucer
English 346. Dream Vision and Romance
English 351, 352. Shakespeare
English 368. The American West
History 317. American Culture, 1815-1914
Philosophy 320. Plato
Religion 208. Jewish Mysticism
Religion 252. Asian Mystic
Religion 315. Apocalyptic Literature: From Daniel to Revelation (prereq: Religion 211 or 212 or p.i.)
Sociology 231. Popular Culture
Sociology 319. Popular Culture in America: Race, Class and Gender

3. Integrating Component

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

On occasion an integrating seminar will be offered:

Mythology 300. An examination of myths, their interpretation, and expression, to be taken by students as their fifth or sixth course in the sequence. Enrollment limited to Mythology minors, or by permission of the instructor.

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

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

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

Performing Arts

Coordinator: Professor Katharine Power (Theater/Dance)

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

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

Course Requirements:

1. One course-credit from List A
2. One course-credit from each of the fields (Theater/Dance, and Music) in List B
3. Theater/Dance 346. Looking at Performance, 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 Looking at Performance, which will synthesize conceptions of performance accrued through previous course-work by investigating performance from a critical perspective. It is recommended (although not required) that students take this course towards the end of the minor.

List A

***Theater/Dance 243-02. 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)**
***Music 124. The Birth of Modernism**
Music 174. Jazz, 1900 to the Present
***Music 113. World Music**
***Theater/Dance 245. Women in Theater and Dance**
Theater/Dance 249. History of Theatrical Style
Theater/Dance 343. Ensemble Performance
Theater/Dance 344. Environmental Performance
Theater/Dance 345. Video and Performance

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. Basic Musicianship
Music 102. Applied Musicianship
†Music 103, 104. Concert Choir
†Music 105, 106. Orchestra
†Music 107, 108. Lessons
†Music 109, 110. Jazz Band
†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.

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

Russian Studies

Coordinator: Professor Katherine Lahti (Modern Languages and Literature)

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

Each student must complete an approved research project which investigates some topic of interest and makes balanced use of two of the disciplines. 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. 20th Century Russian Literature**
   [Russian 357. Dostoevsky]
   [Russian 358. Tolstoy]
   Theater and Dance 337. Russian and Soviet Theater

3. **One course chosen from the following electives:**
   Economics 324. Post-Soviet Economics (prerequisite: Economics 101)
   [Political Science 319.] The Politics of Post-Communist Societies (prerequisite: Political Science 103)
   Sociology 315. Soviet and Post 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 Katherine Lahti (History)

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 and sociology.

Students must complete an approved research project that requires the integration of at least two disciplines. 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
Sociology 315. Soviet and Post Soviet Society (limited to upperclassmen)
Economics 324. Post Soviet Economics (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 four 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.

Spanish Studies

Coordinator: Professor Arnold L. Kerson (Modern Languages)

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

Requirements:

Students take six courses in three categories of inquiry:

1. History and Politics
2. Language and Literature
3. Art and Music

No fewer than one course, nor more than three courses may be taken in any one category. A minimum of three courses for this minor must be taken at PRESHCO, Trinity's program in Cordoba; at least one of them must be in History and Politics, and one in Art or Music.

Courses in the Spanish Language must be beyond the intermediate level (201-202) in order to count towards the minor.

The final course must be taken at Trinity, where the student will write a paper on an interdisciplinary topic, which will integrate the knowledge acquired in this course and at least in one other being counted for the minor.

Spanish Majors may not elect to take this minor.

List of Courses

Trinity College, Hartford

Language and Literature

Span. 221. Advanced Grammar and Composition
Span. 228. Readings in Hispanic Literature
Span. 265. The Making of Modern Spain
Span. 291. Introduction to Literary Criticism
***Span. 297. Spanish Literature of the XVIII and XIX Centuries**

***Span. 301. Spanish Literature of the Middle Ages and Golden Age**
***Span. 302. Twentieth Century Spanish Literature**
***Span. 328. Cervantes**
***MDLG 232-##. Don Quixote**

PRESHCO courses

History and Politics

1401a. Andalusia Before the Romans
1401b. Andalusia During the Roman Period
1402a. The Middle Ages
1402b. Moslem Andalusia
1403a. History of Spain, 1492-1700
1403b. The Colonization of America
1404a. Spain: The 18th and 19th Centuries
1405a. Spain: The 20th Century
1405b. Spain and the European Economic Community (1976-1990)
1407. Special Topic
1411. The Geography of Spain

Art and Music

1431. Spanish Art History
1432. Moslem Art
1433. The Music of Spain
1435. Fine Arts: Special Topic

Studies in Progressive American Social Movements

Coordinator: Professor Diane Zannoni (Economics)

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

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

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

Requirements:

1. Three courses selected from the core group listed below, no more than two of which may be in the same field,
2. A fourth course selected from either the core group or the list of supplementary courses
3. Either a one-semester, one credit internship/seminar *or* a two-semester, two-credit internship/seminar with a social organization (approved by a member of the SPASM faculty) based in or working on behalf of a dispossessed, disenfranchised, oppressed or imperiled community. A file containing SPASM internships is in the Internship Office. The academic component of the internship is a Coordinate Seminar taken in the fall term of the internship. Students must have completed at least two courses in the minor before enrolling for the internship/seminar and must register for it as Internship 105, Community Development Internship. The internship must be sponsored by a member of the SPASM faculty: Professor Greenberg, Leach, Pfeil, Kirkpatrick, Wade, Schultz, Vallochi or Zannoni.
4. In satisfying requirements 1 and 2, students must take courses in at least three different fields. Any exemptions from the requirements must be requested in writing to the Coordinator.

Core Courses:

American Studies 227. Blacks and American National Politics
American Studies 228. Black Politics in Urban America
Women's Studies 232. Women in American Radical Tradition
Economics 211. Poverty in America (prerequisite: Economics 101)

Educational Studies 211. Radical Ideas in Education
Educational Studies 331. The Education of the Working Class
English 328. Overlords and Undertones: Domination and Discourse
History 209. African American History
History 318. Reform Movements in Twentieth Century America
History 356. The American Working Class, 1820-1960
History 402. Race and Ethnicity in Twentieth Century America
History 402. Civil Rights in America
Philosophy 212. Social Justice
Religion 262. Religion in American Society
Religion 338. Christian Ethics in Economic and Foreign Policy
Religion 374. Philosophies of Community
Sociology 272. Social Movements
Sociology 351. Political Sociology (prerequisite: prior Sociology course)
Women's Studies 499. Political Fictions

Supplementary Courses:

Economics 206. Political Economy (prerequisite: Economics 101)
Women's Studies 301. Feminist Theory
History 315. Women in America

Technology and Culture

Coordinator: Professor Edward W. Sloan (History)

The intent of the Technology and Culture minor is to acquaint students with the sources, nature, extent, and impact of technology in human society. The courses for the minor consist of 3 core courses, and 3 courses to be chosen from a wide range of electives. These courses will encourage students both to examine the particular details of selected technologies and to analyze the relationship of such technologies to their cultural context. At least one of the electives will be a course concerned with a specific technology, in which the student will systematically address the particular attributes, questions, and applications of that technology. The unifying mechanism for this minor will be a project that the student, in consultation with faculty participating in the minor, will define, organize, and complete through a formal presentation.

Course Requirements: To fulfill the Technology and Culture minor, each student must take a total of six courses from three categories under the following stipulations:

1. Core Courses: all three courses are required, in no stipulated order.

   ***Engineering 102. Art, Ethics, and Practice**
   ***History 222. The Shock of the Machine: Technology and Western Culture in the Industrial Age**
   ***Philosophy 222. Computers and Philosophy, or Philosophy 220: Introduction to Cognitive Science**

2. Technology Courses: at least one (1) course *must* be taken:

   Computer Science 105. Computers in Modern Society
   Engineering 104. Principles of Flight
   Computer Science 115. Introduction to Computer Science
   Engineering 145. Biomechanics of Human Movement
   Engineering 221L. Digital Circuits and Systems
   Engineering 341. Architectural Drawing
   Engineering 342. Architectural Design
   Computer Science, Psychology 352. Artificial Intelligence
   ***Biology 361. RDNA Technology**

3. Courses Related to Technology: at least one (1) course *must* be taken:

   ***Fr. Sem. Life, Death and Nuclear War**
   ***Fr. Sem. Science and Technology in the Popular Press**
   ***Fr. Sem. Controversies in Science**
   Biology 115. Food and Science

Biology 141. Conservation Biology
***Chem 150. Chemistry and the Arts**
Chem 160. Introduction to Textile Science
***Col Crse 124. Science of Musical Sound**
***History 402/Senior Colloquium 402. Technological Innovation in the Workplace, 1800-2000**
***Philosophy 215. Medical Ethics**
Philosophy 373. Concepts of Space and Time
Philosophy 374. Minds and Brains
***Physics 104. Environmental Physics**
***Physics 108. Energy and Society**

Unifying Mechanism:

In order to properly integrate the material associated with this interdisciplinary minor, each student must engage in a project that involves the utilization of technology in our society. We hope that the project will relate to a long-standing technological interest of the student. It could also arise out of an internship experience, an independent study activity, or a summer project. Some examples would be: (1) the development and/or utilization of a computer system to analyze fiscal data, (2) the evaluation of pollution control measures used in a particular environment, (3) the study of the impact of energy conservation upon architectural design, (4) the development or use of computers to evaluate the effect of certain public policy decisions in such areas as the containment of the AIDS epidemic, or (5) the design and use of special lighting effects in a theatrical production. The unifying project may also be done in conjunction with one of the minor's component courses.

Each student should obtain project approval from the Coordinator by October 15 of the academic year of the student's presentation. Satisfactory completion of the project is required for the minor.

Third World Studies

Coordinator: Professor Jane Nadel-Klein (Anthropology)

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 Post-Colonial Studies are ineligible for this minor.

Visual Studies

Coordinator: Professor Anne Flash (Fine Arts)

The Visual Studies minor presents the opportunity for students to explore a studio discipline in combination with historical and critical perspectives gleaned from a variety of other fields.

Course Requirements:

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

A. Core Studios: Two courses in one studio discipline, either Painting I & II, Drawing I & II, Printmaking I & II, or Sculpture I & II.

B. History of Art: Two courses in Art History, at or above the 200-level.

C. Critical Perspective: One course in a third field, selected with the advice and prior approval of the coordinator, which provides a theoretical and conceptual foundation for the artwork created as part of the integrating project. Students are encouraged to take advantage of special courses and seminars, which may appear in the *Bulletin*.

D. Advanced Studio & Integrating Experience: On completion of the basic course requirements as listed above, the student will take the sixth course, a 300-level studio in his/her chosen discipline (Painting III, Drawing III, Printmaking III, or Sculpture III). As part of this course the student will propose and execute a project which will serve as the integrating experience for the minor. The project shall consist of a body of artwork, related by theme or content, and a short (four- to six-page) written statement addressing the artwork created, its historical antecedents and precedents, and the structure, ideas, and issues presented in the work from the perspective of the third discipline.

NOTE: Studio Arts majors who elect this minor must take two courses in the Critical Perspectives category. They will take only one course in Art History, which may not be double counted toward the requirements of the major.

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.

Course Requirements:

The minor consists of six courses: 1) two required core courses; 2) three electives chosen from a list of cross-listed Women's Studies courses; 3) a senior seminar. 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 elective courses in an interdisciplinary and cross-cultural perspective. To this end, each student will write a research paper.

1. Core Courses (required; recommended in sequence)

   Women's Studies 101. Introduction to Women's Studies
   Women's Studies 301(2). Feminist Theory. Ordinarily taken in the sophomore or junior year.

2. Other Women's Studies Courses (choose three, including one from A and one from B)

A

Arts and Humanities

***WMST 206. Sex, Gender and Power**
***WMST 208. Myth & Reality: Men, Women & Society in Ancient Greece and Rome**
***WMST 209. Persons and Sexes**
***CC 210. New Latin American Women Writers**
***WMST 212. Family and Community in the Middle Ages**
WMST 215. Drink and Disorder in America
WMST 224. Music of Black American Women
***WMST 230(1). Theories of Human Nature**
***WMST 231. African Novelists: Voices of a Continent**

***WMST 236. Women in Chinese Literature**
WMST 241. Women in Theater and Dance
WMST 248. Women and Religion
***WMST 261. Literature of Domestic Life**
***WMST 268. Meditations on History**
***WMST 294. Race, Gender & Sexuality in Early African-American Literature**
***WMST 296. Women in the Catholic Tradition**
***WMST 290. Introduction to Literature and Psychology**
***WMST 303. Comparative Studies in American Literature: 19th Century**
***WMST 304(1). Comparative Studies in American Literature: 20th Century**
***WMST 312. Introduction to Visual Studies: Pictures and Politics**
***WMST 314. African American Literature and the City**
***WMST 315. Women in America**
***WMST 316. The Family in American History**
***WMST 320. Studies in French Cinema: Women and Society**
***WMST 322. Contemporary Afro-American Narratives**
***WMST 326. Black Women Writers Cross-Culturally**
***WMST 327. People's Voices: Testimonial Literature from the Americas**
***WMST 334. Women in the World of the Renaissance**
***WMST 340. Race, Gender, and the Canon**
***WMST 348. Women Writers of the Middle Ages**
***WMST 360. French Women Writers and Women Writers in French**
WMST 370. Hawthorne, Stowe, and Twain
***WMST 377. Toni Morrison: "The Master Narrative" and "Eruptions of Funk"**
***WMST 380. Nineteenth Century Women Novelists**
***WMST 383. The British Industrial Novel**
***WMST 388. Hysteria in Literature**
WMST 402.03 Women in the Arts in 19th Century Europe
***WMST 402.21 Women in European Society, 1750 to the Present**
***WMST 402.42 Sex and Gender in American History**
***WMST 402.45 Woman and Man in Latin American History**
***WMST 404.22 British Cultural Studies**
***WMST 418. Autobiography: A Participatory Experience**
WMST 439. Special Topics in Film: Star Systems
***WMST 457. Out of the Mainstream: Subcultures in American History**
***WMST 478. Contemporary American Women Poets**
***WMST 495. Race, Gender and the Canon**
***WMST 496(1). Senior Seminar: Literature and Courtly Love**
***WMST 496. Senior Seminar: Feminist Literary Criticism: Theory and Practice**
***WMST 499. Political Fictions**

B
Social and Natural Sciences

***WMST 203. Male and Female: A Psychobiological Investigation**
WMST 205. Anthropological Perspectives on Women and Gender
***WMST 206. Sex, Gender and Power**
WMST 207(2). The Family and Society
***WMST 211. Poverty in America**
WMST 218. Women and the Family in the Middle East
WMST 232. Women and the American Radical Tradition
WMST 277. The Law, Gender Issues and the Supreme Court
***WMST 310. Psychology of Gender Differences**
***WMST 318(1). Women and Social Change in Comparative Perspective**
***WMST 328. Sociological Perspectives on Health and Gender**
WMST 402.02 Feminist Legal Theory
***WMST 403(2). Senior Seminar: Men and Women**
***WMST 426. Advanced Topics in Social Psychology: Socialization**

N.B. WMST 206 appears in both column A and column B because it is team-taught and can be counted toward either distribution requirement.

3. Senior Seminar: (required):

Women's Studies 401 or a departmental senior seminar cross-listed with Women's Studies.

Freshman Seminars

The Freshman Seminar Program is a special component of the Trinity curriculum which, in spirit and structure, facilitates adjustment to college life. Seminars address topics that faculty would not ordinarily present in their regular courses, and are organized in a characteristic manner: rather than presenting a body of knowledge to be studied and mastered, they explore modes of thought and methods of analysis, emphasizing the basic skills of writing, speaking, and critical thinking. Classes are kept small to encourage discussion and debate. Each instructor also serves as the academic adviser for seminar participants, enabling him or her to identify and respond to each student's academic and non-academic needs.

Although the vast majority of entering students elects a seminar (except those participating in the Guided Studies Program and the Interdisciplinary Science Program), participation in the program is not required.

If you do not wish to take a Seminar, you will be assigned an adviser from among instructors in your other courses.

The Freshman Seminars for 1993-94 are:

1. **Fundamentalisms**—Apparently, "fundamentalism" is on the rise not only in the west but in many diverse regions of the world. Fundamentalisms are most frequently thought of as attempts to return to the past or recover the "traditional." One explanation of this phenomenon views it as a response to the alleged "ills" of modern life—cultural alienation, anomie, loss of community, loss of identity and security. This course will examine fundamentalisms of various sorts from various places both to understand the nature of fundamentalism and to assess the claim that fundamentalism is a response to the psychic costs of modern life. We will look generally at the "return to tradition" in education (school prayer, teaching the "basics"), the environment, and national politics before turning to specific case studies from various cultures—19th-century shamanistic Native Americans, revolutionary Iranians, Muslim puritans in Indonesia, the Amish of Pennsylvania, and Orthodox Jewish women in America. Readings will include Shariati's *Marxism and Other Western Fallacies*, Falwell's *Listen America*, Kehoe's *Ghost Dance Religion*, Kaufman's *Rachel's Daughter: New Orthodox Jewish Women*, Peacock's *Muslim Puritans*, and Hostedler's *Amish Society*. There will be several short written assignments focusing on assessment of newspaper accounts and the development of research ideas. These will culminate in a 15-page term paper.—Bauer

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. Major readings will include Thorstein Veblen, *The Theory of the Leisure Class*; John Brooks, *Showing Off in America*; Sinclair Lewis, *Babbit*; Joseph Heller, *Something Happened*; Arthur Miller, *Death of a Salesman*; and C. Wright Mills, *White Collar*.—J. Brewer

3. **The Era of the American Civil War**—A study commissioned several years ago 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 Civil War occurred. Perhaps this should have been unsurprising in a nation in which the pace of life and the pattern of technological innovation have customarily weakened what Lincoln called "the mystic chords of memory" that bind one generation to another and create an enduring national identity. Since the NEH study, Ken Burns's ambitious documentary—first shown on Public Television and now widely used in secondary schools and colleges—has done much to revive national memories of the war, and many students now show a new familiarity with personalities or details of military history which had all but disappeared from the adolescent consciousness.

   By examining the institution of plantation slavery, the character of Abraham Lincoln, the rise of the Republican Party, the secession crisis, selected military campaigns from Bull Run to Appomattox, the Emancipation Proclamation, and the political turmoil in the North bred by Lincoln's racial policy, our seminar will hope to make the Civil War nearly as vivid as the seminal events of our own time. And by exploring the complex history of the war, we will introduce entering freshmen to the nature of historical inquiry. Stephen Oates's biography of Abraham Lincoln, *With Malice Toward None*, and James McPherson's *The Battle Cry of Freedom* comprise the core reading in the course. Collateral readings—among them, a slave narrative and a modern novel of the Battle of Gettysburg—include a variety of works on the military, political and cultural history of the era. Students will be expected to possess a basic knowledge of the history of America to 1865.—Chatfield

4. **Folklore and Mythology from China**—A culture may be understood through studying the myths by which it defines itself. This course examines in depth some of the myths which have exerted the most powerful influence on Chinese self-conceptions and hence on our conceptions of China. Topics will include old myths (gods, creation, Mandate of Heaven), new myths (the Great Wall of China), and old myths reworked for new needs (Yellow Emperor, the Chinese people). The format will be discussion. Several short papers and a final examination will be required. The final portion of the course, the critical examination of the current use of myths, will include videotapes of some TV programs and movies from China.—Chou

5. **Financial Panics in American History**—The literature on financial panics, their social, political and economic consequences is extensive. The purpose of this seminar is to explore some of that literature so as to understand how the United States, with reference to other countries, developed a set of institutions both to forestall and ultimately to cope with financial panics. There are several short writing assignments in the course as well as a longer research paper. We will try to arrange a visit to the New York Stock Exchange and the Federal Reserve Bank of New York, probably during the October reading week.—W. Curran

6. **Religion and Human Life**—The seminar will investigate 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 (Native American) religions, Hinduism, Buddhism, Zen, and Christianity. The study of religion reveals that "no religion falls from heaven," but is a phenomenon that derives in 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; African and 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 ways 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, with special emphasis given to some basic aspects of human existence: life, 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. **Voices of the Spirit**—Native Americans have long been teaching us about our connection to the earth. In this seminar we will explore those teachings and the role of ritual, spirituality, and community in our lives. How can we be urban survivors and still retain a connection with the earth? We will

explore such questions through readings, field trips, and guest performances. We will also write stories, meditate, learn about our movement, create rituals, and develop a performance piece that speaks to the ideas that we are investigating.—Dworin

8. **American Novels of the Past Five Years**—This seminar focuses on American novels written during the past five years in order to examine the problems and process of writing fiction about issues that concern the contemporary imagination. We will discuss not only the content and style of these works, but also the influence of the reading audience and the publishing industry on the kinds of works written. 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 implications of these works? Will these works last into the next century or be forgotten by the end of the decade? Daily work in the seminar will involve active class reporting and participation. Members of the seminar will write and revise several short analytical papers, a longer final paper, and one short creative piece. Summer reading: The Book Review Section of the Sunday *New York Times*.—Fisher

9. **The Unraveling of America: The Tensions, Turmoil and Political Conflicts of the 1960s**—Drawing upon the title of Allen Matusow's book, *The Unraveling of America*, this seminar will seek to explore the complex and sometimes contradictory sources of the explosive political and social conflicts of the 1960s. Although we will focus primarily on the civil rights movement and the Vietnam War, we will carefully study the historical context out of which these two divisive and contentious political issues emerged—and exploded. We will study some of the groups which took part in movements of political and social protest—SNCC, SDS, CORE, the NAACP, the Black Panther Party—and we will also consider individual leaders like Martin Luther King, Tom Hayden, and Malcolm X. In order to do justice to this extraordinarily complicated period in American history, it will also be important to identify and to evaluate the reasons why the vast majority of Americans, who did not take part in acts of political protest, had difficulty understanding why social and political protesters not only criticized—but also rejected—deeply held and cherished American values and beliefs. By taking into account both the youthful counterculture and the American mainstream, we will be able to examine two significant consequences of the decade's political turmoil: the ultimate failure of the new Left to sustain its initial idealism and the success of the New Right in shaping the terms of future political debate. Readings will include: *The Autobiography of Malcolm X, LBJ and the American Dream, My Soul is Rested*, and *America's Longest War*. We will also view several movies and videos during the course of the semester, including *The Deerhunter* and segments from the PBS documentary *Eyes on the Prize*.—Fulco

10. **The City and Its Citizens**—A seminar on the past, present and future condition of America's cities. We will take Hartford as our laboratory, studying its history and its problems as representative of those of other cities in America. The seminar will require practical involvement in the city as well as reading, reflection, discussion and writing on the issues we explore. Each student will be required to work in a community outreach program in the Frog Hollow neighborhood near the College. Reading and discussion will focus on several topics including: 1) the history of America's cities; 2) the evolving relations between America's cities and the outlying areas, particularly the suburbs; 3) the distribution of wealth (and poverty) in our society; and 4) ideas and policies to remedy the ills of urban America. We will have guest speakers and make several visits to community projects in Hartford neighborhoods.—Gerety

11. **The Literature of Travel**—The course will center on 18th-century accounts of life and travel with some retrospective looks to Roman and late Medieval travel reports and later accounts from the 19th and 20th centuries. Students will, simultaneously, keep their own book of observations on their voyage to and discovery of Hartford of the manners and lifestyle of the American undergraduate. Readings will come from Horace, Marco Polo, Montesquieu, Mercier, and Twain. The ability to read a Romance language is highly desirable.—Gordon

12. **The Origins of Consciousness**—In 1976 Julian Jaynes published an exciting book, *The Origin of Consciousness in the Breakdown of the Bicameral Mind*. The book advances the hypothesis that our sense of consciousness, which we take as an intrinsic given of the human condition, is instead an acquired attribute and a recently acquired one at that. Jaynes explores evidence for his hypothesis from the areas of anthropology, religion, physiology, split-brain research, linguistics, classical fiction, psychopathology, with special reference to schizophrenia and hallucinations, art, music and the phenomenon of hypnosis. The seminar will study this single book using other texts, especially material on split-brain functioning, to understand Jaynes's arguments more fully. The seminar goal is to learn how to

read critically a complex work and how to write and discuss complex ideas cogently. In addition to reading this book and some ancillary material, students will pursue individual library research on a topic addressed by Jaynes for oral and written presentation to the seminar. There will be frequent short papers in the first part of the seminar, a term paper written in drafts during the second half, and mutual teaching throughout.—Higgins

13. **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 weekly short papers and complete a term project. Recommended summer reading: Ernest Jones, *The Life and Work of Sigmund Freud.*—Hunter

14. **Modern European Intellectual History**—The seminar will deal with the major currents of European and Russian intellectual history in the 19th and 20th centuries. Main themes will include the dilemma of the intellectual in mass societies, the rise of Fascism and Communism, war and the collapse of liberalism. Readings will include: Dostoevsky, Tolstoy, Nietzsche, Mann, Koestler, Sartre, Solzhenitsyn, Speer, Pasternak, Graves, Orwell, and others.—Kassow

15. **What Is Literature, And What's It For?**—Most, perhaps all, cultures place a high value on what we call literature. In our culture people regard it as immensely important and deeply enjoyable, often beginning to appreciate it as children when their elders read aloud. Because our culture values literature, publishing companies spend vast sums to print and distribute it; and governments—local, state, and federal—spend even more to teach people to read and interpret it. You yourself have chosen to spend much of your time reading. Of all that you have read, what counts as literature? Why have you wanted to read it? Why has your culture wanted you to? What have you gotten from all that reading? What ought you to have gotten? How could you do it better? Those are the questions that we will discuss and write about. Members of the seminar will choose a wide, strange assortment of works that will serve as test cases for the issues we will take up.—Kuyk

16. **The Self**—The famous psychologist William James described the self in 1895 as "all that I am tempted to call me or mine." Before and after James, psychologists, philosophers, actors, other artists and most all of us have spent a great deal of time trying to understand just what the "Self" is and how it contributes to who and what we are as human beings. In this seminar, we will consider many different ways of looking at the self, and the concept of identity from a number of vantage points. Much popular literature and "pop psychology" have so distorted the concept of self that it often seems little more than a cliche which can mean almost anything. By contrast, we will look critically and analytically at the substance of this important concept. While we will focus primarily on psychological approaches to the self with readings from Freud, Erikson, Masterson, Storr and others, we will study conceptualizations of the self and identity in the performing arts, philosophy, and biology as well. We will also attend at least one professional theatrical performance and consider it in the context of self. The format of the seminar will be discussion, and students will write five brief papers, one longer paper, and make one seminar presentation.—R.M. Lee

17. **Moral Controversies**—Everyone finds it difficult to take a clear look at the important questions and decisions that affect our lives now, and will continue to affect them in the future. With some of these questions we can hope for an answer, if we conduct an honest and patient inquiry. With others, the best we can do is hope that we will come to see the dimensions of the question more clearly, and thereby deepen our understanding, if not our knowledge. In this seminar we will discuss both sorts of questions, to include: sexual morality, abortion, capital punishment, surrogate motherhood, and the environmental crisis. Classroom discussion and the writing of short papers will be emphasized.—R.T. Lee

18. **The Present and Future Costs of Energy: What Everyone Should Know**—Global warming, air pollution, acid rain, radioactive waste disposal, Third World development, the U.S. and world economy, energy consumption patterns, research capital allocation, resource depletion, preservation of natural habitats, weather patterns, and regional political stability are some of the complex, interrelated issues involved in global and U.S. energy policies. This course will provide the serious student with current knowledge necessary to make informed decisions about future sources of energy. Students will be required to participate in rigorous research and discussion of the political, environmental, and economic costs of energy sources such as coal, petroleum, natural gas, hydrogen, waste com-

bustion, nuclear fission, nuclear fusion, solar, hydroelectric, wind, and geothermal. Students will be encouraged to investigate specific topics of particular interest to them. Readings and viewings will be drawn from a wide variety of books, journals, and videos that will be made available in the library. Field trips to a variety of power plants will be included.—Mertens

19. **Visualizing the Fourth Dimension**—For over a century people have been fascinated by what it means for objects to exist in different dimensions, higher or lower than our own third dimension. Although spaces of higher or even infinite dimension are familiar worlds to mathematicians and physicists, many scientists, philosophers, mystics, artists, and writers have also incorporated concepts of higher dimensional space in their work. In this seminar we will investigate ways of visualizing worlds of different spatial dimensions as exhibited in the art of Magritte, Escher, and Dali, in the fiction of H.G. Wells, Martin Gardner, Robert Heinlein, and Jorge Luis Borges, and in science articles from popular journals. To help expand the visual boundaries of our minds we will construct models of four-dimensional houses and maps of two-dimensional curved universes, and supplement our readings with films, video tapes, and computer graphics. Reasoning by analogy, we will discover some geometric properties of different dimensional worlds. Students will also participate through informal discussions, presentation of projects and periodic written assignments, including a weekly journal.—Moran

20. **The World of Textiles**—No aspect of our lives is untouched by textiles. They are an integral part of our world. Literally from the time we wake until we sleep we are constantly influenced by this world. Examples from our daily lives might include our pillow cases, towels, washcloths, toothbrushes, teabags, woven and knitted clothes, upholstered seats, curtains, carpets, tennis, ski, golf and fishing sporting materials, artificial arteries, sutures, etc. This broadly based interdisciplinary subject embraces science, engineering, fashion and design, art, and commerce. Among the topics to be explored by this seminar through discussion, papers, field trips and museum visits will be the history, aesthetics, science, and business of textile materials.—Moyer

21. **Fascism, Italian Style**—European Fascism began as a movement in Italy after World War I led by Benito Mussolini. Within four years of its founding, Fascism came to power after the "March on Rome" in October 1922. Mussolini transformed himself from Prime Minister into the infallible Leader or Duce of Fascism. The Fascist regime played a major role in European politics, diplomacy and war from 1922 to 1945. The seminar will study all aspects of the movement and the regime and its relationship to European society, including a comparison with Hitler and German Nazism. In addition to history texts, we shall use biographies, novels, films, and other sources to explore this fascinating topic. Students will participate in class discussions and debates, write frequent short papers, and a term paper of approximately ten pages.—Painter

22. **The Many Faces of *Frankenstein***—In this seminar we will read Mary Shelley's novel and then use it as the basis 1) for exploring the themes that have made this book the complex classic that it is and 2) for learning to identify these themes and metaphors in other works of art and in "the real world." We will begin with cultural, historical and scientific backgrounds and then discuss the major motifs of friendship, revenge, exploration (both geographic and scientific), creativity, the pursuit of knowledge and the limits to such pursuit, obsession, and family life. To understand *Frankenstein* and these subjects better we will discuss related fictive and critical work on the double in literature, relevant medical ethical issues, the thorny subject of what is a person (or, to put it a little differently, what is a monster?), and feminist interpretations (this is, after all, a book by a woman wherein one man creates, by himself, another man). We will also read modern-day short stories based on the Frankenstein plot by such authors as Brian Aldiss and Kurt Vonnegut. In conjunction with *Frankenstein* as social metaphor, we will view the original Frankenstein movie, "Young Frankenstein," and "Edward Scissorhands." There will be a two- to three-page paper per week and computer-assisted exchanges. There will, of course, be special Halloween activities appropriate to the spirit of this course.—Ratzan

23. **A Day in the Life of an Ancient Athenian**—From the monuments on the Acropolis to the tragedies of the playwrights, the accomplishments of the ancient Athenians continue to fascinate the modern world. But what of the people who created these works? How did they live? Where did they shop? What did they eat? What do we know about their work, sports, fashion, religion, medicine, houses, education, sexuality, and dealings with foreigners? Spend a semester reconstructing a typical day in classical Athens. You are encouraged to approach the topic with a focus on the fields that you find especially interesting (i.e., archaeology, literature, history, anthropology, art, science). Requirements include several short papers and presentations, a longer final paper, and active participation in class discussions. Readings include not only modern sources but also the works of ancient Greek poets, playwrights, philosophers, historians, orators, and physicians. Recommended summer reading: *The Greeks*, by H.D.F. Kitto.—Risser

24. **Reproduction and Society**—The natural process of reproduction and the new reproductive technologies (e.g., *in vitro* fertilization, artificial insemination, surrogate motherhood) have had a significant impact upon society. Our awareness of problems of population growth and sexually- transmitted diseases should require an understanding of how the reproductive system functions. And if we are to be responsible for our sexual behavior and for helping to influence public policy in those matters relating to reproduction, we must have an understanding of normal reproduction and of the reproductive technologies.

    In this seminar we will discuss: the physiology of human reproduction; problems associated with attempts to control fertility and remedy infertility; some of the new reproductive technologies, and examine how these technologies have contributed to increasing reproductive potential; some of the ethical questions created by reproductive technology; and sexual behavior and sexually-transmitted diseases. One examination and two papers will be required from each student.—Simmons

25. **The Legal History of Race Relations**—This course provides a historical overview and analysis of the interrelationship 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. A portion of the course will analyze the similarities protecting the right of education under federal law compared to state law. To this end, we will explore the Sheff vs. O'Neill desegregation case.

    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

26. **"We're Queer! We're Here! Deal with It!"**—With the above assertions, some politically militant homosexual members of our society insist, in the face of vehement, often violent, opposition, that they merit the same rights, protections, benefits, and respect that society provides to heterosexuals. Many who are not gay agree and argue that gays should be able to serve in the military under the same conditions as heterosexuals, that gays should be able to adopt children under the same conditions as heterosexuals, that gays should be able to enter into the same kinds of marriage contracts as heterosexuals, and so on. In this course, we will take up these and other debates about the place of homosexuals in American society. Our readings will inform us about a wide variety of aspects of gay life and will come from history, sociology, anthropology, religion, and philosophy, among others. Prerequisites for the course include the ability and willingness to engage in open and frank yet respectful and sensitive discussion of topics which are all too often treated in uninformed and bigoted fashion. Course participants will be expected to complete a research paper at the end of the semester, to complete several short discussion papers over the course of the term, to engage regularly in course discussions, and perhaps to make one or more class presentations.—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. **What was Modernism?**—An exploration into the movement in the first decades of this century, emphasizing the works of such literary figures as T.S. Eliot and James Joyce, and pursuing connections to art and music. Some reading in criticism, contemporary and recent. Frequent short papers will be assigned.—Wheatley

29. **Music as Protest**—The seminar will explore the role of music as an instrument of social and political consciousness in the United States from the 19th century through the present. We will read the memoirs of musicians whose protests were manifest in music, as well as read critical studies of selected performers, including Joan Baez, Bob Dylan, Ma Rainey, and Woody Guthrie. We will also examine the protest functions of music among African-American slaves, and the role of music in the organized protest movements of the IWW and Civil Rights activists. The seminar will conclude with a lengthy unit on protest musicians of more contemporary times, including The Last Poets, Gil Scott-Heron, Public Enemy, Ice Cube, NWA, Queen Latifah, and various other rap musicians. To enhance our study of contemporary urban music and musicians, we will visit public schools in Hartford and talk with students about hip hop culture. We will also spend a Saturday in uptown Manhattan.

    Students will write weekly responses to the assigned reading, 3 short papers, and a longer research paper based on the project for the final unit. Seminar participants will also make at least one oral presentation. The format of the seminar will be discussion.—Woldu

American Studies Program

ALLAN K. AND GWENDOLYN MILES SMITH PROFESSOR OF LITERATURE LAUTER, *Director*;
KENAN PROFESSOR OF AMERICAN INSTITUTIONS AND VALUES SICHERMAN*;
PROFESSORS COHN, LEACH, MILLER* AND SLOAN; ASSOCIATE PROFESSORS CHATFIELD,
GREENBERG*, HEDRICK, PENNYBACKER**, PFEIL, REILLY AND WATTS;
ASSISTANT PROFESSORS GRIFFIN** AND VALOCCHI; SENIOR LECTURER FULCO;
VISITING PROFESSOR THELWELL; VISITING ASSISTANT PROFESSOR HATHAWAY

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.

THE AMERICAN STUDIES MAJOR

I. *Requirements of students in the major:*
   A. American Studies 203: Conflicts and Cultures in American Society
   B. American Studies 301-302: Junior Seminar
   C. One of the following senior year exercises:
      1. One 400-level seminar and a two credit thesis, ordinarily a research paper of at least 75 pages.
      2. A 400-level seminar and a one credit Senior Project. The project is ordinarily a research paper of 40 pages and is written during the second semester.
      3. Two 400-level seminars, approved in advance by the Director of the program.
   D. 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.
   E. 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.
   F. To insure adequate breadth in their programs of study, students must take American Studies-related courses above the introductory level in at least three departments.

The following are some of the American Studies related courses that may be taken to satisfy the requirements (see D 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

American Studies 227. Blacks And American National Politics
Art History 271. American Art

*sabbatical leave, academic year
**on leave, academic year

Economics 321. American Economic History
Educational Studies 202. History of American Education
English 205. Introduction to American Literature-II
English 213. Afro-American Literary Traditions
English 409. William Faulkner
History 201. The United States from the Colonial Period through the Civil War
History 209. African-American History
History 218. United States Since 1945
History 317. American Culture, 1815-1914
Political Science 225. The American Presidency
Political Science 307. Constitutional Law: The Federal System and the Separation of Powers
Sociology 204. Social Problems in American Society

Spring Term

American Studies 203. Conflicts and Cultures in American Society
American Studies 228. Black Politics in Urban America
American Studies 311. Colonial America
American Studies 314. The Formative Years of American History 1763-1815
Art History 272. American Architecture
Economics 214. Business and Entrepreneurial History
English 204. Introduction To American Literature-I
English 311. Contemporary American Poetry
History 202. The United States from Reconstruction to the Present
History 315. Women in America
History 316. The Family in American History
Political Science 216. American Political Thought
Political Science 315. 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 North 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 Latin America.

III. *Honors in American Studies:*
Honors in American Studies will be awarded on the basis of superior performance in the American Studies major and the senior exercise, as determined by the American Studies faculty.

Fall Term

202. 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

205. Introduction to American Literature—II—A survey of literatures produced in the United States since about 1865. We will examine relationships among cultural and intellectual currents and the political, economic and social development in the United States during this period, focusing particularly on race, gender, and class as analytic categories. Authors to be read include some who are well known—like James, Hemingway, and Faulkner—and some who are less familiar—like Freeman, Chesnutt, and Hurston. This course satisfies the requirement of a critical theory course. (Same as English 205.)—Lauter

206. The United States from the Colonial Period through the Civil War—An examination of the developing American political tradition with emphasis on ideological and political factors. (Same as History 201.)—Chatfield

[209. African-American History]—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 the course.) (Same as History 209.)—TBA

[213. Afro-American Literary Traditions]—A survey of Afro-American writing from the colonial era to the early twentieth century with an emphasis on the quest for language, voice and literary form. Readings in Phillis Wheatley, David Walker, Frederick Douglass, Harriet Jacobs, Harriet Wilson, Paul Laurence Dunbar, Charles Chesnutt, and others. (Same as English 213.)—Miller

[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. (Same as Economics 214.)—Carstensen

219. The United States Since 1945—An examination of American political, social and diplomatic history since the end of World War II. Topics will include the origins and evolution of the Cold War; the Korean conflict; the emerging racial crisis of the 1950's and 60's; the Vietnam war and political tumults of the 1960's; the Nixon years and the Watergate affair; the Ford and Carter presidencies and inception of the Reagan era. (Same as History 218.)—TBA

[223. Business Enterprise in 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 223.)

[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.)—Reilly

227. Blacks and American National Politics—This course will introduce students to the experience of black Americans in the national political arena during the 20th century. We will analyze black involvement in clientage politics (Booker T. Washington), interest group politics (NAACP) and electoral politics (the Jackson campaigns). We will also examine black involvement in radical or reform-minded political movements (the gay rights movement, feminist politics, etc.). The intent of this course is to enable students to render reasoned assessments of historical and current black political strategies.—Watts

[230. Women in American Radical Tradition]—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.)

241. Women in Theater and Dance—The course will explore 20th century women playwrights, choreographers and performers in context of theatrical expression and its relationship to gender. Topics of study will include the juxtaposition between traditional representatives of women in theater and women as they represent themselves; the role of women in the shaping of American modern dance; and contemporary feminist performance theory. (Same as Theater & Dance 245.)—Power

[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.)

[264. Ralph Ellison's Invisible Man]—An intensive reading of Ellison's classic novel in its cultural, historical and literary contexts. We will read (and re-read) this novel against the backdrop of American and African-American literature and history, classical mythology and African-American folklore, and music. Several films will supplement class discussions. (Same as English 264.)—Miller

[270. Childhood in America]—A survey of nineteenth-century American literature about children and childhood, this course will examine fiction by Mark Twain, Henry James, Louisa May Alcott, and others, as well as stories and poems by lesser-known writers. In addition, we will examine materials from the other arts that contributed to the American representation of childhood. (Same as English 270.)—Cohn

[276. 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. (Same as Art History 276.)

301-302. Junior Seminar—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.)—Lauter, Watts

[304. The Age of Jackson]—An exploration of the politics and culture on Jacksonian America, 1828-1848. Topics will include the Second American Party System; the public career of Andrew Jackson; Protestant revivalism; abolitionism; the women's rights movement; the politics of slavery and peace; westward expansion; the culture of "democracy" and competitive capitalism. Readings will include works of or by leading figures such as Frederick Douglass, Henry Clay, Elizabeth Cady Stanton, and "Old Hickory" himself. History 201 is highly recommended but not required.

[306. African-American Literature and The City]—A survey of twentieth century African American literature with special emphasis on the ways in which African-American writers have portrayed the promise and perils of urban life. Required readings cover a period from 1901-1991 and include Jean Toomer, Marita Bonner, Richard Wright, Ann Petry, James Baldwin, Gwendolyn Brooks, Toni Morrison and Charles Johnson. These are supplemented by film and music which help to provide the vital historical, cultural and political backdrop on which to build an understanding of each text. (Same as Comparative Literature 315, English 315, Women's Studies 314.)—Griffin

[308. Race, Gender, and the Canon]—Why do we read and value certain books and not others? In what ways, if at all, do race and gender (of author, of audience) affect what we value of why? How do institutions (schools, clubs, publishers) help shape a literary canon? This course is designed to explore the issue of canon formation by focusing on certain late 19th-century American writers, particularly Elizabeth Stuart Phelps and Charles Chesnutt, and on the cultural institutions which determined the American literary canon. —Lauter

311. Colonial America: Mind and Society—A selective exploration of the history of Colonial America from the early settlements through 1763. The course will focus on political ideals and practices, the emergence of a dynamic capitalist economy, and essential aspects of the cultural religious life of the colonies. Special attention will be given to the relationship between European settlers and native Americans, and to the rise of plantation slavery in the South. The course will attempt to strike a judicious balance between intellectual, political, and cultural history. (Same as History 311.)—Chatfield

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: Political Science 101 or Political Science 102. (Same as Political Science 316.)—Fulco

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 20th centuries. (Same as History 317.)—Sloan

[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

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, ante-bellum South, transportation and commerce, the rise of cities, and the impact of major wars on the economy. Prerequisite: Economics 101. (Same as Economics 321.)—Gunderson

339. 20th Century American Theater and Drama—A detailed study of the development of the modern American theater through an examination of the most famous works of prominent playwrights, directors, designers, and companies, including playwrights Belasco, O'Neill, Glaspell, Rice, Odets, Hart and Kaufman, Williams, Miller, Inge, Albee, Shepard, Norman, and Gray; director/designer teams Hospkins and Jones and Kazan and Mielziner; and companies such as the Provincetown Players, the Theatre Guild, the Group Theater, the Performance Group and the Wooster Group. (Same as Theater & Dance 339.)—Feinsod

371. The Anthropology of the Contemporary U.S.—Anthropologists are increasingly recognizing the epistemological and political difficulties of regarding non-Western peoples as "others" — as objects of social-scientific consumption. Some have responded by focusing attention on their own sociocultural circumstances. This seminar will examine both the theoretical basis of the anthropological turn from "exotic" fieldwork and the results of the new research about the United States. Topics to be discussed will include: belonging in the suburbs, gender and race at college, rituals of aging, the handicapped as cultural scapegoats, the American West as context and metaphor, Native American forms of creativity and resistance. (Same as Anthropology 371.)—Errington

379. Character & Conditions: Fiction of the Gilded Age—Horatio Alger's books for boys set the ground rules for American upward mobility: hardwork, honesty, and a little luck led to success. This course examines this American premise through the lens of novels written by men and by women, by blacks and by whites, and by immigrants and first-generation American as well as by members of old established families. (Same as English 379.)—Cohn

[391. 20th Century Afro-American Political Thought]—In this course we will introduce students to the dominant themes and tendencies in 20th century Afro-American social and political thought. The course is particularly concerned with the ways in which black intellectuals have simultaneously claimed and rejected the status of victim to become agents of their own emancipation.—Watts

399. Independent Study—Staff

401-01. The Prosperous Years, 1900-1929—(Same as History 401-01.)—Leach

[408(1). American Literature of the 1930s]—An examination of significant developments in American literature during the 1930s, with an emphasis on the impact of the Depression, Communism, and the Spanish Civil War, on the various attempts to create proletarian literature, and on the writer as social critic. Readings in John Dos Passos, Richard Wright, James Agee, John Steinbeck, and others. (Same as English 408.)—Miller

[409. Senior Seminar]—A critical examination of a variety of important critical inquiries into the character and destiny of 20th century America. Emphasis will be given to the period since World War II. Readings will include works of fiction, political and cultural commentary, and social science. There will also be a film or two.—Leach

466. Teaching Assistant—Staff

495-02. Senior Seminar: Melville—An intensive reading of Melville's major fiction, from *Typee* through *Billy Budd*, with an emphasis on the relationship between masculinity and authority in his work, and in the developing capitalist culture of nineteenth-century America. Some familiarity with Marxist, feminist, and/or psychoanalytic criticism helpful but not required; various readings drawing on these theories will be assigned in addition to the primary readings for the course. (Same as English 495-02.)—Pfeil

498. Senior Thesis Part I—Staff

801. Introduction to American Studies—Note: Graduate courses are open to undergraduates with the permission of the Instructor and Coordinator of Graduate Studies.—Leach

811. Hartford Architecture, 1790-1960—A seminar on the architecture of Connecticut's capital city from the end of the American Revolution to the advent of mid-20th-century urban renewal, as an expression of the artistic, economic, social and political forces that have shaped Hartford and New England. Changing architectural styles and building types will be examined in the broader context of Hartford's transformation from a mercantile to an industrial economy. The contributions of important architects who are represented by works in Hartford will be integral to the study.—David Ransom, Gregory Andrews

940. Independent Study—Staff

953. Independent Research Project—Staff

954. Thesis Part I—Staff

955. Thesis Part II—Staff

Spring Term

[172. Contemporary Musical Theatre]—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 Rogers & Hammerstein and Lener & 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, Sweeney Todd, A Chorus Line, Cats, and many others. No previous training in music is required. (Same as Music 172.)—Moshell

182. 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. (Same as Music 182.)—Amos

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

[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 Cabeca de Vaca, John Rollin Ridge, and Harriet Jacobs. (Same as English 204.)

[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.)—Keiner

[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. 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 socie-

ty; social Darwinism; the Populist and Progressive reform movements; current theories of conservatism, liberalism, and the Left. (Same as Political Science 216.)—Fulco

222. 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. (Same as History 222.)—Sloan

226. Music of Black American Women—A broad survey of the music of black American women, which focuses, primarily, on the music and lives of the great classic blues singers and the jazz singers of the 1940's through 1960's. No previous training in music is required. (Same as Music 224 and Women's Studies 224.)—Woldu

228. Black Politics in Urban America—This class will introduce students to the history of black involvement in city politics during the 20th century. Because most of the early twentieth century politicization of blacks took place in northern urban areas, we will analyze in depth the involvement of northern blacks in machine politics. We will also compare the political situation of blacks in cities with those of white ethnic groups. (Same as Political Science 228.)—Watts

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

[263. Black Tradition in Dance]—(Same as Theater and Dance 261.)

[269. "Meditations on History:" Black Women, Writing, and History]—This course will explore works of fiction, autobiography, poetry, criticism and theory by black women writers that examine the horror of New World slavery. In addition to creative and historiographical texts, students will read oral slave narratives, legal cases and subsequent newspaper articles concerning slave women upon which some authors draw for their fiction. Authors include Harriet Jacobs, Frances Harper, Margaret Walker, Octavia Butler, Lucille Clifton, Shirley Ann Williams, and Toni Morrison. (Same as English 268 and Women's Studies 268.)—Griffin

[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.)—Curran

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

277. Law, Gender Issues, and the Supreme Court—This course introduces students to contemporary gender issues as they are treated both in the law and in the decisions of the U.S. Supreme Court. We will explore some of the historical antecedents to contemporary legal gender questions and then examine in detail the following areas of controversy: affirmative action, the equal rights amendment, surrogate parenthood, abortion, and sex discrimination, including AIDS-related questions. For background, the following courses are recommended but not required: Political Science 102, 307, 316, Women's Studies 301, or a course in U.S. history since the Civil War. The format of the course is primarily discussion. (Same as Political Science 277 and Women's Studies 277.)—Fulco

[283. Native American Religion]—An anthropological study of the religions of the Americas' indigenous peoples. Emphasis will be given to their ethnohistory, oral traditions, myths, symbols and ritual performances. The course will also consider culture change and the rise of modern nativistic movements among Amerindians. (Same as Area Studies 283 and Religion 283.)—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 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 pentacostalism among others. (Same as Religion 290.)—Desmangles

[303. Comparative Studies in American Literature]—In this course we will study pairs of 20th century American books;one work in each pair will be well-known, canonical, the other will be non-traditional. Reading the books together will help us explore the strengths and weaknesses of each; their conventions assumptions, audiences, objectives;the differences that arise from gender, race, and ethnicity. The pairs to be read may include F. Scott Fitzgerald's *The Great Gatsby* and Meridel Le Sueur's *The Girl*; Earnest Hemingway's *A Farewell to Arms* and Zora Neale Hurston's *Their Eyes Were Watching God*; John Steinbeck's *The Grapes of Wrath* and Tillie Olsen's *Yonnondio*; and poetry by T.S. Eliot and Langston Hughes. (Same as English 303 and Women's Studies 304.)—Lauter

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).)—Freedman

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 we 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. Prerequisite: Political Science 102. (Same as Political Science 307.)—McKee

[313. Contemporary American Poetry]—A study of major themes of contemporary American poetry with readings in Eliot, Pound, Williams, Roethke, Stevens, Kinnell, Berryman, Rich, Plath, Levertov, Merwin, and others (Same as English 311.)—Ogden

[314. The Formative Years of American History, 1763-1815]—An examination of the causes and course of the American Revolution; the Confederation period; the framing of the Constitution; and the political and diplomatic history of the early republic. Special attention will also be given to the institution of plantation slavery in the South, and the paradoxical relationship between the ideals of republicanism and human bondage in the South. (Same as History 312.)—Chatfield

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 101 or Political Science 102)—Klein

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

[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 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 and Women's Studies 315.)—Sicherman

[326. The Long Trail: American Representations of World War I]—This course examines the American response to World War I, from the first journalism covering Europe's Great War, to the visual, musical, and literary propaganda that encouraged and then supported the entry of the United States into the war, and on through the novels of disillusionments in the 1920s and 30s. Materials for the course include war reporting, diaries, photographs, songs and sheet music, posters, and fiction. Among the post-war novelists to be studied are Edith Wharton, John Dos Passos, Ernest Hemingway, William Faulkner, and Dalton Trumbo. Students are responsible for individual reports on patriotic, pro-war, and "home front" novels written during the war years as well as an independent research project on some aspect of the war as seen through American eyes. (Same as English 324.)

[327. Testimonial Literature from the Americas]—In this seminar we will examine testimonial literature from both North and South America, reading such works as Eduardo Galeano's *Memory of Fire, The*

Gospel in Solentiname by Ernesto Cardenal, and *I, Rigoberta Menchu* by Rigoberta Menchu as told to Elizabeth Burgos (contemporary Latin American Testimony); as well as Agnes Smedley's *Daughter of Earth; Zami, A New Spelling of My Name* by Audre Lorde, Studs Terkel's *The Great Divide*, and Kim Chernin's *In My Mother's House* (contemporary testimony from the U.S.). A cross-cultural reading of the "ordinary vision become literature." (Same as English 326, Modern Languages 326 and Women's Studies 327.)—Randall

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

[329. Popular Culture in America: Issues of Race, Class and Gender]—This course examines the ways in which representations of race, class and gender are constructed and disseminated in American popular culture. Materials to be studied will include both historical and contemporary examples of a variety of popular media and events. (Same as English 329 and Sociology 319.)—Cohn

350. The Civil War Era, 1845-1877—An exploration of the causes of the American Civil War, including 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. (Same as History 350.)—Spencer

[351. Slavery & Race in American Society, 1790-1865]—A selective examination of the social and political history of African-Americans from the Missouri Compromise till the end of the Civil War, and of the battle over plantation slavery which ended with the passage of the Thirteenth Amendment in 1865. Topics will include the black community in the North; the rise and progress of the abolitionist movement; plantation slavery and pro-slavery politics in the South; slave rebellion and resistance; the emergence of the "Free Soil" movement and the creation of the Republican Party; the abolition of slavery during the Civil War; and the career of the black soldier. A basic knowledge of antebellum and Civil War history is essential. (Same as History 351.)—Chatfield

[356. The American Working Class, 1820-1960]—A lecture-discussion course which surveys the experience of American wage-earners, with emphasis on their efforts to control their own lives in and out of the workplace. The course will pay particular attention to racial, religious, gender, and skill divisions in the working class and efforts to overcome those divisions by unions, political parties, commercial mass culture, and other means. Roughly equal time will be given to the economic, political, and cultural dimensions of workers' experience. Readings will include works of fiction and autobiography; attendance at several films shown at 7:00 p.m. will be required. There will be no prerequisites, but students will benefit from having taken History 202 prior to enrolling in American Studies 356. (Same as History 356.)—Leach

[366. The American West]—An examination of the various ways in which the west has been represented in American culture. Students will examine a variety of sources, including historical accounts, fiction, the graphic arts, music and film. (Same as English 366.)—Cohn

368. Comparative Studies in Ante-Bellum American Literature—In this course we will study pairs of ante-bellum American texts. One work in each pair will be by a well-known, canonical author like Emerson, Hawthorne, or Melville; the other work in the pair will be by a lesser-known, non-canonical author, like Lydia Maria Child, William Wells Brown, Harriet Jacobs. Since, from my perspective, revolution, slavery, and freedom were central to the literature being written in the pre-Civil War period, we will focus on texts that directly or implicitly engage these issues. (Same as English 368.)—Lauter

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

[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.)

399. Independent Study—Staff

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.—Lauter and other participating faculty

404. Feminist Legal Theory—This course will explore selected issues and controversies in American feminist legal theory and will emphasize the development of its theoretical foundations. We will examine how and why legal theory has become one of the most vital areas for the emergence of a distinctly feminist critical approach to questions of the relationship between law, gender and society. In readings and class discussions we will study and evaluate the ways in which feminists have attempted to redefine legal problems and have applied legal analysis to sex and gender issues. Topics will include: feminist critiques of the liberal law; sex and gender equality; sex discrimination; affirmative action; abortion; pornography; and sexual harassment. Authors we will read include Catharine MacKinnon, Andrea Dworkin, Deborah Rhode, Mary Jo Frug, Patricia Williams, Kimberle Crenshaw, Robin West, and Zellah Eisenstein. (Same as Women's Studies 402.)—Fulco

[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.)

[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 402, History 837 and Women's Studies 457.)—Greenberg

409. Senior Seminar—Watts

[410. The Origins of Anglo-America, 1550-1692]—A selective examination of native American culture and the rise of Anglo-American civilization during the age of exploration and early settlement. (Same as History 402 and History 839.)—Chatfield

[412. History of Hartford, 1865 to the Present]—The history of Hartford from the end of the Civil War to the present is a history of both the initial triumph of entrepreneurial power and civic will and the subsequent loss of certain forms of urban wealth that has resulted in Hartford's ranking as the third poorest American city at present (though the history of her nineteenth century poverty itself adjusts some of the early claims). In 1876 Hartford boasted the country's highest per capita income. Mark Twain called it the "center of all Connecticut wealth." The colloquium will explore various dimensions of this process of societal and cultural transition: capital formation and its distribution in sectors of industry, housing, charity and welfare; urban politics and specifically the racial, ethnic and class antagonisms that dominated the onset of a broader democracy prompted in part by enormous in-migrations of peoples to the state and the city; and the cultural forms of expression that reflected these processes, in particular the periodical and newspaper literature of the city and its literary and publishing history. In essence the colloquium will seek to understand some of the dimensions of the city's complex late-nineteenth and twentieth century political culture and political economy. (Same as History 402, Sociology 425 and Senior Colloquium 425.)—Valocchi

[413. Sex & Gender in American History]—A study of changing sex and gender relations in the United States. We will examine recent historical writing on these subjects, with particular attention to the ways in which the dynamics of sex and gender interact with those of race, class, and ethnicity. (Same as History 402 and Women's Studies 402.)—Sicherman

439. Topics in Film: The Star System—Film industries produce not only films, but stars. In this seminar we will explore how both individual stars, and the phenomenon of stardom itself, are constructed, and how the meanings and effects of both have altered over time. Readings range from recent film theory to more general cultural and political history, with emphasis on the interaction of the mechanics of stardom and the production of gender models and stereotypes, from Joan Crawford to Susan Sarandon and from John Wayne to Kevin Costner. (Same as English 439.)—Pfeil

466. Teaching Assistant—TBA—Staff

499. Senior Thesis Part 2—Staff

802. Topics in American Studies—Miller

940. Independent Study—TBA—Staff

953. Independent Research—TBA—Staff

954. Thesis—TBA—Staff

955. Thesis—TBA—Staff

Anthropology

ASSOCIATE PROFESSOR NADEL-KLEIN, Director
DANA PROFESSOR OF ANTHROPOLOGY ERRINGTON

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.

[ ] course not offered in current academic year.

FALL TERM

201. Introduction to Anthropology—An introduction to the methods of Anthropology. The course examines a range of cultures in an attempt to establish the extent to which cultural and environmental factors affect the character, the direction, and the worldview of diverse societies throughout the world. Special emphasis is given to human and cultural evolution, the search for human origins, the human fossil record; to be examined also are the relationships between culture and personality, environmental effects on human cultural behavior, women's roles, religious beliefs and rituals, courtship, marriage, child rearing and various forms of family structures, in selected cultures throughout the world. (Same as Area 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. (Same as Area Studies 203 and Sociology 203)—Nadel-Klein

207. Anthropological Perspectives on Woman 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 Area Studies 207 and Women's Studies 205.)—Nadel-Klein

[281. Anthropology of Religion]—An introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of "primitivity," the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as magic, sorcery, witchcraft and divination. (Same as Religion 281 and Area Studies 281.)

289. Religion and Culture Change— 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. Formerly "Religion in the Third World." (Same as Religion 289 and Area Studies 289.)—Desmangles

330. The Anthropology of Food—Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life. This seminar will examine the social and cultural significance of food. Topics

to be discussed include: the evolution of human food systems, the social and cultural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, the connection between ethnic cuisines, nationalist movements and social classes, and the causes of famine.—Errington

370. Bringing It All Back Home: The Anthropology Of The Contemporary U.S.—Anthropologists are increasingly recognizing the epistemological and political difficulties of regarding non-Western peoples as "others" — as objects of social-scientific consumption. Some have responded by focusing attention on their own sociocultural circumstances. This seminar will examine both the theoretical basis of the anthropological turn from "exotic" fieldwork and the results of the new research about the United States. Topics to be discussed will include: belonging in the suburbs, gender and race at college, rituals of aging, the handicapped as cultural scapegoats, the American West as context and metaphor, Native American forms of creativity and resistance.—Errington

399. Independent Study (1-2 credits)—Staff

466. Teaching Assistant (½-1 credit)

497. Senior Thesis (1 credit)—Staff

498. Senior Thesis Part 1 (2 credits)—Staff

Spring Term

[206. Sex, Gender, and Power]—This course explores issues of sex, gender, and power for women and men in our society and in selected cultures of Africa, the Middle East, Latin America, and the pacific. Issues to be explored include: the cultural construction of deviance, women's and men's freedom to be sexual, reproductive rights, divorce and marriage, homosexuality, ritualized genital mutilation, the relationship between sexuality and social roles. By creating "maps" of the sex/gender systems of some exotically different societies, the course encourages a reflexive analysis of our own. Enrollment limited to 40.

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-Klein

218. Women and Family in the Middle East—The examination of women's lives in the "man's world" of the Middle East. Is there a conflict between modern and traditional gender roles and expectations? The course looks at the impact of 20th century modernization and socio-political change on gender relations, sexuality, adolescence, family structure, local culture and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (Same as Women's Studies 218.)—Bauer

[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.

222. Religion and Politics in Islamic Asia—Using case studies to investigate the role of religion in the politics of Islamic societies from Southwest to East Asia (for example, Turkey, Iran, Pakistan, Indonesia, Malaysia, China and the Philippines), this course will focus on the anthropological study of the acquisition and negotiation of power through the manipulation of religious beliefs, symbols and rituals in different settings—gender and family relations, political groupings, national movements, and state-level institutions such as the military—and in different types of societies. (Same as Area Studies 220 and Religion 282.)—Bauer

230. Visual Anthropology—This course will explore and evaluate various visual genre, including photography, ethnographic film and museum presentation, as modes of anthropological analysis — as media of communication facilitating cross-cultural understanding. Among the topics to be explored are the ethics of

observation, the politics of artifact collection and display, the dilemma of representing non-Western "others" through Western media, and the challenge of interpreting indigenously produced visual depictions of "self" and "other." (Same as Art History 296.)—Errington

[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 the 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.)

240. Public Policy and Applied Anthropology—Policy is explored in a cross-cultural context showing the variety of ways that different societies manage the same conflicts and also the various ways in which conflict can be created or submerged. (Same as Public Policy 240.)—Nadel-Klein

[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.

[270. Peoples of Sub-Saharan Africa]—This course explores anthropological contributions to the study of sub-Saharan African societies both past and present. It will examine issues of culture, development, and social change through ethnographic readings. There will also be an emphasis on analyzing ways in which African societies and peoples have been represented in print and film media.

[283. Native American Religions]—An anthropological study of the religions of the Americas' indigenous peoples. Emphasis will be given to their ethnohistory, oral traditions, myths, symbols, and ritual performances. The course will also consider culture change and the rise of modern nativistic movements among Amerindians. (Same as Religion 283, American Studies 283, and Area Studies 283.)

294. The Arts of Africa—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body. (Same as Art History 294 and Area Studies 294.)—Gilbert

[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.

360. The Politics of Culture—Culture has in the last several decades become thoroughly politicized as indigenous and minority groups throughout the world promote and defend their own representations of identity by invoking images of tradition, history, and ethnicity. This seminar examines the forms, justifications, and explanations of these efforts to define and validate particular cultures in the modern world system. Among the topics to be included are millenarianism, nationalism, transnational popular culture, tourism, the invention of "tradition," and ethnic separatism. (Same as Political Science 326.)—Errington

[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.

399. Independent Study (1-2 credits)—Staff

466. Teaching Assistant (½-1 credit)

497. Senior Thesis (1 credit)—Staff

499. Senior Thesis Part 2 (2 credits)—Staff

Area Studies Program

ASSOCIATE PROFESSOR NADEL-KLEIN, *Director*; PARTICIPATING FACULTY: PROFESSORS CONNOR, DWORIN, GUNDERSON, KASSOW, KERSON***, S. LEE**, LESTZ*, MAHONEY, STEELE**, VOHRA; ASSOCIATE PROFESSORS ANY***, BIANCHINI, CHOU, DESMANGLES, FINDLY, KIENER, KIRSCHBAUM, MYERS***, RAMIREZ, REILLY, SACKS, WADE AND WEST; ASSISTANT PROFESSORS CLARK, EURAQUE, HAHN, LAHTI, NIEMANN, VALOCCHI, SCHULZ;VISITING PROFESSOR BEN-ISRAEL-KIDRON; VISITING ASSOCIATE PROFESSORS BAUER AND ZAVAREEI; VISITING ASSISTANT PROFESSORS KLEIN AND GILBERT; LECTURERS ANTAR, FREEDMAN, MA, POLATE AND WAGONER; VISITING LECTURERS ECHEGARY, SAUNDERS AND TOMIO; MELLON FELLOW YANOVSKY; GRADUATE FELLOW VALENCIA

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. It acquaints students with the dynamics of these cultures and societies, their economic, social and political structures, their languages, 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 the 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 the *Cross-Cultural 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, preferably in an area of the world directly linked to their research.

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, students will ordinarily master the major language or languages spoken in the part of the world that they are studying. *It is important to note, that students may undertake study of languages that are not part of the ordinary listings of Modern Languages or Area Studies through the Self-Instructional Language Program (SILP).* Such courses are set up on an individual basis and require the approval of the SILP coordinating committee and the Curriculum Committee. For guidance in pursuing such a program of language instruction, interested students should consult with either Dean R. Spencer or Professors E. Findly or K. Lloyd-Jones. 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 minimum of a B + average in the courses in the major, and receive a grade of Distinction on their thesis, although the requirements in some concentrations may be stringent.

All courses except those listed with the alphabetical prefix ASAS (which designates Area Studies core courses) are cross-listed with Area Studies by other College programs or departments.

Area Studies course numbers coincide with the original number of the home program or department. Thus, department or program course listing should be consulted for full course descriptions. Home programs or departments sharing courses with Area Studies are identified by the final two letters of the letter prefix preceding course numbers. Listed below is a comprehensive explanation of these prefixes:

Anthropology = ASAN
Area Studies = ASAS
Classics = ASCL
Economics = ASEC
Educational Studies = ASES
English = ASEN
Fine Arts = ASAH
History = ASHI

*On Leave, Academic Year
**On Leave, Fall Term
***On Leave, Spring Term

Modern Languages = ASML
Arabic = ASAR
Chinese = ASCH
French = ASFR
Japanese = ASJA
Hebrew = ASHE
Spanish = ASSP
Russian = ASRU
Music = ASMU
Philosophy = ASPH
Political Science = ASPS
Religion = ASRE
Sociology = ASSO
Theater and Dance = ASTD
Women's Studies = ASWS

Core Courses

The "core" of Area Studies curriculum is a group of courses specifically assigned to the Program and from which all concentrations draw. Experimental courses and special non-recurring offerings are also listed under this rubric. Major credit may be awarded for these courses when they are listed among Concentration requirements or at the discretion of a student's adviser.

Fall Term

ASAN 201-01 **Introduction to Anthropology**—Enrollment limited to 50—Desmangles
ASAN 203-01 **World Ethnography**—Nadel-Klein
ASAN 207-01 **Anthropological Perspectives on Women & Gender**—Nadel-Klein
ASAS 399-01 **Independent Study**—Staff
ASAS 466-01 **Teaching Assistant**—Staff
ASAS 497-01 **Senior Thesis**—Staff
ASAS 498-01 **Senior Thesis Part I**—Staff
ASEC 315-01 **International Trade**—Prerequisite: ECON 101 (301 strongly recommended) and permission of the instructor—Clark
ASEC 317-01 **Economics of the Third World**—Prerequisites: ECON 101, one 200-level Economics course or another social science course dealing with the third world and permission of the instructor.—Ramirez
ASHI 210-01 **Nationalism and National Movements**—Ben-Israel
ASMU 113-01 **World Music**—Enrollment limited to 50—Myers
ASPH 207-01 **Ethics and International Community**—Enrollment limited to 30—Freedman
ASPS 101-01 **International Politics I**—Enrollment limited to 35—Schulz
ASPS 101-02 **International Politics I**—Enrollment limited to 35—Klein
ASPS 103-01 **Introduction to Comparative Politics**—Enrollment limited to 35—Reilly
ASPS 318-01 **Global Dimensions of Ethnonationalism**—Prerequisites: POLS 101 or 103, enrollment limited to 35—Connor
ASPS 333-01 **Global Politics**—Prerequisite: POLS 101—Connor
ASRE 289-01 **Religion and Culture Change**—Formerly "Religion in the Third World." Enrollment limited to 30—Desmangles

Spring Term

ASAS 220-01 **Religion and Politics in Islamic Asia**—Uses case studies to investigate the role of religion in the politics of Islamic societies from Southwest to East Asia (for example, Turkey, Iran, Pakistan, Indonesia, Malaysia, China and the Phillipines). This course will focus on the anthropological study of the acquisition and negotiation of power through the manipulation of religious beliefs, symbols and rituals in different settings—gender and family relations, political groupings, national movements, and state-level institutions such as the military—and in different types of societies—Bauer
ASAS 399-01 **Independent Study**—Staff

ASAS 466-01 **Teaching Assistant**—Staff
ASAS 497-01 **Senior Thesis**—Staff
ASAS 499-01 **Senior Thesis Part II**—Staff
ASEC 207-01 **Alternative Economic Systems**—Prerequisite: ECON 101—Zavareei
ASEC 216-01 **World Economy**—Prerequisites: ECON 101 and permission of the instructor—Zavareei
ASHI 386-01 **Planetary History**—Steele
ASMU 114-01 **Topics in World Music**—TBA
ASPS 101-01 **International Politics I**—Enrollment limited to 35—Niemann
ASRE 184-01 **Myth, Rite and Sacrament**—Desmangles
ASRE 288-01 **Magic, Possession and Spiritual Healing**—Enrollment limited to 50—Desmangles
ASSO 214-01 **Race and Ethnicity**—Enrollment limited to 40—Valocchi

African Studies Concentration

Coordinators: Professor Leslie Desmangles (Fall), Professor Sonia Lee (Spring)

The Major: ASAN 201-01, seven courses in African Studies, three in Third World Studies courses, the senior evaluation, and the language requirement.

Language Requirement: 2 years of college level, or the equivalent, of one of the following languages: Arabic, French, of (depending on special interest) Portuguese, Afrikaans, or an indigenous African language available through the SILP Program.

To qualify for honors in African Studies, a student must have a grade average of B+ or better in the courses counted for the major, and a grade of Distinction on the Thesis.

Fall Term

ASAN 201-01 **Introduction to Anthropology**—Enrollment limited to 50—Desmangles
ASAN 207-01 **Anthropological Perspectives On Women and Gender**—Nadel-Klein
ASAR 101-01 **Elementary Arabic I**—Antar
ASEC 317-01 **Economics of the Third World**—Prerequisites: ECON 101, one 200-level Economics course or another social science course dealing with the Third World and permission of the instructor—Ramirez
AFSR 201-01 **Intermediate French I**—Prerequisite: French 102 or equivalent—Staff
ASHI 229-01 **History of the Middle East from 1900-Present**—Saunders
ASPS 101-01 **International Politics I**—Enrollment limited to 35—Schulz
ASPS 101-02 **International Politics I**—Enrollment limited to 35—Niemann
ASPS 320-01 **Politics of Sub-Saharan Africa**—Prerequisite: POLS 103—Niemann
ASRE 289-01 **Religion and Culture Change**—Formerly "Religion in the Third World." Enrollment limited to 30—Desmangles

Spring Term

ASAH 294-01 **The Arts of Africa**—Enrollment limited to 35—Gilbert
ASAR 102-01 **Elementary Arabic II**—Prerequisite: ARAB 101-01 or equivalent—Antar
ASFR 202-01 **Intermediate French II**—Prerequisite: FREN 201-01 or equivalent—Staff
ASFR 233-01 **African Novelists: Voices of a Continent**—Lee
ASFR 360-01 **Tutorial/Studies in Francophone Literature**—Lee
ASHI 230-01 **Modern Africa**—Steele
ASHI 331-01 **Africa in the 19th Century**—Steele
ASPS 101-01 **International Politics I**—Enrollment limited to 35—Niemann
ASPS 310-01 **Politics of Developing Countries**—Prerequisite: POLS 103—Schulz
ASRE 181-01 **Islam**—Kiener
ASRE 184-01 **Myth, Rite and Sacrament**—Desmangles
ASSO 214-01 **Race and Ethnicity**—Enrollment limited to 40—Valocchi

Asian Studies Concentration

Coordinator: Professor Naogan Ma

The Asian Studies major permits students to examine the societies and cultures of Asia within the framework of a broadly interdisciplinary program. Ample flexibility exists within the major for students to concentrate in East Asia or South Asia, or to focus on a comparative theme which cuts across these two.

Students working primarily on East Asia must complete a minimum of intermediate college-level Chinese or Japanese. Students working primarily on South Asia or pursuing a comparative theme are required to do appropriate language work, the amount (at least three credits) and specific language to be determined by the Coordinator.

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, Indonesia, Nepal, Thailand, Korea, 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 the courses counted for the major, and a grade of Distinction on the thesis.

I. ***Core Courses:*** 4 courses
   1. History and civilization—a two-course sequence in early and modern materials, e.g., ASHI 241/ASPS 207 and ASHI 242/ASPS 210 for East Asian majors, ASPS 323 and another appropriate course for South Asian majors, and two suitable courses approved by the Coordinator for those pursuing a comparative theme
   2. Religion—one course, e.g., ASRE 151 or 256
   3. The arts—one course, e.g., ASAH 103, ASMU 114, ASCH 233 or ASCH 333

II. ***Language Work:***
   If the focus in the major is East Asia, students must take Chinese or Japanese through the intermediate level. If the focus is South Asia or a comparative theme, students are required to take at least three credits in an appropriate language, to be approved by the Coordinator. Work in Sanskrit and Arabic can be taken through the regular curriculum, while work in Hindi, Tamil, Singhalese, Nepali, Tibetan, Khmer, Vietnamese, and Korean, for example, can be taken through the Self-Instructional Language Program (SILP).

III. ***Cognate Courses:*** 6 courses
   Six courses related to the concentration chosen in consultation with the faculty adviser from anthropology, fine arts, history, literature, music, political science, economics, religion, and theater and dance. Students may also count one one-semester course of regular language work not already counted for Section II as a cognate course. Approved directed reading courses may also be counted here for major credit.

IV. ***Thesis:*** 1 or 2 course credits

Fall Term

ASAR 101-01 **Elementary Arabic I**—Antar
ASCH 101-01 **Intensive Elementary Chinese I**—Ma
ASCH 201-01 **Intensive Intermediate Chinese I**—Prerequisite: CHIN 102 or equivalent.—Ma
ASCH 290-01 **Readings in Chinese**—Prerequisites: CHIN 202 or equivalent and permission of the instructor. Native speakers must consult the instructor before enrolling. Enrollment limited to students simultaneously enrolled in CHIN 301. (1/2 credit)—Ma
ASCH 291-01 **Reading/Writing in Chinese**—Prerequisite: permission of the instructor—Chou
ASCH 301-01 **Advanced Chinese I**—Prerequisite: CHIN 202 or equivalent.—Chou
ASHI 241-01 **History of China, Shang to Ming**—Chou
ASHI 229-01 **History of the Mid-East 1900-Present**—Saunders
ASHI 329-01 **Pre-Tokugawa Japan**—Tomio
ASHI 403-01 **Modern Japan**—Prerequiste: permission of the instructor—Tomio
ASJA 101-01 **Intensive Elementary Japanese I**—Wagoner
ASJA 201-01 **Intensive Intermediate Japanese I**—Prerequisite: JAPN 102 or equivalent.—Wagoner
ASMU 113-01 **World Music**—Enrollment limited to 50—Myers
ASMU 114-01 **Music of South Asia**—Enrollment limited to 50—Myers
ASPS 207-01 **China and Japan on the Eve of Western Domination**—Vohra
ASPS 323-01 **Modern India**—Prerequisite: POLS 103 or permission of the instructor—Vohra
ASRE 150-01 **Sanskrit Tutorial**—Findly
ASRE 151-01 **Religions of Asia**—Findly
ASRE 255-01 **Hinduism**—Findly

Spring Term

ASAH 103-01 **Introduction to Asian Art**—Enrollment limited to 20—Mahoney
ASAR 102-01 **Elementary Arabic II**—Prerequisite: ARAB 101 or equivalent—Antar
ASAS 220-01 **Religion and Politics in Islamic Asia**—Bauer
ASCH 102-01 **Intensive Elementary Chinese II**—Prerequisite: CHIN 101 or equivalent—Ma
ASCH 202-01 **Intensive Intermediate Chinese II**—Prerequisite: CHIN 201 or equivalent—Ma
ASCH 292-01 **Reading/Writing in Chinese**—Prerequisites: CHIN 291 and permission of the instructor—Chou
ASCH 302-01 **Advanced Chinese II**—Chou
ASHI 330-01 **Western Impact on Modern Japan**—Tomio
ASJA 102-01 **Intensive Elementary Japanese II**—Prerequisite: JAPN 101 or equivalent—Wagoner
ASJA 202-01 **Intensive Intermediate Japanese II**—Prerequisite: JAPN 201 or equivalent—Wagoner
ASJA 302-01 **Advanced Japanese II**—Prerequisite: JAPN 301 or equivalent—Wagoner
ASMU 114-01 **Topics in World Music**—TBA
ASPS 210-01 **Modernization of China and Japan**—Vohra
ASPS 302-01 **Government and Politics of Modern Japan**—Vohra
ASPS 330-01 **Government and Politics of Contemporary China**—Prerequisite: POLS 103 or permission of the instructor—Vohra
ASRE 181-01 **Islam**—Kiener
ASRE 252-01 **The Asian Mystic**—Enrollment limited to 50—Findly
ASRE 256-01 **Buddhist Thought**—Enrollment limited to 50—Findly
ASWS 218-01 **Women and Family in the Middle East**—Bauer

Latin American Studies Concentration

Coordinator: Professor Darío A. Euraque

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, at least two of which must be above the intermediate language level. Students already proficient in Spanish may have the Group A requirement waived, and take three courses in Group B instead. 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 consists of fourteen 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:
ASSP 201-01 **Intermediate Spanish I: Grammar and Composition**
ASSP 202-01 **Intermediate Spanish II: Readings**
ASSP 221-01 **Advanced Spanish Grammar and Composition**
ASSP 228-01 **Readings in Hispanic Literature**

Group B:
ASSP 264-01 **Modern Latin American Culture**
ASSP 311-01 **Colonial Experience and National Identity**
ASSP 316-01 **Studies in Modern and Contemporary Spanish American Novels**
ASSP 341-01 **The Spanish American Short Story**
ASSP 344-01 **Spanish American Poetry from Modernism to the Present**

II. *Other **Required** Courses:*

ASEC 231-01 Latin American Economic Development
ASHI 402 Latin American Studies Senior Seminar
ASPS 317-01 Government and Politics in Latin America (Prerequisite: Political Science 103)
Two courses in Latin American History

III. ***Electives:*** four courses chosen from the following:

ASAN 201-01 Introduction to Anthropology
ASAN 203-01 World Ethnography
ASEC 216-01 World Economy
ASEC 317-01 Economics of the Third World
ASHI 386-01 Planetary History
ASPS 101-01 International Politics I
ASPS 103-01 Introduction to Comparative Politics
ASPS 333-01 Backdrop to Global Politics
ASSP 371-01 Special Topics in Spanish-American Literature
Spanish courses beyond the minimum two required in Group B

In addition, students may count as electives a maximum of two Latin American History courses not used to satisfy Required courses. These courses include:

ASHI 235-01 Colonial Latin America
ASHI 236-01 Modern Latin America
ASHI 314-01 Politics and Revolution in Central America
ASHI 339-01 Modern Mexico: Historical Origins
ASHI 401/402 A History seminar related to Latin America

Fall Term

ASAN 201-01 **Introduction to Anthropology**—Enrollment limited to 50—Desmangles
ASAN 203-01 **World Ethnography**—Nadel-Klein
ASAN 207-01 **Anthropological Perspectives on Women and Gender**—Nadel-Klein
ASEC 231-01 **Latin American Economic Development**—Prerequisite: ECON 101 and permission of the instructor—Ramirez
ASHI 235-01 **Colonial Latin America**—Euraque
ASHI 314-01 **Politics and Revolution in Central America**—Euraque
ASHI 339-01 **Modern Mexico: Historical Origins**—Euraque
ASPS 101-01 **International Politics I**—Enrollment limited to 35—Schulz
ASPS 101-02 **International Politics I**—Enrollment limited to 35—Klein
ASPS 103-01 **Introduction To Comparative Politics**—Enrollment limited to 35—Reilly
ASPS 333-01 **Global Politics**—Prerequisite: POLS 101—Connor
ASSP 201-01 **Intermediate Spanish I: Grammar & Composition**—Prerequisite: SPAN 102 or equivalent—Kerson
ASSP 201-02 **Intermediate Spanish I: Grammar & Composition**—Prerequisite: SPAN 102 or equivalent— TBA
ASSP 221-01 **Advanced Grammar and Composition**—Prereqisite: SPAN 202 or equivalent—Bianchini
ASSP 311-01 **Colonial Experience and National Identity**—Prerequisite: SPAN 221 or equivalent—Kerson

Spring Term

ASEC 216-01 **World Economy**—Prerequisite: ECON 101 and permission of the instructor—Zavareei
ASHI 236-01 **Modern Latin American History**—Euraque
ASHI 386-01 **Planetary History**—Steele
ASHI 402-51 **Latin American Studies Senior Seminar: Militarism in Latin America**—Euraque
ASPS 101-01 **International Politics I**—Enrollment limited to 35—Niemann
ASPS 310-01 **Politics of Developing Countries**—Prerequisite: POLS 103—Schulz

ASPS 317-01 **Government and Politics of Latin America**—Prerequisite: POLS 103
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.—Echegaray

ASSP 202-01 **Intermediate Spanish II: Readings**—Prerequisites: SPAN 201 or equivalent—Valencia

ASSP 228-01 **Readings in Hispanic Literature**—Prerequisites: SPAN 221 or equivalent and permission of the instructor—Bianchini

ASSP 228-02 **Readings in Hispanic Literature**—Prerequisite: SPAN 221 or equivalent—Staff

ASSP 371-01 **Special Topics in Latin American Literature**—Prerequisites: SPAN 221, 228, 291 or the equivalent—Staff

Middle Eastern Studies Concentration

Coordinator: Professor Ron Kiener

The Middle Eastern Studies major is designed to acquaint students with the central historical, sociopolitical, and religious issues of Middle Eastern culture through a sustained interdisciplinary mode of analysis. Students may opt to concentrate in Islamic/Arab or Jewish/Israel studies, or combine the study of these cultures.

Students may take approved courses offered through the Departments of Classics, History, Political Science, Religion, Modern Languages and Literatures, and the Area Studies Program.

Majors are encouraged to incorporate into their studies a semester or year of study abroad in a country or region related to their work in the major. Trinity College approves study abroad at the American University in Cairo, Haifa University, the Hebrew University in Jerusalem, and Tel Aviv University, as well as semester programs in Israel offered by Wesleyan University and Brown University. Arrangements for such study can be made through the office of the Director of Educational Services.

The major is fulfilled by satisfactorily completing twelve courses, at least one of which is a thesis. Three of these courses constitute the core of the major, four constitute required language courses, and four constitute the elective courses which can be taken at the discretion of the participant.

To qualify for honors in Middle Eastern Studies, a student must have a grade average of B + or better in the courses counted for the major, and a grade of Distinction on the thesis.

I. ***Core Courses***: 3 credits
Every participant must take three core courses out of six approved core courses, one in each of three disciplines. The six core courses are:
1. Political Science—one course: either ASPS 318 (The Global Dimensions of Ethnonationalism) or ASPS 333 (Global Politics)
2. History—one course: either ASHI 229 (History of the Middle East) or ASHI 336 (Modern Jewish History)
3. Religion—either ASRE 181 (Islam) or ASRE 109 (The Jewish Tradition).
Majors are strongly advised to take both of the above History courses or both of the above Religion courses.

II. ***Language Requirement:*** 4 credits
All participants in the Middle Eastern Studies concentration must satisfactorily complete at least two years' worth of language instruction in either Arabic or Hebrew (Biblical or Modern). Language study beyond 4 credits can be counted as elective work. Students may continue language instruction beyond the first year through either classroom courses, independent study courses, or Self-Instructional Programs in Modern Languages (SILP).

III. ***Electives:*** 4 credits
Participants in the major may choose from any of the Middle Eastern Studies courses, to be designated "electives of the major." Students should be encouraged to take courses offered by visiting scholars, as the situation permits.

IV. ***Thesis:*** 1 credit

Fall Term

ASAR 101-01 **Elementary Arabic I**—Antar

ASHE 101-01 **Elementary Modern Hebrew I**—Polate

ASHE 201-01 **Intermediate Modern Hebrew I**—Prerequisite: HEBR 102 or equivalent—Polate
ASHI 229-01 **History of the Middle East: 1900-Present**—Saunders
ASHI 243-01 **The Arab-Israeli Conflict to 1948**—Ben-Israel
ASPS 318-01 **The Global Dimensions of Ethnonationalism**—Prerequisite: POLS 101 or 103. Enrollment limited to 35—Connor
ASPS 333-01 **Global Politics**—Prerequisite: POLS 101—Connor
ASRE 109-01 **The Jewish Tradition**—Kiener
ASRE 207-01 **Jewish Philosophy**—Kiener
ASRE 211-01 **Introduction to the Old Testament**—Gettier

Spring Term

ASAR 102-01 **Elementary Arabic II**—Prerequisite: ARAB 101 or equivalent—Antar
ASAS 220-01 **Religion and Politics in Islamic Asia**—Bauer
ASHE 102-01 **Elementary Modern Hebrew II**—Prerequisite: HEBR 101 or equivalent—Polate
ASHE 202-01 **Intermediate Modern Hebrew II**—Prerequisite: HEBR 201 or equivalent—Polate
ASHI 207-01 **The Arab-Israeli Conflict: 1948 to the Present**—Ben-Israel-Kidron
ASHI 336-01 **Modern Jewish History**—Kassow
ASRE 181-01 **Islam**—Kiener
ASRE 205-01 **The Emergence of Judaism I**—Kiener
ASWS 218-01 **Women and Family in the Middle East**—Bauer

Summer

ASAS 300-01 **Archaeological Excavation**—Risser (2 credits)

Furthermore, there are courses offered in the PROGRAMA DE ESTUDIOS HISPANICOS EN CORDOBA which are acceptable as electives to the major:

Spanish 1400 **Muslim Spain (History)**
Spanish 1401 **Spanish-Muslim Art**

More than 30 courses are offered in Middle Eastern Studies by the members of the Hartford Consortium for Higher Education (Hartford Seminary, St. Joseph College, and University of Hartford).

Post-Colonial Studies Concentration

Coordinator: Professor Brigitte Schulz

The Post-Colonial Studies concentration is the framework for a comparative inquiry into the dilemmas, hopes, and achievements of societies and peoples primarily in Africa, Asia, and Latin America. The major examines transformational processes such as colonialism, industrialization, modernization, and development. It investigates such issues as economic disparity, migration, and cultural survival. Central to the study are the creative responses of peoples as they resist and adjust to these changes.

To facilitate a rigorous comparative and issue-oriented inquiry, students are expected to specify the regions or cultures they wish to compare and the problem on which they will focus. At least one of the regions or cultures must be non-Western. Students will focus on any one issue of global importance, such as environmental degradation, quandaries of technological change, dilemmas of world food supply, health care delivery, educational equity, artistic and literary responses to social upheaval, and obstacles impeding full realization of gender and human rights ideals.

Students may draw upon a wide range of disciplines, including anthropology, art, economics, education, history, literature, music, political science, religion, sociology, and theatre and dance. Students are strongly encouraged to spend at least one semester studying abroad, preferably outside Western Europe.

Honors will be awarded to students who achieve an A- average in courses taken for the major, as well as distinction in the thesis.

Requirements for the major: In addition to the requirements listed below, majors are required to complete two years of college-level language study. Languages may be chosen from regular Trinity offerings or through the Self-Instructional Languages Program (SILP). Students with the necessary proficiency may be exempted from this requirement by the Coordinator.

1. ***Core Courses:***

   a) **ASAN 203 World Ethnography or ASAN 201 Introduction to Anthropology**
   b) **ASHI 386 Planetary History**
   c) **ASPS 101 International Politics**

2. ***Disciplinary focus courses (3):*** in order to provide methodological grounding, three courses within a single discipline are to be chosen in consultation with the adviser.

3. ***Electives (5):*** to be selected after consultation with the adviser. These electives may include regional courses in non-Western areas and/or comparative studies, including relevant language and literature courses.

4. ***Thesis:*** 1 credit. Students may petition for permission to undertake a two-credit thesis.

Russian Studies Concentration

Coordinator: Professor Samuel Kassow

This program of study deals with Russia, the Soviet Union, and the changes evolving in the post-Soviet period. Students will receive a broad background in the history, politics, economics, society and culture of Russia and regions of the world previously under Soviet influence.

Majors must complete a minimum five course credits in college level Russian or the equivalent. Beyond the basic preparation in language, the major consists of six required courses in history, economics, political science, sociology and Russian literature, plus four additional courses in one of those fields. Each student is required to write a senior thesis. Majors are encouraged to spend a summer, a semester, or an academic year studying in one of the former Soviet republics.

To be considered for honors in Russian Studies, students must have a grade average of B+ or better in major courses and at least an A- on their senior thesis. The faculty in Russian Studies will make the final decision on honors in the major.

I. ***Russian Language***
   ASRU 101-01 and ASRU 102-01 Intensive Elementary Russian Sequence
   ASRU 201-01 and ASRU 202-01 Intermediate Russian Sequence

II. ***History***
   ASHI 307-01 Russia to 1881
   ASHI 308-01 The Rise of Modern Russia

III. ***Soviet Society***
   ASEC 324-01 Post-Soviet Economics
   ASPS 319-01 Politics of Post-Communist Societies
   ASRU 252-01 Twentieth-Century Russian Literature*
   ASSO 315-01 Soviet and Post-Soviet Society

IV. ***Senior Project***
   All students will submit a 1- or 2-credit thesis as a final project to a committee consisting of their thesis adviser and one additional reader from among the faculty participating in the program.

V. ***Disciplinary Courses***
   In order to ensure a degree of mastery in a single field or distinctive mode of inquiry, each student is required to undertake *four courses* in one of the following disciplines: economics, history, political science, sociology or Russian literature. These four courses must be selected with the approval of the major adviser.

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.

ASEC 207-01 Alternative Economic Systems
ASEC 324-01 Post-Soviet Economics
ASHI 307-01 Russia to 1881
ASHI 308-01 The Rise of Modern Russia
ASHI 401/402 Seminar sections on Russia, Soviet Russia and the Cold War

*Upon the advice of the adviser another Russian Literature course may be substituted for Russian 252.

ASPS 319-01 **Politics of Post-Communist Societies**
ASRU 101-01 **Intensive Elementary Russian I**
ASRU 102-01 **Intensive Elementary Russian II**
ASRU 201-01 **Intermediate Russian I**
ASRU 202-01 **Intermediate Russian II**
ASRU 216-01 **Russian Phonetics and Intonation**
ASRU 221-01 **Advanced Russian I**
ASRU 222-01 **Readings in Russian Literature**
ASRU 251-01 **The Great Tradition of the Russian Novel (in translation)**
ASRU 252-01 **Twentieth-Century Russian Literature (in translation)**
ASRU 301-01 **Russian through Literature and Film**
ASRU 302-01 **Russian Prose Narrative**
ASRU 337-01 **Russian and Soviet Theater**
ASRU 357-01 **Dostoevsky (in translation)**
ASRU 358-01 **Tolstoy (in translation)**
ASSO 315-01 **Soviet and Post-Soviet Society**

Fall Term

ASHI 307-01 **Russia to 1881**—West
ASPS 319-01 **Politics of Post-Communist Societies**—Prerequisite: POLS 103-01—Schulz
ASRU 101-01 **Intensive Elementary Russian I**—Lahti
ASRU 201-01 **Intermediate Russian I**—Prerequisite: RUSS 102 or equivalent—Any
ASRU 221-01 **Advanced Russian I**—Prerequisite: RUSS 202 or equivalent—Yanovsky
ASRU 301-01 **Russian Through Literature & Film**—TBA
ASRU 337-01 **Russian and Soviet Theater**—Lahti
ASRU 358-01 **Tolstoy (in translation)**—Any

Spring Term

ASEC 324-01 **Post-Soviet Economics**—Prerequisite: ECON 101—Clark
ASHI 308-01 **Rise of Modern Russia**—Kassow
ASRU 102-01 **Intensive Elementary Russian II**—Prerequisite: RUSS 101 or equivalent—Lahti
ASRU 202-01 **Intermediate Russian II**—Prerequisite: RUSS 201 or equivalent—Yanovsky
ASRU 222-01 **Readings in Russian Literature**—Prerequisite: RUSS 221 or equivalent—TBA
ASRU 302-01 **Russian Prose Narrative**—Prerequisite: RUSS 222 or equivalent—TBA
ASRU 357-01 **Dostoevsky (in translation)**—Lahti
ASSO 315-01 **Soviet and Post-Soviet Society (Note: no freshmen)**—Sacks

Biochemistry

The Biochemistry major is awarded by the Chemistry Department and consists of the following one-semester courses: Chemistry 208L, 211L, 212L, 309L, 316L; Physics 102L; Mathematics 115 or 132; Biology 308L, or 221L; Biology 317L, 318; and two courses in Chemistry at the 300 level or above or courses in Biology at the 200 level or above. Students must take any laboratories associated with courses used to satisfy the elective requirement. Independent study and research may not be used to meet this requirement. Students are urged to consider electing Biology 355L and/or 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 all required courses.

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

a) completion of a research project approved by the student's major adviser and the Department Chair;
b) completion of an internship approved by the student's adviser and the Department Chair;
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 Chair.

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. Biochemistry majors may choose a curriculum which meets the requirements for certification to the American Chemical Society as satisfying its criteria for undergraduate training in Chemistry. Students wishing to be so certified must take Chemistry 312L and 313 and must have two courses at the 300 level in Biology or the 400 level 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 Biochemistry major must present in writing a complete description of such courses for prior approval by the Chemistry 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.

Advanced Placement - Students who have secured an advanced placement grade in Chemistry of 4 or 5 will be given, after consultation with the Chairman, 1 credit toward the major and will be placed in Chemistry 121L. Entering Freshmen who have not taken the AP examination in Chemistry may apply to the Chairman to take a placement exam which, if completed successfully, will result in the awarding of 1 credit toward the major and placement in Chemistry 121L.

Biology

PROFESSORS R. BREWER, *Chairman,* CHILD, CRAWFORD, GALBRAITH*
SCHNEIDER**, AND SIMMONS; ASSOCIATE PROFESSOR BLACKBURN;
ASSISTANT PROFESSOR ARCHER**; LECTURERS HALL AND O'DONNELL;
VISITING LECTURERS ALSOBROOK AND MEHROFF

Biology is the study of the unity and diversity of life. Modern biology is a field of great breadth that includes such disciplines as molecular biology, genetics, development, physiology, zoology, botany, ecology, and evolutionary biology. As an interdisciplinary field, biology draws upon chemistry, mathematics, and physics, while intersecting with such other fields as psychology, anthropology, philosophy, and paleontology.

The Biology major is constructed to provide students with a broad background in the field, while offering opportunities for concentration in particular areas. The department has excellent facilities, and majors are strongly encouraged to conduct independent research with a faculty member. A major in Biology can lead to careers in research, teaching, and the health professions, as well as law, government, business, and management. The major also prepares students for further study in such interdisciplinary fields as biochemistry, nutrition, neuroscience, oceanography, and environmental management.

Students who are considering a major in Biology should consult a member of the Biology Department as early in their undergraduate career as possible. The faculty member will help plan a sequence of courses appropriate for the student's particular interests and needs. If the Biology major is to be used as preparation for one of the health-related professions, the student should consult with a member of the Advisory Committee for the Health Professions (see section in Admissions). Because the Biology major satisfies the integration of knowledge requirement, students who meet the requirements for the major do not need to complete an interdisciplinary minor.

BIOLOGY MAJOR—Requirements for a major in biology include a combination of cognate courses and at least nine 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:

Chemistry
Chem 111L *and* Chem 112L, Introductory Chemistry I and II
or
Chem 121L General Chemistry

Quantitative Methods (one of the following)
Math 107 Elements of Statistics
Math 110 Calculus

*Sabbatical Leave, Academic Year
** On Leave, Spring Term

Math 119 Discrete Mathematics
Math 131 Calculus I
Math 157 Intermediate Statistics for the Natural and Social Sciences
Psyc 221 Research Design and Analysis
Socl 201 Research Methods in the Social Sciences

Although not required, a two-semester course in Organic Chemistry and a two-semester course in Introductory Physics are strongly recommended, particularly for those students who are interested in the health professions or in continuing their education at the graduate level.

Departmental courses which must be taken are:

152L Organisms and Populations
153L Cells, Metabolism, and Heredity
221 or 221L Genetics

Also required are a minimum of 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 the nine departmental courses, at least *six* 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

303L Field Biology
304 Plant Diversity
306L Histophysiology
308L General Microbiology
310L Developmental Biology
315L Vertebrate Zoology
317L Biochemistry I
318 Biochemistry II
319L Animal Physiology
323L Plant Metabolism and Behavior
336L Marine and Freshwater Botany

Group III

352L General Endocrinology
353 Methods in Cell Biology
355L Cell Biology
361 Recombinant DNA Technology
364 Molecular Genetics
368 Marine Biogeography
370L Plant Molecular Biology
381 Evolution
419 Research in Biology (Library)
425 Research in Biology (Laboratory)

COGNATE COURSES: Students are strongly urged to select one or more of the following courses each of which has a close relationship to the study of the biological sciences. Consultation with the major advisor for the selection of courses according to individual needs is recommended. Chemistry 208L, 211L, 212L, 312L, 316L, 401; Computer Science 115L, Engineering 145, 411, 412, 421; Physics 101L. 102L, 121L, 122L; Philosophy 227, 374; Psychology 261L, 262, 265, 300L, 462.

The Thomas Hume Bissonnette Teaching Associate—This position will be awarded each semester to two students in the junior or senior classes who, in the judgement of the biology faculty, have those qualities of intellect and personality that will enable them to be effective teachers. Thomas Hume Bissonnette Teaching Fellows will work closely with the biology faculty in the administration and instruction of Biology 152L and Biology 153L. Students appointed to this position will receive ½ course credit by registering in Biology 466. (Not creditable to the major.)

Advanced Placement—Students who have secured an advanced placement grade in Biology of 4 or 5 will be excused from either Biology 152L or 153L (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 department 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 466. (Not creditable to the major.)

Research in Biology—Majors in Biology are provided the opportunity to carry on research through direct laboratory work, field work, or library research. Those using a laboratory or library research course to satisfy the Group III requirement must simultaneously enroll in the Research Seminar (Biology 403 or 404.) Because of the nature of laboratory work and field work, students should not entertain this type of independent study unless they are willing to devote at least two semesters to the program. Library work is to be done on the semester basis and will involve the preparation of a paper dealing with a 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.

Non majors—All students who wish to participate in departmental courses are welcome to enroll in any of these courses as long as they satisfy the listed prerequisites.

Courses of 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 approved 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 in which Trinity students participate regularly are listed below.

Duke University Marine Laboratory
Mystic Program in Maritime Studies
School for Field 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 Chairperson 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 biology courses that count toward the major by the end of their fifth semester and their grade point average in these courses must be at least a B+. In addition, they must demonstrate in their work a scholarly intent.

After acceptance into the honors program students must maintain a GPA of B+ in their biology courses. In addition, they must perform research in biology (Biology 425 or Biology 419) for two semesters, including participation in Biology 403 and 404. The honors program for a student culminates in an Honors Thesis and a public 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

107. Plants and People—This course is an introduction to plant biology, with a special emphasis on how plants are used by people around the world. We will examine how plants are constructed, how they grow, how they respond to the environment, and how they have adapted to a variety of habitats. As we cover the fundamentals of botany, we will see the biological reasons why plants are good for making paper, medicine, cloth, dyes, construction materials and food. This course satisfies the science distribution requirement. Not creditable to the biology major. (1 course credit) Enrollment limited to 60.—Archer

111. Physiological Adaptations—An elementary introduction to some of the basic principles of human physiology. Emphasis will be on the mechanisms involved in the body's adjustment to various environ-

mental stimuli. Topics will include the physiology of starvation; effects of anabolic steroids on muscle function; the effect of exercise on cardiovascular function; metabolism of alcohol; and the effect of eating disorders on the menstrual cycle. Not creditable to the biology major. (1 course credit) Enrollment limited to 60.—Simmons

117. Organisms & Their Environment—This course will explore the functioning of the natural world through the study of ecological principles. A major goal of the course is to provide students with a greater appreciation of how organisms interact with each other and the environment. The course will focus on the principles of ecology, conservation biology, and environmental management. Topics to be discussed include energy and food webs, population growth, competition and predation, natural selection, extinction, and man's impact on natural communities. Other topics of current interest to students may also be included. Not creditable to the biology major. (1 course credit). Enrollment limited to 30.—O'Donnell

152L. Organisms and Populations—An introduction to the biology of plants and animals including diversity, structural and physiological adaptations, and patterns of reproduction. The expression of these attributes in population growth, species interactions, community organization, and ecosystem function will also be considered. The laboratory provides the opportunity to explore biological concepts through observation, dissection and experimentation, using classical and modern techniques and instrumentation. (1¼ course credits.) Prerequisite: Permission of M. O'Donnell—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 and field work are designed to involve students with important concepts discussed in lecture. Prerequisites: Biology 152L and 153L and permission of the instructor. *(With special permission, may be taken without prerequisite course)* (1¼ course credits.)—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 will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. Prerequisites: Biology 153L. (1¼ course credits.) *This course may be taken without laboratory by registering for Biology 221, 1 course credit)*—Alsobrook

303L. Field Biology—This is primarily a practical methods course with field trips to different local ecosystems (meadow, forest, pond, stream, saltwater). At these sites the fauna will be identified and sampled to illustrate, or to test, various hypotheses of what determines the kinds of organisms present in a particular place, their distribution and abundance, and how they are collectively organized as an ecosystem. Principles examined in the field and the associated sampling and analytical techniques will be introduced in lecture and laboratory. Some laboratories deal with processing the field data and others with selected experiments to supplement these data. Prerequisites: Biology 152L. Biology 215L and Biology 222L are recommended, but are not prerequisites. (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, paleontology, and ecology, as related to evolutionary history. The laboratory will introduce the student to the fundamentals of vertebrate anatomy through the dissection of such animals as the dogfish shark, the cat, and the rabbit. Other lab exercises will deal with functional analysis and reconstruction of phylogenetic relationships through gel electrophoresis. An optional field trip also may be included. Prerequisites: Biology 152L and permission of the instructor. (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, carbohydrate and fatty acid metabolism, and bioenergetics. Laboratory exercises will explore the properties of amino acids, proteins, enzymes, radioactive isotopes and reconstituted systems of biosynthesis. Prerequisites: Biology 152L and 153L, organic chemistry, and permission of the instructor. (1¼ course credits.)—Crawford

323L. Plant Metabolism and Behavior—This course is a study of how plants function. Like animals, plants must have food and water, protect themselves from predators and accommodate changes in their environment. However, plants have evolved very different solutions to these common problems. We will examine the mechanism of plant movements, how plants detect changes in the world around them, how they transport water great distances without a pump, and how they feed themselves. Special topics include the physiology of parasitic plants, the mechanisms by which plants withstand freezing and drought, and how plants combat insects and disease. Prerequisites: Biology 152L and 153L. (1¼ course credits)—Archer

[352L. General Endocrinology]—A study of the endocrine glands of vertebrates. Major emphasis concerns the interaction of hormones and nervous system 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 neurotransmitter and hormone receptors, metabolism of hormones, and preparation of antibodies to hormones. Prerequisites: Biology 318 or 319L and permission of the instructor. (1¼ course credits)—Simmons

[353. Methods in Cell Biology]—The methods and techniques which are used to investigate the reproduction and function of cells will be learned and put to investigational use in a laboratory setting. Oral and written reports, and readings in the journals are scheduled. Techniques to be learned include, among others, phase-contrast, Nomarski, polarization, and transmission and scanning electron microscopy; single-cell isolation; cell culture, cell fractionation; immunofluorescence and autoradiography. Open to third- and fourth-year biology and biochemistry majors. Prerequisites: Biology 221, Chemistry 212L and permission of the instructor. (1 course credit)

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. Prerequisites: Biology 221 and Chemistry 212L or permission of the instructor. (1¼ course credits).—Child

[370L. Plant Molecular Biology]—Plants offer an unusual opportunity to study three interacting genomes: the nuclear, the mitochondrial and the chloroplastic. This course will examine aspects of organization, expression, regulation and evolution unique to those genomes. In addition, we will discuss special topics of current research including the molecular biology of nitrogen fixation, floral self-incompatibility, cytoplasmic male sterility, transposable elements and stress responses. The laboratory will include modern molecular methods such as restriction digestion, Southern blotting, DNA cloning, and both plant and bacterial transformation. Satisfies the Group III requirement. Prerequisites: Biology 317L or Biology 331L, and permission of instructor. (1¼ course credits.)

[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 152L and 153L and 221 and either 215L or 222L and permission of the instructor. (1 course credit.)

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. Students using library research to satisfy the Group III requirement must simultaneously enroll in the Research Seminar (Biology 403). 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. Seniors and those using this course to satisfy the Group III requirement must simultaneously enroll in the Research Seminar (Biology 403). Prerequisite: Permission of the staff. (½ course credit per semester.) (See paragraph on Research in Biology in the description of the major.)—Staff

466. 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 Adaptations]—This course will explore the vast diversity of animal life by considering how animals survive and reproduce in such a wide variety of environments. Principles of biology and evolu-

tion will be illustrated through the study of adaptations for food procurement, locomotion, digestion, respiration, excretion, and reproduction. The final portion of the course will focus on the history and functional diversity of the major groups of backboned animals. Natural evolutionary processes that have produced biological diversity also will be discussed. Not creditable to the biology major. (1 course credit.)

[112. Gene Fashions and Functions]—Advances in the biological sciences have converged to bring us a very detailed understanding of the mechanisms of inheritance. This new knowledge has even enabled us to engineer the genetic expressions of organisms to our own advantage and will surely have one of the greatest impacts on the biosphere in the history of technology. In this course, the nature of the genetic apparatus and the methods for its study will be examined. This will lead us to an exploration of how gene expression can be manipulated and what the implications might be for agriculture, medicine, and a host of other aspects of our culture. Not open to those who have taken Biology 153L. Not creditable to the biology major. (1 course credit.)

[114. Marine Biology]—This course begins with a brief introduction to the physical, chemical, and geological processes that affect the major features of the ocean. Such topics may include plate tectonics, ocean circulation, tidal cycles and shoreline processes. This provides a general background for understanding the biology of marine organisms, preparing the way for discussion on the adaptations of animals and plants to a saltwater existence, the different kinds of marine habitats and the diversity, abundance and distribution of organisms associated with them, as well as selected examples of population and community ecology of marine ecosystems and their productivity. In addition, various aspects of applied ecology, which may include commercial fisheries, mariculture, and marine pollution, will be considered. Not creditable to the biology major. (1 course credit.)

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 creditable to the biology major. (1 course credit) Enrollment limited to 60—Child

[116. Biogeography]—All species have been distributed to certain environments on planet earth. Some survived in their new localities, while others did not. This course will study historical and recent dispersal mechanisms as well as environmental pressures which allow for present plant and animal distribution patterns. Evolutionary mechanisms leading to adaptation will be emphasized. Grades based upon frequent exams, term paper and classroom discussions. Satisfies the science distribution requirement. Not creditable to the biology major. (1 course credit.)

118. Human Biology—A study of basic human structure and function. The course will consider the structure of cells, tissues, and organs and how these function to meet human biological requirements. Emphasis will be placed upon practical aspects of human biology such as nutrition, exercise, reproduction technology, and the role of the immune system and its relation to AIDS. Other topics and issues that arise from class discussion or in the news media will also be included. Readings will be from a text and supplemental sources. Evaluation will be based on examinations, short writing assignments, and a longer research/writing activity. Not creditable to the biology major. Course enrollment limited to 30. (1 course credit)—Hall

141. Conservation Biology—A lecture/discussion course that will review biodiversity. Species that will be examined include those that are endangered, rare or have recreational, commercial or aesthetic significance. Case studies of selected species' life histories, population dynamics, and ecological relationships will be reviewed. The role of environmental-related organizations, as well as the interaction between biology and the political process, will also be considered. Not creditable to the biology major. (1 course credit). Enrollment limited to 30.—Mehrhoff

153L. Cells, Metabolism, and Heredity—An introduction to the study of the organization and function of prokaryotic and eukaryotic cells. Topics to be covered include organelle and membrane structure, biomolecules, metabolism, bioenergetics, patterns of inheritance, the molecular basis of inheritance and the role of heredity in embryonic development and evolution. The laboratory offers the opportunity to explore biological concepts through observation, experimentation, and data collection and analysis, using both classical and modern techniques and instrumentation. (1¼ course credits.) Prerequisite: Permission of M. O'Donnell.—Staff

222L. Invertebrate Zoology—An introductory study of the variety, morphology, functional attributes, development, ecology and evolution of the major groups of invertebrate animals. The laboratory includes demonstrations, dissections, and experimental observation which relate adaptations in structural patterns and physiological processes of organisms to their marine, freshwater, or terrestrial environments. Prerequisite: Biology 152L. (With special permission, may be taken without prerequisite course.) (1¼ course credits.)—R. Brewer

[304. Plant Diversity]—Although the earliest plants were simple cells limited to an aquatic environment, today's plants are found in many habitats, including deserts and high altitudes. To survive in these environments, plants have evolved a remarkable variety of body forms and specialized structures. This course will survey the plant kingdom, focusing on adaptations that permitted plants to advance into new habitats. We will examine selected examples from the major groups, combining lectures, demonstrations and observations. Prerequisites: Biology 152L and 153L. (1 course credit.)

306L. Histophysiology—A comprehensive study of the structure, composition, and function of mammalian tissues and their cellular and noncellular components. Particular emphasis will be placed on structural-functional relationships, although clinical aspects and current controversies in tissue biology will also be considered. In the laboratory, students will learn fundamentals of tissue morphology at the levels of light- and electron-microscopy, and will gain experience with basic histological techniques. Prerequisites: Biology 152L, 153L and permission of the instructor. Enrollment limited to 20 (1¼ course credits.)—Blackburn

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 152L and 153L, Chemistry 211L. (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 exercise will include studies of the developmental anatomy of several animals with emphasis on the early embryology of the chick. In addition, experiments dealing with several aspects of animal morphogenesis will be pursued and selected techniques used in experimental studies of animal development will be introduced. Prerequisites: Biology 152L and 153L. (1¼ course credits.)

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, photosynthesis, and molecular genetics. Prerequisites: Biology 317L. (1 course credit.)—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 152L and 153L (1¼ course credits.)—Simmons

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 self-designed research projects on reproductive morphology, culture studies and physiology of selected aquatic plants or fungi. Prerequisites: Biology 215L. *(With special permission, may be taken without the prerequisite course.)* (1¼ course credits.) TBA.

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 318 or 221. (1 course credit.)—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 and term paper on the distribution of a marine alga is required. Prerequisites: Biology 336L and permission of the instructor. Biology 333L recommended. *(With special permission, may be taken without the prerequisite course.)* (1 course credit.)—Schneider

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 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. Students using library research to satisfy the Group III requirement must simultaneously enroll in the Research Seminar (Biology 404). 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 work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Seniors and those using this course to satisfy the Group III requirement must simultaneously enroll in the Research Seminar (Biology 404). Prerequisite: Permission of the staff. (½ course credit per semester.) (See paragraph on Research in Biology in the description of the major.)—Staff

466. 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

Chemistry

PROFESSORS BOBKO(EMERITUS), DEPHILLIPS, MOYER, *Chairman*, HENDERSON; ASSOCIATE PROFESSORS HEEREN, PRIGODICH; ASSISTANT PROFESSORS CALIGURI, CRAINE

Chemistry is an interdisciplinary subject which deals with the composition, properties and interactions of substances. It employs techniques from mathematics and physics and has applications in all of the sciences and in engineering. The discipline is typically viewed as having five major areas, analytical, biological, inorganic, organic, and physical. The chemistry major is structured to provide a balanced presentation of these areas. Students with special interest in biological chemistry should also consider the Biochemistry major.

A Chemistry major can lead to a variety of careers besides chemical research. These include the health professions, teaching, law, business, and management.

A Chemistry major is also an excellent preparation for a number of interdisciplinary areas including biochemistry, pharmacology, material science, nutrition and food chemistry, neuroscience, toxicology, forensic science, and art conservation.

Because of the structure of the Chemistry curriculum, anyone interested in pursuing the study of Chemistry, whether for a major or otherwise, should contact a department 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 following one semester courses are required for the Chemistry major: Chemistry 208L, 211L, 212L, 309L, 310, 312L, 313, 314L, and one 400-level chemistry course; Physics 102L or 122L; Mathematics 115 or 132.

A grade of at least C- must be obtained in all required courses. The Senior Exercise for the Chemistry major is completion of a 400-level chemistry course including 419 or 425.

The major as outlined above 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 additional 400-level Chemistry course. Since many graduate schools require that degree candidates demonstrate a reading knowledge of at least one foreign language, the Chemistry Department urges its majors to take appropriate courses to acquire such proficiency. The Chemistry Department offers a course in Chemical German.

Students who meet the degree requirements above, and who, in addition, earn credit for two 400-level Chemistry courses (only one of which may be 413, 414) will 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.

Advanced Placement - Students who have secured an advanced placement grade in Chemistry of 4 or 5 will be given, after consultation with the Chairman, 1 credit toward the major and will be placed in Chemistry 121L. Entering Freshmen who have not taken the AP examination in Chemistry may apply to the Chairman to take a placement exam which, if completed successfully, will result in the awarding of 1 credit toward the major and placement in Chemistry 121L.

Fall Term

101. The World of Chemistry—An examination of the fundamental principles of chemistry and their applications in our technological society. The subject matter is presented with an emphasis on models and concepts rather than mathematical problem solving. Applications in environmental chemistry, consumer products, and diet and nutrition are explored. (Enrollment limited to 50.)(1 course credit.)—Henderson

111L. Introductory 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. Course intended primarily for students with little or no previous chemistry background.(1¼ course credits.) (Section enrollment limited to 32.)—Staff

121L. General Chemistry—A review of the major concepts and theories include: atomic and molecular structure, stoichiometry, changes of state, solutions and energetics in chemical reactions. Laboratory work concentrated on quantitative measurements of solutions. (1¼ course credits.) Prerequisite: permission of the instructor. (Section enrollment limited to 24.)—Heeren

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.) (Enrollment limited to 36.)—Craine

309L. Physical Chemistry I—Energetics and Dynamics—A lecture course concentrating on the development of the theory and application of thermodynamics and kinetics to chemical systems. Special consideration will be given to the theoretical treatment of solution chemistry (i.e., colligative properties, electrolyte theory, etc.). Prerequisites: Chemistry 112L with a grade of at least C-, Mathematics 115 or 132, Physics 102L or 224 and permission of instructor. (1¼ course credit.)—TBA

312L. Instr Method Chem Analysis—A lecture and laboratory course in the principles and practice of the use of instruments for quantitative and qualitative chemical measurements. Theory, optimization and application of instrumentation for spectroscopic, spectrometric and hyphenated methods of analysis are presented. Applications of computer methods of analysis as well as analog and digital manipulation of electrical signals are presented.Prerequisites: Chemistry 311L or 208L, and Chemistry 309L (which may be taken concurrently), and permission of the instructor. (1¼ course credits.)—Caliguri

313. Principles of Inorganic Chemistry—A study of atomic structure, the chemical bond and molecular and ionic structure of inorganic compounds and an introduction to the principles of coordination chemistry. Prerequisite: Chemistry 112L. (1 course credit.)—Moyer

405. Physical Methods of Organic Structure Determination - A survey of physical methods of structure determination with emphasis on infrared, ultra-violet, nuclear magnetic resonance and mass spectrometry. Prerequisite: Chemistry 212L with a grade of C-, or better, and permission of instructor.(1 course credit)—Heeren

419. Research in Chemistry—Library research under the guidance of a member of the staff. Students will meet for a Friday afternoon seminar with Chemistry faculty for discussion/presentation of research plans, research progress, journal articles, and with visiting lecturers. Attendance at these Friday afternoon seminars is required. Prerequisite: consent of a staff member and completion of a special registration form available in the Registrar's office (½-2 course credits each semester)—Staff

425. Research in Chemistry—Laboratory research under the guidance of a member of the staff. Students will meet for a Friday afternoon seminar with Chemistry faculty for discussion/presentation of research plans, research progress, journal articles, and with visiting lecturers. Attendance at these Friday afternoon seminars is required. Prerequisite: consent of a staff member and completion of a special registration form available in the Registrar's office (½-2 course credits each semester)—Staff

[431. Mathematical Organic Chemistry]—The general theme is the mathematization of organic chemistry. Topics include 1) graph theory, 2) chemical applications of graph theory (topological indices, quantitative structure-property relationships), 3) Huckel molecular orbital theory, 4) group theory, 5) application of graph and group theory to molecular orbital calculations. Prerequisites: Chemistry 212L or, for math majors only, permission of the instructor. Desirable, but not required: Mathematics 119 and 131.

Courses taught in previous years, not being offered in the fall of 1993.

[160. Introduction to Textile Science]—This one semester lecture/demonstration course will present an introduction to (1) classification and identification of natural, regenerated and synthetic fibers, (2) construction of woven, nonwoven and knitted fabrics, (3) application and design of finishes and colors, and (4) evaluation methods for textiles. At least one field trip is anticipated. Students should come away from this course with a solid background for the selection, use and care of textiles and a recognition and appreciation for the science and technology associated with the textile industry. Prerequisite: Permission of the Instructor. Enrollment limit 20. Permission of the instructor is an attempt on the part of the lecturer to talk with each person to ascertain the level of science preparation he/she possesses. The introduction of any textile chemistry will be inserted to simplify the understanding of specific concepts of fiber behavior and the chemical reactions associated with processes such as finishing, dyeing, printing, etc. (1 course credit)

[401. Neurochemistry]—An interdisciplinary course investigating the chemical processes involved in central nervous system functioning and communication. Emphasis will be placed on the chemical aspects of synthesis, metabolism and release of neurotransmitters. The role of neurochemistry in behavioral and neurological disease states will be evaluated. Current research topics in this area will also be presented. Prerequisite—permission of instructor (1 course credit.)

[403. Advanced Organic Chemistry I]—Normally (but not restricted to) topics in theoretical organic chemistry. Emphasis on recent developments. Prerequisite: Chemistry 212L. (1 course credit.)

406(1). Advanced Organic Chemistry II—Normally (but not restricted to) topics in organic synthesis. Emphasis on recent developments. Prerequisite: Chemistry 212L. (1 course credit.)—Heeren

[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. Prerequisite: Chemistry 312L. (1 course credit.)

[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. (1 course credit.)

Spring Term

112L. Introductory 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 analysis of systems involving the principles and concepts studied in the classroom. Prerequisites: Chemistry 111L, with a grade of at least C - and permission of instructor. Enrollment in each section limited to 36. To the greatest extent possible laboratory and lecture section assignments shall remain the same as for Chemistry 111L. (1¼ course credits.)—Staff

208L. Analytical Chemistry—A lecture and laboratory course covering the theory and practice of chemical analysis techniques in a quantitative manner. Detailed discussion of simple and complex acid-base equilibria, and complex buffer systems, will be presented, as will related solubility problems and complex metal-ligand solution equilibria. Stoichiometry will also be addressed in a systematic way. Application of these techniques will be accomplished in the laboratory where accuracy and precision will be stressed. Emphasis will be placed on useful chemical reactions for analysis purposes. Latter stages of the course will deal with chromatographic theory, both gas and liquid, as a separation tool with practical applications. Prerequisite: Chemistry 112L or 121L. (1¼ course credits.)—Henderson

211L. Elementary Organic Chemistry I—A systematic study of the compounds of carbon, including methods of synthesis and correlation of chemical and physical properties with structure. Introduction to certain theoretical concepts. One laboratory per week emphasizing basic techniques and synthesis. Prerequisites: Chemistry 112L with a grade of at least C-, and permission of instructor. (1¼ course credits.) (Enrollment limited to 24)—Heeren

211L. Enrollment in each laboratory section limited to 24. Prerequisites: Chemistry 211L with a grade of at least C- and permission of instructor. (1¼ course credits.)—Craine

212L. Elementary Organic Chemistry II—A continuation of the lecture and laboratory study begun in Chemistry

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, Leibigs 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 102 or equivalent with a grade of B or better and permission of the instructor (1 course credit.)—Heeren

310. Physical Chemistry II: Solutions, Quantum Chemistry, Spectroscopy, Statistical Thermodynamics—A comprehensive treatment of 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.(1 course credit.)—DePhillips

314L. Descriptive Inorganic Chemistry—A lecture-laboratory course devoted to the systematic study of transition elements and main group elements, their compounds and reactions. Topics of current interest in inorganic chemistry will be discussed. Prerequisites: Chemistry 313, and permission of instructor. (1¼ course credits.)—Moyer

316L. Physical Biochemistry—A comprehensive survey of the physical methods used in the investigation of biological systems, and the models and underlying theory developed to account for observed behavior. The physical and chemical properties of amino acids, peptides, proteins, purines, pyrimidines and nucleic acids will be examined from a spectroscopic, thermodynamic and kinetic viewpoint. Prerequisites: Chemistry 309L with a grade of at least C- and permission of instructor. (1¼ course credits.)—TBA

406(1). Advanced Organic Chemistry II—Normally (but not restricted to) topics in organic synthesis. Emphasis on recent developments. Prerequisite: Chemistry 212L. (1 course credit.)—Heeren

[416. Mass Spectrometry]—A lecture and laboratory course that examines the principles and practice of mass spectrometry. Topics to be discussed include instrumentation, ionization methods, interpretation of spectra, and applications. Students will investigate these topics in an associated laboratory. There will be one lecture and one laboratory per week. Prerequisite: Chemistry 212L (may be taken concurrently) and permission of instructor. (1/2 course credit)—Henderson

418. 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.)—TBA

419. Research in Chemistry—Library research under the guidance of a member of the staff. Students will meet for a Friday afternoon seminar with Chemistry faculty for discussion/presentation of research plans, research progress, journal articles, and with visiting lecturers. Attendance at these Friday afternoon seminars is required. Prerequisite: consent of a staff member and completion of a special registration form available in the Registrar's office (½-2 course credits each semester)—Staff

425. Research in Chemistry—Laboratory research under the guidance of a member of the staff. Students will meet for a Friday afternoon seminar with Chemistry faculty for discussion/presentation of research plans, research progress, journal articles, and with visiting lecturers. Attendance at these Friday afternoon seminars is required. Prerequisite: consent of a staff member and completion of a special registration form available in the Registrar's office (½-2 course credits each semester)—Staff

Classics

PROFESSOR MACRO, *Chairman*; ASSOCIATE PROFESSOR BRADLEY;
ASSISTANT PROFESSOR RISSER; LECTURER THOMAS, M.;
VISITING ASSISTANT PROFESSOR CORNOG; VISITING LECTURER KENNELLY

CLASSICS MAJOR—The major consists of eleven course credits, earned with a grade of at least C- in each, one of which is acquired by successful completion of a Special Topic (see below). The remaining ten are acquired in Greek and Latin courses, where the *minimum* level of achievement is two 300-level courses in the one language and two 200-level courses in the other.

Completion of the Major is dependent upon satisfactory performance in the General Examination and the Special Topic. The General Examination is taken typically in the spring of the candidate's senior year and comprises two examinations: one in the literature and civilization of Ancient Greece; the other in the literature and civilization of Republican and Imperial Rome. The Special Topic, to be decided on in consultation with the Chairman of the Department, may be taken in the area of Literature, History, Philosophy, or Art & Archaeology. Ordinarily the Special Topic is prepared in tutorial during the senior year with an appropriate member of the Department. Upon successful completion, whether by examination or thesis, it carries one course credit.

The award of honors is 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*. For departmental prizes, see section: *Prizes*.

Integration of Knowledge requirement

Candidates who wish to satisfy this requirement by taking a track through fields of study integrated with the Major, choose a series of four courses taken from the following 'fields' (1-4), in such a way that the courses are spread over a maximum of three fields and a minimum of two, with no more than one course counting from group 1:

1. *Classical Civilization*: Class. Civ. 202, 203, 204, 205, 206, 208, 212, 219.
2. *Classical Art & Archaeology:* Class. Civ. 111, 214, 215, 216, 217, 220, 300 (Caesarea), 311; Anthropology 203, 210, 220.
3. *Ancient History:* Hist. 203, 204, 333, 334, 335, 358, 401, 402; Class. Civ. 302.
4. *Ancient Philosophy:* Phil. 101, 232, 301, 302, 320 (when Plato or Aristotle is the topic), 407.

GREEK

FALL TERM

101. Elementary Greek I—A course in the fundamentals of classical Greek, designed for those who begin the language in college.—Macro

201. Intermediate Greek I—A course of readings selected from Athenian authors of the Classical period.—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.

[301. 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.

311. Thucydides—Selections from Thucydides' *History of the Peloponnesian War*.—Macro

[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.

[321. Euripides]—A study of two plays by Euripides.

[342(1). Plutarch]—A study of Plutarch's biographical methods and materials through the reading of selected *Lives*.

391. Special Topic Part I—Independent study in a special topic. Required of all senior majors in Classics, this year-long course of study (**391-392**) carries one credit, award of which is contingent upon satisfactory completion of the examination or thesis.—Staff

399. Independent Study—Prerequisite: Two 300-level courses in Greek.

Spring Term

102. Elementary Greek II—A continuation of Greek 101. The aim of the course is to enable students to read Greek as soon as possible.—Reger

202. Intermediate Greek II—A course of readings selected from authors of Archaic Greece: Homer (*Iliad* and *Odyssey*), Hesiod, Lyric poets (e.g., Sappho, Alcaeus), and Herodotus.—Risser

[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.—Bradley

[315. Plato]—Selected readings from the dialogues, with special emphasis on Plato's style, thought, and characterization of Socrates.

[319. Herodotus and Thucydides]—Selection from the *Histories* of Herodotus and Thucydides' *History of the Peloponnesian War*.

[322. Hesiod]—Readings from Hesiod's *Works and Days* and *Theogony*. Comparisons and contrasts will be made between the oral epic of Homer and the didactic, rural epic of Hesiod, with some consideration of Hesiod's influence on Hellenistic literature (e.g., Aratus) and on Roman literature (e.g., Lucretius and Vergil).

392. Special Topic Part II—Continuation of **391**.—Staff

399. Independent Study—Prerequisite: Two 300-level courses in Greek.

[460. 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 I—An introduction to Latin grammar, syntax, and vocabulary with a view to reading the language as soon as possible. Elective for those who have never studied Latin or for those who have had one year of Latin (or less) in secondary school.—Thomas, M.

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 Advanced Placement Latin should consult the Chairman.—Risser

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. 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.—Bradley

[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.

[341. Catullus and the Elegiac Poets]—Selections from the poems of Catullus, and the elegies of Propertius, Tibullus, and Ovid.

[342. Ovid]—Representative selections from the *Amores, Ars Amatoria,* and *Metamorphoses* with emphasis on the baroque quality of Ovid's work and his extensive later influence.

[351. Horace]—Readings in the *Odes, Satires* and *Epistles* with particular emphasis on poetic theory and analysis.

391. Special Topic Part I—Independent study in a special topic. Required of all senior majors in Classics, this year-long course of study (**391-392**) carries one credit, award of which is contingent upon satisfactory completion of the examination or thesis.—Staff

399. Independent Study—Prerequisite: Two 300-level courses in Latin.

Spring Term

102. Elementary Latin II—This course treats more advanced features of Latin grammar and syntax, e.g., the forms and usage of infinitives, participles, and the subjunctive, and seeks to develop basic facility in reading Latin prose and poetry. Elective for those who have taken Latin 101 or who offer two or three units of Latin at entrance or otherwise satisfy the instructor of their competency.—Thomas, M.

[104. 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.)

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.—Kennelly

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.

[331. Roman Historians: Tacitus]—A study of the *Agricola* and of the historian's treatment of the climactic year A.D 69, *Histories* I-III.

[332. Catullus]—A course designed for the upper-level Latin student, focusing on Catullus, the great lyric poet of the late Republic. We will read the Catullan corpus in its entirety (or very close to it) and explore the literary issues raised by the poet. There will be assignments in secondary critical literature, as well as possible forays into some of the Greek poets who influenced Catullus. A reading knowledge of Latin is essential; prior knowledge of Greek is desirable.

352. 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.—Bradley

392. Special Topic Part II—Continuation of **391**.—Staff

399. Independent Study—Prerequisite: Two 300-level courses in Latin.

[460. 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 & Archaeology

Fall Term

The following courses presuppose no knowledge of Greek and Latin:

[111. Introduction to Classical Art and Archaeology]—A survey of the art and archaeology of the Classical world, from the Neolithic period through the Roman Empire. Topics of discussion include sculpture, pottery, painting, architecture, town planning, burial practices and major monuments, as well as archaeological method and theory. (Same as Art History 111.)

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 of peace and political stability and by its brilliant restatement of the classic became the standard of reference for later neoclassicism. (Same as Comparative Literature 202.)—Bradley

[203. Mythology]—Generally, a study of the role of myth in society; particularly, the emphasis will be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what "myth" meant to the Ancient Greeks. Whatever truths are discovered therefrom will be tested against the apparent attitudes of other societies, ancient and modern, toward myth. Lectures and discussion. (Same as Comparative Literature 203.)

[217. Greek and Roman Sculpture]—A study of the sculpture and sculptors of Classical antiquity. Topics include the origin and stylistic development of ancient sculpture, the methods and techniques of the artists, art criticism and connoisseurship in antiquity, and the function of sculpture in the Greek and Roman worlds. Comparative material from other cultures will also be examined. (Same as Art History 217.)

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.)—Reger

Spring Term

The following courses presuppose no knowledge of Greek and Latin:

[204. 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 214.)

205(2). 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 Comparative Literature 205.)—Cornog

[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.

[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 civilizations 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.)

212. 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.)—Kennelly

214. Greek and Roman Architecture—An examination of building materials and methods used in the construction of domestic, civic and religious buildings of the Greek and Roman worlds. The way in which the functions of these buildings influenced their forms is also examined. Further topics of discussion include comparative studies of the works of individual architects, architectural adaptations to local topography, and the use of building programs for propaganda purposes. (Same as Art History 214.)—Risser

[215(2). Ancient Greek Painting]—The paintings of the ancient Greeks are primary sources for the rise of Western drawing and also for our understanding of many aspects of the public and private lives of the Greeks themselves, e.g., their mythology, funerary practices, athletics, religion, and even dinner parties. This course will examine the subjects, styles, and techniques of ancient Greek painting, and its contribution to the development of Western art and culture. Comparative material from other cultures will be studied, as well. (Same as Art History 215.)

[216. Archaeological Method and Theory]—An introduction to interdisciplinary archaeological enquiry, drawing on material selected from American Studies, Anthropology, Art History, Classics, Geology, History, near-Eastern Studies, Religion and Women's Studies. Students will consider archaeological methods, techniques, and specific applications to various disciplines. Central to the discussion will be the uses of archaeology in reconstructing aspects of pre-historic, historical and more contemporary human life. The course has a strong "hands-on" component. (Same as Art History 216.)

[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 Armenna. Current excavations, on land and underwater, will also be considered. (Same as Art History 212.)

[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 toward 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.

[311. Aegean Bronze Age]—This course explores the art, architecture, and archaeology of the Aegean Bronze Age, with a focus on the Minoan and Mycenean cultures. Topics covered include the techniques and methods of Bronze Age artists and architects, the influence of Egypt and the Near East on Aegean culture, governmental structures, issues of race and gender, funerary customs, religion, and evidence for cannibalism and other cult practices. (Same as Art History 311.)

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.

Fall 1993

124. Science of Musical Sound—Based on the book, The Science of Musical Sound, by John R. Pierce, this course will explore the nature of musical sounds through demonstrations, measurements, and laboratory exercises. Musical sounds will be analyzed using electronic equipment to determine harmonic content and time history. Since listening to music involves psychoacoustics, this aspect will be covered also. The course should appeal to all musically inclined students, to science students because of the analytical and measurement techniques involved, and to psychology students because of its discussion of psychoacoustics. Laboratory exercises, and a term project, will be required.—Sapega

Comparative Literature Program

Administered by the following interdepartmental faculty committee: Professors Lloyd-Jones, *Director,* and Katz; Associate Professors Benedict, Bradley, Feinsod and Gettier.

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 Literature, Philosophy, Religion, and Theater and Dance.

Comparative Literature Major—Twelve credits in the program. The following five courses are required: 1) The course in the *Introduction to the Comparative Study of Literature,* or its equivalent; 2) Comparative Literature 402, Modern Language and Literature Senior Seminar; 3) Comparative Literature 497: Senior Thesis. Also required are *two literature courses,* 4) and 5) in either 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. No course with a grade less than C- may be counted towards the major.

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.

The following regularly offered courses are among those which may be counted as fulfilling the Foreign Language requirements: See under the appropriate section of the Departments of Classics and Modern Languages and Literature for courses currently offered.

Greek:

301. Homer
All 300-level Greek literature courses

Latin:

221. Blending of Greek and Roman
222. Roman National Literature
All 300-level Latin literature courses

French:

351. Heart and Mind in French Literature
352. The Social Vision in French Literature
353. The Life of the Imagination in French Literature
360. Studies in Francophone Literature

German:

301. German Readings I
302. German Readings II
352. Advanced German Readings

Italian:

311. Literature of the Middle Ages
312. Literature of the Renaissance
313. Literature of the 18th and 19th Centuries
314. Literature of the 20th Century

Russian:

222. Literary Readings
301. Russian through Literature and Film
302. Russian Prose Narrative

Spanish:

301. Spain in the Golden Age
302. Spanish Literature of the 18th and 19th Centuries
303. 20th Century Spanish Literature
316. Studies in the Modern and Contemporary Spanish American Novel
328. Cervantes
341. The Spanish American Short Story
344. Spanish American Poetry from Modernism to the Present

FALL TERM

102. Introduction to Philosophy—(Same as Philosophy 101.)—Hyland

103. Introduction to Political Philosophy—(Same as Philosophy 102.)—Wade

202. The Age of Augustus—(Same as Classical Civilization 202.)—Bradley

215. Myth and the Bible—(Same as Religion 215.)—Gettier

217. Philosophy in Literature—(Same as Philosophy 217.)—Tress

303. Descartes to Hume—(Same as Philosophy 303.)—Lee, R. T.

333. Dante: The Divine Comedy—(Same as Italian 333, MDLG-333.)—Del Puppo

337. Russian and Soviet Theater—(Same as ASRU-337, MDLG-333-11, Russian 401, Theater and Dance 337.)—Lahti

345. Chaucer—(Same as English 345.)—Fisher

399. Independent Study

460. Tutorial

466. Teaching Assistant

497. Senior Thesis—Staff

SPRING TERM

102. Introduction to Philosophy—(Same as Philosophy 101.)—Brown

201. History of Drama—(Same as Theater and Dance 203.)—Karter

204. Drama Classics Reinterpreted—(Same as English 318, Theater and Dance 204.)—Henderson

205. Greek Tragedy—(Same as Classical Civilization 205.)—Staff

206. Ethics—(Same as Philosophy 203.)—R. T. Lee

212. The Age of Pericles—(Same as Classical Civilization 212.)—Staff

252. 20th Century European Literature—(Same as Modern Languages 233-07.)—Katz

253. The Asian Mystic—(Same as ASRE-252, Religion 252.)—Findly

289. Italian Cinema—(Same as Italian 290 and Modern Languages 233-05.)—Del Puppo

332. The Contemporary Short Story—(Same as English 332.)—Selz

399. Independent Study

402. Senior Seminar.—(Same as Modern Languages 402.)—Katz and Lloyd-Jones

460. Tutorial

466. Teaching Assistant

497. Senior Thesis—Staff

Computer Coordinate Major

THE COMPUTER COORDINATE MAJOR—The Computer Coordinate Major is designed for those students who wish to combine an interest in computers with study in a traditional major department. There are three levels of requirements to be fulfilled: (1) The Computer Coordinate Core, mathematics and computing courses required of all majors; (2) Additional Requirements by Area, additional requirements determined by the area into which the Coordinate Department falls; the three general areas are the Natural Sciences, the Biological and Social Sciences and the Arts and Humanities; and, (3) The Coordinate Requirements, five to seven courses in a major department chosen to assure a depth of knowledge in the chosen field. The choice of courses in the Coordinate Department must be approved by a designated member of the department before the student is accepted into the Computer Coordinate Major.

THE COMPUTER COORDINATE CORE—The Computer Coordinate Core, required of all majors, consists of the following six courses.

Computing Courses (5)

CPSC 115L—(Introduction to Computing)
CPSC 215L—(Data Structures and Algorithms)
Three Computer Science electives with numbers greater than 215

Mathematics Course (1)

Either Math 119—(Discrete Mathematics) OR Math 205 (Abstraction and Argument) or CPSC 203 (Mathematical Foundations of Computing)

Note: Students who are interested in the Computer Coordinate Major are urged to complete all Core requirements by the end of their junior year. It is also recommended that Math 119 be taken either prior to or concurrently with CPSC 215L.

THE ADDITIONAL AREA REQUIREMENTS—The Additional Area Requirements are determined by the area in which the Coordinate Departments falls. They are divided into three broad areas which, for purposes of the Computer Coordinate Major, are defined as follows:

Natural Sciences (Biochemistry, Chemistry, Engineering and Physics)

Math 131—(Calculus I)
Math 132—(Calculus II)
Math 255—(Numerical Analysis)
Math 252—(Introduction to Mathematical Modelling) OR Math 107 (Elements of Statistics)

Biological and Social Sciences (Biology, Economics, Political Science, Psychology, and Sociology)

Math 110—(Calculus) OR Math 131 (Calculus I)
Math 107—(Elements of Statistics)
Math 157—(Intermediate statistics) OR
Math 252—(Introduction to Mathematical Modelling)

Arts and Humanities (Art History, Classics, English, History, Modern Languages, Music, Philosophy, Religion, Studio Arts, Theater & Dance, American Studies and Area Studies)

Phil 205—(Symbolic 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 Coordinator Major.

The Computer Coordinate Major is administered by the Director of Computer Science who can provide further information about this major.

Acceptance as a Computer Coordinate Major requires that the proposed plan of study be approved by the Coordinate Department Chairman and the Director of Computer Science.

Computer Science Program

ASSOCIATE PROFESSOR MORELLI, *Director*; ASSOCIATE PROFESSOR WALDE; ASSISTANT PROFESSOR FRIEDMAN; ADJUNCT PROFESSOR BRENNER

Computer science is a broad discipline that employs a variety of approaches in an effort to advance our understanding and use of computing. Study in computer science can range from mathematical work aimed at understanding the theoretical and practical limits of what can be computed, to experimental work aimed at understanding the functioning of existing computer languages and systems, to design work aimed at building algorithms and computer systems that help people solve problems.

The Computer Science major is designed to provide students with a broad background in the field. A major in computer science would provide an adequate preparation for a wide variety of career paths, ranging from graduate study in computer science or closely related disciplines to technical or management positions in industries that depend heavily on information processing.

Computer science can also be studied as a means of acquiring problem solving, reasoning and design skills that can be applied successfully in other disciplines. The Computer Coordinate major and the Applications of Computing minor are two formal ways of combining an interest in computing with study in another discipline. For more information about these programs, see their descriptions in other parts of this *Bulletin*.

THE COMPUTER SCIENCE MAJOR—The major in computer science consists of 13 courses, including 2 mathematics courses, a 7-course computer science core, 3 approved electives and the Computer Science Seminar (CPSC 403 or 404), which serves as the senior exercise. A minimum grade of C- is required in all courses in the Computer Science core and in all electives.

MATHEMATICS REQUIREMENTS:

MATH 131—Calculus I (prereq: Appropriate grade on the Math Placement Exam or MATH 109)
MATH 132—Calculus II (prereq: MATH 131)

COMPUTER SCIENCE CORE:

CPSC 115L—Introduction to Computing
CPSC 215L—Data Structures and Algorithms (prereq: CPSC 115L)
CPSC 203—Mathematical Foundations of Computing (prereq: CPSC 115L and Math 131)
CPSC 219—Theory of Computation (prereq:CPSC 115L and one of MATH 119, MATH 205 or CPSC 203)—offered alternate years
CPSC 230L—Machine Organization and Assembly Language (prereq: CPSC 215L)—offered alternate years
CPSC 316L—Foundations of Programming Languages (prereq: CPSC 215L)—offered alternate years
CPSC 320—Analysis of Algorithms (prereq: CPSC 215 and one of MATH 119, MATH 205 or CPSC 203)—offered alternate years

ELECTIVES FOR COMPUTER SCIENCE:

CPSC 304—Graphical Software: Design and Implementation (prereq: CPSC 215L)
CPSC 315—Systems Software (prereq: CPSC 230L)
CPSC 352—Artificial Intelligence (prereq: CPSC 215L)—same as PSYC 352
CPSC 364—Parallel Computing Systems (prereq: CPSC 230L or CPSC 316L or ENGR 323L or PI)
CPSC 371—Compiler Theory (prereq: CPSC 316L or CPSC 230L)
CPSC 372—Database Fundamentals (prereq: CPSC 215L)
CPSC 415—Special Topics in Computing
MATH 252—Introduction to Mathematical Modeling (prereq: CPSC 115L and 1 year of calculus)
MATH 255—Numerical Analysis (prereq: CPSC 115L and MATH 132)

HONORS IN COMPUTER SCIENCE

Students seeking honors must conduct two semesters of research in computer science (CPSC 419 or 425) and concurrently participate in the Computer Science Seminar (CPSC 403 and 404). Honors are awarded to qualified students by a vote of the faculty. Typically, honors will be awarded to students who maintain a B+ average in all CPSC courses numbered 200 and above and who complete the CPSC 403, 404 and 419, 425 sequences with an average grade of A- or better.

INTEGRATED MAJOR TRACKS FOR COMPUTER SCIENCE MAJOR—The following tracks involve additional courses beyond the requirements for the major in areas of study with natural ties to computer science. Completing requirements in one of these tracks is one way that a computer science major can satisfy the integration of knowledge requirement.

ARTIFICIAL INTELLIGENCE/COGNITIVE SCIENCE TRACK

1) CPSC 316L (required for the major)
2) CPSC 352 (may also count as a computer science elective)
3) One of the following courses: PHIL 205, PSYC 101
4) One of the following courses: PHIL 220, PSYC 356L
5) Two of the following courses: PHIL 218, PHIL 224, PHIL 351, PHIL 370, PHIL 374, PSYC 255L, PSYC 261L

THEORY OF COMPUTATION/MATHEMATICAL FOUNDATIONS TRACK

1) CPSC 219 (required for the major)
2) CPSC 320 (required for the major)
3) MATH 228
4) Two of the following courses: MATH 252, MATH 253, MATH 255, MATH 314, MATH 326
5) One of the following courses: PHIL 222, PHIL 390, PHIL 391

SYSTEMS/ARCHITECTURE TRACK

1) Two of the following courses: CPSC 315, CPSC 364, CPSC 371 (may also count as computer science electives)
2) ENGR 221L
3) ENGR 323L
4) Two of the following courses: MATH 107, MATH 314, MATH 326

DATA ANALYSIS/ECONOMICS APPLICATIONS TRACK

1) CPSC 316L (required for the major)
2) One of the following courses: CPSC 315, CPSC 372, (may also count as a computer science elective)
3) ECON 101
4) One of the following mathematics courses: MATH 107, ECON 109
5) One 200-level economics course
6) ECON 318L

THE FIVE YEAR MASTER'S DEGREE PROGRAM IN COMPUTER SCIENCE—A suitably well qualified student may earn both an undergraduate and a master's degree in Computer Science in the five year combined Trinity College-Hartford Graduate Center program in engineering and computer science. Such a student must complete most of the requirements for Trinity's undergraduate computer science major by the end of his or her third year and must satisfy the entrance requirements for the HGC's computer science program. During their fourth and fifth years he/she completes eight graduate courses and a master's thesis project at The Hartford Graduate Center while completing the requirements for Trinity's degree. Interested students should see the Director of Computer Science for details.

Fall Term

105. Computers in a Modern Society—This course is designed to expose students to a broad range of computer science topics by examining different aspects of computing, including hardware, theory, history, societal impact, and ways in which computers affect our everyday lives. This course does not teach proficiency in a programming language; rather, students are exposed to hands-on computer work using typical personal computer-based application programs and languages. Typical computer science problem-solving strategies and approaches will be developed. This course is intended for students not majoring in computer science and may not be taken by students who have received credit for CPSC 115L. The fall semester section of this course is reserved for freshmen. Upperclassmen who can demonstrate need for the course fall semester may be admitted by the instructor.—Brenner

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 topics in discrete mathematics that are important in the study of computing, including elementary set theory, functions and logic. Introduction to software engineering principles including structured program design, documentation and verification using a general purpose language. Technical details of computer use and programming are discussed in a required weekly lab. (1¼ course credits.)—Walde

203. Mathematical Foundations of Computing—An introduction to the principles of logic and discrete mathematics required in the study of computer science. Topics covered may include: propositional and predicate logic and their relationship to general proof techniques used in computing and correctness proofs of programs; mathematical induction applied to recursion and recurrence relations; set theory with an emphasis on infinite sets used in computing; counting principles useful in analyzing graphs and trees; relations and functions and their relationship to databases and functional programming languages. Computer programs will be used to explore concepts examined in the course. Prerequisites: CPSC 115L and Math 131.—Walde

215L. Data Structures and Algorithms—A study of data structures and algorithms using the C programming language. The basic data structures (lists, stacks, queues, trees, and files) and basic algorithms

(searching, sorting, and file management) will be introduced and implemented. Data and procedural abstraction, software design principles, and analysis of the complexity of algorithms will be studied. Details related to writing programs will be covered in a required weekly lab. (1¼ course credits.) Prerequisite: CPSC 115L.—Morelli

230L. Machine Organization and Assembly Language—This course introduces the fundamentals of computer architecture and the mechanics of information transfer and control with emphasis on general concepts. Topics will include instruction formats, addressing techniques, data representation, program control, the fetch-execute cycle, macro definition and assembler concepts. Students will write several programs in an assembly language. Details related to writing programs will be covered in a required weekly lab. (1¼ course credits.) Prerequisite: CPSC 215L. —Friedman

[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: CPSC 230L.—Staff

[316L. Foundation of Programming Languages]—A study of the organization, specification and behavior of programming languages The course will focus on five different programming language paradigms: imperative, object-oriented, functional, logic, and concurrent. Programming assignments using example languages from each of these paradigms will be required. Emphasis will be placed on learning C and C + + in a Unix environment. Other topics covered include language syntax, control structures, objects and functions. Details related to writing programs will be covered in a required weekly lab. (1¼ course credits.) Prerequisite: CPSC 215L.—Friedman

352. Artificial Intelligence—A study of basic principles and research methods in artificial intelligence. The course exposes students to selected topics in the field including pattern recognition, problem solving, theorem proving, knowledge representation, and natural language understanding by computers. The course will draw on recent advances made by cognitive scientists in each of these applications. Students are expected to study the theoretical background of an application. They will also complete several programming and simulation assignments during the semester. (Same as Psychology 352.) Prerequisite: CPSC 215L.—Morelli

372. Database Fundamentals—Principles of database systems, including such topics as data independence, storage structures, relational data models, CODASYL and network data models, security, and integrity. A programming project may be required. Prerequisites: CPSC 215L.—Martyn

399. Independent Study—Independent work to develop maturity and initiative in the solution of a problem in the area of the student's special interests. This course may require concurrent registration in CPSC 403 or 404.

403. Computer Science Seminar.—Students engaged in research (CPSC 419) or independent study (CPSC 399) and senior exercise students will meet with computer science faculty for oral presentations and critical discussions of journal papers, research-plans and research progress. Seniors using this course to satisfy the senior exercise requirement will be expected to complete a research or design project and make a formal presentation on its results to the seminar. The project may be an extension or revision of a project conducted in one of their other major courses. **This course may be repeated for credit.** Prerequisites: PI. (1/2 course credit per semester).—Friedman

[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.—TBA

419. Research in Computer Science-Library—Students will conduct original research projects, culminating with a final formal paper, under the direction of an individual faculty member. Students electing this type of independent study should plan on initiating the work no later than the fall of their senior year. **Honors candidates should plan on no less than two semesters of study; others may enroll in one or more semesters.** A written research plan must be submitted during the semester prior to taking this course. Prerequisite: PI and concurrent enrollment in CPSC 403 or 404. **This course may be repeated for credit.** (1/2 course credit per semester).—Staff

425. Research in Computer Science-Laboratory—Students will conduct original research projects, culminating with a final formal paper, under the direction of an individual faculty member. Students electing this type of independent study should plan on initiating the work no later than the fall of their senior

year. **Honors candidates should plan on no less than two semesters of study; others may enroll in one or more semesters.** A written research plan must be submitted during the semester prior to taking this course. Prerequisite: PI and concurrent enrollment in CPSC 403 or 404. **This course may be repeated for credit.** (1/2 course credit per semester).—Staff

Spring Term

105. Computers in a Modern Society—This course is designed to expose students to a broad range of computer science topics by examining different aspects of computing, including hardware, theory, history, societal impact, and ways in which computers affect our everyday lives. This course does not teach proficiency in a programming language; rather, students are exposed to hands-on computer work using typical personal computer-based application programs and languages. Typical computer science problem-solving strategies and approaches will be developed. This course is intended for students not majoring in computer science and may not be taken by students who have received credit for CPSC 115L.—Brenner

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 topics in discrete mathematics that are important in the study of computing, including elementary set theory, functions and logic. Introduction to software engineering principles including structured program design, documentation and verification using a general purpose language. Technical details of computer use and programming are discussed in a required weekly lab. (1¼ course credits.)—Morelli

215L. Data Structures and Algorithms—A study of data structures and algorithms using the C programming language. The basic data structures (lists, stacks, queues, trees, and files) and basic algorithms (searching, sorting, and file management) will be introduced and implemented. Data and procedural abstraction, software design principles, and analysis of the complexity of algorithms will be studied. Details related to writing programs will be covered in a required weekly lab. (1¼ course credits.) Prerequisite: CPSC 115L.—Friedman

219. Theory of Computation—A selection of topics intended to serve as an introduction to formal languages and automata theory. The topics will be chosen from among finite state machines, pushdown automata, Turing machines, the Chomsky language hierarchy and related questions of computability. (Same as MATH 219). Prerequisites: CPSC 115L and one of MATH 119 or MATH 205 or CPSC 203.—Walde

304. Graphical Software: Design and Implementation—An introduction to geometric and computer graphics principles needed for developing software with graphical output. General principles of designing and testing of software systems with reusable components will be emphasized. Geometry and computer graphics topics covered will include coordinate systems, geometric transformations, windowing, curves, fractals, polyhedra, hidden lines, surfaces, color and shading. Graphical programs that model phenomena from the natural sciences or aid the visualizing of conceptual models in computer science and mathematics will be used for examples and assignments. Prerequisites: CPSC 215L.—Walde

[320. Analysis of Algorithms]—A continuation of the study begun in CPSC 215 of the complexity of algorithms used in computing. The notions of P, NP, and NP-complete problems and of noncomputability will be covered. The algorithms studied will include examples involving sorting, graphs, geometry and combinatorics. Theoretical aspects of algorithms will be studied as well as practical aspects useful in writing programs. (Same as MATH 320). Prerequisite: CPSC 215L and MATH 119, MATH 205, or CPSC 203.—Staff

[364. Parallel Computing Systems]—A study of the architectures and languages of parallel computing systems and the performance analysis of these systems. Advanced computing systems are centered around the concept of parallel processing. The development and application of these systems require a broad knowledge of their underlying hardware and software structures and close interaction between parallel computing algorithms and the optimal allocation of machine resources. In this course, we explore the design, use, and expressiveness of concurrent programming languages (e.g., Occam, Linda, and Strand) and the design, structure, and potential for supercomputing performance in a variety of machine organizations, including pipelined and superscalar instruction-level parallelism, shared-memory multiple-instruction-multiple-data (MIMD) machines, private-memory MIMD machines, single-instruction-multiple-data (SIMD) machines, and dataflow computers (e.g., Sequent Balance, Caltech Hypercube, Thinking Machines Connection Machine, and Irvine Dataflow Computer). Students with interests and backgrounds in algorithms, software and hardware will combine their strengths in the development of a large team project

in which the entire class participates in designing a parallel computing system. Assignments will include both software and hardware-oriented exercises which expose students to different parallel systems with an emphasis on application and performance analysis of parallel computing systems. Prerequisites: CPSC 316L or CPSC 230L or ENGR 221 and PI.—Friedman

371. Compiler Theory and Construction—A study of the use of language theory and automata theory in the design and construction of compilers. Topics to be discussed include lexical analysis, parsing, symbol tables, syntax trees, storage allocation, error recovery, translation systems, code generation and optimization. Students will practice programming by writing a portion of a compiler for a subset of ALGOL, Pascal or some other language. Prerequisite: CPSC 316L or CPSC 230L.—Friedman

399. Independent Study—Independent work to develop maturity and initiative in the solution of a problem in the area of the student's special interest. This course may require concurrent registration in CPSC 403 or 404.

404. Computer Science Seminar.—Students engaged in research (CPSC 419) or independent study (CPSC 399) and senior exercise students will meet with computer science faculty for oral presentations and critical discussions of journal papers, research-plans and research progress. Seniors using this course to satisfy the senior exercise requirement will be expected to complete a research or design project and make a formal presentation on its results to the seminar. The project may be an extension or revision of a project conducted in one of their other major courses. **This course may be repeated for credit.** Prerequisites: PI. (1/2 course credit per semester).—Friedman

419. Research in Computer Science-Library—Students will conduct original research projects, culminating with a final formal paper, under the direction of an individual faculty member. Students electing this type of independent study should plan on initiating the work no later than the fall of their senior year. **Honors candidates should plan on no less than two semesters of study; others may enroll in one or more semesters.** A written research plan must be submitted during the semester prior to taking this course. Prerequisite: PI and concurrent enrollment in CPSC 403 or 404. **This course may be repeated for credit.** (1/2 course credit per semester).—Staff

425. Research in Computer Science-Laboratory—Students will conduct original research projects, culminating with a final formal paper, under the direction of an individual faculty member. Students electing this type of independent study should plan on initiating the work no later than the fall of their senior year. **Honors candidates should plan on no less than two semesters of study; others may enroll in one or more semesters.** A written research plan must be submitted during the semester prior to taking this course. Prerequisite: PI and concurrent enrollment in CPSC 403 or 404. **This course may be repeated for credit.** (1/2 course credit per semester).—Staff

Economics

PROFESSOR ZANNONI, *Chairwoman*; PROFESSORS CURRAN, AND SCHEUCH (EMERITUS); ASSOCIATE PROFESSORS BUTOS, EGAN, GOLD, GROSSBERG, MULLAHY AND RAMIREZ; ASSISTANT PROFESSORS CLARK*, AND SETTERFIELD; SHELBY CULLOM DAVIS PROFESSOR OF AMERICAN BUSINESS AND ECONOMIC ENTERPRISE GUNDERSON, VISITING ASSOCIATE PROFESSOR OF ECONOMICS ZAVAREEI; VISITING LECTURER GRUBACIC, SILVERSTEIN, O'CONNOR AND VILASUSO

ECONOMICS CURRICULUM—The introductory course, Economics 101, is a prerequisite for all other courses in the Department. Students are advised to take one 200-level economics course before proceeding to 300-level courses; one 200-level course is a prerequisite for Economics 301 and 302. Many other 300-level courses have prerequisites and students are advised to consult the course descriptions in the Bulletin or the course listings in the Schedule of Classes for course prerequisites. Beyond Economics 101, courses are offered in the following areas in the Department:

*Leave of Absence, Academic Year 1993-1994

Economic Theory and its History (205, 206, 301, 302, 323)
Economic Systems and Development (207, 214, 216, 218, 231, 317, 321, 324)
International Economics (216, 315, 316)
Labor Economics (204, 303)
Money and Finance (309, 310)
Public Policy Issues (201, 209, 211, 217, 304, 306, 308, 311)
Quantitative Economics (103, 107, 109, 312, 318)
Studies in Social Policies and Economic Research (331)
Independent Research (299, 399, 498-499)

ADMISSION REQUIREMENTS AND ECONOMICS MAJOR—Students who receive a grade of at least C- in Economics 101 and one 200-level economics course will be admitted to the major upon submission of the Declaration of Major form to the Department chairwoman, Professor Zannoni. At that time, an advisor in the Department will be assigned.

Requirements for completion of the major are (1) a grade of C- or better in each of eleven economics courses including Economics 101; (2) at least one 200-level economics course which must be taken prior to taking Economics 301 and 302; (3) seven credits at the 300 or 400 level which must include Economics 301, Economics 302, and either Economics 331 or Economics 498-499.

All students who wish to receive credit toward the major for courses taken away from Trinity must complete an Application for Credit form with Robbins Winslow, Director of Educational Services, and have the course(s) approved for credit by Professor Egan, Department of Economics, *before going abroad.* Permission to receive credit toward the major for courses in other departments and/or work in special programs at Trinity must be approved in advance by the Economics Department chairwoman. Internships and Teaching Assistantships do not normally count as credit toward the major; exceptions must be approved, in advance, by the Economics Department chairwoman.

It is recommended that students majoring in Economics select cognate courses, in consultation with their adviser, in history, philosophy, political science, and sociology. The quantitative courses in the Department, Economics 107, 109, 312, and 318, are of value in integrating economic theory and economic applications.

STUDENTS CONSIDERING PURSUING GRADUATE STUDIES IN ECONOMICS—Students who are considering pursuing graduate study in economics should be aware of the emphasis that graduate programs in economics place on proficiency in mathematics. Graduate programs in economics place considerable weight on the applicant's score on the quantitative section of the Graduate Record Exam (GRE) as well as on the student's performance in his/her undergraduate mathematics courses and quantitatively-oriented courses in economics.

Accordingly, economics majors thinking about pursuing graduate study in economics should strongly consider complementing their course work in the economics department with additional course work in the mathematics department. Such courses might include, but not be limited to: Math 131, 132, and 231 (Calculus I, II, and III); Math 305 and 306 (Probability and Mathematical Statistics); Math 120 (Elementary Finite and Linear Mathematics); Math 228 (Linear Algebra); Math 157 (Intermediate Statistics for the Natural and Social Sciences); and Math 331 (Analysis I). In addition, such students should also strongly consider taking Econ 107 (Elements of Statistics) or 109 (Introduction to Statistical Methods in Economics) and Econ 318 (Basic Econometrics).

Students considering pursuing graduate study in economics are urged to discuss their interests with the Economics Department's graduate studies adviser (Prof. Mullahy) at the earliest possible date.

THE HONORS PROGRAM—To graduate with honors in Economics a student must have (1) completed Economics 301 and 302 with an average grade of B + or better, with neither grade lower than a B; (2) an average grade of B + or better in all economics courses taken at Trinity, with a grade of A- or better in at least half of those courses; (3) completed Economics 498-99, a senior thesis, with a grade of A- or better. In exceptional cases, a student who has completed Economics 498-499 but who has not met all other criteria for honors in Economics may be awarded honors by a vote of the Economics Department.

COMPUTER COORDINATE MAJOR—This major is designed for those students who wish to combine an interest in computers with study in Economics. In addition to the course requirements in mathematics and engineering, the Economics Department requires that each student take a minimum of seven (7) economics courses and receive a grade of C- or better in all of them. These seven courses *must* include the following:

Economics 101—Basic Economic Principles
Economics 301—Microeconomic Theory
Economics 302—Macroeconomic Theory
Economics 318—Econometrics
Economics 331—Studies in Social Policy and Economic Research

One of the remaining two courses must be a 200-level course and the other must be a 300-level economics course. Also, please note that either Mathematics 107/Economics 107 or Economics 109 satisfy the 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.—Curran, Grossberg, Vilasuso, Zavareei

103. Fundamentals of Accounting—A review of accounting concepts and procedures with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated.—O'Connor

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, correlation and regression. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in statistics. (Same as Mathematics 107.) Prerequisite: Two years of high school algebra.—TBA

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.—Silverstein

[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.

[205. History of Economic Thought]—An introduction to the ideas and historical milieu of the major economists from pre-Classical periods to the modern period. Emphasis will be given to the Classical School (Smith, Ricardo, Malthus, Marx, Mill), the marginalists, Keynes, and developments after World War II. Prerequisite: Economics 101.

209. Urban Economics—Economic analysis of urban areas in the 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

217. Economics of Health and Health Care—This course is designed to provide an overview of key issues in the economics of health and health care using principles of economics, with an emphasis throughout on real world problems. Topics to be studied will include: health care market structures; determinants of the demand for and supply of health care; the interrelationships between insurance, supply, demand, and technological innovation; proposed health policy reforms in insurance markets, medical malpractice, and other areas; and the analysis of public policies on unhealthy consumer behaviors (smoking, drinking, drugs). Prerequisite: Economics 101.—Mullahy

231. Latin American Economic Development—This course will focus on the major theories and leading issues in the study of economic development in Latin America during the 20th century. Particular emphasis is placed on those economic and historical links between the countries of the region and the developed nations in influencing the nature and direction of their development. Topics include the following: theories of development; population growth and rural development; industrial strategies of the major countries of the region; a survey of dependency theory; and an examination of the widespread debate about the causes, consequences, and costs of the debt crisis. Prerequisite: Economics 101. (Same as Area Studies 231-01.)—Ramirez

299. Independent Study— (1-2 course credits.)—Staff

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. Prerequisites: Economics 101 and one 200-level course.—Egan

302. Macroeconomic Theory—An analysis of aggregate income; output and employment which includes the following topics: national economic accounts, theories of consumption, investment and money, Keynesian and Classical models, the monetary-fiscal debate, inflation, unemployment and growth. Prerequisites: Economics 101 and one 200-level course.—Butos, Setterfield

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 or 109 and 103 are 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. Prerequisites: Economics 101 and 302.—Butos

311. Environmental Economics—An examination of the relationship between economic growth and the quality of the environment; the economic theory necessary for understanding environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisite: Economics 101 and 301. (Same as PBPL-311.)—Egan

315. International Trade—An examination of theories of international trade, commercial policy and preferential trading arrangements; an analysis of contemporary issues in the international economy. Prerequisite: Economics 101, 301 or currently enrolled in 301. (Same as Area Studies 315.)—Grubacic

317. 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 317.)—Ramirez

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 or 109. (1.25 course credits.)—Zannoni

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

331. Studies in Social Policies and Economic Research—The primary emphasis of these senior seminars is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems. The topics to be studied will vary from year to year. Prerequisites: Economics 301 and 302.

Sec. 01. Economics of the Family—Modern economics neglected the behavior of families until the 1950's. Since then economic analysis has been used to explain who marries whom and when (if ever) they divorce, the number of children and investments in each child's human capital, the extent and timing of labor force participation by married women, when elderly parents rely on children for support and many other family choices. This course will explore a variety of these issues, and will examine critically the assumptions underlying the economics of the family. Prerequisites: Economics 301 and 302.—Grossberg

Sec. 02. Health Economics—The seminar this semester will be devoted to the special topic of the Economics of Unhealthy Behavior. The course will use microeconomic tools to analyze the economic aspects of behaviors that include: smoking, drinking, and other drug use; diet and exercise; preventive health care; risk-taking activities related to HIV infection and AIDS; highway safety; risky labor market activities; and other topics time permitting. Prerequisites: Economics 301 and 302.—Mullahy

Sec. 15. Post Keynesian Economics—The Post Keynesian approach represents a tradition in current economic debate distinct from neoclassical economics and even 'mainstream' Keynesianism. Taking its lead from the General Theory, the methodological foundations of Post Keynesianism are concerned with the ability of economies to adjust towards equilibria over time, and the concept of uncertainty. As well as sur-

veying these issues, this course will examine selected topics from the Post Keynesian research agenda such as the formation of prices, the endogeneity of the money supply, the nature of capital in industrial production, the distribution of income and the dynamics of inflation. Prerequisites: Economics 301 and 302.—Setterfield

399. Independent Study—(1-2 course credits)—Staff

498-99. Thesis—Written report and formal presentation of a research project. Open to all senior majors and required of all students who wish to earn honors in Economics. A student who intends to write a thesis must locate a thesis adviser, and must submit a preliminary proposal to the thesis adviser by the last day of classes in the Spring Semester of the junior year. A final proposal must be submitted to the thesis adviser by final registration in the Fall Semester of the senior year. Submission date of the thesis is the second Friday following Spring Recess. Seniors who undertake Economics 498-99 will be excused from Economics 331—Studies in Social Policies and Economic Research. Prerequisites: Economics 301 and 302. (2 course credits.)—Staff

Note: Some of the following graduate courses are open to seniors with appropriate prerequisites, whose records have been outstanding and where space is available. Prerequisites: permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

801-01. Basic Economic Principles—Yohn

803-01. Microeconomic Theory—Fongemie

806-01. Financial Accounting Valuation and Measurement—Lacedonia

811-01. Money and Banking—Butos

818L-01. Basic Econometrics—Zannoni

940-01. Independent Study—Staff

953-01. Research Project—Staff

954-955. Thesis—Staff

Spring 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.—Curran, Egan, Ramirez, Silverstein

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, basic probability, probability functions, random variables, sampling, analysis of measurements, correlation and regression. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in statistics. (Same as Mathematics 107(2). Prerequisite: Two years of high school algebra.—TBA

109. Introduction to Statistical Methods in Economics—This course is designed to familiarize students with common statistical methods used in economics. The first third of the course will present basic statistical topics. The remainder of the course will serve as an introduction to econometrics. Topics will include simple and multiple regression, time series analysis, and forecasting. Computers will be utilized, though prior computer experience is not required. This course may be used as a substitute for Economics 107: Elements of Statistics (students may not earn Economics credit for both Economics 107 and Economics 109 for the major). This course and Economics 107 serve as equivalent prerequisites for Economics 318L: Basic Econometrics. Enrollment limited to 30. Prerequisite: Economics 101.—Grossberg

[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.

207. Alternative Economic Systems—This course examines the alternative forms of capitalist economic systems in the Pacific-Asia region that range from predominately free market to highly state directed economies. Included in this examination will be Japan and the Northeast Asian countries of Korea, Taiwan, Hong Kong, as well as the Southeast Asian countries of Malaysia, Singapore, Indonesia and Thailand. Prerequisite: Economics 101. (Same as Area Studies 207.)—Zavareei

[211. Poverty in America]—Why has poverty been so persistent in the United States? Within the framework provided by the historical record and by various economic theories, this course will examine why poverty exists and why poverty has been so persistent despite the various policies aimed at its elimination. The different and conflicting perspectives on poverty which currently exist among economists, and other social scientists, will be emphasized. Topics covered will include: the changing patterns of poverty, the relationship between welfare and poverty, the evaluation of the types of policies used to alleviate poverty; within each of these topics special attention will be given to women's experience. Prerequisite: Economics 101.

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 and Area Studies 218.)—Gunderson

216. 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 the process on Africa, Asia and Latin America. Prerequisite: Economics 101. (Same as Area Studies 216.)—Zavareei

218. Structural Changes in Advanced Economies—This course focuses on the tendency of economies to undergo structural change in the process of development. The 'traditional' notion of structural change - that of changing sectoral shares in national output - is used to motivate a discussion on deindustrialization and the rise of the service sector. Topics include the causes of deindustrialization, and the consequences of the service sector for productivity growth and the labor market. A 'new' notion of structural change will then be identified, which emphasizes changes in the institutional structure of the economy. This will lead to a discussion of different 'structures of accumulation' such as the craft system, Fordism and the flexible manufacturing system, and the possible connection between these and the rise and decline of nations such as Britain, the U.S. and Japan. Prerequisite: Economics 101.—Setterfield

299. Independent Study—(1-2 courses credits.)—Staff

301. 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. 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.—Setterfield, Zannoni

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 and one 200-level course (301 is strongly recommended but not required).—Grossberg

304. Law and Economics—"The notion that legal rules of property, contract and tort create implicit prices on different sorts of behavior..." underlies the economics approach to the study of law. This course brings together two disciplines (economics and law) to examine fundamental rules governing an exchange economy. Topics to be covered include property, torts (non-criminal harms or injuries), contract and crime. Each of these areas of law involves issues of efficiency and equity. Please note, this is not a course in law but in the economics of law. Prerequisite: Economics 101 and 301 (advised but not required for Legal Studies minor).—Gold

306. Public Finance: Economics of the Public Sector—An examination of the role of tax and public expenditure policies as they influence the allocation and distribution of resources, and on the role of market imperfections as rationales for government policies. Emphasis is on the effects of taxation and public spending on consumer and producer choices. Prerequisite: Economics 101 (Economics 301 is strongly recommended but not required.)—Mullahy

308. Industrial Organization and Public Policy—The course is divided into two parts. The first part consists of an examination of the structure of American industry including a critical analysis of the empirical evidence underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on regulation and antitrust policies. Prerequisite: Economics 101 (Economics 301 is recommended but not required).—Curran

[312. Mathematical Economics]—This course is designed to introduce students to the application of mathematical concepts and techniques to economic problems. Topics include comparative-static analysis, optimization problems, dynamic analysis, and selected problems in linear programming and game theory. Prerequisites: Economics 301 or 302; 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

323. Theories of Economic Growth—Rates of economic growth vary considerably over time, and between countries over time. This course examines models of economic growth in the light of these 'stylized facts.' Topics include the Harrod model, traditional neoclassical growth theory, Post Keynesian growth theory, and 'endogenous' growth theory. Prerequisite: Economics 301 and 302.—Setterfield

324. Economies of the Former USSR and of the Post-Soviet Commonwealth—A study of the organization, resource allocation problems and the performance of the former Soviet economy and of the new economies within the Commonwealth of Independent States. Prerequisite: Economics 101. (Same as Area Studies 324.)—Grubacic

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. 17. Race and Economics—An exploration of the way that the discipline of economics looks at racial issues. Traditional topics such as neighborhood "tipping" and labor market discrimination will be covered as well as other areas of economic and social life of interest to the student. Prerequisites: Economics 301 and 302.—Gold

Sec. 18. Issues in Energy Economics—The economic analysis of selected energy issues such as the development of new energy sources, the federal and state pricing regulations for present energy sources, the conservation of energy, and the environmental consequences of energy development. Each student will be required to write a major research paper on an approved topic and to present the major findings of that paper in a seminar. Students will also be required to read and generally acquaint themselves with all the topics being studied in the seminar. Prerequisites: Economics 301 and 302.—Egan

399. Independent Study—(1-2 course credits.)—Staff

498-499. Thesis—Written report and formal presentation of a research project. Open to all senior majors and required of all students who wish to earn honors in Economics. A student who intends to write a thesis must locate a thesis advisor, and must submit a preliminary proposal to the thesis advisor by the last day of classes in the Spring Semester of the junior year. A final proposal must be submitted to the thesis advisor by final registration in the Fall Semester of the senior year. Submission date of the thesis is the second Friday following Spring Recess. Seniors who undertake Economics 498-99 will be excused from Economics 331—Studies in Social Policies and Economic Research. Prerequisites: Economics 301 and 302. (2 course credits.)—Staff

Note: Some of the following graduate courses are open to seniors with appropriate prerequisites, whose records have been outstanding and where space is available. Prerequisites: permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

801-01. Basic Economic Principles—Jacobs

805-01. Macroeconomic Theory—Butos

813-01. Mathematical Economics—Fongemie

815-01. International Trade—TBA

821-01. Methods of Research—Yohn

940-01. Independent Study—Staff

953-01. Independent Research—Staff

954-955. Thesis—Staff

Educational Studies Program

ASSISTANT PROFESSOR HAHN, *Director*, PROFESSOR SCHULTZ

VISITING PROFESSORS JONES AND HORTON

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. *Completion of the state certification program for elementary or secondary school teaching can be substituted for the College's interdisciplinary minor requirement.*

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 Explanation of the Act of Teaching
323. Multi-ethnic Perspectives in Education
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:
Gender, Society and Schooling
Sheff vs. O'Neill School Desegregation Case
334. Cognitive Psychology and the Design of Instruction
335. Educational Policy: Perspectives from Law and Social Science

And

400. Colloquium in Education

Symbols
[ ] course not offered in current year

Fall Term

202. 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

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 professorate, 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

[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.

[243. Education in Developing Countries]—An examination of educational issues related to national development and modernization in Africa, Asia, and Latin America. This course includes a comparative study of formal school systems and non-formal of each culture, emphasizing the role of social, political and economic forces in their process of schooling. Other topics include: educational inequality, class stratification, gender role, race, and ethnicity. (Same as Area Studies 234.)

[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.)

332. 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.—Jones

[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. 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.

[203. 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.)

[205. 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.)

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

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.)—Schultz

232. Multi-ethnic Perspectives in Education—An exploration of the implications of formal schooling and family relationships for educational achievement of African-Americans, Spanish-speaking Americans, Asian-Americans, and native Americans, using research reports and socio-cultural case studies. Current issues and developments concerning multi-cultural education, including mainstreaming, assimilation vs. cultural pluralism, and bilingualism are also reviewed.—Hahn

[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. Sheff v. O'Neill School Desegregation Case—This course concerns the litigation in the Connecticut state courts involving the de facto racial and economic segregation of the schools in the Hartford metropolitan area. The course will have a dual focus: 1) analyzing the problems casued by such segregation and the remedies; 2) discussing the roles of state (as opposed to federal) courts in protecting individual rights. Some classes will have lectures (e.g., on Connecticut constitutional history), but clinical work will predominate, which means students will play various mock roles in the Sheff case (lawyers, judges, experts, clients, etc.) and prepare various documents (briefs, expert reports and the like). Enrollment limited to 20 students and 4 auditors.—Horton

[335. Educational Policy: Perspectives from Law and Social Science]—This course will focus on two social policy issues in education: equality 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 AHLGREN, *Chairman*, SAPEGA (Emeritus), AND BRONZINO; ASSOCIATE PROFESSORS MORELLI, NING, WALDE; ASSISTANT PROFESSORS FRIEDMAN, MERTENS, AND PALLADINO; INSTRUCTOR BROADBRIDGE; LECTURER WOODARD; ADJUNCT FACULTY DAVIS, GRACE, GUTIERREZ-MIRAVETE, HODGES, MORGANE

ENGINEERING AND COMPUTER SCIENCE

The Engineering and Computer Science Department (ECS) offers two four-year programs in engineering: a Bachelor of Arts track, and Bachelor of Science track. In addition, the department offers the Computer Science major, the Computer Coordinate Major, and, in cooperation with The Hartford Graduate Center (HGC, an affiliate of Rensselaer Polytechnic Institute), five-year programs in Engineering and in

Computer Science leading to a Bachelor's degree from Trinity and a Master's degree through the HGC. The programs in engineering are described below. The Computer Science and Computer Coordinate majors are described elsewhere in this Bulletin.

ENGINEERING AT TRINITY—Trinity has a long tradition of offering undergraduate engineering programs within a liberal arts environment that exposes students to a broad range of intellectual opportunities. By combining their engineering studies, firmly grounded in mathematics and science, with studies in the more traditional areas of the liberal arts, Trinity engineering graduates have consistently assumed positions of responsibility and leadership in teaching, research, and the corporate world.

The engineering faculty offer courses in electrical, mechanical, computer, and biomedical engineering, incorporating laboratory experimentation using state-of-the-art equipment in all appropriate courses. Building upon their course work, students undertake research and design projects that naturally involve close cooperation with engineering faculty and other students. The department also offers, on a regular basis, "new liberal arts" courses and introductory engineering courses that expose non-engineering students to modern technology. In this way, students majoring in traditional liberal arts disciplines can become better equipped to address technological issues that they will surely face.

Located in the new Mathematics, Computing and Engineering Center, a modern high-technology facility, the engineering laboratories support instruction and student research in solid state electronics, integrated circuit design, solid mechanics, thermal science, materials science, fluid mechanics, and digital logic design. A laboratory devoted to electrophysiology supports student research projects in bioengineering. A special group of advanced, high-speed workstations is devoted to the design of very large-scale integrated (VLSI) circuits. A variety of digital computers, including microcomputers, high-speed workstations, and mainframes, are available for student use around the clock. These computers are interfaced to a campus-wide local area network that reaches all dormitory rooms. Thus, students are provided access to a wealth of computing resources including worldwide electronic mail via the Internet, and sharing of application programs through the Trinity Computer Center's file servers. The Engineering faculty also provide access, to qualified and trained students, to a full machine shop that supports research and design projects in mechanical engineering.

The Trinity Engineering faculty maintain institutional agreements with The Hartford Graduate Center in order to offer the five-year combined Bachelor's and Master's degree program in engineering and to allow advanced Trinity undergraduates to take graduate courses at the HGC.

FOUR-YEAR ENGINEERING MAJOR—The Trinity Bachelor's degrees in Engineering are founded on basic courses in mathematics, physics, and chemistry as well as core engineering courses in mechanics, materials science, electrical circuits, and feedback control theory. Because facility with computers is essential to all areas of modern engineering, every engineering major must be proficient with computer applications and programming.

The engineering faculty believe that the contributions of Trinity engineering graduates must be shaped by academic experiences well beyond the boundaries of mathematics, science, and technology. Therefore, all engineering majors must complete at least eight courses in the arts, humanities, or social sciences. Normally, independent study or internship credits may not be counted toward an engineering major.

BACHELOR OF ARTS IN ENGINEERING—This track provides students with a solid foundation in physical science, mathematics, and engineering science. Students are required to take advanced engineering electives and complete a senior research or design project. This B.A. program gives students flexibility in selecting courses from traditional liberal arts areas or in combining a major in engineering with in-depth study in another field. The B.A. in Engineering serves as excellent undergraduate preparation for entering such professional graduate programs as law, management, or business.

BACHELOR OF SCIENCE IN ENGINEERING—The Bachelor of Science in Engineering requires one year of basic mathematics and science courses and one and one-half years of courses dealing with engineering topics. In addition, the B.S. track requires each senior to integrate knowledge gained from course work by completing a year-long design project. The student may work individually, or as a member of a design team, in collaboration with an Engineering faculty adviser. The B.S. track offers students the option of choosing a concentration in electrical, mechanical, computer, or biomedical engineering. These concentrations are described below.

Electrical Engineering Concentration—The E.E. concentration emphasizes semiconductor electronics, integrated circuit design, communication theory, digital signal processing, digital logic design, and microprocessor system design and interfacing.

Mechanical Engineering Concentration—The M.E. concentration includes the study of thermal systems (thermodynamics, heat transfer, and fluid mechanics) and mechanical systems (statics, dynamics, and strength of materials).

Biomedical Engineering Concentration—This concentration requires students to complete the engineering core, courses in biology, and electrophysiology, and advanced engineering electives. Through these electives, students can pursue special interests in electrophysiology, biomechanics, bio-fluid mechanics, or bio-instrumentation.

Computer Engineering Concentration—This concentration emphasizes the mathematical and physical bases for designing digital computer systems. Laboratory projects in digital logic, microprocessor systems, software design, semiconductor electronics, and integrated circuit design provide extensive experience in solving hardware and software problems.

ENGINEERING DEGREE REQUIREMENTS—Specific requirements for the four-year Bachelor's degree programs in Engineering are summarized below. No more than one Engineering course with a grade lower than C- will be counted toward the major.

General Requirements

- Computer programming proficiency;
- At least eight courses in arts, humanities, or social sciences
- Basic Mathematics/Science core: Mathematics 131, 132, 231, 234; Chemistry 111L or 121L; Physics 121L, 122L, 221L;
- Engineering core: ENGR 225, 212L, 232L, 312.

Bachelor of Arts in Engineering—In addition to the general requirements, the B.A. track requires completion of the following:

- Engineering electives: Four additional courses of which at least 3 courses are at 300 level or above;
- Senior Exercise: ENGR 484 including the completion of a research or design project.

Bachelor of Science in Engineering—In addition to the general requirements, the B.S. track requires completion of the following requirements:

- Additional courses in engineering science or design, bearing at least 7 course credits. Courses may be chosen from the following list: ENGR 102, 221L, 226, 301, 303, 307L, 308L, 323L, 325, 337, 341, 342, 362L, 372, 401, 411, 412, 421, 431, and Hartford Graduate Center courses approved by the department chairperson. In special cases, other science courses bearing directly on the student's program may be counted in this category (for example, see Computer and Biomedical Engineering concentrations below);
- A year-long senior design project requiring enrollment in ENGR 483—*Senior Design Project* in the fall semester and ENGR 484—*Senior Design Seminar* in the spring semester.

As an option, one of the following concentrations may be chosen by those on the B.S. track:

- *Electrical Engineering*—Physics 222L; ENGR 221L, 301 or 303, 307L, 308L, 323L;
- *Computer Engineering*—CPSC 115L, 215L, 230L or 315; ENGR 221L, 307L, 308L, 323L;
- *Mechanical Engineering*—ENGR 226, 325, 337, 362L, 372, 431, plus one Engineering elective;
- *Biomedical Engineering*—Biology 153L, 319L; and ENGR 411. for E.E. track: 307L, 308L, and two courses chosen from ENGR 412, 421, HGC Bioinstrumentation, HGC Biomaterials, HGC Biomechanics. For M.E. track: ENGR 226, 325, 362L, and one course chosen from ENGR 412, HGC Biomaterials, HGC Biomechanics.

COGNATE COURSES—Engineering majors are encouraged to select, in consultation with their faculty advisers, cognate courses from the arts, humanities, social sciences, and natural sciences that address individual interests and broaden educational perspectives. Additional courses in physics, chemistry, biology, mathematics, and neuroscience enrich basic scientific understanding and address the special interests of students; such courses are highly recommended. Students intending to enter graduate study in Engineering are advised to take additional mathematics courses beyond the four-course introductory mathematics sequence. Recommended areas include probability and statistics (Mathematics 305, 306), partial differential equations (Mathematics 334), linear algebra (Mathematics 228), and numerical analysis (Mathematics 255).

TRINITY COLLEGE/HARTFORD GRADUATE CENTER FIVE-YEAR ENGINEERING PROGRAM—Students choosing this cooperative program receive a Bachelor's degree from Trinity after four years and a Master's degree from the Hartford Graduate Center after five years. Students apply for admission to this program in the spring of the junior year. Candidates should consult the HGC catalogue for

admission requirements, discuss procedures with the Trinity ECS department chair as early as possible, and develop, in consultation with their faculty advisers, a coherent plan of study that includes eight HGC courses (normally two per semester) in electrical, mechanical, or biomedical engineering. A Master's thesis is required.

The Master's degrees in electrical engineering and mechanical engineering are awarded by the Rensselaer Polytechnic Institute through The Hartford Graduate Center.

Fall Term

145. Biomechanics of Human Movement—This course provides the opportunity to apply basic principles from classical physics to the understanding of fundamental human movement. Concepts in statics, dynamics, and materials science are applied in a series of exercises, laboratory experiments, and homework problems in the examination of specific movement activities. From this experience, an appreciation of the principles which govern such daily living activities as standing and walking as well as movements associated with sport and dance is developed. Note: No prior knowledge of physics or calculus is assumed.—Palladino

221L. Digital Circuits and Systems—An introduction to the design of digital computers. Course contents include: binary information representation, Boolean algebra, combinational circuits, sequential machines, flip-flops, registers, counters, memories, computer architectures, and assembly language. The laboratory emphasizes the implementation of digital circuits. Prerequisite: one year college mathematics. (1¼ course credits.)—Ahlgren

225. Mechanics I—This introductory course in mechanics primarily studies particle and rigid body statics. Topics include: force systems, rigid body equilibrium, analysis of structures, distributed forces, friction and the method of virtual work. The latter part of the course studies dynamics, focusing on kinematics and kinetics of particles and introducing vibrations. Prerequisites: Physics 121L and Math 131 or permission of instructor.—Palladino

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. Lecture and laboratory. (1¼ course credits.) Prerequisite: One year college physics and one chemistry course.—Staff

301. Signals and Systems—This course covers 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. Basic digital signal processing techniques are introduced. Prerequisites: Mathematics 231 and Engineering 212L.—Ning

[303. Analog and Digital Communication]—An introduction to fundamental topics in communication theory including characterization of signals and systems in the time and frequency domains, filters and channels, modulation, digital coding of analog waveforms, spectral density and correlation functions, and baseband data transmission. Design of optimal receivers for data transmission over noisy channels is addressed using the theory of probability and random processes. Prerequisites: Mathematics 231 and Physics 221L.

307L. Semiconductor Electronics I—Introductory semiconductor physics leading to the development of p-n junction theory. Lecture and laboratory. (1¼ course credits.) Prerequisites: Engineering 212L.—Staff

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 221L. (1¼ course credits.)—Ning

337. Thermodynamics—Theoretical and applied classical engineering thermodynamics. Concepts presented include the first and second laws, properties of ideal and real substances, gas mixtures, closed and open systems, reversible and irreversible processes, various thermodynamic cycles, work and heat. Prerequisite: Physics 122L.—Mertens

341. Architectural Drawing—Techniques of drawing required in architectural practice, including floor plans, perspectives, shading techniques. Four contact hours per week. Enrollment limited to 20.—Woodard

[372. Heat Transfer]—An introduction to the physical phenomena associated with heat transfer. Analytical and empirical techniques to study heat transfer by conduction, forced and free convection and radia-

tion are presented. Heat equations developed for applied conduction are solved numerically via digital computer. Prerequisites: Physics 122L and permission of instructor.

399. Independent Study—Independent research supervised by a faculty member in an area of the student's special interests. (0.5-2.0 course credits.)—Staff

[401. Special Topics in Engineering]—The study of current issues and approaches in engineering science and design. Topics will vary, depending on the interest of the instructor and the students. Normally open to Engineering majors with junior or senior standing.

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 electroencephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-walking 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. (Same as Psychology 411.)—Bronzino

[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.

431. Mechanical Engineering Design Laboratory—This course requires senior level mechanical engineering students to perform independent engineering design using skills acquired from a broad range of previous engineering courses. Simultaneously, it provides practical experience designing, testing and using mechanical transducers for measuring displacement, velocity, acceleration, force, temperature and pressure. The latter transducers are interfaced to electrical and computer subsystems for data collection and subsequent numerical analysis. Prerequisites: Engineering 212L and Engineering 325 or permission of instructor.—Palladino

483. Senior Design Project—A research and design project, supervised by a member of the Engineering faculty, that integrates knowledge from mathematics, science, and engineering courses taken for the major. Students must chose an area of study, survey the literature, determine feasibility, complete the design, and plan for implementation. Working either individually or as members of a team, students will submit full project documentation to the faculty supervisor and deliver a final oral presentation to the department. Normally elected in the fall semester. May not be taken concurrently with ENGR 484. Open to senior Engineering majors (1 course credit).—Staff

Spring Term

102. Introduction to Engineering: Art, Ethics, and Practice—An introductory survey of basic concepts and topics in modern engineering. Topics include engineering approaches to problem solving, aerodynamics, computer simulation, alternative forms of energy, biomedical engineering concepts, and communication systems. In addition, ethical, economic and policy issues facing engineers are discussed . The course will be valuable both for prospective engineering majors and for those who want to learn about the role engineering plays in our modern society.—Bronzino

[104. Principles of Flight]—This course addresses the question "What makes airplanes fly?" by studying the history, science, and applications of aerodynamics. Concepts from engineering mechanics, especially fluid mechanics, are applied in a series of lectures, exercises, and laboratory experiments. From these experiences, an appreciation of the physical principles that govern flight is developed. A wide range of topics will be discussed, ranging from birds and early attempts at human flight to supersonic airplane design. Field trips will take advantage of the wealth of aeronautical resources in the Greater Hartford area. Students will perform hands-on testing in a state-of-the-art subsonic wind tunnel at Trinity. No prior knowledge of physics or calculus is required.

212L. Linear Circuit Theory—The study of electrical circuits in response to steady state, transient, sinusoidally varying, and aperiodic input signals. Basic network theorems, solution of linear differential equations, LaPlace transform, frequency response, Fourier Series, and Fourier Transforms are covered. Lecture and laboratory. (1¼ course credits.) Prerequisites: Physics 221L, Mathematics 231.—Lecture: Bronzino, Laboratory: Staff

[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: CPSC 215L.

226. Mechanics II—This course studies particle and rigid body dynamics. Topics include: kinematics and kinetics of both particles and rigid bodies, equations of motion in rectangular, normal/tangential and polar coordinate systems, rigid body translation, rotation and general plane motion, work and energy, momentum conservation, mass moment of inertia, and free, forced and damped vibrations. Prerequisite: Engineering 225.—Davis

308L. Semiconductor Electronics II—A survey of digital and analog semiconductor circuits, focusing on the application of metal-oxide semiconductor and bipolar junction transistors in integrated circuits. The laboratory provides hands-on design experience with digital and analog circuits. Prerequisites: Engineering 307L. (1¼ course credits.)—Ahlgren

312. Feedback Control Theory—An introduction to the theory of feedback control systems. Topics include the definition of feedback, LaPlace and z-transforms, transfer functions, signal flow graphs, analysis of dynamic systems using state variable methods, stability, controllability, observability, root locus analysis, and compensator design. Feedback systems from a range of disciplines will be modeled and analyzed. Prerequisites: Mathematics 231, Engineering 212L.—Ning

325. Strength of Materials—Solid mechanics of deformable bodies, focusing on the internal effects of externally applied loads. Topics include elasticity theory, stress, strain and Young's modulus, axial, torsional and shear stresses, Mohr's circle, analysis of beams and columns subjected to axial, torsional and combined loading. Prerequisite: Engineering 225.—Mertens

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: ENGR 341 or permission of instructor. (Enrollment limited to 20.)—Woodard

362L. Fluid Mechanics—A study of fundamental concepts in fluid mechanics from an analytical view. Theoretical analysis of a variety of fluid topics including: hydrostatics, buoyancy, equations of mass, momentum and energy, hydrodynamics, pressure and flow measurement, Bernoulli's equation, dimensional analysis, viscous pipe flow, the Moody diagram, open channel flow, Manning's equation, boundary layer theory, lift and drag, aerodynamics and compressible flow. Prerequisites: Engineering 226 and Mathematics 231, and permission of the instructor. (1¼ course credits.)—Staff

399. Independent Study—Independent research supervised by a faculty member in an area of the student's special interests. (0.5-2.0 course credits.)—Staff

401. Special Topics in Engineering—The study of current issues and approaches in engineering science and design. Topics will vary, depending on the interest of the instructor and the students. Normally open to Engineering majors with junior or senior standing.—Mertens, TBA

[412. Physiological Modeling]—An introduction to the design and use of models and simulations in the quantitative description of physiological systems. These tools are especially useful for describing membrane biophysics, neural modeling, cardiovascular system dynamics, respiratory mechanics, and muscle contraction. This course is designed for upper level students in engineering and the life sciences. Prerequisites: Mathematics 131, Physics 122L, and Biology 153L or permission of the instructor.

484. Senior Design Seminar—A forum for discussing the current literature especially as it relates to issues in engineering design. Each student is required to carry out a design project and to report regularly to the seminar. Open to senior Engineering majors.—Staff

English

ASSOCIATE PROFESSOR THOMAS, *Chairman*; PROFESSOR EMERITUS SMITH; ALLAN K. AND GWENDOLYN MILES SMITH PROFESSOR OF LITERATURE LAUTER; PROFESSORS COHN, HUNTER, KUYK, J. MILLER***, OGDEN***, RIGGIO***, AND WHEATLEY; VISITING PROFESSOR RANDALL; ASSOCIATE PROFESSORS BENEDICT***, FISHER, AND PFEIL; ASSISTANT PROFESSOR GRIFFIN***; VISITING ASSISTANT PROFESSORS ABEL, HATHAWAY, HENDERSON, NISHIMURA, AND LIBBEY; WRITER-IN-RESIDENCE SELZ; VISITING ALLAN K. SMITH PROFESSOR CLIFF; DIRECTOR OF THE WRITING CENTER AND ALLAN K. SMITH LECTURER IN ENGLISH WALL; ASSISTANT DIRECTOR OF THE WRITING CENTER AND LECTURER BUTOS; LECTURER IN THE WRITING CENTER NISHIHARA; VISITING WRITERS EAKINS AND MCNALLY; VISITING LECTURER IN ENGLISH RAFFERTY; VISITING LECTURERS IN THE WRITING CENTER O'NEAL AND PELTIER

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 requirement(s) it fills.

Students who plan to continue the study of English in graduate school should see Professor Fisher about special preparation, preferably in their sophomore or early in their junior year.

COGNATE COURSES—The Department of English recommends that its majors work in the widest range of fields, including mathematics and the natural sciences. We also urge students 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, theatre arts, and women's studies. Majors should consult their advisers when choosing courses.

Integrated Track

Students majoring in English may satisfy the integration of knowledge requirement by completing an integrated study track—i.e., a sequence of study in other fields that complements an area of special interest to them within the English major. The sequence must include courses from at least two other fields. To exercise this option, the student is required not only to declare the major but also to secure the student's adviser and department chairperson's approval of the sequence no later than the spring term of the sophomore year.

Students electing this option shall, in consultation with their major adviser, submit to the department chairperson for approval a proposal for the track.

The proposal shall include:

1) A title defining an *area of special interest* within the major.

2) A list of 6 courses, of which 3 or 4 must be in at least 2 other fields that are clearly related to the area of special interest and that the student will take in subsequent semesters.[1]
(In exceptional circumstances, the chairperson may permit the student to include one course in the sequence that was taken prior to the submission of the plan of integrated study.)

3) The student shall present a statement defining the track's topic or theme, and explaining how the courses relate to each other and to the English major to the department chairperson for review. Once the chairperson approves the proposal, a copy of it will be filed with the Registrar. If the student then satisfactorily completes all courses listed in the proposal, he or she will be credited with having fulfilled the integration of knowledge requirement. Any subsequent changes in the proposal, such as the substitution of one course for another, must be approved *in advance* by the chairperson on a form provided for this purpose.

***On Leave, Full Year

English majors planning to spend part or all of their junior year studying abroad may include appropriate overseas courses in their integrated study track. This will be particularly advantageous when the foreign institution has notably strong course offerings in the student's area of special interest within the major.

Major Program in Literature—**For students in the class of 1995 and subsequent classes:**

1 200-level Close Reading course
1 reading course emphasizing historical development or influence in literature—(of language, of literary genre, of literary history), preferably at the 200-level.
1 course at the 200-, 300-, or 400-level emphasizing ways in which different kinds of meanings in literature are informed by and represent gender, cultural, or ethnic differences
1 Critical Theory course
3 300/400-level courses emphasizing literature before 1800
2 300/400-level courses emphasizing literature after 1800
2 Electives (At least one elective English course must be at the 300/400-level.)
1 English Major Project. (For this project choose a Senior Seminar, a thesis, or, with the permission of the Chairman, a graduate course. You should undertake your project in your senior year.)

Major Program in Creative Writing

1 200-level Close Reading course
1 reading course emphasizing historical development or influence in literature—(of language, of literary genre, of literary history), preferably at the 200-level.
1 course at the 200-, 300-, or 400-level emphasizing ways in which different kinds of meanings in literature are informed by and represent gender, cultural, or ethnic differences
English 110 or 111 Creative Writing (workshop)
3 300/400-level courses emphasizing literature before 1800
2 300/400-level courses emphasizing literature after 1800
English 334, 335 or 336: Advanced Creative Writing (workshop)
1 Elective
1 Senior Workshop on the 400-level in Fiction, Poetry, or Drama

NOTE: Every English major should take at least one advanced course in American literature and at least one advanced course in British literature. These courses may also count toward the distribution requirements (i.e., as courses emphasizing literature before or after 1800 or an advanced literary theory or genre course). Similarly, as one of the 12 courses required above, students should include at least one course (in addition to the 200-level close reading course) which emphasizes poetry.

Major Program in Literature—**For students in the class of 1994:**

1-200-level Critical Reading course
1-200-level Critical Theory course

Note: Students planning to major in English should ordinarily take the 200-level Critical Reading course and a Critical Theory course before enrolling in advanced level courses.

3-300/400 level Courses emphasizing literature before 1800
2-300/400 level Courses emphasizing literature after 1800.
1-300/400 level Genre or 300/400 level Critical Theory course.
3-Electives. (At least one elective English course must be at the 300/400-level)
1-English Major Project.

(For this project choose a Senior Seminar, a thesis, or, with the permission of the Chairman, a graduate course. You should undertake your project in your senior year.)

HONORS

A select number of graduating seniors are chosen for departmental honors each year. Candidates are selected from a group of candidates who have done distinguished work throughout their careers and have met the following *minimal* requirements: at least a B + average, distinguished work in the English Major Project, and recommendations from at least three department members. Honors are conferred on superior candidates by a majority vote of department members.

[1]In meeting this requirement of 3 or 4 courses drawn from at least two fields other than English, the student may not count English Department courses that happen to be cross-listed in another department or program (for example, American Studies).

Major Program in Creative Writing

1-Critical Reading course
English 110 or 111 Creative Writing (workshop)
3-300/400 level Courses emphasizing literature before 1800.
2-300/400 level Courses emphasizing literature after 1800.
English 334, 335 or 336: Advanced Creative Writing (workshop)
3-Elective courses. (At least one elective English course must be at the 300/400-level.)
1-Senior Workshop on the 400-level in Fiction, Poetry, or Drama

NOTES: Those English majors who submit a portfolio of their original writing for review by the Creative Writing faculty by the end of their junior year may elect to pursue the Creative Writing Program. Students electing the Creative Writing Program must take at least two of their workshops in the same genre (Fiction, Poetry, or Drama). The 400-level workshops may be repeated for academic credit.

HONORS

A select number of graduating seniors are chosen for departmental honors each year. Candidates are selected from a group of candidates who have done distinguished work throughout their careers and have met the following *minimal* requirements: at least a B+ average, distinguished work in the 400-level Fiction, Poetry, or Drama Workshop, and recommendations from at least three department members. Honors are conferred on superior candidates by a majority vote of department members.

Fall Term

EXPOSITORY WRITING COURSES

101. Writing I—An introductory course in expository and critical writing. Sections are typically workshops with frequent practice in writing and revising, peer review, tutoring, and individual conferences. Enrollment limited to 15 students—Nishihara, C. Butos, Peltier, Kuyk, Fisher, Henderson.

102. Writing II—A practical course in writing emphasizing argumentation and research skills. Sections are typically workshops with frequent practice in writing and extensive interaction among students. Special attention is given to the dynamics of analysis and argument in developing longer papers. Enrollment limited to 15 students.—O'Neal

202. Expository Writing Workshop—This intermediate workshop is designed for students who have achieved mastery in introductory level college writing and who want to refine their writing abilities. Students will focus on developing stylistic strategies and techniques when writing for numerous purposes and audiences. Enrollment limited to 15 students. This course satisfies the requirement of an elective.—Butos, C.

CREATIVE WRITING COURSES

The following courses emphasize the writing of prose fiction, poetry, and sometimes drama. They are open to any student with the permission of the instructor. *It is strongly recommended that students do not enroll in more than one writing course simultaneously during the semester.*

110. Creative Writing: Fiction—An introduction to fiction writing, critiques of student and professional work. Enrollment limited to 15 students.—Eakins, Abel

111. Creative Writing: Poetry—An introduction to the writing of poetry, workshop discussion of poems by students and established poets. Enrollment limited to 15 students.—Libbey

334. Advanced Creative Writing: Fiction—Students will write and rewrite fiction. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. English 110, 111, or its equivalent is a prerequisite. This course satisfies the requirement of a genre course. Enrollment limited to 15 students.—Abel

335. Playwriting—Significant American one-act 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. This course satisfies the requirement of a genre course or a 300-level creative writing workshop. It may be taken in lieu of 334 or 336 by creative writing majors. Prerequisite: English 110, 111 or Theater/Dance 101, 102, or 203. (Same as Theater and Dance 393.)—Feinsod

336. Advanced Creative Writing: Poetry—Students will do in-class exercises, and write and revise their own poems. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. English 110, 111, or its equivalent is a prerequisite. This course satisfies the requirement of a genre course or, for creative writing majors, a workshop requirement.—Libbey

492. Fiction Workshop—Advanced seminar in the writing of fiction. Class discussions devoted primarily to the analysis of student fiction, with some attention to examples of contemporary short stories. This course satisfies the requirement of a 400-level workshop for creative writing majors. 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. Introduction to American Literature—II—A survey of literatures produced in the United States since about 1865. We will examine relationships among cultural and intellectual currents and the political, economic, and social development of the United States during this period, focusing particularly on race, gender, and class as analytic categories. Authors to be read include some who are well known—such as James, Hemingway, and Faulkner—and some who are less familiar—such as Freeman, Chesnutt, and Hurston. This course satisfies the requirement of a critical theory course. Enrollment limited to 35 students. (Same as American Studies 205.)—Lauter

[210. Survey of English Literature: Part I]—Through selected readings in works from the Anglo-Saxon period to the late seventeenth century, this course will study the development of English literature in the context of stylistic, cultural, and historical changes and influences. This course satisfies the requirement of a critical reading course.

[213. Afro-American Literary Traditions]—A survey of Afro-American writing from the colonial era to the early twentieth century with an emphasis on the quest for language, voice and literary form. Readings in Phillis Wheatley, David Walker, Frederick Douglass, Harriet Jacobs, Harriet Wilson, Paul Laurence Dunbar, Charles Chesnutt, and others. This course satisfies the requirement of a critical reading course. (Same as American Studies 213.)

[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 satisfies the requirement of an elective. (Same as Anthropology 236, Modern Languages 236.)

249. Fables and Fantasies—Fabulous and fantastic stories of the twentieth century in contexts of literary tradition and folklore. Readings from the work of such writers as Angela Carter, Robert Coover, Italo Calvino, Ursula Leguin, Gabriel Garcia Marquez, Jorge Luis Borges, E. A. Poe, Mary Shelley, Franz Kafka, and the Marquis de Sade. Class discussions and critical readings will raise questions about the nature of meaning in the fantastic and fabulous modes; their relationship to audiences; their relationship to the secularized, material world; and their relationship to silences, social and psychological. This course satisfies the requirement of a course emphasizing meanings informed by gender, cultural, or ethnic differences.—Eakins

259. Poetry and Ideology—This course will examine how two highly problematic concepts and activities—"poetry" and "ideology"—have interacted in English literature from the 16th to the mid-20th century. Possible themes include the ideology of poetic form, genre hierarchy and class culture, the emergence of the poet as a unique "voice," poets and revolutionary politics, the role of the poet-critic as a protector of high culture against the masses. Readings will range from Shakespeare and Milton through Blake, Wordsworth and Keats, to Auden and Eliot. We will also draw on works representing a variety of theoretical approaches to our problem. These readings will include excerpts from Foucault, Gramsci, Althusser, etc. This course satisfies the requirements of a course emphasizing meanings informed by gender, cultural or ethnic differences; a course emphasizing historical development or influence; and a course emphasizing poetry.—Nishimura

260. Critical Reading—The study of works of poetry, fiction, and drama selected from several periods of literary history to introduce students to the assumptions and methods of critical reading and to the relationship of literature to cultural and historical contexts. This course satisfies the requirement of a critical reading course.—Peltier, Rafferty

[264. Ralph Ellison's *Invisible Man*]—An intensive reading of Ellison's classic novel in its cultural, historical and literary contexts. We will read (and re-read) this novel against the backdrop of American and African-American literature and history, classical mythology and African-American folklore, and music. Several films will supplement class discussion. This course satisfies the requirement of a critical reading course. (Same as American Studies 264.)

[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. This course satisfies the requirement of a critical theory course. (Same as Comparative Literature 265.)

[270. Childhood in America]—A survey of nineteenth-century American literature about children and childhood, this course will examine fiction by Mark Twain, Henry James, Louisa May Alcott, and others, as well as stories and poems by lesser-known writers. In addition, we will examine materials from the other arts that contributed to the American representation of childhood. This course satisfies the requirement of an elective. (Same as American Studies 270.)

299. Ethnicity in Post-War American Fiction—This course will focus on a number of post-war American fiction writers who have made an "ethnic" (often non-white) identity a necessary condition for their own artistic work as "Americans." What these writers share is a hyphenated imagination (African-American, Asian-American, etc.) which works in tension with both mainstream and purely parochial cultures. Our main concerns will be to explore how genre and ethnic identity interact, and to ask how an "outsider" can authentically interpret "ethnic" culture. Readings will include works by Laura Z. Hobson, John Okada, Maxine Hong Kingston, Maya Angelou, James Baldwin, N. Scott Momaday, Leslie Marmon Silko, Raymond Barrio. We will also read selected essays from Henry Louis Gates, Jr., ed., *"Race," Writing and Difference* (1985). This course satisfies the requirement of a course emphasizing meanings informed by gender, cultural, or ethnic differences.—Nishimura

LITERATURE COURSES

Although these are not introductory courses, many of them are open to non-English majors.

301. Literary Theory—What is literature and what does theory have to do with it? Why is theory so controversial? Why is it both required and resisted? What is it opposed to? How does it fit into the world at large and issues of pressing daily concern? This course will chart the explosion of literary theory in the early part of the century and explore its effects on our own contemporary understanding of language, literature and the current conflicts on college campuses. From Saussure to Cixous, the increasing attention to female and other traditionally suppressed voices, and more (semiotics, structuralism, deconstructionism, psychoanalysis, reader/response, Marxism, feminism). This course satisfies the requirement of a critical theory course.—Henderson

[303. Comparative Studies in American Literature: 19th Century]

[305. Nineteenth-Century American Literature: 1865-1910]—American literature in the latter half of the nineteenth century, including Whitman, Alcott, Crane, Twain, Henry James, Wharton, Chopin, Chesnutt, and Jewett. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as American Studies 309.)

[307. Race, Gender, and the Canon]—Why do we read and value certain books and not others? In what ways, if at all, do race and gender (of author, of audience) affect what we value or why? How do institutions (schools, clubs, publishers) help shape a literary canon? This course is designed to explore the issue of canon formation by focusing on certain later 19th-century American writers, particularly Elizabeth Stuart Phelps and Charles Chesnutt, and on the cultural institutions which determined the American literary canon. This course satisfies the requirement of a critical theory course or a course emphasizing literature after 1800. (Same as American Studies 308, Women's Studies 340.)

[315. African American Literature and the City]—A survey of twentieth century African American literature with special emphasis on the ways in which African-American writers have portrayed the promise and perils of urban life. Required readings cover a period from 1901-1991 and include Jean Toomer, Marita Bonner, Richard Wright, Ann Petry, James Baldwin, Gwendolyn Brooks, Toni Morrison and Charles Johnson. These are supplemented by film and music which help to provide the vital historical, cultural and political backdrop on which to build an understanding of each text. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as American Studies 306, Comparative Literature 315, and Women's Studies 314.)

[321. Modern Drama]—Ibsen, Chekhov, Lorca, Pirandello, O'Neill, Brecht, Artaud, Genet, and Weiss read in light of the emergence of modernism in drama and contemporary theories of self-presentation, role-playing, identity, and metatheatre. This course satisfies the requirement of a genre course, a critical theory course, or a course emphasizing literature after 1800. (Same as Comparative Literature 321.)

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 Comparative Literature 345.)—Fisher

351-01. Shakespeare—*Richard III, Richard II, Romeo and Juliet, A Midsummer Night's Dream, Hamlet, The Merchant of Venice, King Lear, Macbeth,* and *Timon of Athens,* studied with selected critical materials. This course satisfies the requirement of a genre course or a course emphasizing literature before 1800. (Same as Theater and Dance 351.)—Hunter

[351-02. Shakespeare Workshops]

[354. 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. This course satisfies the requirement of a course emphasizing literature before 1800. (Same as Comparative Literature 361.)—Kuyk

[363. William Blake: The Poet as Radical]—A study of the poet's exploration and elaboration of radical political, social, religious and poetic alternatives to established opinion and institutions. Readings in all of Blake's poetry including the visionary epics (the illuminated books) as well as Locke and *The Bible.* This course satisfies the requirement of a course emphasizing literature before 1800.

[365. The Growth of the Novel]—This course will attempt to define literary "realism" by exploring the relationship between social criticism and fantasy in the genre of the early novel. We will examine prose fictions written from the late seventeenth to the end of the eighteenth century, including travelogues, fictional autobiographies, parodies, novels of sensation, romantic fictions, and Gothic tales. This course satisfies the requirement of a genre course or a course emphasizing literature before 1800; it also satisfies the literature requirement for the Minor in Eighteenth-Century Studies. Enrollment limited to 30 students.

375. Hawthorne, Melville and James—A study of some of the major fiction of three preeminent nineteenth-century writers, emphasizing thematic and narrative connections and developments among them, as well as their impact on writers in this century. This course satisfies the requirement of a course emphasizing literature after 1800.—Wheatley

379. Character and Conditions: Fiction of the Gilded Age—Horatio Alger's books for boys set the ground rules for American upward mobility: hard work, honesty, and a little luck led to success. This course examines this American premise through the lens of novels written by men and women, by blacks and by whites, and by immigrants and first-generation Americans as well as by members of old established families. This course satisfies the requirement of a course emphasizing literature after 1800 or an advanced genre course. (Same as American Studies 379.)—Cohn

[381. Symbolists, Aesthetes, and Decadents]—The study of the major tradition of poetry and prose running from Poe in the United States through Baudelaire and the French symbolists Verlaine and Mallarme, to British aesthetes and decadents—Rossetti, Swinburne, Hopkins, Wilde, Conrad, and Symons—and to modern poets such as Yeats, T.S. Eliot, Hart Crane, Wallace Stevens, and Robert Lowell. This course will explore the history, poetics, and aesthetics of this international literary movement. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as Comparative Literature 381.)

[385. Dickens and Eliot: Versions of Victorian Realism]—This course will focus on a selection of novels from these very different practitioners of Victorian "realism," attending to the ways their works represent crucial Victorian "compromises" over issues of political reform, gender difference, and scientific progress. The readings will be organized by pairing texts from each author that reflect different responses to a common social concern or that lend themselves to a particular critical approach. Such pairings may include the following: novels of social order and disorder *(Middlemarch* and *Bleak House)*; myths of money and exchange *(Silas Marner* and *A Christmas Carol)*; texts of industry and revolution *(Felix Holt* and *Hard Times)*; and quests for personal identity and authority *(The Mill on the Floss* and *David Copperfield)*. This course satisfies the requirement of a genre course or a course emphasizing literature after 1800.

399. 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 Chairman prior to registration.—Staff

[408. American Literature of the 1930s]—An examination of significant developments in American literature during the 1930s with an emphasis on the impact of the Depression, Communism, and the Spanish Civil War, on the various attempts to create proletarian literature, and on the writer as social critic. Readings in John Dos Passos, Richard Wright, James Agee, John Steinbeck, and others. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as American Studies 408.)

[409. William Faulkner]—A study of Faulkner's Yoknapatawpha novels including *The Sound and the Fury, As I Lay Dying,* and *Go Down, Moses* with emphasis on style, structure, and the writer's response to culture and history. This course satisfies the requirement of a course emphasizing literature after 1800.

436. Future of the Novel—This course will give consideration to several approaches to the contemporary novel in order to discover how contemporary writers are in fact solving the problems posed by the modernist and deconstructionist critiques of the form. Readings will include novels by Wideman, Tan, Allende, Rushdie, and Kundera; and relevant critical studies. The result of the seminar will be papers on "the future of the novel." This course satisfies the requirement of an advanced genre course or a course emphasizing literature after 1800.—Abel

466. Teaching Assistantship—Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in writing or revising papers; reading and helping to evaluate papers; grading quizzes and exams; and other duties as determined by the student and instructor. See instructor of specific course for more information. Applications must be approved by instructor and Chairman. (.50-1.00 course credit.)

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.

495-01. Senior Seminar: Genders and Genres of the Novel—Examines the invention of novelistic forms in nineteenth-century England as part of the invention of "modern" men and women. Explores the characteristics of emerging genres (such as Gothic fiction, the industrial novel, sensation fiction, detective fiction, naturalism, the adventure novel) as they shaped theories of gender difference and the Victorian body and reconfigured conflicts between forces of patriarchy and feminism, reform and revolution, professionalism and class. Includes readings from Darwin, Frazer, Freud, and Foucault and such novels as *Pride and Prejudice, Jane Eyre, Wuthering Heights, Mary Barton, The Woman in White, Lady Audley's Secret, No Name, Tess of the D'Urbervilles, Alice in Wonderland, Dracula,* and *She.* This course satisfies the requirement of a major project.—Thomas

495-02. Senior Seminar: Herman Melville—An intensive reading of Melville's major fiction, from *Typee* through *Billy Budd,* with an emphasis on the relationship between masculinity and authority in his work, and in the developing capitalist culture of nineteenth-century America. Some familiarity with Marxist, feminist, and/or psychoanalytic criticism helpful but not required; various readings drawing on these theories will be assigned in addition to the primary readings for the course. This course satisfies the requirement of a major project.—Pfeil

498. Senior Thesis, Part 1—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. (Two course credits for a year-long thesis.)—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.

862-04. The Melting Pot Melts Down: Writing Ethnicity and Gender in Post-War America—Has the cultural ideal of the melting pot melted down? If it has, what practical and theoretical dilemmas confront contemporary ethnic writers and critics? The course will focus particularly on the conflict of ethnic and gender identities that has become a central issue for writers and critics/theoreticians. We will read both fictional works and critical intervention by writers such as Alice Walker, Ralph Ellison, Henry Louis Gates, Jr., Maxine Hong Kingston, Frank Chin, Gayatri Spivak, and Homi Bhabha. (Literary History Requirement)—Nishimura

886. Death, Desire and the Feminine: Images of Women in Jacobean Drama—While women were virtually unseen and unheard on the Jacobean stage as either performers or playwrights, they are a recurrent thematic concern — an obsession even — of the drama itself. This course will explore the implications of these ambivalent and incendiary representations of femininity through representative plays of the period, supplemented by contemporary prose documents including gender polemics, conduct books, and prints. (Literary History Requirement)—Henderson

892. 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

Spring Term

EXPOSITORY WRITING COURSES

101. Writing I—An introductory course in expository and critical writing. Sections are typically workshops with frequent practice in writing and revising, peer review, tutoring, and individual conferences. Enrollment limited to 15 students.—Nishimura

102. Writing II—A practical course in writing emphasizing argumentation and research skills. Sections are typically workshops with frequent practice in writing and extensive interaction among students. Special attention is given to the dynamics of analysis and argument in developing longer papers. Enrollment limited to 15 students.—Nishihara, C. Butos, Peltier, Wall

300. Advanced Composition—Practice in constructing essays, with some theoretical readings in rhetoric, philosophy of language, and linguistics.—Wheatley

302. Writing Theory and Practice—A study of the art of discourse, with special emphasis on the dynamics of contemporary composition and argumentation. This course surveys rhetorical theory from Plato and Aristotle to the New Rhetoric, as well as providing students with frequent practice in varied techniques of composing and evaluating expository prose. There will be a wide selection of primary reading across the curriculum, ranging from Aristotle's Rhetoric to current examples of the best writing in the arts and sciences. By invitation only—this section is designated for students in the Writing Associates Program.—Wall

CREATIVE WRITING COURSES

The following courses emphasize the writing of prose fiction, poetry, and sometimes drama. They are open to any student with the permission of the instructor. *It is strongly recommended that students do not enroll in more than one writing course simultaneously during the semester.*

110. Creative Writing: Fiction—An introduction to fiction writing, critiques of student and professional work. Enrollment limited to 15 students.—TBA

111. Creative Writing: Poetry—An introduction to the writing of poetry, workshop discussion of poems by students and established poets. Enrollment limited to 15 students.—Libbey

333-02. Critical Writing—What are the analytical and stylistic elements that make for good critical writing? In this course students will study criticism in a variety of fields ranging over society in general, theater, film, art and music as exemplified in the writings of such critics as George Orwell, Martin Amis, Robert Hughes, John Simon, Pauline Kael and John Leonard. Students will write criticisms on a variety of subjects. Enrollment limited to 15 students.—McNally

334. Advanced Creative Writing: Fiction—Students will write short stories after a brief introduction to scene writing. The class is run as a workshop and is devoted to analysis of student work and that of professional writers. English 110, 111, or the equivalent is a prerequisite. This course satisfies the requirement of a genre course and, for creative writing majors, of the 334 requirement. Enrollment limited to 15 students.—Cliff, Selz

492. Fiction Workshop—Advanced seminar in the writing of short fiction. Class discussions devoted primarily to analysis of student work, with some attention to contemporary professional writers. Enrollment limited to 15 students. This course satisfies the requirement of a genre course or, for creative writing majors, of the 400-level workshop. Strongly recommended preliminary course: English 334.—Selz

493. Advanced Playwriting—Students will write their own full-length plays and do reading of drafts at various stages of completion. At the same time, students will examine the structural strategies and other craft decisions made by famous playwrights in some of their best known full-length works. Prerequisites: THDN 393 or ENGL 335 and permission of instructor. Enrollment limited to 10 students. (Same as Theater and Dance 493)—TBA

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. Enrollment limited to 15 students. This course satisfies the requirement of a genre course or, for creative writing majors, a senior project. Recommended preliminary course: a poetry workshop on the 100-level or one on the 300-level.—Libbey

INTRODUCTORY LITERATURE COURSES

These courses require only a minimal background in the study of literature, but they demand close attention to the text. Students will normally analyze literary works in class discussion, and write a number of papers.

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

[211. Survey of English Literature from 1700 to the Present]—Through readings in novels, drama, poetry and prose from the Restoration to the twentieth-century, this course will examine shifts in the forms, functions and meanings of English literature in the context of cultural and historical changes. This course satisfies the requirement of a critical reading course.

260. Critical Reading—The study of works of poetry, fiction, and drama selected from several periods of literary history to introduce students to the assumptions and methods of critical reading and to the relationship of literature to cultural and historical contexts.—Nishihara, Hunter

[268. "Meditations on History:" Black Women, Writing, and History]—This course will explore works of fiction, autobiography, poetry, criticism and theory by black women writers that examine the horror of New World slavery. In addition to creative and historiographical texts, students will read oral slave narratives, legal cases and subsequent newspaper articles concerning slave women upon which some authors draw for their fiction. Authors include Harriet Jacobs, Frances Harper, Margaret Walker, Octavia Butler, Lucille Clifton, Shirley Ann Williams, and Toni Morrison. This course satisfies the requirement of a critical reading course. (Same as American Studies 269 and Women's Studies 268.)

271. Literature and Social Change—In this course students can examine how literature and social change influence one another. We will look at major periods in recent U.S. history and the literature that preceded and emerged from them. This course satisfies the requirement of a course emphasizing meanings informed by gender, cultural, or ethnic differences.—Randall

[290. Introduction to Literature and Psychology]—Application of the insights of Sigmund Freud, Erik H. Erikson, and Norman N. Holland to a variety of literary works. The course depends on skills in deep reading to analyze how literature transforms fantasies toward meanings. This course satisfies the requirement of a critical theory course. (Same as Women's Studies 290.)

[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. Literary Studies in Action]—In this course students will analyze and assess their own principles and assumptions about literature in the light of recent theories of literature. We will have highly focused workshops and seminars both for careful discussions of theories and for applying them to particular works of literature. Students are encouraged to read Saul Bellow's novel *Henderson the Rain King* before the course begins. 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.

[303. Comparative Studies in American Modernisms: Twentieth Century]—In this course we will study pairs of 20th-century American books; one work in each pair will be well-known, canonical, the other will be non-traditional. Reading the books together will help us explore the strengths and weaknesses of each; their conventions, assumptions, audiences, objectives; the differences that arise from gender, race, and ethnicity. We will also compare theories of modernism, as well as poetry, of T. S. Eliot, Amy Lowell, Langston Hughes, and others. The pairs to be read *may* include F. Scott Fitzgerald's *The Great Gatsby* and Meridel LeSueur's *The Girl;* Henry Adams' *Education* and Anzia Yezierska's *Hungry Hearts,* Ernest Hemingway's *A Farewell to Arms* and Zora Neale Hurston's *Their Eyes Were Watching God;* John Steinbeck's *The Grapes of Wrath* and Tilhe Olsen's *Yonnondio*. This course satisfies the requirement of a critical theory course or a course emphasizing literature after 1800. (Same as American Studies 303(2) and Women's Studies 304(2).)

311. Contemporary American Poetry—This course investigates poetry as necessity in today's world. Close reading of U.S. contemporary poets, including Olds, Knight, Rich, Angelou. This course will be conducted in a group discussion format. This course satisfies the requiremetns of a course emphasizing literature after 1800, and a course emphasizing poetry. (Same as American Studies 313.)—Libbey

312. Reading and Writing Diaries—In this course students will be writing their own diaries while also reading a multi-ethnic range of women's diaries from several centuries of American literature. This course satisfies the requirement of a course emphasizing historical development or influence.—Randall

318. Special Topics: Drama Classics Reinterpreted—This course will study recent dramatic responses to classic canonized plays taken from the Greeks and Shakespeare, look at how they revise history, character, language and genre, and explore their implications for contemporary drama. Included in our study will be twentieth century avant garde movements such as expressionism, surrealism, dadaism, and the theatre of cruelty. Texts might include *Oedipus Rex* and Michele Fabien's *Jocasta, Hippolytus,* and Elizabeth Egloff's *Phaedra, King Lear* and Edward Bond's *Lear*/Beckett's *Endgame, Hamlet,* and Heiner Muller's *Hamletmachine, Coriolanus* and Brecht's *Coriolanus, Richard III* and Normand Chaurette's *The Queen,* in addition to the work of contemporary performance artists such as Fred Curchack, Karen Finley, and Laurie Anderson. This course satisfies the requirement of a course emphasizing historical development or influence. Prerequisite: Theater and Dance 203 and permission of instructor. (Same as Theater and Dance 204, Comparative Literature 204.)—Henderson

[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.)

[323. Toni Morrison and Nadine Gordimer]—A reading of novels by two major twentieth century writers, the African-American Toni Morrison and the South African Nadine Gordimer. We will consider questions of power, history, politics, and the impact of the individual writer on these realms. Enrollment limited to 35 students. This course satisfies the requirement of a course emphasizing literature after 1800 or a genre course. (Same as Women's Studies 323.)

[324. The Long Trail: American Representations of World War I]—This course examines the American response to World War I, from the first journalism covering Europe's Great War, to the visual, musical, and literary propaganda that encouraged and then supported the entry of the United States into the war, and on through the novels of disillusionment in the 1920s and 1930s. Materials for the course include war reporting, diaries, photographs, songs and sheet music, posters, and fiction. Among the post-war novelists to be studied are Edith Wharton, John Dos Passos, Ernest Hemingway, William Faulkner, and Dalton Trumbo. Students are responsible for individual reports on patriotic, pro-war, and "home front" novels written during the war years as well as an independent research project on some aspect of the war as seen through American eyes. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as American Studies 326.)

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 for English majors satisfies the requirements of a critical theory course; and a course emphasizing meanings informed by gender, cultural or ethnic differences. Film screenings will be Tuesdays 7-9 p.m.—Pfeil

[329. Popular Culture in America: Issues of Race, Class, and Gender]—This course examines the ways in which representations of race, class and gender are constructed and disseminated in American popular culture. Materials to be studied will include both historical and contemporary examples of a variety of popular media and events. This course satisfies the requirement of a course emphasizing literature after 1800. Enrollment limited to 20 students. (Same as American Studies 329, Sociology 329.)

330. American and British Detective Literature: Science, Politics, and the Private Eye—This course examines three crucial moments in the development of detective fiction in America and Britain: (1) the "invention" of the form by Dickens and Poe in the 1840s and 1850s; (2) the refinement of it in the Golden Age at the turn of the century by figures like Doyle, Conrad, and Christie; and (3) the reconstruction of the literary detective in the period between the wars by Dashiell Hammett and Raymond Chandler. We will also consider later experiments with the form by figures like Himes an Paretsky. In each case, we will concentrate upon evolving discourses of personal and national identity, racial and sexual difference, and political and economic destiny. This course satisfies the requirement of a genre course or a course emphasizing literature after 1800.—Thomas

332. The Contemporary Short Story—Exploration of the short story in recent years, as it has moved away from traditional methods of developing plot, character, and idea toward more fluid structures and styles, to reflect a more tentative conception of human experience. The work of such masters as Pirandello, Kafka, Hemingway, Toomer, Flannery O'Connor, and Cheever will be read as background to that of Sartre, Cortázar, Barth, Ama Ata Aidoo, Robbe-Grillet, Gordimer, Coover, Garcia Marquez, Le Guin, Ozick, McPherson, Oates, Kincaid, and Carver. This course satisfies the requirement of a genre course. Recommended preliminary course: English 260 Critical Reading. (Same as Comparative Literature 332.)—Selz

342. The Empire Writes Back—In the nations that England once ruled within the British Empire, literature continues to be written in the English language in ways that react to the colonial experience. This course will analyze works from countries formerly within the Empire (omitting works from the United States although it too was a colony). We will study works by Coetzee, Ngugi, Rushdie, Walcott, Gordimer, Soyinka, Gray, Murray, Heaney, Frame, Narayan, and Harris with Conrad's *Heart of Darkness*, Kiplings's *Kim*, and Shakespeare's *The Tempest* as models. This course satisifes 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, Langland, the *Gawain*-poet, and Malory. The course will explore the structural and stylistic as well as the political, social, and psychological issues raised by these genres and the individual authors' treatments of them. This course satisfies the requirement of a genre course or a course emphasizing literature before 1800.—Fisher

[348. Women Writers of the Middle Ages]—This course will study works in a variety of genres, from the lyric and the romance to the autobiography and the moral treatise, written by medieval women in England, Europe, and Asia. In addition to analyzing the texts themselves, we will be examining them within

their social, historical, and political contexts as we discuss such issues as medieval women's literacy, education, and relationships to the male-authored literary traditions of their cultures. Through the term, we will be trying to determine the degree to which we can construct a recognizable women's literary tradition for this period. This course satisfies the requirement of a course emphasizing literature before 1800. (Same as Women's Studies 348.)

352. Shakespearean Voices—Through a concentrated selection of Shakespeare's comedies, tragedies, histories, romances, and "problem plays," this course will explore the multiple voices of these plays: poetry and prose, master and servant, male and female, as well as doublespeak, lies, puns, bawdy, rumors, and silence. Each play will be studied in conjunction with at least one screening as well as a piece of performance criticism (such as a review actor's commentary, dramaturgical note or adaptation excerpt) and one recent essay drawn from new historicist, cultural materialist, and feminist criticism. This course satisfies the requirement of a course emphasizing literature before 1800. (Same as Theater and Dance 352-02.)—Henderson

[355. Elizabethan-Jacobean Revenge Tragedy]—Revenge tragedy is a fascinating sub-genre in which the precedence of Roman classicism and a medieval, chivalric tradition of honor are pitted against Christian tenets and material that are both exciting and riddled with contradictions. This course satisfies the requirement of a course emphasizing literature before 1800.

357. The English Renaissance: A Cultural Approach to Literature—This course will focus on literature produced in England from 1560-1640—a period that marks a considerable shift not only in literary production and consumption, but also in social, political, and ideological formations. Issues to be discussed will include: the place of literary imitation in the construction of individual as well as national identities; the role of discourses of gender and sexuality in various domains of marginalization and domination; the tensions between the established elite culture and the emerging institutions of middle-class and popular culture; shifting gender identities in the general context of social and political upheavals in the early 17th century. Readings wil be drawn from canonical works, such as Castiglione, Sidney, Spenser, Marlowe, Shakespeare, Donne, Herbert, Jonson, Webster, as well as more "marginal" texts, including Deloney's novel, contemporary pamphlets and ballads. Also included will be recent theoretical/critical essays be Geertz, Greene, Greenblatt, Bahktin, Butler, etc. This course satisfies the requirement of a course emphasizing historical development or influence.—Nishimura

[364. "The Literature of Repetition, Revision and Rejection"]—How do writers transform traditional literary forms to express new perceptions of identity, sexuality, society and nature? In this course, we will examine the way the poets, playwrights, journalists and fiction writers of Restoration and eighteenth-century England imitated, reworked and finally rejected Classical and Renaissance genres to forge new kinds of literary expression. Readings include works by Aphra Behn, Dryden, Swift, Pope, Johnson, and Goldsmith. This course satisfies the requirement of a course emphasizing literature before 1800, and satisfies the literature requirement for the minor in Eighteenth-Century Studies. Enrollment limited to 30 students.

[366. The American West]—An examination of the various ways in which the west has been represented in American culture. Students will examine a variety of sources, including historical accounts, fiction, the graphic arts, music, and film. This course satisfies the requirement of a course emphasizing literature after 1800. Enrollment limited to 20 students. (Same as American Studies 366.)

368. Comparative Studies in Ante-Bellum American Literature—In this course we will study pairs of ante-bellum American texts. One work in each pair will be by a well-known, canonical author like Emerson, Hawthorne, or Melville; the other work in the pair will be by a lesser-known, non-canonical author, like Lydia Maria Child, William Wells Brown, Harriet Jacobs. Since, from my perspective, revolution, slavery, and freedom were central to the literature being written in the pre-Civil War period, we will focus on texts that directly or implicitly engage these issues. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as Women's Studies 368.)—Lauter

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. For English majors, this course satisfies the requirement of a course emphasizing literature after 1800. (Same as American Studies 370 and Women's Studies 370).—Hedrick

[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.

[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 384.)

[387. 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.

[388. 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, Henn Ellenberger, Henry James, Alan Krohn, Helene Cixous, Caroll Smith-Rosenberg, Charles Bernheimer, and Claire Kahane. This course satisfies the requirement of a critical theory course or a course emphasizing how gender differences inform literary meanings. (Same as Comparative Literature 388.)

[391. Modern Irish Literature]—A study of the Irish Renaissance and some of its successors, emphasizing Yeats and Joyce and including Synge, O'Casey, O'Faolain, and O'Connor. This course satisfies the requirement of a course emphasizing literature after 1800.

392. Writers of the Caribbean—Reading and discussion of work by writers resident and expatriate, raising issues of linguistics, history, culture, empire, matters colonial and post-colonial. Including George Lamming, Edward Braithwaite, Derek Walcott, Dionne Brand, Wilson Harris, C.L.R. James, Aime Cesaire, Maryse Conde, and others. What does it mean to write from a Caribbean consciousness? This is the question central to the course. This course satisfies the requirements of a course emphasizing literature after 1800 and a course emphasizing meanings informed by gender differences.—Cliff

394. Representations of the Female Body and Voice in Literature, Performance and Theory—A study of the Pygmalion myth, the Faust myth, and the Frankenstein myth in works featuring the female body and voice. This course satisfies the requirement of a course emphasizing literature after 1800; a critical theory course; and a course emphasizing meanings informed by gender differences.—Hunter

399. 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 Chairman prior to registration.—Staff

[400. Narrative and Thematic Patterns]—A study of major recurrent patterns of narrative and thematic meanings, of stories and world-views, in readings selected from various genres and periods. Emphasis on significant differences in cultural and personal assumptions among practitioners of these patterns. This course satisfies the requirement of a critical theory course.—Wheatley

[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.

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

[438. Postmodernism: Theories, Practices, Politics]—An interdisciplinary survey of some landmark sites and key developments on the crowded and contested terrain of contemporary postmodern culture. Each week's assigned texts put forward both theoretical and artistic works, the former including political, sociological, and economics texts, the latter including science-fiction, contemporary music and visual art. Thematic concerns include the poetics and politics of race, gender and class within postmodern cultural

theory and practice alike. Enrollment is limited to 15 students, each of whom will be expected to keep a critical journal of responses to the works assigned, write one short paper, make one in-class presentation, and write a final paper. This course satisfies the requirement of an advanced critical theory course.

439. Special Topics in Film: Star Systems—Film industries produce not only films, but stars. In this seminar we will explore how both individual stars, and the phenomenon of stardom itself, are constructed, and how the meanings and effects of both have altered over time. Readings range from recent film theory to more general cultural and political history, with emphasis on the interaction of the mechanics of stardom and the production of gender models and stereotypes, from Joan Crawford to Susan Sarandon and from John Wayne to Kevin Costner. Film screenings will be Wednesdays 6:30-10:30 p.m. English 265, Introduction to Film Studies or Art History 105, History of World Cinema recommended but not required. This course satisfies the requirements of a critical theory course and a course emphasizing meanings informed by gender, cultural or ethnic differences. (Same as Women's Studies 439.)—Pfeil

[440. The Novel and Psychoanalysis: Theory and Practice]—Concentrating on the relation between psychoanalysis and narrative, we will consider the novel as a form of personal and cultural defense, sublimation, and repression. At the same time, we will explore the ways in which central texts in psychoanalytic and novel theory can themselves be read as literary artifacts which reproduce dominant cultural myths of history, class, and gender. Readings will be drawn from a selection of 19th- and 20th-century novels (including *Frankenstein* and *A Portrait of the Artist as a Young Man*); the theoretical writings of Freud (including *The Interpretation of Dreams*, The Wolfman and Dora Case Studies, and *Beyond the Pleasure Principle*); and theories of the novel (including Lukacs, Zola, Bakhtin, and Said). This course satisfies the requirement of an advanced critical theory course.

466. Teaching Assistantship—Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in writing or revising papers; reading and helping to evaluate papers; grading quizzes and exams; and other duties as determined by the student and instructor. See instructor of specific course for more information. Applications must be approved by instructor and Chairman. (.50-1.00 course credit.)

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.

496-01. Senior Seminar: The Novels of Virginia Woolf—Cliff

496-02. Senior Seminar: Ulysses—We will study *Ulysses* closely, reading it twice, and will examine how critics have gone about interpreting it. This course satisfies the requirement of a major project.—Kuyk

499. Senior Thesis, Part 2—Individual tutorial in the writing of a thesis on a special topic in literature or criticism. (Two course credits for a year-long thesis.)—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.

833. Hysteria, Psychoanalysis, and Feminism—Examination of Freud's case histories of women, the history of women in the psychoanalytic movement, and revaluations of hysteria in contemporary psychoanalysis and feminism. (Literary History Requirement.)—Hunter

868-08. 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*. (Major Author Requirement.)—P. Smith

868-13. Dickens and Eliot—Based in a reading of the novels, this seminar considers the two dominant representatives of high Victorian "realism" as analysts of central nineteenth-century social and intellectual concerns. By pairing novels from each author around common themes, the seminar will investigate the implications of Dicken's and Eliot's very different approaches to the same cultural issues. We will examine such questions as class mobility and gender difference (*Great Expectations* and *The Mill on the Floss*), psychic recovery and legal reform (*Bleak House* and *Middlemarch*), representations of history and revolution (*A Tale of Two Cities* and *Daniel Deronda*), industrialism and labor (*Hard Times* and *Felix Holt*). (Literary History, Major Author, or Genre Requirement.)—Thomas

876. Yeats, Joyce, Nabokov—Studies in the major works of three widely differing but significantly related giants of modernist literature. (Literary History or Major Author Requirement.)—Wheatley

Fine Arts

ASSOCIATE PROFESSOR KIRSCHBAUM, *Chairman*, and Director of Studio Arts; PROFESSORS GORDON, Director of Art Historical Studies, AND MAHONEY; VISITING PROFESSOR MORRIS; VISITING ASSOCIATE PROFESSOR CADOGAN; ASSISTANT PROFESSORS CAPLES, CURRAN*, FLASH AND FITZGERALD; VISITING ASSISTANT PROFESSORS BOYER, CARLISLE, ECKERT BOYERAND GILBERT

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 301, which should be taken as early as possible after a student declares the major, and seven further courses in art history. These must be distributed so that one is within the western classical/medieval period 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.

Senior comprehensives are required for all majors, except for those who instead write a senior thesis (AH 497). Eligibility to write a senior thesis 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.

Beginning with students in the class of 1995, majors in art history may satisfy the college-wide integration of knowledge requirement (the "minor") by completing a four-course sequence of study in other fields that complement an area of special interest to them and have a coherent historical/cultural focus enhancing the art history major. The sequence must include courses from at least two other fields and none of the four can serve as an art history major credit. To exercise this option, the student is required not only to declare the major but also to secure the department chairman's approval of the four-course sequence no later than the spring term of the sophomore year. Students who transfer to the College as juniors may exercise this option as late as the midterm of their first semester here.

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.—Carlisle

[AH 111. Introduction to Classical Art and Archaeology]—A survey of the art and archaeology of the Classical world, from Neolithic period through the Roman Empire. Topics of discussion include sculpture, pottery, painting, architecture, town planning, burial practices and major monuments, as well as archaecological method and theory. (Same as Classical Civilization 111.)

[AH 203. 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 Religion 253).

AH 217. Greek and Roman Sculpture—A study of the sculpture and sculptors of Classical antiquity. Topics include the origin and stylistic development of ancient sculpture, the methods and techniques of the artists, art criticism and connoisseurship in antiquity, and the function of sculpture in the Greek and Roman worlds. Comparative material from other cultures will also be examined.—(Same as Classical Civilization 217.)—Risser

*Sabbatical Leave Autumn Term

AH 221. Romanesque and Gothic Art—A study of the major works of architecture, sculpture and painting from the Romanesque and Gothic periods (c. 1000 to c. 1300) with some attention to their sources in the art of the early Middle Ages. The focus of the course is on the monuments both as works of art and as reflections of the societies in which they were created.—Carlisle

[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 cathedrals 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 234. Early Renaissance Art in Italy]—A study of painting, sculpture and architecture in Italy from the later Middle Ages through the 15th century, with emphasis on masters such as the Pisani, Giotto, Brunelleschi, Piero Della Francesca, Botticelli, and Bellini. Themes of naturalism, humanism, the revival of antiquity, and the growth of science as they relate to the visual arts will be explored.

AH 236. High Renaissance Art in Italy—Italian painting, sculpture and architecture from the end of the 15th century through the 16th century. Examines the work of the creators of the high Renaissance style, including Leonardo, Raphael, Michelangelo, and Titian. The emergence of mannerism in central Italy and its influences on North Italian and Venetian painters will also be explored.—Cadogan

[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 Velazquez.

AH 252. Eighteenth-Century Art and Architecture—A study of European art during the period when the structure and institutions of the "ancient regime" were displaced by the ideas and events that led to the emergence of Enlightenment, Rationalism, and Romanticism. Special attention to major figures and monuments throughout Europe in painting, sculpture, and architecture.—Mahoney

[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 265. Nineteenth-Century Architecture]—Broad developments in Western European and American architecture and urbanism from the period 1750 to 1900. Specific developments include international Neo-Classicism, the crisis of historicism and the search for style, the rise of new building types and technologies, and the emergence of the architectural profession and modern city planning.

AH 268. Impressionism and Postimpressionism—The paintings and prints of such principal exponents of the movements in French 19th-century art as Monet, Degas, Seurat, Gauguin, and Toulouse-Lautrec.—Eckert Boyer

AH 272. American Architecture—The development of American architecture and urbanism from the first settlements to recent theoretical and stylistic tendencies. Emphasis on America's relation with European architecture and the social, cultural, and political factors contributing to this country's unique position within broader architectural traditions.—Boyer

AH 282. 20th-Century Avant Garde in Painting and Sculpture—This course addresses the position of art in European and American society from 1890-1945 when the concept of the artist as a rebel and visionary leader defined art's relation to contemporary social, political and aesthetic issues. The movements of symbolism, expressionism, cubism, dada and surrealism are discussed. Current exhibitions and the collection of the Wadsworth Atheneum are used whenever appropriate.—FitzGerald

[AH 291. History of the Graphic Arts: Printmaking]

AH 292. History of Photography—Major developments in European and American photography from 1839 to the present.—FitzGerald

AH 301. Major Seminar in Art Historical Method—Required of and limited to art history majors, as one of the first courses they take after declaring their major. Studies in the tradition and methodology of art historial research. Readings in classics of the literature of art history; discussions of major issues and meeting with scholars and museum professionals; students will pursue an activie research project and present both oral reports and formal written research papers.—Mahoney

[AH 321. Seminar in Gothic Art]

[AH 331. Seminar in Early Renaissance Art]

[AH 341. Seminar in Baroque Art]

[AH 361. Seminar in Nineteenth Century Art]

[AH 371. Seminar in Urban Architecture and Planning]

[AH 375. Seminar in Special Topics in Architectural History]

[AH 389. Seminar in Film Studies]

[AH 391. Seminar in Special Topics in Art History]

[AH 392. Seminar in the Graphic Arts]

[AH 393. Seminar in Special Issues in Art Patronage]

AH 399. Independent Study.

[AH 403. Museum Studies]

AH 466. Teaching Assistant.

AH 601. IDP Study Unit in Art History.

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/Gordon

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. (Same as ASAH 103.)—Mahoney

[AH 105. History of World Cinema]—A survey of the art of the cinema examining different national schools with special attention to major commercial and avant-garde film makers such as Coppola, Hitchcock, Fellini, Bergman, Godard, Eisenstein, Welles and Renoir. In order to address individual films in a broad cultural context, one film will be screened and analyzed each week. (Note: Replaces Film as a Visual Art.)

AH 107. Contemporary Cinema—This course examines Hollywood films as the paradigm for world cinema. By tracing the development of contemporary film from a structure dominated by Hollywood productions and their distinctive view of American society to an increasingly diverse industry in which mainstream American movies no longer set the trend, the multicultural character of contemporary cinema will be addressed. Subject to availability, some of the films to be screened are: *American Graffiti; Mystery Train; Paris, Texas; Blade Runner; Manhattan; Chan is Missing; and Dawn of the Dead.*—FitzGerald

[AH 204. Buddhist Art]—The Buddhist religion is a unifying element across Asia, linking diverse cultures, races, and social and political orders. This course will survey the development of Buddhist painting, sculpture and architecture in India, Central and Southeast Asia, China, Korea and Japan. Through slide presentation and discussion, material will be studied by chronological, stylistic, cultural and conceptual comparison. A basic background on Buddhism will be provided, and no knowledge of Asian languages is required. Background in religion, art history or East Asian studies is helpful. (Same as Religion 254 and Area Studies 254.)

[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.)

AH 214. The Architecture of Greece and Rome—An examination of building materials and methods used in the construction of domestic, civic and religious buildings of the Greek and Roman worlds. The way in which the functions of these buildings influenced their forms is also examined. Further topics of discussion include comparative studies of the works of individual architects, architectural adaptations to local topography, and the use of building programs for propaganda purposes. (Same as Classical Civilization 214.)—Risser

[AH 215. Greek Painting]—The paintings of the ancient Greeks are primary sources for the rise of Western drawing, and also for our understanding of many aspects of the public and private lives of the Greeks themselves, e.g., their mythology, funerary practices, athletics, religion, and even his course will examine the subjects, styles, and techniques of ancient Greek painting and its contribution to the development of Western art and culture Comparative materials from other cultures will be studied as well. (Same as Classical Civilization 215.)

[AH 242. Seventeenth-Century Art II: The North]—Painting 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 Hawksmoore.

AH 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 American Studies 271.)—Curran

AH 283. Contemporary Art—Following the Second World War, artists transformed the avant-garde tradition of their European predecessors to establish a dialogue with the mass media and consumer culture that has resulted in a wide array of artistic movements. Issues ranging from multiculturalism and gender to modernism and postmodernism will be addressed through the movements of abstract expressionism, pop, minimalism, neo-expressionism and appropriation in the diverse media of video, performance and photography, as well as painting and sculpture. Current exhibitions and criticism are integral to the course. AH 282 recommended.—FitzGerald

AH 286. Twentieth Century Architecture—This course surveys broad developments in Western European and American architecture and urbanism from 1900 to the present. Topics include Viennese Modernism, the legacy of the Arts and Crafts movement, the Bauhaus, the International Style and the birth of Modernism, and reactions of the past 25 years. Close attention will be paid to such major figures as Le Corbusier, Frank Lloyd Wright, Walter Gropius, Mies van der Rohe, Louis Kahn, and Robert Venturi.—Curran

AH 294. The Arts of Africa—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body.—Gilbert

[AH 311. Aegean Bronze Age]—This course explores the art, architecture, and archaeology of the Aegean Bronze Age, with a focus on the Minoan and Mycenean cultures. Topics covered include the techniques and methods of Bronze Age artists and architects, the influence of Egypt and the Near East on Aegean culture, governmental structures, issues of race and gender, funerary customs, religion, and evidence for cannibalism and other cult practices. (Same as Classical Civilization 311.)—Risser

AH 351. Seminar in Eighteenth Century Art—Historicism, exoticism, and primativism in the fine and decorative arts.—Gordon

AH 381. Seminar: Issues in Contemporary Architecture—Curran

AH 383. Seminar in Contemporary Art and Criticism—The art market past and present.—FitzGerald

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 399. Independent Study.

AH 497. Senior Thesis in Art History—An individual tutorial to prepare an extended paper on a topic in art history. An oral presentation of a summary of the paper will be delivered in the spring term. Prerequisite: permission of the department.—Staff

AH 466. Teaching Assistant.

AH 601. IDP Study Unit.

Studio Arts

The Studio Arts Program offers courses in the practice and theory of visual art to all students, majors and non-majors alike.

Students who view themselves as prospective Studio Arts majors should submit a portfolio for review and advisement to the Director of Studio Arts by their Junior year.

THE STUDIO ARTS MAJOR consists of twelve courses in Studio Arts and three required cognate courses in Art History. The major is structured to provide a foundation in drawing, design and color, an introduction to the disciplines of painting, sculpture, printmaking and drawing, and opportunities for advanced study in each of these studio areas.

Course requirements: The foundation courses in Design and Color, and the introductory courses Drawing I, Painting I, Sculpture I, and Printmaking I should be taken as early as possible in the student's career. Drawing II, Drawing III and two 200-level studios, are required on the intermediate level. On completion of the intermediate level courses, Studio Arts majors are required to declare a "Studio Concentration" in drawing, painting, sculpture, or printmaking. By special arrangement, a Studio Concentration in intermedia work may be structured. Advanced study in the area of concentration must then be pursued: A 300-level course and "Thesis Exhibition" are required to complete the major.

Thesis Exhibition is conceived as an individual tutorial, which has as a goal the production of a solo exhibition reflecting the student's grasp of content and critical issues, as well as the student's mastery of the medium selected as the Studio Concentration. The exhibition is to be accompanied by a written statement, and will be reviewed by the entire studio faculty.

Three cognate courses in Art History, AHIS 101, 102, and 282 are required for the Studio Arts major. AHIS 283 or AHIS 286 may be substituted for AHIS 282 with advance permission of the Director of Studio Arts.

The awarding of departmental honors in Studio Art will be based on superior performance in all courses required for the major and in the senior exhibition, as evaluated by the entire studio faculty.

A grade of C or above is required for major credit.

Fall Term

SA 113. Design—Orientation to objective formal concerns through modular development in two- and three-dimensional studies.—Morris

SA 114. Color—Basic study of the interaction and relationships of color as perceptual phenomena.—Flash

SA 121. Drawing I—Study of line and mass as a means to articulate and explore formal and spatial concepts.—Caples

SA 122. Painting I—Beginning study utilizing color, shape and space in a variety of media.—Flash

SA 124. Sculpture I—Basic problems in three-dimensional form in a variety of media.—Caples

SA 125. Printmaking I—An examination of basic techniques of mechanical reproduction, with emphasis on the serial development of images and concepts.—Kirschbaum

SA 221. Drawing II—A continuation of the basic drawing course. Students are encouraged to develop and sustain their own concepts. Prerequisite: Drawing I.—Kirschbaum

SA 222. Painting II—Intermediate problems in color, shape and space relationships in a variety of media. Prerequisite: Painting I.—Flash

SA 322. Painting III—Studio in painting. Prerequisite: Painting II.—Flash

SA 399. Independent Study—Independent research and the execution of a project with the guidance of a faculty member, as per the College curriculum. Prerequisite: Permission of the instructor.— (1-2 course credits.)—TBA

SA 460. Tutorial—In-depth study. Media, ideas and content selected in consultation with a member of the Studio Arts faculty. Prerequisites: Level III course in Studio Arts and permission of the instructor.—TBA

SA 466. Teaching Assistant. (½-1 course credit.)

SA 497. Thesis Exhibition—Preparation of the senior exhibition and accompanying critical statement, with guidance and direction provided by a faculty member from the student's studio concentration.—TBA

SA 602. IDP Project.

SPRING TERM

SA 113. Design—See fall term.

SA 114. Color—See fall term.—Morris

SA 121. Drawing I—See fall term.

SA 122. Painting I—See fall term.

SA 124. Sculpture I—See fall term.

SA 125. Printmaking I—See fall term.

SA 221. Drawing II—See fall term.—Flash

SA 224. Sculpture II—Intermediate study in three-dimensional form. Prerequisite: Sculpture I.—Caples

SA 225. Printmaking II—Continued investigation of mechanical reproduction processes, with particular emphasis on intaglio and relief. Prerequisite: Printmaking I.—Staff

SA 321. Drawing III—Studio in Drawing. Prerequisite: Drawing II.—Kirschbaum

SA 324. Sculpture III—Studio in sculpture. Prerequisite: Sculpture II.—Caples

SA 325. Printmaking III—Studio in printmaking. Prerequisite: Printmaking II.—Staff

SA 399. Independent Study—See fall term.

SA 460. Tutorial—See fall term.

SA 466. Teaching Assistant.

SA 497. Thesis Exhibition.—See fall term.

SA 602. IDP Project.

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 preceeding 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 by such philosophers as Plato, Aristotle, Locke, Rousseau and Marx 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.)—Reger

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.—Kete

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; millenial expectations; and the alienation of the artist in modern culture.—Any

Spring Term

First-year Courses

223(2). Major Religious Thinkers of the West, I—Heresy and Orthodoxy in Conflict; an historical and theological study of the development of Western religious thought from the point of view of both heretics and orthodoxy within Christianity and Judaism. Among the topics to be covered: Gnosticism, Augustine, Aquinas, Eckhart, millenarianism, the Free Spirit, Luther, Calvin, and the Anabaptists. (Same as Religion 223.)—Kirkpatrick

242. Historical Patterns of European Development, I—A critical introduction to selected themes in the political, social and religious history of Europe, c. 600-1600 CE. Issues discussed include: the contribu-

tion of classical and biblical traditions to the shaping of a distinctively "European" culture; forms of authority; the nature of religious beliefs and practices; relationships between majority and minority groups (e.g., the origins of European anti-Semitism); the impact on Europe of the age of expansion; history of the family; the evolution of European historical consciousness.—Smith, J.

252. Literary Patterns in European Development, I—A study of Medieval and Renaissance literature as they reflect cultural and historical developments. Topics will include the epic and romance of the feudal world, the Renaissance synthesis of the Classical and Biblical, and the Copernican and scientific revolutions of the 17th century. Readings in Dante, Chaucer, Spenser, Donne, Jonson, Milton and others.—Fisher

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

The ninth Guided Studies course is chosen, in consultation with the student's adviser and with the approval of the coordinator of the Program, from among a wide array of courses in the arts, humanities and social sciences that treat topics germane to the understanding of European civilization. Eligible courses include many of the offerings in the departments of Classics, English, History, Modern Languages, Philosophy and Religion, as well as selected courses in Anthropology, Art History, Music, Theater & Dance, and several other fields.

History

PROFESSORS LEACH, *Chairman*, KASSOW, PAINTER**, SICHERMAN***, SLOAN AND STEELE*; ASSOCIATE PROFESSORS CHATFIELD, GREENBERG***, HEDRICK, LESTZ***, PENNYBACKER***, REGER, SMITH AND WEST; ASSISTANT PROFESSORS EURAQUE AND KETE**; LECTURER SPENCER; VISITING PROFESSORS BEN-ISRAEL-KIDRON AND COHN; VISITING ASSISTANT PROFESSOR VON ESCHEN; VISITING LECTURERS ALCORN, BOHMAN, KENNELLY, LINEBAUGH, SAUNDERS, TOMIO AND TRUXES

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 complete twelve courses with grades of C- or better in the Department. (Graduate courses and graduate seminars may be taken with the permission of the instructor and Associate Director of Graduate Studies and Special Academic Programs (76 Vernon St.)

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, *or* complete a senior thesis, History 498-499.

The award of Departmental Honors will be based on superior performance in (1) history courses and (2) the senior exercise: either a thesis (History 498-499) or the General Examination.

HISTORY MAJOR—The following courses, to be taken in the History Department, are required:

1. One survey course at the 100- or 200-level (or 300-level with permission of the Chairman) in each of the following categories:
   A. England or Europe before 1700 or Ancient
   B. England or Europe since 1700
   C. United States
   D. Asia, Africa, Middle East, or Latin America

2. History 300 [This course is a prerequisite for all 400-level courses]

3. Two history seminars selected from courses at the 400-level [The senior thesis seminar, History 498-01, counts as one of these two]

*On Leave, Fall Term
**On Leave, Spring Term
***On Leave, Academic Year

4. Five elective courses in history, three of which must be at the 300-level or above

History majors may wish to consider one of the many study abroad programs. In doing so, they should make sure to work closely with their adviser and the Chairman, especially when considering study abroad for a full academic 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 205]: History of Economic Thought
Economics 214: Business and Entrepreneurial History
Economics 321: American Economic History
Political Science 207: East Asia Civilization: China and Japan (to 1800)
Political Science 210: East Asian Civilization: China and Japan 1800 to Present
Political Science 302: Government & Politics of Modern Japan
Political Science 323: Modern India
Religion 205: The Emergence of Judaism
[Religion 206]: Judaism in the Middle Ages
Religion 228: Roman Catholicism: Post-Reformation to Present

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.

INTEGRATED TRACK

Students majoring in history may satisfy the integration of knowledge requirement by completing an integrated study track—i.e., a four-course sequence of study in other fields that complements an area of special interest to them within the history major. The sequence must include courses from at least two other fields. To exercise this option, the student is required not only to declare the major but also to secure the department chairperson's approval of the four-course sequence no later than the spring term of the sophomore year. A list of sample tracks is available in the History Office for the guidance of interested students.

Students electing this option shall develop, in consultation with his or her major adviser, a plan of integrated study. In this plan, the student shall:

1) specify an area of special interest within the major (for example, Latin America, Africa, the Middle Ages, U.S. political history, women, American minorities, East Asia, French politics and culture) and identify three history courses, including at least one at the 300 level and one at the 400 level, in the area of special interest that the student will take as part of the major; and

2) designate a total of four courses, drawn from two (or more) other fields, that are clearly related to the area of special interest and that the student will take in subsequent semesters.[1] (In exceptional circumstances, the chairperson may permit the student to include one course in the sequence that was taken prior to the submission of the plan of integrated study.)

The student shall present the plan, on a form available in the History Office, to the department chairperson for review. Once the chairperson approves the plan, a copy of it will be filed with the Registrar. If the student then satisfactorily completes all courses listed in the plan, he or she will be credited with having fulfilled the integration of knowledge requirement. Any subsequent changes in the plan, such as the substitution of one course for another, must be approved in advance by the chairperson on a form provided for this purpose.

History majors planning to spend part or all of their junior year studying abroad may include appropriate overseas courses in their integrated study track. This will be particularly advantageous when the foreign institution has notably strong course offerings in the student's area of special interest within the major.

[1]In meeting the requirement of four courses drawn from at least two fields other than history, the student may not count History Department courses that happen to be cross-listed in another department or program (for example, American Studies).

Fall Term

101. Introduction to the History of Europe—Topics in the history of Western Europe from Carolingian times to 1715.—Kennelly

102. Introduction to the History of Europe—Western Europe from 1715 to the present.—Alcorn

103. Introduction to the History of Europe, 1300-1750—Topics in the history of Western Europe in the late Middle Ages, Renaissance, Reformation to the Enlightenment. Students who have received credit for History 304 may not enroll in this course.—Painter

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. (Same as American Studies 206)—Chatfield

203. Introduction to Greek History—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.—Kennelly

206. The Arab/Israeli Conflict to 1948—An examination of the origins and development of the Arab-Israeli conflict in the historical perspective of the national movements of the two peoples. Covering the period from the beginning of Jewish settlement to the founding of the State of Israel, the course will pay attention to both the conflict's motivating ideologies and its historical development first under Ottoman rule and then under the British mandate. (Same as Area Studies 206-01.)—Ben-Israel-Kidron

207. England to 1688—The political, constitutional, economic, and social evolution from the Middle Ages to the Glorious Revolution.—Linebaugh

209. African-American History—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. Note: Enrollment limited by Registrar to first 40 students. (Same as American Studies 209.)

212. Family and Community in the Middle Ages—An exploration of the changing nature of kinship and the family in medieval Europe, and of their place in communities such as village, manor, city and church. Topics will include feuding and social control in the early Middle Ages, the development of notions of lineage and primogeniture; women and children in medieval society; family and property in town and country; differing patterns of lordship and settlement across Europe; houses and households. The course will be taught through lectures and discussions; readings will include material from primary sources in English translation. (Same as Women's Studies 213.)—Smith

214. Modern Ireland, 1600-1972—This survey course introduces students to the broad sweep of political, social, economic, and sectarian forces that have shaped the development of modern Ireland. Beginning with Hugh O'Neill's rebellion against Queen Elizabeth I (1600) and concluding with the demise of the protestant supremacist state in Northern Ireland (1972), students will examine the clashes of cultural identity and faith that are backdrop to the unsettled conditions of the present day. To an extraordinary degree, the study of modern Ireland reveals the power of historical myth and stereotype in shaping the destiny of a people. In this course, students will critically examine the assumptions implicit in popular interpretations of Irish history. (Note: Enrollment limited to first 40 students.)—Truxes

218. United States 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. Note: Enrollment limited by Registrar to first 50 students. (Same as American Studies 219.)—Von Eschen

[223. Business Enterprise in 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 American Studies 223.)

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.)—Saunders

235. Colonial Latin America—This course offers an introduction to the first historical origins of Latin America's economic, social, and political structures. It will focus on understanding how and why these structures can be traced to the confrontation, struggles and accommodation reached between Europeans and the Indigenous populations after the former's arrival in the Caribbean in the 1490s. (Same as Area Studies 235.)—Euraque

241. History of China, Shang to Ming—A survey focused on the development of Chinese politics, culture, and society from 1600 B.C. to the conclusion of the Ming dynasty in 1644 A.D. This course will provide a historical introduction to the growth of a unified Chinese empire with its own homogeneous intellectual tradition and will explore the empire's coexistence with an enormously varied cluster of regional cultures. (Same as Area Studies 241.)—Chou

260. 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 ot the study of nationalism.—Ben-Israel-Kidron

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.—Painter and West

301. Europe in the Early Middle Ages, 450-1050—Between the 5th and the 10th centuries A.D., the main political, social, religious and cultural foundations of European civilization were laid. This course examines key problems in the history of this period, ranging from the fall of Rome to the impact of the Viking invasions.—Smith

[303. The Age of Jackson]—An exploration of the politics and culture of Jacksonian America, 1828-1848. Topics will include the Second American Party System; the public career of Andrew Jackson, Protestant revivalism; abolitionism; the women's rights movement; the politics of slavery and race; westward expansion; the culture of "democracy" and competitive capitalism. Readings will include works on or by leading figures such as Frederick Douglass, Henry Clay, Elizabeth Cady Stanton, and "Old Hickory" himself. History 201 is highly recommended but not required. (Same as American Studies 304.)

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: Mind and Society—A selective exploration of the history of Colonial America from the early settlements through 1763. The course will focus on political ideals and practices, the emergence of a dynamic capitalist economy, and essential aspects of the cultural and religious life of the colonies. Special attention will be given to the relationship between European settlers and native Americans, and to the rise of plantation slavery in the South. The course will attempt to strike a judicious balance between intellectual, political, and cultural history. (Same as American Studies 311-01.)—Chatfield

314. Politics and Revolution in Central America]—This course will focus on major themes in the context of twentieth century Central America: underdevelopment and development, imperialism, the politics of dictatorships, and revolution. The "crisis" of Central American society that erupted in the 1980s has its origins in the complex interaction of the region's economic integration into the world economy; the political systems' collapse under the boots of many dictators; U.S. intervention; and the numerous efforts to foster revolutionary strategies to deal with these problems. This course will examine the interaction of these processes, especially in the cases of Guatemala, Nicaragua, El Salvador and Honduras. (Same as Area Studies 314.)—Euraque

[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 and Women's Studies 315.)

[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

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

321. Europe 1715-1799: The Old Regime and the French Revolution—A survey of the institutions of Old Regime Europe and an analysis of their breakdown in the French Revolution.—Kete

[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.)

329. Pre-Tokugawa Japan—This course surveys the emergence of Japanese culture and civilization up to the Warring States era and the founding of the Tokugawa shogunate. (Same as Area Studies 329.)—Tomio

[334. The Roman Empire]—This course will focus on several themes: the problems of administration faced by emperors with limited bureaucracies; the differences between the western and eastern sections of the empire, which had completely different linguistic and cultural traditions when they were brought under Roman control; and the "productive mechanisms" of the empire, which include the role of city and country, the operations of trade, and the importance of the military as an economic engine. The study of all of these themes will be pursued in an interdisciplinary way by examining both primary sources in translation (literary texts, histories, inscriptions, papyri) and archaeological material. Students will be required to consider competing modern interpretations of the ancient evidence and asked to reach their own conclusions. The class will be mostly discussion of common readings, with occasional lectures.

[335. Greece before Alexander]—A study of the political, economic, and social development of Greece from Solon to the loss of Greek independence after Chaeronca, with special emphasis on the growth of democracy at Athens.

339. Modern Mexico, Historical Origins—This course is a survey of Mexican history from the colonial period under Spain to the aftermath and consequences of the Mexican Revolution in the 1910s and 1920s. However, most of the course's time will be dedicated to the post-Independence period after 1821. The "modern" period extends from the post-Cardenas period (after 1940) to the recent economic crisis of the late 1970s as a result of plummeting oil prices. This latter period will be considered in a more "topical" than a chronological way. Emphasis will be placed on understanding the post-Cardenas political system; the border economy with the United States and industrialization; Mexican immigration to the United States; and the contours of deepening Mexican agrarian capitalism. (Same as Area Studies 339-01.)—Euraque

[347. Japanese Relations with East Asia: the Road to Imperialism]—An examination of East Asian responses for foreign influences in the 19th and 20th centuries, with particular emphasis on the relationship of Japan to China and on Japan's imperialist adventure in Korea and Taiwan.

[349. Past and Present in Italian Intellectual History]—This course will explore conceptions of the past and stances toward the present in select Italian authors since the Renaissance. Emphasis will be on discussion of primary texts and sources. The purpose of the course is to come to an understanding of the relations among historical sensibility, anachronism and political vision in the peculiarly rich case of modern Italy. Authors include Machiavelli, Vico, Mazzini, Gioberti, Croce, Gentile and Gramsci.

399. Independent Study (1-2 course credits.)

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.)

401-06. Film, Fiction and History—Sloan

401-35. Prosperous Years, 1900-29—Leach

401-41. United States As a World Power—Bohman

401-49. Stalin—Kassow

401-50. Women in Arts in 19th Century Europe—Kete

401-51. Modern Japan—Tomio

401-52. Depression, War and Peace—Cohn

401-53. Modern British Social History—Linebaugh

401-54. Black Americans and the Culture and Politics of the African Diaspora—Von Eschen

466. Teaching Assistant (½-1 course credit.)

498-01. Senior Thesis/Research Seminar—A two semester senior thesis (2 credits) including the required Research Seminar in the Fall Term—Spencer

Graduate History Courses:

809-10. Modern British Social History—(Same as History 401-53.)—Linebaugh

812-02. Modern Japan—(Same as History 401-51)—Tomio

839-17. United States As a World Power—This seminar will examine the international relations and diplomacy of the United States, 1890-Present. (Same as History 401-41)—Bohman

839-18. Depression, War and Peace—This seminar covers a decade of depression and another of war, both hot and cold. Emphasis will be on the ways in which the Great Depression, World War II, and the developing cold war would dominate American thinking and its popular culture for most of the second half of the Twentieth Century. (Same as History 401-52)—Cohn

Spring Term

101. Introduction to the History of Europe—Topics in the history of Western Europe from Carolingian times to 1715.—TBA

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.—Leach

204. Introduction to Roman History—A survey of the Mediterranean world with a focus on Rome's expansion, empire, and transformation from the ninth century B.C. to the fourth century A.D.—Reger

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.—TBA

[215. Drink and Disorder in America]—Drinking as an institution has reflected the varieties or 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 215.)

216-01. Arab-Israeli Conflict, 1948-Present—A Continuation of Hist 206-01. (Same as Area Studies 216)—Ben-Israel-Kidron

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 consideration, 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 (Same as American Studies 222.)—Sloan

230. 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 230-01) —Steele

236. Modern Latin America—This course offers an introduction to the general economic and political history of "modern" Latin America. It begins with the decades of the post-Independence period (1820s), and it ends with discussions of selected contemporary issues and problems. The course focuses on the general theme of the social and political processes of given countries as their leaders integrated their local economies into the capitalist world economy of the late 19th century and early 20th century. This course is taught with an interdisciplinary approach, including its readings and assignments. (Same as Areas Studies 236.)—Euraque

237. Italy from 1861 to the Present: Tradition and Change in an Ancient Civilization—This course seeks to define the essence of Italy through the study of its social, political and cultural developments from the Unification to the present. When Italy achieved national unity in 1861, it was faced with resolving the economic and social problems associated with the forging of a new nation. In spite of many setbacks and even tragedies, this ancient civilization would develop into a vibrant young nation which today exercises enormous cultural and economic influence in Western society. An interdisciplinary approach enables us to discuss topics ranging from Fascism to terrorism, Verdi's operas to Eco's bestsellers, technology and politics to fashion and cinema. Extensive use is made of films and other documentary material. All work is done in English. (Same as Italian 236 and Modern Lang. 233.08)—TBA

[242. The History of China, Qing 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.)

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.—Reger and Smith

[302. Europe in the Age of the Crusades]—A survey of western European history c. 1050c. 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.

[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.—Painter

308. The Rise of Modern Russia—Imperial Russia and the Soviet Union. (Same as Area Studies 308-01.)—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.—Kassow

[312. The Formative Years of American History, 1763-1815]—An examination of the causes and course of the American Revolution; the Confederation period; the framing of the Constitution; and the political and diplomatic history of the early republic. Special attention will also be given to the institution of plantation slavery in the South, and the paradoxical relationship between the ideals of republicanism and human bondage in the South. (Same as American Studies 314.)

[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.)

[319. 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.

[320. Modern France 1815-1945]—A survey with emphasis on the revolutions of 1830, 1848, the Paris Commune and the rise and fall of the Third Republic.

[322. Europe, 1799-1914]—A survey of 19th century Europe. Topics include nationalism and state building, the repercussions of industrialization, popular politics and bourgeois culture, imperialism, and the rise of the avant garde.

[323. Europe, 1914-1989]—A survey of the political and cultural crises of the 20th century. Topics include World War I, World War II, the Cold War, the Welfare State and the Revolutions of 1989.

[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.

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.)—TBA

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 331.)—Steele

[332. History of Southern Africa Since 1800]—Topics covered include: the formation of South African Society, the growth of industry and the cities, the Anglo-Boer Rivalry, the political settlement of 1910, the foundations of apartheid, the emergence of African resistance. Prerequisite: History 230-01 (formerly History 238-01) or permission of instructor. (Same as Area Studies 332-01.)

[333. Republican Rome]—In 509 B.C. (or very close to that date) the town of Rome on the Tiber threw off Etruscan overlordship and established a government that would last, with considerable modification, until 31 B.C. This course will explore in some detail the evolution of Republican Rome, with special emphasis on the interplay of imperial expansionism abroad and social change at home. We will look at the evidence—literary, epigraphic, and numismatic—for these changes, and try to answer some basic questions about the relation (if any) between imperialism and social conflict. Emphasis will be given to the period of expansion in Italy, the wars with Carthage, the adventures in the Greek East, and the collapse of the Republic.

[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. 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. (Same as Area Studies 336.)—Kassow

[338. Rise of the University]—This course will explore in depth the historical, cultural and intellectual origins of the university. As an institution, the university grew out of earlier traditions of teaching in the "liberal arts" in monasteries and the "schools" but is distinguished by the power to grant degrees, which certify their holders for socially prestigious careers and professions otherwise closed to them. By exploring what the liberal arts were in the Middle Ages, we shall consider both the intellectual implications of the university, e.g. the adoption of fixed curriculum requirements, and the invention of the "text book," as well as the social implication of the university, e.g. its impact on social structure, access to power and the acquisition of money.

[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 Cogwen, 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.

350. 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

351. Slavery & Race in American Society, 1790-1865—A selective examination of the social and political history of African-Americans from the Missouri Compromise till the end of the Civil War, and of the battle over plantation slavery which ended with the passage of the Thirteenth Amendment in 1865. Topics will include the black community in the North; the rise and progress of the abolitionist movement; plantation slavery and pro-slavery politics in the South; slave rebellion and resistance; the emergence of the "Free Soil" movement and the creation of the Republican Party; the abolition of slavery during the Civil War; and the career of the black soldier. A basic knowledge of antibellum and Civil War history is essential. (Same as AMST 351.)—Chatfield

[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 *Treatises* 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

[356. American Working Class, 1820-1960]—A lecture-discussion course which surveys the experience of American wage-earners, with emphasis on their efforts to control their own lives in and out of the workplace. The course will pay particular attention to racial, religious, gender, and skill divisions in the working class and efforts to overcome those divisions by unions, political parties, commercial mass culture, and other means. Roughly equal time will be given to the economic, political, and cultural dimensions of workers' experience. Readings will include works of fiction and autobiography; attendance at several films shown at 7:00 p.m. will be required. There will be no prerequisite, but students will benefit from having taken History 202-01 prior to enrolling in History 356. This is one of the core courses for the Studies in Progressive American Social Movements Minor. (Same as American Studies 356-01.)

[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.

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. (Same as Area Studies 386.)—Steele

[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.

399. Independent Study—(1-2 course credits)

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.)

402-04 Issues in American Business Management—Sloan

402-37 Fame and Fortune: Materialism, Business Values, and the American Success Ethic—Sloan

402-44 Ireland Under the Union, 1801-1921—Truxes

402-49 Modernism, Anti-Modernism, Post Modernism—(Same as Senior Colloquium 431)—West

402-50 Age of Charlemagne—Smith

402-51 Militarism in Latin America—Euraque

402-52 The New American World: Red, White and Black in the English Settlements, 1585-1692—**Chatfield**

402-53. Race, Gender and Imperialism—Von Eschen

499-01. Senior Thesis/Continuation—Staff

Graduate History Courses:

800-03. Historiography—An exploration of historical method, conceptualization and interpretation. This course includes the development of the historical profession through the study of significant debates and conflicts among historians. Other topics include the relationship of history to other disciplines, the nature and range of historical evidence and current trends in the discipline—Chatfield

821-03. Ireland Under the Union: 1801-1921—This seminar will cover the period in Irish history between the Act of Union (1801) and the establishment of the Irish Free State (1921). In every area of Irish life—social and economic, political and constitutional—this was a time of profound and far-reaching change, exacerbated by Ireland's proximity to England, the world's first industrial nation. The principal events

(Catholic emancipation, the Great Famine, large-scale emigration, Fenian unrest, the Land War, Home Rule agitation, the Gaelic revival, the Easter Rising, and the Treaty and partition) will be seen as elements in the process of modernization and adjustment to the realities of industrialization. Owing to the scale and character of emigration, the course will also examine the development of an "Irish nation abroad" and its disproportionate impact on societies around the world, particularly the United States. (Same as HIST 402-44)—Truxes

865-01. 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, technological innovation and its social impact, current crises of middle management and the new work ethic. Students will also work together in teams which analyze specific issues of current managerial concern to Hartford area industries. (Same as History 402-04)—Sloan

834-01. The New American World: Red, White and Black in the English Settlements, 1585-1692—A selective examination of the history of the early English settlements in North America, the clash of cultures between native Americans and Europeans, and the emergence of African slavery in the Atlantic colonies. (Same as History 402-52.)—Chatfield

Interdisciplinary Science

PROFESSOR HENDERSON, *Director*

The Interdisciplinary Science Program is a special two 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 in the fall of the sophomore year. The program includes three special ISP courses; the Interdisciplinary Science Seminar, ISP Research Apprenticeship, and a special Seminar course which discusses controversy in science and the application of science and technology in modern society. These special courses, in addition to a year of science and mathematics, 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

117. Interdisciplinary Science Seminar—This team taught seminar introduces broad scientific ideas which cross traditional disciplinary boundaries. Examples may include the measurement process, dynamic systems and chaos, the nature of the brain, hypothesis testing and experimental design in science,

and origin and evolution of life. The seminar will include presentations from outside speakers where possible. Projects, computer simulations, and labs will be used, where appropriate, to allow students to achieve depth and a personal involvement with the application of the topic in areas of their own particular interests. (1 course credit)—Russo

SPRING TERM

First Year

118. ISP Research Apprenticeship—Students select from a list of faculty research projects and apprentice with a faculty mentor and, ordinarily, with a Junior or Senior research student mentor. The focus of the work may be in experimental science or in a tutorial setting. Apprentices will meet as a group during the semester to discuss their experiences. Students also attend Interdisciplinary Science Colloquium or the Departmental Science Colloquia as appropriate. (Students will normally receive 0.5 credits for participation in the Apprenticeship Program.) ISP 118 is graded Pass-Fail.—Staff in the English Settlements, 1585-1692—Chatfield

Courses taught in previous years but not being offered in the fall of 1993

Second Year

[271. Public Policy Choices in Science and Technology]—This seminar explores public policy decisions needed to deal with scientific discoveries and advanced technologies. Outside speakers introduce the basic principles involved and discuss methods of risk assessment, cost-benefit analysis, and other pertinent techniques. The course culminates in a public debate in which each team presents the basis for its position. The final debate is open to the college community. (1 course credit.)

International Relations

The study of International Relations provides an integrated approach to the understanding of economic, political, and social interactions among states, supranational organizations, transnational business firms, and other non-governmental organizations operating in the transnational arena. Students of International Relations investigate the factors that shape the global milieu within which inter-state and transnational activities are conducted, including the concept of state sovereignty, competing state ideologies and interests, differing political, economic, and social systems, and inequalities among states resulting from variations in size, location, population, resources, infrastructure, history, and position in the international division of labor.

The study of International Relations is, of necessity, a multidisciplinary undertaking. A recognized scholar in the field once described a student of International Relations as "a person who regrets that he does not better understand psychology, economics, history, law, jurisprudence, sociology, geography, perhaps language, comparative constitutional organization, and so on down the list." The curriculum of Trinity College includes a sizable number of courses, in a variety of disciplines, that are appropriate to a program in International Relations.

Although the College offers no formal major in International Relations, students, may, in consultation with one or more of the faculty named below, construct a coherent sequence of courses that provides grounding in International Relations or one of its subfields. Such a sequence will often be taken by students majoring in Economics, History, Political Science, or Area Studies, but it may also be pursued in conjunction with various other majors. Alternatively, students may, with the sponsorship of faculty from two different disciplines and the approval of the Curriculum Committee, carry out an individually tailored, interdisciplinary major in International Relations. Students interested in this option should consult the general guidelines on student-designed majors in the Handbook and the specific guidelines on International Relations given below.

PARTICIPATING FACULTY:
William N. Butos, Associate Professor of Economics
Carol Clark, Assistant Professor of Economics
Walker Connor, Professor of Political Science
Leslie G. Desmangles, Associate Professor of Religion and Area Studies
Dario A. Euraque, Assistant Professor of History

Samuel D. Kassow, Professor of History
Jane H. Nadel-Klein, Associate Professor of Anthropology
Michael Niemann, Visiting Assistant Professor of Political Science
Miguel D. Ramirez, Associate Professor of Economics
Thomas A Reilly, Associate Professor of Political Science
Michael P. Sacks, Professor of Sociology
Brigitte H. Schulz, Assistant Professor of Political Science
H. McKim Steele, Professor of History
Ranbir Vohra, Professor of Political Science
James L. West, Associate Professor of History

The Individually Tailored, Interdisciplinary Major in International Relations

The following guidelines govern proposals for individually tailored, interdisciplinary majors in International Relations. Students should read them in conjunction with the section on student-designed majors in the Handbook, which specifies the format in which proposals are to be presented to the Curriculum Committee. As a first step in preparing a major proposal, the student should consult with Professor Butos or Clark in Economics, or Professor Niemann or Schulz in Political Science, or the Chair of Economics or Political Science.

Guidelines: Proposals for individually tailored, interdisciplinary majors in International Relations must include:

1. A total of 15 to 18 courses drawn from at least three different disciplines.

2. A six-course International Relations core, as follows:

   a. Economics 101. Principles of Economics
   b. Economics 216. World Economy
   c. Economics 315. International Trade, or Economics 316. International Finance
   d. Political Science 101. International Politics, or Political Science 103. Comparative Politics
   e. Political Science 315. American Foreign Policy
   f. Political Science 333. Backdrop to Global Politics, or Political Science 322. International Political Economy

3. A group of least eight courses, drawn from a minimum of three different disciplines, that examines a broad theme in International Relations, such as:

   a. Relations Among Industrialized Nations
   b. Relations Among Industrialized and Post-Colonial States
   c. Relations with Post-Communist States
   d. Regional Conflicts
   e. Regional Integration and International Regimes
   f. Theoretical Models of International Relations

   Typically, courses in the thematic group are chosen from the offerings in Area Studies, Economics, History, Political Science, and Sociology. But courses in other departments and programs may also be applicable to the student's particular thematic focus.

4. A synthesizing agent, which may be either a) a one- or two-credit thesis, or b) an appropriate senior seminar in Economics, History, or Political Science, or c) a general examination.

Foreign Language: Students majoring in International Relations must complete a minimum of two years of college-level work in a pertinent foreign language or submit evidence of equivalent preparation.

Research Methods: Students of International Relations are encouraged to familiarize themselves with social science research methods, typically by taking one of the following as part of the major: Economics 318L. Basic Econometrics, Political Science 241L. Empirical Political Methods and Data Evaluation, or Sociology 201L. Research Methods in the Social Sciences. It is particularly important that students contemplating graduate work in International Relations or closely related fields include one of these courses in their program.

Foreign Study: A period spent studying abroad can strengthen a student's understanding of the subject matter of International Relations. Thus, courses taken in an approved program in another country may, with the concurrence of the faculty sponsors and the Curriculum Committee, be counted toward the requirements of an International Relations major. Certain internships may also be creditable toward the major.

Integration of Knowledge Requirement: Since the major in International Relations involves an integrated sequence of courses drawn from a minimum of three different fields, students may use the major to satisfy the College's Integration of Knowledge Requirement.

Mathematics

ASSOCIATE PROFESSOR MAURO, *Chairman*, PROFESSORS ROBBINS, STEWART(EMERITUS)**, AND WHITTLESEY; ASSOCIATE PROFESSORS GEORGES, AND RUSSO*; ASSISTANT PROFESSORS MORAN*, AND WYSHINSKI; LECTURERS BROWN AND DEEPHOUSE

THE DEPARTMENT OF MATHEMATICS offers courses leading to the B.A. and B.S. degrees. As described below, the broadly-based B.A. serves the student who wishes to major in mathematics, but whose post-baccalaureate plans are not math-related. The B.S. degree, in contrast, is more narrowly and deeply focused. Students in this track may tailor their studies to suit an area of concentration, including actuarial science, computer science, applied mathematics and pre-graduate work. Each student is required to consult with his or her adviser when planning a curriculum.

— The B.A. Degree: Twelve courses, including Math 131, 132, 228, 231, 307, 331 and 400. At least five of the twelve courses must be at the 300+ level. Grades of C- or better must be attained in the specified courses.

— The B.S. Degree: Twelve courses, including Math 131, 132, 228, 231, 307, 331 and 400. At least six of the twelve courses must be at the 300+ level. Grades of C- or better must be attained in the specified courses. Additionally, the student must exhibit a depth of knowledge in a chosen area by successfully completing a two-semester sequence of courses. Existing sequences, to be counted toward the twelve course requirement, include 234-334, 305-306, 307-308, 331-332, and 314-326. (Of course, students who fulfill the B.S. requirements may elect the B.A. degree.)

Those students pursuing the B.A. degree may satisfy the elective requirements with up to two courses (representing different departments) from the following list:

Philosophy 205	— Symbolic Logic
Philosophy 390	— Advanced Logic
Philosophy 391	— Philosophy of Mathematics
Physics 221L	— General Physics III
Physics 222L	— General Physics IV
Physics 301	— Classical Mechanics
Physics 401	— Mathematical Methods of Physics
Chem. 309L	— Physical Chemistry
ENGR 221L	— Digital Circuits and Systems
ENGR 225	— Mechanics I/Statics
ENGR 226	— Mechanics II
CPSC 215	— Data Structures and Algorithms

The level at which each course is credited shall be the same as its level in its home department.

Although the student may begin the Mathematics major as late as the Fall semester of the Sophomore year, the Department recommends that prospective majors adopt the following schedule:

*Sabbatical Leave Spring 1994
**On Staff Fall 1993

YEAR	FALL	SPRING
freshman	131	132
sophomore	231, elective	228, elective
junior	307, elective	elective
senior	331, elective	400

THE INTEGRATION OF KNOWLEDGE REQUIREMENT may be satisfied by electing a thematic minor or, alternatively, electing one of the three tracks designed exclusively for mathematics majors:

MATHEMATICS AND THE MODELLING OF HUMAN BEHAVIOR;
MATHEMATICS AND THE PHYSICAL WORLD;
MATHEMATICS AND COMPUTING.

Students should contact the Chairman for track descriptions and requirements.

HONORS IN MATHEMATICS, granted by Departmental vote in the Spring of the honor candidate's senior year, is earned by

i) receiving no less than B- in any mathematics course of at least 200 level, and
ii) receiving A- or better in at least five 300+ level courses, and
iii) writing and presenting a suitable paper on some area of mathematics that the student finds particularly interesting.

The student must apply to the Department chairman for Honors candidacy in the second semester of the junior year. Upon acceptance, the candidate and the Department chair will together select an Honors adviser (usually the candidate's academic adviser) who will supervise the Honors process.

The Honors paper needn't be one of newfound mathematical results, but is expected to be a balance of the historical, biographical *and mathematical* aspects of the topic. The project will culminate with the submission of the final draft to the Department's Honors Committee and an informal talk given by the candidate. Academic credit for this project normally will not be given.

Fall Term

101. Essential Applications of Mathematics—Topics include numerical relations; proportions and percents, data analysis, probability, and statistics; mathematical reasoning; applications of algebra and geometry. In addition to reviewing these topics, this course provides students with new insights into fundamental mathematical concepts and their application to a variety of disciplines in the social and natural sciences. Students are required to attend three hours of lecture, one hour of computer-based laboratory, and a 25-minute quiz section each week. Students who complete this course with a grade of C- or better earn one course credit and thereby satisfy the Mathematics Proficiency requirement. (A grade below C- is insufficient to earn credit or satisfy the requirement.) This course does *not* satisfy the Numerical & Symbolic Reasoning requirement and may not be taken on a pass/fail basis. Enrollment is limited to students whose scores on the Mathematics Proficiency Examination indicate a need for the course or who have permission of the Director of the Mathematics Center.

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 231 should consider the Mathematics 305, 306 sequence for work in probability and statistics. (Same as Economics 107.) Prerequisite: Two years of high school algebra.

109. Elementary Functions—This course prepares the student for further study in calculus or discrete mathematics. Topics include linear, quadratic, polynomial, rational, exponential, and trigonometric functions; equations and inequalities; analytic geometry of lines, circles, and parabolas; and problem solving applications. The course meets for three 50-minute lecture sessions, one 75-minute problem session, and one 25-minute quiz section per week. In accordance with each individual student's needs, appropriate review of high school algebra is incorporated in the course through the Mathematics Center. All students registering for Mathematics 109 must also enroll in one problem session. Prerequisite: An appropriate score on the mathematics placement test.

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 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"). Prerequisite: Mathematics 109 or an appropriate score on Trinity's Mathematics Placement Examination.

114. Judgment and Decision-Making—Most of the decisions that you make in your lifetime require very little thought. Occasionally, however, you will encounter a situation that requires careful and systematic analysis. This course examines the basic issues in formal decision-making. The notions of utility and risk will be introduced, and quantitative techniques used in the decision-making process will be developed. Examples will be drawn from medicine, law, foreign policy, economics, psychology, sports and gambling.

[120. Elementary Finite and Linear Mathematics]—Topics include: 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.

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. Prerequisite: either Mathematics 109 or an appropriate score on Trinity's Mathematics Placement Examination.

205. Abstraction and Argument—This course deals with methods of proof and the nature of mathematical argument and abstraction. With a variety of results from modern and classical mathematics as a backdrop, we will study the roles of definition, example, and counterexample, as well as mathematical argument by induction, deduction, construction, and contradiction. We will also consider abstraction in several contexts, including that of mathematical cross-fertilization, i.e. surprising applications of one mathematical field to another.

[225. Special Topics]—A course which will be offered from time to time to meet the special needs and interests of mathematics students.

231. Analytic Geometry and Calculus III—Vectors, vector fields, differential forms, analytic geometry of 3-space, derivatives in R3, and multiple integrals. Prerequisite: Mathematics 132.

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, numerical integration and differentiation, solution of linear systems of equations, numerical solution of differential equations, analysis of error. Prerequisites: CPSC 115L and Mathematics 132.

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: 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 228.

[325. Special Topics]—A course which will be offered from time to time to meet the special needs and interests of mathematics students.

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 231.

[334. Differential Equations]—Survey of Applied Mathematics: 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, basic complex variable theory, discrete linear systems, Fourier series, spaces of functions and orthogonal polynomials, partial differential equations, and the Fourier transform. Both classical solutions and numerical solutions will be emphasized throughout. Prerequisite: Mathematics 234 with a grade of C- or better.

399. Independent Study—(1-2 course credits.)

[425. Special Topics]—A course which will be offered from time to time to meet the special needs and interests of mathematics students.

466. Teaching Assistant—(½-1 course credit.)

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.

805. Theory of Functions of a Real Variable I

[807. Theory of Functions of a Complex Variable I]

816. Linear Algebra

[818. Number Theory]

[819. Topics in Analysis]

[820. Algebraic Topology]

Spring Term

101. Essential Applications of Mathematics—Topics include numerical relations; proportions and percents; data analysis, probability, and statistics; mathematical reasoning; applications of algebra and geometry. In addition to reviewing these topics, this course provides students with new insights into fundamental mathematical concepts and their application to a variety of disciplines in the social and natural sciences. Students are required to attend three hours of lecture, one hour of computer-based laboratory, and a 25-minute quiz section each week Students who complete this course with a grade of C- or better earn one course credit and thereby satisfy the Mathematics Proficiency requirement (A grade below C- is insufficient to earn credit or satisfy the requirement.) This course does *not* satisfy the Numerical & Symbolic Reasoning requirement and may not be taken on a pass/fail basis. Enrollment is limited to students whose scores on the Mathematics Proficiency Examination indicate a need for the course or who have permission of the Director of the Mathematics Center.

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 measurement, and correlation and regression. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in statistics. (Same as Economics 107.) Prerequisite: two years of high school algebra.

109. Elementary Functions—This course prepares the student for further study in calculus or discrete mathematics Topics include linear, quadratic, polynomial, rational, exponential, and trigonometric functions; equations and inequalities; analytic geometry of lines, circles, and parabolas; and problem solving applications. The course meets for three 50-minute lecture sessions, one 75-minute problem session, and one 25-minute quiz section per week. In accordance with each individual student's needs, appropriate review of high school algebra is incorporated in the course through the Mathematics Center. All students registering for Mathematics 109 must also enroll in one problem session. Prerequisite: An appropriate score on the mathematics placement test.

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"). Prerequisite: Mathematics 109 or an appropriate score on Trinity's Mathematics Placement Examination.

115. 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. Prerequisite: Mathematics 110.

119. 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.

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. Prerequisite: Mathematics 109 or an appropriate score on Trinity's Mathematics Placement Examination.

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. Prerequisite: either Mathematics 131 or an appropriate score on one of the recognized placement exams.

[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.

208. Mathematical Minds—This course is designed to give the student an introductory look at some of the great, yet accessible, results in mathematics that are typically seen much later in the curriculum. Paying equal attention to mathematics and its history, we trace the development of such topics as the four and five color theorems, the axiomatic method and non-Euclidean geometries, Gödel's theorem, the many kinds of infinity, and probability and the law of large numbers. We may also consider some of the current research interests of the faculty as time permits. In lieu of hourly exams that measure problem-solving skills, the student will be expected to write several short papers (some of which may be historical in nature) and/or present a topic or project to the class. Prerequisite: permission of the instructor.

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. Prerequisites: CPSC 115L and either Mathematics 119 or Mathematics 205. (Same as CPSL 219.)

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: Mathematics 132.

234. Differential Equations—An introduction to techniques for solving differential equations. Series solutions, boundary value problems, Fourier series and Laplace transforms. Prerequisite: Mathematics 132.

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 modeling: recognition of the non-mathematical problem, construction of the mathematical model, solution of the resulting mathematical problems, analysis and application of results. Prerequisites: CPSC 115L and one year of calculus.

[253. Number Theory and Its Applications]—An introduction to the standard topics in number theory. Topics will include congruences, representation of integers, number theoretic functions, primitive roots, continued fractions and Pythagorean triples. Applications may include cryptology, primality testing, and pseudorandom numbers. Prerequisites: Mathematics 132 or Mathematics 115. Offered in alternate years.

291. Interdisciplinary Seminar in Quantitative Methods—Students majoring in a variety of fields will explore ways in which mathematics is applied to their own area of specialization as well as to other disciplines. The seminar is open to students in the minor "Models and Data" as well as to others with permission of the instructor.

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: C- or better in Mathematics 305.

308. Abstract Algebra II—A continuation of Mathematics 307. Further topics from group, ring, and field theory. Prerequisites: C- or better in Mathematics 307, and permission of the instructor.

[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: Mathematics 231.

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 228 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. Prerequisites: Mathematics 228 and Mathematics 231.

[320. Analysis of Algorithms]—A continuation of the study begun in CPSC 215 of the complexity of algorithms used in computing. The notions of P, NP, and NP-complete problems and of noncomputability will be covered. The algorithms studied will include examples involving sorting, graphs, geometry and combinatorics. Theoretical aspects of algorithms will be studied as well as practical aspects useful in writing programs. Prerequisite: CPSC 215. (Same as CPSC 320.)

[325. Special Topics]—A course which 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 228 and CPSC 115. Offered in alternate years.

[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. Offered in alternate years.

400. Senior Exercise—Topic to be announced.

[414. Mathematical Logic]—Tautologies, the propositional calculus, quantification theory, first-order predicate calculii, first-order theories, models, completeness theorems. Offered in alternate years.

[417. 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.

[418. Introduction to Algebraic Topology]—Simplicial and singular complexes, their homology and cohomology groups. Homotopy groups Offered in alternate years.

[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.

[425. 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.

806. Theory of Functions of a Real Variable II—Prerequisite: Mathematics 805.

[808. Theory of Functions of a Complex Variable II]

[811. Mathematical Logic]—Same as Mathematics 414.

[812. Graph Theory with Applications]—Same as Mathematics 326.

813. Combinatorics and Computing—Same as Mathematics 314.

815. General Topology—Same as Mathematics 417.

[817. Foundations of Mathematics]—Same as Mathematics 423.

[819. Theory of Functions of a Real Variable III]

[821. Algebraic Topology II]

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.

Those students who 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 is also an interdisciplinary minor in Medieval and Renaissance Studies.

In addition to the courses below there are 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 Michael Mahoney, 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**
English 210.	**Survey of English Literature**
Guided Studies 242.	**Historical Patterns of European Development I**
History 101.	**Introduction to the History of Europe to 1715**
History 103.	**Introduction to the History of Europe, 1300-1750**
History 207.	**England to 1688**
History 304.	**Renaissance and Reformation Europe**
Music 211.	**The History of Western Music I**
Philosophy 101.	**Introduction to Philosophy**
Religion 181.	**Islam**
Religion 192.	**Roman Catholicism**
Religion 207.	**Jewish Philosophy (same as Philosophy 211)**
Religion 208.	**Jewish Mysticism**
Religion 223.	**Major Religious Thinkers of the West I**

Period Courses (These courses deal wholly with the Medieval and Renaissance periods.)

Art History 221.	**Romanesque and Gothic Art**
Art History 223.	**Early 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 331.	**Medieval and Renaissance Drama**
English 345.	**Chaucer**
English 347.	**Women in Medieval and Renaissance Literature**
English 351, 352.	**Shakespeare**
English 354.	**Seventeenth Century Poetry**
Guided Studies 252.	**Literary Patterns in European Development**
History 212.	**Family and Community in the Middle Ages**
History 301.	**Europe in the Early Middle Ages 450 - 1050**
History 302.	**Europe in the Age of the Crusades**
History 338.	**The Rise of the University**
History 402.	**Constantine - Mohammed**
Philosophy 302.	**History of Philosophy: Augustine to Descartes**
Spanish 301.	**Spain in the Golden Age**
Spanish 328.	**Cervantes**

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 Literature

PROFESSORS KATZ, *Chair*, HOOK, KERSON, S. LEE* AND LLOYD-JONES; ASSOCIATE PROFESSORS ANY, BIANCHINI AND CHOU; ASSISTANT PROFESSORS DEL PUPPO AND LAHTI; VISITING ASSISTANT PROFESSOR PARDO; LECTURERS ANTAR, PALMA, POLATE, MA, WAGNER, WAGONER AND WEAVER;GRADUATE FELLOWS MACLEAN, REICH, AND VALENCIA;MELLON FELLOW YANOVSKY

MODERN LANGUAGES AND LITERATURE MAJOR—Two plans for the major in the Department are offered:

*Sabbatical, Fall Term

Plan A. Under this plan students major in a single foreign language (French, German, Italian, Russian or Spanish). General requirements include specific courses in the language and the literature as well as electives and cognate courses, a senior seminar, and a proficiency examination. See individual language headings for full descriptions.

Plan B. Under this plan students may combine any two of the major languages offered (French, German, Italian, Russian and Spanish). 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 (399) which, however, will not be counted among the twelve 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 Chair.
Departmental Honors are awarded to seniors who have maintained an A- average in those courses to be counted toward their major, including the Linking Paper (Plan B).

Majors and other serious students of modern languages and literature are urged to spend a semester of 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 consult Professor Del Puppo. 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 Kerson. 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 Department Chair.

Please Note: *All language skill courses may require extra lab or drill sessions at the discretion of the instructor.*

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INTEGRATION OF KNOWLEDGE REQUIREMENT

Students majoring under Plan A may choose to satisfy the Integration of Knowledge requirement in one of two ways. They may complete an *Interdisciplinary Minor* (or equivalent) outside the confines of their major, or they may undertake an *Integrated Study Track* comprising a series of courses thematically linked with and anchored in their major. (For details of the *Interdisciplinary Minors*, see the appropriate entry earlier in this *Bulletin*.)

Integrated Study Tracks: Plan A majors may satisfy the Integration of Knowledge requirement by completing a four-course sequence of study in other fields which complements an area of special interest to them within their major. This sequence must include courses from at least two other fields. To exercise this option, the student is required not only to declare the major, but also to secure the approval of the appropriate Integrated Study Track co-ordinator for the planned four-course sequence by no later than the start of the Fall Term of the junior year.

Students electing this option must develop, in consultation with their major adviser, a plan of integrated study. In this plan, students must:

1) specify an "area of special interest" within the major, and identify two major courses which are germane to this area. (N.B. These must be courses in literature and/or culture; language courses and courses taken as "Literature in Translation" may *not* be counted in this category.)

Students must also

2) designate a total of four courses, drawn from two (or more) other fields, which are clearly related to the area of special interest and which the student will take in subsequent semesters. (In exceptional circumstances, the co-ordinator may permit the inclusion of *one* course already taken before submission of the plan of integrated study.)

Students must then present their plan, on a form available from the Registrar, to the co-ordinator for review: upon approval, a copy will be filed with the Registrar. Students having satisfactorily completed all courses listed in the plan will be credited with having fulfilled the Integration of Knowledge requirement. (N.B. Any subsequent changes in the plan, such as the substitution of one course for another, must be approved *in advance* by the co-ordinator on a form provided for this purpose.)

For examples of the *Integrated Study Tracks*, see under each language section below.

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SELF-INSTRUCTIONAL PROGRAMS IN MODERN LANGUAGES

Provision exists at the College for strongly motivated students to undertake *self-instructional* courses of study in some languages not available among our regular offerings. Such courses are set up on an individual basis, *by prior arrangement* with the chair of the SILP Co-ordinating Committee, and require *the prior approval* of the Curriculum Committee. Students contemplating such courses must therefore begin their planning as early as possible. Enrollment is in all cases subject to the College's ability to locate native speakers and professionally qualified persons capable of both monitoring and evaluating the students' work. Credit in such courses may range from 0.5 to 2 credits: students will enroll for a given amount of credit, but the actual quantity of credit earned will be *subject to review* by the Co-ordinating Committee (whose chair will serve as the instructor of record) and the external examiner, at the time of final grading. To help defray the cost of tutors and examiners, students enrolled in SILP courses pay a surcharge of $200 a semester. They must also purchase their own course materials, which are to be selected in consultation with the SILP Co-ordinating Committee. The committee's members are Prof. K. Lloyd-Jones (chair), Prof. Ellison Findly and Dean J. R. Spencer.

Each Term

101: Self-Instructional Language Program: Elementary I
102: Self-Instructional Language Program: Elementary II
201: Self-Instructional Language Program: Intermediate I
202: Self-Instructional Language Program: Intermediate II
301: Self-Instructional Language Program: Advanced I
302: Self-Instructional Language Program: Advanced II

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Modern Languages: (all courses conducted in English)

Fall Term

Textual and Cultural Studies in Translation—Studies of various aspects of literary texts from outside the English-speaking world. These are usually survey courses focusing on the literature of a particular country. *All work will be done in English: no knowledge of any foreign language is required.* These offerings vary from year to year.

233. Section 09: 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.—Wagner

Advanced Textual and Cultural Studies in Translation—Advanced studies of various aspects of texts from outside the English-speaking world. These courses may consider the work of a single author or a single genre, or may explore interdisciplinary texts around a theme. *All work will be done in English: no knowledge of any foreign language is required.* These offerings vary from year to year.

333. Section 09: Tolstoy—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.—Any

333. Section 11: Russian and Soviet Theater—An exploration of a variety of topics in Russian/Soviet theater from the 1830s to the present: the plays, the experiments and developments in acting technique and

scenic design as well as their theoretical foundations. Particular emphasis will be given to the thirty years at the beginning of this century and theater developments in the past decade. Discussions will also cover reasons for restaging the classics in recent years and the serious challenges confronting the artistic community during the Stalin years and continuing beyond the Brezhnev era.—Lahti

333. Section 12: Dante: The Divine Comedy—An intensive study of the *Divine Comedy* (in translation) with particular emphasis on the historical and aesthetic significance of this 'summa'.—Del Puppo

Spring Term

Textual and Cultural Studies in Translation—Studies of various aspects of literary texts from outside the English-speaking world. These are usually survey courses focusing on the literature of a particular country. *All work will be done in English: no knowledge of any foreign language is required.* These offerings vary from year to year.

233. Section 02: African Novelists: Voices of a Continent—An examination of contemporary representative literary works from West, East and South Africa. To shed light on the cultural and literary sources of the African novel, the course will begin with a unit on the African epic and folktales. Then we will examine the contemporary novel. By juxtaposing the perspective of men and women writers, we will explore the ways in which gender influences how African writers perceive the issues of culture, political identity and the self. Some of the writers to be considered include Achebe, O. Sembene, Camara Laye, Emecheta, Frantz Fanon, Bessie Head, M. Bâ, Ngugi.—S. Lee

233. Section 05: Italian Cinema: Fiction and Film—A study and discussion of Italian Cinema from neorealism to the present. The course will cover both formal and thematic trends in the films of the noted postwar Italian directors Roberto Rossellini, Vittorio De Sica, and Luchino Visconti. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Federico Fellini, Michelangelo Antonioni, Line Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. *Faithful attendance is required.* Topic for '93-'94: Neorealism and its influence on the Italian cinema, 1950-1990.—Del Puppo

233. Section 07: Twentieth Century European Literature—An integrated study of some of the masterworks of twentieth century literature (chiefly French, German, Italian, Spanish and/or Russian), with special emphasis on the comparative approach as a means of understanding their importance in the intellectual history of our times.—Katz

233. Section 08: Italy from 1861 to the Present: Tradition and Change in an Ancient Civilization—This course seek to define the essence of Italy through the study of its social, political and cultural developments from the Unification to the present. When Italy achieved national unity in 1861, it was faced with resolving the economic and social problems associated with the forging of a new nation: in spite of many setbacks and even tragedies, this ancient civilization would develop into a vibrant young nation which today exercises enormous cultural and economic influence in Western society. An interdisciplinary approach enables us to discuss topics ranging from Fascism to terrorism, Verdi's operas to Eco's bestsellers, technology and politics to fashion and cinema. Extensive use is made of films and other documentary material. All work is done in English.—Staff

233. Section 12: Women's Lives, Women's Literature: Cases from China—The course will examine in depth the works and lives of six to eight Chinese women writers who range in time from the first century A.D. to the late twentieth century. The analytical theses that guide the course are two: that the lives of these women, in particular the constraints placed upon them because they are women, are inseparable from the kind of work they were able to produce; and that evaluations of their writing have been derived from the standards of society rather than standards implicit in the work. Class lectures and student analyses will seek to elucidate these theses in each of the six to eight case studies, which will differ greatly from each other.—Chou

Advanced Textual and Cultural Studies in Translation—Advanced studies of various aspects of texts from outside the English-speaking world. These courses may consider the work of a single author or a single genre, or may explore interdisciplinary texts around a theme. *All work will be done in English: no knowledge of any foreign language is required.* These offerings vary from year to year.

333. Section 10: Dostoevsky—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. —Lahti

402. Senior Seminar—Required of all departmental senior 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 '93-'94: Literary Translation - Theory and Practice.—Katz and Lloyd-Jones

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 ASAR 101.)—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 ASAR 201.)—Antar

399. Independent Study

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 ASAR 102.)—Antar

202. Intermediate Arabic II—Continuation of Arabic 202, with more advanced grammar, Arabic conversion, and readings from the Qur'an. Required lab work. Prerequisite: Arabic 201 or the equivalent. (Same as ASAR 202.)—Antar

399. Independent Study

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 ASCH 101.) (1½ course credits.)—Ma, N.

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 ASCH 201.) Prerequisite: Chinese 102, or equivalent. (1½ course credits.)— Ma, N.

290. Readings in Chinese—This half-credit course aims to provide supplementary practice in reading Modern Chinese: enrollment is limited to students simultaneously enrolled in Chinese 301. There will be weekly short papers based on assigned readings, and a final project of the student's choice. Prerequisite: Chinese 202, or permission of the instructor. Native speakers must consult the instructor before enrolling. (Same as ASCH-290.) (1/2 course credit)—Ma, N.

291. Readings and Writing in Chinese I—This course (and its continuation, Chinese 292) is designed for the student who is already fluent in spoken Chinese, of whatever dialect, and who wishes to learn to read and write Chinese. Skills covered will include: the mechanics of writing (stroke order, etc.); use of dictionaries (both Chinese-English and Chinese-Chinese); simple compositions; and recognition of simplified characters. Grammar will be taught as necessary. Prerequisite: Permission of Instructor. (Same as ASCH 291.)—Chou

301. Advanced Chinese I—Further development of skill in written and spoken Mandarin, with increasing emphasis on longer texts, additional characters and extensive discussion. In order to secure maximum proficiency, students should plan to take *both* 301 and 302 in sequence. (Same as ASCH 301.) Prerequisite: Chinese 202, or equivalent.—Chou

399. Independent Study

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 ASCH 102.) Prerequisite. Chinese 101 or equivalent. (1½ course credits.)—Ma, N.

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 ASCH 202.) Prerequisite: Chinese 201 or equivalent. (1½ course credits.)—Ma, N.

233. Women's Lives, Women's Literature: Cases from China—The course will examine in depth the works and lives of six to eight Chinese women writers who range in time from the first century A.D. to the late twentieth century. The analytical theses that guide the course are two: that the lives of these women, in particular the constraints placed upon them because they are women, are inseparable from the kind of work they were able to produce; and that evaluations of their writing have been derived from the standards of society rather than standards implicit in the work. Class lectures and student analyses will seek to elucidate these theses in each of the six to eight case studies, which will differ greatly from each other. (Same as MDLG 233-11, Women's Studies 233.)—Chou

292. Readings and Writing in Chinese II—This course continues and supplements the work of Chinese 291, with texts of increasing sophistication. Prerequisite: Chinese 291, or permission of the instructor. (Same as ASCH-292.)—Chou

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 ASCH 302.) Prerequisite: Chinese 301 or equivalent.—Chou

399. Independent Study

French

Plan A majors are required to have *ten* courses beyond French 202. The following *four* are required: 241, *Advanced Composition and Style*; 242, *Introduction to Critical Methods;* 401, *Special Topic*, and MDLG 402, *Senior Seminar*. One course in French history, to be taken in the History Department, is also required: majors taking such a course will do supplementary work in French. In addition, at least two courses are required from the literature cycle (351, 352, 353). Appropriate substitutions, particularly in the case of majors studying in France, may be made with the approval of the advisor.

Plan B majors whose *primary* concentration is French are required to have *seven* courses in French beyond 202; the following are required: French 242, at least two courses from the literature cycle (French 351, 352, 353), Modern Culture and Civilization (French 305), 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 399). 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 202; the following are required: French 242, and at least two courses from the literature cycle (French 351, 352, 353). Cognate courses from the above Plan A list are strongly recommended.

All majors (Plan A *and* Plan B, both categories) are 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.

EXAMPLES OF POSSIBLE INTEGRATED STUDY TRACKS IN FRENCH: Co-ordinator, Prof. Lloyd-Jones

Example I:

1. Area of special interest: *The Culture of Francophone Africa*
2. Two French courses:
   FREN 233, African Novelists: Voices of a Continent
   FREN 360, Studies in Francophone Literature
3. Four-course sequence in other fields:
   HIST 230, Africa, 1914 to the Present
   HIST 331, Africa in the 19th century
   RELG 181, Islam
   RELG 285, Religions of Africa

Example II:

1. Area of special interest: *Twentieth Century France*
2. Two French courses:
   FREN 305, Modern Culture and Civilization
   FREN 352, The Social Vision in French Literature
3. Four course sequence in other fields:
   HIST 320, Modern France
   AHIS 388, 20th Century Art
   PHIL 217, Philosophy in Literature
   WMST 360, French Women Writers and Women Writers in French

Fall Term

101. Intensive Elementary French I—Designed to develop a basic ability to read, write, understand and speak French. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 *and* 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1½ course credits.)—Weaver

201. Intensive Intermediate French I—Review of basic grammatical concepts and development of fundamental language skills, with increasing emphasis on written expression and spoken accuracy. Major use is made of video-based presentations. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take *both* 201 *and* 202 in sequence. Four hours of classwork, plus one required drill hour. Prerequisite: French 102, or equivalent (usually two years of high-school French), and permission of the instructor. (1½ course credits.)—Weaver and Staff

241. Advanced Composition and Style—Development of a high level of proficiency through the reading and analysis of texts in contemporary idiomatic French, with considerable emphasis on attainment of grammatical accuracy. Prerequisite: French 202 or equivalent (usually 3 years of high school French with better than a B average) and permission of the instructor.—Lloyd-Jones

281. Spoken French—This course is designed to improve oral proficiency in French. It is particularly recommended for, but not limited to, those planning to study in a French-speaking country. 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. *NB: this course cannot be counted toward any major in French*. Prerequisite: French 241 or equivalent (minimum grade of B), and permission of the instructor. Enrollment limited to 12.—Weaver

[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.*

351. Heart and Mind in French Literature—This course examines how French literature reflects the dichotomies resulting from our susceptibility to emotion and reason, two impulses not always in harmony with one another, but which surely govern the way we see the world. We will consider such issues as courtly and Renaissance concepts of love; the conflict of passion and reason in the age of Louis XIV; Enlightenment and Romantic attitudes toward our aptitude for thought and our capacity to feel; and the development of modern Existentialism and its impact on the way we think and feel about one another. Readings will be selected from the genres of prose, drama and poetry, and all work will be done in French. Prerequisite: French 242, or equivalent.—Lloyd-Jones

[353. The Life of the Imagination in French Literature]—This course examines how French literature is inspired by our capacity to dream and to explore beyond the world of appearances. This can involve such questions as the fantastic, the visionary and the irrational, the supernatural, our response to the spiritual, and our understanding of Nature. Readings will be selected from the genres of prose, drama and poetry, and will reflect, among other matters, the contributions of chivalric literature; Renaissance utopianism; the tensions between Classical and Enlightenment rationality and fantasy; the Romantic imagination; and the modern exploration of the Surreal and the Avant-Garde. All work will be done in French. Prerequisite: French 242, or equivalent.

399. 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, primary), but is open to *all* qualified students. Topic for '93-'94: 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 classwork, plus one required drill hour. Prerequisites: French 101 or equivalent and permission of the instructor. (1½ course credits.)—Weaver

202. Intermediate French II—Further reinforcement of written and spoken skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading and writing. Prerequisites: French 201 or equivalent and permission of the instructor.—Staff

233. African Novelists: Voices of a Continent—An examination of contemporary representative literary works from West, East and South Africa. To shed light on the cultural and literary sources of the African novel, the course will begin with a unit on the African epic and folktales. Then we will examine the contemporary novel. By juxtaposing the perspectives of men and women writers, we will explore the ways in which gender influences how African writers perceive the issues of culture, political identity and the self. Some of the writers to be considered include: Achebe, O. Sembene, Camara Laye, Emecheta, Frantz Fanon, Bessie Head, M. Bâ, Ngugi. (Same as ASFR-233-02, Comparative Literature 233-02, Modern Languages 233-02, Women's Studies 231.)—S. Lee

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 241 or equivalent, and permission of the instructor.—Lloyd-Jones

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 241 or equivalent, and permission of the instructor.—S. Lee

[310. Advanced Translation Studies]—This course will concentrate on the techniques of translating and interpreting both French and English texts from a variety of fields (e.g., culture, literature, the arts, history, political, social and natural sciences, entertainment, and international relations among others.) Students will learn how to do bilingual reports, summaries and oral presentations. This course is meant to be of particular use to students wishing to develop high-level French language skills for application in a wide variety of contexts. Prerequisite: French 241, or equivalent.

352. The Social Vision in French Literature—This course examines how French literature reflects what it means to live and function in the social world we create for ourselves. We will consider such questions as the political understanding of liberty, the tensions between individuality and societal obligations, and the nature of the social system. Readings will be selected from the genres of prose, drama and poetry, and will reflect, among others, such notions as medieval feudalism; the new world-view of the Renaissance; society and the sense of self under Louis XIV and in the Age of Absolutism; the impact of the French, and later of the Industrial, Revolutions; and the growth of alienation and the search for identity in the modern world. All work will be done in French. Prerequisite: French 242, or equivalent.—S. Lee

360. Studies in Francophone Literature—This course will introduce students to the diversity of modern cross-cultural writings from the French-speaking world outside Europe. The specific topic will vary from term to term, in order to offer the widest array of choices. In a given term, the course might focus on selected themes, genres or geographical areas, to enable an exploration in depth of texts by French-speaking African, Arab, Caribbean and Québecois writers. All work will be done in French. Prerequisite: French 242 or equivalent, and permission of the instructor. Topic for '93-'94: Major Novels in North and West Africa.—S. Lee

[363. Studies in Surrealism]—This course will study the background and influence of the Surrealist Movement in European literature and of the Surrealist mode on some European films. Some attention will be paid to the precursors of the movement such as Futurism, Dada and the AvantGarde. A reading knowledge of French would be helpful but is not a prerequisite. (Same as Comparative Literature 393.) Students wishing to count this course toward any major in French must make special arrangements with the instructor for supplementary work in the language.

381. Advanced Spoken French—This course is designed to enable students to maintain a high level of oral proficiency in French. It is particularly intended for those who have studied in France. 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. *NB: this course cannot be counted toward any major in French*. Prerequisite: French 242 or equivalent, *and* successful completion of at least one term of study in a French-speaking country. This course is not normally open to students who have completed French 281: however, those completing French 281 with B + or better will be allowed to enroll if space is available. In such cases, the requirement of foreign study might be waived with the instructor's approval. Enrollment limited to 12.—Weaver

399. Independent Study

German

Plan A. For a major under this plan students must acquire credit for *ten* courses beyond 102, plus *three* cognate courses chosen from the categories listed below. The following courses, or their equivalent from other institutions and/or authorized overseas programs, are required: German 201, 202, 301, 302, 352, 401, Linguistics 101, and the departmental senior seminar, Modern Languages 402.

Cognate courses: Courses in the art, history, music, philosophy, and social and political institutions of the German-speaking world. Courses in classical languages and literatures, linguistics, and methodology of literary criticism.

Plan B. If German is the *primary* language, students are required to take the following *seven* courses: German 201, 202, 301, 302, 352, 401, and the departmental senior seminar. Modern Languages 402. A paper linking some aspect of the two concentrations is also required (German 399). If German is the *secondary* language, students must take *five* courses including German 201, 202, and *either* 301 *or* 302. For all majors under Plan B cognates are not required, but strongly recommended.

All majors (Plan A *and* Plan B, both categories) are 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.

EXAMPLES OF POSSIBLE INTEGRATED STUDY TRACKS IN GERMAN: Co-ordinator, Prof. Hook

Example I:

1. Area of special interest: *German Romanticism*

2. Two German courses:
   GRMN 301, German Readings I
   GRMN 302, German Readings II

3. Four course sequence in other fields:
   ENGL 382, 19th Century Gothic Literature
   HIST 322, Europe, 1799-1914
   MUSC 325, Topics in 19th Century Music
   PHIL 325, Nietzsche

Example II:

1. Area of special interest: *Germany in its 20th Century Context*

2. Two German courses:
   GRMN 301, German Readings I
   GRMN 302, German Readings II

3. Four course sequence in other fields:
   AHIS 286, 20th Century Architecture
   HIST 323, Europe, 1914-1989
   PHIL 306, 20th Century Continental Philosophy
   THDN 338, 20th Century European Theater and Drama

Fall Term

101. Elementary German I—This is a basic four-skills (understanding, speaking, reading, and writing) course with primary emphasis on developing facility in reading German. Students with the equivalent of as much as one college year of German must obtain the permission of the instructor. Students taking this course should *also* plan to take German 102 in order to complete the study of essential grammar and to gain practice in reading texts of some difficulty.—Wagner

201. Conversation and Composition I—This course will aim for intermediate-level proficiency in understanding, speaking and writing contemporary idiomatic German. Essential grammar review, exercises and oral reports will be based on the reading and discussion of such materials as edited radio broadcasts, letter writing and short essays. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take *both* 201 *and* 202 in sequence. Prerequisites: German 102, or equivalent (usually two or three years of high-school German), and permission of the instructor.—Hook

233. 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.—Wagner

301. German Readings I—Intensive practice in the reading of important short stories and *Novellen* of the 19th and 20th centuries, with emphasis on class discussion and vocabulary development. Prerequisites: German 202, or equivalent, and permission of the instructor.—Hook

399. 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, primary), but is open to *all* qualified students.—Staff

Spring Term

102. Elementary German II—Continuation of German 101, with completion of the study of essential grammar, further vocabulary building through oral and written practice, and intensive practice in reading. Prerequisites: German 101 or equivalent, and permission of the instructor.—Hook

202. Conversation and Composition II—Continuation of German 201, with the addition of expository material on German life and culture for discussion and writing practice, and the development of translation techniques for various types of texts. Prerequisites: German 201, or equivalent, and permission of the instructor.—Hook

302. German Readings II—Further development and practice of advanced oral and written skills, based on the reading of German short literary fiction with emphasis on the *Novelle*. Prerequisites: German 301, or equivalent, and permission of the instructor.—Wagner

[352. Advanced German Readings]—A selection of readings from German plays, prose and lyric poetry of the last 200 years, emphasizing development of the student's critical techniques and grasp of literary history, and with further practice in advanced language skills. Prerequisites: German 302, or equivalent, and permission of the instructor.

399. Independent Study

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 ASHE 101.)—Polate

201. Intermediate Modern Hebrew I—This course continues the development of skills in conversation, composition and reading. Advanced grammar and syntax are introduced, as well as expanded readings from modern Israeli newspapers and literature. Prerequisite: Hebrew 102 or the equivalent, and permission of the instructor. (Same as ASHE-201.)—Polate

301. Advanced Modern Hebrew I—A continuation of Hebrew 202. Prerequisite: Hebrew 202 or the equivalent. (Same as ASHE-301.)—Polate

399. Independent Study

Spring Term

102. Elementary Modern Hebrew II—A continuation of Hebrew 101. Prerequisite: Hebrew 101 or permission of the instructor. (Same as ASHE 102.)—Polate

202. Intermediate Modern Hebrew II—A continuation of Hebrew 201. Prerequisite: Hebrew 201 or the equivalent. (Same as ASHE-202.)—Polate

302. Advanced Modern Hebrew II—A continuation of Hebrew 301. Prerequisite: Hebrew 301 or the equivalent, and permission of the instructor. (Same as ASHE-302.)—Polate

399. Independent Study

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* Linguistics 101 *or* one course in the art, music or history of Italy, may also be counted toward the major. Three of the four survey courses (311, 312, 313, 314) 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: courses in the art, history, music, performing arts, philosophy and social and political institutions of Italy, classical literature and/or mythology, modern languages and literatures, Latin and Greek language, methodology of literary analysis. (NB: The same cognate course cannot count both for major and cognate course requirements.)

Plan B. If Italian is the *primary* language, students are required to take *seven* courses beyond the 101 level, including at least two 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, for one credit of Independent Study (Italian 399).

If Italian is the *secondary* language, students are required to take *five* courses beyond the 101 level.

Cognate courses: For majors under plan B, cognates are not required, but strongly recommended.

All majors (Plan A *and* Plan B, both categories) are 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.

EXAMPLES OF POSSIBLE INTEGRATED STUDY TRACKS IN ITALIAN: Co-ordinator, Prof. Del Puppo

Example I:

1. Area of special interest: *Medieval and Renaissance Studies*
2. Two Italian courses:
   ITAL 311, Literature of the Middle Ages
   ITAL 312, Literature of the Renaissance
3. Four course sequence in other fields:
   AHIS 236, High Renaissance Art in Italy
   HIST 304, Renaissance and Reformation Europe
   PHIL 302, Augustine to Descartes
   ENGL 345, Chaucer

Example II:

1. Area of special interest: *Italian Culture in the Modern Period*
2. Two Italian courses:
   ITAL 236, Italy from 1861 to the Present
   ITAL 314, Literature of the 20th century
3. Four course sequence in other fields:
   HIST 323, Europe, 1914-1989
   POLS 208, Western European Politics
   ARTH 282, Avant Garde in Painting and Sculpture
   FREN 352, The Social Vision in French Literature

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.)—Palma and Reich

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.)—Palma

201. Intermediate Italian I: Conversation and Composition—An introduction to contemporary Italian culture and society, with emphasis on the development of conversational and writing skills. A brief review of important linguistic structures at the beginning of the course will be followed by readings from a variety of texts, in order to secure a solid command of the written and spoken language. Prerequisites: Italian 102, or equivalent, and permission of the instructor.—Del Puppo

202. Intermediate Italian II: Composition and Introduction to Literary Readings—Practice in oral and written expression on topics of Italian culture, incorporating an introduction to representative literary works (theater, poetry and prose), with the goal of developing the student's literary appreciation and competence in critical analysis. Prerequisites: Italian 201. or equivalent, and permission of the instructor.—Staff

311. Literature of the Middle Ages—This course examines some of the major works of Italian literature from the earliest written texts to the end of the 14th century. Authors and currents to be studied include: the "Dolce Stilnovo," Dante's *Vita nuova*, Petrarch's *Canzoniere* and Boccaccio's *Decameron*. Attention is paid

to the evolution of poetic and narrative styles, the development of the concept of love, the role of the intellectual in society, and the rise of Humanism. All work is done in Italian. Prerequisites: Italian 202 (or equivalent), and permission of the instructor.—Del Puppo

[313. Literature of the 18th and 19th Centuries]—A survey of the major works of Italian literature from the Neoclassical period, through Romanticism, to *Verismo* and *Decadentismo*. Authors to be read include: Goldoni, Alfieri, Foscolo, Leopardi, Manzoni, Verga and D'Annunzio. Special attention is paid to the historical and aesthetic significance of the works to be read, particularly in their relationship to the *questione della lingua* and to the unification of Italy. All work is done in Italian. Prerequisite: Italian 202 (or equivalent), or permission of the instructor.

333. Section 01: Dante: The Divine Comedy—An intensive study of the *Divine Comedy* (in translation) with particular emphasis on the historical and aesthetic significance of this 'summa'. (Same as Comparative Literature 333-01, Modern Languages 333-01.)—Del Puppo

[333. Section 03: Past and Present in Italian Intellectual History]—This course will explore conceptions of the past and stances toward the present in selected Italian authors since the Renaissance. Emphasis will be on discussion of primary texts and sources. The purpose of the course is to come to an understanding of the relations among historical sensibility, anachronism and political vision in the peculiarly rich case of modern Italy. Authors include Machiavelli, Vico, Mazzini, Gioberti, Croce, Gentile and Gramsci. (Same as History 349, MDLG-333-03).

399. 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, primary), but is open to *all* qualified students. Topic for '93-'94: Social Art: Case Studies in Italian Literature and Figurative Art.—Alcorn

Spring Term

101. Intensive Elementary Italian I—Designed to develop a basic ability to read, write, understand and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 *and* 102 in sequence. Four hours of 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.)—Del Puppo

201. Intermediate Italian I: Conversation and Composition—An introduction to contemporary Italian culture and society, with emphasis on the development of conversational and writing skills. A brief review of important linguistic structures at the beginning of the course will be followed by readings from a variety of texts, in order to secure a solid command of the written and spoken language. Prerequisites: Italian 102, or equivalent, and permission of the instructor.—Palma

202. Intermediate Italian II: Composition and Introduction to Literary Readings—Practice in oral and written expression on topics of Italian culture, incorporating an introduction to representative literary works (theater, poetry and prose), with the goal of developing the student's literary appreciation and competence in critical analysis. Prerequisites: Italian 201. or equivalent, and permission of the instructor.—Del Puppo

236. Italy from 1861 to the Present: Tradition and Change in an Ancient Civilization—This course seeks to define the essence of Italy through the study of its social, political and cultural developments from the Unification to the present. When Italy achieved national unity in 1861, it was faced with resolving the economic and social problems associated with the forging of a new nation: in spite of many setbacks and even tragedies, this ancient civilization would develop into a vibrant young nation which today exercises enormous cultural and economic influence in Western society. An interdisciplinary approach enables us to discuss topics ranging from Fascism to terrorism, Verdi's operas to Eco's bestsellers, technology and politics to fashion and cinema. Extensive use is made of films and other documentary material. (Same as MDLG-233-08, History 237.) All work is done in English.—Alcorn

290. Italian Cinema: Fiction and Film—A study and discussion of Italian Cinema from neorealism to the present. The course will cover both formal and thematic trends in the films of the noted postwar Italian directors Roberto Rossellini, Vittorio De Sica, and Luchino Visconti. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Federico Fellini, Michelangelo Antonioni, Line Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. Students wishing to apply this course toward the major in the Department of Modern Languages and Literature will complete their assignments in Italian and meet with the instructor in supplementary sessions. Faithful attendance is required. Topic for '93-'94: Neorealism and its influence on the Italian cinema, 1950-1990. (Same as MDLG-233-05, Comparative Literature 290.)—Reich

312. Literature of the Renaissance—A survey of texts from the 15th through the 17th centuries, including works of Poliziano, Machiavelli, Castiglione, Ariosto, Tasso and Galileo. Attention is paid to both the historical and aesthetic significance of the readings, and the evolution of a new perspective on history, politics and science is studied. All work is done in Italian. Prerequisite: Italian 202 (or equivalent), or permission of the instructor.—Alcorn

[314. Literature of the 20th Century]—A critical reading of selected texts from the turn of the century to the present. Authors include Pirandello, Svevo, Montale, Ungaretti, Moravia, Pavese, De Filippo, Calvino and others. This course emphasizes the function of tradition and innovation in modern literature, and the relationship of the works and their authors to the social milieu. All work is done in Italian. Prerequisite: Italian 202 (or equivalent), or permission of the instructor.

399. 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 ASJA 101.) (1½ course credits.)—Wagoner and Staff

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 ASJA 201.) (1½ course credits.)—Wagoner and Staff

301. Advanced Japanese I—Further development of skill in written and spoken Japanese, 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 ASJA 301.) Prerequisites: Japanese 202, or equivalent, and permission of the instructor.—Wagoner

399. Independent Study

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 ASJA 102.) (1½ course credits.)—Wagoner and Staff

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 ASJA 202.) (1½ course credits.)—Wagoner and Staff

302. Advanced Japanese II—Concentration on advanced writing and speaking skills, further acquisition of compound characters, and further extensive practice in complex reading. (Same as ASJA 302.) Prerequisites: Japanese 301, or equivalent, and permission of the instructor.—Wagoner

399. Independent Study

Linguistics

Fall Term

[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 millenia 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.)

399. Independent Study

Spring 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.—Hook

399. Independent Study

Russian

Fall Term

Plan A majors are required to have *ten* credits in Russian. The following courses are required: Russian 201, 202, 221, 222, 301, 302, 401, and Modern Languages 402, and at least *two* of the literature courses (251, 252, 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): *Group I*, courses in the history, fine arts, social and political institutions and economic systems of Russia; *Group II*, courses in Western literature, 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 201, 202, 221, 222, 401 and Modern Languages 402, and one course from the literature group (251, 252, 257 or 258). A paper linking some aspect of the two concentrations is also required (Russian 399). 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 201, 202, 221, 222 and at least one course from the literature group (251, 252, 257, 258, 401). Cognate courses from the above Plan A list are strongly recommended.

All majors (Plan A *and* Plan B, both categories) are required to pass a Russian language proficiency examination.

EXAMPLES OF POSSIBLE INTEGRATED STUDY TRACKS IN RUSSIAN: Co-ordinator, Prof. Any

Example I:

1. Area of special interest: *Literature and Society in Russia*

2. Two Russian courses:
   RUSS 251, The Great Tradition of the Russian Novel
   RUSS 358, Tolstoy

3. Four course sequence in other fields:
   HIST 307, Russia to 1881
   HIST 308, The Rise of Modern Russia
   THDN 337, Russian and Soviet Theater
   SOCL 315, Soviet and Post-Soviet Society

Example II:

1. Area of special interest: *The Individual and the Collective in Russian Culture*
2. Two Russian courses:
   RUSS 252, 20th Century Russian Literature
   RUSS 357, Dostoevsky
3. Four course sequence in other fields:
   HIST 307, Russia to 1881
   HIST 308, The Rise of Modern Russia
   SOCL 315, Soviet and Post-Soviet Society
   POLS 319, The Politics of Post-Communist Societies

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.) (Same as ASRU-101.)—Lahti

201. 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 102 or equivalent and permission of the instructor. (Same as ASRU-201.)—Any

221. Advanced Russian I: Conversation and Composition—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 202 or equivalent and permission of the instructor. (Same as ASRU-221.)—Yanovsky

[252. Twentieth Century Russian Literature]—(Conducted in English.) A survey of 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, and Tolstaya. (Same as ASRU-252, Modern Languages 233-03.)

301. Russian through Literature and Film—This course contains two segments. In one segment students strengthen their grammar and vocabulary through reading authentic literary texts. The other segment improves listening comprehension through the viewing of a Russian film. Students will view the film in installments, using video technology to replay scenes as often as necessary to achieve comprehension. Homework assignments will include film viewing in the video lab. Prerequisites: Russian 222 or equivalent and permission of the instructor. (Same as ASRU-301.)—Yanovsky

358. 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.—Any

399. Independent Study

401. Special Topic in Russian Studies—Intensive study of a selected author, genre, movement or theme. Prerequisites: at least one 300-level course Russian literature or the equivalent, and permission of the instructor. This course is required of all senior majors (Plan A and Plan B, primary), but is open to *all* qualified students. Topic for '93-'94: Russian and Soviet Theater. (Same as ASRU-337, Comparative Literature 337, MDLG-333-11, Theater and Dance 337.)—Lahti

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 classwork, plus one required drill hour. Prerequisite: Russian 101 or equivalent, and permission of instructor. (1½ course credits.) (Same as ASRU-102.)—Lahti

202. 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 201 or equivalent, and permission of the instructor. (Same as ASRU-202.)—Yanovsky

[216. Russian Phonetics and Intonation]—A course covering the basic structures of Russian phonetics, intonation and word order. The material covered in the course will progress from the sound systems of Russian consonants and vowels to the quite complex sound structures of natural dialogue, poetry, literary prose, and journalistic texts. Students are expected to achieve technical proficiency as well as understand the topics presented. Course work will include daily oral and written homework assignments plus weekly examinations. Final evaluation of student progress will be made by means of comparing recordings of students' spoken Russian, taped at the beginning and the end of the semester. Prerequisites: Russian 102 or equivalent, and permission of the instructor. (Same as ASRU-216.)

222. Advanced Russian II: Literary Readings—Close readings from some major aspect 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. (Same as ASRU-222.)—Yanovsky

[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 will include some of the following: Tolstoy, Dostoevsky, Goncharov and Turgenev. (Same as ASRU-251, Modern Languages 234-01.)

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. (Same as ASRU-302.)—Yanovsky

357. 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.—Lahti

399. Independent Study

Spanish

Plan A majors will be required to take *ten* courses beyond 201, 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), and Modern Languages 402 (the Departmental Senior Seminar) are also required, as well as an individually determined senior exercise (401), which may take the form of a senior thesis, a senior seminar, or some other appropriate endeavor. At least two literature courses on the 300-level must be taken at Trinity College.

Courses on Spanish and/or Latin-American history, art and music, taught in Spanish at PRESHCO or another approved foreign study program, will also be given major credit. When abroad, students should make every effort to take courses which are not normally available at Trinity. It should however be noted that while great benefits are derived from foreign study, it is not required of majors to go abroad.

Plan A majors must also acquire credits in *three* cognate courses, to be selected in consultation with their advisor. Suggested cognate courses would be in the fields of Classics or Comparative Literature, or European, Spanish or Latin American history, art, music, political science, or philosophy. Any course offered at Trinity's PRESHCO program in Córdoba not being applied directly for major credit may earn cognate credit.

Plan B majors whose *primary* language is Spanish are required to have *seven* courses beyond 201. 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) and Modern Languages 402. A linking paper (Spanish 399) is also required.

Plan B majors whose *secondary* language is Spanish are required to have *five* courses beyond 201. These must include at least two on the 300-level.

For Plan B majors, the cognate courses from the above Plan A are strongly recommended.

All majors (Plan A *and* Plan B, both categories) are required to pass a Spanish language proficiency examination.

EXAMPLES OF POSSIBLE INTEGRATED STUDY TRACKS IN SPANISH: Co-ordinator, Prof. Kerson

Example I:

1. Area of special interest: *Medieval and Renaissance Studies*

2. Two Spanish courses:
   SPAN 301, Spain in the Golden Age
   SPAN 328, Cervantes

3. Four course sequence in other fields:
   AHIS 101, History of Art in the West
   ENGL 210, Survey of English Literature
   HIST 304, Renaissance and Reformation Europe
   PHIL 302, History of Philosophy; Augustine to Descartes

Example II:

1. Area of special interest: *Latin-American Studies*

2. Two Spanish courses:
   SPAN 264, Modern Latin American Culture
   SPAN 316, Modern and Contemporary Spanish American Novel

3. Four course sequence in other fields:
   ECON 231, Latin American Economic Development
   HIST 235, Colonial Latin America
   HIST 236, Modern Latin America
   POLS 101, International Politics

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.)—Pardo

201. Intermediate Spanish I: Grammar and Composition—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. (Same as ASSP-201.)—Kerson and Pardo

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 202 or equivalent. (Same as ASSP-221.)—Bianchini, Valencia

[264. 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. (Same as ASSP-264.)

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.—Bianchini

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 theater 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.—Kerson

302. Spanish Literature of the Eighteenth and Nineteenth Centuries—For Fall 1993 this course will be the same as Spanish 401, and will be entirely devoted to an in-depth study of the major Spanish novelist of the Nineteenth Century, Benito Pérez Galdós. Prerequisite: Spanish 228 or (preferably) 291, or equivalent, or permission of the instructor.—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. (Same as ASSP-311.)—Kerson

[344. 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 ASSP 344.)

399. 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, primary), but is open to *all* qualified students. Topic for '93-'94: Galdós. (Same as Spanish 302.)—Bianchini

Spring Term

102. Intensive Elementary Spanish II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of classwork, plus one required drill hour. Prerequisite: Spanish 101 or equivalent. (1½ course credits.)—Pardo

202. Intermediate Spanish II: Readings—Readings and discussion of contemporary Spanish and Spanish American prose, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression. Prerequisite: Spanish 201 or equivalent. (Same as ASSP-202.)—Valencia

228. Readings in Hispanic Literature—This course introduces students to a selection of texts from modern Spanish and Spanish American literature, and serves as a transition between advanced language work and the study of literature. Texts are read for their literary significance, and provide a basis for ample discussion and analysis. Short papers provide practice in the development of writing skills, and students receive introductory training in the fundamentals of literary analysis. All work is done in Spanish. Prerequisites: Spanish 221, or equivalent, and permission of the instructor. (Same as ASSP-228.)—Bianchini

[233. 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 ASSP-233-11, Modern Languages 233-11.)

301. Spain in the Golden Age—This course serves as an introduction to Spanish literature from its beginnings, through the Renaissance and up to the close of the Golden Age in the 17th century (with major emphasis on this last period). Among the works to be studied are selections from the *Cantar de Mío Cid* and the *Romancero*, the poetry of Garcilaso and Fray Luis de León, the plays of Lope de Vega and Calderón, and the prose of Cervantes and Quevedo. All texts are read for their literary, cultural and historical values. All work is done in Spanish. Prerequisite: Spanish 291, or Spanish 228 with permission of the instructor.—Bianchini

[303. Twentieth Century Spanish Literature]—A study of twentieth-century literature, including the novel, drama, poetry, and the essay. Included are such important literary movements as the Generation of '98 (Unamuno, Azorín, Baroja, Machado), and the Generation of 1927 (García Lorca, Alberti, Aleixandre, Cernuda). Consideration is given to literature of the Civil War, the Franco period, and the contemporary post-Fascist democracy. All texts are read for their literary, cultural and historical values. All work is done in Spanish. Prerequisite: Spanish 291, or Spanish 228 with permission of the instructor.

[316. 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.

[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.

[341. The Spanish American Short Story]—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.

371. Special Topics in Latin American Literature—The study of selected works representing an author, a genre, a period, or a national literature. Prerequisite: Spanish 221, 228, 291, or the equivalent. (Same as ASSP-371.)—Pardo

399. 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, offers the following courses at the University of Córdoba, Spain. Course credits earned in Córdoba are automatically incorporated into the Trinity transcript. Courses are taught in Spanish exclusively for PRESHCO students by resident faculty at the University of Córdoba and are intended to supplement work in language, literature, and culture already begun at the home institution. For further information, see Professors Kerson or Bianchini.

Fall Term 1993

Spanish 1300—Grammar and Composition
1302—Translation
1400—History of Spain: An Overview
1401a—History of Spain: Andalusia Before the Romans
1402a—History of Spain: The Middle Ages
1403a—History of Spain: 1492-1700
1404a—History of Spain: The 18th and 19th Centuries
1405b—History of Spain: Spain, the EEC, and the New Europe
1411—The Geography of Spain
1421a—Spanish Literature: The Golden Age
1422a—Spanish Literature: The Modern Period
1431—Spanish Art History: An Overview
1433—The Music of Spain

Spring Term 1994

1300—Advanced Grammar and Composition
1302—Translation
1400—History of Spain: An Overview
1401b—History of Spain: Andalusia during the Roman Period
1402b—History of Spain: Moslem Andalusia
1403a—History of Spain: The Colonization of America
1405a—History of Spain: The Twentieth Century
1407—History of Spain: Sociedad y política en la España actual
1411—The Geography of Spain
1422a—Spanish Literature: The Modern Period
1425—Spanish Literature: Don Juan en la literatura española
1432—Moslem Art
1433—The Music of Spain

Music

ASSOCIATE PROFESSOR PLATOFF, *Chairman*; ASSOCIATE PROFESSORS MOSHELL AND MYERS*; ASSISTANT PROFESSOR JOHNSON; ASSISTANT DEAN OF THE FACULTY WOLDU; LECTURER AMOS; 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, 201, 202, 211, 212, 213; and five elective credits in Music, one of which must be a course in World Music (Music 113, 114, 116 or 222) and one from among courses numbered from 315 through 326. Satisfactory completion of the General Examination is required in the senior year.

Students contemplating the major should take Music 101 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 407/8. All these except the last invite repeated enrollment; simultaneous enrollment in these courses may not exceed one credit. No more than two credits in musical performance may be counted toward fulfillment of the credit-requirement for the major in Music (Music 407/8 is not subject to this restriction).

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, Anthropology, or Area 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, Italian, or Latin) and a basic grounding in European history since the Middle Ages.

Senior Exercise—All seniors are required to pass a General Examination in Music History and Theory.

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. Basic Musicianship—An introduction to the melodic, rhythmic, and harmonic structure of tonal music, with the emphasis on the development of a chordal vocabulary equally adaptable to classical and popular music. A 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 normally sings two programs each semester, with repertoire chosen mainly from the classical realm, though music in popular idioms is occasionally performed. Membership is by audition. (½ course credit.)—Moshell

105. Instrumental Ensemble Program—Chamber ensembles are formed at the beginning of the semester to study and perform works from the classical repertoire. Permission is required; entrance by audition only. Every effort is made to group students with others at the same skill level. (½ course credit.)—Johnson

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 Leave, Spring Term

on campus at Trinity College) will be billed separately by the instructor, and are not included in the regular charges for tuition. Lessons will be provided free of charge to music majors who are receiving grant assistance from the College. Prerequisite: Music 101, which may be taken concurrently (students who have previously taken lessons for credit at Trinity College are exempt from this prerequisite). (½ course credit.)—Risley

109. Jazz Band—The Jazz Band performs several times each year. Permission is required; membership is by audition. (½ course credit.)—Carabillo

113. World Music—A survey of non-western musics, including the village and urban styles of Africa; the classical, folk, and popular genres of India and the Far East; and Native American music. Lectures will illustrate, through slides, video, films, and recordings, the essential role of music in human life: war, peace, worship, protest, pleasure, rites of passage, and self-expression. (Same as Area Studies 113.) (1 course credit.)—Myers

114. Music of South Asia—A survey of the folk and classical musics (in their cultural setting) of Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka, and Tibet. Included will be the study of musical instruments (tabla, sitar); of musical style, especially raga (melody/mode) and tala (rhythm); of village music in everyday life; and of the differing roles of music in Hinduism, Buddhism, and Islam. (Same as Area Studies 114.) (1 course credit.)—Myers

[117. Music of 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.) (1 course credit.)—Woldu

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. (¼ course credit.)—Moshell

121. Listening to Music—A course in music appreciation, stressing the development of skills in listening to and recognizing music from a variety of historical periods, from the medieval era to the present day. An introduction to the principles of musical notation will precede the stylistic survey. No previous knowledge of music is required. This course cannot be counted toward the music major. (1 course credit.)—Myers

[152. Italian Music of the Renaissance and Baroque]—An introductory survey of the greatest period in Italian music, from the early 16th century to c. 1730. Composers to be studied include Palestrina; masters of the madrigal, such as Marenzio and Gesualdo; Claudio Monteverdi, the greatest Italian composer of the age; composers of harpsichord music, including Domenico Scarlatti; and concerto composers Arcangelo Corelli and Antonio Vivaldi. No previous background in music is required. (1 course credit.)—Platoff

201. Theory III—Study of the harmonic practices of the 18th and 19th 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. Prerequisite: Music 101 or equivalent preparation. (1¼ course credits.)—Johnson

[205. Listening to Music II: The Symphonic Literature]—A survey of the major works of the 18th- and 19th-century symphonic repertoire. Genres to be covered include the symphony, overture, concerto, and tone poem. Assignments include listening, reading, discussion, and attendance at local musical events. Prerequisite: Music 121 or permission of the instructor. (1 course credit.)—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. Concurrent registration in Concert Choir (Music 103) is required. Prerequisite: permission of the instructor. (1 course credit.)—Moshell

213. The History of Western Music III—An intensive survey of the development of musical style in Europe and the United States through the analysis of selected works from the mid-19th century to the present day. Prerequisite: Music 101. (1 course credit.)—Johnson

[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 101 or equivalent preparation. (1 course credit.)—Moshell

[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. Prerequisite: Music 101 or equivalent preparation. (1 course credit.)—Platoff

[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 Amadè Mozart. Prerequisite: Music 101 or equivalent preparation. (1 course credit.)—Platoff

[326. Topics in Twentieth-Century Music: Stravinsky]—A comprehensive examination, both analytically and historically, of the works of Igor Stravinsky—from the early "Russian" ballets (*Firebird, Rite of Spring*) to the mid-career neo-classical masterpieces (*Symphony of Psalms, The Rake's Progress*) to the serial works of the 1950s and 60s (*Agon, Requiem Canticles*). Prerequisite: Music 101 or permission of the instructor. (1 course credit)—Moshell

399. Independent Study—(½-2 course credits.) Prerequisite: Submission of a completed Independent Study form.—TBA

407. Senior Recital—See Music 408. Prerequisite: Permission of the Faculty in Music. Concurrent enrollment in Music 107 is not permitted. (1 course credit.) Prerequisite: Submission of a completed Independent Study form.—Staff

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. (½ or 1 course credit.)—Staff

466. Teaching Assistant—(½ or 1 course credit.) Prerequisite: Submission of a completed Teaching Assistant form.—Staff

602. IDP Project

Spring Term

102. Theory II: Applied Musicianship—A project-oriented application of the materials learned in Music 101, with several weeks each devoted to arranging (both instrumental and vocal), to composition, and to conducting. The course will culminate in the performance of pieces developed through these projects. Prerequisite: Music 101. (1 course credit.)—Moshell

104. Concert Choir—See Music 103.—Moshell

106. Instrumental Ensemble Program—See Music 105.—Johnson

108. Lessons—See Music 107.—Risley

110. Jazz Band—See Music 109.—Carabillo

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. Prerequisite: Permission of the instructor. (½ course credit.)—Carabillo

[116. Music and Religious Experience]—Music's special role as a transcendent medium, universal in all religions, diverse in its local manifestations—illustrated by liturgical music of major religions from Christian Gregorian chants to the Buddhist chants of South and East Asia, Vedic chants of India, Jewish cantillations, Koranic chants from Spain and throughout the Middle East to Indonesia; and including spirituals and gospel songs, Shouter Baptist hymns, Afro-Caribbean cult music (Shango), Tibetan Buddhist chant, High Anglican liturgy, and fishermen's chapel services in Scotland. Lectures illustrated by slides, video, film and recordings.

119. Production Participation—See Fall Term.—Moshell

121. Listening to Music—A course in music appreciation, stressing the development of skills in listening to and recognizing music from a variety of history 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. (1 course credit)—TBA

[124. The Birth of Modernism]—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. Such well-known artistic names as Nijinsky, Picasso, Brecht, Cocteau, and Wilde will be discussed. No previous training in music is required. (1 course credit.)—Moshell

162. Music in France 1850-1925—An intensive survey of the music and the musical climate in France from 1850-1925. 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. (1 course credit.)—Woldu

164. Mozart and 18th-Century Music—An introduction to the life and music of Wolfgang Amadè Mozart (1756-1791). The course will also examine other composers of Mozart's time, and consider the relationship between Mozart's music and the main themes of Enlightenment thought in the 18th century. (1 course credit.)—Platoff

[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, Sweeney Todd, A Chorus Line, Cats,* and many others. No previous training in music is required. (Same as American Studies 172.) (1 course credit.)—Moshell

[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. (1 course credit.)—Carabillo

182. 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. (Same as American Studies 182.) (1 course credit.)—Amos

200. Composition—Individual projects in free composition, with emphasis on acquiring and developing techniques of musical form and balance. When possible, student compositions will be performed. Prerequisites: Music 201, or equivalent preparation, and permission of the instructor. (1 course credit.)—Johnson

[202. Theory IV]—The study of the harmonic and compositional practices of the late 19th and 20th centuries, through written exercises and analysis of typical works. A required weekly practicum will include advanced score- and sight-reading skills. Prerequisite: Music 201. (1¼ course credits.)

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 music of the Greeks to the late 17th century. Prerequisite: Music 101 or permission of the instructor. (1 course credit.)—Platoff

[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 late 17th century to the mid-19th century. Prerequisite: Music 101 or permission of the instructor. (1 course credit.)—Woldu

[218. 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.) (1 course credit.)—Platoff

[222. Introduction to Ethnomusicology]—A course in ethnomusicology—the anthropology of music—including basic methods for the study of music in its cultural setting. Discussions will cover the many tasks necessary for the study of human musical culture: collection and documentation of music in oral and written tradition, approaches to transcription and analysis, the character and purpose of fieldwork, field technology, gender and music, archiving, and ethical issues arising from study of human subjects. Students will conduct fieldwork in our own community—Trinity College and beyond. Prerequisite: Permission of the instructor. (1 course credit.)—Myers

224. Music of Black American Women—A broad survey of the music of black American women, focusing primarily on the music and lives of the great classic blues singers and the jazz singers of the 1940s through 1960s. No previous training in music is required. (Same as American Studies 226 and Women's Studies 224.) (1 course credit.)—Woldu

[321. 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 de Palestrina. Prerequisite: Music 101 or equivalent preparation. (1 course credit.)—Moshell

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. Music 212 is also recommended. (1 course credit.)—Platoff

[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 101 or equivalent preparation. (1 course credit.)—Johnson

[326. Topics in Twentieth Century Music: Debussy, Ravel, and Fauré]—An intensive survey of the life and works of the three composers whose music and philosophies on music helped define a musical culture in France during the early years of the 20th century. A working knowledge of French is useful, but not required. Prerequisite: Music 101 or permission of the instructor. (1 course credit.)—Woldu

399. Independent Study—(½ to 2 course credits.) Prerequisite: Submission of an Independent Study form.—TBA

408. Senior Recital—The preparation and presentation of a full-length program. Enrollment is subject to the approval of the Faculty in Music. Interested students should consult with the Chair as early, if possible, as two semesters before the proposed recital date to discuss the requirements and receive a copy of recital policies and procedures. The course is open to both majors and non-majors. Concurrent enrollment in Music 107 or 108 is not permitted. Prerequisite: Submission of an Independent Study form. (1 course credit.)—Staff

416. Special Studies in Music—See Music 415.—Staff

466. Teaching Assistant—Prerequisite: Submission of a Teaching Assistant form. (½ or 1 course credit.)—Staff

602. IDP Project

Neuroscience

DIRECTOR: ASSOCIATE PROFESSOR KEHOE (PSYCHOLOGY)

NEUROSCIENCE COORDINATING COMMITTEE: ASSOCIATE PROFESSOR BLACKBURN (BIOLOGY), PROFESSOR BRONZINO (VERNON ROOSA PROFESSOR OF APPLIED SCIENCE), ASSISTANT PROFESSOR CALIGURI (CHEMISTRY), ASSISTANT PROFESSOR CARDEÑA (PSYCHOLOGY), PROFESSOR GALBRAITH (BIOLOGY), ASSOCIATE PROFESSOR LLOYD (PHILOSOPHY), PROFESSOR MACE (PSYCHOLOGY), PROFESSOR SIMMONS (BIOLOGY)

The neuroscience major is an interdisciplinary major involving the departments of biology, chemistry, engineering, philosophy, and psychology. Students who intend to major in neuroscience should consult with the Neuroscience Director or a member of the Neuroscience Coordinating Committee *as soon as possible* to ensure the selection of an appropriate sequence of courses. Those who plan to enter a health-related profession should also consult with a member of the Advisory Committee for the Health Professions.

NEUROSCIENCE MAJOR: The major requires fifteen courses, including seven core courses, five courses in any one of three tracks of concentration, and a total of three courses from the other two tracks. No course grade of less than C- may be counted toward the major. Fulfillment of the requirements of the neuroscience major also satisfies the integration of knowledge requirement.

Core course requirements:
Biology 152L. Organisms and Populations
Biology 153L. Cells, Metabolism, and Heredity

Chemistry 111L and 112L. Introductory Chemistry I and II
or Chemistry 121L. General Chemistry
Psychology 221. Research Design and Analysis
Psychology 261. General Psychobiology (Also called Principles of Neuroscience: Psychobiology)
Neuroscience 301L. Introduction to Neuroscience Methodology

Concentrations in the Neuroscience Major

In consultation with the Neuroscience Director, majors will select a concentration from among the following tracks: the Biological Track, the Behavioral Track, or the Cognitive Track. A minimum of five courses are required to complete a concentration; at least two of these courses must be from Group I. Courses included in each track are listed below.

Biological Track

Group I
BIOL 221. Genetics
BIOL 317L. Biochemistry I
BIOL 318. Biochemistry II
BIOL 319L. Animal Physiology
BIOL 355L. Cell Biology
NESC 201. Principles of Neuroscience: Neurobiology

Group II
BIOL 306L. Histophysiology
BIOL 310L. Developmental Biology
BIOL 315L. Vertebrate Zoology
BIOL 352L. General Endocrinology
BIOL 353. Methods in Cell Biology
BIOL 364. Molecular Genetics
BIOL 370L. Plant Molecular Biology
CHEM 311L. Analytical Chemistry I
CHEM 401. Neurochemistry
ENGR 411. Electrophysiology of the Central Nervous System
ENGR 412. Physiological Modeling
ENGR 421. Bioelectric Phenomena
NESC 204. Neuroanatomy

Behavioral Track

Group I
PSYC 300L. Developmental Psychobiology
PSYC 392. Human Neuropsychology
PSYC 462. Clinical Psychobiology
PSYC 464. Neuropsychopharmacology

Group II
PSYC 203. Male and Female: A Psychobiological Investigation
PSYC 255L. Cognitive Psychology
PSYC 256L. Learning and Memory
PSYC 262. Animal Behavior
PSYC 265. Drugs and Behavior
PSYC 293L. Perception
PSYC 310. Psychology of Gender Differences
PSYC 395. Cognitive and Social Development
PSYC 436. Psychology of the Infant
PSYC 493. The Ecological Approach to Psychology
ENGR 411. Electrophysiology of the CNS

Cognitive Track

Group I
PHIL 220. Introduction to Cognitive Science
PHIL 374. Minds and Brains
PSYC 356. Cognitive Science
PHIL 357. Seminar in Cognitive Science

Group II
PHIL 218. Philosophy of Psychology
PHIL 221. Philosophy of Science
PHIL 222. Computers and Philosophy
PHIL 224. Theory of Knowledge
PHIL 375. Concepts of Soul and Mind
PSYC 247. Altered States of Consciousness
PSYC 255L. Cognitive Psychology
PSYC 293L. Perception
CPSC/PSYC 352. Artificial Intelligence
PSYC 391. Psychology of Language
PSYC 395. Cognitive and Social Development

Neuroscience 419 or 425 taken for 1 credit may be used to meet a Group II course requirement in any Track.

In addition to courses in the concentration, students must select at least three courses from the other tracks as follows:

Concentration	*Additional Courses (3 minimum):*
Biological	Behavioral—1 course from Group I Cognitive—1 course from Group I Elective course(s) may be selected from either track
Behavioral	Biological—1 course from Group I Cognitive—1 course from Group I Elective course(s)—must have at least one from the Biological track
Cognitive	Biological—1 course from Group I Behavioral—1 course from Group I Elective course(s)—must have at least one from the Biological track

Honors in Neuroscience—Honors in the major will be awarded to students who attain a B+ average in courses in the major at the 200 level and above and who also demonstrate superior performance in a research project.

Advanced Placement—Students who have secured an advanced placement grade in biology of 4 or 5 will be excused from either Biology 152L or Biology 153L (after consultation with the Chairperson) and they will be allowed 1¼ credits toward the Neuroscience major. Students who have secured an advanced placement grade in chemistry of 4 or 5 will be placed in Chemistry 121 and they will be allowed 1 credit toward the major.

Courses at other Institutions—Students who wish major credit for course work at other institutions should submit to the Director the name of the institution and the number, title, and catalogue description of the course. This information must be submitted in writing *before* the work is initiated and formal permission must be granted before the course can be credited toward the major at Trinity, following the usual procedures established by the Office of Educational Services.

Courses in the Neuroscience Major—For a description of each course and the term in which it is offered, consult the appropriate departmental sections in the *Bulletin*. The course descriptions for Neuroscience 301, Neuroscience 419, and Neuroscience 425 follow.

Fall Term

201. Principles of Neuroscience: Neurobiology—The first semester of a two-semester, introductory course in neuroscience will examine the neuron and its biological interactions in the vertebrate nervous system. Topics will include the anatomy, development, chemistry and physiology of the nervous system. Prerequisite: Biology 152L and 153L, or permission of instructor. (1 course credit)—Staff

419. Research in Neuroscience (Library)—Students will conduct library research projects under the direction of a faculty member. Prerequisite: Permission of the Director. (½ or 1 course credit)—Staff

425. Research in Neuroscience (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual faculty member. Prerequisite: Permission of the Director. (½ or 1 course credit)—Staff.

490. Research Assistantship—(½ or 1 course credit)—Staff

498. Senior Thesis Part I—Prerequisite: Permission of Instructor. (2 course credits for a year-long thesis)—Staff

Spring Term

202. Principles of Neuroscience: Psychobiology—The second semester of a two-semester, introductory course in neuroscience will explore the neural determinants of behavior, cognition, and consciousness. Topics will include the behavioral and neural effects of drugs and environmental stress, the neural systems of vision, movement, emotions, reproduction and memory, as well as neural network explorations of human cognition and consciousness. (Same as Psychology 261.) (1¼ course credits with laboratory.)—Kehoe

301L. Introduction to Neuroscience Methodology—A laboratory course that will introduce the student to current methods and techniques used in neuroscience research. The course consists of two-week rotations in the laboratories of staff members. Among the topics to be covered will be radioligand binding assays, neurochemical assays, electrophysiology, psychobiological techniques, experiments in perception, and methods in cognitive science. This course is normally taken in the junior year. Prerequisite: Permission of the Director. (1 course credit)—Staff

419. Research in Neuroscience (Library)—Students will conduct library research projects under the direction of a faculty member. Prerequisite: Permission of the Director. (½ or 1 course credit)—Staff

425. Research in Neuroscience (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual faculty member. Prerequisite: Permission of the Director. (½ or 1 course credit)—Staff

490. Research Assistantship—(½ or 1 course credit)—Staff

499. Senior Thesis Part II—Prerequisite: Permission of Instructor. (2 course credits for a year-long thesis)—Staff

Philosophy

Professor W.M. Brown, *Chair;*
Professors DeLong, Gerety*, Hyland***, Lang, and R. T. Lee;
Associate Professors Lloyd** and Wade;
Visiting Assistant Professor Tress
Visiting Lecturer Freedman

PHILOSOPHY MAJOR—Eleven courses in philosophy, with a grade of at least C- in each, including at least one course from Category II (courses which satisfy the logic requirement), and at least two courses each from Category III (historical courses) and Category IV (topic courses). Majors are strongly urged to take Philosophy 101 at an early stage of their philosophical development. However, no more than five introductory courses (including Philosophy 205) may count towards the major. Senior majors are also required to take the senior seminar, completion of which constitutes the required senior exercise. In order to qualify for honors, students must write a senior thesis. They must achieve at least a grade of A- in it as well as a departmental average (based on all philosophy courses taken) of at least 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. Philosoph-

*President of the College
**On Leave, Academic Year
***On Leave, Spring Term

ical work often requires 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 work with a computer language may find that this provides a similar discipline. If the student is considering graduate study in philosophy, then some competence in French or German is especially recommended.

A student of philosophy should have a broad understanding of modern science. Any good science course (including the behavioral sciences) is suitable, but courses in the natural sciences and mathematics should be given first consideration.

Equally important is a familiarity with the humanistic culture of the West. Most philosophers are also scholars; they are educated people. In order to understand them one has to have read widely in non-philosophical books. Hence courses in literature, history and the arts should be elected. We recommend that the student find out which courses require the most reading, and take those.

We require no particular non-departmental courses as part of the major. Rather, we encourage all students who are interested in a philosophical education to talk to one or more of the members of the department about their abilities and interests. We will then be able to recommend a course of study that will make sense for each individual.

The departmental offerings are divided into five categories:

I. **Introductory Courses**. These courses have no prerequisite. There is no single or best way to be introduced to philosophy and the Department offers a number of different introductory courses. All 100 and 200 level courses are introductory. If you are in doubt as to the best course for you, see a member of the Department.

II. **Courses which satisfy the logic requirement**. Philosophy 205, Symbolic Logic, is the basic introductory course for this category.

III. **Historical Courses**. A good grounding in the history of philosophy is an essential feature of the major. Some of these courses require permission of the instructor, and may have prerequisites.

IV. **Topic Courses**. These courses deal with various disciplines or issues in philosophy. Some of these courses require permission of the instructor and may have prerequisites.

V. **Individualized Courses**. These courses give students an opportunity to design, in conjunction with an advisor in the Department, their own course of study. The student should see the Department Chair if in doubt as to who might be an appropriate advisor for a given topic.

TRACKS

The Department also offers a number of integrated tracks that satisfy the Integration of Knowledge Requirement. These include interdisciplinary themes in history, psychology, religion, literature, art and science. Majors may also design their own tracks in light of their particular interests in philosophy. This option requires that the student and the departmental advisor determine a course of study in the major which will be joined to either three or four non-departmental courses, covering at least two fields. The Chair must approve all individually-tailored tracks.

Students should note that there are a number of courses which vary from year to year. The Department welcomes students' opinions on these matters and holds 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 Chair.

I. **Introductory Courses**

101-01. Introduction to Philosophy
102-01. Introduction to Political Philosophy
105-01. Critical Thinking
201-01. Problems of Philosophy
203-01. Ethics
205-01. Symbolic Logic
206-01. Business Ethics
207-01. Ethics and the International Community
208-01. Jewish Mysticism
209-01. Persons and Sexes
210-01. American Philosophy
211-01. Jewish Philosophy
212-01. Social Justice
213-01. Philosophy of Sport
214-01. Philosophy of Art

215-01. Medical Ethics
216-01. Philosophy of Law
217-01. Philosophy in Literature
218-01. Philosophy of Psychology
219-01. Philosophy of Technology
220-01. Introduction to Cognitive Science
221-01. Philosophy of Science
222-01. Computers and Philosophy
224-01. Theory of Knowledge
226-01. Existentialism
227-01. Environmental Philosophy
230-01. Theories of Human Nature
232-01. The City and the Cosmos

II. **Courses Which Satisfy The Logic Requirement**
205-01. Symbolic Logic
390-01. Advanced Logic
391-01. Philosophy of Mathematics

III. **Historical Courses**
301-01. The Presocratics to Augustine
302-01. Augustine to Descartes
303-01. Descartes to Hume
304-01. Hume to the end of the 19th Century
305-01. Twentieth-century Philosophical Analysis
306-01. Twentieth-century Continental Philosophy

307-01 to 339-01. Major Figures in Philosophy—Each year the Department will offer at least one course entirely devoted to a close reading, analysis and critique of the major work of one or more important philosophers such as Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkeley, Mill, Hume, Hegel, Marx, Nietzsche, Freud, Whitehead, Heidegger and Wittgenstein.

340-01 to 349-01. These will include other historically oriented courses, such as American Philosophy, Metaphysics of Plato and Aristotle, and Rationalism.

IV. **Topic Courses**
350-01 to 369-01. Courses in Topical Studies—These will include courses such as Philosophy of Language, Philosophy of Religion, or Philosophy of History.

370-01 to 389-01. 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.

V. **Individualized Courses**
399-01. 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

460-01. Tutorial—An in-depth study of a topic of mutual special interest to the student and teacher. Frequent meetings (usually weekly) will provide an opportunity for extensive and detailed discussions.—Staff

466-01. 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, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the eleven total required for the major, but will not count as one of the six required "upper level" (300 and above) courses.—Staff

498-01/499-01. 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

Symbols: [ ] course not offered in the current academic year.

Fall Term

101-01. Introduction to Philosophy—An introduction to the major figures in the history of western philosophy, including Plato, Aristotle, Descartes, Kant. This course is recommended for all students, but potential philosophy majors are particularly urged to take it. Enrollment limited to 25. (Same as Comparative Literature 102-01.)—Hyland

102-01. Introduction to Political Philosophy—This course will consider some of the foundational issues of political philosophy such as the conflict between individual liberty and social welfare, the criteria for just distribution of wealth, the concept of equality and the ideal forms of social cooperation. We will read from the works of some of the major political philosophers such as Plato, Aristotle, Hobbes, Locke, Machiavelli, Rousseau, Hegel and Marx. Enrollment limited to 30. (Same as Comparative Literature 103-01.)—Wade

[105-01. Critical Thinking]—An intensive study of effective reasoning in academic and practical contexts. The course covers analytical techniques for understanding and improving concepts and arguments, and creative techniques for solving problems. Required work for the course includes a wide variety of writing, much of it designed to help you improve your reasoning in other courses, and a few hours a week of community service, designed to enhance your ability to understand and work with other people. Enrollment limited to 30.

205-01. 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 30.—DeLong

207-01. 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 207-01.)—Freedman

[208-01. 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, ecstatics, theosophists, rationalists, messianists, populists, and pietists. Readings will include classical texts (such as the *Zohar*) and modern secondary studies. (Same as Religion 208-01.)

[210-01. American Philosophy]—The central themes of American philosophy, known collectively as pragmatism, comprise more of a method than a body of doctrine. "It was in the earliest [eighteen] seventies," Peirce wrote, "that a knot of young men in Old Cambridge, calling ourselves, half-ironically, half-defiantly, 'The Metaphysical Club,'—for agnosticism was then riding its high horse, and was frowning superbly upon all metaphysics—used to meet, sometimes in my study, sometimes in that of William James." From these meetings came Peirce's earliest version of pragmatism. Peirce and James were followed by Dewey, Lewis, Quine and others in working out the consequences of Peirce's early precepts. We will try to do the same, looking at their origin and development in later years, and taking a brief measure of their influence today. Enrollment limited to 30.

211-01. 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 207-01.)—Kiener

[216-01. 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 50.

217-01. Philosophy in Literature—We shall study a number of philosophic works with literary significance and a number of literary works with philosophic content in order to raise the question of what the difference is between the two. Enrollment limited to 30. (Same as Comparative Literature 217-01.)—Tress

[218-01. Philosophy of Psychology]—In psychology, the philosopher Wittgenstein once wrote, "there are experimental methods and conceptual confusion." Philosophers, who have added much to this confusion, delight in seeking to clarify it. We will examine several efforts to provide such philosophical enlightenment in the guises of behaviorism, physicalism, and functionalism, and, more recently, in the shadow of the computer revolution, of cognitive science. Enrollment limited to 30.

[222-01. Computers and Philosophy]—When a computer says, "I think, therefore I am," how seriously should we take it? This course ponders minds and machines, and the relations between them. Our thinking about the mind will include an examination of the nature of intentionality and conscious awareness from the perspectives of philosophy and cognitive psychology. Input regarding computers will include the basic operation of digital computers, an outline of some principles of Artificial Intelligence, and an examination of parallel processing. We will conclude with an examination of ethical responsibility in the age of computers. (No previous experience with computers is presupposed.) Enrollment limited to 30.

232-01. The City and the Cosmos—This course will examine ancient accounts of both the city and the cosmos, including those of Hesiod, Aeschylus, Plato and Aristotle, in order to compare common themes such as "law," "order," a "lawgiver," and even an "origin." Why do both the city and the cosmos seem to require such accounts? In the Timaeus, Plato uses both the words logos and mythos. The questions of what constitutes an "account," when is science "mythic", and when is a myth an "account" will also be considered. In-class discussion will be emphasized and short thought papers will be required. Enrollment limited to first 30 students. (Same as Classics 232-01 & Political Science 232-01.)—Lang

303-01. Descartes to Hume—The history of Western philosophy with major attention given to Descartes, Spinoza, Leibniz, Hobbes, Locke and Berkeley. Enrollment limited to 30. Prerequisite: permission of the instructor. (Same as Comparative Literature 303-01.)—Lee, R.T.

[306-01. 20th Century Continental Philosophy]—"What are poets for in a destitute time?" asks Heidegger's favorite poet, Holderlin. We add, "and what are philosophers for?" The tradition of 20th century continental philosophy has responded, "certainly not just to analyze language!" We shall follow some of the leading figures and themes of this rich tradition from its roots in Nietzsche through the transformations of phenomenology, to existentialism and beyond. Husserl, Heidegger, Sartre, and Derrida will be studied among others. Enrollment limited to 30. Prerequisite: permission of the instructor. (Same as Comparative Literature 306-01.)

[309-01. John Stuart Mill]—A careful reading of Mill's major works, or selections therefrom, including *A System of Logic, On Liberty, Considerations,* on *Representative Government, Utilitarianism, The Subjection of Women* and *Autobiography*. Enrollment limited to 20. Prerequisite: permission of the instructor.

313-01. Locke—An intensive reading of major portions of *An Essay Concerning Human Understanding* and of *Two Treatises of Government*. Enrollment limited to 20.—DeLong

318-01. Kant—Into Kant's work flowed most of the ideas of 17th and early 18th century European thought. Out of it as from a crucible, came a new alloy of philosophical conceptions which were the source of virtually all later developments: idealism; positivism; phenomenology, and analytic philosophy. Our reading of Kant's *Critique of Pure Reason* will enable us to see our modern philosophical heritage in the making. Enrollment limited to 20. Prerequisite: permission of the instructor.—Brown, W.M.

[335-01. Heidegger]—Martin Heidegger is arguably the most important philosopher of the twentieth century. Yet because of the myopia of the Anglo-American philosophic tradition, he has only recently begun to receive the attention he deserves in the English-speaking world. This seminar will make a careful study of Heidegger's **magnum opus**, *Being and Time*. In addition to our reflection on the intrinsic meaning and merit of this book, we shall consider some of its important roots in the tradition and some of the ways in which it prepares the way both for Heidegger's own radically transformed later thought and for the most recent trends in contemporary continental philosophy. Enrollment limited to 20. Prerequisite: permission of the instructor.

340-01. Metaphysics of 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. Prerequisite: permission of the instructor.—Lang

362-01. Moral Philosophy—A study of the foundation of ethics including such topics as the justification of moral beliefs, moral relativism, the nature of moral language (cognitivism, emotivism, naturalism), the

relation of interests to ideals, theories of moral judgment and exemplarism. Students will be given the opportunity to work through a number of personal and social issues in an attempt to test theories in the context of practical decision making. Prerequisite: permission of the instructor.—Lee, R.T.

363-01. Reason, Desire and Moral Judgment—When you do something because you believe you ought to do it, are you just doing what you want to do? Is there a meaningful difference between acting out of a sense of obligation and acting out of a sense of desire? In this course we will critically examine why some philosophers have argued that moral judgment is and must be the expression of reason and not the expression of desire or other affective modes of response. Reading from Kant, Hume and contemporary philosophers. Enrollment limited to 20.—Freedman

[370-01. Minds and Bodies]—If any beliefs at all about the world are true, then it must be true that both minds and bodies exist. If any beliefs are obscure, then that first statement must be near the top of the list. We will try to unravel in a systematic way some of the complexities of this issue. Modern and some classical writers will be consulted. Enrollment limited to 15. Prerequisite: permission of the instructor.

[373-01. Philosophical Concepts of Space and Time]—Space and time are two of the most intimate elements of our sensible experience. They have been variously described as absolute and relative, mathematical and phenomenological, real and ideal. In this course we will examine several technical definitions of space and time both in themselves, as related to science, and as interpretations of everyday experience. We will consider thinkers such as Plato, Aristotle, Newton, Leibniz, Kant, and Einstein. Enrollment limited to 20. Prerequisite: permission of the instructor. (Same as Comparative Literature 373-01.)

399-01. 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. (½-1 course credit.)—Staff

460-01. 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. (½-1 course credit.)—Staff

466-01. 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, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the eleven total required for the major, but will not count as one of the six required "upper level" (300 and above) courses. (½-1 course credit.)—Staff

498-01. 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. (2 course credits.)—Staff

Spring Term

101-01. Introduction to Philosophy—An introduction to the major figures in the history of western philosophy, including Plato, Aristotle, Descartes, Kant. This course is recommended for all students, but potential philosophy majors are particularly urged to take it. Enrollment limited to 30. (Same as Comparative Literature 102-01.)—Brown, W.M.

201-01. 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.—Freedman

203-01. 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. (Same as Comparative Literature 206-01.)—Lee, R.T.

205-01. 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 30.—DeLong

[212-01. 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.

[213-01. 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. Accordingly, we shall take up the related themes of sport, athletics, and play, in order to show that an adequate understanding of them requires, and is indeed inseparable from, philosophic understanding. Topics will include the social significance of sport, ethical issues in sport, sport and race, mind and body in sport, sport and aesthetics, and the connection of sport and philosophy. The connection of sport and gender will be a guiding theme throughout. Enrollment limited to 50. Prerequisite: permission of the instructor.

[215-01. 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.

220-01. 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 30. (Same as Psychology 220-01.)—Brown, W.M.

[224-01. Theory of Knowledge]—"All men by nature desire to know," said Aristotle. But before and since, many thinkers have wondered whether this desire can be satisfied. "What is truth?" asked Pontius Pilate, a question we will reflect on in this course along with other questions, such as "What are the conditions of Knowledge?" "What are the roles of memory, perception, evidence and belief?" Enrollment limited to 30. (Same as Comparative Literature 224-01.)

227-01. Environmental Philosophy—How we treat nature is, in some measure, a function of how we conceive it. Should we be concerned with protection of the natural environment because we are dependent upon it for the quality of our lives? Or, does nature merit respect and protection for its own inherent value quite apart from its utility to human beings? Are human beings, in some relevant sense, the rightful rulers of nature and thereby entitled to use it in any manner that serves their ends? Or, is the natural environment more appropriately viewed as the property of all creatures who live within it, as something which human beings have an obligation to share with their nonhuman counterparts? Is life limited to the individuals which constitute the organic world, the world of plants and animals? Or, can we sensibly regard ecosystems, including the entire planet, as living entities in their own right (as in the so-called Gaia hypothesis)? Efforts to answer these and a wide range of related questions form the subject matter of this course. Enrollment limited to 30.—Wade

[230-01. 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. We may be rational animals, 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, 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 Comparative Literature 230-01, Women's Studies 230-01.)

301-01. The Presocratics to Augustine—History of ancient and early medieval philosophy, concentrating on the Presocratics, Plato, Aristotle. Concurrent enrollment in Philosophy 310-01 is required. Enrollment limited to 30.—Lang

302-01. Augustine to Descartes—A study of representative 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

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. Concurrent enrollment in Philosophy 310-01 is required. Enrollment limited to 30. (Same as Religion 302-01.)—Lang

[304-01. Hume to the end of the 19th century]—A history of western philosophy, with emphasis on Hume, Kant, Hegel, Kirkegaard, Marx, Nietzsche. Enrollment limited to 30. (Same as Comparative Literature 304-01.)

[305-01. Twentieth-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 thraldom 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 20. Prerequisite: Philosophy 205 and permission of the instructor.

[307-01. Plato]—A study of one or more important dialogues of Plato. Careful attention will be paid to the dramatic form which Plato employs and its connection to the philosophic ideas that develop. Enrollment limited to 20. Prerequisite: permission of the instructor.

310-01. History of Philosophy (Laboratory)—This laboratory is required for all students concurrently enrolled in Philosophy 301 or Philosophy 302. In it we shall work with problem solving abilities of abstract concepts developed in both ancient and medieval philosophy. Students will work together in pairs or small groups to solve problems in mathematics, biology, and physics/astronomy using concepts learned in class. Enrollment limited to 60. (Same as Religion 310-01.) (¼ course credit)—Lang

[312-01. Descartes]—A study of the main philosophical writings of René 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. Prerequisite: permission of the instructor.

[347-01. Classical American Philosophy]—A survey of American Philosophy of the classic period: Peirce, James, Royce, Santayana and Dewey. Selections from their works and interpretive essays will be used. Enrollment limited to 20. Prerequisite: permission of the instructor.

352-01. 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

353-01. Senior Seminar: Philosophy of History—What is history? This question will be considered by asking what sort of things historical events are, such that they can be known, and what sort of thing historical knowledge is, such that it constrains our understanding of the past. Topics include the ontological status of past events, causation in history, the nature of evidence, objectivity and narrative structure. The course will also include the writing of an historical monograph based on primary sources. This seminar is required of senior philosophy majors. Enrollment limited to 20. Prerequisite: permission of the instructor. —Lee, R.T.

355-01. Moral Theory and Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals and capital punishment are among the topics to be considered. (Same as Public Policy Studies 402-01). Enrollment limited to 20. Prerequisite: permission of the instructor.—Wade

[357-01. Issues in Cognitive Science]—This seminar, the culmination of the Cognitive Science minor, will examine selected issues in cognitive science in depth, with a different issue selected for each offering of the course. Possible topics may include: Vision and consciousness; The origins of language; The philosophy and psychology of knowledge; Animal mentation. Enrollment limited to 30. Prerequisite: permission of the instructor.

[374-01. Minds and Brains]—The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science, we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. Enrollment limited to 20. Prerequisite: permission of the instructor.

376-01. Philosophy of Emotion—What is an emotion? Is it a kind of physical feeling? Is it a kind of psychological feeling? Or is it a kind of attitude or way of seeing the world? This course will explore these and other questions in an attempt to understand the nature of emotions. We will also consider how different theories of the emotions have different implications for how we treat mental illness and for how we value the emotions generally. Reading from Hume, Darwin, Williams James and contemporary philosophers and psychologists. Enrollment limited to 20.—Freedman

380-01. 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

[390-01. Advanced Logic]—An investigation of various methods of logic. Certain related topics in epistemology and the philosophy of mathematics will be considered. Enrollment limited to 20. Prerequisite: permission of the instructor.

399-01. 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. (1-2 course credits)—Staff

460-01. 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. (½-1 course credit.)—Staff

466-01. 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, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the eleven total required for the major, but will not count as one of the six required "upper level" (300 and above) courses. (½-1 course credit.)—Staff

499-01. 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 (2 course credits.)—Staff

Physical Education

PROFESSOR HAZELTON, *Chairman*; PROFESSORS MC PHEE, D. MILLER AND SHULTS; ASSOCIATE PROFESSORS DARR, SHEPPARD AND PINE; ASSISTANT PROFESSOR BARTLETT; MR. DECKER, MR. FLUHR, MR. MIGHTEN, MR. OGRODNIK AND MR. FOUNTAIN

Courses in physical education are offered on a quarter basis, i.e., two courses a semester, and four courses in an academic year. Academic credit, up to a maximum of one credit, toward the 36 credits required for the degree, may be earned at a rate of ¼ course credit for successful completion. 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. Students may not repeat the same course activity for an additional ¼ credit.

NOTE: All Physical Education courses earn ¼ credit and need written permission of instructor or Robin Sheppard, Director of Physical Education.

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
—Lifeguard Training

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

V Classroom
—Medical Self Help (First Aid)
—Coaching Seminar

VI Other
—Volleyball
—Skiing
—Scuba
—Recreational Rowing

REGISTRATION:

Courses, unless otherwise noted, will be offered on a coeducational basis. Attire appropriate to each activity and attendance requirements will be determined by the individual class instructor.

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. After the Add/Drop deadline, no more courses may be added and courses dropped are recorded and marked W 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. There is no advance registration for Physical Education classes.

101. Beginning Swimming—A course primarily for non-swimmers. Covers water acclimatization, floating, treading water, bobbing, lead-up strokes, human stroke, and sculling. The time for this class is arranged between the student(s) and the instructor.

201. 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.

301. Advanced Swimming—This course is designed for the swimmer who has a fair amount of skill and experience. It is designed to refine rather than develop aquatic skills and techniques. Time will be spent on stroke analysis and stroke mechanics. Water work will be devoted to stroke drills and to overdistance, Fartlek, and interval swims. Emphasis will be upon freestyle, backcrawl, breaststroke, and selected survival strokes. Prerequisite: PHED 261.

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 14.

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. Enrollment limited to 14.

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. 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. 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 PHED 113. Emphasis will be placed on advanced-level strokes, footwork, and strategy. Play will be at a higher competitive level. Prerequisite: PHED 113. 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 provide 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. Minimum enrollment.

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: PHED 122. Enrollment limited to 16.

131. Golf—Instruction to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Golf clubs available. Enrollment limited to 12.

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. Pass/Fail only. Nominal fee.

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: PHED 136. Pass/Fail only. Nominal fee.

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. Professor Robin Sheppard. 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. Professor Robin Sheppard. Pass/Fail only.

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. Offered 2nd quarter only.

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.

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. Enrollment limited to 12.

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.

144. Recreational Rowing—(Novice)-Exposure to practices, systems, and procedures of club rowing; emphasis on terminology and basic small boat rowing technique for recreational rowing purposes. Prerequisite: Minimal level of swimming proficiency.

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. Enrollment limited to 15.

341. Lifeguard Training I—This is the Red Cross course in Lifesaving which, combined with Lifeguard Training II, yields Red Cross cerification. This course deals partially with the development and enhancement of swimming skills, and basic forms of water rescue. Nominal fee. Minimal enrollment.

342. Lifeguard Training II—A continuation of Lifeguard Training I. With swimming efficiency established, this course teaches the complex skills needed for swimming rescue. Considerable practice is undertaken to perfect techniques in release of holds, control of a struggling victim, and carrying a victim to safety. Completion of Lifeguard Training I and II achieves this phase of certification to lifeguard at pools and waterfronts. Nominal fee. Minimal enrollment.

Physical Sciences

PHYSICAL SCIENCES MAJOR—Suggested for those who are preparing to teach science in the secondary schools; eight courses chosen from the 300- and 400-level offerings in the Departments of Biology, Chemistry, Engineering, Mathematics, and Physics, including at least three courses in one of the departments and two courses in another.

Students desiring acceptance as a Physical Sciences major must secure the approval of the Chairpersons of the Departments in which a majority of the work is to be completed. Students desiring a Physical Sciences major must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

Physics

PROFESSORS PICKER, *Chairman*, HOWARD*, C. MILLER**, AND SILVERMAN
ASSISTANT PROFESSOR WALDEN; VISITING ASSISTANT PROFESSOR TIERNAN;
VISITING PROFESSOR PANDOLFO

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 Principles of Physics, Physics 111 will be offered during the fall term and Physics 110 will be offered in the spring.

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. Please note that the 300-level courses are offered in alternate years.

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 and Chemistry 121L. It is strongly recommended that students preparing for graduate study in physics take three additional courses in physics at the 300-level or above, and at least one year of mathematics at the 300-level or above.

COMPUTER COORDINATE MAJOR IN PHYSICS—See the "Computer Coordinate Major" section of the *Catalogue*. Students contemplating the Computer Coordinate Major in Physics should contact

*Sabbatical leave, Academic Year
**On leave, Spring Term

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

Astronomy

[103. 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.

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. Three lectures and one laboratory per week. (1¼ course credits.)—Tiernan and Picker

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.—C. Miller

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.)—Walden

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, relativity 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.)—Silverman

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 multichannel 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.—Walden

[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 234, with grades of C- or higher in each.—C. Miller

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 aspects of physics, including its various applications. While students may write on original research they have undertaken, they are not required to do so. This exercise is required for the physics major. (½ course credit.)—Staff

409. Undergraduate Research Participation—Individual experimental or theoretical research project under the direction of a staff member.—Staff

Spring Term

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.—Tiernan and Picker

[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. 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.

110. Climate—This course will begin with a review of the astronomical, geophysical and geochemical factors that influence the terrestrial heat budget, which drives the climate system. After the elements of climate are defined, the past climates of the earth will be surveyed with a focus on the Pleistocene ice-ages, and the links between climate change and biological evolution will be discussed. The present climates will be classified and their influence in shaping variations in human culture will be considered. The course will conclude with consideration of specific man-made modifications of local (the urban heat island), regional (the desertification of the grasslands) and global (the CO2 problem, the "nuclear winter") climates. No background in college-level mathematics or science is assumed. Enrollment limited to 35.—Pandolfo

122L. General Physics II—A continuation of Physics 121 with a detailed investigation of single particles and 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.)—Walden

[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 as 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; spectroscopes; 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 231 with a grade of C- or higher. (1¼ course credits.)—Silverman

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 preparation in coupled systems. Prerequisites: Physics 121, 122, 222, 401 and Mathematics 234. Offered in alternate years.—Silverman

[302. Electrodynamics]—A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential fore The scalar and vector potentials, multiple expansions, boundary value problems, propagation of electromagnetic waves, radiation from accelerated charges. Prerequisites: Physics 221, 401 with grades of C- or higher in each. Offered in alternate years.

[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. Offered in alternate years.

307(2). 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.—Picker

[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.

405(1, 2). Senior Exercise—(Continued from the first semester.)

410. Same as Physics 409

Political Science

ASSOCIATE PROFESSOR REILLY, *Chairman*, PROFESSORS CONNOR, MCKEE*,
AND VOHRA; ASSOCIATE PROFESSOR EVANS**;
ASSISTANT PROFESSORS GILLROY, AND SCHULZ;
ADJUNCT PROFESSOR RITTER;
VISITING ASSISTANT PROFESSORS KLEIN, NIEMANN;
SENIOR LECTURER FULCO; LECTURER LANGELAND;
VISITING LECTURER ECHEGARAY

POLITICAL SCIENCE MAJOR—Majors are required to complete 10 courses in political science and a statistics course approved by the department, or Economics 101, 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, and Polit-

*on Sabbatical Fall 1993
**on Sabbatical Spring 1994

ical Theory. In the chosen area of concentration, majors complete one 100 or 200 course, and three 300 courses. Majors must also complete one senior seminar in their field of concentration. The distribution requirements are: an introductory course or higher in three of the four sub-fields, two 300 courses in sub-fields other than the area of concentration, and either PS241L, Sociology 201L or Economics 318 which must be completed before the end of the junior year.

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. Courses numbered 100 and 200 are intended for freshmen and sophomores.

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, or 314. Students doing a concentration in Political Sociology should consult the chairperson of the Political Science Department.

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.

INTEGRATED POLITICAL SCIENCE TRACKS—Students majoring in political science may satisfy the integration of knowledge requirement by completing a three-course sequence of study in other fields that complements an area of special interest to them within the political science major. The sequence must include courses from at least two other fields. To exercise this option, the student is required not only to declare the major but also to secure the department chairperson's approval of the three-course sequence no later than the spring term of the sophomore year.

Students electing this option shall develop, in consultation with his/her major adviser, a plan of integrated study. In this plan the student shall do the following:

a. Choose an area of specialization within political science. Below are six suggested alternatives, although others are possible. At least two courses in political science must be chosen but not more than three. In certain cases one internship may be used as one of these courses.

b. Designate a total of three courses, drawn from at least two other fields, that are clearly related to the area of specialization and that the student will take in subsequent semesters. (In exceptional circumstances, the chairperson may permit the student to include one course in the sequence that was taken prior to the submission of the integrated study.)

Using a form available from the secretary of the Department of Political Science, the student shall then present the plan to the department chairperson for review. Once the chairperson approves the plan, a copy will be filed with the Registrar. Successful completion of all courses listed in the plan will result in credit for having fulfilled the integration of knowledge requirement. (N.B. Any subsequent changes in the plan, such as the substitution of one course for another, must be approved **in advance** by the chairperson on a form provided for this purpose.)

1. Comparative Systems
   Introduction to Comparative Politics
   Politics of Sub-Saharan Africa
   Politics of Developing Countries
   Modern India
   Government and Politics of Modern Japan
   Government and Politics of Contemporary China
   Politics of Post-Communist Societies
   Global Dimensions of Ethnonationalism

   Choose other courses that focus either on a single region or a carefully delineated comparison between regions.

ASAS 201	Introduction to Anthropology
ASAN 203	World Ethnography
ASAN 270	Peoples of Africa
ECON 324	Post Soviet Economics
ECON 207	Alternative Economic Systems
ECON 231	Latin American Economic Development
HIST 235	Colonial Latin America
HIST 331	Africa in Nineteenth Century
SOCL 355	Comparative Social Change

2. Politics and Ethnicity
   Blacks and American National Politics
   Black Politics in Urban America
   Global Dimensions of Ethnonationalism

   Choose other courses with a focus on one or more of the types of ethnic problems covered in these courses.

ASAN 270	Peoples of Africa
ASAN 203	World Ethnography
HIST 209	African-American History
REL 214	The Jews in America
SOCL 214	Race & Ethnicity

3. International Relations
   International Politics
   Backdrop to Global Politics
   Human Rights and International Law
   International Political Economy

   Choose other courses in the area of international relations.

ECON 207	Alternative Economic Systems
ECON 216	World Economy
ECON 315	International Trade
HIST 326	Rise of United States as World Power
SOCL 355	Comparative Social Change

4. Politics, Economics and Public Policy
   Public Policy Analysis: Theory and Practice
   International Political Economy
   Politics in Post-Industrial States

   Legislative Internship Program

ECON 201	Contemporary Economic Issues
ECON 211	Poverty in America
ECON 308	Industrial Organization and Public Policy
ECON 311	Environmental Economics
PHIL 212	Social Justice
SOCL 321	Urban Sociology

5 Politics and American Society
   American National Government
   Blacks and American National Politics
   Black Politics in Urban America
   Urban Politics
   American Political Thought
   Legislative Internship Program

   Tracks 4 and 5 explore the relationship between political systems and either the social system or the economy. Select courses in areas which permit further explorations of these connections.

ECON 209	Urban Economics
ECON 321	American Economic History
HIST 218	United States Since 1945
SOCL 204	Social Problems in American Society
SOCL 312	Social Class and Social Mobility
SOCL 321	Urban Sociology

6. Law and Political Institutions
   American National Government

Constitutional Law - Federal System and Separation of Powers
Constitutional Law - Civil Liberties and Civil Rights
Human Rights and International Law
Congress and Public Policy
Legislative Internship Program

Choose other courses in the general area of legal studies.

ECON 204	Labor Relations
PHIL 216	Philosophy of Law
SOCL 207	The Family and Society
SOCL 325	Sociology of Law

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
228. Black Politics in Urban America
229. Blacks and American National Politics
241L. Empirical Political Methods and Data Analysis
292. Trinity College Legislative Internship Program

301. American Political Parties
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 and Politics

401. Senior Seminar: American Political Development
402. Senior Seminar: American Government

B. *Comparative Politics*

103. Introduction to Comparative Politics

207. China and Japan on the Eve of Western Domination
210. Modernization of China and Japan
241L. Empirical Political Methods and Data Analysis

302. Government and Politics of Modern Japan
310. Politics of Developing Countries
313. Politics in Post-Industrial States
314. Elections and Voting Behavior
318. Global Dimensions of Ethnonationalism
319. Politics of Post-Communist Societies
320. Politics of Sub-Saharan Africa
323. Modern India
330. Government and Politics of Contemporary China

404. Senior Seminar: Role of the State in Developing Societies
405. Senior Seminar: Political Economy of North/South Relations

C. International Relations

101. International Politics

241L. Empirical Political Methods and Data Analysis

312. Human Rights and International Law
315. American Foreign Policy
318. Global Dimensions of Ethnonationalism
322. International Political Economy
327. European Integration
333. Backdrop to Global Politics

404. Senior Seminar: Role of the State in Developing Societies
405. Senior Seminar: Political Economy of North/South Relations

D. *Political Theory*

105. Introduction to Political Philosophy

216. American Political Thought
230. Women and the Radical Political Tradition in America
241L. Empirical Political Methods and Data Analysis

304. Formal Analysis: Normative and Empirical Dimensions
321. Concepts in Political Theory
329. Rousseau and Democracy
335. Theoretical Foundations of Public Policy
340. 20th Century Afro-American Social and Political Thought

403. Senior Seminar: Theories of Justice:

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.

460. 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.

497. 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- or better 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 "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. (Same as Area Studies 101) Enrollment limited to 35.—Schulz/Klein

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.—Evans/Klein

103. Introduction to Comparative Politics—The main purpose of this course is to introduce the student to basic concepts of comparative 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 103.) Enrollment limited to 35.—Reilly

207. China and Japan on the Eve of Western Domination—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 207.)—Vohra

[218. Urban Politics]—The course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study the following topics: What is political power? Who has it, and who wants it? Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. Political Science 102 is recommended. (Same as Public Policy 218.)—McKee

[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. (Same as Public Policy 224.) Enrollment limited to 35.—Gillroy

[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.)—Reilly

229. Blacks and American National Politics—This course will introduce students to the experience of black Americans in the national political arena during the 20th century. We will analyze black involvement in clientage politics (Booker T. Washington), interest group politics (NAACP) and electoral politics (the Jackson campaigns). We will also examine black involvement in radical or reform-minded political movements (the gay rights movement, feminist politics, etc.). The intent of this course is to enable students to render reasoned assessments of historical and current black political strategies. (Same as American Studies 227).—Watts

[230. Women and the Radical Political Tradition in America]—The purpose of the course is to introduce students to the contributions of women to the radical political tradition in America. Various political movements and the women who participated in them will be examined in order to assess the role of women in the *formation* of the radical political tradition and the activities associated with it such as agitation, organization, protests and theoretical analysis. Some of the specific movements to be studied are: Puritan Radicalism; Abolitionism; Women's Suffrage; Labor; Pacifism; Socialism, Communism and Anarchism; Civil Rights; Feminism; and the New Left. Women as diverse as Harriet Beecher Stowe, Anne Hutchinson, Elizabeth Cady Stanton, Margaret Sanger, and Emma Goldman will be included. (Same as American Studies 230 and Women's Studies 232)—Fulco

241L. Empirical Political Methods and Data Analysis—An introduction to the design and execution of empirical political research involving computer analysis. The course covers the normative and empirical arguments at the foundation of the science of politics and the methods evolved from these arguments, and it trains the student in the use of computers and statistical software. Course work includes reading, discussion and completion of a team research project where the theory learned in class is put into practice. No programming experience required. (1 1/4 course credit.) Enrollment limited to 35.

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: Political Science 102.—Evans

[313. Politics in Post-Industrial States]—An examination of public policy-making in Western Europe, the United States and Japan. Emphasis will be placed upon state institutions, political culture and socio-economic structures and their role in shaping policy. Prerequisites Political Science 103 or 224.—Reilly

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/she participates. Prerequisite: Political Science 102 or 103.—Reilly

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: Political Science 102. (Same as American Studies 316.)—Fulco

318. The Global Dimensions Of Ethnonationalism—Events of the past three decades make it apparent that ethnonationalism is creating political instability on a world-wide basis. The former Soviet Union and Federal Republic of Yugoslavia represent only two of the many states whose existence has been challenged by the aspirations of ethnonational groups. More than fifty percent of all countries have recently faced similar challenges, and the number can be expected to grow. The course investigates ethnonationalism as a global phenomenon. Examination of the nature and political ramifications of ethnic nationalism are followed by an examination of its current influence throughout the major regions of the world. The last part of the course deals with strategies for accommodating ethnic heterogeneity. Prerequisites: Political Science 101 or 103. (Same as Area Studies 318-04.) Enrollment limited to 35.—Connor

319. The Politics of Post-Communist Societies—With the collapse of communism in Eastern Europe and the subsequent break up of the Soviet Union, the problems of the entire region have taken on new dimensions. In this course we will examine these issues in a comparative framework, including the creation of a multi-party system, the conversion to a market-driven economy, the resurgence of nationalism as well as ethnic conflicts within and between states. Prerequisite: Political Science 103. (Same as Area Studies 319.)—Schulz

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: Political Science 103. (Same as Area Studies 320.)—Niemann

[321. Concepts in Political Theory]—Analysis of the meaning and uses of key concepts such as freedom, justice and authority in the writings of political theorists and in recent political disputes. Readings from the standard texts in political theory and from contemporary analysts. Prerequisite: Political Science 105.—Ritter

323. Modern India—When it gained independence in 1947, India emerged as the world's largest democracy. This course aims to examine the nature of Indian democracy and the unique characteristics politics in India has acquired as a result of the interaction between traditional political culture and modern political processes in pre- and post-1947 periods. Prerequisite: Political Science 103 OR Permission of Instructor. (Same as Area Studies 323.)—Vohra

[325. Communications and Politics]—This course will have three goals: first, to give the students skills in effective oral communications (parliamentary procedure, formal speaking, debating, and group discussions); second, to provide them with a body of theory and literature focusing on communications, media and politics; and third, to give them opportunities to apply the concepts and theory of communications to some empirical problems, issues, or activity related to politics (the ethics of campaign advertising, censorship of news during war time, etc.). Prerequisites: Political Science 102. Some experience with journalism, media, political campaigns and/or practical politics would be useful. Enrollment limited to 16 students.—McKee

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: Political Science 101. (Same as Area Studies 333.)—Connor

[335. Theoretical Foundations of Public Policy]—The purpose of this course is to introduce students to the political, legal and social theory at the foundation of public policy thought and argument. An effort will be made to determine which concepts are necessary to support distinct definitions of collective action in the public interest and how the different analytic approaches to these arguments share some core ideas, and ideals, in common. By the study of the relationships between otherwise diverse social, political and legal theorists, an historical contest of idea development will evolve to facilitate the understanding of contemporary policy dilemmas. Theorists to be covered could include: Emile Durkheim, Max Weber, Karl Marx, J.S. Mill, Thomas Hobbes, Jeremy Bentham, H.L.A. Hart, Lon Fuller, Hans Kelsen, Ronald Dworkin, Brian Barry and John Rawls. Prerequisites: Political Science 105 or 224. (Same as Public Policy 830)—Gillroy

[340. 20th Century Afro-American Social and Political Thought]—In this course we will introduce students to the dominant themes and tendencies in 20th century Afro-American social and political thought. The course is particularly concerned with the ways in which black intellectuals have simultaneously claimed and rejected the status of victim to become agents of their own emancipation. Prerequisites: Political Science 102 or 105. (Same as American Studies 391)—Watts

399. Independent Study—Staff

402. 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

404. Senior Seminar: The Role of the State in Developing Societies—Much of the study of political science deals in one way or another with the state, yet little attention is paid to its form, scope and function in different societies. This class hopes to fill this void by analyzing the state in the context of developing societies. Using theoretical frameworks such as pluralism, corporatism, dependency and structural marxism, the focus will be on the changing role of the state in societies that are undergoing tremendous stress and change. Comparisons, both within the developing world and with the advanced capitalist countries will constitute the basis of the discussion. Specific topics and countries will be chosen at the discretion of the instructor. Enrollment limited to 15.—Niemann

460. Tutorial—Individual research and reading under the guidance of a department member.—Staff (Hours by arrangement)

466. Teaching Assistant

490. Research Assistant

602. IDP Project

Spring 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. (Same as Area Studies 101.) Enrollment limited to 35.—Niemann

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

[103. Introduction to Comparative Politics]—The main purpose of this course is to introduce the student to basic concepts of comparative 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 103.) Enrollment limited to 35.—Reilly

[105. Introduction to Political Philosophy]—This introductory level course in political theory will examine the tension inherent in the dialectic between individual and collective interest as seen through an examination of philosophic thought from the English Civil War through the Industrial Revolution to Post-Industrial Society in the latter half of the 20th Century. The course will consider the evolution of concepts like freedom, equality, individual right, social utility, collective action and the social contract, while concerning itself with the overall role of moral principle in political life as developed within two traditions: Consequentialism and Non-Consequentialism. This course will stress techniques of analytic thought and argument and examine the following authors: Hobbes, Locke, Hume, Bentham, Mill, Sidgwick, Rousseau, Kant, Hegel, Marx, and Rawls. Enrollment limited to 35.—Gillroy

210. The Modernization of China and Japan—A survey of the growth and development of East Asian civilization as an important sector of human experience. The second 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 210.)—Vohra

[216. American Political Thought]—A study of the development of American political thought: the colonial period; the Revolution; Jeffersonian 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

228. Black Politics in Urban America—This class will introduce students to the history of black involvement in city politics during the 20th century. Because most of the early twentieth century politicization of blacks took place in northern urban areas, we will analyze in depth the involvement of northern blacks in machine politics. We will also compare the political situation of blacks in cities with those of white ethnic groups. (Same as American Studies 228.)—Watts

241L. Empirical Political Methods and Data Analysis—An introduction to the design and execution of empirical political research involving computer analysis. The course covers the normative and empirical arguments at the foundation of the science of politics and the methods evolved from these arguments, and it trains the student in the use of computers and statistical software. Course work includes reading, discussion and completion of a team research project where the theory learned in class is put into practice. No programming experience required. (1 1/4 course credit.) Enrollment limited to 35—Langeland

277. The Law, Gender Issues and the Supreme Court—This course introduces students to contemporary gender issues as they are treated both in the law and in the decisions of the U.S. Supreme Court. We will explore some of the historical antecedents to contemporary legal gender questions and then examine in detail the following areas of controversy: affirmative action, the equal rights amendment, surrogate parenthood, abortion, and sex discrimination, including AIDS-related questions. For background, the following courses are recommended but not required: Political Science 102, 307, 316, Women's Studies 301, or a course in U.S. history since the Civil War. The format of the course is primarily discussion. (Same as American Studies 277 and Women's Studies 277.)—Fulco

292. 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.—Reilly

302. Government and Politics of Japan—The course deals with the evolution of the modern Japanese political system, the legacy of the United States Occupation, the dynamics of the political processes in postwar Japan, the role of Japan in international affairs, and the Japanese "economic miracle." Prerequisite: Political Science 103. (Same as Area Studies 302)—Vohra

[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, and how they function as a foundation for policy argument. We will cover the assumptions of welfare economics, the economic theory of democracy, Arrow's *Paradox* and problems of defining rationality, collective action, democracy and the public interest. Prerequisite: Political Science 105. (Same as Public Policy 304 and 828.)—Gillroy

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. Prerequisite: Political Science 102. (Same as American Studies 307.)—McKee

[309. Congress and Public Policy]—A study of the structure and politics of the American Congress. This course examines the relationship between Congress members and their constituents; the organization and operation of Congress; the relationship between legislative behavior and the electoral incentive; and the place of Congress in national policy networks. Prerequisite: Political Science 102.—Evans

310. Politics of Developing Countries—An examination of the success and failure of the various theories of economic and political developments which have been pursued in the post-colonial era; specific case studies will deal with examples from Africa, Asia, and Latin America. Prerequisite: Political Science 103. (Same as Area Studies 310.)—Schulz

311. 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 to prepare an analysis of a particular public or private organization. Prerequisite: Political Science 102.—McKee

312. Human Rights and International Law—The course will use an interdisciplinary approach, drawing primarily from the fields of international relations, international law, political theory and political economy to evaluate the state of global human rights, the nature of human rights violations and the available international instruments for the protection of human rights; emphasis will be on the changing philosophical and cultural foundations of human rights, the role of human rights in foreign policy and alternative instruments for implementation in the future. Prerequisite: Political Science 101.—Niemann

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 101 or Political Science 102. (Same as American Studies 315.)—Klein

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: Political Science 103. (Same as Area Studies 317.)

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: Political Science 101.—Schulz

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: Political Science 103.—Niemann

329. Rousseau 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 Political Science 105.—Ritter

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. Prerequisite: Political Science 103 OR permission of instructor. (Same as Area Studies 330)—Vohra

399. Independent Study—Staff

401. Senior Seminar: American Political Development—Research will focus on various aspects of the political development of the United States to World War I. Among the possible topics to be considered are the growth of the national state, party system transformation, electoral realignments, policy agenda changes, the evolution of the political culture, sectionalism and social movements. Enrollment limited to 15.—Reilly

[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 Perspective; 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

405. Senior Seminar: The Political Economy of North/South Relations—The course will examine the vast disparities in the political, economic and social circumstances prevailing in North and South and explore the theories of underdevelopment; the call for a new international economic order; the role of aid

and trade, and the similarities and differences in the nature of West/South and East/South relations. Enrollment limited to 15.—Schulz

460. Tutorial—Individual research and reading under the guidance of a Department member.—Staff (Hours by arrangement)

466. Teaching Assistant

490. Research Assistant

497. Thesis—For Honors candidates: Preparation of a thesis on a subject approved by the Department.—Staff

602. IDP Project

Psychology

PROFESSOR HABERLANDT, *Chairman*, PROFESSORS HERZBERGER*, HIGGINS, MACE AND SCHULTZ; ASSOCIATE PROFESSORS ANSELMI, KEHOE, R.M. LEE, REUMAN** AND WINER; ASSISTANT PROFESSOR CARDEÑA; VISITING ASSISTANT PROFESSOR KRAEMER; VISITING LECTURERS DIERKER AND MCGRATH

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. **General Psychology (Psychology 101) and Research Design and Analysis (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. (See reference to lab courses under section 3.) The core course requirement is designed to provide students with a multifaceted perspective on human behavior. Thus, students are encouraged to sample courses from different subareas of psychology. Students may not count both Psychology 270 and Psychology 273 as core courses.**

The following courses count for this requirement:

226. Social Psychology
235. Personality
255. Cognitive Psychology
256. Learning & Memory
261. General Psychobiology
262. Animal Behavior
270. Clinical Psychology
273. Abnormal Psychology
293. Perception
295. Child Development

*Sabbatical, Academic Year
**Sabbatical, Fall Semester

3. **Students must complete two advanced courses that have as prerequisites core courses from section 2. We encourage students to take advanced courses that follow different introductory level courses. One of the advanced laboratories may be used as a substitute for one of the required laboratories at the core level. However, the advanced laboratory course must be in a different subdiscipline of psychology from the other laboratory course taken at the core level. The following courses apply:**

Course	Prerequisite
300. Developmental Psychobiology	261 or 262
326. Advanced Topics in Social Psychology: Educational Systems	226
332. Psychological Assessment	235 or 273
342. Emotion and Cognition	255 or 273
347. Psychology and Medicine	226 or 261
356. Cognitive Science	255 or 293 or 256
391. Psychology of Language	255
392. Advanced Psychobiology: Human Neuropsychology	261 or NESC 201
395. Cognitive and Social Development	295
414. History of Psychology	5 courses in Psychology
415. Development and Culture	226 or 295
426. Advanced Topics in Social Psychology	226
436. Psychology of the Infant	295
462. Clinical Psychobiology	261
464. Neuropsychopharmacology	261
471. Psychotherapy	270 or 273
493. The Ecological Approach to Psychology	293

4. **Students must complete one specialized course.**

216. Psychology of Performance
218. Psychology of Music
220. Introduction to Cognitive Science
230. Psychological Explanations of the Act of Teaching
236. Adolescent Psychology
247. Altered States of Consciousness
259. Transitions of the Self
265. Drugs and Behavior
294. Psychology and the Criminal Justice System
310. Psychology of Gender Differences
352. Artificial Intelligence
397. Psychology of Art
399. Independent Study
411. Electrophysiology of the Central Nervous System
447. Freud
498. and/or 499. Senior Thesis

5. **Students must complete one additional course from either the advanced or specialized groupings or may complete a research assistantship (Psychology 490), a teaching assistantship (Psychology 466), or an 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. 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 an integrative perspective to examine major issues in several different subdivisions of psychology. For example, the Seminar in Developmental Psychology will treat issues that touch on physiology, psychopathology, social psychology, memory, cognition, perception, and motivation. The purpose of the seminar is to give students the opportunity to discern common themes that give coherence to psychology. To be properly prepared, students should have completed the requirements

in section 2 and most of the other requirements of the major. Students must sign up for a senior seminar in the Department Secretary's office at an announced time 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 498-499) are eligible for a program in which they might earn the distinction of Honors in Psychology. To graduate with Honors students must enroll in Psychology 498-499 and earn a grade of A- or better. Honors students will present a summary of their thesis at a departmental meeting during the spring semester. Students who believe that they have attained eligibility for the Honors program should consult with their advisor during the spring semester of the junior year to plan for enrollment in Psychology 498-499. 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. Research Design and Analysis
255. Cognitive Psychology
256. Learning and Memory
293. Perception
332. Psychological Assessment
352. Artificial Intelligence
356. Cognitive Science
391. Psychology of Language

Neuroscience Major: Students interested in the Neuroscience Major should consult the relevant pages in the *Bulletin*.

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: General Psychology

2. Two courses selected from the following set:
   a. Psychology 295: Child Development or
      Psychology 236: Adolescent Psychology
   b. Psychology 255: Cognitive Psychology or
      Psychology 256: 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.

Integrated Tracks—The Department of Psychology offers several tracks that allow majors to meet the integration of knowledge requirement. Thematic descriptions for tracks in "Cognition and Consciousness", "Psychology and Gender", "Psychology of Visual and Performing Arts", "Human Movement", and "Health Studies" are provided below. Each track involves taking two or three courses within the Department of Psychology and three courses outside the Department. Track-related courses outside the major must be taken in at least two fields other than Psychology. Detailed information on the courses and choices that are related to each track is available from the Department of Psychology.

1. Cognition and Consciousness—The purpose of this track is to expose the student to substantive and methodological issues in cognition and consciousness. The study of cognition is concerned with the mind, with knowledge structures and the processes operating on those structures. Cognition has been studied from several perspectives, including philosophy, psychology, computer science, and linguistics. Consciousness refers to experiences we have of mental processes and states; these experiences vary along a continuum of awareness. Philosophers introduced general conceptual issues in cognition and consciousness;

cognitive psychologists have provided systematic descriptions of different modes of consciousness and developed theories that they test experimentally. The research of linguists and computer scientists has inspired architectures of knowledge and models of knowledge structures.

2. Psychology and Gender—The track begins with the psychological study of gender focusing particularly on empirical work. Since gender is a complex topic adequately understanding it requires the insight of various disciplinary perspectives. The psychological perspective can be enhanced by the study of other approaches, which include women's studies, philosophy, anthropology, sociology, and economics. The courses from these disciplines along with the required psychology courses should provide the student with a comprehensive overview of the empirical study of gender.

3. Psychology of Visual and Performing Arts—Psychology has been variously defined as the systematic study of behavior and experience. Whatever else art production and reception may be, they are also meaningful outcomes of behaviors based on particular experiences. This track will probe the connections between basic areas in psychology such as perception and personality, and practical applications in visual and performing arts. Two tracks are proposed, depending on the particular artistic discipline(s) emphasized.

4. Human Movement—Researchers in perceptual psychology have been impressed by findings that human observers are very sensitive to patterns of movement of other humans and animals. Many scientists now believe that this perceptual sensitivity cannot be understood apart from knowing how movements are produced. Moreover, these two standpoints, observation and control, can be approached at several levels, all of which are important. Thus, human movement stands out as an exemplary interdisciplinary topic.

5. Health Studies—The Health Studies track will integrate issues of health as addressed in the social sciences, natural sciences, and humanities. Health may by conceived along a continuum ranging from disease, disorder, deviance, and immorality to wellness, full-functioning, adaptation, and morality. Health may include issues of the body, behavior, and mind. This track will focus on health as it concerns persons, individually and in groups.

Fall Term

101. General Psychology—An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. Students will be introduced to issues in research techniques by either being involved in on-going faculty research, or writing a short paper based on research articles. Enrollment limited to 40.—Staff

221. Research Design and Analysis—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and nonreactive 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 36. Enrollment in each lab limited to 12.—Kraemer

226. Social Psychology—Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Prerequisite: Psychology 101. Enrollment limited to 40.—McGrath

235. Personality—The course will critically examine the factors that affect the development and change of personality in women and men. We will study how psychoanalytic, learning, cognitive, and biological perspectives illuminate our understanding of the development of such characteristics as achievement motivation, anxiety, aggression, and gender role adherence. Prerequisite: Psychology 101. Enrollment limited to 40.—Cardeña

247. Altered States of Consciousness—From its inception as a systematic, empirical discipline psychology has been intermittently interested in the study of consciousness. Alterations in states of consciousness have been seen as having important implications for healing, creation, and even the nature of knowledge and reality. This course is an overview of the recent theoretical and empirical work devoted to such areas as baseline "ordinary" consciousness, sleep, dreaming, lucid dreaming, hypnosis, drugs, meditation, possession, shamanism and mystical experience. Enrollment limited to 30.—Cardeña

[265. Drugs and Behavior]—A broad overview of the use and abuse of psychopharmaceuticals. We will study the classification of psychoactive drugs, their history and the methodological research techniques used on humans and animals. The course emphasizes physiological mechanisms of drug actions, drug effects on psychological functioning including therapeutic and toxic effects. Enrollment limited to 40.

[294. Psychology and the Criminal Justice System]—A study of the contributions of psychology to criminal justice procedures. We will discuss such issues as eyewitness testimony, jury selection procedures, insanity as a defense, and decision-making strategies of police, judges, and other officials. Class members will visit a court throughout the semester. Also, students are required to observe a trial during open period. Enrollment limited to 30.

295. 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 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 40. Lab enrollment limited to 20 students. (1¼ course credits with laboratory.)—Anselmi

[326. Advanced Topics in Social Psychology: Social Psychology of Educational Systems]—This course will apply social psychological theory and research toward understanding behavior in educational systems. We will examine several aspects of social cognition in classrooms, including ways that social comparison processes, causal attributions, and interpersonal expectancies may influence behavior. We will study social relations in school settings, including peer relations and student-teacher relations. Finally, we will address effects of the social organization of classrooms, including practices such as ability grouping, cooperative learning, mainstreaming, and desegregation. Prerequisite: Psychology 226. Enrollment limited to 20.

347. Psychology and Medicine—An advanced seminar that will examine the influence of psychological processes in medical research and medical practice. The course will emphasize the integration and synthesis of psychological theory with empirical research, using journal articles. Students will gain an appreciation for biopsychosocial approaches to physical health. Prerequisite: Psychology 226 or 261. Enrollment limited to 20.—Kraemer

352. Artificial Intelligence—A study of basic principles and research methods in artificial intelligence. The course exposes students to selected topics in the field, including pattern recognition, problem solving, theorem proving, knowledge representation, and natural language understanding by computers. The course will draw on recent advances made by cognitive scientists in each of these applications. Students are expected to study the theoretical background of an application. They will also complete several programming and simulation assignments during the semester. (Same as Computer Science 352.) Prerequisite: Computer Science 215L or permission of the instructor.—Morelli

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. Enrollment limited to 20.—Mace

399. Independent Study—A staff member will supervise a student's independent examination of topics that fall under the following rubrics: cognitive, social, and gender development (Anselmi); psychopathology, clinical, or counseling psychology (Cardeña, Higgins, Lee); cognitive psychology, memory, and understanding prose (Haberlandt); psychobiology (Kehoe); social psychology (Herzberger, Reuman); personality and assessment (Cardeña, Herzberger, Reuman); perception (Mace); consciousness (Cardeña); and language (Anselmi, Mace). (½ or 1 course credit.)—Staff

401. Senior Seminar: Intelligence—This seminar will consider several approaches to the study of intelligence, including the classical psychometric framework, information-processing theories, and developmental approaches. We shall examine basic principles of verbal, quantitative, and of "artificial" intelligence, treat the controversy about genetic versus environmental factors in intelligence, and discuss issues of "practical intelligence," the kind of intelligence that helps one succeed in every-day situations. Permission of instructor signed by Department Secretary. Enrollment limited to 12.—Haberlandt

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-walking oscillation, pain modulation, etc. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all junior and senior life science and physical science majors. (Same as Engineering 411)—Bronzino

[414. History of Psychology]—Why do psychologists do what they do today? The historical approach to this question will be divided into two parts—the theoretical ideas about how the human mind works, and the methods used to study the mind. What has changed since the early Greeks? What has stayed the same? Why? In what sense can we say there has been progress? How are theories, facts, and methods related? How is psychology like any other science? To fully confront the question of why psychologists do what they do, the history of psychology as a professional organization will also be examined. For instance, who controls grants and how do granting agencies control what psychologists do? Each student will become involved in historical research by specializing in the study of one psychologist throughout the semester. Prerequisite: Five courses in psychology.

415. Development and Culture—This seminar will look at current issues in developmental psychology including cognition, personality, language, and socialization from the perspective of cross-cultural psychology. We will focus on the role culture plays in the outcome of development as well as influencing our definitions of the process of development. Prerequisite: Psychology 226 or 295. Enrollment limited to 15.—Anselmi

425. Advanced Topics in Clinical Psychology—We will study in depth current research and theory on specific clinical areas, which may include any of the following: a) the psychological aftermath of trauma, b) psychodynamic non-conscious processes, c) dissociative disorders, d) cross-cultural psychiatry. Prerequisite: Psychology 270 or 273. Enrollment limited to 15.—Cardeña

[426. Advanced Topics in Social Psychology: Socialization]—The topics chosen for this seminar vary from semester to semester, but will include those of interest to social psychologists. During the fall of 1991 we will examine the influence of the family on behaviors such as aggression, prejudice, sex role socialization, and social skills. We will study variations in family types and their effect upon behavior and will discuss the relative importance of the family as a socializing influence compared to other forces. Prerequisite: Psychology 226. Enrollment limited to 20.

[447. Freud]—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. Prerequisite: permission of the instructor. Enrollment limited to 20.

466. Teaching Assistantship—(½ or 1 course credit)—Staff

490. Research Assistantship—Students may assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. (½ or 1 course credit.)—Staff

[493. The Ecological Approach to Psychology]—The course shows the numerous consequences of including the environment as a serious part of psychology. These consequences appear first in experimental psychology, but ultimately span the range from social psychology to neurophysiology. Illustrative applications of the approach can be found in a diverse set of examples that include piloting aircraft, architectural design, film making (directing and editing), catching and hitting baseballs, broad jumping, and designing orthodontic treatment. Prerequisite: Psychology 293.

498. Senior Thesis—Semester (1 credit) or year-long (2 credits) research project. If taken for a year, 0.00 course credits awarded in the fall semester, 2.00 course credits awarded in the spring semester. Prerequisite: Submission of completed Thesis Form each semester.—Staff

Spring Term

101. General Psychology—An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. Students will be introduced to issues in research techniques by either being involved in on-going faculty research, or writing a short paper based on research articles. Enrollment limited to 40.—Staff

216. Psychology of Performance—This interdisciplinary course will explore the various links between psychology (which deals with the systematic study of behavior and meaning) and artistic performance (theater, dance, performance art, and similar disciplines). Among the topics to be covered are "universal" expressions of basic emotions through verbal and nonverbal behaviors, audience reception of performance, action and therapy, personality and cognitive variables in performance expression and reception, and oth-

ers. The course will include reading experimental and field studies, observing live and taped performances, and producing projects involving analytical and expressive skills. Enrollment limited to 15 students.—Cardeña

[218. 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.)

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.) Enrollment limited to 30.—Brown

221. Research Design and Analysis—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and nonreactive 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 36. Enrollment in each lab limited to 12.—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.)—Schultz

255. Cognitive Psychology—The study of knowledge and how people use it, for example, in recall and recognition, question answering, reading, writing, and problem solving. It examines individual differences, e.g, between good and poor readers, and application of theories in cognition to "real world" tasks such as computer programming. The course takes an interdisciplinary approach emphasizing the continuing influence of philosophy, linguistics and computer science on the study of cognition. Laboratory exercises are designed to illustrate some of the topics considered in class. Prerequisite: Psychology 101 (1¼ course credits.) Enrollment limited to 32.—Haberlandt

[256. Learning and Memory]—A survey of traditional learning theory and current approaches to human and animal learning and memory. The course considers the acquisition and retention of skills such as reading, arithmetic, and scientific reasoning. The laboratory exercises illustrate some of the topics presented in the class lectures. Prerequisite. Psychology 101. Enrollment limited to 32. (1¼ course credits.)

[259. Transitions of the Self]—The search for one's identity and for one's place in society is life-long, although the college years are of crucial importance to personal development as well as to integration of the self in any particular subculture in addition to the larger community. The seminar will focus on a number of chronological ages, on gender, race and cultural differences through an examination of novels and nonfiction works. Students will read approximately ten books, will be expected to assume an active role in class discussions, and will lead at least one seminar meeting. Additionally, two papers treating the concept of growth will be written. Enrollment limited to 15.

261. Principles of Neuroscience: 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. (Same as Neuroscience 202.) Lab enrollment limited to 18 students. (1¼ course credits with optional laboratory.)—Kehoe

[262. Animal Behavior]—This course will examine the proximate and ultimate (how and why) causes of behavior by exploring genetic, developmental, physiological, ecological and evolutionary processes. Specific topics will include feeding, habitat selection, predation, mating, sexual reproduction, and social behaviors of the animal kingdom. Additionally, we will study how to formulate important questions about behavior and the methodology necessary to explore such hypotheses. Enrollment limited to 40.

[270. Clinical Psychology]—A survey of the concepts, methods and theoretical issues of clinical psychology with a focus on current and classical research and theory. Students will explore such areas as personality development from a clinical perspective, assessment, pathology, diagnosis, clinical research, and some preventative and therapeutic modes of intervention. Emphasis will also be placed upon evolving models of clinical psychology and their relationship to other areas of psychology and the life sciences. Prerequisite: Psychology 101.

273. Abnormal Psychology—Some of the most influential pronouncements in psychology have been at least partly based on the study of people deemed to be abnormal or extreme in some way (e.g., "split-brain" patients). This course will provide a critical introduction to different models - medical, psychoanalytical, and others - of psychopathology (psychoses, personality disorders, etc.) We will review personal accounts of experiences deemed to be psychopathological and look at a variety of unusual experiences (e.g., deja vu, depersonalization) frequently reported by "ordinary" people. Enrollment limited to 40. Prerequisite: Psychology 101.—Higgins

293(2). 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. Enrollment limited to 40. (1¼ course credits with optional laboratory.)—Mace

[300. 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 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. (1¼ course credits with optional laboratory.)

[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.)

[332. Psychological Assessment]—The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing, intelligence and achievement testing, projective techniques, objective test construction, and behavioral observation. Prerequisites: Psychology 221 and Psychology 235. Enrollment limited to 12. (1¼ course credits.)

[342. Emotion and Cognition]—Traditionally the study of cognition within psychology has disregarded a full consideration of the person's emotional life, despite the central role that emotions and moods play in many, if not most, of our evaluations, decisions, perceptions and even states of consciousness. This advanced seminar will provide an introduction to the systematic study of emotions, the interaction of emotions and cognitions, and the recent work probing psychodynamic concepts such as nonconscious processing of emotionally laden materials, transference and mechanisms of defense. Prerequisite: Psychology 255. Enrollment limited to 20.

[356. Cognitive Science]—An interdisciplinary study of topics from a variety of subjects including learning, memory, perception, and cognitive psychology. Some specific topics are language learning, expert systems, inferences, and planning. These topics will be approached using methods from psychology, artificial intelligence, and linguistics. The laboratory offers students opportunities for experimentation and computer simulation. Prerequisite: Psychology 255 or 256 or 293 or Computer Science course. Enrollment limited to 24. (1¼ course credits)

391. Psychology of Language—The course will deal with the relationship of psychology, philosophy and linguistics in the study of language. The focus will be on theoretical and methodological issues as well as actual psycholinguistic research in language production, comprehension and development. Prerequisite: Psychology 255. Enrollment limited to 15.—Anselmi

[392. Advanced Psychobiology: Human Neuropsychology]—The course will begin with a cursory review of basic neuroanatomy, brain organization and topography, and neurotransmitters and neurotransmitter conductive systems. Next, an in-depth examination of physiological and neurological manifestations of cognitive and psychopathological disorders as well as behavioral correlates of neuropathological and pathophysiological disturbances will follow. Finally, a survey of current diagnostic procedures and treatment approaches will be presented. All course material augmented with and accentuated by illustrative clinical case material. Prerequisites: Psychology 261 or Neuroscience 201.

395. Cognitive and Social Development—This course will explore cognitive and social development within a general developmental framework. It will elaborate and critically evaluate Piaget's theory of cognition development and examine how research in areas such as memory, perception, intelligence testing, education, language, morality, social cognition, and sex-role development can be related to Piaget's work. Prerequisite: Psychology 295. Enrollment limited to 15.—Anselmi

399. Independent Study—A staff member will supervise a student's independent examination of topics that fall under the following rubrics: cognitive, social, and gender development (Anselmi); psychopathology, clinical, or counseling psychology (Cardeña, Higgins, Lee); cognitive psychology, memory, and understanding prose (Haberlandt); psychobiology (Kehoe); social psychology (Herzberger, Reuman); personality and assessment (Cardeña, Herzberger, Reuman); perception (Mace); consciousness (Cardeña); and language (Anselmi, Mace). (½ or 1 course credit)—Staff

402. Senior Seminar: Hypnosis & Dissociation—Participants in the seminar will concentrate on various research issues, methods, and findings in a particular area and develop, but not necessarily carry out, a research project throughout the semester. Topics include hypnosis and memory, hypnotic experience, effects of suggestion on the immune system, and dissociative disorders (e.g., psychogenic amnesia, multiple personality disorder). Permission of instructor signed by Department Secretary. Enrollment limited to 12.—Cardeña

[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: Psychobiology 261. Enrollment limited to 20.

464. Neuropsychopharmacology—This seminar will examine how drugs act upon, amplify and modify neural functions, ultimately affecting mood and behavior. It will provide an introduction to the principles of pharmacology and neurochemistry. An in-depth study of the brain and behavioral mechanisms of drugs of abuse, such as cocaine, heroin, LSD and alcohol, and the neurobiology of addiction. Additionally, we will examine the effects of prenatal exposure to these drugs. Prerequisite: Psychology 261. Enrollment limited to 15.—Kehoe

466. Teaching Assistantship—(½ or 1 course credit)—Staff

471. Psychotherapy—This course is taught as a seminar with limited enrollment and assumes some background. Through study of original theoretical source material, students investigate the nature of psychotherapy with attention given to its evolution, the therapeutic relationship and communication, and the integrative aspects of diverse methods and theories, such as client-centered, rational-emotive, behavioral, psychoanalytic, Jungian, gestalt, and group psychotherapy. Films will illustrate various styles of psychotherapy. Prerequisite: Psychology 270 or 273. Enrollment limited to 14.—R.M. Lee

490. Research Assistantship—Students may assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. (½ or 1 course credit.)—Staff

499. Senior Thesis—Semester (1 credit) or year-long (2 credits) research project. If taken for a year, 0.00 course credits awarded in the fall semester, 2.00 course credits awarded in the spring semester. Prerequisite: Submission of completed Thesis Form each semester.—Staff

Public Policy Studies Program

Assistant Professor J. M. Gillroy, *Director*, Associate Professor Gold, *Associate Director for Student Advising*, Associate Professor Wade, *Associate Director for Curriculum Development*, Advisory Committee: Associate Professor Hedrick, Professor Herzberger, Assistant Professor Mullahy

Public Policy Studies is a major which requires the integration of abstract ideas and ideals concerning the appropriate organization of public and private life with the practical consequences of particular policies created by real institutions. It is, therefore, a study of lofty principles and special interests, of grand ideas and street-level effects, of government controlling business and business controlling government.

Trinity College is a particularly appropriate place to study public policy because of ready access to state, regional and local governments, as well as numerous "street-level bureaucrats" and advocacy organizations. The Program teaches skills of analysis within a broad liberal arts framework and should be a useful preparation for graduate work in policy or social sciences or for professional education in law or public management. Though not vocational in character, the major will also provide students with needed skills for entry and success in government, politics, nonprofit organizations and advocacy groups.

Public Policy Studies Major

The Public Policy Studies major comprises sixteen courses consisting of: nine core courses, three electives chosen from an approved list, and four courses in a chosen concentration. Only courses passed with a grade of C- or better will count towards the major.

I. *Core* (nine credits):

A. METHODS, APPROACHES AND THEORY

1. Theories of Resource Allocation: Microeconomic Theory (Economics 301) or Public Finance (Economics 306)
   Formal Analysis: Normative and Empirical Dimensions (Public Policy 304/828/Political Science 304)
2. Quantitative Tools: Judgment and Decision Making (Public Policy 114/Math 114)
   Empirical Techniques: One course, chosen with the advice and consent of the Director, from the set of empirical courses offered at the College (Political Science 241, Sociology 201, Math 107, for example)

B. PERSPECTIVES

Politics—Public Policy Analysis: Theory and Practice (Political Science 224)
Cross Cultural Perspectives—Public Policy and Applied Anthropology (Public Policy 240/Anthropology 240)
Ethics—Moral Theory and Public Policy (Public Policy 402/Philosophy 355)

C. WORKSHOP

Policy Implementation Workshop (Public Policy 303)

D. SENIOR SEMINAR OR THESIS

Each student is expected to complete a senior seminar, paper or thesis. If in any particular year the Public Policy Program does not offer its own senior seminar, then any 400-level course in the Political Science Department, or research seminar in any cognate department is acceptable, with permission of the Director. Instead of an established senior seminar, the student, with permission of the Director, may substitute an independent study course that involves a research paper or may petition the Director to sign up for thesis research. Students are encouraged to speak to the Director about how they wish to complete this requirement before the fall of their senior year.

II. *Elective Choice* (three credits):

Three courses chosen from an approved list, one of which must be in History. *Examples* of approved courses are:

History:
African American Experience (209)
Drink and Disorder in America (215)
The Family in American History (316)
Reform Movements of Twentieth-Century America (318)
America in the Sixties (354)

Economics:
Political Economy (206)
Public Finance: Economics of the Public Sector (306)
Industrial Organization and Public Policy (308)
Macroeconomic Theory (302)
Political Science:
The American Presidency (225)
Constitutional Law (307 & 316)
Administration and Public Policy (311)
Congress and Public Policy (309)
Sociology:
Social Problems in American Society (204)
Race and Ethnicity (214)
Political Sociology (351)
Formal Organizations (361)
Psychology:
Social Psychology (226)
Psychology of Gender Differences (310)
Philosophy:
Theories of Human Nature (230)
Ethics (203)
Social Justice (212)

N. B. The above constitutes a partial listing. In addition some courses may "double count" as electives and toward the concentration, but only upon approval of the Director.

III. *Concentrations* (four credits).
Students will, with the approval of the Director, choose three courses plus a related internship from one of the concentrations listed below:
Law
Environmental Policy
International Relations
Education Policy
Race and Gender Policy
Urban Policy
Self Created—Students can apply to the Director of the Program for a self-created concentration.

Cognates:
Cognate courses should be chosen with the goal of gaining additional depth within a traditional, related discipline and/or the chosen concentration requirement. Students expecting to do graduate work in public policy or related social science disciplines should consider additional quantitative coursework above the major requirements.

While there are many general programs of foreign study available to Trinity students, public policy majors interested in foreign study should be aware of The Swedish Program at Stockholm University which was specially created "to develop an understanding of how organizations and public policy in Sweden address economic, political and social issues relevant to all Western industrial societies." Other programs also offer policy related courses.

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Listing of Program courses (other courses are described in their respective Departmental offerings):

114. Judgment and Decision-Making—Most of the decisions that you make in your life-time 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. (Same as Math 114)—Georges

[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. (Same as Political Science 224.) Enrollment limited to 35—Gillroy

240. Public Policy and Applied Anthropology—Policy is explored in a cross-cultural context showing the variety of ways that different societies manage conflict and also the various ways in which conflict can be created or submerged. The role of anthropologists in studying conflict and contributing to policy issues is also discussed. [Offered every other year.] (Same as Anthropology 240)—Nadel-Klein

Economics 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/Mullahy

302. Law and Environmental Policy—The course emphasizes how and why American environmental law has developed over the preceding three decades as a primary tool to achieve environmental goals. Topics include the analysis of policy options, "command-and-control" regulation, modification of liability rules, pollution prevention through non-regulatory means and the environmental aspects of U.S. energy policies in relation to petroleum, electricity and transportation. The course concludes by addressing transnational environmental issues such as atmospheric change, burgeoning population growth, depletion of forests and species, sustainable development and the role of international legal institutions in relation to these pressing problems.—Brenneman

303. Policy Implementation Workshop—Implementation, sometimes called the hidden chapter in public policy, will be explored using the case method as the primary mode of instruction. Cases will be drawn from a wide variety of areas and will make use of the analytical skills learned in previous courses. Special attention will be paid to writing and speaking skills.

[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, and how they function as a foundation for policy argument. We will cover the assumptions of welfare economics, the economic theory of democracy, Arrow's Paradox and problems of defining rationality, collective action, democracy and the public interest. (Same as Political Science 304, Public Policy 828.)—Gillroy

Economics 306. Public Finance: Economics of the Public Sector—An examination of the role of tax and public expenditure policies as they influence the allocation and distribution of resources, and on the role of market imperfections as rationales for government policies. Emphasis is on the effects of taxation and public spending on consumer and producer choices. (Economics 301 is strongly recommended but not required.)—Mullahy

402. Moral Theory and Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals and capital punishment are among the topics to be considered. (Same as Philosophy 355 and 836.) Enrollment limited to 20.—Wade

399. Independent Study—Staff

497. Thesis—Staff

Religion

ASSOCIATE PROFESSOR FINDLY, *Chair*;
PROFESSORS KIRKPATRICK; PETERSON; ASSOCIATE PROFESSORS DESMANGLES, GETTIER*** AND KIENER; ASSISTANT PROFESSOR BYRNE
VISITING LECTURERS ROACH, TROST AND WALSH

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, material culture, beliefs, rituals, and institutions. 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.

***On Leave, Spring Term

The major is required to complete ten courses with a grade of C- or better. Among these ten courses, the student must include:

1. THREE courses in a primary religious tradition
2. TWO courses in a secondary religious tradition
3. A Junior Seminar
4. A Senior Thesis
5. Three elective courses

The traditions available for study on a regular basis are: Buddhism, Christianity, folk religions, Hinduism, Islam, and Judaism. Students interested in other specific religious traditions should see the Department Chair.

The major is designed (a) to provide a sound acquaintance with at least two significant religious traditions, (b) to explore in the Junior Seminar a theme or problem common to different religious traditions, and (c) to bring to fruition in a Senior Thesis the skills and knowledge acquired in the major.

Tracks:

I. Tradition

1) The student must take, in addition to the three departmental courses satisfying the primary tradition, three non-departmental courses covering at least 2 fields;

2) The student must take, in addition to the two departmental courses in the second tradition, four non-departmental courses covering at least 2 fields;

II. Theme

The Department will design, in consultation with the student, a track that selects a central theme integrating three or four non-departmental courses with the student's major work.

Honors are awarded to those who attain a minimum grade average of A- in the ten courses fulfilling the major requirements and Distinction on the departmental evaluation of the Senior Thesis and Oral.

Students interested in majoring are asked to consult with the Department Chair as early as possible in their academic careers in order to clarify the major requirements and to plan carefully their courses of study. There are many foreign study opportunities available for the Religion major; one includes Trinity's participation in the summer excavations at Caesarea Maritima in Israel. Students are also encouraged to study foreign languages, especially those which would enable them to read primary religious texts: for example, Arabic, Aramaic, Chinese, Greek, Hebrew, Japanese, Latin and Sanskrit.

Symbol: [ ] course not offered in the current academic year

Fall Term

[103-01. 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.)

109-01. The Jewish Tradition—A thematic introduction to the major concepts, ritual cycles, holidays, and beliefs of Judaism. Readings and course material will be taken from classic Jewish texts as well as modern secondary sources.—Kiener

[121-01. 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. Guided Studies students only. (Same as Guided Studies 121.)

150-01. Sanskrit Tutorial—An introduction to the grammar, vocabulary, and translation of classical Sanskrit. Subsequent semesters can be taken as independent studies. First-year studies focus on epic materials, second-year on the Bhagavad Gita. (Same as Area Studies 150.)—Findly

151-01. Religions of Asia—An introduction to the major religions of Asia: Hinduism, Buddhism, Daoism, and Confucianism, with special emphasis on how each of these modes of thought gives rise to a special vision of man in the universe, a complex of myth and practice, and a pattern of ethical behavior. (Same as Area Studies 151.)—Findly

175-01. 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 do religious thinkers formulate their visions systematically? How do religious convictions affect moral attitudes toward other persons, society, government, and nature?—Kirkpatrick

194-01. Eastern Orthodox Tradition—Freed from the restraints that bound them for much of the 20th century, the Orthodox churches of Eastern Europe are flowering. Although unfamiliar to many in the West, Orthodoxy is the lasting legacy of the Byzantine Empire and remains the dominant form of Christianity in much of Eastern Europe and the Eastern Mediterranean. The course offers an introductory survey of the Orthodox Christian tradition, which stretches unbroken from first century Palestine to 20th century Russia, Greece and Armenia. It treats the history of the church, and its distinctive approach to theology and worship (including iconography, church architecture and sacred music).—Walsh

[203-01. Readings in Hebrew Literature]—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.

207-01. 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 2ll.)—Kiener

[208-01. 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, ecstatics, theosophists, rationalists, messianists, populists, and pietists. Readings will include classical texts (such as the *Zohar*) and modern secondary studies. (Same as Philosophy 208.)

211-01. 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

215-01. Myth and the Bible—Is myth found in the Bible? Is the Bible itself myth? What is myth? What role does it play in society? How does it function in religion? This course will examine these questions in the context of the ancient world and comparative mythology, and will consider implications for life in the modern technological world. (Same as Comparative Literature 215.)—Gettier

[224-01. Major Religious Thinkers of the West II]—Hume, Kant, Hegel, Kierkegaard, Schleiermacher, Buber, Tillich, Bonhoeffer, and process and liberation theologies.

228-01. History of Roman Catholicism: Post-Reformation to the Present—This historical survey of Roman Catholic Christianity will deal with the chief movements and figures which have shaped the Roman Catholic church from the Council of Trent to the present time. Attention will be given to the interaction of the various Christian churches and the political, social, and intellectual developments of the age.—Byrne

[233-01. The Church and the Poor]—This course will explore the dynamic relationship between Christian ethics and the "option for the poor," from the early church to the present. The focus of study will be the church's teachings, charitable service and leadership, with special emphasis given to its changing images and attitudes. Recent Roman Catholic writings on social concern and liberation theology will serve as a framework for discussing the contemporary challenge to become a "church of the poor."

242-02. Religion Observed in Literature and Film—Religious language, themes, and rituals appear with surprising frequency in American literature and film. How does an awareness of this religious dimension in a work of art affect our interpretation of it? What do these often subtle traces of religion suggest about the American character? After examining one explicitly religious text, *The Gospel of Mark*, we will observe religion in a variety of American texts including Melville's *Billy Budd*; O'Connor's "Revelation"; Salinger's *Franny and Zooey*; Spiegelman's *Maus*; and the films *The Wizard of Oz*, *The Big Chill*, and *Bladerunner*.—Trost

[245-01. 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.)

247-01. Introduction to Psychology and Religion: Evil—A survey of psychology and religion, both historic and contemporary, examined through the problem of evil. Topics will include parallels between religious and psychological notions of sin and aggressiveness; the origin of evil; the problem of theodicy; anxiety, fallenness, the dynamics of separation and reunion, and the sense of meaning. Augustine's *Confessions*, the work of Freud and Jung, object relations theory, the interpersonal approach and contemporary psychoanalytic theory will be explored. Gender differences in the treatment of these issues will be given special attention. Enrollment limited to 28.—Roach

248-01. Women and Religion—A wide-ranging exploration of the role of women in various world religions, including analysis of gender in shaping the mythological and political structures of specific religious traditions. The course will examine Judaism, Christianity, Islam, Hinduism, Buddhism, and Native and African American religions. The class will draw on the current experience of women living these traditions as well as historical sources. (Same as Women's Studies 248.)—Byrne

[253-01. 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.)

255-01. Hinduism—An introduction to the thought and practice of traditional Hinduism, with special emphasis on perceptions of the "self." Topics covered will be the duties of ritual and caste morality, the meditations of the forest yogis, and the religious fervor of devotees to Shiva and Krishna. Readings include early myths, philosophical texts, devotional hymns, and modern novels. (Same as Area Studies 255.)—Findly

[257-01. Religions of China]—An historical and philosophical study of the major religious traditions of China—Confucianism, Daoism, and Buddhism. The relation of Daoism and Confucianism to indigenous Chinese beliefs and practices recorded in ancient literature and illumined by recent archaeological discoveries will be examined. The creative Chinese responses to the foreign ideas introduced by Buddhist missionaries will also be considered. The course will conclude with a look at the present situation for religions in the People's Republic of China (Same as Area Studies 257.)

[261-01. 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.)

[278-01. 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, deconstructionists, and others.

[281-01. Anthropology of Religion]—An introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of "primitivity," the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft and divination. (Same as Anthropology 281 and Area Studies 281.)

[285-01. 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.)

289-01. Religion and Culture Change—An anthropological study of the rise and development of cults in traditional cultures engendered by the impact of colonization, the spread of Christianity and Western technology in so-called Third World cultures. Among others, the course emphasizes the revival, the millenarian, the Cargo, and messianic cults. Special attention is given to the origin, the nature, the social functions and dysfunctions of these cults, as well as the methodology used to study them. (Same as Anthropology 289 and Area Studies 289.)—Desmangles

295-01. 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

[315-01. 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.)

[372-01. 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).

399-01. Independent Study—Advanced work on an approved project under the guidance of a faculty member. Prerequisite: permission of the instructor. (½-2 course credits.)—Staff

466-01. Teaching Assistant—A teaching assistant works with a faculty member in the preparation and teaching of a course, and receives academic credit for his or her work. See the *Student Handbook* for the specific guidelines. Prerequisite: permission of the instructor. (½-1 course credit.)—Staff

497-01. Senior Thesis—For those seniors writing a 1- or 2-credit thesis in a single semester. (1-2 course credits.) Prerequisite: permission of the instructor.—Staff

498-01. Senior Thesis Part 1—For those seniors writing a thesis worth at least 2 cumulative credits which will span two consecutive semesters. (2 course credits awarded for completion in the second term.) Prerequisite: permission of the instructor.—Staff

Spring Term

[104-01. Elementary Biblical Hebrew II]—Required continuation of Religion 103-01.

181-01. Islam—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur'an, law, theology, religious and social institutions, Muslim solidarity, mysticism, and fundamentalism. (Same as Area Studies 181.)—Kiener

184-01. 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

192-01. Introduction to 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

[204-01. Readings in Hebrew Literature II] —Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor.

205-01. The Emergence of Judaism—An historical overview of the different Judaisms (Hellenists, Gnostics, Apocalyptists, Sadducees, Pharisees, mystics) of the Rabbinic era, from Biblical origins to the end of the 7th century C.E. Emphasis will be placed on the varied religious developments as they unfold in the history and the literature of the Jews. (Formerly Classical Judaism I)—Kiener

[206-01. Judaism in the Middle Ages]—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. (Formerly Classical Judaism II)

212-01. 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.—Peterson

[214-01. The Jews in America]—A social and religious history of American Judaism from prerevolutionary 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.)

[218-01. 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 state. 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.

[220-01. 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.

223-01. 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. Among the topics to be covered: Gnosticism, Augustine, Aquinas, Eckhart, millenarianism, the Free Spirit, Luther, Calvin, and the Anabaptists. Guided Studies students are automatically enrolled. Non-Guided Studies students will be enrolled with permission of the instructor. (Same as Guided Studies 223.)—Kirkpatrick

226-01. Christian Mysticism—An inquiry into the phenomenon of mystical experience, exemplified in the Christian tradition as direct encounter with God. The course offers psychological and theological analyses of mysticism and its specifically Christian manifestations. Students will read works from Catholic, Orthodox, Anglican, Lutheran, Quaker and Sectarian mystics such as Pseudo-Dionysius, Gregory of Nyssa, Bernard, Julian of Norwich, Teresa of Avila, Jackob Boehme, George Herbert, Simone Weil and contemporary mystics.—Byrne

[240-01. Intellectual Crises and 20th Century Catholic Response]—It is widely held that religious belief in our century has been severely shaken by three major intellectual developments: psychoanalysis, evolutionary biology, and existentialism. We will study these three modern theories and the challenges they pose to religious belief. We will consider responses developed to each by Roman Catholic thinkers: Hans Kung to psychoanalysis, P. Teilhard de Chardin to evolution, and Gabriel Marcel to existentialism.

252-01. The Asian Mystic—An examination of the mystic in Asian religious traditions. Special attention will be given to mysticism and heresy, the psychological and theological sources of mystical experience, and the distinctive characteristics of mystical language. Readings from Indian, Tibetan, and Chinese sources. Enrollment limited to 50. (Same as Area Studies 252 and Comparative Literature 253.)—Findly

[254-01. Buddhist Art]—The Buddhist religion is a unifying element across Asia, linking diverse cultures, races, and social and political orders. This course will survey the development of Buddhist painting, sculpture, and architecture in India, Central and Southeast Asia, China, Korea, and Japan. Through slide presentation and discussion, material will be studied by chronological, stylistic, cultural, and conceptual comparison. A basic background on Buddhism will be provided, and no knowledge of Asian languages is required. (Same as Area Studies 254 and Art History 204.)

256-01. 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. Enrollment limited to 50. (Same as Area Studies 256.)—Findly

[258-01. Religions of Japan]—An historical survey of Japanese religions with particular attention to the ancient shamanic tradition and to the indigenous ideologies which came to be called Shinto; the adoption of Chinese Buddhism and its interaction with Shinto; the impact of Buddhism, especially Zen, on Japanese arts

and values; the role of Confucianism in the shaping of the samurai ideal. Also to be considered are the development of State Shinto before World War II, the proliferation of new religious movements in modern Japan, and the prominence of women in these new religions. (Same as Area Studies 258.)

262-01. 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.)—Walsh

282-01. Religion and Politics in Islamic Asia—Using case studies to investigate the role of religion in the politics of Islamic societies from Southwest to East Asia (for example, Turkey, Iran, Pakistan, Indonesia, Malaysia, China and the Philippines). Focus is on the anthropological study of the acquisition and negotiation of power through the manipulation of religious beliefs, symbols, and rituals in different settings—gender and family relations, political groupings, national movements, and state-level institutions like the military—and in different types of societies. (Same as Area Studies 220 and Anthropology 222.)—Bauer

[283-01. Native American Religions]—An anthropological study of the religions of the Americas' indigenous peoples. Emphasis will be given to their ethnohistory, oral traditions, myths, symbols, and ritual performances. The course will also consider culture change and the rise of modern nativistic movements among Amerindians. (Same as American Studies 283, Area Studies 283, Anthropology 283.)

[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.)

288-01. Magic, Possession and Spiritual Healing—An anthropological approach to religion and magic. A cross-cultural analysis of the forms of spiritual healing in traditional cultures. Emphasis is given to the manifestations of spiritual power, the role of possession, magic, shamanistic utterances, and hallucinogens in the process of spiritual healing. Enrollment limited to 50. (Same as Area Studies 288.)—Desmangles

[290-01. 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.)

[296-01. 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.)

302-01. 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 cultural, historical and religious climates which helped influence the unique scholastic doctrines under discussion. Enrollment in Philosophy 310 concurrently with this course is required. Enrollment limited to 30. (Same as Philosophy 302.)—Lang

[304-01. 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.

310-01. History of Philosophy (Laboratory)—This laboratory is required for all students concurrently enrolled in PHIL 301-01 or PHIL 302-01. In it we shall work with problem solving abilities of abstract concepts developed in both ancient and medieval philosophy. Students will work together in pairs or small groups to solve problems in mathematics, biology, and physics/astronomy using concepts learned in class. (1/4 course credit.) (Same as Philosophy 310.)

[312-01. 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.)

[314-01. Major Motifs of Biblical Thought]—The structures of biblical thinking developed through an examination of the central themes in the Hebrew Bible (Old Testament) and New Testament.

[316-01. 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.)

[320-01. Pierre Tielhard deChardin]—Pierre Teilhard deChardin was a French Jesuit, trained in paleontology, whose scientific researches led him to a vision of the natural world evolving toward greater levels of integration, self-awareness, and perfection. We will consider the controversies in both the scientific and religious communities surrounding his scientific reputation and the banning of his writings. The course will engage in a close study of his major work *The Phenomenon of Man*. Selections from other Teilhard writings, as well as supplementary material in biology and philosophy, will also be consulted.

[334-01. 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 Area Studies 334 and Comparative Literature 334.)

[338-01. Christian Social Ethics]—An in-depth exploration of the historical teachings of and contemporary controversies within Christianity on selected moral issues in sexuality, economics, business, medicine, ecology, race, war and pacifism, and foreign policy. Special attention will be given to problems in contemporary American society.

[356-01. Zen Buddhism]—Zen is a distinctive form of East Asian Buddhism, with roots in Chinese Daoism as well as in Indian Buddhist thought and practice. In this course we shall explore the origin and the development of Zen in China and Japan, through the reading of Buddhist and Daoist texts and the teachings of Chinese and Japanese Zen masters. Topics of particular interest will include: Zen myths and legends; Zen meditation and teaching methods; Zen and the arts; Zen and the way of the warrior. (Same as Area Studies 356.)

[374-01. Philosophies of Community]—We will explore competing theories of human association both in different religious traditions and between religious communities, and various theories of political society, such as liberalism and communitarianism. The nature of persons, the relation between love and justice, altruism and self-interest, the role of God, and the moral implications of religious values for political and economic policies will be studied. Particular attention will be given to the philosophy of John Macmurray.

[376-01. 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.

398-05. Junior Seminar: Contemporary Religious Fundamentalism—A survey of resurgent religious movements in contemporary societies, including the United States, the Middle East, and the Indian subcontinent. These movements will be examined with respect to their underlying convictions and their critiques of modern culture and of the prevailing religious conventions which they denounce. In addition, we will discuss their political, economic and social agendas. This seminar is required of religion majors and should be taken in the junior year. Admission of other qualified students will be considered. Prerequisite: permission of the instructors.—Kiener and Kirkpatrick

399-01. Independent Study—Advanced work on an approved project under the guidance of a faculty member. Prerequisite: permission of the instructor. (½-2 credits.)—Staff

466-01. Teaching Assistant—A teaching assistant works with a faculty member in the preparation and teaching of a course, and receives academic credit for his or her work. See the *Student Handbook* for the specific guidelines. Prerequisite: permission of the instructor. (½-1 course credit.)—Staff

497-01. Senior Thesis—For those seniors writing a 1- or 2-credit thesis in a single semester. (1-2 course credits.) Prerequisite: permission of the instructor.—Staff

499-01. Senior Thesis Part 2—For those seniors writing a thesis worth at least 2 cumlative credits which will span two consecutive semesters. (2 course credits awarded for completion in the second term.) Prerequisite: permission of the instructor.—Staff

Research Courses Related to the Social Sciences

Trinity offers a rich array of courses designed to teach students how to conduct and interpret empirical research. As a convenience to undergraduates, a generous sampling of these courses is printed below. These courses will increase students' understanding of how various disciplines use research methods and, more importantly, will provide students with the skills to test hypotheses on their own. Some of the courses stress empirical techniques which are appropriate to a particular discipline, while others have a wide application.

Students wishing to gain a better understanding of research methods are encouraged to choose several courses from the following list. Faculty teaching these courses are prepared to offer advice about how to select a suitable mix tailored to the individual's current and future research interests. Some of the courses are open to the general student body, while others have a number of mathematical prerequisites. Consult departmental course listings for details, including information on prerequisites.

Introductory Courses:

Computer Science 115L. Introduction to Computing
Economics 318L. Basic Econometrics
Mathematics 107. Elements of Statistics
Political Science 241L. Empirical Political Methods and Data Analysis
Psychology 221. Research Design and Analysis
Sociology 201L. Research Methods in the Social Sciences

Intermediate Courses:

Mathematics 157. Intermediate Statistics for the Natural and Social Sciences
Philosophy 224. Theory of Knowledge

Advanced Courses:

Mathematics 305. Probability
Mathematics 306. Mathematical Statistics
Psychology 332L. Psychological Assessment

Senior Colloquium Program

From time to time, members of the faculty offer Senior Colloquia: special, discussion-oriented courses that have a broadly interdisciplinary outlook.. Colloquium topics are chosen for their importance and appeal to liberally educated men and women. These courses are intended to help graduating students culminate their non-major studies and draw connections between their academic work and the larger world of personal, professional, and civic life they are about to enter. Typically, Colloquia enroll seniors from diverse academic backgrounds and majors, which serves to heighten the interdisciplinary nature of the discussions. Enrollment is usually limited to 15 students and permission of the instructor is required.

SPRING TERM

431. Fin-De-Siecle: Modernism, Anti-Modernism, Post-Modernism—This seminar is designed as an historical, cultural and philosophical exploration of the "end-of-the century" phenomenon in both its nineteenth and twentieth century variants. Beginning with a consideration of the clash of modern and anti-modern cultural values at the end of the last century in London, Paris, Vienna, Berlin and Moscow, the seminar will go on to examine contemporary "Post Modern" theory in search of a "fin-de-siecle" paradigm that might help us better understand our own time as we approach the end of the millennium.—West

Sociology

PROFESSORS SACKS, *Chairman*, J. BREWER AND CHANNELS*; ASSISTANT PROFESSOR VALOCCHI; AND VISITING LECTURERS BRESLIN AND 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. Up to one credit in an internship may count toward the major. Up to two credits transferred from another institution may 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- or better. 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.

INTEGRATED SOCIOLOGY TRACKS—Students majoring in sociology may satisfy the integration of knowledge requirement by taking a five-course track. The track combines at least two courses in an area of special interest within sociology with a three-course sequence of study in other fields that complement this area. The three-course sequence must include courses from at least two other fields. To exercise this option the student is required not only to declare the major but also to secure the Department chairperson's approval of the three-course sequence. Approval must be obtained no later than the spring term of the sophomore year.

Students electing this option shall develop, in consultation with his or her major adviser, a plan of integrated study. In this plan the student shall do the following:

a. Choose an area of specialization within sociology. At least two courses in sociology must be chosen. In certain cases an internship may be used as one of these courses.
b. Choose three courses from at least two other fields that are clearly related to the area of specialization. These are courses which are to be taken in semesters following approval of the track. (In exceptional circumstances, the chairperson may permit the student to include one course in the sequence that was taken prior to the submission of the integrated study.)

Using a form available from the secretary of the Department of Sociology, the student shall then present the plan to the Department chairperson for review. Once the chairperson approves the plan, a copy will be filed with the Registrar. Successful completion of all courses listed in the plan will result in credit for having fulfilled the integration of knowledge requirement. (N.B. Any subsequent changes in the plan, such as the substitution of one course for another, must be approved *in advance* by the chairperson on a form provided for this purpose.)

Below are five suggested tracks, although others are possible:

*Sabbatical Leave, Academic Year

1. *Comparative Sociology* (Select at least two)

   355. Comparative Social Change
   330. Historical Sociology
   244. Population Studies
   315. Soviet and Post Soviet Society
   211. Introduction to Anthropology or 203. World Ethnography
   Choose your other courses with a focus either on a single region or a carefully delineated comparison between regions.

2. *Social Problems* (Select at least two)

   204. Social Problems in American Society
   214. Race and Ethnicity
   207. The Family and Society
   Choose other courses with a focus on one or more of the social problems covered in these courses.

3. *Gender* (Select at least two)

   207. The Family and Society
   318. Women and Social Change in Comparative Perspective
   272. Social Movements
   Choose other courses in the area of Women's Studies.

4. *Economy and Society* (Select at least two)

   361. Formal Organizations
   204. Social Problems in American Society
   325. Sociology of Law
   312. Social Class and Mobility
   (See instructions below for Track 5.)

5. *Politics and Society* (Select at least two)

   351. Political Sociology
   214. Race and Ethnicity
   272. Social Movements

Tracks 4 and 5 explore the relationship between society and either the political system or the economy. Select courses in areas which permit further explorations of these connections.

Fall Term

101. Principles of Sociology—The course will deal with questions such as these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins of, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course addresses the basic concerns, ideas and methods of sociology both as a scientific and a humanistic discipline; it also provides an introduction to the fundamental methods and equipment of social science data analysis, using national data samples. Enrollment limited to 50.—Breslin, Valocchi

202. 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 classic (e.g., Durkhein's *Suicide*) for sociologists now. Prerequisite: prior sociology course.—J. Brewer

204. Social Problems in American Society—Diverse sociological perspectives on the causes of social problems will be analyzed. Crime, police behavior, collective violence, poverty, welfare and other topics relating to deviance and inequality in American society are considered in the light of these perspectives. Enrollment limited to 50.—Sacks

211. Introduction to Anthropology—An introduction to the methods of Cultural Anthropology. The course examines a range of cultures in an attempt to establish the extent to which cultural and environmental factors affect the character, the direction, and the worldview of diverse societies throughout the world. Special emphasis is given to human and cultural evolution, the search for human origins, the human fossil record; culture and personality, environmental effects on human cultural behavior, women's roles, religious beliefs and rituals, courtship, marriage, child rearing, and various forms of family structures throughout the world. (Same as Area Studies 201.) Enrollment limited to 50.—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 staff, 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.

[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 methods of participant observation contrasted to interviewing and experimentation.

272. Social Movements—The sociological study of social movements concentrates on collective action by groups that use institutionalized and non-institutionalized action to promote or inhibit social and political change. This course, then, examines collective action as diverse as peasant rebellions against urbanization and commercialization in eighteenth century France to the organized militancy of lesbians and gays in twentieth century U.S. We will read historical and sociological research that addresses the following questions: why collective action emerged, how it was organized, what its goals were and if it achieved those goals, how members were recruited and maintained, and how elites and non-elites responded to its activities.—Valocchi

312. Social Class and Social Mobility—This course is an introduction to the theory and research on stratification and mobility in modern societies. Every society distributes resources unequally; this distribution affects not only economic outcomes such as wages, profits, and material well being, but also social and political outcomes such as protest, voting behavior and self-esteem. This course will explore why this occurs, the types of inequalities that exist, and the consequences of inequality for the distribution of power and for democratic processes in American society. Specific topics include class, occupational, race and gender inequalities, and the social, psychological and cultural consequences of inequality.—Valocchi

[318. 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.)

[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. Enrollment limited to 35.

[330. 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. 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.

[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.

361. 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. Prerequisite: a prior sociology course.—J. Brewer

[362. 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.

399. Independent Research Project—Staff

466. Teaching Assistantship—Credit does not count toward the major.

490. Research Assistantship—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.

498. Senior Thesis, Part I—Written report on 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. (0.00 credit awarded in fall term; 2.00 credits upon completion in the spring term)—Any department member

801. Formal Organizations—J. Brewer

Spring Term

101. Principles of Sociology—The course will deal with questions such as these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins of, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course addresses the basic concerns, ideas and methods of sociology both as a scientific and a humanistic discipline; it also provides an introduction to the fundamental methods and equipment of social science data analysis, using national data samples. Section enrollment limited to 40.—Breslin, Brewer

[201L. Research Methods in the Social Sciences]—An introduction to social sciences inquiry, stressing what is common as well as what is different in the techniques and procedures employed in the different disciplines. The course seeks to develop the student's skill in designing original research and in evaluating the significance of already published research findings. Topics include: the interdependence of theory and research; ways of formulating research problems and hypotheses; the variety of research designs (introducing the ideas of statistical as well as experimental control); and an overview of the major procedures of instrument construction, measurement, data collection, sampling, and data analysis. Required laboratory sessions offer experience in each step of the research process. Prerequisite: at least one course in the social sciences. (1¼ course credits) Enrollment limited to 30.

207. 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 40. (Same as Women's Studies 202.)—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.) Enrollment limited to 40.—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." Enrollment limited to 20.

[225. 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.

[244. 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. Enrollment limited to 30.

[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. Soviet and Post Soviet Society—The development and organization of selected Soviet institutions (the factory, collective farm, family, schools, the mass media, the Communist Party, the medical establishment, etc.); factors contributing to stability, change and social problems. Not open to Freshmen. (Same as Area Studies 315.)—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 or permission of the instructor. Enrollment limited to 25.—Breslin

328. 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 328.) Enrollment limited to 15. Prerequisite: prior Sociology course.—Raisz

[329. Popular Culture in America: Issues of Race, Class and Gender]—This course examines the ways in which representations of race, class, and gender are constructed and disseminated in American popular culture; materials to be studied will include both historical and contemporary examples of a variety of popular media and events. Enrollment limited to 20. (Same as English 329 and American Studies 336.)

351. Political Sociology—This course examines the sources of power and influence in Western nations. Power flows to people who command a legal, political, or institutional monopoly over valued human resources. We will examine the development of these monopolies, the organizations that perpetuate these monopolies, and the consequences that these monopolies have for our personal and political lives as well as for notions of democracy, solidarity, and freedom. In this respect, we will focus much of our attention on the institutions of state and economy in U.S. society and evaluate the different theoretical perspectives that

explain how these institutions confer power on some and deny that power to others. Specific topics include power struggles around the right to representation, for control in the workplace, against racism and discrimination, and over policies to aid the poor. Prerequisite: prior sociology course.—Valocchi

399. Independent Research Project—Staff

[410. Senior Seminar]—Intensive study of selected sociological problems. During this year only, senior Sociology majors must take Sociology 421 as a substitute for Sociology 410. Prerequisite: sociology major or permission of the instructor.

421. Social Movements and Applied Social Research—We increasingly rely upon the methods of social science research for the information required to diagnose and treat society's ills, but in fact how objective and how valid is the information that these methods provide? Many people, including many social scientists are skeptical. (For example, the accuracy of the 1990 United States Census data on inner cities, the homeless, and minorities has been strongly challenged.) Is this skepticism warranted? What are the strengths and weaknesses of social science methods when they are applied practically to social problems rather than to the study of purely theoretical issues? How are the validity and objectivity of research on social problems to be determined? The colloquium will address these questions by critically reading and discussing research on important social problems, such as crime, discrimination, drug use, drunken driving, homelessness, the incidence of AIDS, unemployment and worker productivity. May be used to meet senior seminar requirements for Sociology majors. Enrollment limited to 15.—J. Brewer

[425. History of Hartford, 1865-Present]—The history of Hartford from the end of the Civil War to the present is a history of both the initial triumph of entrepreneurial power and civic will and the subsequent loss of certain forms of urban wealth that has resulted in Hartford's ranking as the third poorest American city at present (though the history of her nineteenth century poverty itself adjusts some of the early claims). In 1876 Hartford boasted the country's highest *per capita* income. Mark Twain called it the "center of all Connecticut wealth." The colloquium will explore various dimensions of this process of societal and cultural transition: capital formation and its distribution in sectors of industry, housing, charity and welfare; urban politics and specifically the racial, ethnic and class antagonisms that dominated the onset of a broader democracy prompted in part by enormous in-migrations of peoples to the state and the city; and the cultural forms of expression that reflected these processes, in particular the periodical and newspaper literature of the city and its literary and publishing history. In essence the colloquium will seek to understand some of the dimensions of the city's complex late-nineteenth and twentieth century political culture and political economy. May be used to meet senior seminar requirements for Sociology majors. Enrollment limited to 15.

466. Teaching Assistantship—Credit does not count toward the major.

490. Research Assistantship—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.

499. Senior Thesis, Part II—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. (2.00 credits awarded upon completion of 498-499.)—Any department member.

Theater and Dance

PROFESSOR DWORIN, *Chairperson and Director of Dance*;
ASSISTANT PROFESSOR KARTER, *Acting Director of Theater*;
ASSOCIATE PROFESSOR FEINSOD*; VISITING ASSISTANT PROFESSOR POWER;
ASSISTANT PROFESSOR RODRIGUEZ; VISITING LECTURERS BLU,
BOULIVAR, CHANG, KELLER, MATIAS-SERRAMBANA, and SACK;
and TRINITY/LA MAMA PERFORMING ARTS PROGRAM DIRECTOR
and VISITING LECTURER POPCHRISTOV

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.

*On Leave, Spring Semester

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 in theater and dance

Note: No more than three full credits in Techniques and Applications of Theater and Dance courses (109, 209, 309), may be counted toward fulfillment of the general credit-requirement for the bachelor's degree, two of which can be 109 quarter-credits. Paired 209 and 309 courses (Intermediate and Advanced) in the same subject, offered in the same semester, are not included as part of this limit.

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. For this reason, students are required to take two courses in the complementary areas as well as three cross-disciplinary theater and dance courses: two cross-disciplinary courses, and a cross-disciplinary Senior Seminar (412). The Senior Exercise for all majors requires enrollment in a one-credit Senior Seminar in the spring of the senior year, plus the completion of either a year-long two-credit Senior Thesis or a one-semester Senior Project. The Senior Thesis option demands extensive research, the writing of a long paper, and the presentation of a public performance. Students selecting the Senior Project option will, concurrent with and parallel to the Senior Seminar, enroll in a half-credit, 400-level Integrating Independent Study requiring a substantial paper and a small-scale laboratory performance, which will, together, address a subject from an intellectual and artistic perspective.

Students interested in writing a thesis must apply to do so in the Spring Semester of their junior year. Ordinarily, students will be admitted to the thesis program only if they have a strong academic record in the major, a clear and convincing idea for a thesis that involves both research and performance components, and a fully laid out strategy and timeline for conducting the work. However, a student who has a less strong academic record but submits an especially compelling proposal will also be permitted to undertake a thesis.

The award of Honors in the major will be based on superior performance in all major courses and the completion of a Senior Thesis which demonstrates a high level of distinction in both its written and performance components.

Requirements—The major in Theater and Dance consists of 12 courses. It is assumed that all majors will also take the two introductory courses in their concentration area (102 and 203 for theater, 105 and 106 for dance). All majors are also required to take either 202 (Elementary Production Techniques) or 244 (Design Response). Besides twenty-five laboratory hours required during enrollment in the 202 and 244 courses, majors must complete fifty additional laboratory hours in technical theater before graduation, exclusive of 109 credit. If the major opts for 244 to count toward his or her Process and Performance requirement, then that student must also take 202 to fulfill the Department's technical theater requirement. In addition, the following requirements must be met for the different concentrations:

Dance Concentration

3 courses in history and theory, including 236
3 courses in process and performance, including 207 & 221
102 or 203 and one other theater course at the 200-level or higher

Theater Concentration

3 courses in history, theory, and literature including:

1) either 204-Drama Classics Reinterpreted or 249-History of Theatrical Style (the latter may count toward the history, theory and literature or interdisciplinary requirement but not both);
2) either 338-Twentieth Century European Theater and Drama or 339-Twentieth Century American Theater and Drama;
3) any other theater history, theory or literature course in the Theater and Dance Department or other department chosen in consultation with advisor.

3 courses in process and performance which include courses in acting, directing, playwriting, or design.
105 or 106 and one other dance course at the 200-level or higher

Note on Techniques and Applications for Majors: no more than one credit in 209 and 309 may be counted toward fulfillment of the credit-requirement for the major; 109 may not be counted. Paired 209 and 309 courses (intermediate and advanced) in the same subject, offered in the same semester, are not included as part of this limit.

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- or higher must be obtained in courses for the major requirement. The last term of the senior year must be in residence.

Cognate courses and the College Integration of Knowledge Requirement—The Theater and Dance major has been designated an interdisciplinary major. Students who major in Theater and Dance may satisfy the college Integration of Knowledge requirement by taking two cognate courses in a third field (above the introductory level) which relate directly to at least two courses taken by the student within the Department. This cluster of four courses, created in consultation with the student's advisor, must be completed by the time the student enrolls in the Senior Seminar. In the seminar, each student will have to write a major paper and/or present a project on a topic synthesizing material from theater and/or dance with material from his or her cognate field. Among the possible cognate fields are: American Studies, Anthropology, Area Studies, Art History, Comparative Literature, English, History, Music, Philosophy, Psychology, Religion, Studio Arts, and Women's Studies.

Trinity/La Mama Performing Arts Program—The 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, and exploratory seminars. Through these activities, students are exposed 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. The program will not be offered during the 1993-1994 school year. Further information is available through the Director of Dance in the Department of Theater and Dance. (See course descriptions for 401, 402, 403, 405, 410 and 414 for additional details.)

Fall Term

102. Introduction to Theater Arts—An examination of the art and craft in creating a theatrical event. Lectures, readings, and visual demonstrations will provide introductions to the art of acting; directing; playwriting; 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.—Karter

105. Introduction: Dance as Performance—This course introduces students to dance as a performing art. Topics include: dance as ritual; the development of Western theatrical dance traditions; and contemporary dance as an expression of our time. Classes combine studio and seminar approaches to the material.—Rodriguez

109. Techniques and Applications of Theater and Dance—¼ credit for work in one of the following three areas:

[Sec. 01: Dance Technique]—Technique classes are approved by the faculty offered by the Dance at Trinity program, the School of the Hartford Ballet, or consortium schools.

Sec. 02: Performance—Major performance participation in a faculty-directed Theater and Dance Department production. If cast in a show, students enroll at the beginning of the production process. To do so, see show's director or stage manager to arrange for credit. Do not register for this course.—Staff

Sec. 03: Production—Major technical role in a faculty-directed Theater and Dance Department production. To register, students must notify the head of the evening Dance at Trinity program by the beginning of the semester for dance technique or notify the production director or technical director of a particular performance or production by the beginning of the rehearsal process.—Staff

History, Theory, and Literature

236. Twentieth Century Dance History—A lecture course that examines the beginnings of radically new approaches in twentieth century dance from the birth of the modern dance aesthetic and the innovative experiments of Diaghilev's Ballets Russes. This course will then trace later developments to the present through an analysis of various styles: expressionism, formalism, post-modernism and neo-expressionism.—Rodriguez

[249. History of Theatrical Style: Theater and Dance to the Twentieth Century]—This course investigates the historical development of Western theatrical and dance traditions from those represented in fifth century Greek productions through later ones seen in Medieval, Renaissance, Baroque, eighteenth and nineteenth century theater and dance performance. Styles of acting and dance as well as theater and stage

design will be examined through lectures and extensive viewing of slides, films, videos and the careful reading and interpreting of contemporary and historical accounts of landmark productions. This course may count towards a major's history, theory, and literature or cross-disciplinary requirement but not both.

[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.

[336. Ibsen and Strindberg]—An in-depth investigation of major plays by these prominent turn-of-the-century Scandinavian playwrights in terms of the themes, stylistic innovations, and character types developed in the course of their careers. The two dramatists will be looked at individually as well as comparatively in relation to personal, political, and social events as well as philosophical and economic trends during their lifetimes. Prerequisites: 203 and permission of the instructor.

337. Russian and Soviet Theater—An exploration of a variety of topics in Russian/Soviet theater from the 1830s to the present: the plays, the experiments and developments in acting technique and scenic design as well as their theoretical foundations. Particular emphasis will be given to the thirty years at the beginning of this century and theater developments in the past decade. Discussions will also cover reasons for restaging the classics in recent years and the serious challenges confronting the artistic community during the Stalin years and continuing beyond the Brezhnev era (Same as ASRU-337, CPLT-337, MDLG-333, and RUSS-401.) Prerequisite: permission of the instructor.—Lahti

[338. 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. Prerequisites: 203 and permission of the instructor. (Same as Comparative Literature 338.)

339. Twentieth Century American Theater and Drama—A detailed study of the development of the modern American theater through an examination of the most famous works of prominent playwrights, directors, designers, and companies, including playwrights Belasco, O'Neill, Glaspell, Rice, Odets, Hart and Kaufman, Williams, Miller, Inge, Albee, Shepard, Norman, and Gray; director/designer teams Hopkins and Jones and Kazan and Mielziner; and companies such as the Provincetown Players, the Theatre Guild, the Group Theater, the Performance Group and the Wooster Group. Prerequisites: 203 and permission of the instructor. (Same as American Studies 339.)—Feinsod

351. Shakespeare I—By studying selected sonnets and some plays, we will consider Shakespeare's development as a dramatist during the Elizabethan and Jacobean periods. Of special interest will be the social, political, and theatrical context in which he was writing. We will consider Shakespeare's treatment of the conventions of love literature and his definitions of power and authority, particularly as they involve relationships between men and women, as they affect the way marriage is presented in his plays, and as they involve his treatment of women or of characters who are marginalized by their culture. A selection of plays to be announced. This course satisfies the English Department major requirement of a genre course or a course emphasizing literature before 1800. (Same as English 351.)—Hunter

Process and Performance

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. Actors will also work on selected monologues and scenes.—Karter

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. Prerequisite: permission of the instructor.—Dworin

209. Intermediate Techniques in Theater and Dance—Courses in selected skills in theater and dance. Courses with instructor listed below will be offered during the Fall Semester (½ course credit.):

Sec. 01: Modern Dance—(Beginning/Intermediate)—Rodriguez
Sec. 02: Ballet—Boulivar
Sec. 03: Jazz Dance—Matias-Serrambana

[Sec. 04: African Dance]
[Sec. 05: Voice]
[Sec. 12: Movement and Meditation]—(Same as Area Studies 209-12)
[Sec. 16: Martial Dance]
[Sec. 17: Effort/Shape]

[309. Advanced Techniques in Theater and Dance]—Courses in selected skills in theater and dance. (½ course credit.)
[Sec. 01: Modern Dance]
[Sec. 02: Ballet]
[Sec. 03: Jazz Dance]
[Sec. 04: African Dance]
[Sec. 05: Voice]
[Sec. 12: Movement Meditation]
[Sec. 13: Other Topics]

[312. Dance Repertory and Performance]—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. Prerequisite: permission of the instructor.

[343. Ensemble Performance]—Students taking this course will work as an ensemble in an interdisciplinary project that will culminate in a production. Besides studying theory and recent cases of celebrated ensemble performances in theater and dance, students will collaborate in evolving their own performance, serving as actor/dancers and possibly as writers, directors, choreographers or designers. Prerequisites: 205 or 207 and permission of the instructor. (1¼ course credit.)

393. Playwriting—American one-act plays written in diverse styles will be closely analyzed in terms of their structure and craftsmanship, while students undertake their own writing culminating in the composition of a one-act play. (Same as English 335) Prerequisites: 102 or 203 and permission of the instructor. —Feinsod

407. Theater/Dance: Studies in Process and Performance: Experimental Performance Workshop—A workshop exploring Western and Asian techniques to discover new ways of integrating movement, text, and voice into the development of performance pieces. Students will use classical and more contemporary texts as a starting point for this investigation. Prerequisite: permission of the instructor.—Chang

[409. Dance: Studies in Process and Performance: Movement and Light]
[Sec. 02]: This course will look at the interrelationships between movement and light. Students will visit a variety of settings exploring their visual and movement elements. We will use these site visits as the basis for building a series of performance pieces that will integrate movement and light with set, textual and other visual elements. Students will be responsible for design, implementation, and performance aspects of these pieces. Prerequisite: permission of the instructors.

Cross-Disciplinary

245. Women in Theater and Dance—This course will explore 20th century American women playwrights, choreographers and performers in the context of theatrical expression and its relationship to gender. Topics of study will include the juxtaposition between traditional representation of women in theater and women as they represent themselves; the role of women in the shaping of American modern dance; and contemporary feminist performance theory. (Cross-listed with American Studies 241 and Women's Studies 241.)—Power

[401. Performance Workshop/La Mama, NYC]—A participatory workshop in which students interested in performing can work on expanding their expressive vocabulary and develop physical, vocal, and psycho-physical skills. Classes will include sessions in improvisation, image work, text and scene work.

[403. Tradition and Innovation/La Mama, NYC]—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 three-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).

[405. La Mama/NYC Internships]—Students can earn one or two course credits working twelve to twenty-four hours per week at a placement selected by the student and the program director. Internships afford the student exposure to the real world of working artists and the opportunity to get involved in professional theater/dance/performance in New York City. (1 or 2 course credits.)

Design and Production

202. Elementary Production Techniques—An exploration of basic stagecraft and production techniques, including scenic construction and painting, lighting, properties, costumes, and production management. The course involves classroom study but emphasizes practical work on stage productions mounted in the Austin Arts Center throughout the semester. Lab hours will also be arranged.—Keller

209. Intermediate Techniques in Theater and Dance— Course in selected skills in theater and dance. Courses with instructor listed will be offered during the Fall Semester (½ course credit.):

[Sec. 06: Scene Construction]
[Sec. 07: Lighting Production]
[Sec. 08: Sound Production]
[Sec. 09: Make-up Techniques]
[Sec. 10: Costume Construction]
Sec. 11: Stage Management—TBA
Sec. 19: Fiat Lux: Let There Be Light—Blu

[309. Advanced Techniques in Theater and Dance]—Courses in selected skills in theater and dance. (½ course credit.)

[Sec. 06: Scene Construction]
[Sec. 07: Lighting Production]
[Sec. 10: Costume Design]
[Sec. 11: Stage Management]
[Sec. 18: Sound Production]
[Sec. 19: Make-up Techniques]

399. Independent Study—Staff

466. Teaching Assistant—Staff

498. Senior Thesis—Year-long Independent Study. 000 course credits awarded in the Fall Semester, 2.00 course credits awarded in the Spring Semester. An option available only to student with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Prerequisites: Submission of completed Independent Study forms in *both* the Fall and Spring Semesters. (2 course credits.)—Dworin/Karter/Power/Rodriguez

Spring Term

106. Introduction to Dance: Elements of Movement—This course is designed to introduce the student to the vocabulary of movement and its applications in creating effective theater. Topics to be examined include: improvisation, labananalysis, kinesiology, and composition.—Dworin

History, Theory and Literature

203. History of Drama—A survey of great plays of the theater, from Greek times to the present with special emphasis on the modern periods. Among the playwrights to be represented include: Sophocles, Zeami, Shakespeare, Moliere, Goethe, Ibsen, Strindberg, Chekhov, Maeterlinck, O'Neill, Brecht, Beckett, Baraka, Norman and Fugard. Note: Students who have already taken 101 may not take 203 for credit. (Same as Comparative Literature 201.)—Karter

204. Drama Classics Reinterpreted—This course will focus on drama classics both as works written in and for their own time and as "blueprints" for reinterpretations by contemporary directors and playwrights seeking to make these plays especially meaningful and effective for their own twentieth century audiences. After undertaking a brief study of seminal ideas of the twentieth century (e.g., Psychoanalysis, Marxism, Existentialism, and Relativity and Indeterminism) and showing how these ideas are reflected in new theatrical and dramatic theories, techniques and forms, selected plays will be examined first as written, then as they were performed during their own time, and finally in contemporary adaptations. Prerequisites: 203 and permission of instructor. (Same as Comparative Literature-204 and ENGL-318.)—Henderson

[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.

[302. 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.

[333. East-European Theater in the Post-Stanislavski Era]—The course will focus on the theatrical innovations of the post-Stanislavski period in Eastern Europe. It will examine the companies, directorial approaches and plays of this tumultuous period as well as the social conditions that helped produce this explosion of experimental theatrical activity. The course will concentrate on theater of Russia in the '20s and '30s, Ukraine in the '30s, the Baltic Republics and Hungary in the '50s, Czechoslovakia and Yugoslavia in the '60s and '80s, Poland in the '70s, as well as Rumania and Bulgaria in the '80s. Prerequisite: 203, and permission of instructor. (Same as Area Studies 333 and Modern Languages 334-03.)

[340. Twentieth Century Directors]—This seminar will explore the approaches and styles of three selected twentieth century directors through a close look at their theoretical writings and most famous productions. Aspects to be examined will include how they handled the playwright's text, worked with actors, and presented their concepts through manipulation of the *mise-en-scene*. The three directors studied, who will be changed from time to time, will be chosen from among the following list: Stanislavski, Meyerhold, Vahtangov, Copeau, Reinhardt, Brecht, Stein, Hopkins, Clurman, Kazan, Schneider, Schechner, Chaikin, LeCompte, Breuer, Foreman, Akalitis, and Wilson.

352.02 Shakespearian Voices—Through a concentrated selection of Shakespeare's comedies, tragedies, histories, romances, and "problem plays," this course will explore the multiple voices of these plays: poetry and prose, master and servant, male and female, as well as doublespeak, lies, puns, bawdy, rumors, and silence. Each play will be studied in conjunction with at least one screening as well as a piece of performance criticism (such as a review actor's commentary, dramaturgical note, or adaptation excerpt) and one recent essay drawn from new historicist, cultural materialist, and feminist criticism. (Same as English 352.)—Henderson

412. Senior Seminar—Performance and Theory—This seminar examines an array of theoretical writings on the nature and function of theater and dance as a performed event. Contemporary issues such as the relationship between theater and ideology; the location of the spectator as the Subject of the drama; and strategies for reading performance as text will be explored.—Power

Process and Performance

209. Intermediate Techniques in Theater and Dance—(Same as Fall Term). (½ course credit.)
Sec. 05: Voice—TBA

[215. Intermediate Theory and Style: Modern Dance]—Analysis of aesthetics of dance with particular emphasis on the development of technical and choreographic styles in modern dance. Further exploration of physical and expressive range in relation to topics of inquiry. Prerequisites: 105 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: 105 or 106 and permission of the instructor.—Rodriguez

[306. 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. Prerequisite: permission of instructor.

307. 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.—Dworin

308. Advanced Acting: In Performance—Acting students taking this course will study the dramatic literature and production history of plays by a chosen playwright in conjunction with preparing a production of a play by that playwright. Possible dramatists may include one of the ancient Greek playwrights, Shakespeare, Moliere, Brecht or Beckett. Prerequisites: 205 or 207 and permission of the instructor. (1¼ course credits.)—TBA

309. Advanced Techniques in Theater and Dance—(Same as Fall.) Courses in selected skills in theater and dance. (½ course credit.)

Sec. 01: Modern Dance—Prerequisites: THDN 209-01 and permission of instructor.—Rodriguez

Sec. 02: Ballet—Prerequisites: THDN 209-02 and permission of instructor.—Boulivar

Sec. 03: Jazz Dance—Prerequisites: THDN 209-03 and permission of instructor.—Matias-Serrambana

[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: 105 or 106 and permission of the instructor.

[322. Advanced Composition]—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.

345. Video and Performance—A practical, theoretical, and historical survey of the development of video art designed for performers and non-performers alike. Supplemented by readings and viewings of landmark films and videos, the course will focus on developing a critical visual language, and acquiring the skills necessary for the successful production of video/performance works. Topics include documentation, performance translations, camera choreography, and the challenges of working with mixed media. Through regular participation in class projects, students will learn the basics of storyboarding, shooting, and lighting, audio, and editing techniques. The course will culminate in the presentation of a video/performance project of substantial length and depth.—Rodriguez

394. 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: 102 or 203 and permission of the instructor.—Karter

493. Advanced Playwriting—Students will write their own full-length plays and do reading of drafts at various stages of completion. At the same time, students will examine the structural strategies and other craft decisions made by famous playwrights in some of their best known full-length works. Prerequisites: THDN 393 and permission of the instructor. (Same as English 493)—TBA

[494. Advanced Directing]—Intensive analysis of the stylistic, rhythmic, and visual values of a script and their realization in the public performance of a play. Prerequisites: 394 and permission of the instructor.

Cross Disciplinary

[243. 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 243.)

[344. Environmental Performance]—The course will focus on a theater/dance cross-disciplinary production process revolving around a found or created theater space that invites a non-traditional relationship between audience and performers. Supplemented by readings on environmental performance history and theory, the process will culminate in a performance in the newly established theater space with students encouraged to make contributions as actors, dancers, musicians, designers, and when appropriate, as writers, directors, and choreographers. Prerequisites: 205 or 207 and permission of instructor. (1¼ course credits.)

346. Seminar: Looking at Performance—A seminar that examines theater and dance performance from the critical perspective of the viewer. Issues such as the nature of the spectator experience, the role of the critic, and ideology as an interpretive strategy will be explored. A strong emphasis will be placed on critical writing skills. This is also the integrating seminar for the Performing Arts Minor.—Power

Design and Production

244. The Design Response—A study of theatrical design modes and concepts, this course will emphasize the formation of the creative design response to dramatic and potentially theatrical material and the translation of that response into scenery, lighting and costumes for theater and dance performance. Looking at process as well as result, students will study the development of images that communicate with other theater artists and the audience to convey feeling and meaning. This can substitute for Elementary Production Techniques as technical requirement for the Theater and Dance major. Prerequisites: 102 or 202 and permission of the instructor.—TBA

309. Advanced Techniques in Theater and Dance—(Same as Fall.) Courses in selected skills in theater and dance. (½ course credit.)
Sec. 10: Costume Design—TBA

[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 or 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.

399. Independent Study (1 or 2 course credits.)—Staff

[421. 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 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.

466. Teaching Assistant (½ to 1 course credit.)—Staff

499. Senior Thesis—Year-long Independent Study. 000 course credits awarded in the Fall Semester, 2.00 course credits awarded in the Spring Semester. An option available only to student with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Prerequisites: Submission of completed Independent Study forms in *both* the Fall and Spring Semesters. (2 course credits.)—Dworin/Karter/Power/Rodriguez

Women's Studies Program

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

Dina Anselmi, Associate Professor of Psychology
Janet Bauer, Visiting Associate Professor of Area Studies
Patricia Byrne, Assistant Professor of Religion
Eva Shan Chou, Visiting Assistant Professor of Modern Languages

Leslie Craine, Assistant Professor of Chemistry
Judy Dworin, Director of Dance
Dario Euraque, Assistant Professor of History
Sheila Fisher, Assistant Professor of English
Carol Freedman, Visiting Lecturer in Philosophy
Adrienne Fulco, Visiting Assistant Professor
***Cheryl Greenberg, Associate Professor of History
Joan Hedrick, Director of Women's Studies
Sharon Herzberger, Professor of Psychology
Dianne Hunter, Professor of English
**Kathleen Kete, Assistant Professor of History
Helen Lang, Professor of Philosophy
Paul Lauter, Smith Professor of English
*Sonia Lee, Professor of Modern Languages
Anne Lundberg Utz, Internship Coordinator
Diane Martell, Coordinator of Women's Center
James Miller, Professor of English and American Studies
Jane Nadel-Klein, Associate Professor of Anthropology
***Susan Pennybacker, Associate Professor of History
Fred Pfeil, Associate Professor of English
Katharine Power, Guest Lecturer in Theater & Dance
Helen Raisz, Visiting Lecturer of Sociology
Milla Riggio, Professor of English
Martha Risser, Assistant Professor of Classics
Paula Russo, Assistant Professor of Mathematics
Michael Sacks, Professor of Sociology
***Barbara Sicherman, Kenan Professor of American Institutions and Values
Brigitte Schulz, Assistant Professor of Political Science
Julia Smith, Associate Professor of History
Penny Von Eschen, Visiting Assistant Professor of History
Maurice Wade, Associate Professor of Philosophy
Gail Woldu, Assistant Dean of the Faculty and Special Assistant to the President
Diane Zannoni, Associate Professor of Economics

CURRICULAR OPTIONS

Students may either major or minor in Women's Studies. The requirements for both are listed below.

THE MAJOR

Majors are required to complete, with grades of C- or better, thirteen credits in the Women's Studies Program which must include the following:

1. Core Courses
   Women's Studies 101. Introduction to Women's Studies
   Women's Studies 301. Feminist Theory
   Women's Studies 401. Senior Seminar

2. Five courses in a concentration
   By the spring of junior year, each student will design a concentration. These may be disciplinary (e.g., Sociology, History), thematic (e.g., the intersection of race and sex), or problem-centered (e.g., violence against women).

3. Senior project
   In addition to Women's Studies 401, seniors must complete a one-semester, one-credit independent research project, or a year-long, two-credit thesis.

4. Four other courses in Women's Studies. (One credit of a two-credit thesis may count toward the elective total.)

*On Leave, Fall Term
**On Leave, Spring Term
***On Leave, Academic Year

In order to ensure rigor, breadth, and diversity, the concentration and elective courses must include the following:

1. Four courses at the upper level (300 and above)

2. Two courses from Arts/Humanities and two courses from Social/Natural Sciences

3. Two courses emphasizing cultural diversity

   This category includes courses with an international and non-western focus (e.g., Anthropological Perspectives on Women and Gender, African Novelists, Women and Social Change in Comparative Perspective), as well as those that deal centrally with culturally diverse groups within the United States (e.g., African American Literature and the City, Subcultures in American History).

Up to two related courses and a one-credit internship may be counted toward the major.

The award of Honors in Women's Studies will be based on excellence in the senior independent project or thesis and a grade point average of A- or better in the courses for the major.

THE MINOR

The minor consists of six courses: 1) two required core courses in women's studies; 2) three other women's studies 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 electives
   Students planning a minor in women's studies will, in consultation with the Director of Women's Studies, select from the cross-listed women's studies courses three courses which form a coherent women's studies concentration. As a rule, this selection will be made in the sophomore year.

   One elective course must be taken in each of the following areas:
   A) the arts and humanities;
   B) the social sciences and the natural sciences.

3) The senior seminar: Women's Studies 401; or, a departmental senior seminar cross-listed with women's studies.

Course Offerings

The course offerings dealing with women and gender are divided into three categories. The core courses are offered every year. The other women's studies 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

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 work. Readings in history, literature, and sociology. Enrollment limited to the first 45 students.—Hedrick

401. Senior Seminar—This seminar aims to integrate the previous work of students and to offer opportunities for both collective and individual work. Readings will be chosen on the basis of suggestions by seminar members. Each student will design and complete an interdisciplinary, cross-cultural research project that builds on previous work. There will be opportunities to share work in progress with seminar members and to involve the wider campus community in the issues. Permission of the instructor required.—Hedrick

The following will satisfy the senior seminar requirement:

402-03. Women in the Arts in Nineteenth-Century Europe—This seminar explores the roles women played in the production of culture in nineteenth-century Europe, especially in England and France. A course in the *social history of art*, it focuses not on works of art themselves—but on the social, economic and political structures that fostered these art forms and the ways in which women worked within and against these structures as authors/artists, muses/models, businesswomen and entrepreneurs to shape their definitive forms. (Same as History 401-50.)—Kete

Other Women's Studies Courses

[203. Male & Female: A Psychobiological Investigation]—An interdisciplinary course that will examine to what extent differences between men and women in motivation, emotion, cognition, and social behavior can be traced to physiology. We will examine such topics as sexual behavior, aggression, and analytical/creative thinking by integrating information from the fields of neuroendocrinology, cultural anthropology, animal behavior and psychobiology. (Same as Psychology 203.)

205. 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 207.01 and Area Studies-Anthropology 207.01.)—Nadel-Klein

213. Family & Community in the Middle Ages—An exploration of the changing nature of kinship and the family in medieval Europe, and of their place in communities such as village, manor, city and church. Topics will include feuding and social control in the early Middle Ages; the development of notions of lineage and primogeniture; women and children in medieval society; family and property in town and country; differing patterns of lordship and settlement across Europe; houses and households. The course will be taught through lectures and discussions; readings will include material from primary sources in English translation. (Same as History 212.)—Smith, J.

[232. Women and the Radical Political Tradition in America]—The purpose of the course is to introduce students to the contributions of women to the radical political tradition in America. Various political movements and the women who participated in them will be examined in order to assess the role of women in the *formation* of the radical political tradition and the activities associated with it such as agitation, organization, protests and theoretical analysis. Some of the specific movements to be studied are: Puritan Radicalism; Abolitionism; Women's Suffrage; Labor; Pacifism; Socialism, Communism and Anarchism; Civil Rights; Feminism; and the New Left. Women as diverse as Harriet Beecher Stowe, Anne Hutchinson, Elizabeth Cady Stanton, Margaret Sanger, and Emma Goldman will be included. (Same as American Studies 230, Political Science 230.)

[236. Women in Chinese Literature]—In examining the works of women writers and the portrayal of women by both men and women in Chinese literature, this course will explore the complex relationship between cultural conditioning and individual perception that exists in literary production. Given such a setting, what constitutes the feminist viewpoint? Is it possible to speak of a universal feminist viewpoint? The first part of the course will introduce to students images of women presented in different periods of Chinese literary history, and the second part will be devoted to the study of the achievement of women writers in the wake of the cultural revolutions that took place in twentieth century China.

241. Women in Theater and Dance—The course will explore 20th century women playwrights, choreographers and performers in the context of theatrical expression and its relationship to gender. Topics of study will include the juxtaposition between traditional representations of women in theater and women as they represent themselves; the role of women in the shaping of modern dance; and contemporary feminist performance theory. Enrollment limited by instructor to 20. (Same as American Studies 241.01 and Theater/Dance 245.01.)—Power

248. Women and Religion—A wide-ranging historical and contemporary exploration of the role of women in various world religions, and an analysis of gender in shaping the mythological and political structures of specific religious traditions. The course will include Judaism, Christianity, Islam, Hinduism, Buddhism, and Native and African American religions. The class will draw on the actual experience of women living these traditions as well as on primary and secondary sources. (Same as Religion 248.01.)—Byrne

[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.)

[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 Chestnutt's *The Marrow of Tradition.* (Same as English 303 and American Studies 303.)

[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 and American Studies 319.)

[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.)

[340. Race, Gender and the Canon]—Why do we read and value certain books and not others? In what ways, if at all, do race and gender (of author, or audience) affect what we value or why? How do institutions (schools, clubs, publishers) help shape a literary canon? This course is designed to explore the effect of canon formation by focusing on certain late 19th-Century American writers, particularly Elizabeth Stuart Phelps and Charles Chestnutt, and on the cultural institutions which determined the American literary canon. This course satisfies the requirement of a critical thesis or a course emphasizing literature after 1800. (Same as English 307 and American Studies 307.)

399. Independent Study

[404. British Cultural Studies]—This course explores the dilemmas of post-1890, 'modernist' and 'post-modernist' Britain, as manifested in the history of cultural and social conflicts. The course focuses upon the ways in which these conflicts were represented in literary, musical, cinematic and political forms of expression. The time period covered includes the Great War, the Depression, the Second World War and the Postwar Reconstruction, up to and including Thatcher's Britain. Special emphasis will be upon post-1945 British social policy, race relations, gender relations, religious conflicts, and the problems of class hierarchy. Reading includes works of political thought, fiction and poetry. A film program accompanies the course. Primary work in, e.g., oral history, memoir sources, periodical literature and 'mass opinion' research will be undertaken by each student. 30 page paper required. (Same as History 401-22 and History 809-02.)

[426. Advanced Topics in Social Psychology: Socialization]—The topics chosen for this seminar vary from semester to semester, but will include those of interest to social psychologists. We will examine the influence of the family on behaviors such as aggression, prejudice, sex role socialization, and social skills. We will study variations in family types and their effect upon behavior and will discuss the relative importance of the family as a socializing influence compared to other forces. (Same as Psychology 426.)

466. Teaching Assistant

[496. Senior Seminar: Literature & Courtly Love]—A study of the literary and cultural phenomenon of courtly (or romantic) life from its medieval appearance in western writings through its subsequent modulations and developments up to its modern and post-modern manifestations (and subversions) in film and supermarket romances. Through readings in works of Petrarch, Dante, Chaucer, Shakespeare, Donne, Pope, Brontë, Poe, Hawthorne, Lawrence, Fitzgerald, and Nabokov (among others), we will examine the ways in which changing literary treatments of courtly love and its ideologies intersected with changes in social and political attitudes toward sexuality, gender, and the roles of men and women.

497. Senior Thesis

[499. Political Fictions]—What are the various ways in which novels, stories, and other narratives dramatize political issues and encode political assumptions? How do they themselves become instrumental in political struggles, including those concerning race, gender, and other forms of social power? How do writers address and try to shape the outlooks and actions of particular audiences? We will ask these kinds of questions in reading a series of fictions within the context of late 19th and early 20th century America. The novels will probably include Mark Twain and Charles Dudley Warner's *The Gilded Age*, Elizabeth Stuart Phelps' *The Silent Partner*, Henry James' *The Bostonians*, Charles Chesnutt's *The Marrow of Tradition*, Frances Ellen Watkins Harper's *Iola Leroy*, Edward Bellamy's *Looking Backward*, Charlotte Perkins Gilman's *Herland*, and Jack London's *The Iron Heel*. Students will be expected to take on relevant historical readings and research. Permission of the instructor required.

602. IDP Project

Related Courses

American Studies 379. Characters and Conditions: Fiction of the Gilded Age
[English 270. Childhood in America]
History 209. African-American History
History 317. American Culture, 1815-1914—Sloan
[Modern Languages 333-02. French Cinema]
Philosophy 207. Ethics and International Community—Freedman
Political Science 229. Blacks and American National Politics—Watts
Religion 247. Introduction to Psychology and Religion: Evil—Roach
Religion 295. Contemporary Issues in Roman Catholicism—Byrne
Sociology 272. Social Movements—Valocchi
Sociology 312. Social Class and Mobility—Valocchi

Spring Term

Core Courses

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 work. Readings in history, literature, and sociology.—Hedrick

301. Feminist Theory—An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) women's historical subordination to man and put forward various explanations and strategies for change. Readings in J.S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Adrienne Rich, bell hooks, Mary Daly, Moraga and Anzaldua, and others. Primarily for sophomores and juniors. (Same as Philosophy 351.01.) (Permission of the instructor required.)—Freedman

The following will satisfy the Senior Seminar requirement:
402-02. Feminist Legal Theory—This course will explore selected issues and controversies in American feminist legal theory and will emphasize the development of its theoretical foundations. We will examine how and why legal theory has become one of the most vital areas for the emergence of a distinctly feminist critical approach to questions of the relationship between law, gender and society. In readings and class discussions we will study and evaluate the ways in which feminists have attempted to redefine legal problems and have applied legal analysis to sex and gender issues. Topics will include: feminist critiques of the liberal law; sex and gender equality; sex discrimination; affirmative action; abortion; pornography; and sexual harassment. Authors we will read include Catharine MacKinnon, Andrea Dworkin, Deborah Rhode; Mary Jo Frug, Patricia Williams, Kimberle Crenshaw, Robin West, and Zillah Eisenstein. (Same as American Studies 404 and 830.)—Fulco

402.03. Race, Gender and Imperialism—This course will introduce historical and theoretical texts which analyze the ways in which race and gender have structured modern political constellations and relations of power. We will consider the place of race and gender in both hegemonic and oppositional projects.

Among the major themes considered will be race and the construction of U.S. and British nationalism; and women and critiques of imperialism. While there will be an emphasis on the U.S., the course will highlight international processes and draw on literature of Asia, the Middle East, and Africa. (Same as History 402.53.)—Von Eschen

Other Women's Studies Courses

[206. Sex, Gender and Power]—This course explores issues of sex, gender, and power for women and men in our society and in selected cultures of Africa, the Middle East, Latin America, and the Pacific. Issues to be explored include: the cultural construction of deviance, women's and men's freedom to be sexual, reproductive rights, divorce and marriage, homosexuality, ritualized genital mutilation, the relationship between sexuality and social roles. By creating "maps" of the sex/gender systems of some exotically different societies, the course encourages a reflexive analysis of our own. (Same as Anthropology 206.)

207. 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 207.01) Enrollment limited to first 50 students.—Sacks

[208. Myth & 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 and Rome, as revealed through the mythology, law, politics, religion, literature, art and daily life. From this investigation emerge both a clearer sense of what the Greek and Roman civilizations were like and an understanding of the ways in which our own society incorporates or diverges from their principles. (Same as Comparative Literature 208 and Classical Civilization 208.)

[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.)

[211. Poverty in America]—Why has poverty been so persistent in the United States? Within the framework provided by the historical record and by various economic theories, this course will examine why poverty exists and why poverty has been so persistent despite the various policies aimed at elimination. The differences and conflicting perspectives on poverty which currently exist among economists, and other social scientists, will be emphasized. Topics covered will include: the changing patterns of poverty, the relationship between welfare and poverty, and evaluations of types of policies used to alleviate poverty; within each of these topics special attention will be given to women's experience. (Same as Economics 211.)

[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.) Enrollment limited to 60.

218. Women and Family in the Middle East—The examination of women's lives in the "man's world" of the Middle East. Is there a conflict between modern and traditional gender roles and expectations? This course looks at the impact of 20th century modernization and socio-political change on gender relations, sexuality, adolescence, family structure, local culture and feminist movements across the Middle East and North America. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban) (Same as Anthropology 218.01 and Area Studies-Women's Studies 218).—Bauer

224.01 Music of Black American Women—A broad survey of the music of black American women, which focuses, primarily, on the music and lives of the great classical blues singers and the jazz singers of the 1940's through 1960's. No previous training in music is required. (Same as Music 224 and American Studies 226.01.)—Woldu

[230. 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 woman, taking gender as

essential to human nature (or natures). Men and women may differ genetically, hormonally, or socially. More 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.)

231. African Novelists: Voices of a Continent—An examination of contemporary representative literary works from West, East and South Africa. To shed light on the cultural and literary sources of the African novel, the course will begin with a unit on the African epic and folktales. Then we will examine the contemporary novel. By juxtaposing the perspectives of men and women writers, we will explore the ways in which gender influences how African writers perceive the issues of culture, political identity and the self. Some of the writers to be considered include: Achebe, O. Sembene, Camara Laye, Emecheta, Frantz Fanon, Bessie Head, M. Ba, Ngugu. 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 French 233-02, Comparative Literature 233-02, Modern Languages 233-02, and Area Studies 233.)—Lee, S.

233. Women's Lives, Women's Literature: Cases from China—The course will examine in depth the works and lives of six to eight Chinese women writers who range in time from the first century A.D. to the late twentieth century. The analytical theses that guide the course are two: that the lives of these women, in particular the constraints placed upon them because they are women, are inseparable from the kind of work they were able to produce; and that evaluations of their writing have been derived from the standards of society rather than standards implicit in the work. Class lectures and student analyses will seek to elucidate these theses in each of the six to eight case studies, which will differ greatly from each other. (Same as Chinese 233.01 and Modern Languages 233.11.)—Chou

277. The Law, Gender Issues and the Supreme Court—This course introduces students to contemporary gender issues as they are treated both in the law and in the decisions of the U.S. Supreme Court. We will explore some of the historical antecedents to contemporary legal gender questions and then examine in detail the following areas of controversy: affirmative action, the equal rights amendment, surrogate parenthood, abortion, sex discrimination, including age-related questions. (Same as American Studies 277 and Political Science 277.)—Fulco

[290. Introduction to Literature and Psychology]—Application of the insights of Sigmund Freud, Erik H. Erikson, and Norman N. Holland to a variety of literary works. The course will depend on skills in deep reading and analyze how literature transforms fantasies toward meanings. This course satisfies the requirement of a critical theory course. (Same as English 290.)

[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.)

[304. Comparative Studies in American Literature: 20th Century]—In this course we will study pairs of 20th-Century American books; one work in each pair will be well-known, canonical, the other will be non-traditional. Reading the books together will help us explore the strengths and weaknesses of each; their conventions, assumptions, audiences, and objectives; the differences that arise from gender, race, and ethnicity. The pairs to be read may include F. Scott Fitzgerald's *The Great Gatsby* and Meridel LeSueur's *The Girl;* Ernest Hemingway's *A Farewell to Arms* and Zora Neale Hurston's *Their Eyes Were Watching God;* John Steinbeck's *The Grapes of Wrath* and Tillie Olsen's *Yonnondio;* and poetry by T. S. Eliot and Langston Hughes. (Same as English 304 and American Studies 303.)

[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 assumption

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.)

[318. 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 author's assumptions and perspectives shape the findings. (Same as Sociology 318-03 and Area Studies 318-03.)

[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. 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.)

[323. Toni Morrison and Nadine Gordimer]—A reading of novels by two major twentieth century writers, the African-American Toni Morrison and the South African Nadine Gordimer. We will consider questions of power, history, politics and the impact of the individual writer on these realms. Enrollment limited to 35 students. This course satisfies the requirement of a course emphasizing literature after 1800 or a genre course. (Same as English 323.)

328.01. 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 328.01.) Enrollment limited to 15. Prerequisite: prior Sociology course.—Raisz

[333. Women in the World of the Renaissance]—An interdisciplinary exploration of the condition and achievements of women in continental Europe from the Fifteenth and the Seventeenth centuries. Readings will range from social history, doctrinal texts from the period, and literary works about and by women. This is a designated core course for the Medieval and Renaissance Studies Minor. (Same as Comparative Literature 333-01, Modern Languages 333-05.)

[348. Women Writers of the Middle Ages]—This course will study works in a variety of genres, from the lyric and the romance to the autobiography and the moral treatise, written by medieval women in England, Europe, and Asia. In addition to analyzing the texts themselves, we will be examining them within their social, historical, and political contexts as we discuss such issues as medieval women's literacy, education, and relationships to the male-authored literary traditions of their cultures. Throughout the term, we will be trying to determine the degree to which we can construct a recognizable women's literary tradition for this period. For English majors: this course satisfies the requirement of a course emphasizing literature before 1800. (Same as English 348.)—Fisher

[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.)

368. Comparative Studies in Ante-Bellum American Literature—In this course we will study pairs of ante-bellum American texts. One work in each pair will be by a well-known, canonical author like Emerson, Hawthorne, or Melville; the other work in the pair will be by a lesser-known, non-canonical

author, like Lydia Maria Child, William Wells Brown, Harriet Jacobs. Since, from my perspective, revolution, slavery, and freedom were central to the literature being writtten in the pre-Civil War period, we will focus on texts that directly or implicitly engage these issues. (Same as English 368.)—Lauter

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

[378. Asian Women]—Explores the development of specific female/male roles and gender systems in different Asian cultures. Perspectives on the 'woman question' are used as a focal point for understanding social and economic change in Oceania, Egypt, Pakistan, India, China, and Japan using both indigenous and nonindigenous sources. (Same as Anthropology 378 and Area Studies 378.)

[388. Hysteria & 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, Helene Cixous, Carroll Smith-Rosenberg, Charles Bernheimer, and Claire Kahane. For English majors: this course satisfies the requirement of a critical theory course. (Same as English 388(1) and Comparative Literature 388(1).)

394. Representations of the Female Body and Voice in Literature, Performance and Theory—A study of the Pygmalion myth, the Faust myth, and the Frankenstein myth in works featuring the female body and voice. This course satisfies the requirement of a course emphasizing literature after 1800; a critical theory course; and a course emphasizing meanings informed by gender, cultural or ethnic differences. (Same as English 394.)—Hunter

399. Independent Study

[402-21. Women in European Society: 1789-Present]—We will explore the political, social, economic and cultural implications of the participation of women in European society from the French Revolution through the aftermath of World War II. Issues of gender, sexuality and feminist theory will be discussed within an historiographical framework. The readings come from works of political thought and the recent women's history of Britain, France and Germany.

[403-02. 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.)

439. Special Topics in Film: Star Systems—Film industries produce not only films, but stars. In this seminar we will explore how both individual stars, and the phenomenon of stardom itself, are constructed, and how the meanings and effects of both have altered over time. Readings range from recent film theory to more general cultural and political history, with emphasis on the interaction of the mechanics of stardom and the production of gender models and stereotypes, from Joan Crawford to Susan Sarandon and from John Wayne to Kevin Costner. (Same as English 439.)—Pfeil

[457. 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 402-32 and American Studies 407.)

466. Teaching Assistant

[496. Senior Seminar: Feminist Literary Criticism: Theory and Practice]—This course will examine the development of a 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.

497. Senior Thesis

602. IDP Project.

Related Courses

American Studies 203.01. Conflicts and Cultures in American Society—Watts
[American Studies 336. Popular Culture in America: Issues of Race, Class and Gender]
English 328. Overlords and Undertones—Pfeil
English 392. Writers of the Caribbean—Cliff
[History 318. Reform Movements in Twentieth-Century America]
[History 356. American Working Class, 1820-1960]
[Philosophy 213. Philosophy of Sport]
Philosophy 355.01. Moral Theory and Public Policy—Wade
[Psychology 242. Psychopathology]
Religion 262.01. Religion in American Society—Walsh
Sociology 214.01. Race and Ethnicity—Valocchi

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 each recipient $2,100 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 each recipient $2,100 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 each recipient $1000 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 Fellowships provide support for twelve months of independent study and travel abroad during the year following the recipients' graduation from college. Trinity is one of 55 leading private colleges and universities entitled to nominate graduating seniors to the Thomas J. Watson Foundation, which administers the national competition and funds the Fellowships. All Trinity seniors, irrespective of career plans and class rank, are eligible to compete for one of the College's four nominations.

The William R. Cotter Memorial Congressional Intern Fund was established in 1981 in memory of William R. Cotter, Class of 1949, who served in the United States House of Representatives from 1970 to 1981. Proceeds of the Fund are used to support student interns in the offices of United States Senators and Representatives, with preference given to interns in Washington, D.C. and to those working for Connecticut Senators and Representatives. Interested students should contact Anne Lundberg Utz, Internship Coordinator.

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—Alumni Associations in Hartford and New York City 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.

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.

William Pond Barber—bequest of William P. Barber, Jr. '13 of St. Petersburg, Florida.

Robert W. Barrows Memorial—bequest and gifts in memory of Robert W. Barrows '50 of West Hartford. Preference is given to minority students from Greater Hartford.

Robert A. Battis—gifts in honor of the retirement of Dr. Robert A. Battis, Professor of Economics at the College from 1959 to 1990.

Joel, Thelma and Florence Beard—gift of Mrs. Florence Beard of Kihei, Hawaii. Joel Beard was a member of the Class of 1922.

Isbon Thaddeus Beckwith—bequest of the Rev. Isbon Thaddeus Beckwith, Hon. 1898, of Atlantic City, New Jersey.

Ralph H. Bent—bequest of Ralph H. Bent '15, of DelRay, Florida.

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 Emerita 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.

Michael E. Borus—gifts in memory of Dr. Michael E. Borus '59 of South Orange, New Jersey.

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 Emeritus of the College, in memory of his mother. Additions have been made by members of the family.

C. B. Fiske Brill—proceeds from a life income fund established by Col. C. B. Fiske Brill '17, of Tallahassee, Florida.

Susan Bronson—bequest of Miss Susan Bronson of Watertown, Connecticut.

Elfert C. and Billie M. Burfeind Memorial—gifts of Alfred C. Burfeind '64 and Lynne O. Burfeind MA '82 of Hartford, Connecticut, in memory of his parents.

J. Wendell and Ruth Burger—gifts in memory of Professor and Mrs. J. Wendell Burger of West Hartford. Dr. Burger was Professor of Biology from 1936 to 1975 and Chairman of the department from 1951 to 1975.

Raymond F. Burton—given by Frances E. and Raymond F. Burton '28 of East Canaan, Connecticut.

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.

Harold N. Christie—bequest of Harold N. Christie '11 of Point Pleasant, New Jersey.

CIGNA Corporation—given by the CIGNA Corporation of Bloomfield to provide financial aid for needy and deserving students, with additional funding designated for minority students from Greater Hartford.

Class of 1916 Memorial—given by the Class of 1916.

Class of 1918 Memorial—established in 1968 by members and friends of the Class of 1918 in memory of classmates and of Laurence P. Allison, Jr.

Class of 1926 Memorial—given by the Class of 1926.

Class of 1934—designated for scholarship purposes by members of the Class of 1934 at their 50th Reunion.

Class of 1935 Memorial of William Henry Warner—given by the Class of 1935 in memory of their classmate.

Class of 1939—gifts from members and friends of the Class of 1939 at their 50th Reunion.

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.

Class of 1963—gifts from members of the Class of 1963 on the occasion of their 25th Reunion in 1968. Provides an annual grant aid supplement and a summer stipend to undergraduates exhibiting exceptional financial need and unusually strong academic and personal qualities.

Martin W. Clement—given by his wife, Elizabeth W. Clement, and children, Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement '01, Hon. '51, Trustee of the College from 1930 to 1963, of Philadelphia, Pennsylvania. This fund has also been aug-

mented by gifts from many friends. Scholarships are awarded with preference given to students from the Greater Philadelphia area.

Samuel Barbin Coco—gift of Hannalou and Samuel B. Coco in honor of their daughter Caroline S. Coco '85. The income provides financial assistance for a rising junior to spend the fall or spring semester at the Trinity College Rome Campus. Preference will be given to students pursuing Italian Studies.

Archibald Codman—given by Miss Catherine A. Codman, the Rt. Rev. Robert Codman '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 Scholarships—annually funded by corporations throughout Connecticut, including Aetna Life & Casualty, CIGNA, Connecticut Mutual Life Insurance Company, Connecticut National Bank, Dexter Corporation, Hartford Insurance Group, Heublein, and United Technologies Corporation. Awarded to students from Connecticut.

E. C. Converse—bequest of Edmund C. Converse of Greenwich, Connecticut.

Thomas W. Convey—gift of Thomas W. Convey '32, of Gorham, Maine. Awarded with a preference to residents of the State of Maine.

Harold L. Cook—bequest of The Rt. Rev. Monsignor Harold L. Cook '47 of Plymouth, 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.

Philip D. and Douglas W. Craig Memorial—established in memory of Philip D. Craig '55 and Douglas W. Craig '64 by their parents, Edgar H. Craig '34 and the late Elizabeth Pelton Craig, and by additional gifts from friends and fraternity brothers.

William and Adeline Croft—bequest of Adeline R. Croft of Washington, D.C. Preference is given to students majoring in music. Mrs. Croft was a concert pianist during her lifetime.

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.

Darling, Spahr, Young—gifts from Mr. Robert. N. Spahr '60 and Mrs. Julia Darling Spahr, and Mrs. Virginia Darling Young. Awarded to students who have significant talent and interest in the performing arts, particularly in music.

Arthur Vining Davis—grant from the Arthur Vining Davis Foundations of Jacksonville, 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.

Ida Doolittle—gift of Dr. Howard D. Doolittle '31, of Stamford, Connecticut. Preference will be given to students who have open minds and are interested in working on city problems.

George William Douglas—given by the Rev. George William Douglas 1871, M.A. 1874, Hon. 1895, of New York City.

Lyon H. Earle, Jr., M.D. Memorial—gifts in memory of Lyon H. Earle, Jr., M.D. '42 of West Hartford for financial aid to juniors and seniors intending to become medical doctors. Preference is given to students actively involved in the life of the College community.

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 the undergraduate years.

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.

Anna D. and Malcolm D. Frink—gift of Mr. and Mrs. Malcolm D. Frink of Northampton, Massachusetts.

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." Increased by a bequest and gifts in his memory.

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.

Manley J. Goodspeed—gift of Manley J. Goodspeed '45 of Leawood, Kansas.

Daniel Goodwin—bequest of Daniel Goodwin of Hartford.

Charles Z. Greenbaum—given by relatives and friends in memory of Charles Zachary Greenbaum '71 of Marblehead, Massachusetts, with preference to students majoring in science.

Jacob and Ethel Greenberg—bequest of Jacob Greenberg of Hartford for students in a pre-medical course of study.

Griffith—bequests of John E. Griffith, Jr. '17 and George C. Griffith '18.

David M. Hadlow—gifts from family and friends in memory of David M. Hadlow '25.

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.

John F. Halloran—bequest of John F. Halloran '40, of Leesburg, Florida.

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 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.

Anna C. Helman—gift of Rabbi Leonard A. Helman '48, of Santa Fe, New Mexico. Awarded to students from the Hartford area who commute to Trinity.

Charles J. Hoadley—gift of George E. Hoadley of Hartford in memory of his brother, a member of the Class of 1851.

Hoffman Foundation—gift of the Maximilian E. and Marion O. Hoffman Foundation. Preference will be given to students of Lebanese/Christian background.

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 awards to the student attaining the highest rank in the junior, sophomore, and freshman classes. Funds from the bequest also support needy students with outstanding academic achievement.

Marvin E. Holstad—gift of Mrs. Audrey Holstad of West Hartford, 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."

James M. Johnston Trust—annually funded by The James M. Johnston Trust of Washington, D.C.

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. Krieble—given by relatives and friends in memory of Dr. Vernon K. Krieble, Scovill Professor of Chemistry.

Vernon K. Krieble—given by the Loctite Corporation of Newington, Connecticut, in memory of Dr. Vernon K. Krieble, 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—given 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.

Henry F. MacLean—annually funded by Alison Barbour Fox, formerly Mrs. Henry F. MacLean, in memory of her husband. Financial aid is provided for students from Northwestern Regional High School, where Mrs. Fox once taught. Mrs. Fox is a former Charter Trustee of the College.

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.

Donald L. McLagan—gift of Donald L. McLagan '64 of Sudbury, Massachusetts. Preference is given to minority students.

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 Samuel L. Milbank '64, 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.

Ora Wright Morrisey—annually funded by Edmund C. Morrisey '52 in memory of his mother, Ora Wright Morrisey.

Allen C. Morrison—bequest of Sara M. Brown of West Hartford in memory of her first husband.

Robert O. Muller—bequest of Josephine D. Muller of Anderson, 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.

Roy Nutt Memorial—gifts in memory of Roy Nutt '53, former trustee of the College.

Remsen Brinckerhoff Ogilby—given by Messrs. Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr. '34 of Detroit, 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. Increased by bequests and memorial gifts.

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.

Israel Pomerantz—gift of Mrs. Israel Pomerantz of Wethersfield in memory of her husband. Preference is given to Hartford area residents who are first-generation college students. Mrs. Pomerantz' son, Morton M. Rosenberg, is a member of the Class of 1951 and earned an M.A. in 1952.

John Humphrey Pratt—bequest of John H. Pratt, Jr. '17 of Darien, Connecticut.

Joseph Racioppi—proceeds from a life income fund established by The Rev. Joseph Racioppi '17, of Fairfield, Connecticut.

Arnold E. Raether—gift of Paul E. Raether '68 in memory of his father.

Amos Elias Redding—gifts from friends and colleagues in memory of Amos E. Redding '16.

J. Ronald Regnier-University Club—Gifts from members of the University Club of Hartford in memory of J. Ronald Regnier '30.

Gertrude B. and John R. Reitemeyer—bequest of Mrs. John R. Reitemeyer of Barkhamsted, 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.

Max Schader—gifts of Bertram R. Schader '56 of Madrid, Spain. Preference is given to Jewish students.

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."

Charles Byron and Ila Bassett Spofford—bequests of Charles Byron Spofford, Jr. '16 and his wife, Ila Bassett Spofford, with preference for juniors or seniors with financial need.

Dallas S. Squire—established by Dallas S. Squire '15, in memory of Samuel S. Squire and Colin M. Ingersoll, with preference to a junior or senior member of St. Anthony Hall.

Grace B. Starkey—given by George W. B. Starkey, M.D. '39, a 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 Activities—given by Trinity students from the activities budget, for disadvantaged and/or minority students.

Dong and Eunice Suh—gifts of Mr. and Mrs. Dong S. Suh of Glen Head, New York, parents of Eugene Suh '90 and Sharon Suh '91. Preference is given to Asian students.

Suisman Foundation, Inc.—given by the Suisman Foundation, Inc., of Hartford.

Samuel C. Suisman—given by the Suisman Foundation, Inc., of Hartford, with preference to a rising senior who has made substantial contribution in extracurricular activities and has shown general leadership qualities.

Samuel C. and Edward A. Suisman—given by Samuel C. Suisman and Edward A. Suisman, Hon. '71, of West Hartford.

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.

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.

Paul H. Twaddle—gifts in memory of Paul H. Twaddle, M.D. '31 for financial aid to students preparing for medical school and majoring in humanities or social sciences.

Arthur J. Ulmer—bequest of Arthur J. Ulmer of Jersey City, 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.

Constance E. Ware Student Assistance Fund—bequest and gifts in memory of Constance E. Ware of West Hartford, Vice President for Development and a member of the administration for 25 years. The income is used to provide financial aid students with funds to meet unusual needs or take advantage of special opportunities not covered by the normal financial aid grant.

Helen M. Watson—gift of an anonymous donor. Awarded to students enrolled in the Individualized Degree Program.

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.

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.

Vertrees Young—given by Vertrees Young '15, Hon. '73, of Bogalusa, Louisiana, Trustee of the College from 1960 to 1971.

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 Kingsley 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 McCarteney 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.

Clinton Jirah and Carrie Haskins Backus—established in 1950 by Clinton J. Backus '09, of Midway City, California.

George J. Mead—established in 1951 by bequest of George J. Mead, Hon. '37, of Bloomfield, Connecticut. The income is 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 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 Brickerhoff 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 students 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 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 a committee who adjudged that student to have personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must also have completed satisfactorily two examinations for Associateship in the Society of Actuaries, and have acquired scholarship grades in mathematics, English, and economics. The committee shall consist of two members, named by the College of the Society of Actuaries or the Casualty Actuarial Society.

The Louis Aronne, Class of 1977, Prize in Biochemistry is awarded to a senior or a junior biochemistry major (with preferences being given to a senior) who, in addition to being an outstanding student in biochemistry, has demonstrated interest in general scholarship and campus activities. The awardee is 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 in Biology, Emeritus.

The James M. VanStone Memorial Book Prize is awarded by the Biology Club to the first year student or students who have performed outstanding work in the classroom and laboratory of the introductory biology course.

The American Institute of Chemists Award is presented to seniors majoring in chemistry and biochemistry who have 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 Division of Polymer Chemistry of the American Chemical Society Award is given to the outstanding Sophomore/Junior student in the two-semester organic course for chemistry majors.

The Rev. Paul H. Barbour Prizes in Greek were established in honor of the Rev. Paul H. Barbour of the Class of 1909 on the occasion of his ninetieth birthday. They are given to the students who achieve excellence in a special examination in Greek.

The James Goodwin Greek Prizes, founded in 1884 by 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 John C. Williams Prize, established by his students, colleagues, and friends in 1992 in honor of Professor John C. Williams, Hobart Professor of Classical Languages, Emeritus, is awarded to the student or students who have demonstrated excellence in the study of first-year 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 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 the late 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/her Trinity career.

The Faculty of Economics Award is presented annually to that graduating senior major in economics who, by vote of the faculty of Economics, is considered to have demonstrated the greatest promise as a professional economist.

The G. Keith Funston Prize in Economics was established in honor of the late G. Keith Funston, a member of the Class of 1932, by his family. Mr. Funston, a former President of Trinity College, was a Charter Trustee of the College. The prize is awarded annually to seniors majoring in economics who are outstanding scholars and are 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 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. The essays must be submitted to the Department's Administrative Assistant on the Friday two weeks after spring break.

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.

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 19**.

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 oration 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 Chairperson of the English Department to the two students who are deemed the best and second-best scholars in the English Department from the **junior** class. The terms of award rest solely on the judgment and discretion of the Chairperson of the English Department.

Trinity Alumnus Prizes in Prose Fiction are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts of short stories or novelettes are to be submitted to the Department of English on or before **April 19**.

The Alpha Delta Phi Literary Prize Given By the Phi Kappa Educational Foundation, Inc. is an award available to any currently enrolled Trinity College undergraduate or Individualized Degree Program student for his or her original fiction or non-fiction manuscript judged best in a contest run by the Creative Writing Program of the Trinity College English Department.

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 on or before **April 19**.

The Rosamond M. Mancall Prize, established in 1991 by family and friends in memory of Rosamond M. Mancall, IDP '73, is awarded annually to an outstanding member of the junior class who is an American Studies major.

The Ann Petry Book Prize, established by the American Studies Program in 1992, is awarded to the senior American Studies major who presents the best essay on race and/or gender and American culture. The prize was established in honor of Ann Petry, the outstanding African-American writer and Connecticut resident.

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 was established by Rabbi Leonard Helman, Class of 1948, in honor of his late mother, Anna C. Helman. The award is given to a student of painting, esteemed by the Faculty of Fine Arts to be distinguished in accomplishment and promise.

The Fern D. Nye Award for Graphic Arts is presented annually on the basis of work of originality and excellence in graphic arts.

The Mitchel N. Pappas Memorial Prize was 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 20 pages in length written independently or for courses or seminars. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. All essays must be typewritten. They must be submitted to the Chairman of the Department.

The George J. Mead 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 of at least 20 pages in length in the field of United States history submitted by an undergraduate. Senior Seminar essays in United States history are eligible.

The Miles A. Tuttle Prize will be awarded to the member of the Senior Class who writes the best essay of at least 20 pages in length in history on a topic selected by the contestant and approved by the Department of History. Senior Seminar essays are eligible for the Tuttle competition. If in the judgment of the Department no essay meets the standards of excellence, no prize will be awarded.

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.

The Travelers Companies Foundation Senior Research Prizes are awarded to the students whose senior research project in the fields of Engineering and Computer Sciences have been deemed the most outstanding by an independent board chosen from Trinity faculty and The Travelers Companies staff.

The Theodore R. Blakeslee II Award was established in 1992 by the family, friends, and colleagues of the late Professor Theodore R. Blakeslee II, Associate Professor of Engineering, to reward the outstanding teaching assistant in Engineering.

The American Society of Mechanical Engineers Prize is awarded by the Hartford Chapter of The American Society of Mechanical Engineers to the senior who achieves the most outstanding record in the Engineering Department.

Book Prizes for Excellence in Modern Languages are presented to students who have shown outstanding progress and achievement in Arabic, Chinese, French, German, Hebrew, Japanese or Russian at the College.

The PRESHCO Prizes in Hispanic Studies were established in 1986 by the Programa de Estudios Hispańicos en Cońdoba (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 PRESHCO Prize in Latin American Area Studies is awarded for distinction in Spanish achieved by a graduating senior majoring in Latin American Area Studies.

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 to students for excellence in overall work within the major.

The Barbieri Endowment Prize for Achievement in Italian is a gift from the Cesare Barbieri Endowment.

The Samuel Barbin Coco Scholarship Award was established in 1992 by Hannalou and Samuel B. Coco in honor of their daughter, Caroline S. Coco '85. The award is to provide financial assistance to a rising junior who wishes to spend either the Fall or Spring Term at Trinity College, Rome Campus. Preference is given to a student pursuing Italian Studies.

The Helen Loveland Morris Prize in Music, established by gift of the late Robert S. Morris '16, is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to music in the College. The prize is awarded to a nominee who is judged by his or her record in music courses and in department-sponsored performance activities. The Department reserves the right to withhold the prize in any year if the required excellence is not achieved.

The 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 the Friday before spring break.

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/Hebrew Bible among college students. It is awarded to the first-year student who demonstrates the best understanding of the Hebrew language as a tool for the scholarly study of the Bible.

The Frank W. Whitlock Prizes in Drama were founded by a legacy of Mrs. Lucy C. Whitlock, of Great Barrington, Massachusetts, and by her direction bear the name of her son who was a graduate of the Class of 1870. These awards are given to students who have written outstanding plays over the last academic year as adjudicated by The Hartford Stage Company.

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 Psychology Prize, given by the Department, is awarded to those students who have the highest academic achievement in psychology and the College, completed year-long senior theses, and contributed substantially in service to the Psychology Department.

The Pi Gamma Mu Scholarship Medal, 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 medal is given to that senior who has combined the highest level of academic excellence with service and dedication to the social sciences.

The John Dando Prizes were established by friends and former students of the late Professor Emeritus John Dando, in recognition of his distinguished career, spanning three decades as a teacher of Shakespeare in the English Department. The prizes are awarded annually to one or two undergraduates for outstanding work in the study of Shakespeare.

The 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 noon on the Monay following spring vacation.

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 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 senior who has done outstanding work in a particular academic field.

The Connecticut Commandery, Military Order of Foreign Wars Book Award is made to the member of the graduating class who has demonstrated outstanding leadership qualities.

The 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 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.

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.

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 Student Government Association Student Activities Scholarship Award was established in 1991 to provide financial aid to student/s who demonstrate involvement in student activities as well as need. The recipients are chosen annually by the Director of Financial Aid in consultation with the president of the S.G.A. or his/her representative.

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 awarded to senior IDP students for academic and personal 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. These awards are made to as many as three students who present collections of books or tapes in a specific field or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their money value is not a determining factor.

Faculty Prizes

The Dean Arthur H. Hughes Prize, a gift of former President and Trustee Emeritus of Trinity, G. Keith Funston, is named in honor of Arthur Hughes, who in his thirty-six year career at Trinity, served as professor of German, Chairman of the Department of Modern Languages, Dean of the College, Dean of the Faculty, and, on two occasions, Acting President. The Dean Arthur H. Hughes Prize rewards junior faculty achievement in teaching.

The Brownell Prize was funded in 1986 by a gift from Mr. and Mrs. Paul Briger. Named in honor of the first president of Trinity College, Thomas Church Brownell, the Prize is given biennially to a senior faculty member who has consistently demonstrated excellence in teaching. Mr. Briger is a member of the Class of 1961.

Honor Societies

Phi Beta Kappa: Class of 1993—Shannon Judith Almeida, Thomas Matthew Antinerella, Alexandra Campbell, Anthony James Canata, Alfred Robert Casella, Dora Marina Castro Núñez, Maureen Ann Duff, Nancy Ellen Gill, Teresa Ann Griffin, William H. Grogan, Elizabeth Joanna Gruber, Elizabeth Andrea Gurevich, Jared Paul Haller, Erika Maria Heise, David Charles Herr, Marjorie Elizabeth Johnson, Edward Paul Kazarian, Karalyn Kinsella, Kimberly Ann Lounder, Anthony Macaluso, Renée Claudette Mailloux, Deborah Elizabeth McBride, Dana Deborah Meachen, Sarah K. Moldenhauer, Daniel John Novak, Pamela Kelly O'Kane, Samantha Rachel Rabetz, Jennifer Lynn Saunders, Eric Jon Shafer, John Edward Simsarian, Ellen Krystyna Skowronski, Jason Mark Slavick, Britt Mewhinney Stockton, Amy L. Tatko, Rachel Totman, Kevin Patrick Travis, Sze-Hang David Tsang, Haunani Wallace, Heather Lachlan Walsh, Wei Zhu

Pi Gamma Mu: Class of 1993—Shannon Judith Almeida, Shauna Lyn Andreoli, Thomas Matthew Antinerella, Alfred Robert Casella, Dora Marina Castro Núñez, Matthew Drinkwater, William H. Grogan, Jared Paul Haller, David Charles Herr, Hedy Marlene Klein, Allison F. Lauretti, Kristin Marie Maki, Mary Elizabeth Malone, Sarah K. Moldenhauer, Emily Geary Murphy, Daniel John Novak, Susan M. Olsen, Kevin Patrick Travis, Aaron Scot Wilkins, Louisa Lloyd Wood, Wei Zhu

Psi Chi: Class of 1993—Cara Jean Cahalan, Catherine Dakin Campbell, Dora Marina Castro Núñez, Matthew Drinkwater, Christine Cerrito Hewitt, Allison F. Lauretti, Kristin Marie Maki, Elizabeth Alexis Kine McIntyre, Sarah K. Moldenhauer, Jennifer S. Novak, Susan Meredith Rost, Julie Devane Roy, Kitzia Skipsey, Fumiko Takagi, Heather Lachlan Walsh

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 the name and class date. He receives as his permanent property a handcrafted pewter bowl. This trophy is the athletic distinction most coveted in the College.

The Trinity Club of Hartford Trophy, established in 1978, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a woman student, a senior, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all the rules of drill, training and discipline are taken into account, as well as courtesy, self-control, uprightness, and honor at all times, but especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing her name and class date. She receives as her permanent property a small replica of the trophy. This trophy is the athletic distinction most coveted in the College.

The Eastern College Athletic Conference "Outstanding Scholar-Athlete" Award is presented annually to the senior male who is voted the most outstanding in athletics and scholarship.

The Susan E. Martin "Outstanding 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 Trinity College Athletic Department. The trophy was given to the College by Raymond A. Montgomery, Class of 1925.

The "1935" Award is presented annually by the Class of 1935 to the player who has been of "most value" to the varsity football team. The qualifications for this award are leadership, sportsmanship, team spirit, loyalty, and love of the game. A major trophy is kept in the college trophy case.

The Dan Jessee Blocking Award 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 men's varsity soccer team who best fulfills the following qualifications: (1) makes the greatest contributions to the team's success and (2) demonstrates gentlemanly conduct, good sportsmanship, and inspirational leadership. The trophy is kept in the college trophy case.

The Harold R. Shetter Soccer Trophy, established in 1950 in memory of Harold R. Shetter, coach of soccer 1948-50, is awarded annually to the member of the varsity men's soccer squad who has shown the greatest improvement as a player over the previous year and who has also demonstrated qualities of team spirit and sportsmanship.

The Arthur P. R. Wadlund Basketball Award, awarded annually to the most valuable player on the men's varsity team, was donated by V. Paul Trigg, Class of 1936, in memory of Professor Arthur P. R. Wadlund, Jarvis Professor of Physics. A major trophy is kept in the college trophy case.

The Coach's Foul Shooting Trophy is awarded annually by the men's varsity basketball coach to the member of the team who has made the highest foul shooting average in varsity contests.

The John E. Slowik Swimming Award is made annually in memory of John E. Slowik, Class of 1939, Captain in the U.S. Army Air Corps who was killed in action over Germany. The award is to be made to the most valuable member of the varsity men's swimming team considering ability, conscientiousness in the observance of all rules of practice and training, and qualities of leadership. The first award was made in 1950.

The Robert Slaughter Swimming Award is made annually to the "most improved" member of the men's varsity swimming team. This award honoring their coach was presented by the members of the swimming team of 1962.

The Brian Foy Captains Award is given each year to the captain of the men's varsity swimming team exemplifying outstanding qualities of leadership. The award was established in 1974 by his friends and classmates in memory of Brian Foy, Class of 1960, co-captain of the swimming team, who suddenly passed away on May 1, 1973.

The Karl Kurth Award, established in 1988, to be presented annually to the most valuable member of the men's varsity squash racquets team.

The John A. Mason Award, established in 1953, is presented to that member of the men's varsity squash racquet squad showing the greatest improvement during the year.

The Virginia C. Kurth Award, established in 1988, to be presented annually to the most valuable member of the women's varsity squash racquets team.

The Phyllis L. Mason Award, established in 1977, is made annually to the member of the women's varsity squash racquet squad showing the greatest improvement during the year.

The Dan Webster Baseball Award is awarded annually to the player who has been of "most value" to the varsity baseball team. The major trophy is kept in the college trophy case.

The William Frawley Award is given annually to the most improved varsity baseball player; one who demonstrates enthusiasm and determination. This award was established in 1974 by his friends and classmates in memory of William Frawley, Class of 1960, captain of the baseball team, who was reported missing in action in Vietnam in 1966.

The Robert S. Morris Track Trophy, established in 1953, is awarded annually to the most valuable member of the varsity track team. The qualifications for this award are outstanding performance, attitude, and sportsmanship. The trophy will be kept in the college case.

The Edgar H. and Philip D. Craig Tennis Award, established in 1956, and revised in 1992, is awarded annually to the member of the men's varsity tennis squad who has proven himself to be the most valuable to the team's efforts in pursuit of excellence, team spirit, and sportsmanship.

The John Francis Boyer Most Valuable Player Award, established by St. Anthony Hall in 1957, is presented to the player who has been of "Most Value to the Men's Lacrosse Team." A major trophy is kept in the college trophy case.

The Robert A. Falk Memorial Award established in 1983 in memory of Robert Falk, a member of the class of 1984. This award is presented annually to the member of the Men's Varsity Lacrosse team who makes the most outstanding contribution to the team's defense.

The Wyckoff Award is presented annually to the winner of the men's varsity golf team tournament.

The Torch Award, established in 1962 by Mr. and Mrs. Charles B. Morgan, Bryn Mawr, Pa., is awarded to the person who has done the most to foster and perpetuate crew at Trinity.

The Hartford Barge Club Rowing Trophy, established in 1963 by members of the Hartford Barge Club, is awarded for sportsmanship and most improvement in rowing.

The David O. Wicks, Jr. Prize, established by David O. Wicks, Jr. '63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

The Albert C. Williams Hockey Cup is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.

The Frank Marchese Hockey Award, established in 1975, is awarded to the most valuable hockey player. The major trophy is kept in the trophy case and a bowl is presented annually to the winner.

The Thomas H. Taylor Fencing Trophy is awarded annually to a member of the Trinity College fencing team who, in enthusiasm and sportsmanlike conduct, has captured the spirit of the art of fencing.

The Marsh Frederick Chase Memorial Fencing Award is presented to the member of the team who has contributed most significantly to the cause of fencing.

The Susan B. Scott Award was established in 1981 by the Class of 1956 in memory of the wife of Donald J. Scott, '56. The award is presented to a member of the women's varsity swimming team who has shown the most improvement during the season.

Robert R. Bartlett Award (Male and Female) is presented annually to a male and female student who have combined excellence in athletics and devotion to community and/or campus service. This award was established in 1992 by Mrs. Louise Bartlett and friends in honor of the 60th anniversary of her late husband's graduation from Trinity College in 1929.

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 1993

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Excercises May 23.

HONORIS CAUSA

Mary D. Fisher, *Florida*, Doctor of Humane Letters
James W. Flannery, *Georgia*, Doctor of Letters
Eula Riley Hall, *Kentucky*, Doctor of Humane Letters
Milton John Hinton, *New York*, Doctor of Music
Thomas Lanier Hoyt, Jr., *Connecticut*, Doctor of Divinity
Mark Lamos, *Connecticut*, Doctor of Letters
Ann Petry, *Connecticut*, Doctor of Letters

BACCALAUREATE DEGREES IN COURSE

Teresa Ann Griffin, *Connecticut*, B.A., Valedictorian,
with Honors in English
Sarah K. Moldenhauer, *Connecticut*, Salutatorian,
with Honors in Psychology

HONORS IN GENERAL SCHOLARSHIP

Teresa Ann Griffin, *Connecticut*, B.A.
Sarah K. Moldenhauer, *Connecticut*, B.S.
Nancy Ellen Gill, *Massachusetts*, B.A.
Erika Maria Heise, *Connecticut*, B.A.
Edward Paul Kazarian, *Connecticut*, B.A.
Wei Zhu, *New Jersey*, B.A.
John Edward Simsarian, *Connecticut*, B.S.
Kristen L. Corman, *New York*, B.A.
Haunani Wallace, *Connecticut*, B.A.
Deborah Elizabeth McBride, *Illinois*, B.A.
Matthew Drinkwater, *Massachusetts*, B.A.
William H. Grogan, *Massachusetts*, B.A.
Alexandra Campbell, *Massachusetts*, B.A.
Elizabeth Joanna Gruber, *Connecticut*, B.A.
Thomas Matthew Antinerella, *Connecticut*, B.A.

John Badal Akasie II, *Connecticut*, B.A., *with Honors in History*
Hugh McDonald Martin Anderson, *Vermont*, B.A., *with Honors in English*
Mamie Doud Anderson, *District of Columbia*, B.A., *with Honors in Political Science*
Shauna Lyn Andreoli, *Connecticut*, B.A., *with Honors in Economics*
Thomas Matthew Antinerella, *Connecticut*, B.A., *with Honors in History*
David John Pasicolan Baltazar, *Maryland*, B.S., *with Honors in Engineering*
Elizabeth I. Berko, *New York*, B.A., *with Honors in Economics*
Audrey Deyan Brashich, *New York*, B.A., *with Honors in Modern Languages: French & German*
Catherine Cadette, *New York*, B.A., *with Honors in English*
Alexandra Campbell, *Massachusetts*, B.A., *with Honors in Art History*
Anthony James Canata, *Massachusetts*, B.A., *with Honors in Philosophy*
Duncan Campbell Carling, *New York*, B.A., *with Honors in Philosophy*
Dora Marina Castro Núñez, *Honduras*, B.A., *Studio Arts & Psychology, with Honors in Studio Arts*
Kathleen Doherty Catrini, *Connecticut*, B.A., *with Honors in English*
Helena Kate Chandler, *Massachusetts*, B.S., *with Honors in Neuroscience*
Lynette Mew Lan Choy, *Hawaii*, B.A., *Economics & Area Studies, with Honors in Area Studies*
Kristen L. Corman, *New York*, B.A., *with Honors in English*
Grace Sherlock Cragin, *Connecticut*, B.A., *with Honors in Economics*
Stephen Russell Curley, *Connecticut*, B.A., *with Honors in American Studies*
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Kathleen S. Ryan, *Connecticut*, B.A., *Psychology*
Michael Thomas Ryan, *New York*, B.A., *Political Science*
Nathan Nettleton Sage, *Connecticut*, B.A., *Political Science*
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Charles Daniel Schewe, *Massachusetts*, B.A., *Economics*
Rachel Schreier, *Massachusetts*, B.S., *Biology*
Jason Jeacock Schwartz, *New York*, B.A., *American Studies*
Samantha Scinto, *Connecticut*, B.A., *Economics*
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Mark David Shepherd, *Connecticut*, B.A., *English*
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Michael J. Shiembob, *Connecticut*, B.A., *Economics*
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Ann Irene Sniecinski, *California*, B.A., *Political Science*
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Hillary Hohenshieldt Vars, *Rhode Island*, B.A., *History*
Tomoyo Wakamatsu, *New Jersey*, B.S., *Chemistry*
Haunani Wallace, *Connecticut*, B.A., *Educational Studies coordinated with Mathematics*
Michael Thomas Wallace, *Connecticut*, B.A., *History*
Heather Lachlan Walsh, *Connecticut*, B.A., *Psychology*
Larissa Alison Walters, *Massachusetts*, B.S., *Psychology*
Fawn Piper Walton, *Rhode Island*, B.A., *Art History*
Judith Ann Warner, *Connecticut*, B.A., *English*
Randolph Seth Watnick, *Massachusetts*, B.S., *Biochemistry*
Sara Nielsen Wedlock, *South Carolina*, B.A., *English*
Scott Welkis, *New York*, B.A., *Philosophy*
Channing McGregory Wells IV, *Massachusetts*, B.A., *English*
Joshua Stetson Whittemore, *Massachusetts*, B.A., *History & Biology*
Christopher Boal Wiedemann, *New York*, B.A., *History*
Elizabeth Jane Wiegand, *Rhode Island*, B.A., *Economics*
April Williams, *Pennsylvania*, B.A., *Sociology & Educational Studies coordinated with Sociology*
McRae Witherspoon Williams, *Maryland*, B.S., *Biology*
Gordon G. Wisbach III, *Massachusetts*, B.S., *Biology*
Benjamin Wizansky, *Massachusetts*, B.A., *History*
Craig Charles Woerz, *Connecticut*, B.A., *Music & Political Science*
Lise Helen Wold, *California*, B.A., *Interdisciplinary: The Built Environment*
Lynn Marie Wolff, *New Jersey*, B.A., *English*
Louisa Lloyd Wood, *Ohio*, B.A., *Public Policy*
Timothy John Woodcome, *Massachusetts*, B.A., *Political Science*
Stephen J. Woodworth, *North Carolina*, B.A., *Psychology*
Tonya Marie Wright, *New York*, B.A., *English*
Christine J. Yoo, *New York*, B.A., *Economics*
Wendy Yun, *New York*, B.A., *Area Studies*
Jennifer Rebecca Zaborowski, *Connecticut*, B.A., *Art History*
Glenn Anthony Zaccara, *Connecticut*, B.A., *English*
Mark Ward Zafra, *Arizona*, B.A., *History*
Thomas Michael Zaharevich, *Connecticut*, B.A., *Religion*
Domenico Zaino, Jr., *Connecticut*, B.A., *Political Science*
Richard Edward Zednik, *Virginia*, B.A., *Political Science*
Raana Zia, *Massachusetts*, B.A., *Economics*
Martha Alice Zieba, *Connecticut*, B.A., *Political Science*

Conferring of Master's Degrees in Course

Neil Caesar Aldin	B.S., 1981, Ball State University	*Economics* M.A.
James Louis Arsenault	B.A., 1988, Colby College	*Public Policy* M.A.
Karen Marie Biernat	B.A., 1983, Salve Regina College	*English* M.A.
Mark Allan Biernat	B.A., 1985, Wake Forest University	*Economics* M.A.
Laurent H. Bouley, Jr.	B.A., 1983, Harvard University	*Economics* M.A.
Christopher Rodney Brown	B.A., 1990, Trinity College	*English* M.A.
Mary Elizabeth Burns	B.S., 1979, Charter Oak State College	*History* M.A.
Judith O'Neill Carnes	B.A., 1972, Keene State College, M.S.L.S., 1975, University of Kentucky	*Public Policy* M.A.
Paul Thomas Coughlan	B.A., 1981, University of Massachusetts	*Public Policy* M.A.
Diane Lynn Couillard	B.S., 1988, Central Connecticut State University	*Economics* M.A.
Moira Gault Dailey	B.A., 1984, Georgetown University	*History* M.A.
Laura Boehm Foley	B.A., 1968, Wellesley College, M.B.A., 1973, University of Chicago	*Philosophy* M.A.
Bradford Lee Frishberg	B.A., 1989, Brown University	*Economics* M.A.
Pamela Jan Getchell	B.A., 1986, College of William and Mary	*History* M.A.
Miriam González-Gerth	B.A., 1956, Trinity University (Texas), M.A., 1958, University of Texas	*History*, M.A.
Martha Jean Gracey	B.A., 1984, Bates College	*American Studies* M.A.
Mark Robert Hafner	B.A., 1989, Central Connecticut State University	*Public Policy* M.A.
Jennifer Jabs	B.A., 1976, University of Hartford	*History* M.A.
Margaret Tarbell Kasprak	B.A., 1978, Colgate University, M.Ed., 1982, University of Hartford	*English* M.A.
Melanie Mary Kulig	B.A., 1979, University of Connecticut	*English* M.A.
Christopher Shawn LaRoche	B.A., 1988, University of Connecticut	*History* M.A.
Kattya López	B.A., 1991, Trinity College	*Public Policy* M.A.
Robert F. Mazzotta	B.S., 1986, Bryant College	*Economics* M.A.
Christopher Mark McBride	B.A., 1991, University of Connecticut	*English* M.A.
Noreen Moira McGill	B.S., 1983, University of Connecticut	*English* M.A.
Christene Elizabeth Mertes	B.A., 1989, Smith College, J.D., 1992, University of Connecticut School of Law	*Public Policy* M.A.
Gregory Charles Norsigian	B.A., 1984, Trinity College, J.D., 1991, University of Connecticut School of Law	*History* M.A.
Jonathan Edward Reiner	B.A., 1987, University of Hartford	*History* M.A.
Mary Elisabeth Rosano	B.S., 1984, University of Connecticut	*Economics* M.A.
Deborah Bartman Schmidt	B.A., 1973, Central Connecticut State University	*American Studies* M.A.
Eric Vincent Stanton	B.A., 1986, University of Connecticut	*Economics* M.A.
Cynthia Louise Stulpin	B.S., B.A., 1977, University of Hartford	*Mathematics* M.S.
Tobe Rose Shanok Tsarfaty	B.A., 1967, Hebrew University (Israel)	*History* M.A.
Sandra Lade Wheeler	B.S., 1963, Columbia University, M.A., 1980, University of Connecticut	*History* M.A.
Lance Arthur Wilkes	B.A., 1988, Brown University	*Economics* M.A.
Peter Matthew Witkowsky	B.A., 1989, Fairfield University	*English* M.A.
Dennis Richard Wuyscik	B.A., 1990, Bucknell University	*Economics* M.A.
Brian John Zawodniak	B.A., 1989, Keene State College	*History* M.A.
Joseph Zibbideo	B.S., 1963, University of Hartford	*Public Policy* M.A.

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John Barrett Kerfoot 1864-1866
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Acting President 1866-1867
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Thomas Ruggles Pynchon 1874-1883
George Williamson Smith 1883-1904
Flavel Sweeten Luther 1904-1919
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Acting President 1943-1945
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Arthur Howard Hughes,
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Albert Charles Jacobs 1953-1968
Theodore Davidge Lockwood... 1968-1981
James Fairfield English, Jr. 1981-1989
Tom Gerety 1989-

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B.A. 1969, M. Phil. 1974, J.D. 1976, Ph.D. 1976 (Yale Univ.) [1989]

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]

HEDVA BEN-ISRAEL — *Visiting Professor of History*

M.A. 1949 (Hebrew Univ.-Jerusalem), Ph.D. 1955 (Cambridge Univ.-England) [1988]

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]

NOREEN CHANNELS*** — *Professor of Sociology*

B.A. 1966 (Hiram College), M.S.W. 1968 (Univ. of Connecticut), Ph.D. 1973 (Michigan State) [1972]

FRANK M. CHILD III — *Professor of Biology*

A.B. 1953 (Amherst College), Ph.D. 1957 (Univ. of California, Berkeley) [1965]

Date in brackets indicates year of original appointment as a full-time member of the Trinity faculty.
**Sabbatical Leave, Spring Term
***Sabbatical Leave, Academic Year

MICHELLE CLIFF — *Allan K. Smith Professor of English Language and Literature*

A.B. 1969 Wagner College, M. Phil. 1974 (Warburg Institute, Univ. of London) [1990]

WILLIAM COHN — *Visiting Professor of History*

B.A. 1953, M.A. 1955 (Ohio State Univ.), Ph.D. 1972 (Univ. of Wisconsin-Madison) [1993]

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 — *Brownell Professor of Philosophy*

B.A. 1957 (Williams College), Ph.D. 1960 (Princeton) [1960]

HENRY A. DEPHILLIPS, JR. — *Vernon K. Krieble Professor of Chemistry*

B.S. 1959 (Fordham), Ph.D. 1963 (Northwestern Univ.) [1963]

JUDY DWORIN — *Professor of Theater and Dance*

B.A. 1970 (Trinity College), M.A. 1975 (Goddard College) [1971]

FREDERICK K. ERRINGTON — *Charles A. Dana Professor of Anthropology*

B.A. 1962 (Wesleyan Univ.), Ph.D. 1970 (Cornell Univ.) [1993]

DONALD B. GALBRAITH*** — *Professor of Biology*

B.S. 1958 (Grove City College), Sc.M. 1960, Ph.D. 1962 (Brown Univ.) [1962]

ALDEN R. GORDON — *Professor of Fine Arts*

B.A. 1969 (Trinity College), M.A. 1971, Ph.D. 1978 (Harvard) [1978]

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 Universitat), M.A. 1966, Ph.D. 1968 (Yale) [1968]

RICHARD J. HAZELTON — *Professor of Physical Education Director of Athletics*

B.A. 1966 (Marietta College), M.S. 1976 (Univ. of Massachusetts) [1974]

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]

***Sabbatical Leave, Academic Year

GEORGE C. HIGGINS, JR. — *Professor of Psychology and Director of Counseling Center*

B.A. 1959 (Amherst College), Ph.D. 1964 (Univ. of Rochester) [1963]

JAMES J. HODGES — *Visiting Professor of Engineering*

M.E. 1961, M.S. 1964, Ph.D. 1970 (Stevens Institute of Technology) [1984]

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.,*** — *Jarvis Professor of Physics*

B.S. 1958, M.S. 1959, Ph.D. 1963 (Yale) [1962]

DIANNE HUNTER — *Professor of English*

B.A. 1966 (Alfred Univ.) M.A. 1968 (Purdue Univ.), Ph.D. 1972 (State Univ. of New York at Buffalo) [1972]

DREW A. HYLAND** — *Charles A. Dana Professor of Philosophy*

A.B. 1961 (Princeton), M.A. 1963, Ph.D. 1965 (Pennsylvania State) [1967]

THOMAS H. JONES — *Visiting Professor of Educational Studies*

B.A. 1965 (Univ. of Pennsylvania), M.A. 1969 (Claremont Graduate School), Ed.D. 1974 (Teachers College, Columbia Univ.) [1993]

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 Charles A. Dana Research Professor of Religion*

B.A. 1964 (Trinity College), M.A. 1966 (Union Theological Seminary), Ph.D. 1970 (Brown Univ.) [1969]

DIRK KUYK — *Professor of English*

B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis Univ.) [1970]

HELEN LANG — *Professor of Philosophy and St. Anthony Hall Professor*

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]

**Sabbatical Leave, Spring Term
***Sabbatical Leave, Academic Year

EUGENE E. LEACH — *Professor of History and American Studies*

A.B. 1966 (Harvard), M.A. 1967 (Univ. of Michigan), Ph.D. 1977 (Yale) [1975]

RICHARD T. LEE — *Professor of Philosophy*

B.A. 1958 (Emory Univ.), M.A. 1960, Ph.D. 1962 (Yale) [1962]

SONIA LEE★ — *Professor of Modern Languages*

B.S. 1964, M.A. 1966 (Univ. of Wisconsin), Ph.D. 1974 (Univ. of Massachusetts) [1973]

KENNETH LLOYD-JONES — *John J. McCook 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 — *Hobart Professor of Classical Languages*

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]

JAMES A. MILLER†★★ — *Professor of English and Area Studies and Director of the American Studies Program*

B.A. 1966 (Brown Univ.), Ph.D. 1976 (State Univ. of New York at Buffalo) [1972]

ROBERT C. MORRIS — *Visiting Professor of Fine Arts*

B.F.A. 1955 (Yale Univ.), M.F.A. 1970 (Univ. of Texas) [1992]

RALPH O. MOYER, JR. — *Scovill Professor of Chemistry*

B.S. 1957 (Southeastern Massachusetts Univ.), M.S. 1963 (Univ. of Toledo), Ph.D. 1969 (Univ. of Connecticut) [1969]

HUGH S. OGDEN††† — *Professor of English*

A.B. 1959 (Haverford), M.A. 1961 (New York Univ.), Ph.D. 1967 (Univ. of Michigan) [1967]

★Sabbatical Leave, Fall Term
†Leave of Absence, Fall Term
★★Sabbatical Leave, Spring Term
†††Leave of Absence, Academic Year

BORDEN W. PAINTER, JR.** *Professor of History and Director of Italian Programs*

B.A. 1958 (Trinity College), M.A. 1959 (Yale), M. Div. 1963 (General Theological Seminary), Ph.D. 1965 (Yale Univ.) [1964]

JOSEPH PANDOLFO *Visiting Professor of Physics*

B.S. 1951 (Fordham Univ.), M.S. 1956, Ph.D. 1961 (New York Univ.) [1985]

STEPHEN L. PETERSON *Librarian and College Professor*

B.A. 1962 (Bethel College), B.D. 1965 (Colgate Rochester Divinity School), A.M. 1967, A.M.L.S. 1968 (Univ. of Michigan), Ph.D. 1975 (Vanderbilt Univ.) [1991]

HARVEY S. PICKER *Professor of Physics*

S.B. 1963, Ph.D. 1966 (Massachusetts Institute of Technology) [1971]

MARGARET RANDALL *Visiting Professor of English*

[1987]

MILLA C. 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 Secretary of the Faculty*

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]

MICHAEL P. SACKS *Professor of Sociology*

B.A. 1969 (Queens College), M.A. 1971, Ph.D. 1974 (Univ. of Michigan) [1974]

CRAIG W. SCHNEIDER†† *Professor of Biology*

B.A. 1970 (Gettysburg College), Ph.D. 1975 (Duke Univ.) [1975]

CHARLES B. SCHULTZ *Professor of Psychology*

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]

H. MCKIM STEELE, JR.* *Professor of History and Area Studies*

B.A. 1954 (Princeton), M.A. 1958, Ph.D. 1965 (Columbia) [1966]

*Sabbatical Leave, Fall Term
**Sabbatical Leave, Spring Term
††Leave of Absence, Spring Term
***Sabbatical Leave, Academic Year

STEPHEN G. UTZ — *Visiting 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]

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 — *Seabury Professor of Mathematics and Natural Philosophy*

A.B. 1948, M.A. 1955, Ph.D. 1957 (Princeton) [1954]

DIANE C. ZANNONI — *Professor of Economics*

B.A. 1971 (Villanova), M.A. 1973, Ph.D. 1976 (State Univ. of New York-Stony Brook) [1975]

ASSOCIATE PROFESSORS

DINA L. ANSELMI — *Associate Professor of Psychology*

B.A. 1973 (Ithaca College), M.A. 1977, Ph.D. 1981 (Univ. of New Hampshire) [1980]

CAROL J. ANY†† — *Associate Professor of Modern Languages*

A.B. 1973, A.M. 1974, Ph.D. 1982 (Univ. of Chicago) [1984]

JANET BAUER — *Visiting Associate Professor of Area Studies and Women's Studies*

B.S. 1970 (Central Missouri State University), M.A. 1976, Ph.D. 1981 (Stanford University) [1983]

BARBARA M. BENEDICT††† — *Associate Professor of English*

B.A. 1976 (Harvard Univ.), M.A. 1978, Ph.D. 1985 (Univ. of California at Berkeley) [1984]

ANDREA BIANCHINI — *Associate Professor of Modern Languages*

B.A. 1965 (Barnard College), M.A. 1967 (Columbia), Ph.D. 1973 (Rutgers) [1973]

DANIEL G. BLACKBURN — *Associate Professor of Biology*

B.S. 1975 (Univ. of Pittsburgh), M.S. 1978, Ph.D. 1985 (Cornell Univ.) [1988]

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]

JEAN K. CADOGAN — *Visiting Associate Professor of Fine Arts*

B.A. 1971 (Wellesley College), M.A. 1972, Ph.D. 1978 (Harvard Univ.) [1986]

JOHN H. CHATFIELD★ — *Associate Professor of History*

B.A. 1965 (Trinity), M.A. 1972, Ph.D. 1988 (Columbia) [1976]

EVA SHAN CHOU — *Associate Professor of Modern Languages and Area Studies*

A.B. 1971 (Radcliffe College), M.A. 1979, Ph.D. 1984 (Harvard Univ.) [1992]

★Sabbatical Leave, Fall Term
††Leave of Absence, Spring Term
†††Leave of Absence, Academic Year

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 Area Studies*

B.A. 1964 (Eastern College), M. Div. 1967 (Eastern Baptist Theological), Ph.D. 1975 (Temple Univ.), [1978]

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]

ARTHUR B. FEINSOD** — *Associate Professor of Theater and Dance*

B.A. 1973 (Harvard Univ.), M.A. 1979 (Univ. of California-Berkeley), Ph.D. 1985 (New York Univ.) [1985]

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]

SHEILA M. FISHER — *Associate Professor of English*

B.A. 1976 (Smith College), M.A., M. Phil., Ph.D., 1982 (Yale Univ.) [1984]

JOHN P. GEORGES — *Associate Professor of Mathematics*

B.A. 1971, M.A. 1973 (Tufts University), Ph.D. 1982 (Northeastern University) [1983]

JOHN A. GETTIER†† — *Associate Professor of Religion*

B.A. 1956 (Wesleyan), B.D. 1961 (Yale), Th.D. 1971 (Union Theological Seminary) [1966]

ANDREW J. GOLD — *Associate Professor of Economics and Public Policy*

B.B.A. 1962 (City College of New York), Ph.D. 1967 (Northwestern Univ.) [1971]

CHERYL L. GREENBERG*†† — *Associate Professor of History*

A.B. 1980 (Princeton Univ.), M.A. 1981, M. Phil. 1983, Ph.D. 1987 (Columbia Univ.) [1986]

ADAM J. GROSSBERG — *Associate Professor of Economics*

B.A. 1980 (The College of Wooster), M.S. 1983, Ph.D. 1986 (Univ. of Illinois) [1986]

JOAN D. HEDRICK — *Associate Professor of History 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]

PRISCILLA KEHOE — *Associate Professor of Psychology*

B.A. 1980 (Florida Atlantic Univ.), M.A. 1983, Ph.D. 1985 (Johns Hopkins Univ.) [1985]

*Sabbatical Leave, Fall Term
**Sabbatical Leave, Spring Term
††Leave of Absence, Spring Term

RONALD C. KIENER — *Associate Professor of Religion*

B.A. 1976 (University of Minnesota), Ph.D. 1984 (Univ. of Pennsylvania) [1983]

ROBERT KIRSCHBAUM — *Associate Professor of Fine Arts and Director of Studio Arts*

B.A. 1970 (Univ. of Rochester), M.F.A. 1974 (Yale) [1990]

RANDOLPH M. LEE — *Associate Professor of Psychology and Associate Director of Counseling Center*

B.A. 1966 (Trinity College), M.S. 1969, Ph.D. 1970 (Univ. of Massachusetts) [1970]

MICHAEL LESTZ★★★ — *Associate Professor of History*

B.A. 1968 (Trinity College), M.A. 1975, Ph.D. 1982 (Yale) [1982]

DAN E. LLOYD★†† — *Associate Professor of Philosophy*

B.A. 1975 (Oberlin College), M.A. 1977 (Columbia Univ.), Ph.D. 1983 (Columbia Univ.) [1987]

DAVID MAURO — *Associate Professor of Mathematics*

B.A. 1976 (Bates College), M.A. 1979, Ph.D. 1982 (State Univ. of New York), M.S. 1988 (Rensselaer Polytechnic Institute) [1982]

RALPH A. MORELLI — *Associate Professor of Engineering and Computer Science*

B.A. 1969 (Univ. of Connecticut), Ph.D. 1979, M. S. 1984 (Univ. of Hawaii) [1985]

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]

JOHN MULLAHY — *Associate Professor of Economics*

B.A. 1979 (Georgetown Univ.), Ph.D. 1985 (Univ. of Virginia) [1988]

HELEN MYERS‡‡ — *Associate Professor of Music*

B. Mus. 1967 (Ithaca College), M.M. 1971 (Syracuse Univ.), M.A. 1975 (Ohio State Univ.), Ph.D. 1984 (Univ. of Edinburgh) [1989]

JANE H. NADEL-KLEIN — *Associate Professor of Anthropology and Director of Area Studies Program*

A.B. 1969 (Barnard College), Ph.D. 1979 (City Univ. of New York) [1987]

TAIKANG NING — *Associate 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††† — *Associate Professor of History*

B.A. 1976 (Columbia Univ.), M.A. 1977 (Univ. of Pennsylvania), Ph.D. 1985 (Cambridge Univ.) [1983]

JOHN FREDERICK PFEIL — *Associate Professor of English*

B.A. 1971 (Amherst College), M.A. 1973 (Stanford Univ.) [1985]

★Sabbatical Leave, Fall Term
††Leave of Absence, Spring Term
‡‡Jr. Faculty Leave, Spring Term
†††Leave of Absence, Academic Year
★★★Sabbatical Leave, Academic Year

MAUREEN PINE — *Associate Professor of Physical Education*

B.A. 1984 (Colby College), M.S. 1986 (Smith College) [1987]

JOHN PLATOFF — *Associate Professor of Music*

B.A. 1973, Ph.D. 1984 (Univ. of Pennsylvania) [1984]

RICHARD V. PRIGODICH†★★ — *Associate Professor of Chemistry*

B.S. 1974 (Lake Forest College), Ph.D. 1982 (Wesleyan Univ.) [1985]

MIGUEL D. RAMIREZ — *Associate Professor of Economics*

B.S. 1979, M.S. 1981, Ph.D. 1984 (Univ. of Illinois) [1985]

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]

GARY L. REGER — *Associate 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★ — *Associate Professor of Psychology*

B.A. 1977 (Hampshire College), Ph.D. 1986 (Univ. of Michigan-Ann Arbor) [1987]

PAULA A. RUSSO★★ — *Associate Professor of Mathematics*

B.S. 1977 (Syracuse Univ.), M.A. 1980, Ph.D. 1984 (Indiana Univ.) [1987]

ROBIN SHEPPARD — *Associate Professor of Physical Education and Assistant Director of Athletics*

B.A. 1974 (Trenton State College), M.A. 1976 (Trinity College) [1978]

JULIA M. H. SMITH — *Associate Professor of History*

B.A. 1978, M.A. 1982 (Cambridge Univ.), D. Phil 1985 (Oxford Univ.) [1986]

RONALD R. THOMAS — *Associate Professor of English*

B.A. 1971 (Wheaton), M. A. 1978, Ph.D. 1983 (Brandeis) [1990]

MAURICE L. WADE — *Associate Professor of Philosophy*

B.A. 1974 (Yale Univ.), Ph.D. 1982 (Stanford Univ.) [1983]

RALPH E. WALDE — *Associate Professor of Engineering and Computer Science*

B.A. 1964 (Univ. of Minnesota), Ph.D. 1967 (Univ. of California-Berkeley) [1972]

JERRY G. WATTS — *Associate Professor of American Studies*

B.A. 1975 (Harvard), M.A. 1977, M. Phil. 1978, Ph.D. 1985 (Yale) [1990]

JAMES L. WEST — *Associate Professor of History*

A.B. 1966, M.A. 1968, Ph.D. 1975 (Princeton) [1971]

★Sabbatical Leave, Fall Term
†Leave of Absence, Fall Term
★★Sabbatical Leave, Spring Term

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]

MANIJEH ZAVAREEI — *Visiting Associate Professor of Economics*

B.A. 1972, M.A. 1975, Ph.D. 1982 (State Univ. of New York-Buffalo) [1991]

ASSISTANT PROFESSORS

ROBERT H. ABEL — *Visiting Assistant Professor of English*

B.A. 1964 (College of Wooster), M.A. 1967 (Kansas State College), M.F.A. 1972 (Univ. of Massachusetts) [1990]

CHRISTINE BROADBRIDGE — *Assistant Professor of Engineering and Computer Science*

B.S. 1989 (Univ. of Rhode Island), M.S. 1991, Ph.D. 1993 (Brown Univ.) [1993]

E. KATHLEEN ARCHER‡‡ — *Assistant Professor of Biology*

B.A. 1977 (California State Univ.), Ph.D. 1984 (Univ. of Oregon) [1990]

NANCY J. BARNES — *Visiting Assistant Professor of Religion and Area Studies*

B.A. 1960 (Univ. of Michigan), Ph.D. 1976 (Univ. of Toronto) [1990]

WENDY C. BARTLETT — *Assistant Professor of Physical Education*

B.A. 1976 (Rollins College), M.S. 1988 (Central Connecticut State University) [1984]

JOHN V. BOYER — *Visiting Assistant Professor of Fine Arts*

B.A. 1980 (Univ. of California-Santa Barbara) M.F.A. 1984, Ph.D. 1990 (Princeton Univ.) [1988]

KEITH BURRIS — *Visiting Assistant Professor of Public Policy*

B.A. (Kent State Univ.), M.A., Ph.D. (Univ. of Pittsburgh) [1990]

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]

EDWARD J. CALIGURI — *Assistant Professor of Chemistry*

B.A. 1981, Ph.D. 1986 (Boston College) [1990]

JACQUELINE CAPLES — *Assistant Professor of Fine Arts*

B.F.A. 1987 (Univ. of Michigan), M.F.A. 1989 (Claremont Graduate School) [1992]

ETZEL CARDEÑA — *Assistant Professor of Psychology*

Licenciate 1981 (Universidad Iberoamericana, Mexico), M.A. 1983 (York Univ.-Canada), M.A. 1985, Ph.D. 1988 (Univ. of California-Davis) [1991]

ELIZABETH CARLISLE — *Visiting Assistant Professor of Fine Arts*

B.A. 1949 (Smith College), M.A. 1963 (Univ. of Michigan), M.A. 1984, Ed.D. 1989 (Univ. of Massachusetts-Amherst) [1992]

‡‡Jr. Faculty Leave, Spring Term

CAROL CLARK††† *Assistant Professor of Economics*

B.S. 1982 (Univ. of Illinois), M.A. 1985 (Tufts), M.A. 1987, Ph.D. 1991 (Cornell) [1990]

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]

KATHLEEN A. CURRAN‡ *Assistant Professor of Fine Arts*

B.A. 1977 (Newcomb College), M.A. 1981 (New York Univ.), Ph.D. 1986 (Univ. of Delaware) [1990]

DARIO DEL PUPPO *Assistant Professor of Modern Languages*

B.A. 1980, Ph.D. 1988 (Univ. of Connecticut) [1986]

PATRICIA EAKINS *Visiting Assistant Professor of English*

B.A. 1964 (Wellesley), M.F.A. 1977 (Goddard College) [1990]

DARIO A. EURAQUE *Assistant Professor of History*

B.A. 1982 (Marquette), M.A. 1984, 1986, Ph.D. 1990 (Univ. of Wisconsin) [1990]

MICHAEL C. FITZGERALD *Assistant Professor of Fine Arts*

A.B. 1976 (Stanford Univ.), M.B.A. 1986, Ph.D. 1987 (Columbia Univ.) [1988]

ANNE H. FLASH *Assistant Professor of Fine Arts*

B.F.A. 1980 (Massachusetts College of Art), M.F.A 1991 (Hunter College) [1991]

MARK A. FRIEDMAN *Assistant Professor of Engineering and Computer Science*

B.S. 1981 (Rensselaer Polytechnic Institute), M.S. 1983 (Syracuse Univ.), M.E. 1984, Ph.D. 1992 (Rensselaer Polytechnic Institute) [1990]

MICHELLE GILBERT *Visiting Assistant Professor of Fine Arts*

B.A. 1963 (Univ. of California-Los Angeles), M.A. 1970 (Northwestern Univ.), M.A. 1975 (New York Univ.), Ph.D. 1982 (Univ. of London) [1992]

JOHN M. GILLROY *Assistant Professor of Political Science and Dana Faculty Fellow, Director of Public Policy*

A.B. 1975 (Drury College), M.A. 1978 (Queen's Univ.-Canada), A.M. 1980, Ph.D. 1985 (Univ. of Chicago) [1987]

FARAH GRIFFIN††† *Assistant Professor of American Studies and English*

A.B. 1985 (Harvard/Radcliffe), Ph.D. 1992 (Yale) [1989]

CORA B. HAHN *Assistant Professor of Educational Studies and Director of the Educational Studies Program*

B.A. 1956 (Pepperdine College), M.S. 1971 (Eastern Connecticut State College), Ph.D. 1980 (Univ. of Connecticut) [1984]

‡Jr. Faculty Leave, Fall Term
†††Leave of Absence, Academic Year

HEATHER HATHAWAY — *Visiting Assistant Professor of English and American Studies*

B.A. 1986 (Wesleyn Univ.), Ph.D. 1993 (Harvard Univ.) [1993]

LIZA HENDERSON — *Visiting Assistant Professor of English*

B.A. 1980 (Bryn Mawr College), M.A. 1985 (McGill Univ.) M.F.A. 1989, D.F.A. 1993 (Yale School of Drama) [1993]

JENNIFER B. INNES — *Visiting Assistant Professor of Chemistry*

B.A. 1983 (Kalamazoo College), M.S. 1985, Ph.D. 1993 (Yale Univ.) [1993]

DOUGLAS B. JOHNSON — *Assistant Professor of Music*

B.A. 1974 (Humboldt State Univ., California), M.A. 1984, Ph.D. 1989 (Univ. of California) [1988]

M. JOSHUA KARTER — *Assistant Professor of Theater and Dance*

B.A. 1971 (Amherst College), M.A. 1974, Ph.D. 1979 (New York Univ.) [1989]

KATHLEEN KETE‡‡ — *Assistant Professor of History*

A.B. 1982, M.A. 1984, Ph.D. 1989 (Harvard) [1990]

MIZAN R. KHAN — *Visiting Assistant Professor of Mathematics*

B.S. 1980, M.S. 1981 (London School of Economics), Ph.D. 1990 (Univ. of Massachusetts) [1992]

BRADLEY S. KLEIN — *Visiting Assistant Professor of Political Science*

B.A. 1976 (SUNY-Binghamton), M.A. 1984, Ph.D. 1984 (Univ. of Massachusetts- Amherst) [1992]

DEBORAH T. KRAEMER — *Visiting Assistant Professor of Psychology*

B.A. 1978 (Rutgers College), M.A. 1986, Ph.D. 1987 (State Univ. of New York- Buffalo) [1993]

KATHERINE LAHTI — *Assistant Professor of Modern Languages and Literature*

B.A. 1981 (Wesleyan Univ.), M.A. 1983, Ph.D. 1991 (Yale) [1990]

JOHN MERTENS — *Assistant Professor of Engineering and Computer Science*

B.S. 1985 (California State Univ.-Chico), M.S. 1986, Ph.D. 1990 (Stanford Univ.) [1990]

JUDITH A. MORAN‡‡ — *Assistant Professor of Mathematics*

B.A. 1964, M.S. 1965 (Univ. of New Hampshire), Ph.D. 1990 (Univ. of Massachusetts) [1990]

MICHAEL E. NIEMANN — *Visiting Assistant Professor of Political Science*

B.A. 1978 (Rheinische Friedrich-Wilhelms Univ., Bonn, Germany), M.A. 1982, Ph.D. 1991 (Univ. of Denver) [1988]

KIMIKO NISHIMURA — *Visiting Assistant Professor of English*

B.A. 1967 (Sophia Univ.,Tokyo), M.A. 1980 (Mills College), Ph.D. 1993 (Brown Univ.) [1993]

JOSEPH L. PALLADINO‡‡ — *Assistant Professor of Engineering and Computer Science*

B.S. 1982, M.A. 1982 (Boston Univ.), M.S.E. 1984, Ph.D. 1990 (Univ. of Pennsylvania) [1989]

OSVALDO PARDO — *Visiting Assistant Professor of Modern Languages and Literature*

Lidendiado en Letras 1987 (Universidad de Buenos Aires, Argentina), M.A. 1988, Ph.D. 1993 (Univ. of Michigan) [1993]

‡‡Jr. Faculty Leave, Spring Term

KATHARINE G. POWER — *Visiting Assistant Professor of Theater and Dance and Acting Director of Dance*

B.F.A. 1976 (Emerson College), M.F.A. 1978 (Smith College) [1979]

JENNIFER RAFFERTY — *Visiting Assistant Professor of English*

B.A. 1982, M.A. 1984 (Trinity College), Ph.D. 1991 (UConn) [1991]

MARTHA K. RISSER — *Assistant Professor of Classics*

B.A. 1981 (Univ. of Wisconsin-Milwaukee), Ph.D. 1989 (Univ. of Pennsylvania) [1989]

PEDRO A. RODRIGUEZ — *Assistant Professor of Theater and Dance*

B.S. 1986 (Cornell Univ.), M.F.A. 1992 (Ohio State Univ.) [1992]

BRIGITTE SCHULZ — *Assistant Professor of Political Science*

B.S. 1976 (Univ. of Maryland), M.S. 1978 (London School of Economics), Ph.D. 1988 (Boston Univ.) [1989]

MARK SETTERFIELD — *Assistant Professor of Economics*

B.A. 1989 (Cambridge University-England), Ph.D. 1992 (Dalhousie Univ., Nova Scotia) [1992]

DAVID SHULDINER — *Visiting Assistant Professor of Area Studies*

B.A. 1974, M.A. 1977 (California State University-Los Angeles), M.A. 1981, Ph.D. 1984 (UCLA) [1992]

WILLIAM M. TIERNAN — *Visiting Assistant Professor of Physics*

B.A. 1978 (Colby College), Ph.D. 1992 (Univ. of Massachusetts) [1992]

DARYL M. TRESS — *Assistant Professor of Religion and Philosophy*

B.A. 1974 (Queen's College, City Univ. of New York), Ph.D. 1983 (State Univ. of New York-Buffalo) [1987]

DIMITRIOS V. TZIMAS — *Visiting Assistant Professor of Mathematics*

B.A., M.A. 1987 (The City College of New York/Graduate Center-CUNY), Ph.D. 1993 (Massachusetts Institute of Technology) [1993]

STEPHEN M. VALOCCHI — *Assistant Professor of Sociology*

B.A. 1977 (St. Joseph Univ.), M.A. 1980, Ph.D. 1985 (Indiana Univ.) [1985]

BARBARA WALDEN — *Assistant Professor of Physics*

B.A. 1981 (Colgate Univ.), Ph.D. 1991 (Pennsylvania State Univ.) [1991]

NANCY J. WYSHINSKI — *Assistant Professor of Mathematics*

B.A. 1978 (Bloomsburg Univ.), M.A. 1980, M.S. 1988, Ph.D. 1991 (Univ. of Colorado) [1991]

ADJUNCT PROFESSORS

ROY B. DAVIS — *Adjunct Associate Professor of Engineering and Computer Science*

B.S. 1977, M.S. 1979, Ph.D. 1983 (Virginia Polytechnic Institute and State Univ.) [1983]

JEFFREY A. FILLMAN — *Adjunct Lecturer in Legal Studies*

B.A. 1955 (Amherst College), J.D. 1958 (Harvard Law School) [1993]

ALONZO G. GRACE, JR. — *Adjunct Professor of Engineering and Computer Science*

B.S. 1949 (Trinity College), M.A. 1955 (Yale Univ.) [1949]

ERNESTO GUTIERREZ-MIRAVETE — *Adjunct Assistant Professor of Engineering and Computer Science*

B.S. 1978 (National Univ. of Mexico), Ph.D. 1985 (M.I.T.) [1991]

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]

LIVIO PESTILLI — *Adjunct Assistant Professor of Art History*

B.A. 1972 (St. John Fisher College), M.A. 1973 (Univ. of Chicago), Ph.D. 1989 (Univ. of Rome, La Sapienza) [1979]

ALAN RITTER — *Adjunct Professor of Political Science*

B.A. 1959 (Yale Univ.), M.C.P. 1960, Ph.D. 1966 (Harvard Univ.) [1981]

LECTURERS

JOHN H. ALCORN — *Visiting Lecturer in History*

B.A. 1980, M.A. 1982, M.Phil. 1984 (Columbia Univ.) [1991]

JOHN P. ALSOBROOK, II — *Visiting Lecturer in Biology*

B.S. 1981, 1982 (California State Univ.-Los Angeles), M.Phil. 1986 (Yale Univ.) [1993]

GREGORY ANDREWS — *Visiting Lecturer in American Studies*

B.A. 1971 (Yale College), J.D. 1974 (Vanderbilt Univ. School of Law) [1990]

FATMA W. ANTAR — *Lecturer in Modern Languages and Area Studies*

B.Com. 1973 (Univ. of Cairo), M.A. 1978 (Univ. of Connecticut) [1982]

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From the North (Springfield and Bradley International Airport, etc.)

Take I-91 South to intersection with I-84. Take I-84 West to Sigourney St. Exit (Exit 47). Turn left at bottom of exit ramp, and, keeping to right side of roadway, proceed straight ahead. After short distance, merge with Park Terrace (yield sign). Continue on Park Terrace through traffic light (at Park St.), and take third (diagonal) left past the light, onto Summit St. Go up hill one block to stop sign (at Zion St.). Cross Zion St. diagonally, proceeding up the hill (on Summit St.) to stop sign (at Vernon St.). You are now at the northwest corner of the Trinity campus.

From the South (New Haven, New York, etc.)

Take I-91 North to junction with I-84 West. Take I-84 West to Sigourney St. Exit (Exit 47). Turn left at bottom of exit ramp, and, keeping to right side of roadway, proceed straight ahead. After short distance, merge with Park Terrace (yield sign). Continue on Park Terrace through traffic light (at Park St.), and take third (diagonal) left past the light, onto Summit St. Go up hill one block to stop sign (at Zion St.). Cross Zion St. diagonally, proceeding up the hill (on Summit St.) to stop sign (at Vernon St.). You are now at the northwest corner of the Trinity campus.

From the East (Boston, etc.)

Take I-84 West to Sigourney St. Exit (Exit 47). Turn left at bottom of exit ramp, and, keeping to right side of roadway, proceed straight ahead. After short distance, merge with Park Terrace (yield sign). Continue on Park Terrace through traffic light (at Park St.), and take third (diagonal) left past the light, onto Summit St. Go up hill one block to stop sign (at Zion St.). Cross Zion St. diagonally, proceeding up the hill (on Summit St.) to stop sign (at Vernon St.). You are now at the northwest corner of the Trinity campus.

From the West (NYC via I-84, Danbury, etc.)

Take I-84 East to Capitol Ave. Exit (Exit 48). At the foot of the exit ramp bear right onto Capitol Avenue. At the fourth traffic light, turn left on Park Terrace. Proceed on Park Terrace through traffic lights at Russ St. and Park St. and take third (diagonal) left after Park St. onto Summit St. Go up hill one block to stop sign (at Zion St.). Cross Zion St. diagonally proceeding up the hill (on Summit St.) to stop sign (at Vernon St.). You are now at the northwest corner of the Trinity campus.

KEY TO THE CAMPUS

1. Downes Memorial
2. Chapel
3. Williams Memorial (Administrative Offices)
4. Jarvis Hall
5. Northam Towers
6. Seabury Hall
7. Hamlin Hall
8. Mather Hall
9. Cook Dormitory
10. Goodwin-Woodward Dormitory
11. Clement Chemistry Building (Cinestudio)
12. Library
13. Austin Arts Center (Goodwin-Theater)
14. Hallden: Trinity Bookstore; Arts Center Annex
15. McCook Academic Building
16. Jones Hall
17. Elton Hall
18. Wheaton Hall
19. Jackson Hall
20. Smith Hall
21. Funston Hall
22. Connecticut Public Television Studios
23. Buildings and Grounds (238 New Britain Ave.)
24. Mathematics, Computing and Engineering Center
25. Clemens Dormitory
26. Albert C. Jacobs Life Sciences Center

26a. Child Care Center

27. Stowe Dormitory
28. Hartford Institute of Criminal and Social Justice
29. Anadama Dormitory
30. Little Dormitory
31. Frohman-Robb Dormitory
32. Wiggins Dormitory
33. Hillel House (30 Crescent St.)
34. George M. Ferris Athletic Center
35. Memorial Field House
36. Tennis Courts
37. Jessee Field
38. 70 Vernon St.
39. College Counselors, Graduate Studies, IDP, Special Academic Programs and Upward Bound Offices
40. Alumni, Public Relations and SINA Offices
41. Psi Upsilon
42. Doonesbury Dormitory
43. Pi Kappa Alpha
44. Delta Kappa Epsilon
45. North Campus Dormitory
46. High Rise Dormitory
47. Umoja House
48. Boardwalk Dormitory
49. Park Place Dormitory
50. Alpha Chi Rho
51. Vernon Street Dormitory
52. Koeppel Student Center
53. English Dept. (Writing Center)
54. Smith House
55. Alpha Delta Phi
56. Ogilby Hall
57. Delta Psi (St. Anthony Hall)
58. Admissions Office

Ⓟ Parking Areas

Trinity College Campus

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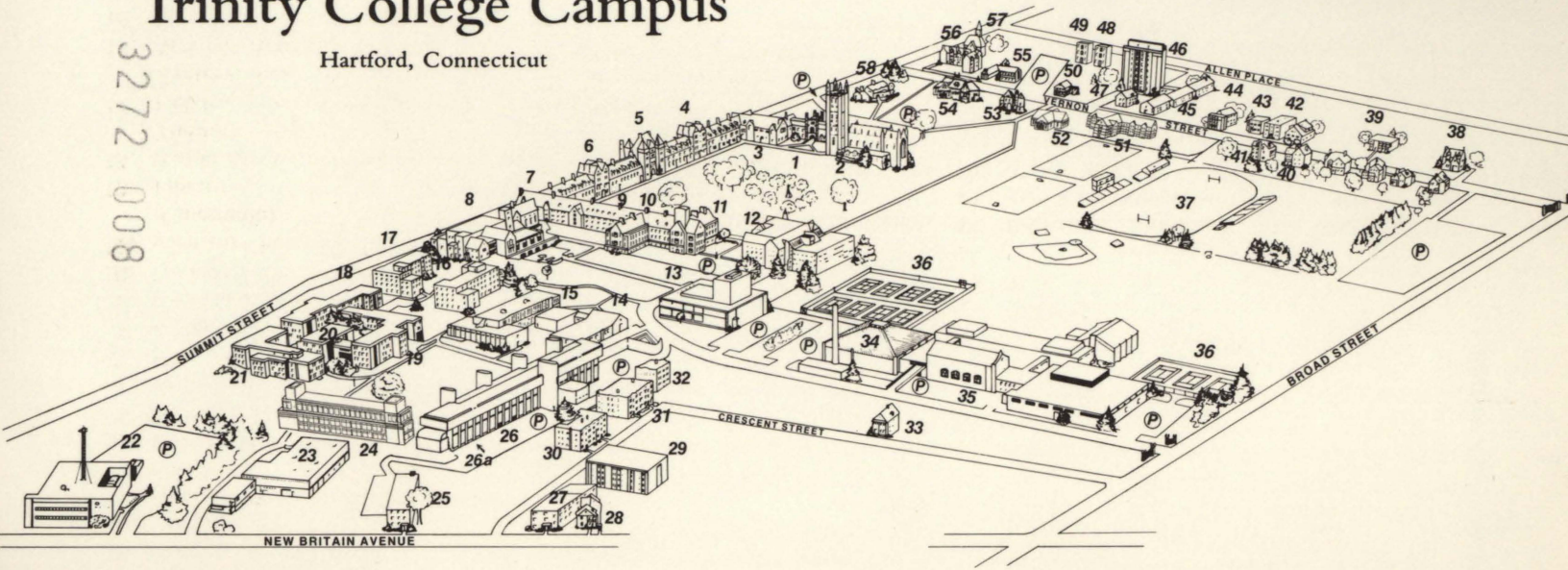

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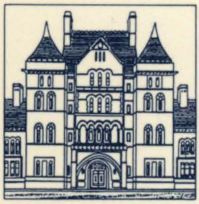

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