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Trinity College
HARTFORD CONNECTICUT

Bulletin

Catalogue Issue
1997-98

Trinity College

Hartford, Connecticut

College Calendar

		1997
August 4	Monday	Deadline for payment of Fall Term fees
August 29	Friday	New students arrive
Sept. 2	Tuesday	Check-In for upperclassmen and upperclasswomen; Add/Drop Period begins. Matriculation ceremony at 9:30 a.m. Matriculation Sign-In at 11:00 a.m.
Sept. 3	Wednesday	Fall Term of 175th Academic Year begins
Sept. 10	Wednesday	Add/Drop Period ends
Sept. 26-28	Fri.-Sun.	Parents' Weekend
Oct. 2	Thursday	Rosh Hashanah (classes held as usual)
Oct. 3	Friday	Last day to withdraw from Fall Term courses
Oct. 11	Saturday	Yom Kippur
Oct. 13-17	Mon.-Fri.	Reading Week (no undergraduate or graduate classes)
Oct. 24	Friday	Mid-Term
Oct. 31	Friday	Degree Applications due from seniors
Nov. 3-7	Mon.-Fri.	Advising and Registration Week
Nov. 5	Wednesday	Notification deadline for Spring Term off-campus study
Nov. 6-7	Thurs.-Fri.	Academic Convocations
Nov. 7	Friday	Registration deadline for all students returning for Spring Term
Nov. 7-9	Fri.-Sun.	Homecoming Weekend
Nov. 25	Tuesday	Thanksgiving vacation begins after last class
Dec. 1	Monday	Classes resume
Dec. 12	Friday	Last day of undergraduate and graduate classes; last day to change a pass/low pass/fail grade to a letter grade
Dec. 13-14	Sat.-Sun.	Reading Days
Dec. 15	Monday	Deadline for payment of Spring Term fees
Dec. 15-19	Mon.-Fri.	Final Examinations
Dec. 20	Saturday	Residence Halls close at 12:00 noon
		1998
Jan. 11	Sunday	Residence Halls open after 12:00 noon
Jan. 12	Monday	Check-In for all students; Add/Drop Period begins
Jan. 13	Tuesday	Spring Term classes begin for all students
Jan. 20	Tuesday	Add/Drop Period ends
Feb. 13	Friday	Last day to withdraw from Spring Term courses
Feb. 16-20	Mon.-Fri.	Reading Week (no undergraduate or graduate classes)
March 5	Thursday	Mid-Term
March 20	Friday	Spring Vacation begins after last class
March 30	Monday	Classes resume
Mar. 30-Apr. 3	Mon.-Fri.	Advising and Registration Week
April 1	Wednesday	Notification deadline for Fall Term off-campus study
April 3	Friday	Registration deadline for all students returning for Fall Term
Apr. 11-18	Sat.-Sat.	Passover (classes held as usual)
April 27	Monday	Last day of undergraduate and graduate classes; last day to change a pass/low pass/fail grade to a letter grade
April 28	Tuesday	First Reading Day
Apr. 29-30	Wed.-Thurs.	General Examinations for Seniors (ending by afternoon of April 30); Second and Third Reading Days (ending at 3:00 p.m. on April 30)
Apr. 30-May 7	Thurs.-Thurs.	Final Examinations (no examinations on May 2 and 3)
May 1	Friday	Honors Day ceremony at 3:30 p.m. in the Chapel
May 4	Monday	Summer Term registration begins
May 9	Saturday	Residence Halls close at 12:00 noon for all students except those participating in Commencement
May 17	Sunday	Commencement Exercises for the 175th Academic Year
May 18	Monday	Residence Halls close at 12:00 noon for all students
June 1	Monday	Summer Session I begins
June 4-7	Thurs.-Sun.	Reunion
June 22	Monday	Summer Session II begins

TRINITY COLLEGE BULLETIN

Catalogue Issue 1997-1998

SEPTEMBER 1997

Founded in 1823

Hartford, Connecticut

TRINITY COLLEGE HARTFORD CONNECTICUT 06106-3100 TELEPHONE (860) 297-2000
At the Trinity College World Wide Web site (http://www.trincoll.edu) more information about
the College is available, including home pages for many of the College's academic departments and programs.

Printed in Canada

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

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

History of the College

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

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

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

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

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

Undergraduate life was arduous during the College's early history: students arose for prayers at 6 a.m. (5:30 during the summer semester), and classes began at 6:30. Because most students entered the College at age fifteen or sixteen, the faculty attempted strictly to regulate their behavior. Students were forbidden to gamble, to drink intoxicating beverages, to throw objects from the windows of College buildings, to engage in any sort of merrymaking without faculty permission, and so forth. One regulation prohibited students from keeping a sword in their rooms—a reflection, perhaps, of the fact that the pre-Civil War student body included many "chivalrous" young men from the Southern states. Of course, the regulations were not always scrupulously observed, and 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 compelling reminder of the medieval origins of collegiate institutions.

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

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

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

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

Rapid growth continued after World War II. The student body has now attained a plateau of approximately 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, McCook Hall, 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. As this issue of the *Bulletin* went to press, additional construction was being planned.

Of course, a college is much more than enrollment statistics, or faculty size, or bricks and mortar. In an age of constant social and intellectual transformation, a college must be a living community that can respond imaginatively to changing circumstances, while preserving pertinent parts of its heritage. Thus, innovation, tempered by a respect for the past, has been the hallmark of Trinity's recent history. Curricular reforms have reinvigorated the liberal arts tradition by restating it in terms which speak to the concerns of men and women whose lives and careers will continue well into the 21st century. As undergraduates have manifested greater personal maturity, the College has abandoned all remnants of paternalism in favor of treating them as responsible adults. Students have been given an enlarged voice in institutional decision-making and governance through the addition of their elected representatives to various faculty 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 students also pursue the Trinity bachelor's 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 instruction. 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 exploring possible career interests. An urban curricular initiative is now being implemented to capitalize on the fact that Trinity is one of the nation's few liberal arts colleges set in the heart of a city; and greater attention is being given to international and global issues.

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 interdisciplinary study. Early in 1986 the Faculty gave final approval to a package of curricular reforms that took effect with the class entering in the fall of 1988. These included requirements in writing and mathematical proficiency, and the integration of knowledge across at least three disciplines. (The latter requirement was discontinued in 1997, but the curriculum continues to have a distinct interdisciplinary flavor.) In the spring of 1987, the Faculty voted to supplement these measures with a modest distribution requirement designed to ensure suitable breadth in every student's program of study.

Under new presidential leadership, the College began in 1995 to devote greatly increased attention to the needs of the surrounding neighborhoods, which were troubled by many of the social and economic problems typical of late-20th-century American cities. In partnership with the nearby Hartford Hospital, Connecticut Children's Medical Center, Institute of Living, and Connecticut Public Television and Radio and with strong government support at the municipal, state, and federal levels, Trinity launched a multifaceted neighborhood revitalization initiative that has attracted national attention and received backing from the business community and major foundations. The initiative is designed to enhance educational and home-ownership opportunities for local residents, and to generate new economic activity in a 15-square-block area adjacent to the campus. Central to the initiative is a planned "Learning Corridor" that will include a public, Montessori-style elementary school, a new neighborhood middle school, a math-science-art high school resource center to serve suburban as well as Hartford young people and teachers, a center for families and child care, the first Boys and Girls Club in the country to be located at a college, and a Health and Technology Center. Trinity students will have numerous opportunities to engage in volunteer work, internships, and research projects in conjunction with these institutions and other elements of the neighborhood initiative, as will members of the faculty. The target date for the "Learning Corridor" to become fully operational is the year 2000.

Amidst continuing change, Trinity's commitment to liberal education remains steadfast. 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 moves confidently toward a new century.

The Mission of Trinity College

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

Four elements are central to the success of this quest:

- An outstanding and diverse faculty whose members excel in their dual vocation as teachers and scholars; bring to the classroom the vigor, insight, and enthusiasm of women and men actively engaged in intellectual inquiry; work closely with students in a relationship of mutual trust and respect; and share a vision of teaching as conversation, as face-to-face exchange linking professor and student in the search for knowledge and understanding.
- A rigorous curriculum that is firmly grounded in the traditional liberal disciplines, but also incorporates newer fields and interdisciplinary approaches; that maintains a creative tension between general education and specialized study in a major; and that takes imaginative advantage of the many educational resources inherent in Trinity's urban location.
- A talented, strongly motivated, and diverse body of students who expect to be challenged to the limits of their abilities and are engaged with their subjects, their professors, and one another; who take increasing responsibility for shaping their education as they progress through the curriculum; and who recognize that becoming liberally educated entails a lifelong process of disciplined learning and discovery.
- An attractive, supportive, and secure campus community that provides students with abundant opportunities for interchange among themselves and with faculty; sustains a full array of cultural, recreational, social and volunteer activities; entrusts undergraduates to regulate their own affairs; and embodies the institution's conviction that students' experiences in the dormitories, dining halls, and extracurricular organizations, on the playing fields, and in the neighboring city are a powerful complement to the formal learning of the classroom, laboratory, and library.

The Curriculum

Central to Trinity's curricular philosophy is a conviction that students should be responsible for the shape and content of their individual programs of study, since this is one of the best ways to persuade them to become intelligently self-motivated in respect to matters that have great personal, social, and intellectual significance. The College's undergraduate curriculum provides a framework within which to explore the many dimensions of a liberal education. It sets a basic direction for students through a distribution requirement (one course in each of five categories: the Arts, Humanities, Natural Sciences, Numerical & Symbolic Reasoning, and Social Sciences), while offering each individual flexibility to experiment, to deepen old interests and develop new ones, to exercise a wide variety of special academic options, and to acquire specialized training in a major field.

Given the flexible nature of Trinity's curriculum and the wealth of academic options it makes available to undergraduates, judicious faculty advising is an essential component of the educational process. Such advising is most apt to occur when the student and the adviser can develop a close working relationship. Thus first-year students and sophomores ordinarily have as their advisers the faculty members who teach them in First-Year Seminars (see p. 11) during their initial semester at the College. By working on a topic of mutual intellectual interest for an entire semester, the student and the faculty member stand the best chance of developing the close acquaintance with and firm respect for one another that are crucial to successful advising. (Students who choose not to take a First-Year Seminar have as their adviser an appropriate member of the faculty. Special advising arrangements are made for first-year students in the Guided Studies Program, the Interdisciplinary Science Program, and The Cities Program.)

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

The First-Year 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 would have at least one small seminar course which would provide both an intellectual challenge and the guidance necessary to meet that challenge. (The name was changed to First-Year Seminar in 1995.) 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 First-Year Seminar as one of their four courses of study. The seminars are limited to ten to seventeen 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 enrolling first-year students in the spring before they come to Trinity.

The seminar instructor is also faculty adviser to each member of the group. Therefore, students 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 *First-Year Seminars, p. 85 and Advising, p. 29.*

Special Curricular Opportunities

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

A. Guided Studies Program: European Civilization

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

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

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

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

The program can accommodate only a limited number of students: approximately 25 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 first-year students who are judged to have exceptional scientific and mathematical aptitude and to be

strongly motivated for academic achievement, and who wish to explore interdisciplinary connections within the sciences and issues related to the application of science and technology in modern society. The goal of the program is to provide participants both a broader understanding of the nature of scientific activity and the opportunity to test their interest in science by engaging in research.

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

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

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

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

C. The Cities Program

Modelled after the Guided Studies Program: European Civilization and the Interdisciplinary Science Program, The Cities Program is Trinity's newest (begun in 1996) non-major, interdisciplinary curricular offering for exceptionally well-qualified entering students. It examines cities, past and present, in the United States and elsewhere, from a wide variety of humanities and social science perspectives and helps students understand contemporary urban issues in all their complexity. The Program consists of three freshman courses and three sophomore courses, plus a *final requirement* that is fulfilled during either the junior or the senior year. (For details, see The Cities Program entry under "Courses of Instruction.") The course sequence, open only to students enrolled in the Program, is carefully integrated by the participating faculty to ensure coherence.

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

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

D. 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.

E. 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 elsewhere in the world (either in the United States or abroad). Administered under the auspices of the International 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 Professor Carol Any, coordinator.

F. 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. There is no language prerequisite.

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 educational excursions to Florence, to Venice, and to Naples, Pompeii and Capri. There are additional trips in and near Rome (Tivoli, Ostia Antica, and Spoleto). 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 the Aventine, one of the original seven hills of Rome, 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 enjoy-

ment of Roman life—cafés, 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 equal to or less than that to attend Trinity College in Hartford. It covers tuition, room and board, a monthly bus pass, museum entry fees, some class materials, excursions and the required health insurance. Personal spending money is additional.

There is also a summer program offered in Rome.

For additional information, contact the Office of International Programs.

G. Trinity/La MaMa Performing Arts Programs in New York City and Abroad

Trinity/La MaMa Performing Arts Program in New York City. The Theater and Dance Department offers students, both major and non-major, the opportunity to undertake intensive study in theater, dance, and performance art in New York City. The program, which takes place in the Fall Semester, includes high-level professional training, internships with major theater and dance companies, as well as exploratory seminars. Through these activities, students will be exposed to some of the most innovative and accomplished performing artists in New York (see course descriptions for Theater and Dance 401, 403, and 405 for additional details).

Trinity/La MaMa Abroad Program. This summer program offers an investigation of world theater and dance performance forms that integrates on-site field study, research, and performance. Students will travel to selected world locations (like Bulgaria, Italy, and Turkey) where they will explore the traditions and contemporary performance practices of the region. A course description for our summer course, Theater and Dance 413, is available from the department.

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

H. Trinity in Spain

Since 1981 Trinity College has been a member of a consortium of six colleges, consisting of Smith, Wellesley, Wheaton, Oberlin, and The College of Wooster, and which established a Program of Hispanic Studies in Córdoba, Spain (Programa de Estudios Hispánicos en Córdoba [PRESHCO]). Its aim is to perfect the students' knowledge of the Spanish language and culture through the experience of living and studying in one of Spain's great Andalusian cities. Córdoba, which flourished under the Romans, was, during the Middle Ages, a renowned center of Muslim and Jewish culture, and at one time was the greatest and wealthiest city in Europe. Many of the impressive monuments of the Roman and Muslim-Jewish periods have been carefully preserved. The picturesque and animated *Judería*, the old Jewish Quarter, is the site of the University of Córdoba, where PRESHCO classes are held. Close by is the *Mezquita*, a marvel of Muslim architecture, the oldest and largest mosque in the Western World. The University is small, which allows an excellent opportunity for PRESHCO students to become acquainted with Spanish students. Personal contact is also provided by the *Colegio Mayor*, or student residence, in which our students live alongside their Spanish peers. Here they dine and socialize in what is regarded as one of the four finest residences in Spain, and on occasion it is possible to room with a Spanish student. It is also possible to live in a student apartment, or with a Spanish family.

Classes are taught in Spanish by a staff of men and women who are professors of the University of Córdoba. The PRESHCO courses in art and architecture, archaeology, literature, and the social sciences reflect the past and present historical and cultural development of Spain.

(Other regular university courses are also available to qualified students.) The program is open to any student who has studied Spanish through the intermediate college level, or its equivalent, as a minimum requirement. One may apply for either the Fall or Spring Term, or for the whole year. There is no summer session.

The cost of the program 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 Professor Gustavo A. Remedi, Coordinator of the Program, Department of Modern Languages.

I. Student-Designed Study

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

1. Independent Study

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

2. Open Semester

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

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

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

Recent Open Semester projects have included internships in the United Nations, the U.S. Congress, the New York City Urban Fellowship Program, theater administration, pri-

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

More than 200 existing internships in the Hartford area are available through Trinity's Internship Program; with approval, students may also locate placements in agencies that are not listed in Trinity's internship directory. They may be done in and out of Hartford with private and public agencies, business and industry, cultural, educational and health institutions, and other community groups. The Internship Office assists students in locating suitable internships or research opportunities related to their academic program. (See also Trinity College Legislative Internship Program under "Special Policies and Programs.")

4. CityTerm

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

5. Teaching Assistants in the First-Year Seminar and Other Courses

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

6. Student-Taught Courses

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

7. 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 must provide for depth and coherence and avoid superficiality. Any General Examination, independent study or research involved in the program will be evaluated by faculty members from at least two of the appropriate disciplines.

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

Some recently approved majors are Italian Studies, International Relations, French Studies, Evolution of Speech, History and Literature, Medieval and Renaissance Studies, Judaic Studies, and Foundational Issues in Visual Modeling.

8. Academic Leave of Absence

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

9. The Academic Calendar—Reading Week

Reading Weeks (formerly called Open Periods) are scheduled during the term in both October and February. Classes do not meet during 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.

J. 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 International Programs, and participation in these programs is effected through that Office. Normally, students participating in these programs must arrange for their own transportation. A student receiving financial aid from Trinity may, on the basis of the costs of a program, use that aid for approved programs of foreign study and for certain domestic programs. Participants are responsible for arranging to have transcripts and any other documents necessary for the approval of transfer credit at Trinity sent to Trinity. Before electing to enroll elsewhere, a student should compare the academic calendars of Trinity and the host institution to ascertain whether scheduling conflicts will affect choices.

1. The Hartford Consortium for Higher Education

In consortium with 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. Students who wish to count courses taken through the Consortium toward major or integration of knowledge requirements should obtain permission from the department chairperson, program director or minor coordinator, as appropriate, before enrolling in the course. Cross-Registration Forms are available in the Registrar's Office and must be approved by the Registrar of Trinity College and the student's faculty adviser.

2. Twelve-College Exchange Program

Trinity participates in student exchanges with a consortium of colleges and universities composed of Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. 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. 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 through the Twelve-College Exchange 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 and Public Law, International Business and Trade, International Environment and Development, Museum Studies and Arts, Journalism, and Peace and Conflict Resolution Semester Programs and nominates students to enter these programs in the national capital each term. Study is pursued through a seminar, an individual research project, and an internship or one additional course at The American University.

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. National Theater Institute

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

10. The Swedish Program

Trinity is a participant in The Swedish Program Consortium, supporting this study program at Stockholm University in Sweden. 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.

11. 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, Argentina, Austria, Australia, Taiwan, China, 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 International Programs. 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.

12. 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 *Student 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 an administrator in the Office of International Programs 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 International Programs in order to receive transfer credit.

Programs abroad which have been approved for academic credit at Trinity College include (but are not limited to): visiting student status at various British, Irish, Australian and New Zealand universities; Smith, Columbia, Hamilton, NYU and Wesleyan in France; Denmark's International Study Program in Copenhagen; Hamilton, Boston University, and Tufts University programs in Madrid; the School for International Training in Nepal, India, Thailand, Indonesia, Morocco, Zimbabwe, Madagascar, Ecuador, Chile and other Third World countries; the British and European Studies Group in Cambridge, England; the Institute for American Universities in Avignon, France; Smith College in Florence; the University of Wisconsin in India and Nepal; the Institute of Economic and Political Studies (INSTEP) in London and Cambridge; the Center for European Studies, Maastricht, the Netherlands; the School for Field Studies in several countries; Beaver College and the College Year in Athens in Greece; Hebrew University and Wesleyan in Jerusalem; the Chinese University of Hong Kong; Yonsei University, Korea; Kansai Gaidai University in Japan; the St. Lawrence University Semester in Kenya; the CIEE Programs in Moscow and St. Petersburg, Russia. Trinity College maintains informal relationships with a number of these programs.

13. Programs in Classical Studies

The Intercollegiate Center for Classical Studies at Rome

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

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.

Archaeological Excavation

Trinity College is a member of an international consortium of colleges and universities sponsoring excavations at Caesarea Maritima, Israel. A Roman city built in the first century B.C., Caesarea grew to be the metropolis of Palestine, a major seaport, the site of St. Paul's imprisonment, and the home of famous Christian and Jewish authors. In the Medieval Period, the site was held first by Moslems and then by European Crusaders. Trinity students participate in land and underwater excavations as part of a summer course.

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

14. Five-Year Trinity College/Rensselaer at Hartford Programs in Engineering and Computer Science

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

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

Prospective five-year students in Engineering declare their intention to apply by writing a letter to the chair of the Trinity Engineering Department; those in Computer Science write to the chair of the Trinity Computer Science Department. Normally, students make this declaration during the spring pre-registration period of the third year. No such declarations will be accepted after the final fall registration period in the fourth year. Upon receipt of the student's declaration, a RAH faculty adviser will be assigned.

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

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

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

Fifth Year: Twelve (12) credit hours of study in the appropriate curriculum at Rensselaer at Hartford (normally two courses/semester). Except in unusual circumstances, the fifth year will include regular Trinity courses to compensate, in number, for RAH courses taken in the fourth year.
Master's Thesis: A six (6) credit hour thesis is required.

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

15. 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 preliminary 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 preliminary registration. Acceptance is not automatic.

K. 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 the T.C.L.I.P. description under Political Science.

2. International Studies Program

Societies and cultures in different parts of the world are analyzed, compared and contrasted through the interdisciplinary approach of the International Studies Program. This program is intended to serve students who wish to prepare themselves to live in a global context 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, Comparative Development Studies, Latin American Studies, Middle Eastern Studies, and Russian and Eurasian Studies. See International 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 equips the student with rigorous tools of analysis drawn from a variety of disciplines and provides for further background in policy through disciplinary electives and specially tailored seminars. See Public Policy 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 multiple disciplinary perspectives, paying particular attention to the various cultures which comprise American life. Generally, the student's work will center on American history, the arts, literature, and political science, or focus on concentrations in African-American and Gender Studies. However, the student is expected to seek out and pursue other pertinent areas of study in the humanities and social sciences. Emphasis is given to the integration of 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. Language-Across-the-Curriculum

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

6. Language Concentration

The Language Concentration is an option for students who do not major in Modern Languages and Literature but who wish both to develop their linguistic skills in Chinese, French, German, Italian, Japanese, Russian or Spanish, and to gain an appreciation of foreign culture and civilization. It further provides the opportunity to apply a foreign language to other fields of the curriculum through the completion of "Language Across the Curriculum" units. The concentration is a sequence of six courses in one of the above languages that must include at least two courses in Literature and/or Civilization. One half credit of "Language Across the Curriculum," preferably in one of the courses of the student's major, is also required. (In cases where "Language Across the Curriculum" is not possible, students will write an integrating paper in one of their six courses for an extra half credit.)

7. 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.

8. College Courses

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

9. Accelerated Study

Students may elect to accelerate their undergraduate program. Through a combination of term-time and summer study, undergraduates may plan a program that will allow them to earn either the Bachelor's degree in three years or (in some fields) the Bachelor's and Master's degrees in four years. A student may also accelerate through the Individualized Degree Program, (see p. 26).

10. Graduate Courses

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

11. Auditing Courses

With the permission of the instructor, 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 lifelong 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.

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 are a central feature of the program.

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

Summer Term

Each year, the College offers a range of undergraduate and graduate courses during the Summer Term. The Summer Term, which is comprised of two overlapping six-week sessions, is conducted with the same rigor as an academic semester at Trinity College. Due to the compressed schedule and the varying demands of the courses, students are usually permitted to enroll in no more than two summer courses. Two separate offices administer Summer Term. For undergraduate registration and course information, please contact the Office of Special Academic Programs. For information about the graduate programs of Summer Term, contact the Office of Graduate Studies.

Graduate Studies

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

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

Degree programs are offered in the following disciplines:

ECONOMICS
ENGLISH
HISTORY

In addition, two interdisciplinary degree 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 societies and art collections in Hartford are part of this degree program.

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.

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

The Master's Degree

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

Candidates for the Master's degree must complete a 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 two-credit thesis as the final project for degree completion. Some departments require a one-credit research project or a comprehensive examination in lieu of a thesis.

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. Graduate courses in all five programs are available during the Summer Term at Trinity.

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

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

Advising

A. Academic Advising for Education at Trinity

Frequent contact between student and faculty adviser is key to effective advising. Since the First-Year Seminars provide this kind of relationship, they offer the natural basis for academic advising about non-major programs of study. Accordingly, first-year students who choose to enroll in a First-Year Seminar are assigned their seminar instructor as an adviser and will remain under the guidance of this adviser until they select a major (usually in the spring of the sophomore year). At that time they will be assigned a departmental adviser.

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

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

B. Advising for Graduate Study

Trinity students who wish to continue study in their academic field for a master's degree or Ph.D. are supported by a network of faculty advisers from each academic department and program. Questions about strengths of graduate schools and their suitability considering the student's interests and strengths are to be referred to the Graduate Study Adviser in each department. Consult with the department chair or Career Services 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. Students are invited to consult the director of Career Services 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 college chemistry including one

year of organic chemistry, 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 must complete the course requirements of the health professions schools. It is recommended that 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 and throughout the subsequent semesters.

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 Priscilla Kehoe, Professor of Psychology; William Church, Assistant Professor of Chemistry; Sarah Raskin, Assistant Professor of Psychology; Donald Galbraith, Professor of Biology; and Kay Slater, Associate Director of Career Services.

2. Preparation for Law School

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

3. Preparation for Graduate Business School

Graduate programs in business management attract a large number of Trinity graduates most of whom enroll after several years of work experience. Generally speaking, business schools evaluate applicants on three measures: (1) academic record, which may include Graduate Management Admission Test scores; (2) post-baccalaureate work record and work recommendations; and (3) leadership potential. Although graduate business schools have no preference for particular undergraduate majors, in addition to 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; and Gerald Gunderson, Shelby Cullom Davis Professor of American Business and Enterprise.

4. Preparation for Graduate Study in Architecture and Related Design Areas

Graduates of Trinity College have entered programs of graduate study in Architecture, Planning, Urban Design, Landscape Architecture and related design areas and are practic-

ing 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. Recognizing that Studio Arts provides a model for artistic practice well-suited to the pursuit of a career in architecture, the Studio Arts major may be modified to provide a "Focus in Architecture." Interested students should consult with the Director of Studio Arts sometime before their third semester. See page 177. 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; and David Woodard, Lecturer in Engineering.

Requirements for the Bachelor's Degree

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

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

It is possible to qualify for the Bachelor's degree in fewer than four calendar years through the Individualized Degree Program (see p. 26), through accelerated enrollment in regular Trinity programs, or by utilizing Advanced Placement credit and summer study. Similarly, it is possible to qualify in some subjects to receive both the Bachelor's degree and the Master's degree at the conclusion of four years of study.

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

Except for courses which invite repeated enrollment (e.g., Music 103, 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 four credits that a student must earn in order to remain in good academic standing.

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

Candidates for the Bachelor's degree must:

1. Receive 36 course credits, of which at least 18 (16 for students matriculating prior to the fall of 1996) must be earned through completion of courses taught or supervised by Trinity faculty.[1]

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

[1] Courses taught or supervised by Trinity faculty include courses taken at Trinity College Rome Campus; at the Program of Hispanic Studies in Córdoba, Spain; and at the Hartford Consortium for Higher Education (see names of member institutions under "Interinstitutional Programs, The Hartford Consortium for Higher Education").

[2] Students who matriculated at Trinity as first-year students 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.

3. Complete the requirements of a major.[3] (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 are required to take final examinations in courses.

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

   Students may apply up to one course credit in Physical Education toward the degree. No more than four course credits in applied music may be counted toward the degree. Furthermore, students may count toward the degree no more than three course credits in Techniques and Applications of Theater and Dance courses (Theater and Dance 109, 209, 309), no more than two of which may be in Theater and Dance 109. Paired Theater and Dance 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 *Student Handbook* for detailed information about Teaching Assistantships for academic credit.) For students matriculating in September of 1993 or later, the number of exploratory and integrated internship credits that may be counted toward the 36 required for the baccalaureate degree is limited to three, no more than one of which may be earned through exploratory internships. (For further information about both types of credit-bearing internships, the reader is referred to the *Student Handbook*.)

General Education Requirements

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

1. *Writing Proficiency*—Writing is an integral part of academic work in virtually all courses at Trinity, and students are expected to write prose that is correct, clear, convincing, and appropriate to audience and purpose. Consequently, the College's Writing Center evaluates the writing proficiency of all entering students. On the basis of this evaluation, some students may be required in their first semester to take English 101. Writing. The continued development of students' writing abilities is supported by various programs in the Writing Center and across the curriculum. At any time during students' careers at Trinity,

[3]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.

faculty may refer students to the Writing Center for assistance, and they may be required to enroll in writing courses or other programs of supplemental writing instruction.

2. *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 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 consists of five sub-tests:

   I. Numerical Relationships
   II. Statistical Relationships
   III. Algebraic Relationships
   IV. Logical Relationships.

   The Mathematics Center will advise students who do not pass the Proficiency Examination about how they can attain the prescribed level of proficiency. Ordinarily, this can be accomplished by successfully completing one or more appropriate courses. Students who matriculate as freshmen must complete the requirement in order to be admitted to their fifth semester of study; those who matriculate as sophomore or junior transfer students may not enter the senior year until they have satisfied the requirement. (Transfer students who matriculated prior to the Fall Term 1996 shall have up to four semesters in which to meet the requirement.)

3. *Distribution*—To be liberally educated means, in part, to be broadly educated. To ensure suitable breadth in their programs of study, all 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 choice, a large number of courses have been designated that may be used to satisfy each category of this requirement. Some of these courses may also be part of the student's major and/or interdisciplinary minor; such courses may be double-counted in fulfillment of both the distribution requirement and the requirements of the major and/or minor. After matriculating at Trinity, a student may fulfill up to two of the five distribution requirements with courses taken elsewhere, provided the Registrar determines that the courses in question are appropriate to the distribution categories the student seeks to fulfill with them. The approval of the Registrar should be secured before the courses are taken. Advanced Placement credit may not be used to satisfy this requirement. (See p. 52 for additional information about eligible distribution courses.)

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
Anthropology
Art History
Biochemistry
Biology
Chemistry
Classical Civilization
Classics
Comparative Literature
Computer Science
Economics
Engineering
English
History
International Studies
Mathematics
Modern Languages
(French, German, Italian, Russian, Spanish, plus Chinese and Japanese for, Plan B only)
Music
Neuroscience
Philosophy
Physics
Political Science
Psychology
Public Policy Studies
Religion
Sociology
Studio Arts
Theater & 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. At the beginning of each term, 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

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

Grade Point Average is computed by converting each student's letter grades to their numerical equivalents; i. e., A+ = 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 a Pass/Low Pass/Fail course. 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/Low Pass/Fail, counts towards the maximum of four Pass/Low Pass/Fail courses, even if the student should change from Pass/Low Pass/Fail to a letter grade by the close of the semester. Students who have been placed on Academic Probation may not take a course Pass/Low Pass/Fail during the next semester of enrollment after the Probation is incurred. Courses taken Pass/Low Pass/Fail may not be counted in the student's major or applied toward fulfillment of the distribution requirement.

The student may also exercise the Pass/Low Pass/Fail Option for courses in Physical Education and for certain exploratory Internships. The Pass/Fail Option is the mandatory grading system in Student-Taught Courses and may be employed by the faculty sponsor of an Open Semester. Some Teaching Assistantships are also graded Pass/Fail. Pass/Fail courses mentioned in *this* paragraph do not count toward the four-course maximum of the previous paragraph.

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

Faculty Honors List

To be eligible for the Faculty Honors List in any semester, a student must: a) achieve a semester grade point average of at least 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 Honors 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 Honors List if, at the end of the academic year, the student has satisfied the above

requirements by a combination of the two semesters. No course which has been counted toward a previous Honors List may be counted a second time.

Academic Discipline

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

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

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

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

Honors at Graduation

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

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

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.[1]

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.[2] 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

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

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

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

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

[2] Beginning with the Class of 2000, Honors will be awarded in General Scholarship on the basis of a minimum cumulative grade point average of 10.300.

Admission to the College

General Admission Policy

Enrollment in the freshman class is limited to approximately 485 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.

Applicants for admission may obtain the necessary application forms by writing to the Office of Admissions, Trinity College, Hartford, Connecticut 06106, or may choose instead to file the Common Application. 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

Normally, 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 (2 years).

Because Trinity's curriculum assumes entering students will have prepared themselves acad-

emically in depth as well as in breadth, *virtually all successful applicants offer considerably more work than this in college preparatory courses.*

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

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

Early Decision

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

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

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 SAT I and the SAT II: Writing test **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 1998. It is the applicant's responsibility to have test scores sent to the Admissions Office.

Foreign students whose first language is not English should take the 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 (860) 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 most Saturday mornings from October through early December, and weekdays from October through March.

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 May: Weekdays, 10:30 a.m. and 2:30 p.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 First-Year Students

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

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

Biology	—*One* and *one-quarter* course credits (Biology 152L or 153L) for a score of 4 or 5, to be determined in consultation with Department Chairman.
Chemistry	—Students who earn a score of 4 or 5 will be given *one* course credit (Chemistry 111L) and admission to Chemistry 121L after submitting a written request to the Department Chairman.
Classics	—*One* course credit for each of the AP Latin exams in which a score of 4 or 5 is received.
Computer Science	—*One* and *one-quarter* course credits (Computer Science 115L) for a score of 4 or 5 on the AP-A Computer Science exam. —*Two* and *one-half* course credits (Computer Science 115L, 215L) for a score of 4 or 5 on the AP-AB Computer Science exam.

Economics

—*One* non-major course credit for scores of 4 or 5 in only one of the two AP Economics exams. This does not exempt the student from taking Economics 101, when Economics 101 is required as a prerequisite for a course.

—*One* course credit (Economics 101) for scores of 4 or 5 in both AP Economics exams.

English

—*One* course credit for a score of 4 or 5 on the Language and Composition exam. (Cannot be counted toward the English major.)

—*One* course credit (English 260) for a score of 4 or 5 on the Literature and Composition exam. English majors scoring a 4 or 5 on this exam are exempt from the close reading requirement and earn one course credit toward the major.

Fine Arts
Art History

—*Two* course credits (Art History 101, 102) for a score of 4 or 5.

History

—*Two* course credits for a score of 4 or 5 on either the European AP exam or American AP exam. AP credit in History counts toward general degree requirements only, and not toward a major in History. History majors with credit for European AP may still take History 102, History 111, History 112, and/or History 113 for credit. Students with credit for American AP may take History 201 and/or History 202 for credit.

Mathematics

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

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

Modern Languages

—*Two* course credits for a score of 4 or 5 in each language. AP credit in Modern Languages counts toward general degree requirements *only*, and not toward a major under either Plan A or Plan B. Students wishing to count AP credit in any modern foreign language may not enroll for credit in that language at either the Elementary or Intermediate level: that is, the lowest such course they may take for credit at the College is a fifth-semester language course. First-year students entering with AP credit are strongly urged to consult the department before finalizing their initial course selection.

Music

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

Physics	—*One* course credit (Physics 131L, 231L) and admission to Physics 232L for a score of 4 or 5 on each part of the AP-C Physics exam (maximum of two course credits) after submitting a written request to the Department Chairman. —*Two* course credits (Physics 101L, 102L) for a score of 4 or 5 on the AP-B Physics exam. A student who achieves a score of 5 on the AP-B Physics exam may be admitted to Physics 231L if his or her general background in physics and mathematics is found to be satisfactory after review by the department. —Students may not earn credit for both the B and C exams.
Political Science	—*One* course credit (Political Science 102) for a score of 4 or 5 on the United States Government and Politics exam. —*One* course credit (Political Science 106) for a score of 4 or 5 on the Comparative Government and Politics exam.
Psychology	—*One* course credit (Psychology 101) for a score of 4 or 5.

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

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

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

The following scores must be earned:

1. *French Baccalaureate*—scores of 12-20
2. *German Abitur*—scores of 7-15 ("befriedigend" or better)
3. *International Baccalaureate Higher Level Examinations*—scores of 5, 6 or 7
4. *Swiss Matura*—scores of 5 or 6
5. *United Kingdom "A" Level General Certificate Examinations*—grades of A, B or C

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

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

Foreign Students

Trinity College welcomes qualified foreign students. 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 differences in preparation may exist between foreign students and students educated in the United States, the College is willing to make certain adjustments (see section, "Academic Standards and Regulations," Irregular Candidates).

Such students may sometimes find that more than the customary four years are 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 Coordinator 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 midyear admission consideration, candidates are required to complete the application process by November 15. Midyear admission candidates whose applications are properly completed by this deadline should receive a decision by early January.

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

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

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

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

College Expenses

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 Financial Services Administrator.

SCHEDULE OF COLLEGE FEES—1997-98

	Fall Term	*Spring Term*	*Total*
Tuition	$10,855.00	$10,855.00	$21,710.00
Room	1,940.00	1,940.00	3,880.00
Board (19 regular meal plan)	1,220.00	1,220.00	2,440.00
General Fee	270.00	270.00	540.00
Student Activity Fee	110.00	110.00	220.00
Transcript Fee	25.00		25.00
	$14,420.00	$14,395.00	$28,815.00

a) The full amount of tuition of $10,855 per semester will be charged for full-time study up to and including 5.75 course credits per term. The College does not charge for the difference between 4.5 "standard" and the 5.75 course credit cutoff. This allows for 1.25 extra courses per year without charge. Students registering for 6.0 courses exceed that limit and are thus charged $2,412 for that course.

b) Part-Time Study: Students taking less than three (3) course credits per term will be billed $7,230 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) Meal Plans

	Fall Term	*Spring Term*	*Total*
10 Super-Flex + $250	$1,450.00	$1,450.00	$2,900.00
14 Regular	1,195.00	1,195.00	2,390.00
14 Super-Flex + $150	1,450.00	1,450.00	2,900.00
19 Regular	1,220.00	1,220.00	2,440.00
19 Super-Flex + 25	1,450.00	1,450.00	2,900.00
19 Super Value	1,600.00	1,600.00	3,200.00

Super-Flex meals can be eaten any time at any place with the additional +money to be used as munch money.

d) The General Fee of $540 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) The Transcript Fee is a one-time fee of $25 which entitles the payor to unlimited transcript production services. The fee eliminates the need to include payment with each transcript request.

g) An Enrollment Deposit of $250 is collected from incoming students. Once the student is enrolled, the Enrollment Deposit becomes the General Deposit and 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 4, 1997 and December 15, 1997 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. First year and transfer students withdrawing prior to the start of classes should submit such notice to the Director of Admissions. This refund policy also applies to charges for extra course credits.

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

Students sign a meal plan purchase agreement in the fall with Marriott Food Service which automatically covers both fall and spring meal plan charges. Students may cancel the agreement, switch or change meal plans *only as stated in the agreement.*

Credit balance refund checks resulting from a dropped or changed meal plan will be mailed to the student's home address. Students may pick up checks in Student Financial Services upon written permission from the parent paying the bill.

Payment of Refunds

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

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 47 percent of Trinity's undergraduates are receiving financial help from College, Federal or State funds.

General Information

Funds to support the program of financial assistance come from several sources. A portion of the College's endowment has been specifically reserved for scholarship purposes. These funds are augmented by the College, which allocates a part of its annual operating income toward the maintenance of the program. Gifts from alumni, parents and friends are an important source of funds for scholarship and loan purposes as well. 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 Ford Federal Direct Student 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 financial aid award is made for a single academic year only. However, the student who receives assistance from the College at the time of admission can be assured that continued aid will be forthcoming throughout the undergraduate years so long as the student is making satisfactory academic progress and continues to demonstrate financial need. All awards are made through the Financial Aid Office.

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 profile form and the Free Application for Federal Student Aid (FAFSA).

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 15 of each year. All necessary renewal forms may be obtained from the Financial Aid Office in late fall through early spring. Notification of renewal will usually be made by July 1. The following items must be submitted:

1. Financial Aid Applications (CSS Profile and FAFSA)—An analysis of information contained on these forms will enable the Financial Aid Office to make adjustments in each award in response to changing family circumstances.

2. A photocopy of the student's and parents' latest federal income tax returns and W-2 statements.

Sources of Supplementary Assistance

The Director of Financial Aid is available to counsel students and their families about financial matters. The College endeavors to maximize the use of its resources so that as many needy and deserving students as possible are helped each year. Students in the upper classes who wish to be considered for financial aid are urged to communicate with the Director promptly so that they

may receive the necessary materials and instructions for filing applications. Requests of this nature will be given consideration prior to the beginning of each academic term.

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

In addition, low-cost educational loans are available to student borrowers through the Ford Federal Direct Loan and Direct Federal Parent Loan programs.

Student Employment

The Financial Aid Office 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 Financial Aid Office maintains a listing of available part-time off-campus job opportunities.

Veterans

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

Courses of Instruction

Key to Course Numbers, Course Credits

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

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

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

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

Symbols

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

L—Laboratory course

TBA—instructor to be announced

Distribution Requirement

Each student must pass with a letter grade at least one course from each of the following divisions. No course may be counted as belonging to more than one division. First-Year Seminars and Colloquia, College Courses, courses offered exclusively for an Interdisciplinary Minor, teaching assistantships, student-taught courses, tutorials, independent studies, internships and Senior Colloquia may not be counted toward this requirement.

Many courses are cross-listed in two or more departments or programs. The classification of each course depends on the department or program in which it originates. Consider, for example, a course that originates in Anthropology and is classified in the Social Sciences. It may be cross-listed in the Sociology Department and the International Studies program, but it is still counted as a Social Science course, regardless of whether the student registers for it under Anthropology, Sociology, or International Studies.

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

(1) ARTS: American Studies 182, 232; Art History (except 361); Cities Program 202; Studio Arts; Music; Theater and Dance (except 333, 405); English 110, 111, 333, 334, 335, 336, 337, 492, 493, 494; Engineering 341, 342; International Studies 294; Religion 253; Rome Campus 119, 280, 281, 282, 294, 310, 311, 320, 330; Classical Civilization 111, 214, 217, 311, 312, 315.

(2) HUMANITIES: American Studies 203, 409; Anthropology 350; Art History 361; Cities Program 201, 203, 204; Classics; Classical Civilization (except 111, 214, 217, 311, 312, 315); Greek; Latin; Educational Studies; English (except 101, 103, and all creative writing courses); Guided Studies 121, 211, 219, 242, 243, 252, 253; History; Arabic; Chinese; French; German; Hebrew; Italian; Japanese; Russian; Spanish; Modern Languages (in English); Linguistics; Philosophy (except 205, 390); Rome Campus 101, 102, 201, 202, 215, 216, 239, 250, 329, 390; Religion (except 253, 281, 288, 289, 290); Theater and Dance 333; Women's Studies 101.

(3) NATURAL SCIENCES: Biology; Chemistry; Engineering (except 221, 341, 342); Neuroscience; Astronomy; Physics; Psychology 203, 261, 262, 265.

(4) NUMERICAL AND SYMBOLIC REASONING: Computer Science; Economics 107, 109; Engineering 221; Mathematics (except 101, 102, 103, 104); Political Science 241L; Philosophy 205, 390; Psychology 221L; Sociology 201L.

(5) SOCIAL SCIENCES: American Studies 227, 228; Anthropology (except 350); Cities Program 205; Economics (except 103, 107, 109); Political Science (except 241L); Public Policy Studies 302, 303, 325; Psychology (except 203, 221L, 261, 262, 265); Religion 281, 288, 289, 290; Sociology (except 201L).

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; and each of the several languages offered by the Department of Modern Languages and Literature constitutes a field.

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

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

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

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

African Studies

Coordinator: Professor Sonia Lee (Modern Languages and Literature, and International Studies)

This minor is offered to allow students to study in an organized manner the history, politics, literature, religions and art of the African continent. The African continent today bears the marks of non-African traditions, especially European and Arab. Accordingly, the minor presents an interdisciplinary approach to studying the ways in which contemporary Africans cope with the prevailing problems of economic disarticulation, political governance and the breaking down of ancestral traditions. The component courses are integrated by a final 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 area courses:**
   History 230. Africa, 1914 to the present
   French 233-02. African Novelists: Voices of a Continent
   *** Religion 285. Religions of Africa, *or***
   Religion 181. Islam
   Political Science 320. Politics of Sub-Saharan Africa

2. **Two elective courses chosen from among:**
   History 327. History of Africa to 1800
   *** History 331. Africa in the 19th Century**
   Art History 294. The Arts of Africa
   Philosophy 223. African Philosophy
   Economics 216. Global Rivalry and Coordination
   Anthropology 201. Introduction to Anthropology
   Ints 399. Independent Study

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

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 History
   *** English 213: 20th Century African American Literature, *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 228: Black Politics in Urban America
   *** Music 117: Music of 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 Walde (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 minimum mathematics 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)**
   Computer Science 203. Mathematical Foundations of Computing
   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 Computer Science 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 (**Computer Science 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 (Computer Science 219)**, *or* **Analysis of Algorithms (Computer Science 320)** *and* **Combinatorics and Computing (Mathematics 314)** as background for a project that studies a topic in the theoretical foundations of computer science. An economics major might select **Database Fundamentals (Computer Science 372)** *and* **Basic Econometrics (Economics 318)** as background for a data analysis project. A philosophy or psychology major might select **Artificial Intelligence (Computer Science 352)** *AND* **Introduction to Cognitive Science (Philosophy 220** *or* **Psychology 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 Martha K. Risser (Classics)

The purpose of the minor is to allow the student to acquire a general knowledge of the achievement of ancient Greece and Rome, which traditionally has constituted, along with the Judaeo-Christian tradition, the chief ingredient of western civilization. Despite the advance of technology, shifts in educational and societal priorities, and an increasing awareness of other civilizations in the 20th century, Homer and Plato, Cicero and Caesar remain living figures, and the classical tradition still pervades our poetry and prose, our philosophy and law, our ideas of history, our conceptions of education, and our art and architecture. The student electing this minor will have the opportunity to become acquainted with the classical achievement in each of these areas and to shape that knowledge into an integrated view of Antiquity.

Course Requirements:

1. **Three core requirements:**

   (a) **Classical Civilization 111. Introduction to Classical Art and Archaeology (same as Art History 111),** *or*
   ***Classical Civilization 220. Archaeology of Greece and Rome (same as Art History 212)**
   (b) ***Classical Civilization 211. Age of Augustus,** *or*
   Classical Civilization 212. Age of Pericles
   (c) **History 111. Foundations of Ancient History, *History 203. Introduction to Greek History,** *or*
   ***History 204. Introduction to 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)
Classical Civilization 312. East meets West: the Middle East in the Roman Era
(b) * Classical Civilization 203. Mythology
* Classical Civilization 204. Greek Civilization
* Classical Civilization 208. Men, Women and Society in Ancient Greece & Rome: Myth and Reality
* Classical Civilization 305. Greek Tragedy
* Classical Civilization 306. Ancient Epic
History 111. Foundations of Ancient History
(c) * History 203. Introduction to Greek History
* History 204. Introduction to Roman History
* Classical Civilization 302. Seminar: Romano-Celtic Britain
* History 333. Republican Rome
* History 374. The Age of Alexander the Great
History Seminars in the field of ancient history
(d) * Philosophy 232. Fate, Freedom and Necessity
* Philosophy 281. History of Philosophy (I): The Presocratics to Augustine
* Philosophy 282. History of Philosophy (II): Augustine to Descartes
* Philosophy 340. Metaphysics of Plato and Aristotle
Courses in Latin and Greek languages at the upper level (i.e., 200- level and beyond) may be taken as electives for the minor with the approval of the minor's Coordinator.

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

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

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

The Classical Tradition

Coordinator: Professor 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 *211. Age of Augustus, *or* *212. Age of Pericles, *or* 219. The Classical Tradition**
2. **Five additional courses, one of which shall be drawn from the Ancient group; and no more than two may be taken in any one of the three sub-categories of the Modern group—i.e., a) Literature and History, b) Philosophy, and c) The Arts.**

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

Group I: Ancient

Art History 101. Introduction to the History of Art in the West I, *or*
Art History 102. Introduction to the History of Art in the West II
Classical Civilization 111. Introduction to Classical Art and Archaeology (same as Art History 111)
* Classical Civilization 203. Mythology
* Classical Civilization 208. Men, Women and Society in Ancient Greece & Rome: Myth and Reality
* Classical Civilization 211. Age of Augustus
* Classical Civilization 212. Age of Pericles

* Classical Civilization 214. Greek and Roman Architecture (same as Art History 214)
Classical Civilization 217. Greek and Roman Sculpture
* Classical Civilization 219. The Classical Tradition
* Classical Civilization 305. Greek Tragedy
* Classical Civilization 306. Ancient Epic
History 111. Foundations of Ancient History
* History 203. Introduction to Greek History
* History 204. Introduction to Roman History
History 374. The Age of Alexander the Great

Group II: Modern

Literature & History

* German 302. Voices of the Century
* Italian 311. Literature of the Middle Ages
* Italian 312. Literature of the Renaissance
* Spanish 301. Spain in the Golden Age
History 112. Foundations of Medieval History, 300-1000: Conversion to Christianity
* History 304. Renaissance and Reformation Europe

Philosophy

* Philosophy 232. Fate, Freedom and Necessity
* Philosophy 281. History of Philosophy (I): The Presocratics to Augustine
* Philosophy 282. History of Philosophy (II): Augustine to Descartes

The Arts

* Art History 223. Medieval Art and Architecture
* Art History 234. Early Renaissance Art in Italy
* Art History 236. High Renaissance Art in Italy
Music 211. The History of Western Music I
* Music 212. The History of Western Music II
* Music 321. Monteverdi

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

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

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

Cognitive Science

Coordinator: Professor Andrew Beedle (Philosophy)

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

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

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

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

Philosophy:	**Philosophy 220L. Introduction to Cognitive Science**
Computer Science:	**Computer Science 105. Computers in a Modern Society, *or* Computer Science 115L. Introduction to Computing**
Psychology:	***Psychology 255L. Cognitive Psychology**
Linguistics:	***Linguistics 101. Introduction to Linguistics, *or* *Psychology 391. Psychology of Language**
Neuroscience:	***Psychology 365. Cognitive Neuroscience, *or* Psychology 261. Psychobiology**

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

Psychology 356L. Cognitive Science
*** Psychology 365. Cognitive Neuroscience (unless already taken as a core course)**
*** Psychology 391. Psychology of Language (unless already taken as a core course)**
Psychology 392. Human Neuropsychology
*** Psychology 402-06. Senior Seminar: Intelligence**
*** Computer Science 352. Artificial Intelligence**
Philosophy 357. Issues in Cognitive Science
*** Philosophy 370. Minds and Bodies**
Philosophy 374. Minds and Brains

Creative Arts

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
	English 494. Poetry Workshop
Short Fiction	**English 110. Creative Writing: Fiction**
	English 334. Advanced Creative Writing: Fiction
	English 492. Fiction Workshop
	GROUP TWO—THEATER, DANCE
	(two in Theater Composition *or* Dance Composition)
Theater Composition	***Theater/Dance 306-02. Performance Art**
	***Theater/Dance 393. Playwriting**
	***Theater/Dance 493. Advanced Playwriting**
Dance Composition	***Theater/Dance 207. Improvisation**
	***Theater/Dance 221. Dance Composition**
	***Theater/Dance 320. Dance and Music**
	***Theater/Dance 322. Advanced Composition**

GROUP THREE—STUDIO ARTS

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

Painting	Studio Arts 122. Painting I
	Studio Arts 222. Painting II
Sculpture	Studio Arts 124. Sculpture I
	Studio Arts 224. Sculpture II
Drawing	Studio Arts 121. Drawing I
	Studio Arts 221. Drawing II
Printmaking	Studio Arts 125. Printmaking I
	Studio Arts 225. Printmaking II

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.

18TH CENTURY STUDIES

Coordinator: Professor Richard Lee (Philosophy)

In the 18th Century Studies minor, students will learn the principal philosophical, literary, and artistic ideas of 18th century Europe and America in order to explore the shaping of culture 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 either 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. 18th Century Art and Architecture**
Art History 255. The Sublime, Picturesque and Romantic
*** 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 312. The Formative Years: 1763-1815
*** History 321. Europe 1715-1799**
Philosophy 283. Descartes to Hume
*** Music 164. Mozart and 18th Century Music**
*** Music 323. Style in the Classical Period**

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**
*** Spanish 297. Spanish Literature of the 10th and 19th Centuries**
*** German 214. Topics in German Culture and Civilization** (when on a suitable topic approved by the Coordinator)
History 102. Introduction to the History of Europe: 1715 to the Present
History 201. United States from the Colonial Period Through the Civil War
*** History 311. Colonial America: Mind and Society**
*** Philosophy 284. Hume to the End of the 19th Century**
Art History 393. Paris and London (Seminar)
Appropriate departmental seminars or courses taken at other institutions 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 131. Urban Wildlife Ecology**
*** Biology 141. Conservation Biology**
Biology 152L. Organisms and Populations
Biology 215L. Botany
*** Biology 303L. Field Biology**
*** Biology 333L. Ecology**
*** 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 111-112L. Introductory Chemistry I and II, *or*
Chemistry 121L. General Chemistry
*** Chemistry 130. Environmental Chemistry**
Mathematics 107. Elements of Statistics, *or*
Mathematics 114. Judgment and Decision-Making, *or*
Mathematics 157. Intermediate Statistics for the Natural and Social Sciences

*** Physics 104. Environmental Physics**
*** Physics 108. Energy and Society**
*** Physics 110. Climate**
Psychology 221L. 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, Biology 333L, Biology 336L or Economics 331, Section 18 as a culminating sixth course in the minor sequence. Independent study could involve a substantial research paper or special project within one of several academic departments, to be taken after the regular five course sequence.

Courses taken in the fall term 1995 or subsequently may be counted toward the minor only if the student receives a grade of at least C-. Because a number of the courses (*) listed above are not offered 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: Professor Gerald A. Gunderson (Shelby Cullom Davis Endowment)

Formal organizations are people organized into a social unit for the explicit purpose of achieving certain goals. Such organizations include governments, businesses, 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** (prerequisite: prior Sociology course)

2. One course from the following list:

   Economics 214. Business and Entrepreneurial History
   History 402-04. Issues in American Business Management

3. Two courses from the following list:

   *** Economics 204. Labor Relations** (prerequisite: Economics 101)
   *** Economics 207. Alternative Economic Systems** (prerequisite: Economics 101)
   Economics 306. Public Finance: Economics of the Public Sector (prerequisite: Economics 101)
   Economics 308. Industrial Organizations and Public Policy (prerequisite: Economics 101)
   *** Formal Organizations 301. Behavior in Organizations**
   Political Science 218. Urban Politics (Political Science 102 recommended)
   *** Political Science 301. American Political Parties and Interest Groups**
   *** Political Science 309. Congress and Public Policy** (prerequisite: Political Science 102)
   Political Science 311. Administration and Public Policy
   Sociology 325. Sociology of Law (prerequisite: prior Sociology course)

4. A one credit internship in a formal organization supervised by a faculty member in the minor; or, a one credit internship in a formal organization integrated into an accompanying seminar.

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

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

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

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

French Studies

Coordinator: Professor Kenneth Lloyd-Jones (Modern Languages and Literature)

Purpose:

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

Course Requirements:

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

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

Categories of inquiry:

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

1. *The Arts*

*** Art History 232. Gothic and Renaissance Art in Northern Europe**
*** Art History 241. 17th Century Art I: The South**
*** Art History 252. 18th Century Art and Architecture**
*** Art History 261. 19th Century Painting and Sculpture**
French 320. French Cinema
*** Music 326. Topics in 20th Century Music: Debussy, Ravel and Fauré**

2. *History, Politics and Thought*

French 305. Modern Culture and Civilization
*** History 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 320. Modern France, 1789-1945**
*** History 321. Europe 1715-1799: The Old Regime and the French Revolution**
*** History 322. Europe, 1799-1914**
*** History 323. Europe, 1914-1989**
Philosophy 217. Philosophy in Literature
*** Philosophy 282. History of Philosophy: Augustine to Descartes**

Philosophy 283. History of Philosophy: Descartes to Hume
*** Philosophy 312. Descartes**
Political Science 322. International Political Economy
Political Science 327. European Integration
*** Political Science 329. Rousseau and Democracy**

3. *Language and Literature*

French 233 & *333. Literature in Translation
French 351. Heart and Mind in French Literature
*** French 352. The Social Vision in French Literature**
*** French 353. The Life of the Imagination in French Literature**
French 355. Special Topic in French Literature
*** Latin 232. Comparative Philology: Latin and Greek**
*** Linguistics 101. Introduction to Linguistics**
*** Linguistics 236. Language, Meaning and Ideology**

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

Majors in French may not take this minor.

German Studies

Coordinator: Professor Nancy Birch Wagner (Modern Languages and Literature)

Purpose:

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

Course Requirements:

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

Categories of inquiry:

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

1. *The Arts*

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

2. *History, Politics, and Thought*

*** Economics 205. History of Economic Thought**
History 102. Introduction to the History of Europe: 1715 to the Present
*** History 304. Renaissance and Reformation Europe**
History 310. Germany
*** History 322. Europe, 1799-1914**
*** History 323. Europe, 1914-1989**
*** Philosophy 284. Hume to the End of the 19th Century**
*** Philosophy 286. 20th Century Continental Philosophy**
*** Philosophy 318. Kant**
*** Philosophy 320. Hegel**
*** Philosophy 325. Nietzsche**
*** Philosophy 328. Freud**
*** Philosophy 335. Heidegger**
Political Science 105. Introduction to Political Philosophy
Political Science 327. European Integration
Religion 223. Major Religious Thinkers of the West, I
Religion 224. Major Religious Thinkers of the West, II

3. *Language and Literature*

German 233. German Literature in Translation
German 301. German Readings I
German 302. German Readings II
German 399. Independent Study
German 460. Tutorial

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

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 145. Biomechanics of Human Movement**
2. *** Philosophy 213. Philosophy of Sport**
3. **Psychology 261L. Psychobiology**
4. At least one of the following: **Theater and Dance 105. Introduction to Dance as Performance**, *or*
   Theater and Dance 207. Improvisation
5. To complete the minor, a student may take the second Theater and Dance course listed in #4, or one course from the following list:

*** Biology 115. Food and Science**
*** Philosophy 370. Minds and Bodies**
*** Philosophy 375. Concepts of Soul and Mind**
*** Psychology 203. Male & Female: a Psychobiological Investigation**
Psychology 293. Perception
*** Psychology 310. The Psychology of Gender Differences**
*** Theater and Dance 200. Anatomy of Movement**
Theater and Dance 209. Intermediate Techniques in Theater and Dance
*** Theater and Dance 221. Dance Composition**
Theater and Dance 309. Advanced Techniques in Theater and Dance

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 eight–ten pages long and is to be submitted to the Coordinator.

Italian Studies

Coordinator: Professor Borden W. Painter, Jr. (History)

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

No fewer than one course, nor more than three courses may be taken in any one category.

An interdisciplinary civilization course, Italian 236 or Rome 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. Students are encouraged to enroll in the Rome campus, where they will be able to take courses toward the minor.

Majors in Italian may not take this minor.

Hartford Campus

1. *The Arts*

Art History 102. Introduction to the History of Art in the West II
*** Art History 101. Introduction to the History of Western Architecture**
Art History 223. Medieval Art and Architecture
*** Art History 234. Early Renaissance Art in Italy**
Art History 236. High Renaissance Art in Italy
*** Art History 341. Seminar in Baroque Art: Caravaggio and His Followers**

2. *History and Politics*

History 113. Foundations of Early Modern History
History 204. Introduction to Roman History
History 237. Italy from 1861 to the Present: Tradition and Change in an Ancient Civilization
History 244. Collapse of Roman Republic
*** History 401. Italian and European Fascism**
Sociology 233. Mafia (same as Italian 233)

3. *Language and Literature*

Italian 201, 202. Intermediate Italian I, II: Conversation & Composition
Italian 233-02. Mafia
*** Italian 233-03. The City in the Italian Renaissance**
*** Italian 233-04. Italy and America**
Italian 236. Italy from 1861 to the Present: Tradition and Change in an Ancient Civilization (same as History 237)

*** Italian 290. Italian Cinema**
*** Italian 311. Literature of the Middle Ages**
*** Italian 312. Literature of the Renaissance**
*** Italian 313. Literature of the 18th & 19th Centuries**
*** Italian 314. Literature of the 20th Century**
*** Italian 333-01. Dante: The Divine Comedy**
Italian 401. Special Topics
*** Italian 401. On the Nature of Texts (same as Modern Languages 333)**

Rome Campus (Including Summer Program)

1. *Art History*

Rome 281. Introduction to the Art of Rome
*** Rome 282. Renaissance and Baroque Art of Rome**
*** Rome 294. Roman Art and Civilization**
Rome 310. Renaissance Art
Rome 311. Baroque Art of Rome
Rome 320. Early Christian and Medieval Art
Rome 330. Ancient Art of Rome

2. *History, Economics, Politics, and Religion*

Rome 216. 20th Century Europe
Rome 220. The Biblical Tradition
*** Rome 231. Renaissance and Baroque Italy**
Rome 250. The City of Rome
*** Rome 273. Politics of Italy**
*** Rome 318. Italy and the European Community: Labor Markets and Integrating National Economies**
Rome 336. Myth and the Bible
*** Rome 345. Italy 1915-1948**

3. *Language and Literature*

Rome 201, 202. Intermediate Italian I, II: Conversation and Composition
Rome 225. English Idea of Classical Rome and Modern Italy
Rome 239. Modern Italian Culture and Civilization
*** Rome 323. Theories of Beauty from Classical Greece & Rome**
*** Rome 332. Development and Culture (Psychology)**
Rome 390. Advanced Readings in Italian Literature
*** Rome 395. Hemingway and Italy: A Seminar on the "Italian" Novels and Stories**

Other courses given by visiting faculty.

Latin American Studies

Coordinator: Professor Leslie Desmangles (Religion)

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
Spanish 233. Latin American Literature in Translation (Students having studied sufficient Spanish to qualify them for entry into courses taught in the Spanish language should substitute Spanish 264 for Spanish 233.)

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
Economics 317. Development Economics
* **History 314. Politics and Revolution in Central America**
* **History 339. Modern Mexico: Historical Origins**
History 378. Cuban Revolution
History 379. Puerto Rico
History 401/402. Special Topics in Latin American History
* **Political Science 317. Government and Politics of Latin America**
PRESHCO 1408. The Colonization of Mexico
* **Spanish 264. Modern Latin American Culture**
* **Spanish 311. Colonization and the American Consciousness**
* **Spanish 316. Studies in Modern and Contemporary Spanish American Novel**
* **Spanish 341. The Spanish American Short Story**
* **Spanish 344. Spanish American Poetry from Modernism to the Present**
* **Spanish 356. Modern Latin American Theater**
* **Spanish 405. Special Topics in Hispanic Literature**

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., History 236, Economics 231 or Spanish 232/233 (Spanish 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 Professor Leslie Desmangles.

Legal Studies

Coordinator: Professor Adrienne Fulco (Senior Lecturer)

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 Legal Studies 113.

Because of enrollment restrictions in some of the required courses, this minor ordinarily can admit only 30 students in each class.

Course Requirements:

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

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

Economics 304. Law and Economics
* **History 312. The Formative Years of American History, 1763-1815**
Legal Studies 301. American Legal History
* **Philosophy 216. Philosophy of Law**
Political Science 307. Constitutional Law: The Federal System and the Separation of Powers
* **Sociology 325. Sociology of Law**
Women's Studies 277. Law, Gender and the Supreme Court

3. Special Topics: choose one course:

Economics 308. Industrial Organization and Public Policy
* **Legal Studies 302. Affirmative Action, Reverse Discrimination and the Supreme Court**
Political Science 312. Human Rights and International Law
Political Science 316. Constitutional Law: Civil Liberties and Civil Rights
* **Psychology 294. Psychology and the Criminal Justice System**
Public Policy Studies 302. Law and Environmental Policy

4. Integrating Exercise:

Enroll in one of the "capstone" courses: **Legal Studies 401. Leading Legal Issues** or **Women's Studies 402-02. Feminist Legal Theory**. (Ordinarily, students should not take this course until they have satisfied requirements 1 and 2, above.) Course substitutions by approval of the coordinator.

5. Legal Studies Course Descriptions:

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

301. American Legal History—This course reflects the premise that the nature and development of the legal system, and the "law" that results from that system, have reflected and had a profound influence on the political, economic, and social development of the United States. Using an essentially chronological approach, the course will explore the ideas that have influenced the structure and development of the institutions that have served as articulators of the "law" (public and private), and the relationship between the legal system and the resolution of political, economic and social issues that have been viewed as particularly significant at different times during the nation's history including the appropriate role of central vs. local governments, private autonomy vs. public regulation of commerce and the economy, protection of property and personality, protection of individual vs. collective rights. Course materials will consist largely of readings from documents constituting the sources of law, from contemporaneous commentaries and from summaries of relevant historical events. The primary text is expected to be Finkelman, *American Legal History* (Oxford University Press, 1991). Prerequisite: one American History course is preferred. Enrollment is limited.

302. Affirmative Action, Reverse Discrimination and the Supreme Court—This course will review contemporary issues regarding race relations and the law, placing emphasis on the reading and analysis of recent Supreme Court cases interpreting the protections provided under the 13th and 14th Amendments of the U.S. Constitution. The areas covered by the course will include equal protection in public accommodations, education, and housing; this course will also cover the 1960's Civil Rights Movement, affirmative action and reverse discrimination.

401. Leading Legal Issues—This is the capstone course for the Legal Studies Minor. Each year a different legal issue is chosen by the instructor as the focus for the seminar.

Literature & Psychology

Coordinator: Professor Dianne Hunter (English)

The Literature & Psychology Minor serves to integrate literary and psychological insights about human beings, their behaviors, and destinies as these are represented in the texts of philosophy, the literary and dramatic arts, and in cognitive, social, and psychoanalytic psychologies.

This Minor consists of five courses drawn from the list below. In choosing courses, students should include at least three different Departments, with no more than three courses to be credited to the Minor from any single Department. Students take a 200-level course to begin the Minor, then three more courses, at least two of which are at the 300 level. As a culminating exercise, students take a fifth course, at the 400 level or an equivalent graduate course, in which they write a special paper relating this course to two prior courses, at least one of which must be offered in a Department different from the one sponsoring the final course in the Minor.

Anthropology 230. Visual Anthropology
* Philosophy 209. Persons and Sexes
* Philosophy 214. Philosophy of Art
* Philosophy 217. Philosophy in Literature
* Philosophy 230. Theories of Human Nature
* Philosophy 218. Philosophy of Psychology
English 260. Critical Reading
* Psychology/Music 218. Psychology of Music
* Psychology 270. Clinical Psychology
Psychology 273. Abnormal Psychology
* English 290. Introduction to the Psychoanalytic Study of Literature
* English 322. Revisions of Shakespeare
English 351-52. Shakespeare
* English 356. Shakespeare and his Contemporaries
* Modern Languages 363. Surrealism
* Psychology 310. Psychology of Gender Differences
* History 370. Mobs, Masses, and Democracy in America
* English 373. Feminist Literary Criticism
* English 374. Representations of the Female Body and Voice
English 395. 19th-Century Fiction and the History of Sexuality
* Psychology 391. Psychology of Language
* Psychology 397. Psychology of Art
* Psychology 447. Freud
Psychology 471. Psychotherapy
* English 440. The Novel and Psychoanalysis
* English 884. Psychoanalysis and Shakespeare

Marine Studies

Coordinator: Professor Craig W. Schneider (Biology)

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

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

Course Requirements:

The courses which satisfy the minor in Marine Studies are listed below. Those offered at Trinity are divided by general academic area into two groups. Two courses from this list must be successfully completed prior to enrollment in either of the off-campus programs: two courses from Group A, or two courses from Group B, or one course from each group. The 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

* Biology 117. Organisms and Their Environment
* Biology 141. Conservation Biology
Biology 152L. Organisms and Populations
Biology 222L. Invertebrate Zoology
* Biology 336L. Marine and Freshwater Botany
Chemistry 111L. Introductory Chemistry I
* Chemistry 130. Environmental Chemistry
Physics 101L. Principles of Physics I

Group B. Courses in the Humanities and Social Sciences

* Economics 311. Environmental Economics
English 204. Introduction to American Literature I
* History 386. Planetary History
* Philosophy 227. Environmental Philosophy
* Political Science 224. Public Policy Analysis: Theory and Practice
Public Policy 302. Law and Environmental Policy
* Sociology 325. Sociology of Law

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 International Programs must be notified of your application to the off-campus program. Students apply to this Program through the Twelve-College Exchange.

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

Medieval & Renaissance Studies

Coordinator: Professor Helen Lang (Philosophy)

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

1. Major institutions, events and peoples (History)

2. Ideas, thinking and beliefs (Philosophy, Religion)

3. Forms of artistic expression (Art History, Language and Literature, Music)

Course Requirements:

1. **Medieval and Renaissance Core Course**—The interdisciplinary core course will be offered in the Spring term. Students must have already completed at least three courses for the minor before taking the core course. Core course topics vary from year to year. **Through consultation with the coordinator of the minor, students can obtain information about the planned schedule of core courses.** *Students will fulfill the integration of knowledge requirement by writing a paper on an interdisciplinary topic in the core course.* The core course for 1997-98 will be **Philosophy 282.01, Augustine to Descartes** (Lang).

2. Five courses chosen from the following list, including at least one in each of the three categories.

Major Institutions, Events and Peoples:

History 112. Foundations of Medieval History 300-1300
History 113. Foundations of Early Modern History, 1300-1750
History 227. Household and Family in Medieval Europe
***History 301. Europe in the Early Middle Ages, 450-1050**
History 375. Feudalism and Chivalry
History 401. Jews and Judaism in the European Imagination
History 401, 402. Seminars (one or two each year on Medieval or Renaissance topics)
History 481-02. The Mediterranean

Ideas, Thinking and Beliefs:

Philosophy 102. Introduction to Political Philosophy
Philosophy 282. Augustine to Descartes

Philosophy 283. Descartes to Hume
Religion 181. Islam
* **Religion 206. Judaism in the Middle Ages**
* **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 225. Women in Christian Tradition
Religion 226. Christian Mysticism

Forms of Artistic Expression:

* **Art History 101. Introduction to the History of Art in the West I**
* **Art History 223. The Gothic Age**
* **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 334. Seminar in Renaissance
Art History 341. Seminar in Baroque Art: Caravaggio and His Followers
* **English 210. Survey of English Literature Part I: Anglo-Saxon Period to 1700**
English 310. Sonnet and Rise of English Literature
English 345. Chaucer
English 348. Women Writers of the Middle Ages
English 351, 352. Shakespeare
* **English 354. 17th Century Poetry**
English 357. Renaissance Literature and Culture
English 358. Poetry and Image Renaissance
English 359. Painted Words and Painted Women in Renaissance Literature
French 251. French Literature: Middle Ages to Romantic
* **Italian 311. Literature of the Middle Ages**
* **Italian 312. Literature of the Renaissance**
Modern Languages 233. The City in the Italian Renaissance
* **Modern Languages 333-12. Dante: The Divine Comedy**
Latin: One course credit towards the minor for the introductory level; other courses with permission of Coordinator of the minor
* **Modern Languages 333-17. On the Nature of Texts**
* **Modern Languages 233-20. Don Quixote (in English)**
Music 211. The History of Western Music I
Spanish 301. Spain in the Golden Age
* **Spanish 328. Cervantes**
Spanish 339. Golden Ages of European Drama

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

Models and Data

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

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

Course Requirements:

1. Either calculus course **Mathematics 115** or **Mathematics 132**, to allow access to a vast number of models that describe dynamical (changing) processes.

2. One semester of statistics (**Mathematics 107, Economics 107** or **Economics 109**), to provide background necessary for rigorous data analysis.

3. One semester of computing (**Computer Science 115L**), to provide the capability of creating and implementing a computer model without reliance on software packages.

4. One of the following courses, to expose the student to accepted methods of data collection:
   Biology 221L, 333L
   Chemistry 111L, 112L, 121L, 208L
   Economics 318L
   Engineering 212L
   Physics 101L, 102L, 131L, 231L, 232L
   Psychology 221L
   Sociology 201L

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

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

Modern European Studies

Coordinator: Professor Kathleen Kete (History)

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

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

A. INTERDISCIPLINARY MINOR IN 19TH CENTURY EUROPEAN STUDIES

Course Requirements:

1. Three survey courses from the following list:

   * **Art History 261. 19th Century Painting and Sculpture**
   * **Comparative Literature 233-06. 19th Century European Literature**
   * **Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)**
   * **History 322. Europe 1799-1914 (or in its absence, History 102. Introduction to the History of Europe)**
   * **Philosophy 284. History of Philosophy (IV): Hume to the End of the 19th Century**

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

   * **Art History 265. 19th Century Architecture**
   * **Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)**
   * **English 381. Symbolists, Aesthetes and Decadents**
   * **English 382. 19th Century Gothic Novel**
     History 208. British Politics and Society
   * **History 308. The Rise of Modern Russia**
   * **History 320. Modern France 1789-1945**
   * **Italian 313. Literature of the 18th and 19th Centuries**
   * **Music 325. Topics in the 19th Century**
   * **Philosophy 320. Hegel**
   * **Philosophy 325. Nietzsche**
   * **Russian 251. The Great Tradition of the Russian Novel (course given in translation)**
   * **Russian 357. Dostoevsky (course given in translation)**
   * **Theater 336. Ibsen and Strindberg**

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

Modern European Studies 300. Issues in Modern European Studies: The 19th and 20th Centuries—This course will study, in depth, some major problem(s) or concept(s) that straddle the 19th and 20th centuries. It will integrate the student's knowledge of the historical, artistic, cultural, philosophical and social issues of the times. The seminar will be led by one or two faculty members but will feature guest lectures by faculty from at least two other fields.

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

B. INTERDISCIPLINARY MINOR IN 20TH CENTURY EUROPEAN STUDIES

Course Requirements:

1. Three survey courses from the following list:

Art History 282. 20th Century Avant-Garde in Painting & Sculpture
Art History 283. Contemporary Art (can count as a survey or topic course, but not both)
* **Comparative Literature 233-07. 20th Century European Literature**
* **Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)**
* **History 323. Europe 1914-1989 (or, in its absence, History 102. Introduction to the History of Europe)**
* **Philosophy 286. 20th Century Continental Philosophy**
* **Theater & Dance 338. 20th Century European Theater and Drama**

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

* **Art History 105. History of World Cinema**
Art History 283. Contemporary Art (can count as a survey or topic course, but not both)
Art History 286. 20th Century Architecture
Art History 292. History of Photography
* **Art History 381-03. Picasso**
* **Comparative Literature 313. Studies in Surrealism**
* **Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)**
* **French 320. French Cinema**
* **German 291. The Weimar Republic**
History 208. British Politics and Society
* **History 308. The Rise of Modern Russia**
* **History 336. Modern Jewish History**
* **History 401-11. British Politics, Society and Culture, 1890 to the present**
* **History 401-24. Italian and European Fascism**
Italian 290. Italian Cinema: Fiction and Film
* **Italian 352. 20th Century Prose**
* **Music 124. The Birth of Modernism**
* **Philosophy 335. Heidegger**
* **Psychology 447. Freud**
* **Spanish 332. 20th Century Spain: Poetry**
* **Theater & Dance 236. 20th Century Dance History**
* **Theater & Dance 333-01. East-European Theater in the Post-Stanislavski Era**
* **Theater & Dance 340. 20th Century Directors**

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

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

MYTHOLOGY

Coordinator: Professor 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
   - * **Classical Civilization 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**
   - * **Linguistics 236. Language, Meaning and Ideology**
   - * **Psychology 447. Freud**
   - **Religion 184. Myth, Rite and Sacrament**
   - * **Religion 281. Anthropology of Religion**

   D. The Arts
   - * **Art History 103. Introduction to Asian Art**
   - * **Art History 105. History of World Cinema**
   - * **Art History 234. Early Renaissance Art in Italy**
   - **Art History 236. High Renaissance Art in Italy**
   - * **Art History 241. 17th Century Art I: The South**
   - * **Art History 242. 17th Century Art II: The North**
   - * **English 354. 17th Century Poetry**
   - * **English 363. William Blake: The Poet as Radical**
   - * **English 387. Romantic Poetry**
   - **Modern Languages 233-02. African Novelists: Voices of a Continent**
   - * **Modern Languages 333-12. Dante: The Divine Comedy**
   - * **Religion 242-02. Religion Observed in Literature and Film**
   - * **Religion 253. Indian and Islamic Painting**
   - * **Religion 254. Buddhist Art**
   - * **Theater/Dance 243. Asian Dance and Drama**

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

   - * **Classical Civilization 208. Men, Women and Society in Ancient Greece and Rome: Myth and Reality**
   - * **English 319. Time and the Modern Novel**
   - **English 345. Chaucer**
   - * **English 346. Dream Vision and Romance**
   - **English 351, 352. Shakespeare**
   - * **English 356. Milton**
   - * **English 366. The American West**
   - **History 317. American Culture, 1815-1914**
   - * **Religion 208. Jewish Mysticism**
   - * **Religion 252. Asian Mystic**
   - * **Religion 315. Apocalyptic Literature: From Daniel to Revelation**

3. Integrating Component

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

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

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

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

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

Performing Arts

Coordinator: Professor Katharine Power (Theater and Dance)

While theater, dance, and music are artistic and intellectual activities with many autonomous features—features which lend to each of the three fields its special aesthetic contours—there are, nevertheless, issues and attitudes and visions that the three disciplines share. Nowhere is this 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 Section I.

2. One course credit from each of the fields (Theater/Dance, and Music) in Section II.

3. **Theater/Dance 346. Looking at Performance**, required of all students enrolled in the Minor.

4. A sixth course credit, chosen either from Section I and II or from Section III. (Students therefore have the option whether or not to include offerings from Section III.)

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

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

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

Section III recognizes participation in departmental productions other than those covered by the performance activity in Section II. 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 **Theater and Dance 346. 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.

I.

* **Music 113. World Music**
* **Music 124. The Birth of Modernism**
* **Music 172. The Contemporary Musical Theater**
* **Theater/Dance 243. Asian Dance, Drama**
* **Theater/Dance 245. Women in Theater and Dance**
Theater/Dance 250. Ancient World to the Enlightenment

* **Theater/Dance 251. Romanticism to the Early Avant-Garde**
* **Theater/Dance 320. Dance and Music**
* **Theater/Dance 343. Ensemble Performance**
* **Theater/Dance 344. Video and Performance**
* **Theater/Dance 345. Environmental Performance**
Theater/Dance 403. Tradition and Innovation, La MaMa

II.

THEATER
Theater/Dance 102. Introduction to Theater Arts
Theater/Dance 205. Acting
† **Theater/Dance 209. Intermediate Techniques in Theater and Dance**
* **Theater/Dance 308. Advanced Acting: in Performance**
* **Theater/Dance 309. Advanced Techniques in Theater and Dance**
* **Theater/Dance 394. Directing**
Theater/Dance 401. Performance Workshop, La MaMa
* **Theater/Dance 407. Studies in Process and Performance: Theater**
* **Theater/Dance 494. Advanced Directing**

DANCE
Theater/Dance 106. Elements of Movement
Theater/Dance 207. Improvisation
† **Theater/Dance 209. Intermediate Techniques in Theater and Dance**
* **Theater/Dance 221. Dance Composition**
† **Theater/Dance 309. Advanced Techniques in Theater and Dance**
Theater/Dance 312. Dance Repertory and Performance
* **Theater/Dance 322. Advanced Composition**
* **Theater/Dance 409. Studies in Process and Performance: Dance**

MUSIC
Music 101. Theory I: Basic Musicianship
Music 102. Theory II: Applied Musicianship
† **Music 103, 104. Concert Choir**
Music 105, 106. Instrumental Ensemble
† **Music 107, 108. Lessons**
† **Music 109, 110. Jazz Ensemble**
† **Music 112. Jazz Improvisation**
* **Music 200. Composition**
* **Music 207. Conducting and Orchestration**
Music 407, 408. Senior Recital

III.

Music 119. Production Participation
Theater/Dance 109-03. 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)

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. The Russian Economy in the 20th Century
   * **Political Science 319. The Politics of Post-Communist Societies**
   * **Sociology 315. Soviet and Post-Soviet Society**
   * **Women's Studies 233-02. Russian Women's Culture**

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 (Modern Languages and Literature)

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:

1. **Economics 324. The Russian Economy in the 20th Century**

2. **History 308. The Rise of Modern Russia**

3. * **Sociology 315. Soviet and Post-Soviet Society**

4. *One of the following courses:*
   * **Russian 252. 20th Century Russian Literature**
   * **Russian 233. Russian Women's Culture**
   * **Theater and Dance 337. Russian and Soviet Theater**

5. Independent Study—Research Project

A student may substitute **History 307. Russia to 1881**, **Political Science 319. The Politics of Post-Communist Societies**, or a Russian literature course, **Russian 251**, **357**, or **358**, for *one* of the courses listed above, but not for the Research Project.

Students undertaking this interdisciplinary minor are advised to take **History 308** and **Economics 101** 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 Gustavo A. Remedi, (Modern Languages and Literature)

Purpose:

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

Course Requirements:

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

1. History, Political Science, Economics

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. **Spanish 401**, which is required, may be counted as one of the six courses. A minimum of three courses for this minor must be taken at PRESHCO, Trinity's program in Córdoba, or at an approved program in Spain; at least one course must be in History and Politics, and one in Art or Music.

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

In their senior year, students will enroll in **Spanish 401** and write an interdisciplinary paper integrating the knowledge acquired in their Spanish courses, which include language, literature, history, culture, art, music, political science, and economics. Majors in Spanish may not take this minor.

List of Courses,
Trinity College, Hartford

Language, Literature, and Culture

*** Modern Languages 233-20. Don Quixote**
*** Modern Languages 333-21. The Golden Ages of European Drama**
Spanish 221. Advanced Grammar and Composition
Spanish 226. Conversation: Spanish and Latin American Film
Spanish 228. Readings in Hispanic Literature
*** Spanish 265. The Making of Modern Spain**
*** Spanish 291. Introduction to Spanish Literature (I)**
*** Spanish 292. Introduction to Spanish Literature (II)**
*** Spanish 301. Spain in the Golden Age**
*** Spanish 302. Spanish Literature of the 18th and 19th Centuries**
Spanish 311. Colonization and the American Consciousness
Spanish 303. 20th Century Spanish Literature
*** Spanish 316. Studies in the Modern and Contemporary Spanish American Novel**
*** Spanish 328. Cervantes**
*** Spanish 338. The Generation of 1898**
Spanish 356. Modern Latin American Theater
Spanish 401. Senior Seminar: Special Topics

PRESHCO Courses

Language

1301. Advanced Oral and Written Communication
1310. Translation

History, Geography, and Politics

1400. Spanish Civilization: An Overview
1401. Roman Andalusia
1404. The Spanish Middle Ages: Christians, Moslems, and Jews
1405. Imperial Spain: 1492-1711
1406. The Colonization of America
1407. Political Reform and Social Change, 1808-1936
1410. Seminar: El Franquismo: (1936-1978)
1500. The Geography of Spain

Literature

1601. Introduction to Spanish Literature I
1602. Introduction to Spanish Literature II
1610. Heroes, Ballads, and Amorous Entanglements
1613. Seminar: Topics in 20th-Century Literature

Interdisciplinary Courses and Seminars

1411. The European Union: Economics and Society
1412. The European Union: Political Structures and Institutions

Fine Arts

1701. Spanish Art: From the Islamic Period to El Greco
1702. Spanish Art: From Velázquez to Picasso
1703. The Music of Spain

Studies in Progressive American Social Movements

Coordinator: Professor Stephen Valocchi (Sociology)

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

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

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

Course Requirements:

1. Three courses selected from the core group listed below, no more than two of which may be in the same field,

2. A fourth course selected from either the core group or the list of supplementary courses

3. Either a one-semester, one-credit internship/seminar *or* a two-semester, two-credit internship/seminar with a social organization (approved by a member of the SPASM faculty) based in or working on behalf of a dispossessed, disenfranchised, oppressed or imperiled community. A file containing SPASM internships is in the Internship Office. The academic component of the internship is a Coordinate Seminar taken in the fall term of the internship. Students must have completed at least two courses in the minor before enrolling for the internship/seminar and must register for it as Sociology 206, Organizing by Neighborhood: An Internship/Seminar Experience. The internship must be sponsored by a member of the SPASM faculty: Professors Greenberg, Leach, 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
* Economics 211. Poverty in America
Educational Studies 211. Modern Ideas in Education
* Educational Studies 331. The Education of the Working Class
* English 328. Overlords and Undertones
History 209. African-American History
* History 247. Latinos in the U.S.A.
* History 318. Reform Movements in 20th Century America
* History 356. The American Working Class, 1820-1960
* History 370. Mobs, Masses and Democracy in America
* History 378. Puerto Rican History
* History 402-02. Civil Rights in America
* History 402-12. Race and Ethnicity in 20th Century America
* Philosophy 212. Social Justice
Philosophy 355. Moral Theory and Public Policy
Religion 262. Religion in American Society
* Religion 338. Christian Social Ethics
* Religion 374. Philosophies of Community
Sociology 214. Race and Ethnicity
Sociology 272. Social Movements
* Sociology 336. Race, Racism, and Democracy
Sociology 351. Society, State, and Power
* Women's Studies 232. Women in American Radical Tradition

Supplementary Courses:

* Economics 206. Political Economy
* History 315. Women in America
* History 401-48. Subcultures in American History
* History 402-36. The History of Hartford, 1865-Present
* Sociology 241. Mass Media, Popular Culture, and Social Reality
* Sociology 312. Social Class and Mobility
Women's Studies 301. Feminist Theory

Technology and Culture

Coordinators: Professor Joseph Bronzino (Engineering) (fall), Professor Edward W. Sloan (History) (spring)

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 three core courses, and three 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. Introduction to Engineering: Art, Ethics, and Practice
* History 222. The Shock of the Machine: Technology and Western Culture in the Industrial Age
* Philosophy 224. Theory of Knowledge, or
* Philosophy 220. Introduction to Cognitive Science

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

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

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

*** Biology 115. Food and Science**
Biology 141. Conservation Biology
*** Chemistry 150. Science in Art**
*** Chemistry 160. Introduction to Textile Science**
*** Engineering 124. Science of Musical Sound**
*** Philosophy 215. Medical Ethics**
*** Philosophy 221. Philosophy of Science**
*** 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 Brigitte Schulz (Political Science)

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

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

Course Requirements:

*** Anthropology 350. The Concept of Progress**
Economics 216. Global Rivalry and Coordination
*** English 398. Post-Colonial Fiction**
*** History 386. Planetary History**
Two electives chosen in consultation with the faculty participating in the minor.

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

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

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

Students majoring in Post-Colonial Studies are ineligible for this minor.

Visual Studies

Coordinator: Professor Patricia Tillman (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, Sculpture I & II, or Photography 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, Sculpture III, or Photography III). As part of this course the student will propose and execute a project which will serve as the integrating experience for the minor. The project shall consist of a body of artwork, related by theme or content, and a short (four- to six-page) written statement addressing the artwork created, its historical antecedents and precedents, and the structure, ideas, and issues presented in the work from the perspective of the third discipline.

Women'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. 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

150. Women in Music
* 206. Sex, Gender and Power
227. Household and Family in Medieval Europe
230. Theories of Human Nature
* 231. African Novelists: Voices of a Continent
233.01. Women's Lives in Contemporary Chinese Literature and Film
* 240. Russian Women's Culture
* 241. Women in Theater and Dance
* 248. Women and Religion
* 261. Literature of Domestic Life
* 290. Introduction to Literature and Psychology
* 292. Sex and Politics in Italian Cinema
* 294. Race, Gender & Sexuality in Early African-American Literature
* 296. Women in the Catholic Tradition
* 303. Comparative Studies in American Literature: 19th Century
* 305. Theology of Human Sexuality
* 314. African American Literature and the City
* 315. Women in America
* 316. Families in American History
* 320. Studies in French Cinema: Women and Society
* 323. Toni Morrison and Nadine Gordimer
* 326. Black Women Writers Cross-Culturally
* 333. Women in the World of the Renaissance
* 334. Personal History and the Remaking of History: Autobiography of the Black Power Movement
* 340. Race, Gender, and the Canon
* 343. The Art and Politics of Black Women Writers
* 348. Women Writers of the Middle Ages
* 360. French and Francophone Women Writers
* 370. Hawthorne, Stowe, and Twain
* 373. Feminist Literary Criticism
* 380. 19th Century Women Novelists
* 383. The British Industrial Novel
* 386. Psychoanalysis and Literature
* 388. Hysteria in Literature
* 394. Representations of the Female Body and Voice in Literature, Performance and Theory
* 395. 19th Century Novel: Fiction/Sexuality
* 398. Women in Text and Tradition
* 402.03. Women in the Arts in 19th Century Europe
* 402.21. Women in European Society, 1789 to the Present
* 402.42. Sex and Gender in American History
* 402.45. Woman and Man in Latin American History
* 402.63. Women in Early Middle Ages
* 402.67. Victorian and Edwardian London
* 404. British Cultural Studies
409. Studies in Process and Performance: Dance
* 409.01. Witches, Mystics and Prostitutes
* 409.02. Sacred Female Body
* 413. The Novels of Virginia Woolf
* 417. The Signifying Body
* 418. Autobiography: A Participatory Experience
* 439. Topics in Film: Star Systems
* 457. Out of the Mainstream: Subcultures in American History
* 496. Senior Seminar: Literature and Courtly Love
* 496.02. Senior Seminar: Jane Austen
* 496.07. Senior Seminar: Feminist Literary Criticism: Theory and Practice

B
SOCIAL AND NATURAL SCIENCES

205. Anthropological Perspectives on Women and Gender
*** 206. Sex, Gender and Power**
207. The Family and Society
*** 211. Poverty in America**
*** 218. Women and the Family in the Middle East**
*** 232. Women and the American Radical Tradition**
*** 234. Gender and Education**
277. The Law, Gender Issues and the Supreme Court
*** 310. Psychology of Gender Differences**
*** 318. Women and Social Change in Comparative Perspective**
*** 325. Gender and Public Policy**
*** 328. Sociological Perspectives on Health and Gender**
402.02 Feminist Legal Theory
*** 403. Senior Seminar: Men and Women**
*** 426. Advanced Topics in Social Psychology: Socialization**

N.B. **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.

First-Year Seminars

The First-Year Seminar is one component of Trinity's First-Year Program, a College initiative designed to connect the academic and residential experiences of Trinity's entering students. Each First-Year Seminar instructor 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. First-Year Seminars explore topics that faculty often would not present in their regular courses, and are organized in a characteristic manner: rather than presenting a body of knowledge to be studied and mastered, First-Year Seminars 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. In many cases, different seminars will work together in clusters, exploring common themes from various disciplines. Seminar participants are encouraged to extend their intellectual growth and exploration beyond the classroom and into the residence halls. To this end, all the participants of a particular First-Year Seminar are housed in the same residence hall, where faculty and upperclass students sponsor both formal and informal class activities.

Through the First-Year Seminar, students learn to navigate Trinity's academic resources. An accomplished upperclass student works with each Seminar as a First-Year Mentor, providing both academic and personal support for new students. Mentors live in the first-year residence halls with the Seminar participants and introduce students to Trinity's academic resources, including the Computing, Mathematics, and Writing Centers, and the research opportunities available in and through the library.

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

The First-Year Seminars for fall 1997 are:

1. **History and Justice**—"The present now will later be past.
The order is rapidly fadin'.
The first ones now will later be last,
for the times they are a-changin'."
— Bob Dylan

An introduction to history and political science, the course will focus on how societies emerging from authoritarian or totalitarian rule come to terms with the past. We will study the great variety of responses to the injustices of the old regime, ranging from 'rough justice' to amnesty, and the interaction with the main forward-looking tasks of the new regime, constitution-making and rebuilding the economy. Area studies include Western Europe after Nazism and Fascism, Latin America after the military juntas, Eastern Europe after Communism, and South Africa after Apartheid. We will also look at a similar process occurring within an established democracy, the recent 'Bribe City' corruption trials that brought down Italy's Cold-War regime.—Alcorn

2. **Athens at the Dawn of Democracy**—Athens in the fifth century B.C. constituted the FIRST democracy that the world had ever seen. It excluded women, slaves and foreigners from political participation, and yet, remains, arguably the ONLY democracy that the world has ever seen. What were the origins and the consequences of this political system? Who were the politicians, poets, philosophers, artists and architects of the intellectual revolution that accompanied it? Many of the issues that Athenian society confronted during the fifth century B.C. remain powerful questions in our own time: How do you create and maintain an egalitarian society while preventing extremists from destroying the system? How do you reconcile the need to promote individual achievement and the need for fairness? How do you combine the ethical demands of democracy with the political necessities of foreign policy? What is the function of "entertainment" in a democratic society? The course will include readings

from Thucydides, Plutarch, Aeschylus, Sophocles, Euripides, Aristophanes, Aristotle, and Xenophon. Class participation will include formal (and not-so-formal) debates and various role-playing exercises (including a special pre-war congress to avert the Peloponnesian War). Students will write six short papers.—Anhalt

3. **Clothing as Metaphor: An Historical and Cultural Look at Clothing as Metaphor**—Clothing as metaphor for illness, identity and historical reference will be investigated by examining styles from a sociocultural and artistic point of view. Students will have the option to examine women or men's clothes in a range of contexts from fashion to utilitarian to costume. Sources from theater, film and fashion history and literature will direct the study. The following questions will help frame discussion: How do we identify ourselves by the clothing we wear? Who dictates fashion currents? What distinguishes clothing from costume? How does historical reference influence current movements? This seminar will focus on developing informed discussion and inquiry skills. We will take field trips, read books, and see art exhibits and theater works.—Bacon

4. **What's Happening to the American Middle Class?**—Corporate downsizing, deindustrialization, global competition, technological change, increased inequality of income and wealth, stagnant or declining wages, the wage-profit gap, job insecurity, white-collar layoffs, longer work weeks, declining unions membership. How are these troubling developments affecting the facts and our ideas about social class in America, and in particular that broad stratum that we call the middle class? Democratic societies with market economies require a large middle class for political stability and economic growth. And in these societies, a growing middle class is a central cultural ideal as well, the promise of a good life for all in return for diligence and hard work. But what happens when economic, political, and social changes threaten the middle class ideal, as many social analysts and critics believe is happening today? What are the consequences for men and women, families, communities, and for political life? The seminar will consider these questions through critical reading and discussion of writings by anthropologists and sociologists, economists, historians, political scientists, journalists and social critics. There will be several short essays and presentations, and a longer research paper.—Brewer

5. **The Things We Carry**—In his short story, "The Things They Carried," Tim O'Brien describes the necessary baggage - both literal and figurative - that American soldiers carried for their survival in the jungle of Vietnam. And, just like these American soldiers, when you arrive at Trinity in the fall, you will bring things with you - clothes, mementos, relationships, values, prejudices, and knowledge - that define you and will help to determine your experiences during your college and later years. This seminar will read nineteenth and twentieth century American fiction and nonfiction and view films to discover how the weight of the things the characters carry define them and forge their experiences. Possible readings include short selections from authors such as Frederick Douglass, Louisa Alcott, Charlotte Gilman, Henry James and Kate Chopin; and works such as O'Brien's *The Things They Carried,* Alex Kotlowitz's *There Are No Children Here*, Toni Morrison's *Sula,* and Orson Scott Card's science fiction novel, *Ender's Game*. Possible films include *The Fountainhead, Glory, Thelma and Louise,* and an episode from *Star Trek: The Next Generation*. Students are expected to take an active role in class discussion of the assigned readings and films. Course requirements will include frequent writing assignments and a short research project that includes a brief oral report to the class.—C. Butos

6. **What We Believe and Why We Believe It**—What do you believe in most right now? One way to find out is to trace the many connections of building trust that we call faith. That's what we will try to do in this course: start with a simple statement of our faith and then trace where that belief came from in our lives. It may be something we accept without question. It may be something we doubt. In this class, there are no "rights" or "wrongs," only the respectful desire to learn from one another's questions. Come prepared to talk openly about things in which you believe. Help build a place of tolerance and support. Be open to questions and to the answers others may share. This course is open to persons of all religious traditions. Articles of faith may be part of an organized religion, or they may be deeply held ethical beliefs. Please come and join us in this experiment in learning.—Charleston

7. **Understanding Africa: Not Even God Is Wise Enough!** (Yoruba proverb)—This African proverb hints at the complexity of this fascinating Continent and this seminar will serve as an introduction to the cultural richness and social diversity of Africa. It will also be an antidote to the Western conception that equates Africa with despair and disaster. To be pedagogically sound, we will investigate two or three major themes by drawing on the perspectives of history, literature, political economy and religion. The seminar will be team-taught by three faculty members, Leslie Desmangles, Michael Niemann and Sonia Lee. The first two weeks will introduce students to the African Continent through a series of short lectures and discussions presented and moderated by the three professors. Then each professor will have a three-week session with the students. Finally, there will be one week to conclude the seminar through team-taught presentations and discussions. Assignments will include weekly papers and a final exercise linking the four areas of inquiry.—Desmangles, S. Lee, Niemann

8. **Life in the City of Rome**—This seminar examines life in the city of Rome at the end of the first century AD. The focus is on how Roman men and women lived, loved and laughed. Some of the important elements in understanding their world include slavery, gladiators, the role of women, emperor worship and the very real problems of living in the biggest city in their world, Rome. We shall examine these elements by reading, discussing and

writing about works of ancient literature (including Juvenal, Lucian and Petronius) and works by modern authors. Some classes will be illustrated with slides of the Pantheon, Colosseum, Circus Maximus, etc. No knowledge of Greek or Latin is required.—Elton

9. **Infectious Disease and Public Health: Is an Outbreak Possible?**—Infectious diseases have not diminished as one might have expected in this age of modern medicine. We are constantly bombarded with reports of new epidemics—and the reemergence of diseases thought to be long ago eradicated. As a matter of fact, infectious diseases remain the leading cause of death worldwide. These outbreaks occur all over the world and some recent epidemics have been right here in the United States. This seminar will examine the fact and fiction behind the AIDS epidemic, flesh-eating bacteria, mad-cow disease and the ebola virus. We will learn how scientists play detective when tracking epidemics as depicted in movies such as *And the Band Played On* and *Outbreak*. In this context we will address the right of the individual versus the right of the community in the event of an outbreak of a highly contagious or deadly disease. A background in biology is not required. Readings will be from the popular press and some introductory biology texts. Class discussions will be emphasized and there will be several writing assignments during the semester.—Foster

10. **Mathematical Ideas and Changing Times**—Over the years mathematics has shaped and been shaped by societal issues. With this theme in mind, we shall explore the development of arithmetic, geometry, algebra and calculus. We shall pay particular attention to the relationship between recent technological advances and topics in discrete mathematics such as linear programming, cryptography and scheduling.—Georges

11. **Biology, Health and Public Perceptions**—When we think about health and medical issues, we often fail to give due credit to the biological science that is the foundation of medical science. At the same time, we are constantly exposed to information about health and medical technology, and we need to make decisions: do I try a new diet? Is the claim about that food product correct? Is this drug safe? Should there be laws governing cloning? This seminar will examine the interconnection between areas of basic biological science and their transmission into the public and personal sectors. We will examine the roles of the media and advertising, public policy, public education, and personal beliefs in the development of our perceptions about biology and health. We will read in the popular and scientific press and view some current films to build the foundation for class discussion, presentations, and writing assignments.—Hall

12. **Feminism and Literature**—Taking gender as its fundamental category of analysis, and finding roots in early English protest works such as Jane Anger's 1589 *Protection of Women*, a tract attacking patriarchal prejudices against women, and Mary Wollstonecraft's 1792 *Vindication of the Rights of Women*, feminist literary criticism came to cultural prominence as a response to the combined impact of Victorian repressiveness and the new opportunities for the education of 19th-century daughters in England and America. Focused on exploding the ideologies of power which keep women in subordinate social positions, feminist literary criticism entered mainstream academic and popular discourses via texts such as Virginia Woolf's 1928 *A Room of One's Own*, which invokes female creativity and the collective birth of female culture; Kate Millett's 1970 *Sexual Politics*, which attacks male institutions of power and the misogyny of writers in the male-centered literary canon of English and American literature; and Elaine Showalter's 1977 *A Literature of Their Own*, Ellen Moers's 1977 *Literary Women*, and Sandra Gilbert's and Susan Gubar's 1979 *The Madwoman in the Attic*—all three of which delineate a distinct female-authored canon of works expressing the female body and women's social and textual experiences. This seminar will examine this tradition by studying works by Shakespeare, Mary Shelley, Emily Bronte, Charlotte Bronte, Virginia Woolf, Hilda Doolittle, Sigmund Freud, D.H. Lawrence, Alice Walker, Kenneth Branagh, and Woody Allen.—Hunter

13. **The French Revolution**—"Bliss was it in that dawn to be alive
But to be young was very Heaven!..."
These words by Wordsworth, the British poet, describe the feelings of young Europeans and Americans at the outset of the French Revolution in the summer of 1789. But by the winter of 1791, observers were less optimistic about the ability of young revolutionaries to establish a just society in France. During the period of The Terror (1793-1794) when many thousands of French people were guillotined in an effort to enforce adherence to the principles of liberty, equality, and fraternity, it seemed to many that the Revolution had gone definitively off-course. Do the ends justify the means? This central question of ethics was dramatically raised in the modern world for the first time during the French Revolution. In this course we will explore answers to this and other questions relevant to modern life by putting ourselves in the position of the French Revolutionaries. How should we have behaved in July of 1789 at the Fall of the Bastille, or in June of 1791 at the flight of the king, or in 1793 at the apparent betrayal of the revolution by traitors within and outside France? We will recreate the narrative of the French Revolution through readings, film viewings, and conversation. Students will write a series of short papers and be expected to talk in class. Though no background in French or European history is presumed, an interest in French food will be helpful. Our discussions about the morality of revolutions will take place as often as possible over a meal, in the grand tradition of the 18th century.—Kete

14. **Belonging and Separating: The Search for Community and Individuality in Religion and Society**—All persons want to belong to something greater than themselves without sacrificing their individuality. Most religions appeal to the human desire for community. All societies need some common ground on which their members can meet. But no one wants his/her uniqueness and freedom swallowed up by a larger group. This seminar will examine how the desire to belong and to be oneself is expressed in different religious communities in relation to political philosophies of society. Specific issues addressed will include: the tension between social justice and individual freedom; private rights and public responsibilities; the promises and limits of politics; the significance of love and mutuality; the place of sex, self-interest, money, and power in both religious and political communities; and the role of God in shaping a philosophy of community that protects and enhances the uniqueness of the individual.—Kirkpatrick

15. **Reforming America**—"Such mighty plans of benevolence; such wonderful combinations; such a general movement of mankind, in promoting the great cause of human happiness were, surely, never before witnessed!" So said a group of religious leaders in 1817, sure that reform efforts would soon perfect the new United States. This country holds no patent on the idea or the practice of social reform, but probably no other nation has had so much of its history made by reformers. "Reforming America" will study the antislavery, temperance, civil rights, and women's rights movements, as well as movement underway in Hartford today that students can investigate firsthand. Students will write several critical or analytical papers, make oral presentations based on papers, and keep a journal of responses to course materials. Readings will include protest literature, biographies, and works of history and sociology. Class exercises will include simulated reform conventions.—Leach

16. **The Self: Mind and Body**—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, natural scientists, 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. A great deal of legitimate scientific inquiry has focused on the interplay between mind and body and has shed much light on the role of mind/body interaction on physical health and healing. In this seminar we will critically examine many different ways of looking at the self with particular emphasis on mind/body interaction. We will study the growing scientific literature in the field of mind/body medicine, the nature of the self and identity from a psychological perspective, and the concept of self from the point of view of the performing arts, as well as other perspectives on the self and mind/body interaction. The format of the seminar will be discussion, with a strong focus on writing. Students will write five brief papers, one longer paper, and make one seminar presentation. We will also work toward solid computer literacy and the use of information technology.—R. M. Lee

17. **The Quest for Friendship**—This seminar will study many aspects of friendship. We will read works of literature and view films that have as a central concern friendship between women, between men, between men and women, humans and animals, and humans and cyborgs. We will attempt to discover why some friendships nurture, others harm, some last while others deteriorate. We will also attempt to differentiate friendship from love. Some of the literary works we will read include *Huckleberry Finn*, Unamuno's *Avel Sanchez*, Hoe Simpson's mountaineering classic *Touching the Void, Of Mice and Men*, Meg Wolitzer's *Friends for Life*, and Gloria Naylor's *The Women of Brewster Place*; poetry by Shelley, Milton, Tennyson, Rilke and Shakespeare; and essay selections from Cicero, Aristotle, Bacon and Montaigne. Films shown for the course will include some of the following: *The Shawshank Redemption, Blade Runner, Sounder, K-2, Terminator, Deer Hunter, Fried Green Tomatoes, Jules et Jim, Joy Luck Club, Diner*, and *Kiss of the Spider Woman*. There will be quizzes but no final or final paper. The course will emphasize writing, with a 2-3 page paper each week. We will also have a computer bulletin board for the class and will include as goals of the seminar an introduction to word processing and computer literacy, taking advantage of Trinity's excellent computer resources. And of course we will have frequent get-togethers in an effort to achieve perhaps the main goal—to become friends by course's end.—Lestz and Ratzan

18. **What is Reality?**—What is real, and what is not? And how do you know for sure? We human beings live in a world built of guesses, wishes, and second-hand surmises, and we call it Real. But a little reflection shows reality to be a fragile construct. In this seminar, we'll question reality with a mix of approaches: We'll examine a few of the great crises in knowledge in the Western tradition, on the path to modern scientific reality. (Authors include Thucydides, Plato, Montaigne, Descartes, Sartre, and others.) We'll consider critiques of modern knowledge from (for example) feminist philosophers. We'll look at non-Western alternatives to the familiar division between real and unreal, from (for example) Native American sources. Finally, we'll consider whether new realities (e.g., "virtual" realities) are emerging. Throughout the seminar, students will exercise and develop the reality-building skills of reflection, reasoning, and writing.—Lloyd

19. **Presidential Leadership in Times of Crisis**—This course will examine Presidential leadership during moments of crisis. Utilizing historical case studies of triumph and failure, we will focus on how individual presidents of very different character led the Unites States through times of national and international peril. Through these case studies, we will acquire insights both into the nature of leadership and into the shaping of policy during moments of profound historical significance. Case studies will include Lincoln and the Civil War; Roosevelt's leadership during the period 1939-1944; Truman's decision to recognize Israel and the birth of the Marshall Plan; Kennedy and the Bay of Pigs; Cuban Missile Crisis and Civil Rights; LBJ's leadership on Civil Rights and Vietnam; and Nixon during the 1973 Middle East War.—Mullen

20. **The Boundaries of Freedom. West & South Asia, 1947-48**—In 1997-98, India, Pakistan and Israel will celebrate 50 years of independence. The British hastily withdrew from West and South Asia which they partitioned into three states, creating over 13 million refugees in South Asia and dispossessing the Palestinian people. Our seminar will explore the idea that a partitioned land is a solution to complex social, political, economic and cultural problems. To divide the ground seems a reasonable solution to our dilemmas, but as these five decades tell us, West and South Asia suffer immeasurably from the consequences of foolhardy decisions (notably, a legacy of war). What does all this have to do with the production of a boundary? What does a boundary have to do with freedom? What are the roots of the overdue process of decolonization? What are some other ways to think about our hopes for freedom? Through novels, historical accounts and films, we will study the events and popular memories of those years as well as the many ways in which people dream of other solutions. In addition, our seminar will explore the broad question of 'partition' as a solution to complex dilemmas (particularly in the former Yugoslavia).—Prashad

21. **Economics of Social Issues**—This seminar will provide students with a conceptual framework of analysis and basic analytical tools useful in the study of contemporary social and political problems. In contrast to the reductionist approach often utilized in economics—which takes the preferences of consumers, the property of producers, and the legal-institutional framework of capitalist society as "givens" that are seldom questioned—this seminar will emphasize the multidisciplinary dimensions of relevant economic concepts in order to further our understanding of social problems and issues facing our society. In so doing, students will begin to appreciate the relevance of political science, history, and social psychology in defining the nature of economic concepts, and more important, their limitations in the realm of policymaking. Topics include: the economics of higher education; the economics of crime and its prevention; health issues: is it worth what it costs?; discrimination: the high costs of prejudice; the economics of professional sports: why are athletes paid so much?; the unemployment problem and its social dimensions; and last but not least, government intervention versus market-determined outcomes: who wins and who loses? Each week students will be asked to write a critical review paper of 3-5 pages on the readings assigned in class. There will also be a midterm exam and a final term paper. The term paper is designed to give students an opportunity to analyze in a systematic and critical fashion one or more of the social problems discussed in class. At the beginning of the term the professor will distribute an outline specifying the minimum criteria that should be met in the review papers and the final term paper. The questions on the midterm exam will be based on the assigned readings and class discussion.—Ramirez

22. **Identity Crisis: Who Am I Now?**—How did a reporter's pretending he was Jewish in *A Gentleman's Agreement* change his pre-role-playing identity (and that of his fiancee)? How did James McBride's biracial heritage influence his identity in *The Color of Water*? Does a white boy captured by the Indians grow up white or Native American? Is James Morris, the award-winning reporter who covered the first ascent of Mt. Everest, the same "person" he becomes as Jan Morris after he undergoes a sex-change operation? What role does a close but competitive friendship play in the formation of one's self-awareness in *A Separate Peace*? What was the contribution of drugs and basketball to Jim Carroll's identity in *Basketball Diaries*? What is an identity and do you have to be human to have one: Does Frankenstein's monster in Mary Shelley's novel have an identity? Can one have no identity (Melville's Bartleby) or more than one (Dr. Jekyll and Mr. Hyde)? This course will examine various factors that contribute to one's identity, e.g., one's heritage, gender, culture, age, infirmities, natural abilities and talents, etc., in both a stable and dynamic way. We will be reading such works as *A Light in the Forest*, *A Separate Peace*, *Dr. Jekyll and Mr. Hyde*, *Frankenstein*, *Conundrum*, *The Color of Water*, *The Wife of Martin Guerre*, *Oedipus*, *A Gentleman's Agreement*, *Orlando*, *Basketball Diaries*, *The Prince and the Pauper*; shorter works by Oliver Sacks, Herman Melville, Jorge Borges; and poetry by Billy Collins, Sylvia Plath and Robert Lowell, among others. Included in the syllabus will be short excerpts from the criticism of autobiography and the psychology of identity. In addition, we will view some films, such as *Dave*, *Spitfire Grill*, *The Return of Martin Guerre*, *A Gentleman's Agreement*, *Basketball Diaries*, *Mississippi Mermaid* and *The Elephant Man*. There will be a 2-3 page paper due each week as well as an occasional quiz.—Ratzan

23. **Latin American Cities and Urban Life**—Today more than 70 percent of all Latin Americans live in cities. Millions have moved to such metropolitan centers as Buenos Aires, Mexico, Sao Paulo, Rio, Lima, Medellin. In some countries, such as Chile, Argentina, Venezuela or Uruguay, up to 90 percent of the entire population is urban. Much of what happens in Latin America cannot be grasped unless we understand urban culture. This seminar explores Latin American cities and urban life. A brief account of their historical evolution will be followed by an examination of specific urban centers. Themes to be explored include the nature of everyday life in the city; the advantages and problems of modern urban life; the tension between private and public life; the nature of the places where we spend most of our lives—working, studying, dwelling, and consuming; leisure time and space; migration and border cities; urban life as it is shaped by war, dictatorship, or popular democratic life; and the allocation of spatial practices along class, gender, ethnic and racial lines. While helping students to visualize the national and regional spatial systems to which cities belong, the economic and political foundations of urban culture, or the form and texture of everyday life, the course also aims at discussing urban culture's promises, failures, merits and potential.—Remedi

24. **Achieving Quality and Integrated Education**—Efforts to reform or improve education are everywhere. Each effort defines an educational problem, draws on a vision of what quality education can be, and formulates a plan to achieve that vision. What exactly do we mean by quality education? How do we successfully change schools that lack quality education? This seminar addresses such questions with a focus on the problem of racial segregation in schooling, visions of quality and integrated education, and plans for achieving school desegregation. We will learn how social science disciplines (social psychology, sociology, political science) and the humanities (history) have contributed to our understanding of segregation, desegregation, and integration of schools. We will actively investigate legal issues associated with quality and integrated education in Connecticut, including a recent suit, called Sheff v. O'Neill, that involves equal educational opportunity protections afforded by the Connecticut State Constitution. All class members will be expected to attend two Hartford Board of Education meetings during the semester and, during Reading Week, to visit one of several innovative programs within public school systems in the Hartford area (transportation provided).— Reuman

25. **Global Challenges of the 21st Century**—Increasingly, the lines between local, national, and global issues are becoming blurred. Living in Hartford, for example, we eat food grown in different regions of the world, breathe air polluted by factories hundreds of miles away, and pump gasoline shipped thousands of miles from here. What are the implications of this growing interdependence? How will we handle the challenges arising from this increasingly borderless world? In this seminar, we will examine specific issues such as food and hunger, depletion of natural resources, loss of biodiversity, environmental degradation, migration and refugees, etc. It is the intent not simply to examine issues at the theoretical level, but also to meet with members of the Greater Hartford community who are actively working toward a local solution to some of these global challenges.—Schulz

26. **The Legal History of Race Relations**—This course provides an 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. 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

27. **The Myth of Faust**—The legend of the scholar who makes a pact with the devil has long fascinated artists and writers. Faust is the archetypal story of a spellbinding struggle that is universal in scope and lasting in appeal—it is the conflict between self and community, education and experience, man and woman, alchemy and science, faith and reality, heaven and earth, and good and evil. Our study will encompass both international and multimedia treatments of the myth. We shall discuss, for example, the myth as it first appeared in medieval literature, as well as in 19th- and 20th-century literature of England, France, Germany, Russia, and the United States. The experience and the interpretation of Faust in film segments, selections from operas and songs, and slides of paintings and illustrations will also be part of each class session. Students will maintain an on-line journal and receive regular writing assignments on the computer (ownership is not necessary). A trip to the Faust collection of Yale University is planned.—Wagner

28. **Codes, Ciphers, and Encryption**—The exchange of information on the Internet has created interest in issues surrounding encryption. Good encryption methods are needed to safeguard ATM transactions, the exchange of money electronically, and communications between private parties. We will study historical ciphers to gain an understanding of encryption methods. For example, Julius Caesar is reported to have used a particular cipher to send messages to his generals; Edgar Allen Poe and Francis Bacon were fond of using and breaking ciphers; and Polish, English, and American mathematicians broke the German Enigma code during World II which had a major impact on the outcome of the war. We will also look at current encryption issues such as the battle between the Clipper Chip encryption method favored by the Bush and Clinton administrations and the Pretty Good Protection encryption method being distributed free by an opposition group. Eqfgu, Ekrjgtu, cpf Gpetarvkqp.—Walde

29. **Music as Protest**—The seminar will explore the role of music as 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, three 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

African Studies: see International Studies Program, p. 200

American Studies Program

G. KEITH FUNSTON PROFESSOR OF AMERICAN LITERATURE
AND AMERICAN STUDIES COHN, *Director* — FALL 1997;
ASSOCIATE PROFESSOR OF HISTORY GREENBERG, *Director* — SPRING 1998;
ALLAN K. AND GWENDOLYN MILES SMITH PROFESSOR OF LITERATURE LAUTER;
CHARLES A. DANA PROFESSOR OF ENGLISH AND AMERICAN STUDIES MILLER*;
KENAN PROFESSOR OF AMERICAN INSTITUTIONS AND VALUES SICHERMAN;
PROFESSORS HEDRICK, LEACH, PFEIL†**, and SLOAN; VISITING PROFESSOR ABELOVE;
ASSOCIATE PROFESSORS CHATFIELD, PENNYBACKER, REILLY, VALOCCHI, and WATTS;
ASSISTANT PROFESSORS FIGUEROA, PERKINS, and WOLDU;
VISITING ASSISTANT PROFESSORS CORBER and MELNICK;
SENIOR LECTURERS FULCO and POWER; LECTURER AMOS;
VISITING LECTURERS TRAVIS and WHEELER;
ARTIST-IN-RESIDENCE HALL

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.

Students who are considering a major in American Studies should consult a faculty member in the program as early in their undergraduate career as possible. In addition, it is strongly recommended that students prepare themselves for the major by selecting at least one of the following survey courses: American Studies 204: Introduction to American Literature I; American Studies 205: Introduction to American Literature II; American Studies 206: The United States from the Colonial Period through the Civil War; History 202: The United States from Reconstruction to the Present; Political Science 216: American Political Thought; American Studies 262: Religion in American Society. A course for the major will not count if the course grade is below C-.

THE AMERICAN STUDIES MAJOR

I. *Requirements of students in the major:*
   A. Students must complete American Studies 203 with a grade of at least C- to be accepted into the major.
   B. American Studies 301: Junior Seminar
   C. Satisfactory completion of a minimum of nine courses dealing with American culture and society offered by other departments and programs, in addition to the required American Studies courses.
      1. 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 at the 300- or 400-level in one department.

* On Leave, Fall Term
** On Leave, Spring Term
† Sabbatical Leave, Fall Term

2. 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.

D. One of the following senior year exercises:
   1. One 400-level seminar, normally taken during the fall semester, and a two-credit thesis, ordinarily a research paper of at least 75 pages. The thesis will be read by the faculty adviser and at least one other professor who regularly participates in the program.
   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. The project will be read by the faculty adviser and at least one other professor who regularly participates in the program.
   3. Two 400-level seminars, approved in advance by your faculty adviser. In one of these seminars, the student will be required to complete a major research paper which will be read by the seminar instructor and at least one other professor who regularly participates in the program.

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

American Studies 203. Conflicts and Cultures in American Society
American Studies 227. Blacks and American National Politics
American Studies 228. Black Politics in Urban America
American Studies 311. Colonial America: Mind and Society
American Studies 314. The Formative Years of American History 1763-1815
Art History 271. The Arts of America
Economics 214. Business and Entrepreneurial History
Economics 321. American Economic History
Educational Studies 202. History of American Education
English 311. Contemporary American Poetry
English 409. William Faulkner
History 209. African-American History
History 315. Women in America
History 316. Families in American History
History 317. American Culture, 1815-1914
History 364. United States Since 1945
Political Science 216. American Political Thought
Political Science 225. The American Presidency
Political Science 307. Constitutional Law: The Federal System and the Separation of Powers
Political Science 315. American Foreign Policy
Political Science 316. Constitutional Law: Civil Liberties and Civil Rights
Religion 214. The Jews in America
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:*
To receive honors in American Studies a student must complete a Thesis or a Project with a grade of A- or better and earn a GPA of at least 9.5 in courses counted towards the major.

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. (Same as Educational Studies 202.)—Piliawsky

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—such as James, Hemingway, and Faulkner—and some who are less familiar—such as Freeman, Chesnutt, and Hurston. Enrollment limited. (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 economic and ideological factors. (Same as History 201.)—Chatfield

[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.)

[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.)

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

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 reasonal assessments of historical and current black political strategies. (Same as Political Science 229.)—Watts

[235. Gender and Education]—What is gender equity in schooling and what impact does this have on gender equity more broadly? Different disciplinary perspectives on the impact of gender in learning, school experience, performance and achievement will be explored in elementary, secondary, post-secondary, and informal educational settings. The legal and public policy implications of these findings (such as gender-segregated schooling, men's and women's studies programs, curriculum reform, Title IX, affirmative action and other proposed remedies) will be explored. Findings on socialization and schooling in the U.S. will be contrasted with those from other cultures. (Same as Anthropology 235, Educational Studies 235, and Women's Studies 234.)

237. The Newest Minority: The Emergence of Lesbian-Gay Community and Culture, 1895-1969—The emergence of the lesbian-gay minority, its politics, its culture and its distinctive institutions, in Europe and North America during the late 19th and early 20th centuries. Major readings: James Baldwin, *Giovanni's Room;* John D'Emilio, *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority;* Madeleine Davis, Elizabeth Kennedy, *Boots of Leather, Slippers of Gold;* Martin Duberman, et al. (eds.), *Hidden from History;* Henry Abelove, et al. (eds.), *The Lesbian and Gay Studies Reader;* Frank O'Hara, *Selected Poems;* Oscar Wilde, *The Importance of Being Earnest;* Willa Cather, *Stories;* Radclyffe Hall, *The Well of Loneliness;* Nella Larsen, *Passing;* John Rechy, *City of Night.* (Same as Women's Studies 229.)—Abelove

241. Women in Theater and Dance—This 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 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. (Same as Theater & Dance 245 and Women's Studies 241.)—Power

[249. Immigrants and Refugees: Strangers in Strange Lands]—The post-cold war world is one of changing national boundaries and governments, environmental devastation and internal conflicts, resulting in an apparently unprecedented flow of people from their native homelands. At a time when multiculturalism is not a popular model for national integration, immigrants, refugees, and other sojourners find themselves in new places, creating new lives for themselves. The processes by which this occurs illustrate some of the basic social, cultural, and political dilemmas of contemporary societies. Using historical and contemporary case studies from Europe and the Americas, this course looks at issues of flight, resettlement, integration, cultural adaptation, and public policy involved in creating culturally diverse nations. Questions to be raised include: what are the conditions under which people leave, who can become a (authentic) member of a society, what rights do noncitizens versus citizens have, are borders sacrosanct, are ethnic and racial diversity achievable or desirable, is multiculturalism an appropriate model, do people want to assimilate, what are the cultural consequences of movement, and how can individuals reconstruct their identities and feel they belong? (Same as Anthropology 249, Comparative Development Studies 249, and Public Policy 249.)

250. The Industrial Revolution in the United States—This course traces the United States' transition during the nineteenth century from a mostly rural, agricultural society to an urban, industrial one. We will examine the rise of the factory, the decline of artisan labor, the changing family labor and wage systems, and the differences between the industrial histories of the North and South. Topics also include business organization, the relationship between technological and social change, immigration, labor movements, and populism. (Same as History 250.)—Harper

[**270. 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 a variety of technique, style and cultural context. Film screenings will be scheduled accordingly. (Same as English 265.)

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

282. From Bing to Whoopi: The Changing Face of Urban Catholic Life in America—Cinematic images of Catholicism provide a point of departure for the study of the mutual influence of Catholic and urban life in the United States during the past fifty years. The course will combine the use of film with textual studies in history, theology, and sociology to explore the Catholic experience of immigration, labor movements, racism, sexual revolution, and social change. (Same as Religion 292.)—Byrne

288-02. American Fiction, 1940-Present: Stories to Live By—This class surveys American fiction since WWII and asks: What stories have we told about ourselves in this period, and what ends have these stories served? What kind of lives do we imagine for ourselves as individuals and as a nation in our best-known and most critically-acclaimed fiction? Readings may include works by Wright, McCullers, Salinger, Baldwin, Nabokov, Pynchon, Roth, Kingston, Morrison, Vonnegut, and Allison. Students should be prepared to read a novel a week or its equivalent. Evaluation will be based on short close-reading exercises, in-class presentations, one longer paper, a mid-term and final. (Same as English 288-02.)—Travis

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

[**294-02. Back in the USA: African American Literature and Culture from WWII to Black Power**]—In this class, we will explore major themes in African American literary and cultural production from World War II to the beginnings of the Black Power movement. Among other things, we will discuss migration (in the art of Jacob Lawrence, the writing of Langston Hughes, and in Chicago blues), returning veterans, the Black beat poets, innovations in African American theater (Lorraine Hansberry and LeRoi Jones/Amiri Baraka), constructions of Black masculinity (in Ralph Ellison, Ann Petry, Malcolm X and Doo Wop music), and conditions in the urban workplace (in Alice Childress, Chuck Berry and others). Students will be expected to supplement their readings with extensive listening and viewing assignments. (Same as English 294-02.)

301. 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)—J. Cohn, J. Melnick

[**318. Reform Movements of 20th Century America**]—An examination of the major attempts to change American society, from Populism to the Women's Movement. The course explores why Populism, Progressivism, the New Deal, the student protests, the Civil Rights Movements, and the Women's Movement 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 History 318.)

319. Women in American History—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.)—Harper

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 Economics 321.)—Gunderson

[334. **Personal Testimony and the Remaking of History: Autobiography and the Black Power Movement**]—In this course we will analyze the political narratives of several African-American activists of the Black Power Movement (including Malcolm X, Angela Davis, Assata Shakur, George Jackson, and Eldridge Cleaver), and the counter-hegemonic history that emerges as we read them both against one another and against other statements of/about the period. Emphasis will be on political autobiography as genre, the pedagogical implications and uses of these texts, and how we might situate them along a continuum of African-American resistance writing and struggle. (Same as English 313 and Women's Studies 334.)

337. **Modernism: Literature, Theory, and Practice**—Drawing on American and European texts, this class asks: what and when was Modernism? How did the artists who claimed that term for themselves understand it? To address these questions, we will examine two of the issues that weighed most heavily on the imaginations of modernist writers: the nature and purpose of the artist in society, and the project of making a self. We will examine the booming popular culture of the period and its dialogue with traditional high art forms in music, dance, and visual arts. Our focus, however, will be on literature; readings may include fiction by Joyce, Woolf, Conrad, Stein, Toomer, Faulkner, Cather, Larsen, West; poetry by Eliot, Pound, Hughes, Crane, Williams, Moore; nonfiction by Howells, James, Locke, Pater, and Stevens. Students should be prepared to read the equivalent of a novel a week and keep a reading journal, take surprise quizzes, and write two 6-8 page papers on secondary sources. (Same as English 314.)—Travis

342. **Black Women Writers**—Through readings in fiction, autobiography, essays and some poetry, this course will investigate the conditions and experiences shaping Black female identity in the United States. Although the focus will be on 20th century African American women writers, some selections by earlier writers, and writers from outside the United States, will be included as a way of exploring similarities (and differences) that exist between Black women's writings, experiences, and ways of knowing trans-historically and across the diaspora. Among the recurring issues/themes we will investigate are the impact of race, class, gender, and sexuality on Black women's experiences and artistic vision, the quest for self-determination and self-actualization, the significance of spirituality, and the politics of Black women's roles within the community, family and nation. Writers studied will vary from semester to semester, but may include: Toni Morrison, Audre Lorde, Gayl Jones, Harriet Jacobs, Jamaica Kincaid, Sapphire, Mariama Ba, Maya Angelou, Gloia Wade Gayles, June Jordan, Alice Walker, Harriet Wilson, Ann Petry, and bell hooks. Prerequisite: English 213, 217 or other courses in African American literature. Permission of the instructor is required. (Same as English 320 and Women's Studies 326.)—Perkins

346. **Teenage Nation: Reinventing Adolescence in Modern American Literature and Culture**—In this course we will explore a wide range of texts to come to terms with the category of "teenager" as it was constructed in America in the World War II era and beyond. Beginning with the panics surrounding youth of color in particular during the war (through a study of *Native Son,* and the Zoot Suit Riots of 1943), we will then move to a thematic study of the subject. Among other topics, we will examine: the sexualization of teens (in Nabokov's *Lolita* and John Rechy's *City of Night)*; the juvenile delinquent scare of the 1940s and 1950s (in *Rebel Without a Cause*, Herbert Simmons's *Corner Boy,* and the rise of rock and roll); the alienated teen (in Salinger's *Catcher in the Rye* and Sandra Cisneros's *House on Mango Street*); and the transcendent teen (in Russell Banks's *Rule of the Bone,* an early 1980s film). We will finish with a study of the juvenile delinquent scare of the 1980s and 1990s (especially surrounding rap music). Students will be encouraged to examine other aspects of the teen condition through independent projects. (Same as English 308-02.)—Melnick

349. **The Fiction of the Middle Class**—This course examines fictional representations of the American middle class and the possibility that the middle class itself is a fiction. In our imagined versions of middle class life, what rewards does it promise and what kinds of payment does it exact? How does it inflect—and how is it inflected by—gender, race, and sexual identity? We will address these questions in a series of classic and contemporary novels that may include: *Babbit, What Makes Sammy Run?, Appointment in Samarra, Goodbye Columbus, Brothers and Keepers, White Noise, Linden Hills, Native Speaker, and The Distinguished Guest.* Students will be responsible for posting weekly responses to the class newsgroup, co-presenting historical background material to the class, and writing two short (4-6 pages) papers and one longer (8-10 pages) paper on an outside text. (Same as English 304-02.)—Travis

371. **Bringing It All Back Home: The Anthropology of the Contemporary United States**—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 370.)—Errington

[372. **Mobs, Masses, and Democracy in America**]—"There are in fact no masses," writes the cultural critic Raymond Williams. "There are only ways of seeing people as masses." This intellectual and social history course will examine ways of "seeing people as masses" in the United States since the American Revolution. By studying changing interpretations of mobs, masses, and social movements, we will inquire into changing ideas about American democracy, the character of "the people," and ways of communicating with them. Particular topics will include the role of

"the crowd" in the era of the Revolution; images of riots, strikes, lynch mobs, theater audiences, and other kinds of collective behavior in the 19th century; criticism of the mass society, mass culture, and the mass media (movies, radio, TV, advertising) in the 20th century; and ideas about the causes and effects of social movements. Course materials will include novels and films in addition to more traditional types of primary documents. (Same as History 370.)

378. Puerto Rico and Puerto Ricans: Colony, Nation and Diaspora—This course will examine, from an interdisciplinary perspective, the historical formation of a colonial society and a people we now call "Puerto Ricans" by focusing both on the island and on the immigrant communities in the U.S. We will study the island's history from the ancient, pre-Hispanic era, through some four centuries of Spanish rule (1508-1898), as well as in the almost one hundred years of American colonial rule in the twentieth century. How were "Puerto Rico/Puerto Ricans" constituted as colonial subjects under these two vastly different imperial regimes? From slave plantations to hinterland peasant communities; from small towns to modern, industrial cities in the island; from colonial citizens in the island to immigrant, "minority" outsiders in inner-city neighborhoods in the U.S., the historical experiences of Puerto Ricans have forced upon them multiple understandings of who they must be but also allowed them to work out their own, often conflicting, definitions of "Puerto Rican." (Same as History 378 and Latin American Studies 378.)—Figueroa

[**392. Literature of the Harlem Renaissance**]—In this course we will read a selection of novels, essays, short fiction, and poetry by African-American writers of the period, including Langston Hughes, Nella Larsen, Claude McKay, Zora Neale Hurston, James Weldon Johnson, Jesse Fauset, and Jean Toomer. Emphasis will be on identifying the characteristics that unify this body of literature and investigating the significance of the Harlem Renaissance within the African-American literary tradition. (Same as English 372.)

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

401. Historical Studies: The United States in the Prosperous Years 1900-1929.—Topics in the culture and political economy of the years 1900-1929, including progressive movements, labor organization struggles, the rise and fall of the Left, the suffrage campaign and its aftermath, immigration and Americanization, the World War home front, migrations and communities of African-Americans, and the impact of the mass media. (Same as American Studies 866, History 401-35 and History 866.)—Leach

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 early 20th centuries. (Same as History 401-48 and Women's Studies 457.)—Greenberg

409. Senior Seminar—TBA

[**412. The History of Hartford: 1865-Present**]—The post-Civil War history of Hartford is a history of the initial triumph of entrepreneurial power and civic will and the subsequent loss of certain forms of urban wealth. Mark Twain called the city the "center of all Connecticut wealth." Despite considerable poverty, in 1876, Hartford still boasted the country's highest *per capita* income and is now ranked as among the nation's poorest cities. This seminar explores the processes of cultural and social transformation that resulted in these differences. We seek to understand Hartford's late 19th and 20th century political culture and political economy. Topics include: the distribution of capital in industry, housing, charity, and welfare; the racial, ethnic, religious and class composition of the city's men and women residents; urban politics, racial and ethnic antagonisms, and the history of attempts at social change in the city; the modes of artistic and literary expressions that arose over time. Sources for study include readings drawn from other urban histories; documents and primary sources drawn from Hartford's rich archival and museum collections; the portrayal of the city in photography and film. Students will construct projects based upon research and interaction throughout the city. A speakers program and off-campus work supplement the course. (Same as History 401-37 and Sociology 301.)

426. Slavery, the South, and the Nation, 1830-1860—This course will be devoted to a selective explanation of antebellum southern culture and politics, and the intensifying debate over the future of slavery which finally led to the Civil War. Specific topics will include: the nature of slavery; the dynamic of southern politics; the pro-slavery argument; and the emergence of northern anti-slavery sentiment in the three decades preceding the Civil War. (Same as History 401-66.)—Chatfield

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (2-1 course credit)—Staff

498. Senior Thesis Part I—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the IDP Catalog for a full listing.

602. IDP Project—Limited to students in the Individualized Degree Program. Requires submission and approval of a special proposal form which is available in the IDP Office. (0-5 course credits)

801-01. Approaches to American Studies—This seminar, which is required of all American Studies graduate students, examines a variety of approaches to the field. Included among the readings are some of the "classics" of American Studies from the 1950s and 1960s, as well as more recent contributions to the study of the United States, its history, culture, and arts. Among the issues to be studied are changing ideas about the production and consumption of American culture, patterns of ethnic identification and definition, the construction of categories like "race" and "gender," and the roles of class in American society.—Lauter

839. Men, Women, and Work in 19th Century America—An investigation of the dramatic changes in the paid and unpaid labor of both men and women over the 19th century, with particular emphasis on the intersection of the changing understandings of both gender and work in American society. Topics covered include racial constructions of labor, class formation, responses to women's increased labor force participation, and the changing relationship between work and family for both men and women. This course is based on the historiography of gender and work, and will afford some opportunities for primary research. (Same as History 839-21.)—Harper

[849. Historical Studies: The Rosenberg Case and the Culture of Post WWII America]—The arrest, trial, conviction, and execution of Julius and Ethel Rosenberg for conspiring to commit espionage has been called the central event of the 1950s if not the American Twentieth Century. This seminar will examine the story as it unfolded in the print media of that day and subsequently as the story was retold in history, novels, plays and popular and documentary film. Like Sacco & Vanzetti in the 1920s, the Rosenbergs became part of the conflict between political conservatives and political liberals for control of the public and popular culture.

[851. Harlem in the 1920s: Literature, Culture, and Politics]—Focusing on the Harlem community, this course will examine African American artistic, intellectual, and political activity from the turn of the century through the Great Depression. Particular emphasis will be on exploring the theme of "newness" that characterized the spirit of the period (e.g., the "New Negro," the new America) and the move to redefine African American identity and aesthetics. Some of the individuals whose works/ ideas we will study include W.E.B. DuBois, Alain Locke, Aaron Douglas, James Weldon Johnson, Langston Hughes, Jacob Lawrence, Walter White, Nella Larsen, A. Philip Randolph, and Marcus Garvey. (Same as English 851.)

866. Historical Studies: The United States in the Prosperous Years 1900-1929.—See American Studies 401 for course description. (Same as American Studies 401, History 401-35, and History 866.)—Leach

940. Independent Study—Staff

953. Independent Research Project—Staff

954. Thesis Part I—Staff

955. Thesis Part II—Staff

956. Thesis—Staff

Spring Term

117. Music of Black America—A survey of the music of black Americans from the antebellum period to the 1990s, the emphasis being on the cultural functions of the music composed. Major genres include slave songs, blues, jazz and rap. Readings from the works of black American novelists, essayists, and poets complement discussions of the music itself. (Same as Music 117.)—Woldu

[**172. Contemporary Musical Theater**]—An appreciation of the corpus of recent Broadway musicals, that, beginning with Stephen Sondheim's *Company* (1970), brought new aesthetic and intellectual vigor to an art form grown stale on the outmoded formulas of Rodgers & Hammerstein and Lerner & Loewe. "Musical comedy" no longer constitutes an appropriate form 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. Enrollment limited. (Same as Music 172.)

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 the "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.—Perkins, Sicherman

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—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.)—Lauter

208. 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 Educational Studies 203.)—Piliawsky

209. African-American History—The experiences of African-Americans from the 17th century to the present with particular emphasis on life in slavery and in the 20th-century urban North. Enrollment limited.—Greenberg

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

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

217. Introduction to African-American Literature—A broad survey of African-American writing from the 19th century to the present, with an emphasis on issues of voice, identity and canonicity. Readings in Frederick Douglass, Nat Turner, Harriet Jacobs, Jean Toomer, Zora Neale Hurston, Richard Wright, Toni Morrison, Gayl Jones, and others. (Same as English 217.)—Perkins

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

222. The Shock of the Machine: Technology and Western Culture in the Industrial Age—An examination, through selected case studies, of machine technology's impact on the Transatlantic world from the 18th century to the present. This course will focus on the interaction of technological innovation with the society in which it occurred, so that the student 1) may understand the specific problems, technical considerations, choices, limitations, possibilities, and consequences involved in technological innovation, and 2) may comprehend the societal response to such innovation, as it appeared in fiction, poetry, art and related forms of contemporary popular expression. (Same as History 222.)—Sloan

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 20th 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

[232. The American Popular Song]—The course will examine this musical form from roots in British imports, through the Revolutionary and Civil Wars, to minstrel show phenomena, to the evolution of Tin Pan Alley and contemporary popular culture. Songs will be analyzed in the context of social, cultural, and economic history. As an intersection between cultural levels and forms, the American popular song is a useful way to study areas of culture, such as religion, education, politics, and the family. Enrollment limited. Prerequisite: American Studies/Music 182 or permission of the instructor. (Same as Music 232.)

233. Cinema and Societies in Crisis: Contemporary Russian and American Films—This course will examine the representation of various contemporary social problems in the films of two different countries: the United States and Russia. In comparing the cinematic treatment of similar moments of crisis, we will attempt to determine which aspects of these phenomena are universal and which are culturally bound. In addition, we will seek to identify an aesthetics of crisis, as we look for similarities in the construction of each narrative. The semester will be divided into six two-week units, which will link recent Russian and American films thematically. These themes will be: Race and Ethnicity, Politics and Militarism, Historical Revisionism, Violence and Crime, the Representation of Women, and Family Values. The directors whose works will be studied include: Woody Allen, Robert Altman, Vyacheslav Krishtofovich, Spike Lee, Pavel Lounguine, Nikita Mikhalkov, Rachid Nougmanov, Martin Scorcese, and Oliver Stone. (Same as Russian 259, Modern Languages 233-26, and Russian and Eurasian Studies 259.)—Boyland

234-02. The Mask: Forms of Minstrelsy in American Popular Culture—This course will survey theories of American popular culture which focus on the pervasiveness of "masking" as a style of performance. From the heyday of Blackface Minstrelsy in the 1840s and 1850s, to the popularity of Jim Carrey's recent movie "The Mask," masking has been at the heart of American cultural production. Taking in literature, stage performance, television, popular music, movies, and visual arts, this class will ask students to examine how masks have operated in the American culture industries—as disguise, as metaphor, and as parody. Through this lens, we will consider the major approaches to studying popular culture in our time. In addition to major reading assignments, students will also be expected to do viewing and listening assignments outside of class. (Same as English 235-02.)—Melnick

[236. Multiculturalism and Ethnicity in Education]—What are the prospects for achieving social integration and equal opportunity in a diverse society through education? This course explores the cultural and social bases of learning and achievement among linguistic, cultural, and 'racial' minorities in the United States and other societies, using case studies and research findings. Bilingualism, multiculturalism, cultural pluralism and other programs and approaches which address the specific needs, concerns, and interests of African American, Hispanic American, Asian American, Native American and immigrant American learners will be debated. (Same as Anthropology 234, Cultural Development Studies 236, and Educational Studies 236.)

[240. Italy and America]—An interdisciplinary introduction to the history of relations between these two nations, with an emphasis on the experience of Italians in America, through discussion of works of history, sociology, literature, and film. Topics include explorers and colonists; the Great Emigration; the ethnic neighborhood; the trial of Sacco & Vanzetti; mafia; the war against fascism; unions; religion; and assimilation. There will be course-related trips to Little Italys in cities of the Eastern Seaboard. (Same as Italian Studies 233-04 and Modern Languages 233-24.)

243. Race, Racism and Philosophy—An intensive examination of some philosophical discussions of race and racism. Topics include the origins of European racism, the distinction between intrinsic and extrinsic racism, the conceptual connections between racist thinking and certain canonized philosophical positions (e.g., Locke's nominalism), the relationship between racism and our notions of personal identity, the use of traditional philosophical thought (e.g., the history of philosophy) to characterize and explain differences between European and black African cultures, the possible connections between racism and Pan-Africanism, the nature of anti-Semitism, and recent attempts to conceptualize race and racism as social constructions. Enrollment limited. (Same as Philosophy 241.)—Wade

247. Latinos in the United States—Who are "Latinos" and how have they come to constitute a central ethnic/racial category in the contemporary United States? This is the organizing question around which this course examines the

experiences of major Latino groups—Chicanos/Mexicanos, Puerto Ricans and Cubans—and new immigrants from Central America and the Caribbean. We study U.S. colonialism and imperialism in the Old Mexican North and the Caribbean; migration and immigration patterns and policies; racial, gender and class distinctions; cultural and political expressions and conflicts; return migrations and transnationalism; and inter-ethnic relations and the construction of Pan-Latino diasporic identities. (Same as History 247 and Latin American History 247.)—Figueroa

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 Comparative Literature 262, Educational Studies 262, and Religion 262.)—Walsh

266. Before the Crash: The American 1920s—Attempting to move beyond the most obvious cliches about the "roaring twenties" and the "jazz age" (and about the ten-year span of decades themselves), this class will explore a variety of the major art movements and productions of this decade. The texts for this interdisciplinary course will include not only novels, plays, and poems, but also movies, songs, paintings, and buildings. Major units will include studies of the Harlem Renaissance, regionalism, technological innovation, and sexual politics. Key players will include Louis Armstrong, Willa Cather, John Dos Passos, Jimmie Rogers, Ernest Hemingway, George Gershwin, and Langston Hughes. (Same as English 269.)—Melnick

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. Enrollment limited. (Same as Political Science 277 and Women's Studies 277.)—Fulco

[**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 Anthropology 283, International Studies 283, and Religion 283.)

[**288. Home Fires Burning: America in Fiction, 1945-75**]—A survey of American fiction from the end of World War II, through the Cold War 1950s, '60s, and '70s, and concluding in the aftermath of the U.S.-Vietnam War. Included will be novels and short stories by Norman Mailer, James Baldwin, Saul Bellow, Donald Cheever, J.D. Salinger, John Updike, Grace Paley, Donald Barthelme, Thomas Pynchon, E.L. Doctorow, Robert Stone, and Joyce Carol Oates. Students should be prepared to read a novel a week, or its equivalent, as well as occasional secondary readings for historical context. Evaluation will be through a combination of quizzes, short papers, mid-term and final exam. Enrollment limited. (Same as English 288.)

[**303. Comparative Studies in American Modernisms: 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, 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*. (Same as English 304 and Women's Studies 304.)

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 Political Science 307.)—McKee

308-02. Gender, Race and Ethnicity in Contemporary American Fiction—A study of American fiction since the 1940s. Particular emphasis will be placed on the emergence of powerful new traditions on "minority" and women's writing. Among the books to be read are works by Gwendolyn Brooks, Toni Morrison, Rolando Hinojosa, Leslie Silko, and Maxine Hong Kingston. (Same as English 307-02 and Women's Studies 340-02.)—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.)

[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.)

[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, 102, or 106. (Same as Political Science 315 and Public Policy 315.)

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 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 observers and literary writers, both American and foreign, of the 19th and early 20th centuries. (Same as History 317.)

320. **Families in American History**—An exploration of American families, past and present, that draws on a wide range of historical and literary sources. Topics will include: changing ideals and realities of American family life; racial, religious, class, and ethnic variations; and shifting gender and generational relationships. The culminating project for the course is a family history, based on oral interviews and other sources. (Same as History 316 and Women's Studies 316.)—Sicherman

[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. This course is also a part of the curriculum for the interdisciplinary minor in Progressive American Social Movements. (Same as English 328.)

329-03. **American Masculinity in Postwar Popular Culture**—This class examines ideals of American masculinity in the popular media, particularly popular literature, film, and music. In it we will explore ways in which biological maleness becomes cultural masculinity through the institutions of work, family, friendship, and nation. In addition, we will ask how masculinity is connected to the sense of self conferred by race, class, and sexual identity. Throughout the course we will focus across a range of media on the idealized act of authoring a meaningful account or representation of one's life as a crucial aspect of late-twentieth century masculinity. Texts for discussion will include books by Arthur Miller, John Steinbeck, Richard Wright and Jay McInerney; music by John Coltrane, Muddy Waters, Grandmaster Flash, N.W.A., Springsteen, Nirvana, and Hole; and films like "Casablanca," "The Best Years of Our Lives," "Dr. Strangelove," and "The Deerhunter." (Same as English 329-03.)—Travis

[330. **The Struggle for Civil Rights in the United States**]—Blacks and their white allies have long struggled to win equal rights and equal opportunities in America. We will examine the course of that struggle in the 20th century, focusing primarily on the period 1950-1968. We will consider questions of urbanization, employment, racism, politics, violence, non-violence, and black power. (Same as History 313.)

335. **Seafaring America**—The development of United States maritime and naval enterprise from the Colonial Era to the present. Emphasis on: patterns of commerce and trade; technological innovation afloat and on the waterfront; the transition from sail to steam power; changing conditions of life at sea and of seaport communities; the development of internal waterways; the relation of private enterprise to public policy and government involvement; naval strategy and the experience of American seapower in theory and practice. (Same as History 325.)—Sloan

[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 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. (Same as Theater and Dance 339.)

340. Childhood in America—An investigation of the changing conception of childhood in America as reflected in fiction written for and fiction written about children. (Same as English 340.)—J. Cohn

345. The Vietnam Experience—Using histories, autobiographies, works of fiction and films, this course will explore in depth the Indochina war from its inception in 1946 to the collapse of South Vietnam in 1975. The course will begin with an examination of the French phase of the war (1946-1954). But our primary focus will be on events after 1954, with special attention directed to America's role during the presidential administrations of Kennedy, Johnson and Nixon. In treating the most intensive phase of the war—1965-1975—we will be drawing upon recently published accounts by soldiers of the National Liberation Front and the North Vietnamese regular army. Finally, we will give full attention to the American Antiwar movement which left its imprint upon the political history of the late 1960s and early 1970s. (Same as History 345 and Asian Studies 345.)—Chatfield and Lestz

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 postwar struggle to reconstruct the Union and define the status of four million newly-freed black Americans. (Same as History 350.)—Spencer

[351. Slavery and 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 13th 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.)

364. The 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. Enrollment limited. Prerequisite: History 202 or a comparable course. (Same as History 364.)—Greenberg

376. Reading Trials: Courtroom Dramas in American Literature and Culture—In this course we will study a series of infamous American trials—from the Salem witch trials, through the Sacco and Vanzetti case, and to the recent O.J. Simpson case, to examine how these moments of heightened gender, class, and racial interaction give rise to all manner of fascinating artistic work. We will, for instance, look at how the gender anxieties embodied in the witch trials inspired Nathaniel Hawthorne's *Scarlet Letter,* and how the class narratives of the Sacco and Vanzetti case infused a variety of cultural expressions—from the fiction of John Dos Passos, to the paintings of Ben Shahn, to the folk ballads of Woody Guthrie. We will also examine in detail the questions of homophobia surrounding the Leopold and Loeb case of the 1920s and the related artistic works—a novel, a few movies, and so on—about this case. Students will be asked to do a final project which combines research and interpretation as they investigate cultural representations of a trial which has not been treated in class. (Same as English 376.)—Melnick

[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 the American premise through the lens of novels written by men and by women, by blacks and by whites, and by immigrants and first-generation Americans as well as by members of old established families. (Same as English 379.)

383. The Early Republic, 1789-1829—This course will examine aspects of the political, cultural and economic history of the new American nation from the inception of the presidency of George Washington through the administration of John Quincy Adams. Political history will supply the framework and much of the substance of this course. But students may expect to explore the emergence of a national market economy—the economy of modern capitalism—in the aftermath of the War of 1812, and cultural phenomena such as the "Second Great Awakening" and the lives of women, urban-dwellers, and factory workers in the rapidly changing nation. Attention will also be given to the expanding system of plantation slavery and to the sectional controversy generated by the Missouri debates of 1819-21. (Same as History 382.)—Chatfield

385. Women and Work in America—This course will examine the changing historical relationships among women, work and family in the United States, with emphasis on ways in which public policy and the state have affected those relationships. Topics will include the impact of industrialization on women's work, the family wage system, the effect of slavery on black women and the black family, protective labor legislation, women in the labor movement, women workers in both world wars, immigrant women's working lives, and current workplace issues such as affirmative action, the glass ceiling, and sexual harassment. (Same as History 388 and Women's Studies 389.)—Harper

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

402. 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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment.

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. Enrollment limited. (Same as Legal Studies 402, Women's Studies 402-02, and American Studies 830.)—Fulco

409. Senior Seminar—Enrollment limited.—Watts

[409-02. Senior Seminar: Don't Forget the Motor City: American Musical Communities]—This senior seminar will involve interdisciplinary investigations of a series of influential American musical communities. Students will be asked to combine historical research, analytical reading, and intense listening in order to develop a sense of how creativity and commerce, migration patterns and political change are all involved in the creation of crucial music scenes. Major units might include explorations of Memphis in the 1950s, Puerto Rican musicians in New York City between the World Wars, Motown, Hartford's Doo Wop scene of the late 1950s, and the birth of ragtime in Sedalia, Missouri. No prior musical training is necessary, but students should be ready to commit a lot of time to listening assignments.

[415-02. Music and Text in American Culture]—The central task of this course will be to explore how an understanding of various important popular music forms might influence our readings of major literary texts of the same era. In the course we will explore, for instance, how white jazz of the 1920's informs the content of *The Great Gatsby*, how sentimental ballads of the 1890s shaped Theodore Dreiser, and how Herman Melville's *The Confidence Man* might be best understood in the context of blackface minstrelsy. Other units might include investigations of postmodernism in Maxine Hong Kingston and Hip Hop music, deindustrialization in Bruce Springsteen and Russell Banks, and gospel music in James Baldwin. Students will be expected to do extensive listening, along with the assigned readings for the course. No prior music knowledge is necessary. (Same as English 415-02.)

[422. The American Civil War: 1861-1865]—A selective examination of Northern and Southern societies in the cauldron of Civil War. Topics will include the principal military campaigns in the Virginia theater, the West, and the Deep South; the experience of Afro-Americans and the destruction of southern slavery during the war; the political life of the Union and the Confederacy; and the role and attitudes of women in both North and South. Required readings will include conventional military and political histories, biographies, specialized studies of culture, and a selection of primary sources including diaries, memoirs and journalists' accounts. (Same as History 402-69 and 839-19.)

[425. The Founding of the American Nation: 1763-1789]—(Same as History 402-71 and History 839-20.)

[439. 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 scheduled accordingly. English 265, Introduction to Film Studies, or Art History 105, History of World Cinema, recommended but not required. (Same as English 439 and Women's Studies 439.)

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (2-1 course credit)—Staff

499. Senior Thesis Part 2—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the IDP Catalogue for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission and approval of a special proposal form which is available in the IDP Office. (0-5 course credits)

802-09. Primary Research Methods—This seminar is designed to enable students to identify, locate, and evaluate a range of manuscript, documentary, and printed materials, from personal letters and diaries to government reports, which they will use in carrying out research on topics of their choice. Repositories in the greater Hartford area hold a wealth of manuscript and published documents for class members to investigate. Students will critically read selections from secondary literature and examine the use other scholars have made of similar materials.—Wheeler

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.—Ransom and Andrews

834. Politics and Culture in the Early Republic—(Same as History 834.)—Chatfield

840. American Culture in the Cold War—This course examines the relation between politics and culture in the Cold War era. In the United States the Cold War was marked by a virtually unprecedented campaign to marginalize and contain political and sexual nonconformity, a campaign that threatened to transform the nation into a mirror image of its political and cultural other, the Soviet Union. Americans who failed to conform to the emerging political and sexual consensus, such as communists, homosexuals, and career women, were construed as the "enemy within" and relentlessly persecuted. How did postwar American culture both contribute to and undermine this campaign? To answer this question, the course emphasizes the complexity of Cold War culture, focusing in particular on the construction of racial and gendered identity in the postwar period. Texts will include the films *Mildred Pierce, I Was a Communist for the FBI, Imitation of Life, Vertigo,* and *The Misfits;* the plays *Death of a Salesman, Cat on a Hot Tin Roof,* and *A Raisin in the Sun;* the novels *Maud Martha, Invisible Man, On the Road, Another Country,* and *The Bell Jar.* Supplemental readings include essays by James Baldwin, Irving Howe, Ralph Ellison, and Betty Friedan. Open to advanced undergraduates by permission of Paul Lauter, adviser for the American Studies graduate program.—Corber

[842. Gender and Sexuality in Britain and America: The 19th & 20th Centuries]—Gender and sexuality have emerged in contemporary political discourse as immensely volatile and controversial issues. Should lesbians and gay men be granted equal rights? How does gender inequity affect women in our society? What are "family values?" These are important questions which benefit for some historical reflection and inquiry. This course takes as its focus the history of gender identities, sex and sexuality in 19th and 20th century Britain and America. Just what has it meant to be a man or a woman in these societies? How have ideas about gender roles, masculinity and femininity changed over these centuries? Where might we find points of continuity and change? Similarly, how have people expressed themselves sexually in the past? Is the category of homosexuality an invention of the late nineteenth century? These are all important areas of exploration which this seminar will pursue through a careful reading of recent scholarship, contemporary novels, a range of primary sources, and the study of film. (Same as History 897.)

849-02. Creating the New Right: The Conservative Movement in Post World War II America—In addition to tracing the origins, development and growth of the broader conservative movement, this course will examine the cultural environment that fostered, supported, and sustained the New Right. More than a political movement, the New Right came to challenge successfully the tenets of the liberal welfare state as well as Democratic liberalism itself. Attention will be paid to the relationship of the Cold War, domestic anti-communism and the New Left to the emergence of the New Right as the dominant way of thinking about American culture and society in the late 20th century.—W. Cohn

860. African and African-American Myth and Religion in the Popular Culture of the Americas—The popular culture of the Americas reflects the presence of African and African-centered mythology. In this course, we will examine the relationship between mythology and a sense of community. We will ask to what extent such manifestations are consistent with West African myth and religion and to what extent they have become part of a continuation of an African world view in the new world. We will examine forms of popular musical and sports culture which have been influenced by such mythology, such as rock and roll, jazz, calypso, reggae, mambo, samba, baseball, cricket, and car-

nivals from Bahia to New Orleans. We will look at documents which sought to show slavery as genetic, documents which register a continuum from Marcus Garvey to Malcolm X, and documents on the myths and religion of the Yoruba, the Akan, and others, including Orisha and Rastafarianism beliefs. We will read a selection of novels, essays, and plays by writers such as Zora Neale Hurston, CLR James, Derek Walcott, August Wilson, Alice Walker, Amiri Baraka, Caryl Phillips, Frantz Fanon, Aime Cesaire, Lorraine Hansbury, James Baldwin, Edward Braithwaite, and Walter Rodney. We will consider the films by one or two of the following filmmakers as time permits: Charles Burnett, Spike Lee, Julie Dash, Isaac Julien, and Raoul Peck. This class is open to advanced undergraduates by permission of Paul Lauter, the adviser for the American Studies graduate program.—Hall

940. Independent Study—TBA—Staff

953. Independent Research—TBA—Staff

954. Thesis—TBA—Staff

955. Thesis—TBA—Staff

956. Thesis—TBA—Staff

Anthropology

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

The anthropology major at Trinity focuses on cultural anthropology, which is the interpretive study of human beings as they are culturally constituted and as they have lived in social groups throughout history and around the world. As such, it is a comprehensive and comparative discipline that embraces human life in all of its diversity and complexity. Broad in focus, it seeks to understand in a non-ethnocentric manner why people—in both "exotic" and familiar settings—do what they do and what accounts for human differences as well as similarities. It asks how people use material and symbolic resources to solve, in often varying ways, the problems of living in the world and with each other. To arrive at their interpretations, anthropologists interweave the sciences, social sciences and humanities, engaging in continuous dialogues with other disciplines.

Students majoring in anthropology study the discipline's history, methodology, and contemporary concerns. Since non-ethnocentric interpretations require familiarity with the specifics comprising a particular cultural context, students also take courses concerning distinct ethnographic areas such as the Caribbean, Africa, Europe, the United States, and the Pacific. In addition, they take courses that emphasize issues of broadly human concern, because interpretations of human similarities and differences can be achieved only through cross-cultural comparison. In selecting electives, students may choose either additional anthropology courses or appropriate courses in such cognate departments and programs as International Studies, Classics, Music, Sociology, and Women's Studies. Students will consult with their adviser to determine the exact mix of courses that will meet their particular objectives.

SPECIFIC REQUIREMENTS: Ten courses with a minimum grade of C-, including:

1. Three core courses. Anthropology 201: Introduction to Cultural Anthropology; Anthropology 202: History of Anthropological Thought; Anthropology 301: Ethnographic Methods and Writing.

2. Two ethnographic courses. Examples include Anthropology 210: Peoples of Europe; Anthropology 270: Peoples of Africa; Anthropology 362: Peoples and Cultures of the Caribbean; Anthropology 370: Bringing It All Back Home: the Anthropology of the Contemporary United States.

3. Two courses on anthropological issues. Examples include Anthropology 206: Sex, Gender and Power; Anthropology 207: Anthropological Perspectives on Women and Gender; Anthropology 220: Cities in Anthropological Perspective; Anthropology 240: Public Policy and Applied Anthropology; Anthropology 250: The Concept of Progress; Anthropology 281: Anthropology of Religion; Anthropology 289: Religion and Culture Change; Anthropology 330: The Anthropology of Food; Anthropology 360: The Politics of Culture.

4. Two electives in Anthropology or in cognate subjects. Examples include International Studies 294: Art and Symbols in Africa; Classical Civilization 216: Archeological Method and Theory; Music 113: World Music; Music 222: Introduction to Ethnomusicology; Sociology 214: Race and Ethnicity.

5. The Senior Seminar (Anthropology 401, Senior Seminar in Contemporary Anthropological Issues) which serves as the major's senior exercise.

HONORS

In addition, students who wish to qualify for Honors in Anthropology must write a one or two-credit senior thesis. Honors will be awarded to those whose thesis is granted an A- or better and who have a minimum grade average of B+ for the courses comprising their major.

Fall Term

201. Introduction to Cultural Anthropology—This course introduces theory and method in Cultural Anthropology as applied in the analysis of specific cultures. The focus will be applied in the analysis of specific cultures. The focus will be on case studies of societies from different ethnographic areas. Topics to be considered will include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (Same as African Studies 201, Comparative Development Studies 201 and Latin American Studies 201.)—Nadel-Klein

202. History of Anthropological Thought—This course explores the anthropological tradition as it has changed from the late 19th century until the present. Students will read works of the major figures in the development of the discipline, such as Bronislaw Malinowski, Franz Boas, Margaret Mead, and Claude Levi-Strauss. They will learn not only what these anthropologists had to say about reality, but why they said it when they did. In this sense, the course turns an anthropological eye on Anthropology itself.—Errington

[**207. 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 Mundurucù of Amazonian Brazil. As they examine the place of women in these societies, students will also be introduced to theoretical perspectives that help explain both variations in women's status from society to society and "universal" aspects of their status. (Same as Comparative Development Studies 207, Latin American Studies 207, and Women's Studies 205.)

[**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.

[**235. Gender and Education**]—What is gender equity in schooling and what impact does this have on gender equity more broadly? Different disciplinary perspectives on the impact of gender in learning, school experience, performance and achievement will be explored in elementary, secondary, post-secondary, and informal educational settings. The legal and public policy implications of these findings (such as gender-segregated schooling, men's and women's studies programs, curriculum reform, Title IX, affirmative action and other proposed remedies) will be explored. Findings on socialization and schooling in the U.S. will be contrasted with those from other cultures. (Same as American Studies 235, Educational Studies 235 and Women's Studies 234.)

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. The role of anthropologists in studying conflict and contributing to policy issues is also discussed. [Offered every other year.] (Same as Public Policy Studies 240.)—Nadel-Klein

[**249. Immigrants and Refugees: Strangers in Strange Lands**]—The post-cold war world is one of changing national boundaries and governments, environmental devastation and internal conflicts, resulting in an apparently unprecedented flow of people from their native homelands. At a time when multiculturalism is not a popular model for national integration, immigrants, refugees, and other sojourners find themselves in new places creating new lives for themselves. The processes by which this occurs illustrate some of the basic social, cultural, and political dilemmas of contemporary societies. Using historical and contemporary case studies from Europe and the Americas, this course looks at issues of flight, resettlement, integration, cultural adaptation, and public policy involved in creating culturally diverse nations. Questions to be raised include what are the conditions under which people leave, who can become a (authentic) member of a society, what rights do noncitizens versus citizens have, are borders sacrosanct, are ethnic and racial diversity achievable or desirable, is multiculturalism an appropriate model, do people want to assimilate, what are the cultural consequences of movement, and how can individuals reconstruct their identities and feel they belong? (Same as American Studies 249, Comparative Development Studies 249 and Public Policy Studies 249.)

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. Enrollment limited. (Same as African Studies 281 and Religion 281.)—Desmangles

370. Bringing It All Back Home: The Anthropology Of The Contemporary United States—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 American Studies 371.)—Errington

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

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. ($^1/_2$-1 course credit)

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—Staff

498. Senior Thesis Part 1—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this yearlong thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the IDP Catalogue for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (1-5 course credits)

Spring Term

101. Elementary Linguistics—A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial question of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, to the roles language plays in how people think, and to the ways language determines and reflects the structures of society. Each student will conduct a small research project that examines some aspect of language as it is used in real life. (Same as Anthropology 101 and English 216.)—Lahti

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. (Same as Women's Studies 206.)—Nadel-Klein and Hedrick

[**214. Modern Material Culture**]—This class explores the numerous ways in which material culture is both informed by and informs human behavior. Material culture, understood as those artifacts which are created and produced by individuals and social groups, includes the natural and the built environment. Specific attention focuses on modern material culture in contemporary American society, although data from the past and from other societies will occasionally be used for comparative analysis. We will consider the ways in which American culture consciously and unconsciously presents itself by the objects its members choose to consume, wear, drive, live in, play with, etc. Our arena for observation will be the world presented to us via the media, in all its variant forms, and our immediate and regional environments. Following the goals of traditional material analysis, this course is designed to examine the relationship between the empirical world in which we live and the ways in which it defines and is defined by how we behave.

[**215. Medical Anthropology**]—In this introduction to medical anthropology, we examine the field of medical anthropology in both its theoretical and applied dimensions. Medical anthropologists study the fundamental relationships that exist between culture, social relationships and social structure, the environment, human biology, and health/disease. Beyond research, medical anthropologists are actively involved in health-related applied work in

numerous societies across the globe and right here in Hartford, CT. Special focus will be placed on examining the nature of health and illness, the cultural construction and social shaping of disease and treatment, distinctive features of folk illness and indigenous therapies, anthropological critiques of biomedicine, and the utility of medical anthropology in addressing important health issues world-wide and here at home. Some of the questions addressed by the field of medical anthropology include: What is health? What are illness and disease? Are these primarily biological phenomena? What role does human culture play in disease, treatment, recovery, or death? Does folk healing work? Is alcoholism a disease? Does our society tend to medicalize social problems? Are folk illnesses real? Can anthropology play an important role in fighting the AIDS epidemic?

[**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 Middle Eastern Studies 218 and Women's Studies 218.)

[**223. An Anthropology of Oppression**]—In the heat of the colonial encounter, Christian missionaries from the late 15th Century identified certain living peoples with those 'natural men' who, it was said, lived in Eden before the Fall. Francisco de Vitoria, Alonso de la Vera Cruz and Bartholomé de Las Casas infantilized the Amerindians in order to argue that they must be preserved in their 'natural' state. The encounter offers us the opportunity to explore the contradictory pull in European thought: to obliterate those who are different and to preserve their difference for the museums of Europe. In this class, we will explore that dynamic from two directions: (1) by a study of the texts of these missionaries, of John Locke and of Rousseau and (2) by a study of the struggles by the 'natural men' (the so-called 'indigenous peoples' of the Third World) to make a world in which they are more than artifacts for a museum. (Same as Asian Studies 223 and Comparative Development Studies 223.)

230. Visual Anthropology—This course will explore and evaluate various visual genres, 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."—Errington

[**234. Multiculturalism and Ethnicity in Education**]—What are the prospects for achieving social integration and equal opportunity in a diverse society through education? This course explores the cultural and social bases of learning and achievement among linguistic, cultural, and 'racial' minorities in the United States and other societies, using case studies and research findings. Bilingualism, multiculturalism, cultural pluralism and other programs and approaches which address the specific needs, concerns, and interests of African American, Hispanic American, Asian American, Native American and immigrant American learners will be debated. (Same as American Studies 236, Comparative Development Studies 236 and Educational Studies 236.)

[**250. 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. (Same as Comparative Development Studies 250.)

[**262. 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.

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. (Same as African Studies 270 and Comparative Development Studies 270.)—Gilbert

[**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 American Studies 283, International Studies 283 and Religion 283.)

289. Religion and Culture Change—An anthropological study of the rise and development of cults in traditional cultures engendered by the impact of colonization, the spread of Christianity and Western technology in so-called Third World cultures. Among others, the course emphasizes the revival, the millenarian, the Cargo, and messianic

cults. Special attention is given to the origin, the nature, the social functions and dysfunctions of these cults, as well as the methodology used to study them. (Same as Comparative Development Studies 289 and Religion 289.)—Desmangles

294. 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 African Studies 294.)—Gilbert

301. Ethnographic Methods and Writing—This course examines the data-gathering processes used by anthropologists. During the first half of the semester, students will learn the various techniques that sustain the anthropological method. During the second half, they will apply these techniques to a field project of their own.—Nadel-Klein

[**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.

[**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.

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

401. Senior Seminar in Contemporary Anthropological Issues—Anthropologists are a contentious lot, often challenging the veracity and relevance of each other's interpretations. In this seminar, students will examine recent manifestations of this vexatiousness. The seminar will consider such questions as: can culture be regarded as collective and shared? what is the relationship between cultural ideas and practical action? how does one study culture in the postmodern world of "the celluloid, global ethnoscape"? can the practice of anthropology be fully objective, or does it demand a politics—an understanding that ideas—ours and theirs—are historically situated, politicized realities? is domination the same everywhere?—Errington

402. Historical Anthropology: Other Times, Other Cultures—Both historians and anthropologists attempt to study 'other people' whether in the past or in the distance. Both attempt to translate the experiences of 'other people' by offering explanations and empathy rather than offering social laws and predictions (like sociology and economics). Historians tend to emphasize the dynamic of social change across calendrical time. Anthropologists tend to emphasize cultural meaning and difference. Our seminar will explore the problems which besot both history and anthropology as well as attempt (through group work and in a research paper) to offer a creative synthesis between the two complementary disciplines. We will read historians who venture into the terrain of anthropology (those who do histories of the family, of mentalities and of everyday life) as well as anthropologists who dare to play with time (those who study the history of cultures as well as the invention of traditions). Enrollment limited. (Same as Comparative Development Studies 402 and History 402.)—Prashad

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—Staff

499. Senior Thesis Part 2—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this yearlong thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the IDP Catalogue for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (1-5 course credits)

Asian Studies: see International Studies Program, p. 201

Biochemistry

ASSOCIATE PROFESSOR PRIGODICH, *Chairman*

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 or 231L; Mathematics 115 or 132; Biology 308L, or 221L; Biology 317L, 318; and two elective courses. Beginning with the Class of 1999 all Chemistry and Biochemistry majors must take Physics 131L and 231L. The two electives may be selected from any course in Chemistry at the 300 level or above or in Biology at the 200 level or above. Students must take any laboratories associated with courses used to satisfy the elective requirement. Independent study and research may not be used to meet this requirement. Students are urged to consider electing Biology 307L 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 can petition the Chairman in writing for 1 course credit toward the major. Such students will then be placed in Chemistry 121L.

Biology

PROFESSORS SCHNEIDER, *Chairman,* CRAWFORD, and GALBRAITH;
ASSOCIATE PROFESSORS ARCHER* and BLACKBURN;
ASSISTANT PROFESSORS FOSTER and SMEDLEY; VISITING ASSISTANT PROFESSOR FIELDING;
LECTURERS HALL and O'DONNELL; VISITING LECTURER HOWERY

* On Leave, Fall Term

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).

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

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

Quantitative Methods (one of the following)

Mathematics	107	Elements of Statistics
Mathematics	110	Calculus
Mathematics	119	Discrete Mathematics
Mathematics	131	Calculus I
Psychology	221	Research Design and Analysis
Sociology	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 course credit for Research in Biology will count toward the total of these six courses.)

Group I

215L Botany
222L Invertebrate Zoology

Group II

244 Biology of Infectious Disease
304 Plant Diversity
307L Cell Biology
308L Microbiology
310L Developmental Biology
313 Principles of Neuroscience: Neurobiology (same as Neuroscience 201)

315L Vertebrate Zoology
317L Biochemistry I
318 Biochemistry II
319L Animal Physiology
323L Plant Metabolism and Behavior
326L Recombinant DNA Technology
333L Ecology
336L Marine and Freshwater Botany
351L Microscopic Techniques

Group III

352 General Endocrinology
354 Behavioral Ecology
358 Immunology
368 Marine Phytogeography
375 Symbiosis
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 adviser 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; 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' 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 1 1/4 course credits toward the major.

Teaching Assistantship—Each year, by invitation, certain students will be given the opportunity to function as teaching assistants. Those accepting will work closely with a faculty member in the presentation of a 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' 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
Williams/Mystic Maritime Studies Program
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. Students not qualifying for the honors program after five semesters may be invited by the faculty to enter the program at a later time.

After acceptance into the honors program students must maintain a GPA of B+ in their 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. Not creditable to the biology major. Enrollment limited.

[**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. Prerequisite: permission of the instructor. Enrollment limited.

[**131. Urban Wildlife Ecology**]—Conservation of wildlife and natural habitats in urban, suburban, and developing areas. We will study the occurrence, adaptations, and values of wildlife in urbanized areas, with emphasis on research and agency programs. The theory and practice of applying ecological principles to the management of wildlife and wildlife habitats in metropolitan areas will be examined. Not creditable to the biology major. Enrollment limited.

141. Conservation Biology—A lecture/discussion course that will review the current biodiversity crisis. The role of extinction and role of humans in this process will be discussed. 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. Enrollment limited. (Same as Public Policy 141.)—Fielding

152L. Organisms and Populations—An introduction to the biology of plants and animals including diversity, structural and physiological adaptations, and patterns of inheritance. The expression of these attributes in population growth, species interactions, community organization, and ecosystem function will also be considered. The laboratory provides the opportunity to explore biological concepts through observation, experimental design and analysis, using classical and modern techniques and instrumentation. Prerequisite: permission of M. O'Donnell. (1 1/4 course credits)—Staff

215L. Botany—An introductory study of the structure and function, development, metabolism, reproduction, dispersal, ecology and evolution of plants. Plant/animal interactions and co-evolution will be considered. Laboratory exercises 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.)* (1 1/4 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. Prerequisite: Biology 152L and 153L. (1 1/4 course credits) *(This course may be taken without laboratory by registering for Biology 221, 1 course credit.)*—Galbraith

[**244. Biology of Infectious Disease**]—This course will examine the basic microbiological and immunological principles which underlie human disease processes. AIDS, cholera, Lyme disease, malaria, plague, rabies and tuberculosis will be studied. Evaluation will be based on two written examinations and a paper. Prerequisites: Biology 152L and 153L. Enrollment limited.

[**307L. Cell Biology**]—A study of cell structure and function, emphasizing the molecular components, metabolism, organelles, motility, and growth and division. The molecular biology of cells and the regulation of cellular processes are emphasized. Laboratory exercises will include light microscopy, molecular cellular experiments, and other experiments in cell biology. Prerequisites: Biology 152L and 153L. (1 1/4 course credits)

313. Principles of Neuroscience: Neurobiology—An 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. Prerequisites: Biology 152L and 153L, or permission of the instructor. (Same as Neuroscience 201.)—Kehoe

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, DNA, radioactive isotopes and reconstituted systems of biosynthesis. Prerequisites: Biology 153L, Chemistry 212, and permission of the instructor. (1 1/4 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. (1 1/4 course credits)

[**326L. Recombinant DNA Technology**]—Human gene therapy, genetically-engineered crop plants and transgenic mice are all possible because of the powerful techniques developed to manipulate nucleic acids and proteins. This course will introduce you to the fundamental methods at the heart of this technology: DNA isolation, restriction digestion, DNA recombination, Southern blotting and DNA library screening. The emphasis will be on the laboratory experience, with lectures covering current examples of research using the techniques described. Prerequisites: Biology 152L and 153L, and permission of the instructor. Enrollment limited. (1 1/4 course credits)

333L. Ecology—A study of the adaptions of organisms to their environment and of the interrelationships among organisms which determine the structure and attributes of natural populations and biological communities. Field trips and laboratory exercises use sampling methods and statistical techniques in the analysis of the response of organisms to their physical environment, of selected population phenomena, and of different natural communities. Several field trips are required during the term. Prerequisites: Biology 152L and 153L and permission of the instructor. Biology 222L and 215L are recommended, but are not prerequisites. (1 1/4 course credits)—Smedley

351L. Microscopic Techniques—Taught during the first six weeks of the semester, this laboratory course offers an introduction to the fundamentals of tissue processing and slide preparation for light microscopy. Students learn such techniques as tissue fixation, embedding, histological sectioning, and staining, as well as how to photograph through the microscope. Specialized techniques such as cryotomy and histochemistry may be included according to student interest, and use of the scanning electron microscope will be demonstrated. This course is designed primarily for seniors doing research in biology or neuroscience, but other students will be admitted as space permits. For biology majors, this course does not substitute for courses in the Group II and III categories. Prerequisites: Biology 152L and 153L, and permission of the instructor. Enrollment limited. (1/2 course credit)—Blackburn

[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. Students will be introduced to modern techniques used in studying endocrine physiology: measurement of neurotransmitter and hormone receptors, the metabolism of hormones, and how antibodies to hormones are prepared. Prerequisites: Biology 318 or 319L and permission of the instructor.

358. Immunology—A seminar course that examines the immune system, both innate and acquired, in mammals. Special emphasis includes the genetics, molecular genetics, biochemistry, and cell biology that allows the immune system to function. The generation of diversity with respect to immunological specificity and the recognition of self and non-self are examined as well. Prerequisites: Biology 152L, Biology 153L, Biology 221, and one of the following: Biology 318, Biology 307L or Biology 308L and permission of the instructor.—Foster

[375. **Symbiosis**]—The word "symbiosis" was coined to describe an arrangement in which organisms of different species live closely together. The relationship may be of mutual benefit (mutualism), may be of benefit to one member while harmful to the other (parasitism), or may be beneficial to one and of neutral effect on the other (commensalism). Examples of the incredible variety of relationships include the commensalism between remoras and sharks, the parasitism of mistletoes on trees, and the mutualism of ants and acacia plants. Some of the most important events in the history of life — origin of eukaryotic cells, for example — are the result of ancient symbiotic interactions. We will examine the natural history, physiology and evolution of these remarkable associations. Prerequisites: Biology 152L and 153L. Enrollment limited.

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 419 or 425 and permission of the staff. (1/2 course credit)—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). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2 course 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). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2 course 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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2 course credit) (See paragraph on Teaching Assistants in the description of the major. Not creditable to the major.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Spring Term

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 HIV/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. Enrollment limited.—Hall

141. Conservation Biology—A lecture/discussion course that will review the current biodiversity crisis. The role of extinction and role of humans in this process will be discussed. 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. Enrollment limited. (Same as Public Policy 141.)—Fielding

153L. Cells, Metabolism, and Heredity—An introduction to the study of the organization and function of prokaryotic and eukaryotic cells. Topics to be covered include organelle and membrane structure, biomolecules, metabolism, bioenergetics, and the molecular basis of inheritance. The laboratory offers the opportunity to explore biological concepts through observation, experimentation, and data collection and analysis, using both classical and modern techniques and instrumentation. Prerequisite: permission of M. O'Donnell. (1 1/4 course credits)—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.) (1 1/4 course credits)—Smedley

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. Enrollment limited.—Archer

308L. Microbiology—A study of microorganisms that include bacteria, viruses, and eukaryotic microbes. Structure, genetics, metabolism, growth and division, and prokaryotic experimental systems are examined. In addition, mechanisms of microbial pathogenesis and human and viral pathogens are explored. Laboratory exercises will consist of sterile techniques, culture, microscopy, and identification of bacterial specimens. Other exercises will involve experiments in genetic exchange. Prerequisites: Biology 152L, 153L, and Chemistry 211L. (1 1/4 course credits)—Foster

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. Biology 221 or 307L recommended. (1 1/4 course credits)—Galbraith

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. Prerequisites: Biology 152L and permission of the instructor. (1 1/4 course credits)—Blackburn

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. Prerequisite: Biology 317L.—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. (1 1/4 course credits)—TBA

[336L. Marine and Freshwater Botany]—A study of the life-histories and environmental strategies of aquatic algae, bryophytes, and vascular plants. The course will highlight the physiological problems and anatomical adaptations associated with life in various fluid environments. Fieldwork in a peat bog, Long Island Sound, and fresh-water environments supplements self-designed research projects on reproductive morphology, growth studies and physiology of selected aquatic plants. Prerequisite: Biology 215L. *(With special permission, may be taken without the prerequisite course.)* (1 1/4 course credits)

[354. **Behavioral Ecology**]—This course emphasizes the adaptive value and the evolutionary importance of animal behavior. Topics include: habitat selection, dispersal, foraging, aggression, mating systems, reproduction, social organization, altruism, cooperation, and communication. In addition to the text, students will read critically and discuss assigned journal articles. Prerequisites: Biology 152L, 153L and permission of instructor.

368. Marine Phytogeography—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 phytogeographical literature. An investigative search and term paper on the known distribution of a marine alga is required. Prerequisites: Biology 336L and permission of the instructor. *(With special permission, may be taken without the prerequisite course.)*—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. (1/2 course credit)—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). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2 course 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). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2 course 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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2 course credit) (See paragraph on Teaching Assistants in the description of the major. Not creditable to the major.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Chemistry

ASSOCIATE PROFESSOR PRIGODICH, *Chairman;*
PROFESSORS BOBKO (EMERITUS), DEPHILLIPS***, MOYER, and HENDERSON***;
ASSOCIATE PROFESSOR HEEREN (EMERITUS);
ASSISTANT PROFESSORS ANDERSON**, CHURCH**, and MITZEL;
VISITING ASSISTANT PROFESSORS INNES and MORRISON;
INSTRUCTOR THOMAS

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.

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

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 231L; Mathematics 115 or 132.

Please note that beginning with the Class of 1999 all Chemistry and Biochemistry majors must take Physics 131L and 231L.

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 at least two 400-level Chemistry courses. Since many graduate schools require that degree candidates demonstrate a reading knowledge of at least one foreign language, the Chemistry Department also urges these majors to take appropriate courses to acquire such proficiency.

Students who meet the degree requirements described above and earn credit for two 400-level Chemistry courses (only one of which may be 419 or 425) 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 can petition the Chairman in writing for 1 course credit toward the major. Such students will then be placed in Chemistry 121L.

Fall Term

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, chemical binding, solutions and energetics in chemical reactions. Laboratory work includes quantitative measurements of solutions, synthesis, characterization of chemicals by physical and spectroscopic methods, molecular modeling and student assigned projects concentrates on quantitative measurements of solutions. Course intended primarily for students with little or no previous chemistry background. Enrollment limited. (1 1/4 course credits)—Staff

121L. General Chemistry—A review of the major concepts and theories including: atomic and molecular structure, stoichiometry, changes of state, solutions and energetics in chemical reactions. Laboratory work concentrated on quantitative measurements of solutions. Prerequisite: permission of the instructor. Enrollment limited. (1 1/4 course credits)—Moyer

[130. Environmental Chemistry]—This course explores the fundamental chemistry relevant to environmental pollution through lectures, discussion, and class activities which measure actual pollution levels in the Hartford area. The types of pollutants, the risks associated with pollution, and the steps which can be taken to ameliorate pollution will be discussed, with particular emphasis on the urban environment. Not creditable to chemistry or biochemistry majors. Enrollment limited. (1 course credit)

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 or Chemistry 121L with a grade of at least C-, and permission of the instructor. Enrollment limited. (1 1/4 course credits)—Anderson, Mitzel

309L. Physical Chemistry I: Energetics, Solutions 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 (e.g., colligative properties, electrolyte theory). Prerequisites: Chemistry 208L with a grade of at least C-, Mathematics 115 or 132, Physics 102L or 231L, and permission of the instructor. (1 1/4 course credits)—Innes

312L. Instrumental Methods of Chemical Analysis—A lecture and laboratory course in the principles and practice of the use of instruments for quantitative and qualitative chemical measurements. Theory, optimization and application of instrumentation for spectroscopic, electrochemical, spectrometric and hyphenated methods of analysis are presented. Applications of computer methods of analysis as well as analog and digital manipulation of electrical signals are presented. Prerequisites: Chemistry 208L, and Chemistry 309L (may be taken concurrently) with a grade of at least C-, and permission of the instructor. (1 1/4 course credits)—Morrison

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 or 121L. (1 course credit)—Moyer

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

[**403. Advanced Organic Chemistry I**]—Normally (but not restricted to) topics in theoretical organic chemistry. Emphasis on recent developments. Prerequisites: Chemistry 212L with a grade of at least C-, and permission of the instructor. (1 course credit)

[**405. Physical Methods of Organic Structure Determination**]—A survey of physical methods of structure determination with emphasis on infrared, ultraviolet, nuclear magnetic resonance and mass spectrometry. Prerequisites: Chemistry 212L with a grade of at least C-, and permission of the instructor. (1 course credit)

[**416L. 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. Prerequisites: Chemistry 212L (may be taken concurrently) and permission of the instructor. (1 course credit)

[**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. (1/2 course credit)

419. Research in Chemistry (Library)—Students will conduct library research projects under the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-2 course credits each semester)—Staff

425. Research in Chemistry (Laboratory)—Students will conduct 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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-2 course credits each semester)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

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602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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 the instructor. Enrollment in each section limited. To the greatest extent possible laboratory and lecture section assignments shall remain the same as for Chemistry 111L. (1 1/4 course credits)—Staff

[**140. This Is Your Brain—Neurochemistry for Non-scientists**]—A course that will introduce non-science majors to the chemistry of brain functioning. An introduction to how neurons in the brain develop, communicate, and die will be presented. Neurological diseases such as Parkinson's disease, Alzheimer's disease, and Schizophrenia will be studied as a means of understanding normal and abnormal brain chemistry. The neurochemistry of drug and alcohol addiction will also be presented. A special emphasis will be placed on research that has allowed scientists to begin to understand the chemistry behind human behavior. Enrollment limited. (1 course credit)

[**150. Science in Art**]—This course will focus on topics of interest to artists from the perspective of our scientific understanding. Subjects to be covered include color, ceramics and pottery, conservation and preservation of art objects, form and shape. Topics of interest to particular students may be presented as well as a discussion of several masters whose interest in art and science overlap to a considerable degree. (1 course credit) Optional laboratory with enrollment limited. (1 1/4 course credit)

208L. Analytical Chemistry—A lecture and laboratory course covering the theory and practice of chemical analysis techniques in a quantitative manner. Detailed discussion of simple and complex acid-base equilibria, and complex buffer systems, will be presented, as will related solubility problems, complex metal-ligand solution equilibria and oxidation reduction equilibria. Stoichiometry will also be addressed in a systematic way. Application of these techniques will be accomplished in the laboratory where accuracy and precision will be stressed. Emphasis will be placed on useful chemical reactions for analysis purposes. Latter stages of the course will deal with potentiometry, spectrometry and chromatographic theory, both gas and liquid, as a separation tool with practical applications. Prerequisite: Chemistry 112L or 121L with a grade of at least C-. Enrollment limited. (1 1/4 course credits)—Morrison

212L. Elementary Organic Chemistry II—A continuation of the lecture and laboratory study begun in Chemistry 211L. Prerequisite: Chemistry 211L with a grade of at least C-. Section enrollment limited.—Mitzel

310. Physical Chemistry II: 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 309L with a grade of at least C-, and permission of the instructor. (1 course credit)—Innes

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 with a grade of at least C-, and permission of the instructor. (1 1/4 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 the instructor. (1 1/4 course credits)—Innes

[**404. Biological Chemistry**]—A lecture-seminar course which will focus on the fundamental chemistry underlying biological phenomena. Examples from the current biochemical literature will be used. Prerequisites: Chemistry 212L and 309L with a grade of at least C-, and permission of the instructor. (1 course credit)

[**406. Advanced Organic Chemistry II**]—Normally (but not restricted to) topics in organic synthesis. Emphasis on recent developments. Prerequisites: Chemistry 212L with a grade of at least C-, and permission of the instructor. (1 course credit)

419. Research in Chemistry (Library)—Students will conduct library research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan a full semester culminating with the completion of a final formal paper. Participation in the weekly Friday Departmental Seminar Series is mandatory. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-2 course credits each semester)—Staff

425. Research in Chemistry (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 the completion of a final formal paper. Participation in the weekly Friday Departmental Seminar Series is mandatory. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-2 course credits each semester)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

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The Cities Program

A highly selective, non-major curriculum for approximately 25 talented and strongly motivated students in each entering class, The Cities Program examines cities and urban issues, past and present, in the United States and elsewhere, from a variety of humanities and social science perspectives. Participating students take an integrated sequence of six courses specially created for the Program and open only to those enrolled in it: three in the freshman year and three in the sophomore. Then, as either juniors or seniors, they complete the Program's *final requirement,* which they may satisfy in any of four different ways: by enrolling in the two- or four-credit version of *CityTerm,* by taking the course on The History of Hartford, 1865 - *Present,* by doing a one-credit research paper or group project analyzing a problem or issue in the city of Hartford, or by carrying out an approved research project on a city abroad while enrolled in a foreign study program in that city.

The Cities Program, which admitted its first students in the spring of 1996, is designed to be compatible with every major offered at Trinity, including not just those in the humanities and social science disciplines that are central to the Program, but also those in the arts and the natural sciences.

In March of each year, exceptionally well-qualified applicants for admission to Trinity are invited to become candidates for the Program. Applicants to the College who do not receive such an invitation but who find the Program appealing, may also become candidates by notifying its Director, Dean J. Ronald Spencer, of their interest no later than March 15.

Fall Term

First-year Course

101. Reckoning with Cities: Issues and Insights—This course, which serves as the Program's equivalent of a First-Year Seminar, provides an introduction to a range of important and controversial questions central to the understanding of cities, past, present, and future. To illuminate the questions, students read, discuss, and write analytical papers on a number of "classic" or otherwise influential books on cites—books drawn from a variety of humanities and social science disciplines. In addition, the course will make use of Hartford as microcosm for the study of urban issues, with field trips into the city and special presentations by municipal officials, community activists, and so forth.—Utz

Second-year Course

203. Twentieth-Century Perspectives on the City—An intensive examination of selected 20th-century cities from around the world, informed by contemporary theoretical debates about urban development. Particular attention will be given to decolonization, to racial and ethnic divisions, and to global economic changes that have shaped modern (and post-modern?) cities.—Walsh

SPRING TERM

First-year Courses

201. The Development of Urban Life, Antiquity to 1900—An introduction to the methods and practice of studying urban life from an historical perspective. The focus of the course is the sequence of events in Euro-America which culminate in the modern 20th-century city. The purpose is to prepare students to participate in a discussion of the nature and fate of urban life in today's interdependent world by giving them the European context and theory which that discussion may challenge and amend.—Kete

202. The City as Built Environment—This course examines the architectural and planning history of major European and American cities from ancient Greece to ca. 1900. Topics will include the nature of city centers and the role of public space, the formalization of town planning as a discipline, patterns of patronage and architectural education, the infrastructure of cities, and the influence of new technologies and industrialization on cities. A selection of examples—Athens, Rome, Paris, Amsterdam, London, Washington, DC, Berlin, Vienna, New York—will serve as case studies.—K. Curran

Second-year Courses

204. The City Imagined: Visual and Literary Representations of Urban Life—Drawing upon works of imaginative literature, the visual arts, film, and popular culture, this course will examine representations of urban life in the 19th and 20th centuries. The approach of the course will be both comparative, drawing upon works from a variety of cultural and historical settings, and thematic, considering such issues as the city and immigrants, urban life and work(ers), cities and the production of culture, and utopian and dystopian visions of urban life. We will be primarily concerned with exploring the ways in which urban life shapes, and is shaped by, these cultural representations.—Cohn

205. Social Science Approaches to the City—This course will bring to bear various social science perspectives on issues facing the contemporary city, such as its growth and decline, its internal stratification, its potential for renewal, its crisis of governance, and its locus of the "underclass."—Gold

Classics

ASSOCIATE PROFESSOR RISSER, *Chair*; PROFESSOR MACRO; ASSOCIATE PROFESSOR BRADLEY*; LECTURER THOMAS, M.; VISITING ASSISTANT PROFESSORS ANHALT and CORNOG

The department offers two majors, CLASSICS and CLASSICAL CIVILIZATION.

I. Within the Liberal Arts, Classics is the discipline that represents the Greek and Roman foundations of Western Civilization in their purest form, for it entails the study of Greek and Roman literature in the original languages and the analysis of objective remains recovered through archaeological exploration. The Classics major at Trinity not only prepares students to read original Greek and Latin texts with confidence, but promotes in them an awareness of intercultural and inter-disciplinary learning, since it involves history, philosophy, literary criticism, art and architecture

CLASSICS MAJOR. The requirements are twelve courses, earned with a grade of at least C- in each, including:

- at least two Classics courses at the 300- level in one language, and two Classics courses at the 200-level in the other
- History 111, 203 (Greek) or 204 (Roman)
- two electives to be chosen from courses in Art & Archaeology, Classical Civilization, and History: specifically: Classical Civilization 111, 214, 216, 217, 222, 232, 302, 311, 312, 315, 321 (art & archaeology); 203, 204, 208, 211, 212, 305, 306 (literature & civilization); History 111, 203, 204, 333, 334, 374 (ancient history); Philosophy 232, 281, 307 (ancient philosophy).

**Classics 401-402 (senior seminar)

*Sabbatical Leave, Spring Term

II. The major in *Classical Civilization,* while reducing the linguistic requirements of the Classics major, allows students to explore the *corpus* of Greek and Roman literature through texts in translation, and provides the same range of courses in history, philosophy, literary criticism, and art and archaeology.

CLASSICAL CIVILIZATION MAJOR. The requirements are thirteen courses, earned with a grade of at least C- in each, including:

- at least two years of one language, i.e., four courses in Latin or Greek
- two courses in Archaeology: Classical Civilization 111, and one other at 200- or 300- level
- Classical Civilization 203 (Mythology) or 208 (Men, Women and Society)
- two courses from the following: Classical Civilization 211 (Augustus), 212 (Pericles), 305 (Tragedy), 306 (Epic), of which at least one must be Classical Civilization 211 or 212
- History 111, 203 (Greek) or 204 (Roman)
- two electives from Latin, Greek, Art & Archaeology, Classical Civilization, ancient History (203, 204, 333, 334, 374), ancient Philosophy (101, 232, 281, 307), Anthropology (201 & 210), Religion (205, 212, 215);

**Classics 401-402 (senior seminar)

The alternatives in the above catalogue of courses allow the student to make 'concentrations' within the field of study, whether of broad compass: Greek or Roman antiquity, or more narrowly by discipline: literature, history, philosophy, or art & archaeology.

**Classics 401-402. This yearlong seminar, required of senior candidates for *both* majors, serves as the Senior Exercise. It meets four to six times each semester, entails an essay and a general examination at the end of the year, and carries one (1) course credit. Topics for treatment at the meetings are established at a plenary session at the start of the year, but may be (e.g.):

First Semester (Greece) 1. Homer. 2. Drama. 3. The Greek City. 4. Philosophy & Politics

Second Semester (Rome) 1. The Republic. 2. The Augustan Poets. 3. The City of Rome. 4. The Empire

Primary and secondary readings, geared towards the topic, are assigned for each meeting: Classics majors are eventually responsible for reading the assigned primary materials both in translation and (selections) in the original language, Classical Civilization majors in translation only. One student is assigned to introduce the topic of each meeting and to lead the discussion: he/she works up an aspect of it into a Special Topic of his/her own during the year

The Special Topic, prepared with the guidance of an appropriate faculty member of the department and demanding of the student independent study and an essay, forms part of the General Examination.

The General Examination is based on the work of this seminar, incorporating both Greece and Rome. Sample copies (of prior years' examinations), revealing structure and format, are distributed at the start of the Spring term.

The award of honors is determined by the excellence of the candidate's work in courses and performance in the senior seminar.

Majors who intend to proceed to a higher degree are urged to acquire a reading knowledge of French and German as soon as possible. For courses in Biblical Hebrew, see the offerings of the Religion Department; for Arabic, see Department of Modern Languages & Literature.

For special programs at the American School of Classical Studies in Athens, at the Intercollegiate Center for Classical Studies at Rome, at Trinity College, Rome Campus, and at the summer excavations at Caesarea, Israel, see section: *Special Curricular Opportunities.* For departmental prizes, see section: *Prizes.*

The deparmental offerings are divided into two categories of courses: I. Introductory & Intermediate; II. Advanced.

I. Introductory & Intermediate Courses.

A. Greek and Latin. (N.B. These courses are offered annually)

Greek: 101-102. Elementary.

201. Selections from the Attic Orators, e.g., Demosthenes.

202. Selections from Herodotus and Homer (Iliad or Odyssey).

Latin: 101-102. Elementary.

221. A comedy of Plautus, and selections from Cicero and Catullus.

222. Virgil, Horace and Livy (selections).

B. Classical Civilization (CC). (N.B. 219 is offered annually, 111 and 203 are offered biennially)

CC: 111. Introduction to Classical Art & Archaeology.
203. Mythology.
204. Classical Humanities: Greek Civilization.
208. Men, Women and Society in Ancient Greece and Rome: Myth and Reality.
211. Classical Humanities: The Age of Augustus.
212. Classical Humanities: The Age of Pericles.
214. Greek and Roman Architecture.
216. Archaeological Method and Theory.
217. Greek and Roman Sculpture.
219. The Classical Tradition.
222. Classical City.
232. Fate, Freedom, and Necessity.

II. Advanced Courses.

A. Greek and Latin.

Greek: 232. Comparative Philology.
301. Homer.
302. Aeschylus and Aristophanes.
311. Thucydides.
313. Greek Tragedy.
315. Plato.
317. Choral and Solo Lyric.
319. Herodotus and Thucydides.
321. Euripides.

Latin: 232. Comparative Philology.
301. Roman Drama: Plautus, Terence, and Seneca.
302. Satire: Horace, Persius, Juvenal.
304. The Resources of the Latin Language.
312. Cicero.
321. Virgil.
322. Roman Epistolography.
331. Roman Historians: Tacitus.
332. Catullus.
341. Catullus and the Elegiac Poets.
342. Ovid.
351. Horace.
352. The Roman Novel.

B. Classical Civilization (CC).

CC. 302. Seminar: Romano-Celtic Britain.
305. Greek Tragedy.
306. Ancient Epic.
311. Aegean Bronze Age.
312. Seminar in Ancient Mediterranean Art and Architecture: East Meets West.
315. Ancient Greek Painting.
321. Seminar in Roman Art, Artists and Patrons.

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.—Anhalt

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.

324. Greek Oratory—A study of the Greek oratories.—Anhalt

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: Two 300-level courses in Greek. (1-2 course credits)—Staff

CLASSICS 401. Senior Seminar/Special Topic—A two semester course (1 credit) that combines seminar meetings with independent study and the writing of a final essay under the direction of a member of the department. (Submission of the special registration form, available in the Registrar's Office, and the approval of the chairperson are required for each semester of this year-long seminar.) Required of all Classics and Classical Civilization majors.—Staff

460. Tutorial in Greek—Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: Two 300-level courses in Latin and/or Greek.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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.—Macro

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.—Anhalt

[**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.

313. Greek Tragedy—A study of the *Electra* plays by Sophocles and Euripides.—Macro

[**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.*

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: Two 300-level courses in Greek. (1-2 course credits)—Staff

CLASSICS 402. Senior Seminar/Special Topic—A continuation of 401. (Submission of the special registration form, available in the Registrar's Office, and the approval of the chairperson are required for each semester of this year-long seminar.)—Staff

460. Tutorial in Greek—Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: Two 300-level courses in Latin and/or Greek. (1-2 course credits)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

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602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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.—M. Thomas

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 chairperson.—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.

[**312. Cicero**]—Selections from the letters, orations and philosophical essays.

321. Vergil—Readings in the *Eclogues, Georgics,* and *Aeneid* with particular emphasis on literary appreciation.—Bradley

[**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.

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: Two 300-level courses in Latin. (1-2 course credits)—Staff

CLASSICS 401. Senior Seminar/Special Topic—A two semester course (1 credit) that combines seminar meetings with independent study and the writing of a final essay under the direction of a member of the department. (Submission of the special registration form, available in the Registrar's Office, and the approval of the chairperson are required for each semester of this year-long seminar.) Required of all Classics and Classical Civilization majors.—Staff

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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

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602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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.—M. Thomas

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 chairperson.—Anhalt

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.—Macro

[**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.

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

[**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 ribald social satire wirtten by a member of Nero's court; the other, an extravagant fantasy by a Roman African of the second century A.D.

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: Two 300-level courses in Latin. (1-2 course credits)—Staff

CLASSICS 402. Senior Seminar/Special Topic—A continuation of 401. (Submission of the special registration form, available in the Registrar's Office, and the approval of the chairperson are required for each semester of this year-long seminar.)—Staff

460. Tutorial in Latin—Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: Two 300-level courses in Latin and/or Greek. (1-2 course credits)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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.)

[**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.)

211. 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 neo-classicism. (Same as Comparative Literature 211.)—Bradley

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.)—Risser

302. Celtic Britain and the Romans—The economic, social, political, military, and linguistic 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.—Macro

305. Greek Tragedy—The course studies the major tragedies of Aeschylus, Sophocles and Euripides. Aspects to be investigated include the origins and development of tragedy as a literary form; Greek theater production; tragedy's social and historical context and its reflection of contemporary social, political and philosophical issues; and the relation of tragedy to ritual and myth. Prerequisite: at least one elective drawn from Classical Civilization 203, 204, 208, 212 or 219. (Same as Comparative Literature 305.)—Cornog

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

CLASSICS 401. Senior Seminar/Special Topic—A two semester course (1 credit) that combines seminar meetings with independent study and the writing of a final essay under the direction of a member of the department. Required of all Classics and Classical Civilization majors. (Submission of the special registration form, available in the Registrar's Office, and the approval of the chairperson are required for each semester of this year-long seminar.)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

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602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Spring Term

The following courses presuppose no knowledge of Greek and Latin:

208. Men, Women and Society in Ancient Greece and Rome: Myth and Reality—This course takes a look at the assumptions about the nature and function of men and women that informed the ancient cultures of Greece & 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.)—Cornog

[**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.)

[**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.)

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.)—Risser

[**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.)

[**222. Classical City**]—The City was the foundation of the Classical World. This course examines the city from its beginnings to the collapse of the Mediterranean empires in the seventh century A.D. It includes Athens and Rome, but other Greek and Roman cities are covered, as are cities of other cultures: Egypt, Carthage and the various Persian kingdoms. Topics include urban life, city government and democratic methods, women and the city-country relationship.

232. Fate, Freedom, and Necessity—This course will examine ancient accounts of the individual in the context of both the city and the cosmos. We shall consider the writings of Hesiod, Aeschylus, and Plato insofar as they take up the themes of fate, freedom and necessity, especially as they affect political relations between the gods and mortals, men and women, parents and children. Enrollment limited. (Same as Philosophy 232 and Political Science 232.)—Lang

[**306. 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. Prerequisite: at least one elective drawn from Classical Civilization 203, 204, 208, 212 or 219. (Same as Comparative Literature 308.)

[**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.)

[**312. Seminar in Ancient Mediterranean Art and Architecture: East Meets West**]—A 300-level seminar course (CLCV and AHIS). A study of the ways in which cultural interconnections in the Mediterranean basin are manifested in ancient art and architecture. Students will examine various interpretations of the ancient evidence and draw their own conclusions. Special topics will vary from year to year and may include the Black Athena controversy, affinities and hostilities between Greeks and Persians, and the Eastern Roman Empire. (Same as Art History 312.)

315. 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 315.)—Risser

[321. Seminar in Roman Art, Artists and Patrons]—Through an examination of Roman art in its cultural context, this course assesses the role of art in the lives of the ancient Romans. To what extent did wealthy Romans commission art that reflected their personalities, social standing, personal interests, and private fantasies? Students will examine a variety of decorative arts, from tableware to wall paintings. Differing interpretations of the ancient evidence will be examined and students will be encouraged to draw their own conclusions. (Same as Art History 314.)

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

CLASSICS 402. Senior Seminar/Special Topic—A continuation of 401. (Submission of the special registration form, available in the Registrar's Office, and the approval of the chairperson are required for each semester of this year-long seminar.)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

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602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

College Courses

College Courses are non-departmental offerings which may represent a faculty member's current research interest or a new subject with which the faculty member wishes to experiment. Such courses are often interdisciplinary in nature. College Courses ordinarily cannot be counted toward the fulfillment of the requirements of a major.

College Courses are taught both by persons with appointments in a department and by persons holding the extra-departmental position of College Professor.

Fall Term

College Course 219. The Holocaust: Historical, Philosophical, and Literary Aspects—Beginning with the historical causes and development of the "Final Solution," the systematic destruction of European Jewry between 1933 and 1945, this course considers such issues as the nature of genocide, the concept (and history) of evil, corporate and individual moral responsibility, and the implementation of justice in the aftermath of radical evil. These issues are examined both in the context of the Holocaust and as general moral and religious problems. They are also viewed through "imaginative" literary representations, which introduces the question of what difference a subject makes to the form of its representation, and thus, more specifically, what can or cannot (and should or should not) be said about the Holocaust. (Same as History 246, Philosophy 231, and Religion 219.)—B. Lang

Fall and Spring Term

College Course 131. Decolonization Independent Study — This half-credit course is being offered in conjunction with the project on *Decolonization: Painful Transitions in the Cold War World* that will be held throughout the 1997-98 academic year and will comprise, among other activities, a faculty lecture series, a related film series, and a scholarly symposium on "Borders, Partitions, and Statism" scheduled for March 1998. A diverse cluster of courses is associated with this project. Students taking one of these courses, in either the fall or spring semester, may concurrently enroll in this independent study under the supervision of the instructor in the course. Such students will be required to: a) attend a sizable number of the public events sponsored by the Decolonization project (the exact quantity to be specified by the supervising faculty member); b) keep a journal recording their reactions to these events; and c) write

a substantial paper discussing issues addressed in either the faculty lecture series, the film series, or the March 1998 scholarly symposium. They will also participate in two workshops that the Decolonization Steering Committee will convene at the beginning and the end of the semester in which they enroll in College Course 131. For more information about this independent study opportunity, including a list of those courses in conjunction with which it may be taken, contact any member of the Steering Committee (Professors Bauer, Euraque, Figueroa, Lestz, Niemann, Prashad, and Remedi). Prerequisite: Permission of instructor. (1/2 course credit)—Staff

Comparative Development Studies: see International Studies Program, p. 203

Comparative Literature Program

Administered by the following interdepartmental faculty committee: Assistant Professor Tam, Director; Professors Katz and Lloyd-Jones; 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 course credits in the program. The following five courses are required: 1) A course in the Introduction to the Comparative Study of Literature, or its equivalent; 2) Comparative Literature 402, 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, as well as a foreign literary tradition.

Supporting 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 examples of 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. The 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
355. Special Topics in French Literature
360. French and Francophone Women Writers

German:

301-02. Small Masterpieces of Modern German Literature
302-02. Voices of the Century: Germany from 1888 to the Present

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

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

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

209. Introduction to the Old Testament—(Same as Middle Eastern Studies 211 and Religion 211.)—Gettier

211. Classical Humanities: The Age of Augustus—(Same as Classical Civilization 211.)—Bradley

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

254. Romanticism to the Early Avant-Garde: History of Theater and Dance from 1750 to 1925—(Same as Theater and Dance 251.)—Feinsod and Power

305. Greek Tragedy—(Same as Classical Civilization 305.)—Anhalt

322. Revisions of Shakespeare—(Same as English 322 and Theater and Dance 354.)—Hunter

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

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. ($^1/_2$-1 course credit)—Staff

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—Staff

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602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Spring Term

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

206. Ethics—(Same as Philosophy 203.)—R.T. Lee

208. Men, Women and Society in Ancient Greece and Rome: Myth and Reality—(Same as Classical Civilization 208 and Women's Studies 208.)—Staff

210. Introduction to the New Testament—(Same as Religion 212.)—Staff

224. Theory of Knowledge—(Same as Philosophy 224.)—Staff

225. Major Religious Thinkers of the West I—(Same as Guided Studies 223 and Religion 223.) Enrollment limited.—Byrne

233-02. African Novelists: Voices of a Continent—(Same as French 233, African Studies 233-02, Modern Languages 233-02, and Women's Studies 231.)—Lee, S.

262. Religion in American Society—(Same as American Studies 262, Educational Studies 262, and Religion 262.)—Walsh

291. Hong Kong Films and Literature: The Colonial Period and After—(Same as Modern Languages 233-27, Asian Studies 233-03, and Chinese 233-08.)—Tam

306. 20th Century Continental Philosophy—(Same as Philosophy 286.)—Hyland

361. The Enlightenment—(Same as English 361.)—Kuyk

394. Representation of the Female Body and Voice in Literature, Film and Culture—(Same as English 394 and Women's Studies 394.)—Hunter

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

402. Senior Seminar—Staff

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—Staff

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602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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)

Computer Science 115L—(Introduction to Computing)
Computer Science 215L—(Data Structures and Algorithms)
Three Computer Science electives with numbers greater than 215
Mathematics Course (1)
Either Computer Science 203—(Mathematical Foundations of Computing) or Mathematics 205 (Abstraction and Argument)

Note: Students who are interested in the Computer Coordinate Major are urged to complete all Core requirements by the end of their junior year. It is also recommended that Computer Science 203 be taken either prior to or concurrently with Computer Science 215L.

THE ADDITIONAL AREA REQUIREMENTS—The Additional Area Requirements are determined by the area in which the Coordinate Departments falls. They are divided into three broad areas which, for purposes of the Computer Coordinate Major, are defined as follows:

Natural Sciences (Biochemistry, Chemistry, Engineering and Physics)

Mathematics 131—(Calculus I)
Mathematics 132—(Calculus II)
Mathematics 252—(Introduction to Mathematical Modeling) or Math 107 (Elements of Statistics)
Mathematics 255—(Numerical Analysis)

Biological and Social Sciences (Biology, Economics, Political Science, Psychology, and Sociology)

Mathematics 107—(Elements of Statistics)
Mathematics 125 and 126—(Calculus with Algebra and Trigonometry I, II) or Mathematics 131 (Calculus I)
Mathematics 114—(Judgment and Decision Making) or
Mathematics 252—(Introduction to Mathematical Modeling)

Arts and Humanities (Art History, Classics, English, History, International Studies, Modern Languages, Music, Philosophy, Religion, Studio Arts, Theater & Dance, and American Studies)

Philosophy 205—(Symbolic Logic)
1 additional mathematics course
1 additional course related to computers approved by the Coordinate department

COORDINATE DEPARTMENT REQUIREMENTS—The five to seven additional courses required by the Coordinate Department must be approved by a designated member of that department before the student is accepted into the Computer Coordinator Major.

The Computer Coordinate Major is administered by the Chairperson of the Computer Science Department who can provide further information about this major. Acceptance as a Computer Coordinate Major requires that the proposed plan of study be approved by the Chairpersons of both the Coordinate departments.

Computer Science

PROFESSOR WALDE, *Chair;* ASSOCIATE PROFESSOR MORELLI;
ASSISTANT PROFESSOR SPEZIALETTI; ADJUNCT FACULTY DINKINS

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 computer science major has required mathematics courses, required computer science courses, and 7 computer science electives. The required mathematics courses are calculus courses through Mathematics 132 (either Mathematics 131 and Mathematics 132 or Mathematics 125, Mathematics 126, and Mathematics 132). The required computer science courses are Computer Science 115L, Computer Science 203, Computer Science 215L, and either Computer Science 403 or Computer Science 404. Mathematics 205 may be substituted for Computer Science 203. The 7 electives must be chosen from computer science courses with numbers greater than 215 and less than 399 plus Mathematics 252, Mathematics 255, and Computer Science 415. The 7 electives chosen must include either Computer Science 219 or Computer Science 320 and either Computer Science 230 or Computer Science 316. Students considering doing graduate work in computer science should elect all four of these courses. A minimum grade of C- must be maintained in all courses counted toward the major.

HONORS IN COMPUTER SCIENCE—Students seeking honors must conduct two semesters of research in computer science (Computer Science 419 or 425) and concurrently participate in the Computer Science Seminar (Computer Science 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 Computer Science courses numbered 200 and above and who complete the Computer Science 403, 404 and 419, 425 sequences with an average grade of A- or better.

THE FIVE YEAR MASTER'S DEGREE PROGRAM IN COMPUTER SCIENCE—A suitably well qualified student may earn both an undergraduate and a master's degree in Computer Science in the five year combined Trinity College-Rennselaer at Hartford program in engineering and computer science. Such a student must complete most of the requirements for Trinity's undergraduate computer science major by the end of his or her third year and must satisfy the entrance requirements for Rennselaer at Hartford's computer science program. During their fourth and fifth years students in the five year program complete eight graduate courses and a master's thesis project at Rennselaer at Hartford while completing the requirements for Trinity's degree. Interested students should see the Chair of Computer Science for details.

FALL TERM

105. Computers in a Modern Society—A study of a broad range of computer science topics, including computer hardware, programming languages, networked computing, the impact of computers on society, and ethical issues associated with computer use. Hands-on computer work will involve using the Internet and the World Wide Web. Typical computer science problem solving strategies and approaches will be stressed using languages and tools designed for developing web sites. This course is intended for students who have not previously studied a programming language and may not be taken by students who have received credit for Computer Science 115L. Enrollment limited.—TBA

115L. Introduction to Computing—A fundamental treatment of computer science topics featuring the study of the high-level programming language Java. Topics discussed will include computer architecture, programming languages, and ethical issues involved in computer use. Problem solving techniques involved in writing programs will be studied, proper style and documentation will be required, and object oriented program design will be introduced. A required weekly lab will involve an intensive study of programming techniques in Java. Prerequisite: Either Computer Science 105 or mathematics skills appropriate for enrolling in a calculus class. ($1\frac{1}{4}$ course credits)—Morelli

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: Computer Science 115L and Mathematics 131.—Walde

215L. Data Structures and Algorithms—A study of data structures and algorithms using a high-level programming language. The basic data structures (lists, stacks, queues, trees, and files) and basic algorithms (searching, sorting, and file management) will be introduced and implemented. Data and procedural abstraction, software design principles, and the analysis of the complexity of algorithms will be discussed. Details related to writing will be covered in a required weekly lab. Prerequisite: Computer Science 115L. (1 1/4 course credits)—Spezialetti

230. Machine Organization and Assembly Language—This course introduces the fundamentals of computer architecture and the mechanics of information transfer and control with emphasis on general concepts. Topics will include instruction formats, addressing techniques, data representation, program control, the fetch-execute cycle, macro definition and assembler concepts. Students will write several programs in an assembly language. Prerequisite: Computer Science 215L.—Spezialetti

[315. Systems Software]—A study of the organization and implementation of computer operating systems. Topics include operating systems organization, file systems, memory and process management, resource allocation, recovery procedures, multiprogramming and distributed processing. The Unix operating system will be used and emphasis will be placed on how various system functions have been implemented in the Unix environment. Prerequisite: Computer Science 230.

[316. 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++, PROLOG and LISP in a Unix environment. Other topics covered include language syntax, control structures, objects and functions. Prerequisite: Computer Science 215L.

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: Computer Science 215L.—Morelli

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 Computer Science 403 or 404. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits)—Staff

403. Computer Science Seminar.—Students engaged in research (Computer Science 419) or independent study (Computer Science 399) and senior exercise students will meet with computer science faculty for oral presentations and critical discussions of journal papers, research plans and research progress. Seniors using this course to satisfy the senior exercise requirement will be expected to complete a research or design project and make a formal presentation on its results to the seminar. The project may be an extension or revision of a project conducted in one of their other major courses. **This course may be repeated for credit.** Prerequisite: permission of the instructor. (1/2 course credit per semester)—TBA

[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.

419. Research in Computer Science (Library)—Students will conduct original research projects, culminating with a final formal paper, under the direction of an individual faculty member. Students electing this type of independent study should plan on initiating the work no later than the fall of their senior year. **Honors candidates should plan on no less than two semesters of study; others may enroll in one or more semesters.** A written research plan must be submitted during the semester prior to taking this course. Prerequisites: permission of the instructor and concurrent enrollment in Computer Science 403 or 404. This course may be repeated for credit. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (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. Prerequisites: permission of the instructor and concurrent enrollment in Computer Science 403 or 404. **This course may be repeated for credit.** Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2 course credit per semester)—Staff

466. Teaching Assistantship. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Spring Term

105. Computers in a Modern Society—A study of a broad range of computer science topics, including computer hardware, programming languages, networked computing, the impact of computers on society, and ethical issues associated with computer use. Hands-on computer work will involve using the Internet and the World Wide Web. Typical computer science problem solving strategies and approaches will be stressed using languages and tools designed for developing web sites. This course is intended for students who have not previously studied a programming language and may not be taken by students who have received credit for Computer Science 115L. Enrollment limited.—TBA

115L. Introduction to Computing—A fundamental treatment of computer science topics featuring the study of the high-level programming language Java. Topics discussed will include computer architecture, programming languages, and ethical issues involved in computer use. Problem solving techniques involved in writing programs will be studied, proper style and documentation will be required, and object oriented program design will be introduced. A required weekly lab will involve an intensive study of programming techniques in Java. Prerequisite: Either Computer Science 105 or mathematics skills appropriate for enrolling in a calculus class. (1 1/4 course credits)—Spezialetti

215L. Data Structures and Algorithms—A study of data structures and algorithms using a high-level programming language. The basic data structures (lists, stacks, queues, trees, and files) and basic algorithms (searching, sorting, and file management) will be introduced and implemented. Data and procedural abstraction, software design principles, and the analysis of the complexity of algorithms will be discussed. Details related to writing will be covered in a required weekly lab. Prerequisite: Computer Science 115L. (1 1/4 course credits)—Morelli

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. Prerequisites: Computer Science 115L and either Mathematics 205 or Computer Science 203. Offered in alternate years. (Same as Mathematics 219.)—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. Prerequisite: Computer Science 215L.—Walde

[320. Analysis of Algorithms]—A continuation of the study begun in Computer Science 215 of the complexity of algorithms used in computing. The notions of P, NP, and NP-complete problems and of noncomputability will be covered. The algorithms studied will include examples involving sorting, graphs, geometry and combinatorics. Theoretical aspects of algorithms will be studied as well as practical aspects useful in writing programs. Prerequisites: Computer Science 215L and Mathematics 205 or Computer Science 203. (Same as Mathematics 320.)

[365. Distributed Computing]—The study of the fundamental concepts involved in designing computations capable of executing in an environment composed of multiple, distinct computers. Topics covered include: virtual time

and global states, synchronization, data consistency, distributed computing models and paradigms, deadlock and fault tolerance. Prerequisite: Computer Science 230.

[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. Prerequisite: Computer Science 215L.

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 Computer Science 403 or 404. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

404. **Computer Science Seminar**—Students engaged in research (Computer Science 419) or independent study (Computer Science 399) and senior exercise students will meet with computer science faculty for oral presentations and critical discussions of journal papers, research plans and research progress. Seniors using this course to satisfy the senior exercise requirement will be expected to complete a research or design project and make a formal presentation on its results to the seminar. The project may be an extension or revision of a project conducted in one of their other major courses. **This course may be repeated for credit.** Prerequisite: permission of the instructor. (1/2 course credit per semester)—Morelli

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.—Morelli

419. **Research in Computer Science (Library)**—Students will conduct original research projects, culminating with a final formal paper, under the direction of an individual faculty member. Students electing this type of independent study should plan on initiating the work no later than the fall of their senior year. **Honors candidates should plan on no less than two semesters of study; others may enroll in one or more semesters.** A written research plan must be submitted during the semester prior to taking this course. Prerequisites: permission of the instructor and concurrent enrollment in Computer Science 403 or 404. **This course may be repeated for credit.** Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (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: permission of the instructor and concurrent enrollment in Computer Science 403 or 404. **This course may be repeated for credit.** Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2 course credit per semester)—Staff

466. **Teaching Assistantship.** Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)

601. **IDP Study Unit.** Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. **IDP Project.** Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Economics

PROFESSORS BUTOS *Chairman*; CURRAN***, RAMIREZ, ZANNONI***, and SCHEUCH (EMERITUS);
ASSOCIATE PROFESSORS EGAN, GOLD, GROSSBERG*, and SETTERFIELD;
ASSISTANT PROFESSORS CLARK and WEN**;
SHELBY CULLOM DAVIS PROFESSOR OF AMERICAN BUSINESS
AND ECONOMIC ENTERPRISE GUNDERSON;
VISITING ASSOCIATE PROFESSOR OF ECONOMICS ZAVAREEI; VISITING ASSISTANT PROFESSOR ONYEIWU;
VISITING INSTRUCTOR McQUADE; VISITING LECTURER O'CONNOR

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:

Economic Theory and its History (205, 301, 302, 323)
Economic Systems and Development (207, 208, 212, 214, 216, 218, 231, 313, 317, 321, 324)
International Economics (216, 315, 316)
Labor Economics (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 chairman, Professor Butos. At that time, an adviser 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 course 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 Transfer Credit form with the Office of International Programs and have the course(s) approved for credit by their faculty adviser and by Professor Egan, Department of Economics, before going abroad. Permission to receive credit toward the major for courses in other departments and/or work in special programs at Trinity must be approved in advance by the Economics Department chairman. Internships and Teaching Assistantships do not normally count as credit toward the major; exceptions must be approved, in advance, by the Economics Department chairman.

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: Mathematics 131, 132, and 231 (Calculus I, II, and III); Mathematics 228 (Linear Algebra); Mathematics 305 and 306 (Probability and Mathematical Statistics); and

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

Mathematics 331 (Analysis I). In addition, such students should also strongly consider taking Economics 107 (Elements of Statistics) or 109 (Introduction to Statistical Methods in Economics) and Economics 318 (Basic Econometrics).

Students considering pursuing graduate study in economics are urged to discuss their interests with their advisors 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 498-499, a senior thesis, with a grade of A- or better. In exceptional cases, a student who has completed Economics 498-499 but who has not met all other criteria for honors in Economics may be awarded honors by a vote of the Economics Department.

COMPUTER COORDINATE MAJOR—This major is designed for those students who wish to combine an interest in computers with study in Economics. In addition to the course requirements in mathematics and engineering, the Economics Department requires that each student take a minimum of seven (7) economics courses and receive a grade of C- or better in all of them. These seven courses must include the following:

Economics 101—Basic Economic Principles
Economics 301—Microeconomic Theory
Economics 302—Macroeconomic Theory
Economics 318—Econometrics
Economics 331—Studies in Social Policy and Economic Research

One of the remaining two courses must be a 200-level course and the other must be a 300-level economics course. Also, please note that either Mathematics 107/Economics 107 or Economics 109 satisfy the prerequisite for Economics 318.

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, money and banking, and national income analysis. Required of all majors in Economics and recommended for all students planning business, legal or public service careers. Enrollment limited.—Clark, Onyeiwu, 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 include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals and hypothesis testing. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in probability and statistics. Prerequisite: Two years of high school algebra. (Same as Mathematics 107.)—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. Prerequisite: Economics 101.

201. Contemporary Economic Issues—This course is an examination of a variety of current issues, including the environment, international trade, unemployment, and the federal budget deficit. Each issue will be analyzed from three distinct economic perspectives. Following each analysis, resultant policy prescriptions will be examined in relation to current political events. Prerequisite: Economics 101.—Onyeiwu

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) and the marginalists. Keynes and developments after World War II will also be discussed. Prerequisite: Economics 101.—McQuade

[208. Asian Economics]—Endowed with a huge population, few resources, and a recent history marked by recurrent wars and great social disorder, Pacific Asia scarcely seemed a promising setting for prosperity and modernization at the end of the last century or at the beginning of this century. However, led by Japan since the Meiji Restoration, economies in Pacific Asia have become the most dynamic in the world. As the economy of the United States has become increasingly linked to the markets and production zones of Pacific Asia, it is vitally important to have an understanding of why Pacific Asian economies have been growing so fast and what their impact is on the rest of the world. Main topics in this course include the evaluation of East Asia's economic performance in terms of total factor productivity and the debate on whether the East Asian miracle is true or not, the role of a market in allocating resources in these economies, their experience in using government intervention to correct market failures, China's effort to reform its central planning system and its impact on the region and the world. Japan's competitiveness and its potential in the future, the emerging pattern of division of labor within this region as a whole and its interaction with the rest of the world will be addressed as well. Prerequisite: Economics 101. (Same as Asian Studies 208.)

216. Globalization, Rivalry, and Coordination—This course emphasizes the study of forces driving the observed trends in regional and global integration. Students will examine whether the world-wide division of labor can be explained by comparative advantage or by increasing returns to scale and externalities. Students will then examine the impact on integration of three growing world markets: commodities, capital, and labor. They will also delve into the role these markets play in generating frictions among nations. The course concludes with an examination of the role of a world trade organization, world financial system and world foreign exchange system in facilitating the globalization process. Lessons will be drawn from history, particularly the collapse of the Bretton Woods System. Prerequisite: Economics 101. (Same as African Studies 216, Asian Studies 216, Comparative Development Studies 216, and Latin American Studies 216.)—TBA

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 Comparative Development Studies 231 and Latin American Studies 231.)—Ramirez

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

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.—Setterfield

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. Prerequisites: Economics 101, Economics 301 advised but not required for the Legal Studies minor. (Same as Public Policy 314.)—Gold

309. Corporate Finance—Valuation, the development of the modern theory of finance; efficient market hypothesis; portfolio theory; capital budgeting; cost of capital; corporate securities; the securities markets; other selected topics in finance. Prerequisite: Economics 101. (Economics 103, 107 or 109 and 301 are recommended but not required.)—Curran

[313. Stabilization and Structural Reform in Latin America: The Experiences of Chile and Mexico]—This course examines and evaluates the economic and political impact of the market-oriented reforms being implemented in two of the strategically important countries of the region. Topics include: Origins of the interventionist state; state-led industrialization and structural transformation; the rise of populism and economic policy; monetarism and struc-

turalism; stabilization and adjustment policies; trade liberalization and financial deregulation; and the evolution, rationale, and impact of privatization. Prerequisites: Economics 101, and a 200-level course or another social science course dealing with Latin America and the Caribbean. (Same as International Studies 313.)

315. International Trade—An examination of the major theories of international trade, beginning with the classical and neoclassical models of international trade and concluding with a survey of the various alternative models of international trade developed over the past three decades. An analysis of commercial policy, preferential trading agreements and other contemporary policy issues in the international economy will be included. Prerequisite: Economics 101, 301 or concurrent enrollment in 301. (Same as Comparative Development Studies 315 and Latin American Studies 315.)—Clark

318. Basic Econometrics—The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. Prerequisite: Economics 107 or 109.—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

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. Prerequisites: Economics 301 and 302.—Setterfield

331. Studies in Social Policies and Economic Research—The primary emphasis of these senior seminars is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems. The topics to be studied will vary from year to year. Enrollment limited. Prerequisites: Economics 301 and 302.

Section 05. Development of Macro-Monetary Theory and Policy—An examination of selected areas in macro-monetary theory and policy. Topics include: theoretical-conceptual underpinnings of pre-Keynesian and modern monetary theorists, including the Wicksellians, Austrians, Post-Keynesians, Neoclassicals, and rational expectationists; money-macro policy implications of various approaches; and recent controversies in domestic and open-economy monetary policy. Prerequisites: Economics 301 and 302.—McQuade

Section 11. Regulation of Financial Markets and Intermediaries—This course develops a critical examination of public policy toward capital (financial) markets and intermediaries. The economic rationale for regulation (primarily externalities) is contrasted with the rationale for deregulation (unfettered competitive markets). The theoretical exposition is applied in detail to the money and capital markets, both primary and secondary, as well as to the major financial intermediaries that are the primary participants in these markets, that is, to deposit type institutions, brokerage and investment banking concerns, insurance companies and pension funds. Part of this course will be devoted to comparative regulation in the context of global financial markets. Prerequisites: Economics 301 and 302.—Curran

Section 24. The Economics of Sport—The economic analysis of selected issues in both professional and amateur sport, including the structure of leagues, the operation of labor markets, the role of advertising and television, the pay of college coaches versus college athletes, city and state subsidies for stadiums and arenas, as well as other issues of mutual interest to members of the seminar. Each student will be required to write a major research paper on an approved topic and to present the findings of that paper in a seminar. Students will also be required to read about and generally acquaint themselves with all the topics being studied in the seminar in order actively to participate in the discussion of these issues. Prerequisites: Economics 301 and 302.—Egan

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

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1 non-Economics credit)—Staff

498. Senior Thesis Part 1—Written report and formal presentation of a research project. Open to all senior majors and required of all students who wish to earn honors in Economics. A student who intends to write a thesis must locate a thesis adviser, and must submit a preliminary proposal to the thesis adviser by the last day of classes in the Spring Semester of the junior year. A final proposal must be submitted to the thesis adviser by final registration in the Fall Semester of the senior year. Submission date of the thesis is the second Friday following Spring Recess. Seniors who undertake Economics 498-99 will be excused from Economics 331—Studies in Social Policies and Economic Research. In addition to the final proposal, submission of the special registration form available in the Registrar's

Office and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) Prerequisites: Economics 301 and 302.

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Note: Some of the following graduate courses are open to seniors with appropriate prerequisites, whose records have been outstanding and where space is available. Prerequisites: permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

801. Basic Economic Principles—Curran

803. Microeconomic Theory—Jacobs

811. Money and Banking—Butos

818. Econometrics—Zannoni

940. Independent Study—Staff

953. Research Project—Staff

954-955. Thesis, Parts 1 and 2—Staff

956. 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, money and banking, and national income analysis. Required of all majors in Economics and recommended for all students planning business, legal or public service careers. Enrollment limited.—Egan, McQuade, Ramirez, 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 include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals and hypothesis testing. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in probability and statistics. Prerequisite: Two years of high school algebra. (Same as Mathematics 107.)—TBA

207. Alternative Economics Systems—An examination of the alternative forms of capitalist economic systems in North America and Europe. A study of the various models for arranging economic activity will be followed by a detailed survey of selected economies in the two regions. Prerequisite: Economics 101. (Same as Comparative Development Studies 207 and Russian and Eurasian Studies 207.)—Clark

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 and metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisite: Economics 101. (Same as Public Policy 209.)—Gold

[**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.

[212. **Economies in Transition**]—A study of economic transformation in Central and Eastern Europe, with particular attention paid to Poland, Hungary and the Czech Republic. Economic issues examined will include macroeconomic stabilization, microeconomic restructuring, and privatization during the transitional period. The course will conclude with an overview of the regional economies' progress-to-date and likely future development. Prerequisite: Economics 101. (Same as Comparative Development Studies 212.)

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. Enrollment limited. (Same as American Studies 218.)—Gunderson

[217. **Economics of Health and Health Care**]—This course is designed to provide an overview of key issues in the economics of health and health care using principles of economics, with an emphasis throughout on real world problems. Topics to be studied will include: health care market structures; determinants of the demand for and supply of health care; the interrelationships between insurance, supply, demand, and technological innovation; proposed health policy reforms in insurance markets, medical malpractice, and other areas; and the analysis of public policies on unhealthy consumer behaviors (smoking, drinking, drugs). Prerequisite: Economics 101. (Same as Public Policy 217.)

241. **Issues in African Industrialization**—This course discusses the industrial development strategies adopted throughout Africa since independence, and explores the relationship between the strategies adopted and the current crisis in the African political economy. The course also analyzes the market-based economic reforms that the World Bank and the IMF have proposed for the resuscitation of African industrial enterprises. Prerequisite: Economics 101.—Onyeiwu

299. **Independent Study.** Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 courses 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.—Grossberg

302. **Macroeconomic Theory**—An analysis of aggregate income, output and employment which includes the following topics: national economic accounts; theories of consumption; investment and money; Keynesian and Classical models; the monetary-fiscal debate; inflation, unemployment and growth. Prerequisites: Economics 101 and one 200-level course.—Butos, Setterfield

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 20th 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. Prerequisites: Economics 101, 107 or 109, and one 200-level course (301 and 318 are strongly recommended but not required).—Grossberg

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).—McQuade

[308. **Industrial Organization and Public Policy**]—The course is divided into two parts. The first part consists of an examination of the structure of American industry including a critical analysis of the empirical evidence underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on antitrust policy. Prerequisite: Economics 101 (Economics 301 is recommended but not required).

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. Prerequisites: Economics 101 and 301. (Same as Public Policy 311.)—Egan

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. (Same as Comparative Development 316.)—Ramirez

[**317. Development Economics**]—Various hypotheses on the persistence of underdevelopment observed in most developing economies will be examined. Then the successes of some developing economies in their modernization will be discussed. Attention will also be given to such important issues as industrialization, demographic change and urbanization, growth in income and its distribution, international trade and finance, development strategies, the government role in promoting development and the impact of foreign aid. Prerequisite: Economics 101, one 200-level course or another social science course dealing with the Third World. (Same as Comparative Development Studies 317, and Latin American Studies 317.)

324. The Russian Economy in the Twentieth Century—A study of Russia's economic development beginning with the industrialization efforts of the late Tsarist period and concluding with the post-socialist transformation. Examination of the Soviet period will include the New Economic Policy of the 1920s, the Stalinist model of central planning, early reform attempts, and, lastly, the perestroika period from 1985-1991. Substantial attention will be devoted to the current transitional period. Prerequisite: Economics 101. (Same as Comparative Development Studies 324, Russian and Eurasian Studies 324, and Economics 826.)—Clark

331. Studies in Social Policies and Economic Research—The primary emphasis of these senior seminars is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems. The topics to be studied will vary from year to year. Enrollment limited. Prerequisites: Economics 301 and 302.

Section 19. Economy of Oil—More than any other resource material, oil has had a significant worldwide economic and political impact in recent history. In this seminar we will begin with a micro analysis of this industry focusing on pricing and distribution. This will lead us further to discussions of OPEC, and the seven major oil producing corporations and their impact on the world economy. In this context some development issues regarding the oil producing nations will be discussed as well as the future prospects for oil industry as alternative sources of energy becomes more common place. Prerequisites: Economics 301 and 302. (Same as Comparative Development Studies 331-19.)—Zavareei

Section 23. Economic Methodology—How do economists do economics? How should they do economics? Every time we build on economic theory or argue the validity of certain results, we are providing *implicit* answers to these questions. The focus of this course, however, is *explicitly* to consider the issue of economic methodology. We will examine the impact of philosophers of science — such as Popper, Kuhn and Lakatos — on economics as well as debates within the field concerning instrumentalism, post-modernism, critical realism and the nature of economic rhetoric. Prerequisites: Economics 301 and 302.—Setterfield

Section 26. Economics of Innovation and Technological Change—Knowledge inputs are critical factors in the production process. Firms are increasingly using innovation and technology to gain core competencies, competitive advantage and industrial leadership. Thus, economists need to move beyond the traditional production function analysis to explore how knowledge is generated, acquired, and used by firms. This course discusses the role of innovation and technological change in economic growth, and looks at how firms achieve competitiveness. It also discusses the factors that influence technological change, as well as the organizational and institutional structures that are used to generate and manage innovation. Prerequisites: Economics 301 and 302.—Onyeiwu

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466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1 non-Economics credit)—Staff

499. Senior Thesis Part 2—Written report and formal presentation of a research project. Open to all senior majors and required of all students who wish to earn honors in Economics. A student who intends to write a thesis must locate a thesis adviser, and must submit a preliminary proposal to the thesis adviser by the last day of classes in the Spring Semester of the junior year. A final proposal must be submitted to the thesis adviser by final registration in the Fall Semester of the senior year. Submission date of the thesis is the second Friday following Spring Recess. Seniors who undertake Economics 498-99 will be excused from Economics 331—Studies in Social Policies and Economic Research. In addition to the final proposal, submission of the special registration form available in the Registrar's

Office and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) Prerequisites: Economics 301 and 302.

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Note: Some of the following graduate courses are open to seniors with appropriate prerequisites, whose records have been outstanding and where space is available. Prerequisites: permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

801. Basic Economic Principles—TBA

805. Macroeconomic Theory—TBA

806. Financial Accounting Value & Measurement—Lacedonia

814. Financial Markets—TBA

821. Methods of Research—TBA

826. The Russian Economy in the 20th Century—Clark

940. Independent Study—Staff

953. Independent Research—Staff

954-955. Thesis, Part 1 and 2—Staff

956. Thesis—Staff

Educational Studies Program

ASSOCIATE PROFESSOR PILIAWSKY, *Director;*
VISITING PROFESSOR STONE;
VISITING ASSOCIATE PROFESSOR BAUER***;
VISITING LECTURER HORTON

Acknowledging the direct link between schooling and both the economy and individual success, governments at all levels in the United States are making education a top public policy priority. No citizen in Connecticut will be exempt from the profound and lasting effects of the Hartford-based *Sheff v. O'Neill* school desegregation case. In this context, the Educational Studies Program offers students an opportunity to become informed and effective citizens and parents, acquainted with the history, theory, and practice of education, and prepared to play an active role in the schooling of their own communities.

In addition, Educational Studies allows students to examine intensively one or more aspects of education, 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 for students planning to become teachers. The Educational Studies Program offers students the opportunity to earn state certification to teach in elementary and secondary public schools. 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.

As described below, two major features of the Educational Studies Program are the *coordinate major and teacher preparation.* These two tracks are completely independent of each other. A student selecting a coordinate major in Educational Studies may or may not choose to pursue state teacher certification. Similarly, a student may opt for the teacher preparation program regardless of academic major.

*** On Leave, Academic Year

Courses in Educational Studies reflect an interdisciplinary, liberal arts focus. Accordingly, they are organized around three emphases: the conceptual foundations of education; the historical foundations of education; 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 form? What effects, obvious and subtle, does the experience of schooling have on students? What reforms are required to maximize equal educational opportunity in U.S. schools?

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., Modern Ideas in Education, History of American Education, and Schooling in America); alternatively, students may prefer to combine courses that illuminate a particular theme (e.g., Multiculturalism and Ethnicity in Education, Gender and Education, and Sheff v. O'Neill School Desegregation Case). Another kind of non-major sequence combines courses in Educational Studies with related courses in other departments and programs.

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, such as American Studies. In addition, selected courses from other disciplines, ranging from English, Political Science, Religion, and Sociology are crosslisted in Educational Studies.

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 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 chairperson 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. Trinity offers students the opportunity to earn state certification to teach in elementary and in secondary public schools. Teacher preparation is designed for students who have chosen the liberal arts as the basis of their education. Teacher certification can be earned in four years, without the extra time and expense of a year in graduate school. Some students view teaching as a lifelong career, while others see it as a first career or as a step in their own continuing education. Two trends are creating a keen demand for new teachers: 1) Forty percent of U.S. public school teachers are expected to retire or otherwise leave the profession by 2003; 2) School enrollment is rising as a result of a dramatic increase in immigrant children and second-generation baby boomers.

State certification to teach in the elementary and secondary schools of Connecticut, and by reciprocal agreement in approximately thirty other states, can be obtained through consortial arrangements with Saint Joseph College in West Hartford.

Individuals wishing to prepare for elementary school teaching (grades K-6), as well as those interested in state certification to teach in secondary schools (grades 7-12) or in independent schools, 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 first year or in the beginning of the second year. Early advising is essential in order to plan for a) requirements in a major, b) a semester of student teaching (in the senior year), and c) the possibility of a semester abroad. Candidates for state certification first take a foundations of education course at Trinity, which helps them to decide the depth and breadth of their interest in education. Students take most of the remaining courses in teaching methods at Saint Joseph College.

Areas of Emphasis

Conceptual Foundations of Education

209. Religion and Politics: Separation of Church and State
211. Modern Ideas in Education

Historical Foundations of Education

202. History of American Education
220. History of American Higher Education
262. Religion in American Society
340. Childhood in America

The Study of Current Educational Institutions

203. Schooling in America
214. Race and Ethnicity
230. Psychological Explanations of the Act of Teaching
235. Gender and Education
236. Multiculturalism and Ethnicity in Education
243. Education in Developing Countries
311. Administration and Public Policy
332. Economics of Education
333. Sheff v. O'Neill School Desegregation Case

And

400. Colloquium in Education

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. (Same as American Studies 202.)—Piliawsky

211. Modern Ideas in Education—An examination of several strains of modern 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, Gintis and others will be studied with particular attention to the modern views about the place of the school in society and the organization and conduct of schooling.—Stone

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. Enrollment limited. (Same as Comparative Development Studies 214 and Sociology 214.)—Valocchi

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 100 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.—Piliawsky

[235. Gender and Education]—What is gender equity in schooling and what impact does this have on gender equity more broadly? Different disciplinary perspectives on the impact of gender in learning, school experience, performance and achievement will be explored in elementary, secondary, post-secondary, and informal educational settings. The legal and public policy implications of these findings (such as gender-segregated schooling, men's and women's studies programs, curriculum reform, Title IX, affirmative action and other proposed remedies) will be explored.

Findings on socialization and schooling in the United States will be contrasted with those from other cultures. (Same as American Studies 235, Anthropology 235 and Women's Studies 234.)

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment.

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Spring Term

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 208.)—Piliawsky

[**209. Religion and Politics: Separation of Church and State**]—This course will begin with an examination of the issues raised by the contemporary constitutional debate on school prayer and public funding for religious education. Students will then proceed to investigate the theoretical foundations of the distinction drawn between religion and politics by thinkers such as Augustine, Spinoza, Hobbes, and Locke, as well as in the writings of early American theorists who contributed to the doctrine of the separation of church and state in the United States. The course will conclude by reviewing the attack on the doctrine mounted in the name of culture, particularly by the post-modern left. (Same as Political Science 209.)

[**236. Multiculturalism and Ethnicity in Education**]—What are the prospects for achieving social integration and equal opportunity in a diverse society through education? This course explores the cultural and social bases of learning and achievement among linguistic, cultural, and 'racial' minorities in the United States and other societies, using case studies and research findings. Bilingualism, multiculturalism, cultural pluralism and other programs and approaches which address the specific needs, concerns, and interests of African American, Hispanic American, Asian American, Native American and immigrant American learners will be debated. (Same as American Studies 236, Anthropology 234, and Comparative Development Studies 236.)

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 Comparative Development Studies 243.)—Stone

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

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. (Same as Political Science 311.)—McKee

333-05. 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 caused 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. (Same as Public Policy Studies 333.)—Horton

340. Childhood in America—An investigation of the changing conception of childhood in America as reflected in fiction written for and fiction written about children. This course satisfies the requirement of a course emphasizing cultural context or a course emphasizing literature after 1800. (Same as American Studies 340 and English 340.)—Cohn

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment.

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.—Piliawsky

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment.

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Engineering

PROFESSORS AHLGREN, *Chairman*, BRONZINO and SAPEGA (EMERITUS); ASSOCIATE PROFESSORS NING and PALLADINO; ASSISTANT PROFESSORS BROADBRIDGE and MERTENS; LECTURER WOODARD; ADJUNCT FACULTY DAVIS, MENDELSSOHN, and MORGANE

ENGINEERING

The Engineering Department (ENGR) offers two four-year degrees in Engineering: a Bachelor of Science in Engineering that is fully accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), and a Bachelor of Arts in Engineering. The department also offers a five-year program leading to a Bachelor's degree from Trinity and a Master's degree through Rennselaer at Hartford.

ENGINEERING AT TRINITY—For a century Trinity has offered a rigorous program in Engineering within the liberal arts setting. Trinity Engineering majors develop solid backgrounds in mathematics, physical science, and engineering science and design; receive a broad education that includes substantial study in the arts, humanities, and social sciences; and undertake a broad range of independent research projects and senior design projects. Trinity engineering graduates attend the leading graduate schools in engineering, begin engineering careers, enter professional programs of law, business, or medicine, and assume leadership positions in business and industry. In addition to providing courses for the major, the department offers introductory engineering courses that involve non-majors in the discussion of current topics and issues in technology and introduce engineering problem solving methods.

A particular strength is the low student to faculty ratio that guarantees small class sizes. The Trinity Engineering program affords many opportunities, both formal and informal, for close interaction among faculty and students. For example, students are encouraged to work with faculty in independent studies and senior design projects, often in areas not available in formal courses. The Trinity engineering faculty promote student awareness of professional issues, sponsoring student chapters of the American Society of Mechanical Engineers (ASME), the Institute of Electrical and Electronics Engineers (IEEE), the National Society of Black Engineers (NSBE), and the Society of Women Engineers (SWE). The Trinity Engineering Advisory Committee, a panel of distinguished alumni and associates, sponsors summer internships, provides advice for choosing graduate schools and career placements, and conducts annual conferences focusing on the engineering profession.

Trinity engineering students have the opportunity to study in the Mathematics, Computing, and Engineering Center, a modern high-technology facility. Engineering laboratories support instruction and student projects in microprocessor system design, telecommunications, digital signal and image processing, solid state electronics, integrated circuit design, biomechanics, fluid mechanics, solid mechanics, thermal science, materials science, digital logic

design, and robotics. An electrophysiology laboratory supports student research projects in biomedical engineering. The department offers students daily 24 hour access to labs and computer facilities. The latter include networked HP workstations dedicated to the design of electronic systems and IBM-compatible PCs and Macintosh computers for data acquisition, digital signal and image processing, computer aided design, and advanced scientific computing. All computers are connected to a high-speed campus-wide network that offers students access to a wealth of computing resources and the World Wide Web. These resources include direct Internet connections providing electronic mail and WWW pages, and shared software stored on Trinity Computer Center file servers. Student design projects are supported by a well equipped machine shop.

FOUR-YEAR ENGINEERING MAJOR—The Trinity Bachelor's degrees in Engineering are based in the formal study of mathematics, physics, and chemistry, extended by completing engineering core courses in mechanics, materials science, electrical circuits, and feedback control theory, and rounded out through a required senior design project. Engineering electives, which may include graduate-level courses at Rensselaer at Hartford, provide depth of study in the major. Every engineering major must demonstrate proficiency in using digital computers for computer-aided design, data acquisition, programming, and preparation of technical reports and presentations. To ensure significant exposure to the traditional liberal arts, each student major must complete at least eight courses in the arts, humanities, or social sciences and is expected to achieve depth of study in at least one subject area. Independent study or internship credits are not normally counted toward a degree in Engineering. Students must obtain departmental approval before enrolling in courses to be taken at other institutions and counted toward the Engineering major.

BACHELOR OF SCIENCE IN ENGINEERING—The ABET-accredited B.S. in Engineering requires completion of core mathematics, science, and engineering courses; engineering electives; and a yearlong senior design project. Engineering core courses and electives provide exposure to the engineering sciences and serve as bridges linking basic mathematics and science to the creative process of engineering design. The senior design project, which requires Engineering 483 and 484, engages students, working in close collaboration with their faculty advisors, in the process of creating an engineering system from inception to implementation and testing. This process requires students to consider such design criteria as economic and environmental costs and constraints, aesthetics, reliability, and complexity; and to write formal specifications, evaluate alternatives, synthesize a system, and evaluate performance.

Students pursuing the B.S. in Engineering may choose a concentration in Electrical, Mechanical, Computer, or Biomedical Engineering. These concentrations provide a background in mathematics, science, engineering science, and engineering design needed to carry out the senior design project. Students may design their own B.S. program in consultation with an Engineering faculty advisor. Such programs must satisfy the basic mathematics and science requirements, the core engineering requirements, and include at least 13.5 Trinity course credits of engineering topics including Engineering 483 and 484. The engineering faculty adviser works with each student in tailoring a program that includes an appropriate mix of engineering science and design.

Electrical Engineering Concentration—This concentration emphasizes semiconductor electronics, integrated circuit design, communication theory, digital signal processing, digital logic design, and microprocessor system design and interfacing.

Mechanical Engineering Concentration—This concentration includes the study of mechanical systems (statics, dynamics, solid mechanics and fluid mechanics), and thermal systems (thermodynamics, heat transfer).

Biomedical Engineering Concentration—This concentration builds upon a solid foundation in the biological and physical sciences and core engineering areas. Electives allow students to pursue particular interests in such areas as electrophysiology, biomechanics, bio-fluid dynamics, or bioinstrumentation.

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 hands-on experience in integrating hardware and software.

BACHELOR OF ARTS IN ENGINEERING—The Bachelor of Arts program offers flexibility in selecting courses from traditional liberal arts areas as well as combining a solid major in Engineering with in-depth study in another field. The B.A. program affords a solid foundation in mathematics, science, and engineering topics, which prepares students to enter graduate professional programs in law, management, or business. The B.A track requires completion of a one-semester senior research or design project.

BEACON—Trinity College participates in the Biomedical Engineering Alliance for Central Connecticut (BEACON), an association that enables Trinity students to enroll without extra charge in the full range of BME courses offered at BEACON institutions—the University of Connecticut (courses offered both at Storrs and in Hartford at the Connecticut Children's Medical Center) the University of Connecticut Health Center (Farmington), and the University of Hartford. Descriptions of BEACON courses— Biomechanics, Bioinstrumentation, Biomaterials, Medical Imaging, Physiological Systems, etc.—are listed at the end of this Catalogue section. Students register for

University of Hartford courses through the existing Consortium agreement and may register for BME courses at the University of Connecticut or at the University of Connecticut Health Center by filling out the BEACON consortium form. Contact the BEACON director, Professor Joseph Bronzino, for registration details and further information.

ENGINEERING DEGREE REQUIREMENTS—Specific requirements for the four-year Bachelor's degree programs in Engineering are summarized below.

General Requirements—B.S. and B.A.

No more than one engineering course with a grade lower than C- will be counted toward the Engineering major.

- Computer programming proficiency (by course or examination)
- At least eight courses in arts, humanities, or social sciences, including at least two courses chosen to achieve depth in some subject area
- Basic Mathematics/Science core: Mathematics 131, 132, 231, 234; Chemistry 111L or 121L; Physics 131L, 231L, 232L
- Engineering core: Engineering 212L, 225, 232L, 312.

Bachelor of Arts in Engineering

Beyond the general requirements above, the B.A. in Engineering requires:

- Four additional Engineering courses of which at least three are at 300 level or above
- Senior Exercise: Engineering 484 including the completion of a one-semester research or design project.

Bachelor of Science in Engineering

Beyond the general requirements above, the B.S. in Engineering requires:

- Engineering electives, bearing at least 7 course credits, chosen from the following list: Engineering 102 or 104, 221L, 226, 301L, 303, 307L, 308L, 323L, 325, 337, 362L, 372, 401, 411, 412, 421, 431, and Rensselaer at Hartford courses approved by the department chairperson. Electives must be chosen to ensure sufficient engineering design content.
- A yearlong senior design project requiring enrollment in Engineering 483—Senior Design Project in the fall semester and Engineering 484—Senior Design Seminar in the spring semester.

Students pursuing the B.S. in Engineering may choose one of the concentrations below. Completion of a concentration will be noted on the final transcript.

- *Electrical Engineering*—Engineering 221L, 301L or 303, 307L, 308L, 323L, plus one elective chosen from the following list: Engineering 102 or 104, 226, 325, 337, 362L, 372, 401, 411, 412
- *Computer Engineering*—Computer Science 115L, 215L, 230 or 315; Engineering 221L, 307L, 308L, 323L
- *Mechanical Engineering*—Engineering 226, 325, 337, 362L, 372, 431, plus one Engineering elective chosen from the following list: Engineering 102 or 104, 221L, 301L, 303, 307L, 308L, 323L, 401, 411, 412, or appropriate Rensselaer at Hartford course.
- *Biomedical Engineering*—Biology 153L, and Engineering 411. For Electrical Engineering track: 307L, 308L; one elective from Engineering 221L, 301L, 303; and three electives from Engineering 412 and BEACON courses. For Mechanical Engineering track: Engineering 226, 325, 362L; plus one course in Biomechanics and two electives chosen from Engineering 412 and BEACON courses.

COGNATE COURSES—Engineering majors are encouraged to select, in consultation with their faculty advisers, courses from the arts, humanities, social sciences, and natural sciences that address individual interests and broaden educational perspectives. Additional courses in physics, chemistry, biology, mathematics, and neuroscience enrich basic scientific understanding and address the special interests of students; such courses are highly recommended. Students intending to enter graduate study in Engineering are advised to 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), numerical analysis (Mathematics 255), and mathematical methods of physics (Physics 300).

HONORS IN ENGINEERING—To be eligible for Honors in Engineering the student must: (1) Earn a grade point average of at least 9.5 in Engineering courses. All Engineering courses taken will be included when computing this average. Normally, independent studies and internships are not counted; (2) earn an overall GPA of at least 9.0; (3) earn a grade of B+ or higher on the Engineering senior design project.

TRINITY COLLEGE/RENSSELAER AT HARTFORD FIVE-YEAR ENGINEERING PROGRAM—Students choosing this cooperative program receive a Bachelor's degree from Trinity after four years and a Master's degree from Rensselaer at Hartford after five years. Students apply for admission to this program in the spring of the junior year. The candidate must consult the Rensselaer at Hartford catalogue for admission requirements, discuss procedures with the Trinity Engineering department chair as early as possible, and develop, in consultation with the faculty adviser, a coherent plan of study that includes eight Rensselaer at Hartford courses (normally two per semester) in Electrical or Mechanical Engineering and a Master's thesis.

FALL TERM

[**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. Students will perform hands-on testing in a subsonic wind tunnel at Trinity. Light, fixed-wing aircraft design is introduced. Prerequisites: Secondary school trigonometry and physics. Enrollment limited.

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, programmable logic, and computer organization. The laboratory emphasizes the design of digital networks. Prerequisite: one year college mathematics. (1 1/4 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. Engineering design is incorporated in reading week and homework assignments. Prerequisites: Physics 131L and Mathematics 131 or permission of the instructor.—TBA

307L. Semiconductor Electronics I—Introductory semiconductor physics leading to the development of p-n junction theory. Development and application of device models necessary for the analysis and design of integrated circuits. Applications include digital circuits based on bipolar transistors and CMOS devices with particular emphasis on VLSI design considerations. Lecture and laboratory. Prerequisite: Engineering 212L. (1 1/4 course credits)—Broadbridge

312. Feedback Control Theory—An introduction to feedback control systems, including topics of transformation methods, transfer functions and analysis of dynamic systems using state variable approach and root locus analysis. Feedback systems from a range of disciplines will be modelled and analyzed to discuss the effects upon system stability and controllability with different type of compensators. Students will design proportional, integral and derivative (PID) controllers through computer simulations to provide compensation required for feedback systems design. Prerequisites: Mathematics 231 and Engineering 212L.—TBA

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. (1 1/4 course credits)—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, shafts, and columns subjected to axial, torsional and combined loading. Students will also use computer analysis in the design of various combined loaded structures. Prerequisite: Engineering 225.—TBA

337. Thermodynamics—Theoretical and applied classical engineering thermodynamics. Concepts presented include the first and second laws, properties of ideal and real substances, gas mixtures, closed and open systems, work and heat, reversible and irreversible processes, various thermodynamic cycles, and chemical reactions. Students will also complete a design and optimization of a power cycle as an individual project. Prerequisite: Physics 131L.—Mertens

341. Architectural Drawing—Techniques of drawing required in architectural practice, including floor plans, perspectives, shading techniques. Four contact hours per week. Enrollment limited.—Woodard

399. Independent Study—Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-2 course credits)

[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 contributions of anatomists, physiologists, and electrical engineers. The basic biochemical properties of the membrane and sensory transduction, neural transmission, and synaptic interaction are considered in sequential order. Then the collective action of neurons in the form of compound electrical responses, and the electroencephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-walking oscillation, pain modulation, etc. Particular emphasis is placed on experimental design. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all junior and senior life science and physical science majors. (Same as Psychology 411.)—Bronzino

431. Mechanical Engineering Design Laboratory—This course requires senior level mechanical engineering students to perform significant independent engineering design using skills acquired from a broad range of previous engineering courses. Simultaneously, it provides practical experience designing, testing and using mechanical transducers for measuring displacement, velocity, acceleration, force, temperature and pressure. Transducers are interfaced to electrical and computer subsystems for data collection and subsequent numerical analysis. CAD design, machining and finite-element analysis of structures are introduced. Prerequisites: Engineering 212L and Engineering 325 or permission of the instructor.—Mertens

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

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 Engineering 484. Open to senior Engineering majors.—TBA

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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. Emphasis is placed upon design processes and team approaches to project development. 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.—Mertens

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. Both analysis and design approaches are discussed. Lecture and laboratory. Prerequisites: Physics 231L and Mathematics 231. ($1^1/_4$ course credits)—Ning

226. Mechanics II—This course studies particle and rigid body dynamics. Topics include: kinematics and kinetics of both particles and rigid bodies, equations of motion in rectangular, normal/tangential and polar coordinate systems, rigid body translation, rotation and general plane motion, work and energy, momentum conservation, mass moment of inertia, and free, forced and damped vibrations. Engineering design is incorporated in Reading Week and homework assignments. Prerequisite: Engineering 225.—TBA

232L. Engineering Materials—A study of the nature, properties, and applications of materials in engineering design. An introduction to the field of Materials Science with topics including metals, ceramics, polymers, and semiconductors combined with the unifying principle that engineering properties are a consequence of the atomic/molecular structure of materials. Lecture and laboratory. Prerequisites: One year college physics and one chemistry course. ($1^1/_4$ course credits)—Broadbridge

[**301L. Digital Signal and Image Processing**]—This course will cover the basics of signal representation in the discrete-time domain. Properties of linear systems will be reviewed to facilitate the understanding of various algorithms designed for digital signal and imaging processing. Students will learn the algorithms to design different digital filters, Fast Fourier Transform (FFT), and other modern techniques that can be used to process audio signals and digital images. The focus of the laboratory is to provide students with adequate hands-on experience of translating design concepts into realities. In the laboratory students will master the skills of using state-of-the-art digital signal processors (DSPs) and development tools to build real-time DSP systems for use in multimedia signals (audio and video) or computer communication Prerequisites: One year calculus and Engineering 221L or Computer Science 230. (1 1/4 course credits)

303. Analog and Digital Communication—An introduction to fundamental topics in communication theory such as characterization of signals in time and frequency domains, signal modulation, information coding, and data transmissions. The design of optimal receivers for binary data transmission over noisy channels will be addressed within the context of probability and statistics. Prerequisite: Mathematics 231.—Ning

308L. Semiconductor Electronics II—A survey of digital and analog semiconductor circuits, focusing on the application of metal-oxide semiconductor and bipolar junction transistors in electronic design. The laboratory provides design experience with digital and analog circuits. Prerequisite: Engineering 221, 307L. (1 1/4 course credits)—Ahlgren

342. Architectural Design—A study of architectural design concepts including space relationship, site planning, use of materials. The students will prepare a three dimensional model based on their own design. The course includes field trips. Four contact hours per week. Prerequisite: Engineering 341 or permission of the instructor. Enrollment limited.—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. Significant engineering design is performed in laboratory and homework assignments. Prerequisites: Engineering 226 and Mathematics 231, or permission of the instructor. (1 1/4 course credits)—Palladino

372. Heat Transfer—An introduction to the physical phenomena associated with heat transfer. Analytical and empirical techniques to study heat transfer by conduction, forced and free convection, and radiation are presented. Heat equations developed for applied conduction are solved numerically via digital computer. Students will apply design and analysis of heat transfer systems that combine conduction, convection, and radiation. Prerequisites: Physics 131L and permission of the instructor.—Mertens

399. Independent Study—Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-2 course credits)

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

412. Physiological Modeling—An introduction to the design and use of models and simulations in the quantitative description of physiological systems. These tools are especially useful for describing membrane biophysics, neural modeling, cardiovascular system dynamics, respiratory mechanics, and muscle contraction. This course is designed for upper-level students in engineering and the life sciences. Significant engineering and software design is incorporated in all homework assignments. Prerequisites: Mathematics 131, Physics 131L, and Biology 153L or permission of the instructor.—Palladino

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

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.—TBA

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

BEACON COURSES-For students interested in Biomedical Engineering, the following courses are available through the Biomedical Engineering Alliance for Central Connecticut (BEACON), involving the University of Hartford (UH), the University of Connecticut at Storrs (UCT) and the University of Connecticut Health Center in Farmington (UCHC).

Fall Term

TC: ENGR 411. Electrophysiology of the Central Nervous System—See description in Catalogue above.

UH:BE 301. Biomechanics—The study of forces acting in the extremities and axial skeleton; stress strain behavior of bone, tendons, ligaments, and cartilage; lubrication of joints; mechanics of fracture fixation; mechanics of bone-prosthesis interaction and prosthesis design. This course assumes a background in dynamics, mechanics of materials and fluid mechanics.

UH:BE 401. Bio-Instrumentation—Modeling, analysis, and operation of transducers, sensors, and electrodes, for physiological systems; operational and instrumentation amplifiers for bioelectric event signal processing and interfacing; A/D converters and hardware and software principles as related to sampling, processing, and display of biosignals and digital computers. This course assumes a background in electrical circuits and electronics.

UCT:EE 271. Physiological Control Systems—Analysis of human physiological control systems and regulators through the use of mathematical models. Identification and linearization of system components. Systems interactions, stability, noise, and the relation of system malfunction to disease. The analysis and design of feedback systems to control physiological states through the automatic administration of drugs. For senior and graduate students having had introductory courses in systems theory and control systems.

UCT:EE 300-3. Human Biomechanics—Introductory graduate course applies principles of engineering mechanics in the examination of human physiological subsystems such as the musculoskeletal system and the cardiovascular system. Topics drawn for biosolid mechanics, biofluids, and biodynamics, the viscoelastic modeling of muscle and bone, non-Newtonian fluid rheology, blood flow dynamics, respiratory mechanics, biomechanics of normal and impaired gait, and sport biomechanics. Guest lecturers and visits to local medical laboratories provide additional perspectives. This course assumes a background in undergraduate statics and dynamics engineering courses. For senior engineering and first year graduate students. (Offered in Hartford at Connecticut Children's Medical Center-CCMC.)

UCT:EE 370. Biomedical Instrumentation I—Origins of bioelectric signals; analysis and design of electrodes and low noise preamplifiers used in their measurement. Statistical techniques applied to the detection and processing of biological signals in noise, including the treatment of nerve impulse sequences as stochastic point processes. Methods of identifying the dynamic proper ties of biosystems. Semester by arrangement. This course assumes a background in linear systems and electronics. For senior engineering students and first-year graduate students.

UCT:EE 378. Biomedical Imaging—Fundamentals of detection, processing and display associated with imaging in medicine and biology. Topics include conventional and Fourier optics, optical and acoustic holography, thermography, isotope scans, and radiology. Laboratory demonstrations will include holography and optical image processing. This course assumes a background in linear systems. For senior engineering and first-year graduate students.

UCHC:MEDS 417. Physiological Systems I—This course is designed for engineers or other graduate students without a life sciences background. Contents: introduction to cell structure and function; the cardiovascular, respiratory, and renal/urinary systems; the basics of hematology, and the interactions between these organ systems to transport oxygen and eliminate wastes. Format: didactic session followed by group problem-solving. This course assumes a background in calculus, physics and computer programming. For senior and graduate students. (Offered in Hartford at Connecticut Children's Medical Center-CCMC.)

Spring Term

TC:ENGR 412. Physiological Modeling—See description in Catalogue above.

UH:BE 302. Biofluid Mechanics—Properties of fluids pertaining to the human body. Emphasis on blood flow, including: velocity profiles, blood vessel geometries and both Newtonian and non-Newtonian behavior. Additional topics to include respiratory mechanics and gas/mass transport. This course assumes a background in dynamics, mechanics of materials and fluid mechanics. For junior/senior engineering students.

UCT:EE 272. Introduction to BME—Survey of the ways electrical engineering and medical science interact. Design and use of instrumentation for measuring states of physiological systems during surgery and intensive care. Diagnostic instrumentation including pneumography, X-ray therapy, and ultrasound imaging systems. Prosthetic devices and sensory aids for the handicapped. Shock hazards in biomedical instrumentations. Computers in health care. This course assumes a background in calculus and physics. For junior/senior engineering students.

UCT:EE 300-TBD. Biomaterials—Overview of structure-property relationships for biological tissues (soft and hard connective tissues) and synthetic implant materials (metals, polymers, ceramics). Design and legal issues for orthopaedic, dental, and cardiovascular devices. Interactions between biomaterials and the biological environment ("biocompatibility") are emphasized. This course assumes a background in undergraduate courses in mechanics and materials. For senior engineering and first-year graduate students. (Offered in Hartford at Connecticut Children's Medical Center-CCMC.)

UCT:EE 300-TBD. Expert Systems in Medicine—Introduction to expert system concepts and programming strategies. Knowledge representation and knowledge acquisition are emphasized. Expert system skill is used as integral part of course to develop expert systems. Focus is on medical application. This course assumes a background in general computer use and an introductory course in computer programming. For senior engineering and first-year graduate students. (Offered in Hartford at Connecticut Children's Medical Center-CCMC.)

UCT:EE 372. Communication and Control in Physiological Systems—Processing, transmission, and storage of information in nerve systems. Mechanisms of neurosensory reception, coding and signal-to-noise ratio enhancement. Analysis of invertebrate and vertebrate visual systems. Neural spatio-temporal filters in feature extraction and pattern recognition. Analysis of control systems and regulators associated with vision: e.g., gaze control, accommodation, pupil area, and intraocular pressure. This course assumes a background in linear systems and feedback control systems. For senior engineering and first-year graduate students.

UCHC:MEDS 418. Physiological Systems II—A continuation of Physiological Systems I, the contents include the musculoskeletal, nervous, gastrointestinal, immune, and reproductive systems. Format: didactic session followed by group problem solving. Prerequisite: Physiological Systems I. (Offered in Hartford at Connecticut Children's Medical Center-CCMC.)

English

ASSOCIATE PROFESSOR THOMAS, *Chairman*;
PROFESSOR EMERITUS WHEATLEY;
ALLAN K. AND GWENDOLYN MILES SMITH PROFESSOR OF LITERATURE LAUTER;
ALLAN K. SMITH PROFESSOR OF ENGLISH LANGUAGE AND LITERATURE CLIFF;
CHARLES A. DANA PROFESSOR OF ENGLISH AND AMERICAN STUDIES J. MILLER;
G. KEITH FUNSTON PROFESSOR OF AMERICAN LITERATURE AND AMERICAN STUDIES COHN;
PROFESSORS BENEDICT***, HUNTER, KUYK†, OGDEN**, PFEIL†**, and RIGGIO;
ASSOCIATE PROFESSOR FISHER††; ASSISTANT PROFESSOR PERKINS;
ALLAN K. SMITH ASSISTANT PROFESSOR IN CREATIVE WRITING LEWIS;
VISITING ASSISTANT PROFESSORS MELNICK and QUITSLUND;
WRITER-IN-RESIDENCE RAMAYA;
ALLAN K. SMITH LECTURER IN ENGLISH, ASSOCIATE PROFESSOR OF COMPOSITION AND RHETORIC, AND DIRECTOR OF THE WRITING CENTER WALL**;
ASSISTANT DIRECTOR OF THE WRITING CENTER AND LECTURER BUTOS;
LECTURERS IN THE WRITING CENTER PAPOULIS and PELTIER;
VISITING WRITERS BLOOM, FRIEDMAN, LIBBEY, O'NAN, and SELZ;
VISITING LECTURER TRAVIS;
VISITING LECTURERS IN THE WRITING CENTER LEE and O'NEAL;
ARTIST-IN-RESIDENCE HALL

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

THE ENGLISH MAJOR—By majoring in English, students set out to refine their ability to comprehend works of literature, to understand how literature and culture affect one another, and to express their interpretations in speech and in writing. While students may choose to concentrate either in LITERATURE or CREATIVE WRITING, both concentrations are designed to equip students to achieve these goals by requiring a minimum of *twelve* courses divided into the categories below. Together, these courses are intended to develop the following skills:

1. *Read a literary work closely and critically.* By doing so, students will learn to recognize and analyze significant details and relationships within the work. Every English course depends on this skill, but English 260 and many other 200-level courses focus on it. The department requires **one** "close reading" course.

2. *Recognize the importance of the cultural contexts in which each work locates itself.* These contexts may extend broadly through a society—for example, specific issues like gender, race, or class—and the more general categories of political, historical, and social context. The department requires **two** courses in "cultural context," one of which may be a survey in English, American, or African-American literature.

3. *Become knowledgeable about the broad traditions of American and English literature.* Courses should be taken across the historical range and across the genres of literature in English. At least one of these courses must concentrate on poetry. The department requires:

—**three** courses in literature written before 1800 at the 300/400 level

—**two** courses in literature written after 1800 at the 300/400 level

—**two** other courses of the student's own choosing, at least one of which must be at the advanced level. **(For the Creative Writing concentration, one of these must be a basic Creative Writing workshop in fiction or poetry.)**

4. *Develop and refine the interpretive theories and formal patterns students use to understand works of literature.* This part of the major will enable students to become aware of the range of interpretive tactics they already use and to acquire new ones. The department requires one course in "literary theory." **(For the Creative Writing concentration, an Advanced Creative Writing workshop in fiction or poetry substitutes for this requirement.)**

5. *Bring to bear on each work students read all their experience as a reader and a critic.* The major will end with one critical undertaking in which students demonstrate their interpretive power and ability to express their interpretations vividly and persuasively. This major project may be a thesis or a senior seminar, or, with special permission, a graduate course. **(For the Creative Writing Concentration, this must be a senior workshop in fiction, poetry, or playwriting at the 400 level.)**

Major Credit: A course will count toward the major if the grade earned is a C- or higher.

Honors: A select number of graduating seniors are chosen for departmental honors each year. Candidates qualify for honors in the English Department by: (1) attaining a cumulative average of A- or higher in all English courses counted toward the major; and (2) doing distinguished work in an English major project (or 400-level workshop for Creative Writing concentrators).

Students who plan to continue the study of English in graduate school should see Professor 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, computer science, fine arts (art history), history, international studies, modern languages and literature, philosophy, psychology, religion, sociology, theater arts, and women's studies. Majors should consult their advisers when choosing courses.

Fall Term

COMPOSITION AND RHETORIC COURSES

101. Writing—An introduction to the art of expository writing, with attention to analytical reading and critical thinking in courses across the college curriculum. Assignments offer students opportunities to read and write about culture, politics, literature, science, and other subjects. Emphasis is placed on helping students to develop their individual skills. Enrollment limited.—C. Butos, Peltier, Papoulis, Perkins, Lee, and O'Neal

103. Special Writing Topics—The Spirit Of Place: Writing With An Active/Reflective Eye—In this course we will write about "place," and explore how writers render ideas of location, nature, and the environment, ranging from wilderness to city streets. We will move from simple descriptions to an exploration of the larger issues that arise in the interactions between people and places. Readings will include Gretel Erlich and Barry Lopez, among others, who have artfully evoked the spirit of place. Enrollment limited.—Papoulis

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.—Lewis, Friedman

111. Creative Writing: Poetry—An introduction to the writing of poetry, workshop discussion of poems by students and established poets. Enrollment limited.—Ogden

[333-03. Creative Writing Nonfiction]—The art of the nonfiction narrative. Students will write several pieces on contemporary issues and personalities. They will study the work of John McPhee, Madeleine Blais, Tom Wolfe, and others who employ fictional techniques to tell true stories. This course satisfies the requirement of an elective. Enrollment limited.

334. Advanced Creative Writing: Fiction—Students will write and rewrite fiction. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. English 110, 111, or its equivalent is a prerequisite. This course satisfies the requirement of a 300-level workshop for creative writing majors. Enrollment limited.—Lewis

335. 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 projects, culminating in the composition of a one-act play. This course satisfies the requirement of a 300-level workshop for creative writing majors. Theater/Dance 102 or 203, and permission of the instructor. Enrollment limited. (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. Interested students should contact either Professor Hugh Ogden or Professor Ronald Thomas in the English Department. English 110, 111, or its equivalent is a prerequisite. This course satisfies the requirement of a 300-level workshop for creative writing majors. Enrollment limited.—Staff

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. Enrollment limited.—Ramaya

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 close reading course or a course emphasizing cultural context. (Same as American Studies 205.)—Lauter

210. Survey of English Literature I: Anglo-Saxon Period to 1700—Through selected readings in works from the Anglo-Saxon period to the late 17th century, this course will study the development of English literature in the context of stylistic, cultural, and historical changes and influences. This course satisfies the requirement of a close reading course or a course emphasizing cultural context.—Fisher

[**258. Free Verse: Poetry's Fluid Form**]—This course investigates the origins of free verse, what it is, how it works, and its impact on poetry in the United States today. Readings will include contemporary poetry of the United States and prose which discuss form, free verse, etc. This course satisfies the requirement of a close reading course.

260-01. 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. Film screenings will be scheduled accordingly. This course satisfies the requirement of a close reading course.—Hunter

260-02. Critical Reading: The Speaking Voice—Through close readings of a variety of major literary forms, this course examines the issue of the speaker. Who tells the story? What constitutes authority? How is our belief compelled? This course satisfies the requirement of a close reading course.—J. Cohn

260-03. 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 close reading course.—Peltier

[**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. Film screenings will be scheduled accordingly. This course satisfies the requirement of a literary theory course or a course emphasizing cultural context. (Same as American Studies 270.)

266. Image and Identity in American Literature and Film—Beginning with Leslie Marmon Silko's assertion that "no word exists alone," we will explore ways of receiving, perceiving, and utilizing texts by breaking down our assumed and developing notions of how the language of given texts (written, oral, and visual) constructs the narratives that shape our notions of race, ethnicity, gender, sexuality, class, and culture(s). In addition to regular class meetings, students must attend five "lab periods" to screen videos. Among required texts will be: Jean Toomer's *Cane,* Anna Deveare Smith's *Twilight L.A.,* selected writings by Raymond Carver, Beth Nugent, James McPherson, Sherman Alexie, Marylin Hacker, Marlene Norbesse Philip, James Wright, Natasha Saje, and others, and movie/documentaries such as *Hud, Do the Right Thing, City of Hope, Hoop Dreams, Sankofa, Tongues Untied, Once Were Warriors, Blow Up, and Patti Rocks.* Film screenings will be scheduled accordingly. This course satisfies the requirement of a course emphasizing cultural context or a close reading course.—Lewis

275. Apocalypse Now and Then: Literature and the End of the World—From the composition of the late Hebrew scriptures onward, the end of the world has been a textual event—narrated in metaphor and prophesied based on retellings of history. This course examines the way that cultures interpret and rewrite the biblical apocalypse(s). Focusing on the mid- to late-sixteenth century and the mid- to late-twentieth century, we will use a variety of genres (plays, novels, poetry, and film) to ask not only when the world will end (or should have ended), but what the end means. Readings will include Book I of Spenser's *The Faerie Queene,* part of Milton's *Paradise Lost,* Donne's *Anniversaries,* Robertson's *End of the Age,* and Lindsey's *Late Great Planet Earth.* This course satisfies the requirement of a close reading course.—Quitslund

288-02. American Fiction, 1940-Present: Stories to Live By—This class surveys American fiction since World War II and asks: What stories have we told about ourselves in this period, and what ends have these stories served? What kind of lives do we imagine for ourselves as individuals and as a nation in our best-known and most critically-acclaimed fiction? Readings may include works by Wright, McCullers, Salinger, Baldwin, Nabokov, Pynchon, Roth, Kingston, Morrison,Vonnegut, and Allison. Students should be prepared to read a novel a week or its equivalent. Evaluation will be based on short close-reading exercises, in-class presentations, one longer paper, a mid-term and a final. This course satisfies the requirement of a close reading course. (Same as American Studies 288-02.)—Travis

[**294-02. Back in the USA: African American Literature and Culture from World War II to Black Power**]—In this class, we will explore major themes in African American literary and cultural production from around World War II to the beginnings of the Black Power movement. Among other things, we will discuss migration (in the art of Jacob Lawrence, the writing of Langston Hughes, and in Chicago blues), returning veterans, the Black beat poets, innovations in African American theater (Lorraine Hansberry and LeRoi Jones/Amiri Baraka), constructions of Black masculinity (in Ralph Ellison, Ann Petry, Malcolm X and Doo Wop music), and conditions in the urban workplace (in Alice Childress, Chuck Berry and others). Students will be expected to supplement their readings with extensive listening and viewing assignments. This course satisfies the requirement of a course emphasizing cultural context. (Same as American Studies 294-02.)

LITERATURE COURSES

Although these are not introductory courses, many of them are open to non-English majors.

304-02. The Fiction of the Middle Class—This course examines fictional representations of the American middle class and the possibility that the middle class itself is a fiction. In our imagined versions of middle class life, what rewards does it promise and what kinds of payment does it exact? How does it inflect— and how is it inflected by— gender, race, and sexual identity? We will address these questions in a series of classic and contemporary novels that may include: *Babbitt, What Makes Sammy Run?, Appointment in Samarra, Goodbye Columbus, Brothers and Keepers, White Noise, Linden Hills, Native Speaker,* and *The Distinguished Guest.* Students will be responsible for posting weekly responses to the class newsgroup, co-presenting historical background material to the class, and writing two short (4-6 pp.) papers and one longer (8-10 pp.) paper on an outside text. This course satisfies the requirement of a course emphasizing cultural context. (Same as American Studies 349.)—Travis

308-02. Teenage Nation: Reinventing Adolescence in Modern American Literature and Culture—In this course we will explore a wide range of texts to come to terms with the category of "teenager" as it was constructed in America in the World War II era and beyond. Beginning with the panics surrounding youth of color in particular during the war (through a study of *Native Son*, and the Zoot Suit Riots of 1943), we will then move to a thematic study of the subject. Among other topics, we will examine: the sexualization of teens (in Nabokov's *Lolita* and John Rechy's *City of Night*); the juvenile delinquent scare of the 1940s and 1950s (in *Rebel Without A Cause*, Herbert Simmons's *Corner Boy*, and the rise of rock and roll); the alienated teen (in Salinger's *Catcher in The Rye* and Sandra Cisneros's *House on Mango Street*); and the transcendent teen (in Russell Banks's *Rule of The Bone*, and early 1980s film). We will finish with a study of the juvenile delinquent scare of the 1980s and 1990s (especially surrounding rap music). Students will be encouraged to examine other aspects of the teen condition through independent projects. This course satisfies the requirement of a course emphasizing cultural context or a course emphasizing literature after 1800. (Same as American Studies 346.)—Melnick

310-02. The Epic and The Search for The Heroic—What does it mean to be a hero in *The Iliad, Gilgamesh*, and *The Odyssey* and how do later poets revise or strive to match the values and standards of these poems? What makes an epic hero? Readings in Milton, Virgil, Wordsworth, William Carlos Williams and other epics as well as *The Iliad, Odyssey,* and *Gilgamesh.* This course satisfies the requirement of a course emphasizing literature before 1800 or a literary theory course.—Ogden

[313. Personal Testimony and the Remaking of History: Autobiography and the Black Power Movement]—In this course we will analyze the political narratives of several African American activists of the Black Power Movement (including Malcolm X, Angela Davis, Assata Shakur, George Jackson, and Eldridge Cleaver), and the counter-hegemonic history that emerges as we read them both against one another and against other statements of/about the period. Emphasis will be on political autobiography as genre, the pedagogical implications and uses of these texts, and how we might situate them along a continuum of African American resistance writing and struggle. This course satisfies the requirement of a course emphasizing cultural context. Enrollment limited. (Same as American Studies 334 and Women's Studies 334.)

314. Modernism: Literature, Theory, and Practice—Drawing on American and European texts, this class asks: What and when was Modernism? How did the artists who claimed that term for themselves understand it? To address these questions, we will examine two of the issues that weighed most heavily on the imaginations of modernist writers: the nature and purpose of the artist in society, and the project of making a self. We will examine the booming popular culture of the period and its dialogue with traditional high art forms in music, dance, and visual arts. Our focus, however, will be on literature; readings may include fiction by Joyce, Woolf, Conrad, Stein, Toomer, Faulkner, Cather, Larsen, West; poetry by Eliot, Pound, Hughes, Crane, Williams, Moore; non-fiction by Howells, James, Locke, Pater, and Stevens. Students should be prepared to read the equivalent of a novel a week and keep a reading journal, take surprise quizzes, and write two 6-8 page papers on secondary sources. This course satisfies the requirement of a literary theory course or a course emphasizing cultural context. (Same as American Studies 337.)—Travis

320. Black Women Writers—Through readings in fiction, autobiography, essays and some poetry, this course will investigate the conditions and experiences shaping Black female identity in the United States. Although the focus will be on 20th Century *African American* women writers, some selections by earlier writers, and by writers from outside the United States, will be included as a way of exploring similarities (and differences) that exist between Black women's writings, experiences, and ways of knowing trans-historically and across the diaspora. Among the recurring issues/themes we will investigate are the impact of race, class, gender, and sexuality on Black women's experiences and artistic vision, the quest for self-determination and self-actualization, the significance of spirituality, and the politics of Black women's roles within community, family, and nation. Writers studied will vary from semester to semester, but may include: Toni Morrison, Audre Lorde, Gayl Jones, Harriet Jacobs, Jamaica Kincaid, Sapphire, Mariama Ba, Maya Angelou, Gloria Wade Gayles, June Jordan, Alice Walker, Harriet Wilson, Ann Petry, and bell hooks. This course satisfies the requirement of a course emphasizing cultural context. Prerequisite: English 213, 217, or other courses in African American literature. Permission of instructor required. (Same as American Studies 342 and Women's Studies 326.)—Perkins

322. Revisions of Shakespeare—Examination of works by Anton Chekhov, Luigi Pirandello, Virginia Woolf, Sigmund Freud, Ernest Jones, Laurence Olivier, Tom Stoppard, and Kenneth Branagh in light of selected plays by Shakespeare. This course satisfies the requirement of a course emphasizing literature after 1800, a literary theory course, or a course emphasizing cultural context. Film screenings will be scheduled accordingly. (Same as Comparative Literature 322 and Theater and Dance 354.)—Hunter

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 and 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 course emphasizing literature after 1800.—Thomas

[341. Contemporary British Literature]—A sampling of recent works by such writers as the novelists Martin Amis, Alasdair Gray, Margaret Atwood, and Susan Hill; playwrights Alan Bennett and Tom Stoppard; and poets Seamus Heaney, Paul Muldoon, Ted Hughes, Claude Raine and (going back a bit) W. H. Auden. This course satisfies the requirement of a course emphasizing literature after 1800.

[342-02. Imagining Empire]—This course will examine literary texts and theoretical discourses emerging out of colonial cultures both during and after the Age of Empire. We will explore issues of cultural conflict, gender and racial tension, and national and personal identity in the works of writers such as Kipling, Forster, R.K. Narayan, Marguerite Duras, Nadine Gordimer, Salman Rushdie, Tom Stoppard, Michael Ondaatje, and Edward Said. This course satisfies the requirement of a literary theory course or a course emphasizing cultural context.

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. Shakespeare—In this course we will study selected Shakespeare plays, with an emphasis on plays in performance. Plays to be studied will include: *Love's Labors Lost* (with the possibility of attending a production at The Hartford Stage Company); *As You Like It; King Lear; Othello;* and *The Tempest.* Students should be available on Monday evenings for film screenings. This course satisfies the requirement of a course emphasizing literature before 1800 or a literary theory course. (Same as Theater and Dance 351.)—Riggio

359. Painted Words and Painted Women in Renaissance Literature—This course looks at two intertwined currents of English literature in the sixteenth and seventeenth centuries: eroticism and iconoclasm. Reading works by Wyatt, Sidney, Spenser, Shakespeare, Donne, Wroth, and Milton, we will explore the authors' attitudes toward fiction, rhetoric, and art as they appear in poetry about devotion directed toward both other human lovers and towards God. Readings will include parts of Foxe's *Actes and Monuments,* Sidney's *Defense of Poesy* and *Astrophil and Stella,* Shakespeare's *Rape of Lucrece,* Spenser's *Amoretti,* and Donne's lyric poems. This course satisfies the requirement of a course emphasizing literature before 1800.—Quitslund

[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), Milton's *Paradise Lost* as well as Locke and *The Bible.* This course satisfies the requirement of a course emphasizing literature before 1800 and a course emphasizing poetry.

[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 18th-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 or a course emphasizing cultural context, and satisfies the literature requirement for the minor in 18th-Century Studies.

[372. Literature of the Harlem Renaissance]—In this course we will read a selection of novels, essays, short fiction, and poetry by African American writers of the period, including Langston Hughes, Nella Larsen, Claude McKay, Zora Neale Hurston, James Weldon Johnson, Jesse Fauset, and Jean Toomer. Emphasis will be on identifying the characteristics that unify this body of literature and on investigating the significance of the Harlem Renaissance within the African American literary tradition. This course satisfies the requirement of a course emphasizing literature after 1800 or a course emphasizing cultural context. (Same as American Studies 392.)

[373. **Feminist Literary Criticism**]—Readings in Mary Shelley, Virginia Woolf, H. D., Adrienne Rich, Alice Walker, Elaine Showalter, Susan Gubar, and Jeanette Winterson. This course satisfies the requirement of a literary theory course or a course emphasizing literature after 1800. (Same as Women's Studies 373.)

374. **Realms of Fiction**—In this reading-intensive fiction course we will examine different genres of fiction and their cultural contexts: Gothic (Le Fanu), detective (Conan Doyle), historical (Lampedusa), magic realist (Latin American mainly), colonial, post-colonial (Rushdie), and science fiction (Le Guin). We will also read women writers, examining them via Marxist-Feminist discourses (Duras, Rhys, Morrison, Desai, Anzaldua) , and post-modern fiction. These literary texts will be accompanied by historical and theoretical readings: Barthes, Spivak, Ahmed, Fanon, Foucault, and others. This course satisfies the requirement of a literary theory course or a course emphasizing cultural context. (Same as Women's Studies 374.)—Ramaya

[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.)

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 course emphasizing literature after 1800.—Ogden

399. **Independent Study**—A limited number of individual tutorials in topics not currently offered by the Department. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. (1-2 course credits)—Staff

460. **Tutorial.** Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment.

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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. ($^1/_2$-1 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: Everything You Ever Wanted to Know About Texts**—This is your final year as an English major; this course is your senior seminar. There are books and authors, that, once upon a time, you thought every English major should have encountered. But you still haven't. One of this seminar's main purposes is to allow you to do so. One of its other purposes is to ask and, we'll hope, to answer the question: Why? Why did you or do you think that every English major should have read this book or author? Why haven't you? Why, now, has or hasn't the text satisfied your great expectations? Along the way, we will also be discussing related issues such as canonicity and canon changes, the structure of the major in English, and the (perhaps changing) reasons why you're in this major. Obviously, the students in the course will generate (and debate) its reading list and its syllabus. The instructor will generate the requirements. This course satisfies the requirement of a major project.—Fisher

495-02. **Senior Seminar: O'Neill and the Theater**—Few American dramatists have had an impact on the theater comparable to that of Eugene O'Neill, whose plays span four 20th-century decades. This seminar will position the plays of O'Neill in the context of theater history, with an emphasis on performance strategies. We will also consider the way in which O'Neill merges personal and cultural memory in the creation of the mythology of his plays, particularly with reference to African and African-American characters and motifs in early plays and to the use of Greek mythology in later works. This course satisfies the requirement of a major project. (Same as Theater and Dance 495-02.)—Riggio

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 in the semester before your senior year. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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.

839. Literature and Politics in Ireland, 1890-1930—A study of the Literary Revival and its immediate heirs in the years surrounding the independence of Ireland: literature in the British and international traditions, and against the background of Irish politics and history; and the subject of politics as poetry. In addition to Yeats, Synge, and Joyce, we will explore such other writers as Pearse and Connolly, O'Casey, O'Connor, and O'Flaherty. This course satisfies the literary history requirement.—Wheatley

868-15. Spenser, Milton, and the Temptations of Fiction—Concentrating on two major Protestant writers of the English Renaissance, this course asks how they constructed their own authorship—particularly in light of religious pressures on the ideas of imagination, imagery, and fiction. Readings will include *The Shepheard's Calendar*, Books I-III of *The Faerie Queene*, *Comus*, *Paradise Lost*, and a selection of lyric poems. This course satisfies the requirement of author-centered study.—Quitslund

893. Fiction Workshop—A student electing the English M.A. "Concentration in Creative Writing" is required to take a workshop in a single genre two times and to write a thesis in that genre. The Fiction Writing Workshop includes readings in contemporary fiction and focuses on writing and revising one's own fiction and critiquing others'. Enrollment in the Creative Writing Workshops requires submission and approval of a portfolio of original work.—O'Nan

940. Independent Study—Staff

954. Thesis Colloquium—As part of the two-credit thesis requirement, the Thesis Colloquium is designed to introduce Masters students to the fundamentals of designing a research project, investigating the literary critical landscape in a given field of inquiry, and completing a successful and original thesis project. The colloquium is required of all M. A. students not involved in the Concentration in Creative Writing, and is recommended to be taken at the beginning of the thesis writing process. It is non-credit bearing.—Thomas

955. Thesis Part II—Staff

956. Thesis—Staff

SPRING TERM

COMPOSITION AND RHETORIC COURSES

101. Writing—An introduction to the art of expository writing, with attention to analytical reading and critical thinking in courses across the college curriculum. Assignments offer students opportunities to read and write about culture, politics, literature, science, and other subjects. Emphasis is placed on helping students to develop their individual skills. Enrollment limited.—Lee

[103. Special Writing Topics]—Instruction and practice in expository writing, organized around a special topic. Emphasis is placed on learning to write engaged, effective prose with clear thought and powerful language. Topic for the semester will be "Writing Personal Experience: Diaries, Journals, Essays, and Stories We Tell Ourselves and Others." Enrollment limited.

202. Expository Writing Workshop—This intermediate workshop is designed for students who have achieved mastery in introductory level college writing and who want to refine their writing abilities. Students will focus on developing stylistic strategies and techniques when writing for numerous purposes and audiences. Students will choose from these writing forms: interview, travel article, op-ed piece, memoir, sports article, criticism, humor, and science and technology article. Enrollment limited.—C. Butos

208. Argument and Research Writing—A writing workshop emphasizing the development of argumentation and research skills. Students learn how to read and evaluate logical arguments, formulate research questions, explore print and electronic resources, and frame persuasive arguments in papers of substantial length. Frequent practice in writing and revising. Enrollment limited.—C. Butos, Peltier

331. The Art of Argument—An advanced interdisciplinary workshop in argumentation, with frequent practice in writing and speaking. Students will explore the dynamics of language and logic in a variety of contemporary contexts, as well as engage in interactive debates on both academic and "real world" topics.—Peltier

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.—Lewis, Ramaya, Friedman

111. Creative Writing: Poetry—An introduction to the writing of poetry, workshop discussion of poems by students and established poets. Enrollment limited.—Libbey

334. Advanced Creative Writing: Fiction—Students will read and write short fiction. The class is run as a workshop and is devoted to analysis of student work and that of professional short story writers. English 110, 111, or the equivalent is a prerequisite. This course satisfies the requirement of a 300-level workshop for creative writing majors. Enrollment limited.—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 the fiction of contemporary professional writers. Strongly recommended preliminary course: English 334. This course satisfies the requirement of a 400-level workshop for creative writing majors. Enrollment limited.—Lewis

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: Theater and Dance 393 or English 335 *Playwriting* and permission of instructor. Enrollment limited. (Same as Theater and Dance 493.)—Feinsod

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. Recommended preliminary course: a poetry workshop on the 100-level or one on the 300-level. This course satisfies the requirement of a 400-level workshop for creative writing majors, and a senior project. Enrollment limited.—Libbey

INTRODUCTORY LITERATURE COURSES

These courses require only a minimal background in the study of literature, but they demand close attention to the text. Students will normally analyze literary works in class discussion, and write a number of papers.

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—like 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 close reading course or a course emphasizing cultural context. (Same as American Studies 204.)—Lauter

211. Survey of English Literature II: 1700 to the Present—Through readings in novels, drama, poetry and prose from the Restoration to the 20th century, this course will examine shifts in the forms, functions and meanings of English literature in the context of cultural and historical changes. This course satisfies the requirement of a close reading course or a course emphasizing cultural context.—Kuyk

[**213. Survey of 20th Century African American Literature**]—This course will introduce students to a broad survey of 20th century African American fiction, essays, and poetry by such celebrated writers as DuBois, Hurston, Wright, Ellison, Petry, Hughes, Baldwin, Brooks, Baraka, Jordan, Killens, Morrison, Lorde, and Walker. Our discussions and strategies for reading will be informed by consideration of relevant social, historical, and political contexts. In addi-

tion to discussing issues of race, class, gender, and sexuality, emphasis will be on identifying and tracing recurring ideas/themes, as well as on developing a theoretical language to facilitate thoughtful engagement with these works. This course satisfies the requirement of a course emphasizing cultural context. (Same as American Studies 213.)

216. Introduction to Linguistics—A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial questions of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, to the roles language plays in how people think, and to the ways language determines and reflects the structures of society. Each student will conduct a small research project that examines some aspect of language as it is used in real life. This course satisfies the requirement of a literary theory course. (Same as Anthropology 101 and Linguistics 101.)—Lahti

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

235-02. The Mask: Forms of Minstrelsy in American Popular Culture—This course will survey theories of American popular culture which focus on the pervasiveness of "masking" as a style of performance. From the heyday of Blackface Minstrelsy in the 1840s and 1850s, to the popularity of Jim Carrey's recent movie "The Mask," masking has been at the heart of American cultural production. Taking in literature, stage performance, television, popular music, movies, and visual arts, this class will ask students to examine how masks have operated in the American culture industries—as disguise, as metaphor, and as parody. Through this lens, we will consider the major approaches to studying popular culture in our time. In addition to major reading assignments, students will also be expected to do viewing and listening assignments outside of class. This course satisfies the requirement of a course emphasizing literary theory or a course emphasizing cultural context. (Same as American Studies 234-02.)—Melnick

248. Poetry and Science—This course investigates the close relationship between poetry and science, by focusing on a selection of poets from different historical periods and the particular branches of science represented in those poems. We will discuss differing constructions of reality as perceived through poetry and science. Poets and topics we will discuss include: Donne and astronomy, Keats and medicine, Hardy and evolution, Elizabeth Bishop and geography, Maxine Kumin and ecology. This course satisfies the requirement of a close reading course.—Libbey

[**250. What Is Poetry For?**]—This course explores the continuing (and changing) relevance of poetry in everyday life by considering its various expressions and uses in contemporary culture. Through an investigation of the various "uses" of poetry—from self-help therapy, to commerce, to street culture, to spiritual expression, to cultural memory—we will reconsider the question posed by Dana Gioia: "Can Poetry Matter?" The exploration of this question will begin with selected readings of poems from all walks of life complemented by videos, tapes, performances, 'grassroots' field trips, and visits from a community of poem-makers. This course satisfies the requirement of a close reading course.

[**255. The Boston Poets**]—This course focuses on the important body of poetry written by Robert Lowell, Sylvia Plath, Adrienne Rich, and Richard Wilbur during the decade of the mid-1950s to the mid-1960s. In addition to close readings of the poetry, we will explore the significance of time and place for the works through the use of text, videos, tapes, and a possible field trip to Boston. As the semester moves towards a close, we will consider the contemporary Boston poetry scene in the context of these major figures. This course satisfies the requirement of a close 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. Film screenings will be scheduled accordingly. This course satisfies the requirement of a close reading course.—Riggio

268. Imagining the Past: Historical Fiction—The past, Toni Morrison has said, "is infinite." We will explore representations of historical figures, historical moments through the imaginations of several writers, including Jeanette Winterson, Michael Ondaatje, Salman Rushdie, Angela Carter, among others. This course satisfies the requirement of a course emphasizing cultural context.—Cliff

269. "Before the Crash: The American 1920s"—Attempting to move beyond the most obvious cliches about the "roaring twenties" and the "jazz age" (and about the ten-year span of decades themselves), this class will explore a variety of the major art movements and productions of this decade. The texts for this interdisciplinary course will include not only novels, plays, and poems, but also movies, songs, paintings, and buildings. Major units will include studies of the Harlem Renaissance, regionalism, technological innovation, and sexual politics. Key players will include Louis Armstrong, Willa Cather, John Dos Passos, Jimmie Rogers, Ernest Hemingway, George Gershwin, and Langston Hughes. This course satisfies the requirement of a close reading course or a course emphasizing cultural context. (Same as American Studies 266.)—Melnick

[288. **Home Fires Burning: America in Fiction, 1945-75**]—A survey of American fiction from the end of World War II, through the Cold War 1950s, 60s, 70s, and concluding in the aftermath of U.S.-Vietnam War. Included will be novels and short stories by Norman Mailer, James Baldwin, Saul Bellow, Donald Cheever, J.D. Salinger, John Updike, Grace Paley, Donald Barthelme, Thomas Pynchon, E.L. Doctorow, Robert Stone, and Joyce Carol Oates. Students should be prepared and willing to read a novel a week, or its equivalent, as well as occasional secondary readings for historical context. Evaluation will be through a combination of quizzes, short papers, mid-term, and final exam. This course satisfies the requirement of a close reading course. (Same as American Studies 288.)

[290. **Introduction to Literature and Psychology**]—Application of the insights of Sigmund Freud, Erik Erikson, and Norman 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 literary theory course. Prerequisite: English 260 (Critical Reading) or its equivalent in AP English. (Same as Comparative Literature 290, Women's Studies 290.)

[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 literary theory course.

LITERATURE COURSES

Although these are not introductory courses, many of them are open to non-English majors.

[301. **Introduction to Literary Criticism**]—This course explores the different ways in which literature has been — and can be — interpreted. Students will read critical theories from Platonism to feminism and queer theory, and will apply these theories to selected texts by Shakespeare, Keats, Austen, Conrad and others in order to define their own literary theory. This course satisfies the requirement of a literary theory course.

[304. **Comparative Studies in American Modernisms: 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, 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 course emphasizing literature after 1900 or a literary theory course. (Same as American Studies 303 and Women's Studies 304.)

307-02. Gender, Race and Ethnicity in Contemporary American Fiction—A study of American fiction since the 1940s. Particular emphasis will be placed on the emergence of powerful new traditions on "minority" and women's writing. Among the books to be read are works by Gwendolyn Brooks, Toni Morrison, Rolando Hinojosa, Leslie Silko, and Maxine Hong Kingston. This course satisfies the requirement of a course emphasizing literature after 1800, a literary theory course, or a course emphasizing cultural context. (Same as American Studies 308-01 and Women's Studies 340.)—Lauter

[315. **African-American Literature and the City**]—A survey of 20th-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 or a course emphasizing cultural context. (Same as American Studies 306, Comparative Literature 315, and Women's Studies 314.)

[323. **Toni Morrison and Nadine Gordimer**]—A reading of novels by two major 20th-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. This course satisfies the requirement of a course emphasizing literature after 1800. Enrollment limited. (Same as Women's Studies 323.)

[325. **Tales and Talk: The Rhetoric of Southern Voices**]—In this writing-intensive course we will consider how rhetoric shapes meaning in Southern poetry, fiction, and non-fiction. Assignments will call for creating imitations and parodies as well as doing interpretations and analyses. Much of the written work will be done on-line using Docex, PacerForum, and e-mail. This course satisfies the requirement of an elective. Enrollment limited.

[327. **Portrait of the City**]—This non-fiction writing workshop focuses on the city in general as a subject and on Hartford in particular. The course will explore the social issues and the culture of the city, occasionally involving visits to key sites. We will follow developments of the urban environment with the purpose of writing compelling non-fiction narratives, using all of the elements of fiction: dialogue, plot, character development, etc. Reading includes works by non-fiction authors who have provided "portraits" of other cities—for example, Studs Terkel (Chicago), Joseph Mitchell and Tom Wolfe (New York), and Joan Didion (Los Angeles). This course satisfies the requirement of an elective. Enrollment limited.

[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 requirement of a course emphasizing cultural context. (Same as American Studies 328.)

329-03. **American Masculinity in Postwar Popular Culture**—This class examines ideals of American masculinity in the popular media, particularly popular literature, film, and music. In it we will explore the ways in which biological maleness becomes cultural masculinity through the institutions of work, family, friendship, and nation. In addition, we will ask how masculinity is connected to the sense of self conferred by race, class, and sexual identity. Throughout the course we will focus across a range of media, on the idealized act of authoring a meaningful account or representation of one's life as a crucial aspect of late-twentieth century masculinity. Texts for discussion will include books by Arthur Miller, John Steinbeck, Richard Wright and Jay McInerney; music by John Coltrane, Muddy Waters, Grandmaster Flash, N.W.A, Springsteen, Nirvana, and Hole; and films such as "Casablanca," "The Best Years of Our Lives," "Dr. Strangelove," and "The Deerhunter." This course satisfies the requirement of a course emphasizing literary theory or a course emphasizing cultural context. (Same as American Studies 329-03.)—Travis

339. **Festival and Drama: A Popular Theater Process**—This course will focus on one process of making drama - both practically and theoretically. Its aim is to provide a rich popular theater experience and to help students understand that experience. It will introduce and use a collective process to create a Carnival masquerade (mas'). Within the Trinidad Carnival a popular theater of transformation exists. This is a theater whose history in the streets reflects the creation of a society out of the mixture of African, European, Asian, Amerindian, and East Indian cultures in the context of colonial domination. We will find American analogues to the expereince of Trinidad Carnival, with special emphasis on the archetypes found in the traditional masquerade. We will also examine the literature of Carnival, both plays and novels, and consider the implications of the "Carnivalesque" in the context of an actual Carnival. Students in the course will have the opportunity to attend Trinidad Carnival for one week in February. The course will be limited to fifteen students. This course satisfies the requirement of a course emphasizing literature after 1900 or a literary theory course. (Same as Theater and Dance 356.)—Riggio and Hall

340. **Childhood in America**—An investigation of the changing conception of childhood in America as reflected in fiction written for and fiction written about children. This course satisfies the requirement of a course emphasizing cultural context or a course emphasizing literature after 1800. (Same as American Studies 340 and Educational Studies 340.)—Cohn

[346. **Dream Vision and Romance**]—A study of two major medieval genres as they are developed in the works of Chaucer, Langland, the *Gawain*-poet, and Malory. The course will explore the structural and stylistic as well as the political, social, and psychological issues raised by these genres and the individual authors' treatments of them. This course satisfies the requirement of a course emphasizing literature before 1800.

347. **The Women's Renaissance**—This course centers on a sample of the work produced by the "monstrous regiment of women" in 16th- and 17th-century England. Against texts describing the appropriateness of education and public participation for women and alongside a small number of comparable literary works by men, we will examine some women's contributions to, reactions against, and revisions of representations of authorship, identity, and devotion. This course satisfies the requirement of a course emphasizing literature before 1800 or a course emphasizing cultural context. (Same as Women's Studies 347.)—Quitslund

[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 and English 881.)

352. Shakespeare—Close reading of *Richard III, Romeo and Juliet, A Midsummer Night's Dream, The Merchant of Venice, Hamlet, Twelfth Night, The Winter's Tale*, and *The Tempest*, along with examination of what makes these plays Shakespearean. Film screenings will be scheduled accordingly. This course satisfies the requirement of a literary theory course, a course emphasizing literature before 1800, or a course emphasizing cultural context. (Same as Theater and Dance 352.)—Hunter

[354. 17th-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 course emphasizing literature before 1800.

[355. Shakespeare and His Contemporaries]—Close reading of major plays by Marlowe, Kyd, Shakespeare, Jonson, and Webster. Key themes of discussion will be theatrical aggression, omnipotent speech, Renaissance attitudes toward authority, and the relationship between dramatic structures and psychic structures. This course satisfies the requirement of a literary theory course or a course emphasizing literature before 1800. (Same as Theater and Dance 355.)

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

[365. The Growth of the Novel]—This course will attempt to define literary "realism" by exploring the relationships between social criticism and fantasy in the genre of the early novel. We will read prose fictions written from the late 17th to the end of the 18th century, including travelogues, fictional autobiographies, parodies, sentimental novels, romances, and Gothic tales. Students will read approximately 350 pages every week, and write weekly journals as well as three longer essays and a take-home exam. This course satisfies the requirement of a course emphasizing literature before 1800 or a course emphasizing cultural context; it also satisfies the literature requirement for the Minor in 18th Century Studies.

365-02. The 18th-Century Novel: Identity, Empire, Empiricism—This survey of the English 18th-century novel will chronicle both the development of the novel as a genre and its part in constructing (and critiquing) contemporary notions of character, science, and national identity. Readings will include *Robinson Crusoe* (Defoe), *The Female Quixote* (Lennox), *Gulliver's Travels* (Swift), *Tom Jones* (Fielding), *The Monk* (Lewis), and *Northanger Abbey* (Austen). This course satisfies the requirement of a course emphasizing literature before 1800.—Quitslund

376. Reading Trials: Courtroom Dramas in American Literature and Culture—In this course we will study a series of infamous American trials—from the Salem witch trials, through the Sacco and Vanzetti case, and to the recent O.J. Simpson case, to examine how these moments of heightened gender, class, and racial interaction give rise to all manner of fascinating artistic work. We will, for instance, look at how the gender anxieties embodied in the witch trials inspired Nathaniel Hawthorne's *Scarlet Letter,* and how the class narratives of the Sacco and Vanzetti case infused a variety of cultural expressions—from the fiction of John Dos Passos, through the paintings of Ben Shahn, to the folk ballads of Woody Guthrie. We will also examine in detail the questions of homophobia surrounding the Leopold and Loeb case of the 1920s and the related artistic works—a novel, a few movies, and so on—about this case. Students will be asked to do a final project which combines research and interpretation as they investigate cultural representations of a trial which has not been treated in class. This course satisfies the requirement of a course emphasizing literature after 1800 or a course emphasizing cultural context. (Same as American Studies 376.)—Melnick

[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. (Same as American Studies 379.)

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 *Great Expectations)*. This course satisfies the requirement of a course emphasizing literature after 1800 or a course emphasizing cultural context.—Thomas

392. No Outward Edge: Writers of the Caribbean—The world (and imagination) of the Caribbean writer stretches beyond the islands of his/her native sea. In this course we will read and discuss a range of work and listen to a range of voices: from Bob Marley to Derek Walcott, Kamau Brathwaite to Jean Rhys, Aime Cesaire to Roberto Fernandez Retamar. This course satisfies the requirement of a course emphasizing literature after 1800 or a course emphasizing cultural context.—Cliff

394. Representation of the Female Body and Voice in Literature, Film and Culture—Examination of works by Mary Shelley, Sigmund Freud, Fritz Lang, Hilda Doolittle, Jean-Jacques Beineix, Jeanette Winterson, Kenneth Branagh, and Gabrielle Roth. Film screenings will be scheduled accordingly. This course satisfies the requirement of a course emphasizing literature after 1800, a literary theory course, or a course emphasizing cultural context. (Same as Comparative Literature 394, Women's Studies 394.)—Hunter

[395. 19th-Century Novel: Fiction and the History of Sexuality]—This course examines the invention of a number of novelistic forms in 19th century England as part of the invention of "modern" men and women. It 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, Mill, Freud, and Foucault together with such novels as *Pride and Prejudice, Jane Eyre, Mary Barton, The Woman in White, Lady Audley's Secret, Jude the Obscure, Dracula,* and *She*. This course satisfies the requirement of a course emphasizing literature after 1800 or a course emphasizing cultural context. (Same as Women's Studies 395.)

399. Independent Study—A limited number of individual tutorials in topics not currently offered by the Department. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment.—Staff

[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.

[411. Sacred Female Body]—Through readings, screenings, discussions, and movement exercises, this course will examine contemporary revivals of the iconology and ideology of the sacred female body. This course satisfies the requirement of a course emphasizing cultural context or a literary theory course. (Same as Women's Studies 409-02.)

[413-02. The Novels of Virginia Woolf]—Virginia Woolf was an innovator, with regard to form as well as content. We will take the approach in this seminar that Woolf was a political novelist: in doing so we will define what we mean by the term political novel. What is the task of the political novel, and the political novelist? How may it transcend its time? What are its limits? Issues of gender and sexuality, colonialism and classism, history and politics, pacificism and war will be discussed. We will investigate, as did Woolf in her writing, the relation of the family to the state, the power differential between child and parent, the silences within a household and their possible consequences. We will also talk about Woolf's limitations as a commentator with regard to issues of race especially. Texts will include: *To the Lighthouse, The Years, Jacob's Room, Mrs. Dalloway, Between the Acts, Orlando, The Voyage Out, The Waves.* This course satisfies the requirement of a course emphasizing cultural context or literature after 1800. (Same as Women's Studies 413-01.)

[415-02. Music and Text in American Culture]—The central task of this course will be to explore how an understanding of various important popular music forms might influence our readings of major literary texts of the same era. In the course we will explore for instance, how white jazz of the 1920s informs the content of *The Great Gatsby,* how sentimental ballads of the 1890s shaped Theodore Dreiser, and how Herman Melville's *The Confidence Man* might be best understood in the context of blackface minstrelsy. Other units might include investigations of postmodernism in Maxine Hong Kingston and Hip Hop music, deindustrialization in Bruce Springsteen and Russell Banks, and gospel music in James Baldwin. Students will be expected to do extensive listening, along with the assigned readings for the course. No prior music knowledge is necessary. This course satisfies the requirement of a course emphasizing cultural context or a course emphasizing literature after 1800. (Same as American Studies 415-02.)

[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 scheduled accordingly. English 265, Introduction to Film Studies, or Art History 105, History of World Cinema, recommended but not required. This course satisfies the requirement of a literary theory course or a course emphasizing cultural context. (Same as American Studies 439 and Women's Studies 439.)

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment.

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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. ($1/2$-1 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: What Is Literature, and What's It For?—Most cultures place a high value on literature. Our culture, for example, honors literature and spends vast sums to print and distribute it and to teach people to read and appreciate it. You yourself have spent years reading. Of all that you have read, what counts as literature? And why has your culture wanted you to read it? What are you supposed to have gotten from all that reading? These are the questions that we will discuss and write about. Members of the seminar will select a wide, strange assortment of works that will serve as test cases for the questions we are discussing. 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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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.

841. Tensions and Traditions in American Modernism—This class looks at the origins of American modernism at the end of the 19th century, traces it through its heyday in "the Jazz Age," and then follows its mutation into postmodernism at mid-century. Emphasis will be on the interaction between black and white, high and low, and male and female narrative traditions; we will explore the way authors from all these different cultural realms shared a preoccupation with consciousness and cultural potency in the modern world. Readings will be theoretical and literary in character and may include work by such authors as Wharton, DuBois, Johnson, Fitzgerald, Cather, Larsen, Hurston, Chandler, and Nabokov. This course satisfies the requirement of a critical theory course.—Travis

868-14. Virginia Woolf and Modernism—Virginia Woolf said that human nature changed in 1910. In this course we will examine what she meant by that statement, focusing in particular on Woolf's own novels and nonfiction. In doing so, we will look at the historical context of modernism, paying some attention to the work of Joyce, Eliot, and other modernists. Through close reading of novels and some poetry, we will explore the way modernist aesthetic choices attempt to reflect a particular view of the nature of knowledge and of consciousness. This course satisfies the requirement of author-centered study.—Papoulis

892. Contexts and Methods for the Study of Literature—This course offers an introduction to contemporary literary theory and to the place of literary studies in historical and cultural criticism. It includes a Library Workshop segment that enables students to develop research skills. It should be taken in the first year of graduate study. This course is required of all English M. A. students.—Perkins

896. Playwriting Workshop—A student electing the English M.A. "Concentration in Creative Writing" is required to take a workshop in a single genre two times and to write a thesis in that genre. The Playwriting Workshop includes readings in drama and focuses on writing and revising one's own fiction and critiquing others'. Enrollment in the Creative Writing Workshops requires submission and approval of a portfolio of original work.—Feinsod

940. Independent Study—Staff

955. Thesis Part II—Staff

956. Thesis—Staff

Fine Arts

ASSOCIATE PROFESSOR FITZGERALD, *Chairman and Director of Art History Program;* PROFESSORS GORDON and MAHONEY*; VISITING PROFESSORS CHAPLIN (EMERITUS) and R. MORRIS; ASSOCIATE PROFESSORS CURRAN and KIRSCHBAUM, *Director of Studio Arts;* VISITING ASSOCIATE PROFESSORS BLAIR, LEWIS, and MARGALIT; ASSISTANT PROFESSORS CADOGAN, DELANO, and TILLMAN; VISITING ASSISTANT PROFESSORS GILBERT and D. MORRIS; VISITING LECTURER BURNET

The Department offers instruction in two academic majors: Art History and Studio Arts.

ART HISTORY

THE ART HISTORY MAJOR—Course requirements: Art History 101 and 102, two studio courses selected from Studio Arts 111 through Studio Arts 225, Art History 301, 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/Islamic art, one in the Italian Renaissance, one in 17th or 18th century Europe, one in 19th century Europe, one in the 20th century. One of the above or a further course must be in architectural history. Finally, all students must complete a Senior Exercise, described below.

Senior Exercise

All majors must arrange to have an adviser within the art history faculty by the beginning of their junior year. A grade of C- or better is required for major credit, with the exception of the two studio requirements, which may be taken on a pass/fail basis.

Seniors with a grade point average of 9.75 in Art History courses shall be considered eligible to compete for honors and may seek to earn honors in the major by pursuing one of two options: taking Art History 497 - Senior Thesis, or taking a General Examination. Eligible students who wish to write a senior thesis must formulate a project in consultation with a full-time faculty member and petition the department for admission to the thesis program before the end of classes in the second semester of their junior year. Students undertaking the senior paper will receive a letter grade for the course. Students completing the thesis with a grade of A or A- and maintaining a grade point average in Art History courses of at least 9.75 shall graduate with honors in Art History.

Eligible students who wish to take a General Examination must notify the Director of the Art History Program by the end of February of their senior year (October for December graduates). Those who achieve a grade of distinction on the General Examination and maintain a GPA in Art History courses of at least 9.75 will graduate with honors in Art History. All students taking a General Examination will have their grade recorded on their transcript. Authorized General Examination grades are Distinction, High Pass, Pass, Low Pass, and Fail.

Majors who are not eligible for honors shall, with the approval of the Director of the Art History Program, either take a 300-level seminar in Art History (beyond Art History 301) or undertake an integrated internship, typically for one-half credit, though in exceptional cases for one credit, as their senior exercise.

Language Across the Curriculum

Art and Architectural History courses may be taken for an additional .5 credit as part of the Languages Across the Curriculum Program (see Modern Languages and Literature).

FALL TERM

102. Survey: 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.—Cadogan and FitzGerald

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 International Studies 103.)—Mahoney

[**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 Classical Civilization 111.)

*Sabbatical Leave, Spring Term

[193. **The History of the Decorative Arts**]—Although seldom so studied, the decorative arts, the utilitarian as well as fine objects of any environment, are as eloquent a testimony to the nature and priorities of their culture and time as are objects of so-called "fine arts." The course, for which no prior art history is prerequisite, will examine a representative selection of cultures — East and West — and representative works — ancient and modern — e.g., Ming scholar furniture, Mughal jades, American "Pilgrim" furniture, European porcelains and palace furniture, Coca-Cola bottles and Campbell soup cans. As there is ample foreign language bibliography in this field, "language across the curriculum" enrollments are possible.

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 Asian Studies 253, Comparative Development Studies 253, Middle Eastern Studies 253, and Religion 253.)—Findly

223. Medieval Art and Architecture—The art and architecture of the Middle Ages beginning with the emergence in the 4th century of distinct styles, subjects and forms from the Christian and pagan art of the late Roman empire to the works of the Greek East and Latin West. The course also surveys the monuments of the Carolingian Renaissance, and of the Romanesque and Gothic periods in Western Europe.—Cadogan

[234. **Early Renaissance Art in Italy**]—A study of painting, sculpture and architecture in Italy from the later Middle Ages through the 15th century, with emphasis on masters such as 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.

[241. **17th-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.

[242. **17th-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 Hawksmore.

252. 18th-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 the Enlightenment, Rationalism, and Romanticism. Special attention to major figures and monuments throughout Europe in painting, sculpture, and architecture.—Mahoney

255. Sublime, the Picturesque and the Romantic—Painting and the Graphic Arts from the 18th-century Enlightenment through the French Revolution to Romanticism, concentrating on narrative art from Watteau to Delacroix. Issues of style, social and political context, parallels between art, philosophy and literature and questions of art market and patronage will be addressed. (Same as 18th Century Studies 255.)—Lewis

[261. **19th-Century Painting and Sculpture**]—A study of European painting and sculpture from the Romanticism of the late 18th century to the emergence of New directions at the end of the 19th century. The course is adapted each year to take advantage of major exhibitions. Museum visits and extensive readings will be integral to the makeup of the course.

265. 19th-Century Architecture—Broad developments in Western European and American architecture and urbanism from the period 1750 to 1900. Specific developments include international Neoclassicism, the crisis of historicism and the search for style, the rise of new building types and technologies, and the emergence of the architectural profession and modern city planning.—Curran

271. The Arts of America—This course examines major trends in painting, sculpture, architecture, and the decorative arts in the United States from the colonial period to 1900. Emphasis will be placed on how the arts in the USA reflect the social and cultural history of the 18th and 19th centuries. (Same as American Studies 271.)—Curran

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

[292. **History of Photography**]—Major developments in European and American photography from 1839 to the present.

301. Major Seminar in Art Historical Method—Required of and limited to art history majors, as one of the first courses they take after declaring their major. Studies in the tradition and methodology of art historical research.

Readings in classics of the literature of art history; discussions of major issues and meeting with scholars and museum professionals; students will pursue an active research project and present both oral reports and formal written research papers.—Cadogan

[**334-02. Seminar in Renaissance Art: Michelangelo**]—Recent restorations, exhibitions and discoveries make this a good moment to examine the life and art of Michelangelo Buonarroti. Michelangelo's training and early work, and his major projects in painting, sculpture and architecture will be considered. His influence on art theory and historiography will also be studied.

[**341. Seminar in Baroque Art: Caravaggio and His Followers**]—A examination of why and how this artist is currently considered one of the formative figures in the history of western art. The course will include as well examination of Caravaggio's germinal influence throughout Europe in the work of representative artists in Spain, France, England, and the Netherlands.

[**374. Seminar: American Art and Architecture: The Gilded Age**]—This course will examine American painting, architecture, urbanism, and material culture (furnishings, silver) of the period from roughly 1876-1914. Emphasis will be placed on the relationship of artifacts to their social settings. The course will focus on such prominent cultural centers as New York, Hartford, Boston, and Newport.

381-02. Seminar: Issues in Contemporary Architecture—This seminar examines the practice and theory of architecture and city planning from 1965 to the present day. The first part of the semester will be spent exploring movements, including Post-Modernism in America and Europe, Deconstruction, new town planning, and the contemporary architecture of Japan and India, and writings by major figures, including Robert Ventri, Leon Krier, Peter Eisenman, and Aldo Rossi. The latter part of the semester will involve two design projects focusing on new campus planning in America and, at Trinity, a redesign of New Britain Avenue. Students will be assigned individual topics as well as participating in group projects. Enrollment limited.—Curran

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

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program director are required for enrollment. ($^1/_2$ course credit)—Staff

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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Spring Term

101. Survey: Introduction to the History of Art in the West I—A survey of the history of art and architecture from Antiquity to the Early Renaissance.—Cadogan

[**105. History of World Cinema**]—A survey of the art of the cinema examining different national schools with special attention to major commercial and avant-garde filmmakers such as Coppola, Hitchcock, Fellini, Bergman, Godard, Eisenstein, Welles and Renoir. In order to address individual films in a broad cultural context, one film will be screened and analyzed each week. (Note: Replaces **Film as a Visual Art.**)

[**161. Survey: Introduction to the History of Western Architecture**]—A survey of the history of architecture from the ancient world to ca. 1750, focusing on Western Europe. Some themes that will be examined are: the classical tradition, the development of building technologies and structural systems, the urbanization of Europe, the influence of patronage, the introduction and mutability of building types, and changes in domestic interior life. The final weeks of the course trace the continuation of these themes in the modern world, 1750 to the present.

201. Introduction to Islamic Art and Architecture—This course introduces the visual arts of the Islamic lands through the study of selected masterpieces dating from 600-1500 AD. These will be chosen to represent a wide variety of forms, functions, regions, techniques and ideas. The course will explore all the major arts of the Islamic lands,

including religious and secular architecture, the arts of the book, textiles, ceramics, metalwork and woodwork. First-hand examination of original works of art in Boston and Springfield will be emphasized (Same as Middle Eastern Studies 201.) This course will satisfy the art requirement for the Asian Studies Minor.—Blair

204. Buddhist Art—A survey of the art of Buddhism in Asia with special attention given to the development of the Buddha image, the stupa, and a wide array of deitics and saints. Using painting, sculpture, architecture, and contemporary expressions of ritual, dance, and theater, the course will cover many of the traditions in South, East, and Central Asia. (Same as Asian Studies 254 and Religion 254.) Enrollment limited.—Findly

[205. Survey of Islamic Art and Architecture: 1250-1900]—Virtually all the masterpieces evoked by the phrase "Islamic art"—the Alhambra, the Tahmasp *Shahnama*, or the Taj Mahal — were produced in the period after 1250, when the universal caliphates of the first six centuries had given way to regional powers centered in Spain and North Africa, Egypt, Anatolia, Iran, and India. This course will investigate all the major Islamic arts — architecture, arts of the book, textiles, ceramics, metal work — and explore how and why regional techniques, forms and styles emerged. (Same as Asian Studies 205 and Middle Eastern Studies 205.) This course will satisfy the art requirement for the Asian Studies Minor.

[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 Classical Civilization 214.)

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 Classical Civilization 216.)—Risser

[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 works. Comparative material from other cultures will also be examined. (Same as Classical Civilization 217.)

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

[254. 18th-Century Architecture, and Decorative Arts]—18th-century architecture, sculpture, gardens, and decorative art. This course will examine the interior and exterior architecture and furnishings of European royal, civic, private, and ecclesiastical buildings, public spaces and gardens with emphasis on France, England, Germany, and Italy. The role of painting and sculpture in decoration and as models for manufacture in applied tapestry, porcelain and metalwork industries will also be studied. Students will use the collections of the Wadsworth Atheneum and major museums in New York for first-hand study.

262. Birth of Modern Style: Realism to Post-Impressionism—This course will review the search for a modern stylistic idiom in the nineteenth century from the 1840's to circa 1895. Attention will be given to the role of landscape painting, to the variety of realist styles both avant-garde and academic, and to the Symbolist revocation of Romanticism. (Same as Modern European Studies 262.)—Lewis

283. Contemporary Art—Following the Second World War, artists transformed the avant-garde tradition of their European predecessors to establish a dialogue with the mass media and consumer culture that has resulted in a wide array of artistic movements. Issues ranging from multiculturalism and gender to modernism and postmodernism will be addressed through the movements of abstract expressionism, pop, minimalism, neo-expressionism and appropriation in the diverse media of video, performance and photography, as well as painting and sculpture. Current exhibitions and criticism are integral to the course. **Art History 282** is recommended.—FitzGerald

286. 20th-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 twenty-five 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

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 Anthropology 294, and African Studies 294 and Comparative Development Studies 294.)—Gilbert

[312. Seminar in Ancient Mediterranean Art and Architecture: East Meets West]—A 300-level seminar course. A study of the ways in which cultural interconnections in the Mediterranean basin are manifested in ancient art and architecture. Students will examine various interpretations of the ancient evidence and draw their own conclusions. Special topics will vary from year to year and may include the Black Athena controversy, affinities and hostilities between Green and Persians, and the Eastern Roman Empire. (Same as Classical Civilization 312.)

[314. Seminar in Roman Art, Artist and Patrons]—Through an examination of Roman art in its cultural context, this course assesses the role of art in the lives of the ancient Romans. To what extent did wealthy Romans commission art that reflected their personalities, social standing, personal interests, and private fantasies? Students will examine a variety of decorative arts, from tableware to wall paintings. Differing interpretations of the ancient evidence will be examined and students will be encouraged to draw their own conclusions. (Same as Classical Civilization 321.)

315. 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 Classical Civilization 315.)—Risser

[341. Seminar in Architectural History: The Country House]—The changing functions of the country house from the medieval citadel, the renaissance arcadian villa, the Elizabethan pageant house, the 18th-century power house, the "Gothik" cottage, the romantic pleasure dome, the Victorian heap, and the Colonial revival residence. Permission of the instructor required.

351. Seminar: Issues in 18th-Century Art: Mme de Pompadour and the History of the 18th-Century—The course will study the Parisian social milieu from which Madame de Pompadour came and the art patronage she pursued after her move to the French court as maitresse en titre to Louis XV. The careers and taste of the persons closest to her, her family, and the king will be examined and contrasted to the taste of Madame de Pompadour. (Same as Eighteenth Century Studies 351.)—Gordon

361. Seminar in 19th-Century Art: Impressionism: Cézanne—Paul Cézanne - 1839-1906: This course will focus on the art and career of Paul Cézanne. Discussion of Cézanne's work has long been framed within the formal terms and critical preoccupations of the 20th-century art it inspired. By focusing instead on the integral layers of biographical, pictorial and larger cultural and historical constructions Cézanne's painting address even in its early forms, this course will establish his work to be not only richly varied and powerfully original in its own era, but strikingly reflective of the unique moment in history in which it was created.—Lewis

[383. Seminar in Contemporary Art and Criticism]—The art market past and present.

[393. Seminar: Paris and London]—Lutetia and Londinium were founded as Roman outposts, evolved as Medieval Cathedral towns and the capitals of the French and British monarchies, became the centers of major colonial empires and modern political states and have successfully modernized themselves so that they remain today essential world economic and cultural capitals. This course will study the geography, history, institutions, social structures, infrastructure, planning and development of Paris and London to attempt to discover the lessons of their continuous importance and vibrancy as cities. (Same as 18th-Century Studies 393 and Modern European Studies 400-02.)

398. Museum Issues—The art museum in the United States is a unique social institution because of its blend of public and private support and its intricate involvement with artists, art historians, collectors, the art market, and the government. This course will study the art museum's history and status in our society today. Special consideration will be given to financial, legal, and ethical issues that face art museums in our time. The emphasis will be on American institutions and particularly on the Wadsworth Atheneum. Short papers, oral reports, and visits with directors, curators, and other museum officials in nearby museums will be included along with a detailed study of a topic of one's choice. Enrollment limited.—Staff

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

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program director are required for enrollment. (1/2 course credit)—Staff

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. Submission of the special registration form, available in the Registrar's Office, and the approval of the

instructor and program director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—Staff

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602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Studio Arts

The Studio Arts Program offers courses in the practice and theory of visual art to 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 by their fourth semester.

THE STUDIO ARTS MAJOR is an interdisciplinary major. Accordingly, the major consists of twelve courses in Studio Arts, three in Art History, and two courses in a third field which complement the student's work in Studio Arts. It is structured to provide a foundation in drawing, design, and color, an introduction to the disciplines of painting, sculpture, printmaking, drawing, photography and opportunities for advanced study in each of these studio areas.

Course requirements: The foundation courses in Design, Color and Drawing I, and three of the four introductory courses, Painting I, Sculpture I, Printmaking I, and Photography I, should be taken as early as possible in the student's career. Drawing II, Drawing III, and two 200-level studios of the four offered are required on the intermediate level. On completion of the intermediate level courses, Studio Arts majors are required to declare a "Studio Concentration" in drawing, painting, sculpture, printmaking, or photography. By special arrangement, a Studio Concentration in intermedia work may be structured. To complete the major, advanced study in the area of concentration must then be pursued: a 300-level course and the "Senior Exhibition/Thesis Project."

In consultation with the Director of Studio Arts, majors must identify three Art History courses, 200-level or above, pertinent to their particular artistic pursuits, to be counted toward the major. Each major and the Director shall also consult to determine which third field best complements the student's particular interests in Studio Arts and to designate two courses in this field which the student will take. At least one of the two must be above the introductory level, and both ordinarily should be completed no later than the first semester of the senior year.

The Senior Exhibition/Thesis Project 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 senior exhibition is to be accompanied by a one-page synopsis of the critical statement (see below), and will be reviewed by the entire studio faculty. The thesis project is conceived as the integrating mechanism for the major. It shall consist of works presented in the senior exhibition, any additional artwork created within the pre-arranged parameters of the project, and a critical statement, in the form of a brief 6-10 page paper. The paper should address 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.

Focus in Architecture - Recognizing that Studio Arts provides a model for artistic practice well-suited to the pursuit of a career in architecture, students may opt to modify the major so that it provides an 18-course "Focus in Architecture," as follows:

- Twelve studio courses, as described above, with one of the five studio areas identified as a Studio Concentration.
- Art History 265, "19th-Century Architecture," Art History 286, "20th-Century Architecture," and one 300-level seminar pertaining to architecture.
- Two courses in the humanities and/or natural and social sciences that deal with cities or urban themes and that the student's adviser deems appropriate. With the adviser's approval, a suitable two-credit City Term internship may also be used to fulfill this requirement.
- An eighteenth course, Engineering 341, "Architectural Drawing," which must be completed by the end of the fall semester senior year.
- Art created for Senior Exhibition/Thesis Project will be expected to address the subject of architecture either through its content, or by virtue of its theoretical foundation.

The awarding of departmental honors in Studio Art will be based on superior performance in the major, as evaluated by the entire studio faculty.

A grade of C or above is required for major credit.

Fall Term

113. Design—Orientation to objective formal concerns through modular development in two- and three-dimensional studies. Enrollment limited.—Chaplin

114. Color—Basic study of the interaction and relationships of color as perceptual phenomena. Enrollment limited.—R. Morris

121. Drawing I—Study of line and mass as a means to articulate and explore formal and spatial concepts. Enrollment limited.—R. Morris, D. Morris, and Delano

122. Painting I—Beginning study utilizing color, shape and space in a variety of media. Enrollment limited.—Margalit

124. Sculpture I—Basic problems in three-dimensional form in a variety of media. Enrollment limited.—Tillman

125. Printmaking I—An examination of basic techniques of mechanical reproduction, with emphasis on the serial development of images and concepts. Enrollment limited.—Kirschbaum

126. Photography I—An introduction to the language of photography through basic black and white techniques. Film developing, contact printing and enlarging will serve as a vehicle for learning to articulate our ideas in visual terms. Access to 35mm camera with the following characteristics is required: A 50mm "normal" lens, manual focus and exposure capabilities. Prerequisite: Design or Drawing I. Enrollment limited.—Delano

221. Drawing II—A continuation of the basic drawing course. Students are encouraged to develop and sustain their own concepts. Prerequisite: Drawing I. Enrollment limited.—Kirschbaum

222. Painting II—Intermediate problems in color, shape and space relationships in a variety of media. Prerequisite: Painting I. Enrollment limited.—D. Morris

322. Painting III—Studio in painting. Prerequisite: Painting II. Enrollment limited.—D. Morris

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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits)—TBA

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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—TBA

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

497. Senior Exhibition/Thesis Project—Preparation of the thesis project, which includes the senior exhibition and accompanying critical statement, with guidance and direction provided by a faculty member from the student's studio concentration. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—TBA

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602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Spring Term

113. Design—See fall term. Enrollment limited.—Tillman

114. Color—See fall term. Enrollment limited.—R. Morris and D. Morris

121. Drawing I—See fall term.—R. Morris and Delano

122. Painting I—See fall term. Enrollment limited.—Margalit

124. Sculpture I—See fall term. Enrollment limited.—Tillman

125. Printmaking I—See fall term. Enrollment limited.—Kirschbaum

126. Photography I—See fall term. Prerequisite: Design or Drawing I. Enrollment limited.—Delano

130. Tibetan Painting—An introduction to the traditional techniques of Tangka painting on canvas and Mandala making with colored sand. The course will be taught by two visiting Tibetan artists, on Tangkas for the first half of the term and on Mandalas for the second. Both visiting artists will be doing their own work as well as supervising the students in the use of traditional materials and artistic/meditative techniques.

221. Drawing II—See fall term. Enrollment limited.—Margalit

224. Sculpture II—Intermediate study in three-dimensional form. Prerequisite: Sculpture I. Enrollment limited.—Tillman

225. Printmaking II—Continued investigation of mechanical reproduction processes, with particular emphasis on intaglio and relief. Prerequisite: Printmaking I. Enrollment limited.—Burnet

321. Drawing III—Studio in Drawing. Prerequisite: Drawing II. Enrollment limited.—Kirschbaum

324. Sculpture III—Studio in sculpture. Prerequisite: Sculpture II. Enrollment limited.—Tillman

325. Printmaking III—Studio in printmaking. Prerequisite: Printmaking II. Enrollment limited.—Burnet

399. Independent Study. See fall term. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program director are required for enrollment. (1-2 course credits)

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. See fall term.—TBA

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)

497. Senior Exhibition/Thesis Project—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.) See fall term.—TBA

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602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Courses Related to Gay and Lesbian Issues

Students interested in gay and lesbian issues should take notice of the following courses that, when taught by the indicated faculty, bear on sexualities, sexual orientation, lesbian, gay and bisexual liberation and their histories, the new masculinities and femininities, the new scholarship in the debates between social constructionist and essentialist views of genders and sexual orientations, and the marginalizing vs. universalizing discourses on homosexualities. A coherent selection of these courses can be taken as a complement to the student's major, or in some cases, as a part of the major.

Anthropology 205. **Anthropological Perspectives on Women and Gender** (Nadel-Klein)
Anthropology 206. **Sex, Gender and Power** (Hedrick)

Classical Civilization 208. **Men, Women and Society** (Risser)
Classical Civilization 219. **The Classical Tradition** (Risser/Reger)

Education 235. **Gender and Education** (Bauer)

English 204-01. **Introduction to American Literature I** (Lauter)
English 205-01. **Introduction to American Literature II** (Lauter)
English 260. **Critical Reading** (Hunter)
English 266. **Image and Identity in American Literature** (Lewis)
English 290. **Introduction to Literature and Psychology** (Hunter)
English 301. **Introduction to Literary Criticism** (Benedict)
English 304. **Comparative Studies in American Modernisms: The 20th Century** (Lauter)
English 307. **Gender, Race, and Ethnicity in American Literature** (Lauter)
English 320. **Black Women Writers** (Perkins)
English 322. **Revisions of Shakespeare** (Hunter)
English 328. **Overlords and Undertones** (Pfeil)
English 342. **Imagining Empire** (Ramaya)
English 352. **Shakespeare** (Hunter)
English 373. **Feminist Literary Criticism** (Hunter)
English 394. **Representations of the Female Body and Voice** (Hunter)
English 395. **19th Century Fiction and the History of Sexuality** (Thomas)
English 411. **Sacred Female Body** (Hunter)

Art History 283. **Contemporary Art** (Fitzgerald)

History 407. **Subcultures in American History** (Greenberg)
History 105. **Introduction to Latin American and Caribbean World** (Euraque)
History 318. **Reform Movements of 20th Century America** (Greenberg)
History 316. **Families in American History** (Sicherman)
History 372. **Post-War Europe: 1945 - Present** (Pennybacker)
History 897. **Gender and Sexuality in Britain and America: The 19th and 20th Centuries** (Deslandes)

Public Policy 325. **Gender and Public Policy** (Wade)

Philosophy 209. **Persons and Sexes** (Wade)

Political Science 277. **Law, Gender and the Supreme Court** (Fulco)

Psychology 273. **Abnormal Psychology** (Higgins)
Psychology 447. **Freud** (Higgins)
Psychology 310. **Psychology of Gender Differences** (Anselmi)

Sociology 207. **Family and Society** (Sacks)
Sociology 228. **Masculinity** (Sacks)
Sociology 241. **Mass Media and Pop Culture** (Williams)
Sociology 272. **Social Movements** (Valocchi)

Theater and Dance 245. **Women in Theater and Dance** (Power)
Theater and Dance 307. **Performance Art** (Dworin)
Theater and Dance 409. **Witches, Mystics and Prostitutes** (Dworin)
Theater and Dance 417. **The Signifying Body: Feminist Theory and the Arts** (Power)

Women's Studies 101. **Introduction to Women's Studies** (Hedrick/Power)
Women's Studies 312. **Feminist Theory** (Hedrick)

Guided Studies Program: European Civilization

The Guided Studies Program is a special curriculum for talented, strong motivated students in each entering class who wish to examine the evolution of Western civilization through an integrated, interdisciplinary study of European history, literature and thought from classical antiquity to the present. The program concentrates on the primary issues and modes of interpretation which have shaped Western culture, and also introduces students to basic patterns of social, economic and political development.

Courses in the humanities form the core of the program, but materials from other fields are also included in order to extend the range of the students' understanding. The program consists of eight one-semester courses and two half-semester courses, arranged in a coherent sequence, plus a yearlong 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.

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; those interested in doing so should make application to Dean Spencer by March 15 of the academic year preceding their intended period of enrollment.

Fall Term

First-year 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.—Gettier

212. Ancient Greek Philosophy—This course will present the student with an understanding of the major figures in ancient Greek philosophy. After a brief study of the Presocratic philosophers, we shall examine in detail some of the important works of Plato and Aristotle. The role of their thought in the subsequent history of western philosophy will be emphasized. (Half-semester course)—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. Readings, discussion, slides, and film. (Same as Classical Civilization 219.)—Risser

Colloquium—First-year Guided Studies students enroll in this team-taught colloquium, the purpose of which is to help integrate the required courses by providing an interdisciplinary focus on some of the major issues they raise. Furthermore, through occasional guest presentations by faculty members in a variety of disciplines students will be introduced to special subjects and supplementary viewpoints. The colloquium, an extension of the three courses listed above, meets up to five times a semester. It is required of all first-year Guided Studies students but carries no separate academic credit.—Guided Studies staff, and guest faculty

Second-year Courses

[**213. Modern Philosophy**]—This course will examine three of the core figures in modern philosophy: Descartes, Kant, and Hegel. Among the works to be studied will be Descartes' *Meditations on First Philosophy,* Kant's *Prolegomena to Any Future Metaphysics*, and Hegel's *Reason in History*. Emphasis will be placed on the role of these thinkers in the intellectual history of the modern world. (Half-semester course)

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.—Kassow

253. Literary Patterns in European Development, II—A study of the interaction of literature and history from the 18th to the 20th centuries. Topics will include literary dimensions of the Enlightenment; the historical implications of 18th-century social satire; the rise of the novel and its relationship to the development of the city and the middle classes; the effect of the French Revolution on literature; the influence of industrialism; the Romantic impulse; millenial expectations; and the alienation of the artist in modern culture.—Riggio

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and his/her director are required for enrollment. (1 course credit)—Staff

SPRING TERM

First-year Courses

223. Major Religious Thinkers of the West, I—Heresy and Orthodoxy in Conflict: an historical and theological study of the development of Western religious thought from the point of view of both heretics and orthodoxy within Christianity and Judaism. Among the topics to be covered: Gnosticism, Augustine, Aquinas, Eckhart, millenarianism, the Free Spirit, Luther, Calvin, and the Anabaptists. (Same as Comparative Literature 225 and Religion 223.)—Byrne

242. Historical Patterns of European Development, I—A critical introduction to selected themes in the political, social and religious history of Europe during the Middle Ages. Issues to be discussed include: the nature of "feudal" society, the formation of the medieval state, with particular emphasis on the growth of law, the nature of kingship, and warfare. The course will also study conversion to Christianity, the evolution of Christian beliefs and practices, the history of the Papacy, European Christian contacts with the "Other," including Jews, Muslims, heretics, and Byzantine Christians, the evolution of the medieval economy (rural life, trade, and towns), and the transition from a "medieval" to an "early modern" society. The course will be taught largely from primary source materials with supplementary readings in secondary scholarship.—Elukin

252. Literary Patterns in European Development, I—A study of Medieval and Renaissance literature as they reflect cultural and historical developments. Topics will include the epic and romance of the feudal world, the Renaissance synthesis of the Classical and Biblical, and the Copernican and scientific revolutions of the 17th century. Readings in Dante, Chaucer, Spenser, Donne, Jonson, Milton and others.—Lloyd-Jones

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 final Guided Studies course is an elective chosen, in consultation with the student's adviser and with the approval of the director 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 Art History, Classics, English, History, Modern Languages, Philosophy and Religion, as well as selected courses in Anthropology, Music, Theater & Dance, and several other fields.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and his/her director are required for enrollment. (1 course credit)—Staff

History

ASSOCIATE PROFESSOR LESTZ, *Chairman*; PROFESSORS HEDRICK, KASSOW, LEACH, PAINTER, SICHERMAN*, SLOAN*, and STEELE;
ASSOCIATE PROFESSORS CHATFIELD, EURAQUE, GREENBERG, KETE, PENNYBACKER***, and REGER***;
ASSISTANT PROFESSORS ELUKIN, FIGUEROA, and PRASHAD;
LECTURER SPENCER;
VISITING ASSISTANT PROFESSORS DESLANDES, ELTON, and HARPER; VISITING LECTURER TRUXES

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

HISTORY MAJOR—The major strives to familiarize students with the record of the past, to teach students methods of historical inquiry, and to develop students' capacity to think critically about historiography and about processes of change in human societies.

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.)

To fulfill the requirements for the major, all students must complete either a senior thesis, History 498-499, or a seminar designated as a 'senior research seminar.'

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 a senior research seminar.

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. One history seminar selected from courses bearing 401 or 402 numbers.

4. Either one senior thesis, for which students must enroll in History 498, or one senior research seminar (bearing a number in the 480s). A thesis is a two-semester, two-credit research project. Senior research seminars are new entities that were introduced into the History curriculum in 1995-96. They require students to write extensive (40-50 page) research essays based on primary documents and treating topics in historiographic context.

5. 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 as electives.

Economics 205. History of Economic Thought
Economics 214. Business and Entrepreneurial History
Economics 321. American Economic History
[Political Science 302. Government & Politics of Modern Japan]
[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.

Senior Thesis Application Procedure

All juniors who expect to write a full-year senior thesis during the senior year must submit a thesis proposal cover sheet, thesis proposal, and preliminary bibliography to the Department no later than April 4, 1997 (the last day of preregistration). *Students studying abroad are responsible for making the deadline and should plan plenty of lead time to assure consultation with their thesis sponsor and timely submission of the proposal.* Cover sheets are available from the Department administrative assistant or may be reproduced off the Department's WebPage (http://www.trincoll.edu/hist/). Applicants will be notified in writing by the chair of acceptance by the end of the spring semester. Students should follow the following procedure in developing a thesis proposal:

1. As early as possible, but no later than Friday, April 10, 1998, consult with your desired thesis sponsor about your topic. If you do not know the appropriate faculty member, ask your adviser or the department chair.

2. Write a draft proposal of no more than two pages plus bibliography. The proposal should explain the topic, indicate the historical questions you intend to address, discuss the methodology and sources you intend to use, and review earlier historical thinking on the topic, to the extent possible at this preliminary stage.
3. Submit the draft to your thesis sponsor and revise according to her/his recommendations.

4. When you and your sponsor are satisfied with the proposal and bibliography, fill out the cover sheet, sign it, have your thesis sponsor sign it, and turn the completed packet (cover sheet, proposal, preliminary bibliography) in to the Department.

The proposal is not a contract or an unbreakable commitment but a first step toward defining your topic. We expect that your thinking about your subject will change, perhaps radically, as you pursue your research. Nevertheless, the proposal is a serious exercise, the only instrument the Department has on which to judge your preparation to undertake a full-year thesis; we urge you to give it serious thought and to consult often with your thesis sponsor in the process of drafting it. Sample proposals are available from the Department administrative assistant and on the Department's WebPage.

Thesis students must register for History 498, "Thesis Seminar," in the fall semester. Every student who is accepted to write a thesis is guaranteed a spot in the seminar, but students must enroll in the course, with permission of the instructor, either during the preregistration period in the spring semester or in the add-drop period at the beginning of the fall semester.

Fall Term

102. Introduction to the History of Europe—European history from 1715 to the present.—Kete

105. Introduction to the Latin American and Caribbean World—See master course (LAIN-101-01) for course description. (Same as Comparative Development Studies 101 and Latin American and Caribbean Studies 101.)—Euraque

111. Foundations of Ancient History—This course provides a survey of ancient history, from the origins of civilization in Sumeria to the late Roman empire. After an overview of political developments and chronology, the course focuses on topics in social, economic, and cultural change in the ancient world, with particular emphasis on differences and similarities across the societies studied. No previous knowledge of ancient history is required. The course serves as a foundation course of advance work (200-400 level) in ancient or medieval history, or as an introduction to ancient history for students with a primary interest in literature, art history, philosophy, or other disciplines. The course is not open to students who have already taken History 203 or 204.—Elton

112. Foundations of Medieval History, 300-1000: Conversion to Christianity—This course will study the christianization of European society during Late Antiquity and the Early Middle Ages. How did Christianity rise from a despised religion in a province of the Roman Empire to the dominant religious system of Europe? Particular issues to be addressed include the experience of conversion, the role of the bishop, holy men and women, violence and coercion, pagan reactions, the role of Jews and Judaism, visions of "Christian" history and rulership, and the transformation of pagan societies in Gaul, Ireland, Britain, Italy, and Germany. At the conclusion of the course, we will try to understand the extent and completeness of Christian identity in medieval society. The course will be taught largely from primary source material with supplementary readings from secondary scholarship—Elukin

120. South Asian History from Antiquity to 1600—A survey of South Asian history before colonial rule. Central topics include the diversity and cosmopolitanism of pre-colonial South Asia, the development of Brahmanism and Buddhism, the dynamism of the Indo-Persian culture of early modern South Asia, the slow pace of growth of agriculture and the magic of the Indian Ocean trading world. Lectures and discussion. (Same as Asian Studies 120.)—Prashad

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

207. Early British History: English Constitution to 1688—This course will study the evolution of English law and government in the Middle Ages from the Norman Conquest to the Stuarts. It will emphasize key concepts of common law, the nature of English kingship, the development of Parliament, the status of particular groups in English society, the evolution of governmental power, as well as some comparative material from other medieval states. The course will be taught from primary source materials with supplementary readings from secondary scholarship.—Elukin

214. Modern Ireland, 1603-1921—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 close of Hugh O'Neill's rebellion against Queen Elizabeth I (1603) and concluding with the Treaty negotiations that ended the Anglo-Irish War (1921), students will examine the clash of cultural identity and faith that serves as 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 to shape the destiny of a people.—Truxes

[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 American Studies 215 and Women's Studies 215.)

226. Gandhi, Martin Luther King, Jr., and Nonviolence—Drawing on the romantic critique of industrialism (Ruskin, Thoreau, Tolstoy), M. K. Gandhi (1869-1948) developed a social theory of protest (*Satyagraha*) as well as a notion of an alternative civilization, a non-violent world. This course will explore the relevance of Gandhianism. The class will examine the core concepts of Gandhianism (*ahimsa, Satyagraha, Sarvodaya*) as well as the transportation of Gandhi's ideas to the American Civil Rights movement. Then we will explore the history of the Civil Rights movement and its methods of protest. In addition, we will examine the work and ideas of contemporary Gandhians (peace activism, green activism, spiritualism). The central project for the class will be to develop (in a class and through workgroups) a Gandhian campaign for testing the project of nonviolence. (Same as Asian Studies 226 and Comparative Development Studies 262.)—Prashad

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 Comparative Development Studies 229 and Middle Eastern Studies 229.)—Steele

[234. Confucian Ethics and East Asian Economic Development]—This course examines the relationship between culture and economics in East Asia, specifically the relationship between Confucian ethics and the economic success of such East Asian countries as Japan, Korea, Taiwan, Hong Kong, Singapore and more recently China. The role of Confucian and "post-Confucian" values in government policy-making, popular work ethics, industrial structure, employment systems, and the educational system are analyzed and compared with the roles of situational and economic factors in presenting a more complete explanation of the past and current economic dynamism of this region. The nature of traditional and "post-Confucian" ethics in each country as well as the transformation of these over the course of the modernization process will also be examined. The course will conclude by examining whether a specifically "industrial neo-Confucian" form of capitalism exists and if so what its characteristics might be. (Same as Asian Studies 212 and Religion 259.)

235. Colonial Latin America—This course offers an introduction to the 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 Latin American and Caribbean Studies 235.)—Figueroa

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 Asian Studies 241 and Comparative Development Studies 241.)—Lestz

[244. The Collapse of the Roman Republic]—This course investigates the factors leading up to the dissolution of the Roman Republic and the rise of the Principate to replace it. We will focus particularly on the character of Roman society c. 200 BC, just before Roman expansion in the East began, on the social changes brought about by imperial expansion, on the civil wars of the first century and the Augustine solution, and on the often-overlooked remnants of Republican thinking and institutions in the first century AD.

246. The Holocaust—Beginning with the historical causes and development of the "Final Solution," the systematic destruction of European Jewry between 1933 and 1945, this course considers such issues as the nature of genocide, the concept (and history) of evil, corporate, and individual moral responsibility, and the implementation of justice in the aftermath of radical evil. These issues are examined both in the context of the Holocaust and as general moral and religious problems. They also are viewed through "imaginative" literary representations, which introduces the question of what difference a subject makes to the form of its representation, and thus, more specifically, what can or cannot (and should or should not) be said about the Holocaust. (Same as College Course 219, Philosophy 231, and Religion 219.)—Lang

249. Women in European History: Position, Status and Power, 1500-Present—This course explores various aspects of women's lives in the early modern (1500-1750) and modern (1750-Present) periods. At its most essential level, it will illustrate some of the ways in which the study of women's history challenges and enhances our conception and understanding of the European past. Topics include: the development of female cultures in early modern and modern European societies; women's work in rural and urban economies; the role of women in European Christianity and Judaism; women and revolution; the impact of industrialization on women's lives; the 19th century cult of domesticity; the emergence of feminism; women and imperialism; the impact of the First and Second World Wars on women's roles; and women and immigration in post-1945 Europe. Particular attention is paid to women from different racial, religious, ethnic and class backgrounds to illustrate the diversity of the European experience since 1500. (Same as Women's Studies 249.)—Deslandes

250. The Industrial Revolution in the United States—This course traces the United States' transition during the nineteenth century from a mostly rural, agricultural society to an urban, industrial one. We will examine the rise of the factory, the decline of artisan labor, the changing family labor and wage systems, and the differences between the industrial histories of the North and South. Topics also include business organization, the relationship between technological and social change, immigration, labor movements, and populism. (Same as American Studies 250.)—Harper

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 subdisciplines within the field and an examination of a number of important exchanges on matters of substance and method currently under debate among historians.—Euraque

[306. Literature and Society in the Modern Jewish Era]—The Jewish encounter with modernity and emancipation brought both opportunities and dangers. Emancipation came at a price: new forms of anti-Semitism based on race and rabid nationalism; demands for assimilation as a quid pro quo for emancipation; unprecedented internal turmoil as Jews struggled to meet new challenges; and finally, mass extermination. The internal turmoil that shook the hold of traditional Jewish orthodoxy produced powerful ideologies such as Zionism and Bundism. It also encouraged the development of a great Jewish literature in Yiddish, Hebrew and European languages. This interdisciplinary team-taught course will survey this literature and emphasize its interrelationship with a changing Jewish society. Lectures on Jewish history will alternate with lectures on literature. The instructors will encourage discussion of texts. The emphasis will be on Yiddish and Hebrew writing in Eastern Europe and Israel: Sholom Aleikhem, Y. L. Peretz, I. J. Singer, H. H. Bialik, Hayim Hazaz and others. There will, however, be some consideration given to the American immigrant experience (Henry Roth) and Jewish writing in Central Europe (Franz Kafka). (Same as International Studies 306 and Modern Languages 333-19.)

[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 Russian and Eurasian Studies 307.)

308. The Rise of Modern Russia—Imperial Russia and the Soviet Union. (Same as Comparative Development Studies 308 and Russian and Eurasian Studies 308.)—Kassow

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

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

[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.

322. Golden Age of Capitalism: Europe in the 19th Century—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.—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 African Studies 327.)

331. **Africa in the 19th 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 African Studies 331 and Comparative Development Studies 331.)—Steele

[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 ward with Carthage, the adventures in the Greek East, and the collapse of the Republic.

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 Latin American and Caribbean Studies 339.)—Euraque

370. **Mobs, Masses, and Democracy in America**—"There are in fact no masses," writes the cultural critic Raymond Williams. "There are only ways of seeing people as masses." This intellectual and social history course will examine ways of "seeing people as masses" in the United States since the American Revolution. By studying changing interpretations of mobs, masses, and social movements, we will inquire into changing ideas about American democracy, the character of "the people," and ways of communicating with them. Particular topics will include the role of "the crowd" in the era of the Revolution; images of riots, strikes, lynch mobs, theater audiences, and other kinds of collective behavior in the 19th century; criticism of the mass society, mass culture, and the mass media (movies, radio, TV, advertising) in the 20th century; and ideas about the causes and effects of social movements. Course materials will include novels and films in addition to more traditional types of primary documents. This is a core course for the Studies in Progressive American Social Movements minor. (Same as American Studies 372.)—Leach

[372. **Post-War Europe: 1945 to Present**-]—This course explores European culture and politics from 1945 through the present, surveying sources in fiction, memoir, film and the arts. Themes include the problems of reconstruction and memory, Marxism and communism and the social-democracy, civil liberty, sexuality and immigration. The Cold War, the New Left, the invasions of Hungary and Czechoslovakia, the collapse of the Berlin Wall and of the Soviet Union, the welfare state, 'Americanization,' racism, ethnocentrism and nationalism, all offer instances of cultural and political conflict. This course includes lectures, discussion and a film program.

374. **The Age of Alexander the Great**—This course covers the life and times of Alexander the Great, a man who was able to subjugate most of the known world, but failed to erect a lasting political structure. When he died at the age of 33 years, he left a vast empire to be torn to pieces by his successors. However, his achievements were more than military, and his colonists built cities in places as far from Greece as modern Afghanistan, creating a new world in which Greek culture flourished.—Elton

[375. **Feudalism and Chivalry: Secular Culture in Medieval France**]—This course covers the main currents of noble lay culture in France, which led European fashions in love, warfare, entertainment, and environment through most of the period. There will be heavy emphasis on contemporary sources (in English), including complete readings from epic literature (the *Song of Roland*), lives, and chronicles.

378. **Puerto Rico and Puerto Ricans: Colony, Nation and Diaspora.**—This course will examine, from an interdisciplinary perspective, the historical formation of a colonial society and a people we now call "Puerto Ricans" by focusing both on the island and on the immigrant communities in the U.S. We will study the island's history from the ancient, pre-Hispanic era, through some four centuries of Spanish rule (1508-1898), as well as in the almost one hundred years of American colonial rule in the twentieth century. How were "Puerto Rico/Puerto Ricans" constituted as colonial subjects under these two vastly different imperial regimes? From slave plantations to hinterland peasant communities; from small towns to modern, industrial cities in the island; from colonial citizens in the island to immigrant, "minority" outsiders in inner-city neighborhoods in the U.S., the historical experiences of Puerto Ricans have forced upon them multiple understandings of who they must be but also allowed them to work out their own, often conflicting, definitions of "Puerto Rican." (Same as American Studies 378, Comparative Development Studies 378 and Latin American and Caribbean Studies 378.)—Figueroa

385. The British Imperial Experience,1700-Present—This course is informed by two basic assumptions 1) that an understanding of empire, imperial identities, and the interaction between colonizers and the colonized is indispensable to fully comprehending the course of modern British history; and 2) that the experience of empire is not merely about British 'impact' overseas. Rather, imperialism represents a relationship, unequal in nature, in which peoples and cultures are influenced by each other. This course will address major cultural, economic, social, political, and diplomatic developments in British imperial history since 1700. Students will be provided (in lectures, primary and secondary source readings, and films) with an overview of British imperial expansion in the 18th, 19th and 20th centuries. In addition to covering the consolidation, governing structures, and eventual disintegration of British imperial rule in North America, India, Africa, the Caribbean and Australasia, we will also explore British life and social customs in the empire, material culture and imperialism, nationalism in India and Africa, gender roles and imperial life, race relations in the 19th and 20th centures, and post-war immigration from Commonwealth countries to the United Kingdom.—Deslandes

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

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.)

401-35. The U.S. In the Prosperous Years, 1900-1929—Topics in the culture and political economy of the years 1900-1929, including progressive movements, labor organization struggles, the rise and fall of the Left, the suffrage campaign and its aftermath, immigration and Americanization, the World War homefront, migrations and communities of African-Americans, and the impact of the mass media. (Same as History 866-01, American Studies 401-01, and 866-01.)—Leach

401-48. 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 "main-stream" 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 American Studies 407-01 and Women's Studies 457.)—Greenberg

401-65. Italian and European Fascism—This seminar will focus on the rise and fall of the Italian Fascist movement and regime from 1914-1945. It will place Italian Fascism within the context of both modern Italian and European history. Specific topics include World War I and the rise of fascism, fascism as a response to Bolshevism, fascism as a form of "Totalitarianism," the development of anti-fascism, women and the fascist regime, World War II, the Holocaust and the Armed Resistance. We will also compare Italian Fascism to German Nazism and the influence of both on similar movements in Europe. Due attention will be given to the historiography and current interpretations of fascism. (Same as History 819-01.)—Painter

401-66. Slavery, the South, and the Nation, 1830-1860—This course will be devoted to a selective explanation of antebellum southern culture and politics, and the intensifying debate over the future of slavery which finally led to the Civil War. Specific topics will include: the nature of slavery; the dynamic of southern politics; the pro-slavery argument; and the emergence of nothern anti-slavery sentiment in the three decades preceding the Civil War. (Same as American Studies 426-01.)—Chatfield

401-69. Jews and Judaism in the European Imagination— This course will examine how Jews and Judaism were percieved in European culture from the Middle Ages to the twentieth century. We will treat issues such as the study of Judaism by Christian scholars during the Middle Ages, Renaissance, Enlightenment and the nineteenth century (how Christians, for example, used the Hebrew Bible, Talmud, and Kabbala in intra-Christian religious polemics), the development of Jewish stereotypes (association of Jews with Communism, radical art, money, medicine, psychoanalysis), the rise of Anti-Semitism and racial thinking, representations of Jews in art and literature (including, for example, Shakespeare, Trollope, Dickens, George Eliot), social interactions between Jews and Christians (the salon culture of eighteenth century Germany), as well as Jewish reactions to Christian attitudes. (Same as History 893.)—Elukin

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. (1/2-1 course credit)—Staff

481-03. Colonialism and Decolonization—This seminar seeks to explore the study of European and American colonialism in Africa, Asia, Latin America, and the Caribbean by focusing primarily on the 19th and 20th centuries, an era that witnessed the emergence of modern forms of colonialism and imperialism. We will also examine experiences

of anti-colonial, "national liberation" struggles and the dissolution of colonial empires, particularly in the 20th century. In studying these experiences, we will pay close attention to issues of class, race, gender and nation-state formation, both in the colonies as well as "back home" in the imperial countries. The seminar will approach these topics from inter-disciplinary and comparative theoretical and methodological perspectives that have yielded new insights in the study of colonial and post-colonial societies. **This course fulfills the requirement of a 'Senior Research Seminar' for the History Major and is open only to senior majors in the department.**—Figueroa

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment.

498. Senior Thesis/Research Seminar—A two semester senior thesis including the required Research Seminar in the Fall Term. Permission of the instructor is required for Part I. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Spencer

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Graduate History Courses

819-01. Italian and European Fascism—(Same as History 401-65.)—Painter

839-21. Men, Women and Work in 19th Century America—An investigation of the dramatic changes in the paid and unpaid labor of both men and women over the 19th century, with particular emphasis on the intersection of the changing understandings of both gender and work in American society. Topics covered include racial constructions of labor, class formation, responses to women's increased labor force participation, and the changing relationship between work and family for both men and women. This course is based on the historiography of gender and work, and will afford some opportunities for primary research. (Same as American Studies 839.)—Harper

866-01. The U.S. In the Prosperous Years—(Same as History 401-35; American Studies 401 and 866.)—Leach

893. Jews and Judaism in European Imagination—(Same as History 401-69.)—Elukin

Spring Term

102. Introduction to the History of Europe—European history from 1715 to the present.—Deslandes

106. Global History—A survey of the development of humankind in its global, ecological setting from the Paleolithic to the present.Topics will include: gathering and hunting, origins and spread of agriculture and animal husbandry, the development of cities, the origins and implications of writing, growth of long-distance trade, technological innovation and exchange, European expansion, industrialization, revolutions, global war, and world-wide acculturations. (Same as Comparative Development Studies 106.)—Steele

113. Foundations of Early Modern History, 1300-1750—Topics in the history of Western Europe in the late Middle Ages, Renaissance, Reformation, and the Enlightenment. Students who have received credit for History 304 may not enroll in this course. (Formerly History 103.)—Painter

121. South Asian History from 1600 to the Present—An investigation of the social, economic, cultural and political history of South Asia from the consolidation of British and French domination to the contemporary crises of the various South Asian states (notably India, Pakistan and Sri Lanka). The main topics to be explored include: the deindustrialization of South Asia, the emergence of religion as the primary focus of Indian society, the development of South Asian feminism and the attempt by the various nations to negotiate a dignified place in the 20th Century. Lecture and discussion. (Same as Asian Studies 121.)—Prashad

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—The story of Rome, from its foundation, growth to a Republic, acquisition of a Mediterranean Empire, then its slow decline. Includes examination of the changes continuously forced on the romans, first to achieve political success, then to maintain it.—Elton

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.—Deslandes

209. African-American History—The experiences of African-Americans from the 17th century to the present with particular emphasis on life in slavery and in the 20th century urban North. Enrollment limited. (Same as American Studies 209.)—Greenberg

[221. Empire and Nationalism]—Empire comes in two forms: as early modern plunder (Spain and Portugal) and as modern and rationalized colonial rule (Dutch, British and French). The first half of this class will study the ways in which these different forms of imperialism operated. The complex ways in which Europe was able to dominate Asia and Africa will be at the center of this half of the class. In the late 19th century, European imperialism was challenged by anti-colonial political movements which began to take on a nationalist orientation. The second half of the class will explore the roots of these Third World nationalisms and assess their historical role. Reading will span the range from fiction to primary documents. Lecture and discussion. (Same as Asian Studies 221 and International Studies 221.)

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 l8th 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

[225. The Origin and Development of the Greek Polis]—This course traces the rise and history of the Greek polis from its presumed antecedents in the ancient Near East to its devolution in late antiquity. Topics to be covered include the institutions of the polis; the relationship between the polis and democracy, with a focus on Athens; the dynamic of town and countryside; the character of poleis other than Athens; the stresses and changes of the polis under the impact of Roman rule; the position of women, slaves, and outsiders in the polis.

[227. Household and Family in Medieval Europe]—What was the medieval household? Was it an economic unit, a residential entity, a legal construct, an emotional body, or a patriarchal tool? Casting a wide net to include late antique Rome, early medieval Ireland, and the continent in the High Middle Ages, this course will discuss the everyday lives and activities of ordinary mothers, fathers, children, and grandparents, and the conditions in which they lived. Topics will include the changing nature of kinship, marriage, health, property rights and inheritance customs, and power relations inside and outside of the household. These topics are being rewritten in light of current work on women and gender, and we will read critical and theoretical essays that address the historiography of our subject over the last three decades. (Same as Women's Studies 227.)

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 African Studies 230 and Comparative Development Studies 230.)—Steele

[231. Introduction to Brazilian History]—A survey of Brazilian history from Portugal's fifteenth-century discoveries to the present. Special attention will be paid to economic issues as a background to Brazil's current status as the eighth-largest economy in the world and a major "emerging" market. Points of comparison with the Caribbean, Anglo and Hispanic-American world will be stressed, as will the development of Liberation Theology and the flourishing of Afro-Brazilian religions. Sessions will regularly include discussion time. (Same as Latin American and Caribbean Studies 231.)

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 Comparative Development Studies 236 and Latin American and Caribbean 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 best sellers, 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 Languages 233-08.)—Alcorn and Painter

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 Asian Studies 242 and Comparative Development Studies 242.)—Lestz

247. **Latinos in the United States**—Who are "Latinos" and how have they come to constitute a central ethnic/racial category in the contemporary United States? This is the organizing question around which this course examines the experiences of major Latino groups— Chicanos/Mexicanos, Puerto Ricans and Cubans—and new immigrants from Central American and the Caribbean. We study U.S. colonialism and imperialism in the Old Mexican North and the Caribbean; migration and immigration patterns and policies; racial, gender and class distinctions; cultural and political expressions and conflicts; return migrations and transnationalism; and inter-ethnic relations and the construction of Pan-Latino diasporic identities. (Same as American Studies 247, and Latin American and Caribbean Studies 247.)—Figueroa

251. *Les Miserables:* **History and Literature in 19th-Century France**—Set in scenes ranging from the battlefields of Waterloo to the barricades of revolutions, the 19th-century French novel firmly situated itself in the history of the age. But how realistic are the descriptions presented in the great novels of events leading up to the century's political cataclysms? This course will explore answers to this question (and the relationship between history and literature in general) by establishing the context within which the novels of Stendhal, Balzac, Hugo, Zola, and Proust were conceived. Attitudes towards women, religion, the poor, crime, ambition and politics, the Jewish minority, Paris life and the provinces will be analyzed to gain understanding of French culture during a period when rapid modernization appeared to threaten traditional norms. The course will end with a consideration of the current appeal of *Les Miserables*. Like the novel itself, the musical was greeted initially with disdain by critics but was an enormous popular success. What accounts for our interest in the French past?—Kete

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 subdisciplines within the field and an examination of a number of important exchanges on matters of substance and method currently under debate among historians.—Painter

[310. **Germany**]—A survey of German history from 1815 to 1945. Topics will include the Vormarz Period, Bismarck, Wilhelmine Germany, the Weimar Republic, and the Third Reich.

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

[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.)

[313. **The Struggle for Civil Rights in the United States**]—Blacks and their white allies have long struggled to win equal rights and equal opportunities in America. We will examine the course of that struggle in the twentieth century, focusing primarily on the period 1950-1968. We will consider questions of urbanization, employment, racism, politics, violence, non-violence, and black power. (Same as American Studies 330.)

[314. **Politics and Revolution in Central America**]—This course will focus on major themes in the context of 20th 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 Latin American Studies 314.)

316. Families in American History—An exploration of American families, past and present, that draws on a wide range of historical and literary sources. Topics will include: changing ideals and realities of American family life; racial, religious, class, and ethnic variations; and shifting gender and generational relationships. The culminating project for the course is a family history, based on oral interviews and other sources. (Same as American Studies 320 and Women's Studies 316.)—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.)

[**320. Modern France 1789-1945**]—A survey with emphasis on the revolutions of 1830, 1848, the Paris Commune and the rise and fall of the Third Republic.

[**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.

325. Seafaring America—The development of United States maritime and naval enterprise from the Colonial Era to the present. Emphasis on: patterns of commerce and trade; technological innovation afloat and on the waterfront; the transition from sail to steam power; changing conditions of life at sea and of seaport communities; the development of internal waterways; the relation of private enterprise to public policy and government involvement; naval strategy and the experience of American seapower in theory and practice. (Same as American Studies 335-01.)—Sloan

[**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 Asian Studies 330.)

[**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.

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 Middle Eastern Studies 336.)—Kassow

345. The Vietnam Experience—Using histories, autobiographies, works of fiction and films, this course will explore in depth the Indochina war from its inception in 1946 to the collapse of South Vietnam in 1975. The course will begin with an examination of the French phase of the war (1946-1954). But our primary focus will be on events after 1954, with special attention directed to America's role during the presidential administrations of Kennedy, Johnson and Nixon. In treating the most intensive phase of the war—1965-1975—we will be drawing upon recently published accounts by soldiers of the National Liberation Front and the North Vietnamese regular army. Finally, we will give full attention to the American Antiwar movement which left its imprint upon the political history of the late 1960s and the early 1970s. (Same as American Studies 345 and Asian Studies 345.)—Chatfield and Lestz

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 postwar struggle to reconstruct the Union and define the status of four million newly-freed black Americans. (Same as American Studies 350.)—Spencer

[**351. Slavery and 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 13th 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 American Studies 351.)

[**364. 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. Enrollment limited. Prerequisite: History 202 or a comparable course. (Same as American Studies 364.)

365. World War II—This course will investigate political, social, and cultural aspects of World War II in Europe and the Soviet Union. Topics will include the breakdown of the Versailles system, the interrelationship of military and social change, genocide, resistance movements, and the impact of war on European culture. (Same as Russian and Eurasian Studies 365.)—Kassow

379. The Cuban Revolution: Historical Origins—Few events in Latin American and Caribbean history have captured the imagination of supporters and prompted a more visceral reaction by opponents, both inside and outside the region, than the Cuban Revolution of 1959. To understand Cuba's revolutionary experience, with its combined nationalist and socialist claims and visions, requires more than short-sighted, simplistic explanations. This course will examine Cuban history since the late eighteenth century in an effort to comprehend the context in which the revolution emerged and the constraints within which the island's revolutionary regime has operated since the 1950s. The formation of Cuba's white Creole elite; its intensive experience with African slavery and the island's two wars of independence against Spain in the nineteenth century; its conversion into an American semi-colonial territory after 1898 and the failed revolution of 1993 will be among the topics discussed, along with a detailed examination of the revolutionary period since 1959. (Same as Comparative Development Studies 379 and Latin American and Caribbean Studies 379-01.)—Figueroa

380. E Pluribus: Uniting the United States, 1938-1980—"E Pluribus Unum" ("Out of Many, One") reads the familiar motto on U.S. coins. The "pluribus" of American society and culture, divided by class, race, gender, religion, region, is a familiar condition. The "unum" has been variously a myth, an ideal, and a problem. This course will scrutinize wars, social movements, the expansion of government, suburbanization, the proliferation of mass culture, immigration, and other phenomena, to learn how they have affected the competing pulls of plurality and unity in recent U.S. history. Most of the "readings" (which will include artifacts other than books) and most assignments will be in primary materials. Since this course will presume survey-level conversancy with the basics of recent American political and economic history, there is a prerequisite: History 202 or its equivalent. (Same as American Studies 381.)—Leach

381. Early Modern Ireland, 1534-1691—The seemingly intractable problems that bedevil present-day Northern Ireland are rooted in the history of Ireland in the period from 1534 to 1691. Beginning with the Tudor Conquest and ending with the Williamite War, these years saw the effective domination of all of Ireland by the English state. This course will explore the deep divisions between Gaelic and English, as well as Catholic and Protestant, elements in Irish society that culminated in the trauma of the early 1690s. Early modern Ireland has provided some of that nation's most vivid and painful historical memories.—Truxes

382. The Early Republic, 1789-1829—This course will examine aspects of the political, cultural and economic history of the new American nation from the inception of the presidency of George Washington through the administration of John Quincy Adams. Political history will supply the framework and much of the substance of this course. But students may expect to explore the emergence of a national market economy—the economy of modern capitalism—in the aftermath of the War of 1812, and cultural phenomena such as the "Second Great Awakening" and the lives of women, urban-dwellers, and factory workers in the rapidly changing nation. Attention will also be given to the expanding system of plantation slavery and to the sectional controversy generated by the Missouri debates of 1819-21. (Same as American Studies 383.)—Chatfield

383. The Byzantine and Arab Near East—An introduction to the history of the Near East from Justinian the Great (527-565) to the fall of Constantinople to the Ottoman Turks in 1453. The Arab conquest of the southern shore of the Mediterranean divided a Roman lake between Christians and Moslems. From the eleventh century onwards, the region was convulsed by waves of invading Crusaders, Seljuks, Mongols and Ottomans, leading to the collapse of both Arab and Byzantine Empires. Roughly equal consideration will be given to political, social, religious and economic developments. (Same as Middle Eastern Studies 383.)—Elton

384. Christians and Jews in Medieval Europe—This course will examine the history of Jewish-Christian relations in medieval Europe. It will study theories of anti-Judaism, shifts in Christian attitudes following the 1096 Crusade massacres, the role of the Church, Christian stereotypes of Jews, conversion from Judaism to Christianity, protection and persecution by royal governments, local violence, expulsions, the Inquisition as well as the specific experiences of Jews in England, France, and Spain. The course will also draw on comparative material from Christian interaction with Muslims and heretics, as well as material on the Jewish experience with medieval Islam. The course will be taught from primary source materials with supplementary readings from secondary scholarship.—Elukin

[**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 Comparative Development 386.)

388. Women and Work in America—This course will examine the changing historical relationships among women, work and family in the United States, with emphasis on ways in which public policy and the state have affected those relationships. Topics will include the impact of industrialization on women's work, the family wage system, the effect of slavery on black women and the black family, protective labor legislation, women in the labor movement, women workers in both world wars, immigrant women's working lives, and current workplace issues such as affirmative action, the glass ceiling, and sexual harassment. (Same as American Studies 385 and Women's Studies 389.)—Harper

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

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—A team taught, lecture and discussion 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 865-01.)—Sloan

402-62. The Holocaust—This seminar will focus on the historiography of the Holocaust; the genesis of the Final Solution; attitudes of other governments; Jewish society in the ghettos and the problems of Jewish resistance. There will also be extensive consideration of writings and dairies that were produced during the Holocaust. Special attention will be given to the Jews in Eastern Europe.—Kassow

402-65. Race and Ethnicity in Colonial and Post-Colonial Histories in Latin America—This course will explore the historical dimensions of race and ethnicity since Latin America's Colonial period. It will examine the construction of the "Indian," the presence of Africans, the cultural hegemony of mestizaje, and the relationships between these processes and nation formation. Finally, the course will also discuss other less well known migrants to the region: the Chinese and Arabs in particular. (Same as History 843-04 and Latin American and Caribbean Studies 402-65.)—Euraque

402-76. Historical Anthropology: Other Times, Other Cultures—Both historians and anthropologists attempt to study 'other people' whether in the past or in the distance. Both attempt to translate the experiences of 'other people' by offering explanations and empathy rather than offering social laws and predictions (like sociology and economics). Historians tend to emphasize the dynamics of social change across calendrical time. Anthropologists tend to emphasize cultural meaning and difference. Our seminar will explore the problems which besot both history and anthropology as well as attempt (through group work and in a research paper) to offer a creative synthesis between the two complementary disciplines. We will read historians who venture into the terrain of anthropology (those who do histories of the family, of mentalities, and of everyday life) as well as anthropologists who dare to play with time (those who study the history of cultures as well as the invention of traditions). (Same as Anthropology 402 and Comparative Development Studies 402.)—Prashad

402-79. Masculinity in Britain and America Since 1750—Feminist scholarship has stressed the importance of considering ideas about femininity and women's 'proper' roles as historically-specific, social constructs. Similarly, 'maleness' and masculinity are not predetermined or 'natural' categories but, rather, represent sets of changing ideas about what 'being a man' has meant in the modern world. This course will explore the history of masculinity and manhood in Great Britain and the United States since 1750. While the focus will necessarily be on men as gendered subjects, it is impossible to understand the masculine without direct reference to the feminine. With this in mind, we will explore in great detail the extent to which relations between men and women have changed since the 18th century. This course will also draw particular attention to the ways in which ideas about masculinity have reinforced notions of male power in Britain and America. Specific themes discussed in this seminar will include: the impact of industrialization on British and American manhood; urban and rural male cultures in the 19th century; soldier heroes and the impact of war on manhood; athleticism and masculinity; fraternal orders, men's clubs and the homosocial male world; education and masculine socialization; racial differences and the impact of imperialism on male identities; heterosexual and homosexual masculinity; family life; work identities; and male reactions to feminism in the 19th and 20th centuries. Course materials will include (in addition to recent scholarship in the history of masculinity) contemporary novels, political essays, printed visual images, art and film. (Same as History 809-13 and Women's Studies 402-79.)—Deslandes

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. (1/2-1 course credit)—Staff

482-04. Imperialism: Expansion and Conquest—An examination of comparative imperialisms (expansion and conquest) in world history. Students will write a lengthy paper on Imperialism or a related topic. Emphasis will be on developing an extensive bibliography and conducting sound research. **This course fulfills the requirement of a 'Senior Research Seminar' for the History Major and is open only to senior majors in the department.**—Steele

482-05. Race and Identity: This course fulfills the requirement of a 'Senior Research Seminar' for the History Major and is open only to senior majors in the department.—Greenberg

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment.

499. Senior Thesis/Continuation—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Graduate History Courses

800. Graduate Historiography—Harper

809-13. Masculinity in Britain and American Since 1750—(Same as History 402-79 and Women's Studies 402-79.)—Deslandes

834. Politics and Culture in the Early Republic—(Same as American Studies 834.)—Chatfield

843-04. Race & Ethnicity in Colonial and Post-Polonial Histories in Latin America—(Same as History 402-65 and Latin American and Caribbean Studies 402-65.)—Euraque

865. Issues in American Business Management—(Same as History 402-04.)—Sloan

Interdisciplinary Science

Associate Professor Russo, *Director*

The Interdisciplinary Science Program (ISP) is a special two year curriculum for selected students in each entering class. It is intended for those students who are judged to possess exceptional scientific and mathematical aptitude and to be strongly motivated for academic success. It provides these students an opportunity to broaden their study of science and mathematics in the following ways:

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 first year and typically complete it in the spring of the sophomore year. The program includes three special ISP courses; the Interdisciplinary Science Seminar, ISP Research Apprenticeship, and a special Seminar course which discusses controversy in science and the application of science and technology in modern society. Several aspects of the program are discussed in detail below.

The Interdisciplinary Science Program can accommodate only a limited number of students each year. Entering students or applicants for admission to the entering class who wish to be considered for enrollment in the program should notify Professor Paula A. Russo, Director of the Trinity College Science Alliance, as early as possible in the spring prior to their matriculation. A small number of sophomores may also enter the program. Interested students should make application to Professor Russo by April 1 of their first year at the College.

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.—Russo

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 may supplement the basic principles involved and discuss methods of risk assessment, cost-benefit analysis, and other pertinent techniques.—Brown, Prigodich

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. (Students will normally receive 1/2 course credit for participation in the Apprenticeship Program.) ISP 118 is graded Pass-Fail.—Staff

Second Year

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment.—Staff

International Relations

The study of International Relations provides an integrated approach to the understanding of economic, political, and social interactions among states, supranational organizations, transnational business firms, and other non-governmental organizations operating in the transnational arena. Students of International Relations investigate the factors that shape the global milieu within which inter-state and transnational activities are conducted, including the concept of state sovereignty, competing state ideologies and interests, differing political, economic, and social systems, and inequalities among states resulting from variations in size, location, population, resources, infrastructure, history, and position in the international division of labor.

The study of International Relations is, of necessity, a multidisciplinary undertaking. A recognized scholar in the field once described a student of International Relations as "a person who regrets that he does not better understand psychology, economics, history, law, jurisprudence, sociology, geography, perhaps language, comparative constitutional organization, and so on down the list." The curriculum of Trinity College includes a sizable number of courses, in a variety of disciplines, that are appropriate to a program in International Relations.

Although the College offers no formal major in International Relations, students may, in consultation with one or more of the faculty named below, construct a coherent sequence of courses that provides grounding in International Relations or one of its subfields. Such a sequence will often be taken by students majoring in Economics, History,

Political Science, or International Studies, but it may also be pursued in conjunction with various other majors. Alternatively, students may, with the sponsorship of faculty from two different disciplines and the approval of the Curriculum Committee, carry out an individually tailored, interdisciplinary major in International Relations. Students interested in this option should consult the general guidelines on student-designed majors in the Handbook and the specific guidelines on International Relations given below.

PARTICIPATING FACULTY:
William N. Butos, Professor of Economics
Carol Clark, Assistant Professor of Economics
Leslie G. Desmangles, Professor of Religion and International Studies
Dario A. Euraque, Associate Professor of History
Samuel D. Kassow, Professor of History
Jane H. Nadel-Klein, Associate Professor of Anthropology
Michael Niemann, Visiting Assistant Professor of Political Science
Miguel D. Ramirez, Professor of Economics
Thomas A. Reilly, Associate Professor of Political Science
Michael P. Sacks, Professor of Sociology
Brigitte H. Schulz, Associate Professor of Political Science
H. McKim Steele, Professor of History
Ranbir Vohra, Professor of Political Science
James Guanzhong Wen, Assistant Professor of Economics

The Individually Tailored, Interdisciplinary Major in International Relations

The following guidelines govern proposals for individually tailored, interdisciplinary majors in International Relations. Students should read them in conjunction with the section on student-designed majors in the *Handbook,* which specifies the format in which proposals are to be presented to the Curriculum Committee. As a first step in preparing a major proposal, the student should consult with Professor Butos 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. Globalization, Rivalry, and Coordination
   c. Economics 315. International Trade, or Economics 316. International Finance
   d. Political Science 106. Introduction to Comparative and International Politics
   e. Political Science 315. American Foreign Policy
   f. 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 International Studies, Economics, History, Political Science, and Sociology. But courses in other departments and programs may also be applicable to the student's particular thematic focus.

4. A synthesizing agent, which may be either a) a one- or two-course-credit thesis, or b) an appropriate senior seminar in Economics, History, or Political Science, or c) a general examination.

Foreign Language: Students majoring in International Relations must complete a minimum of two years of college-level work in a pertinent foreign language or submit evidence of equivalent preparation.

Research Methods: Students of International Relations are encouraged to familiarize themselves with social science research methods, typically by taking one of the following as part of the major: Economics 318L. Basic Econometrics, or Sociology 201L. Research Methods in the Social Sciences. It is particularly important that students contemplating graduate work in International Relations or closely related fields include one of these courses in their program.

Foreign Study: A period spent studying abroad can strengthen a student's understanding of the subject matter of International Relations. Thus, courses taken in an approved program in another country may, with the concurrence of the faculty sponsors and the Curriculum Committee, be counted toward the requirements of an International Relations major. Certain internships may also be creditable toward the major.

International Studies Program

PROFESSOR DARIO E. EURAQUE, *Director*

CONCENTRATION COORDINATORS:
AFRICAN STUDIES, PROFESSOR S. LEE
ASIAN STUDIES, ASSISTANT PROFESSOR TAM
COMPARATIVE DEVELOPMENT STUDIES, ASSOCIATE PROFESSOR SCHULZ
LATIN AMERICAN AND CARIBBEAN STUDIES, PROFESSOR DESMANGLES
MIDDLE EASTERN STUDIES, ASSOCIATE PROFESSOR KIENER
RUSSIAN AND EURASIAN STUDIES, PROFESSOR SACKS

The major in International Studies offers concentrations in five areas of the world: Africa, Asia, Russia and the newly independent states, the Middle East, and Latin America and the Caribbean. In addition to these, a sixth concentration, Comparative Development, allows students to compare any two of these areas. All concentrations in International Studies explore culture through courses in a range of disciplines, including anthropology, the arts, economics, history, literature, philosophy, political science, psychology, religion and sociology. Since entry to any culture is gained through its language, a minimum of two years' relevant language study is required. The International Studies major examines the defining issues of a culture, its impact and participation in the world, and the diversity of human experience.

Language offerings include both the Modern Language Department's curriculum and the resources of the Self-Instructional Language Program (SILP). For information on the latter, students should consult either Dean Ronald Spencer, Professor Ellison Findly, or Professor Dori Katz.

Students pursuing an International Studies major are strongly encouraged to include in their program of study a period of off-campus study in an area of the world directly linked to their research.

See the individual concentration listings below for complete information on requirements for the major. No course with a grade of less than C- may be counted towards the major.

Language Across the Curriculum

Courses in all six concentrations may be taken for an additional .5 credit as part of the Languages Across the Curriculum Program (see Modern Languages and Literature).

Many courses are crosslisted with International Studies by other College programs or departments. International Studies course numbers coincide with the original number of the home program or department, and students should consult those home listings for full course descriptions.

In the course listings the first two letters indicate the specific concentration, and the last two letters indicate the home department (or language) i.e., LAHI: Latin American Studies/History, MEHE: Middle Eastern Studies/Hebrew.

Below is a comprehensive list of International Studies concentration prefixes:

AF AFRICAN STUDIES
AS ASIAN STUDIES
CD COMPARATIVE DEVELOPMENT STUDIES
LA LATIN AMERICAN STUDIES
ME MIDDLE EASTERN STUDIES
RU RUSSIAN AND EURASIAN STUDIES

Home department prefixes:

Anthropology AN
Classics CL
Economics EC
Educational Studies ES
English EN
Fine Arts-Art History AH
History HI
International Studies IN
Modern Languages:
  Arabic AR
  Chinese CH
  French FR
  Japanese JA
  Hebrew HE
  Spanish SP
  Russian RU
Music MU
Philosophy PH
Political Science PS
Religion RE
Studio Arts SA
Theater and Dance TD
Women's Studies WS

Please note the following course numbers for independent work:

INTS 399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment.-Staff

INTS 466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)

INTS 497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.) -Staff

INTS 498. Senior Thesis Part I—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) -Staff

INTS 601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the IDP Catalogue for a full listing.

INTS 602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (1-5 course credits)

African Studies

Coordinator: Professor Sonia M. Lee

Participating Faculty: Janet Bauer (Anthropology & Educational Studies), Leslie Desmangles (Religion), Michelle Gilbert (Art History), Ronald Kiener (Religion), Jane Nadel-Klein (Anthropology), Michael Niemann (Political Science), McKim Steele (History), Maurice Wade (Philosophy),

The African Studies major introduces students to the rich cultural diversity of Africa and in doing so deconstructs the myth of the so-called Dark Continent invented by European colonialism. To understand Africa is to open a wide window into a world three times the size of the United States. Students explore this fascinating continent through an array of courses in African literature, African art, ancient and contemporary African history, as well as the study of traditional political systems and how they blend with the Western influence which permeates today's African governments. Students are also encouraged to spend a semester or a year studying in Africa.

Requirements for the major:

I. ***Area Courses***

AFAH 294	The Arts of Africa
AFFR 233	African Novelists: Voices of a Continent
AFHI 230	Africa, 1914 to the Present
AFHI 331	Africa in the 19th Century
AFPH 223	African Philosophy, or AFRE 285, Religions of Africa
AFPS 320	Politics of Sub-Saharan Africa
AFRE 181	Islam

II. ***Language***

Two years of college-level study, or the equivalent, of one of the following languages: Arabic, French, Portuguese, or any indigenous African language available through the SILP Program. In the case of Arabic and indigenous African languages, a semester's study beyond the four credits can be counted as one elective course.

III. ***Electives: 3***

Students may choose from any of the following courses, but if possible, should concentrate on a discipline, such as anthropology, sociology, art, etc. This choice should be made in consultation with a faculty member or the Coordinator. Students are also encouraged to take courses offered by visiting scholars as the situation permits.

AFAN 201	Introduction to Cultural Anthropology
AFAN 207	Anthropological Perspectives on Women and Gender
AFMU 113	World Music
AFPS 106	Introduction to Comparative/International Politics
AFRE 281	Anthropology of Religion
AFRE 184	Myth, Rite and Sacrament
INTS 399	Independent Study in African Literature

IV. ***Senior Project***

Approval of the instructor and the Coordinator of the African Studies concentration is required for enrollment in this single semester thesis. (1 course credit to be completed either in the Fall or Spring of the senior year.) The senior project can be a thesis or any other suitable intellectual and cultural exercise.

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

AFAN 201.	**Introduction to Cultural Anthropology**
AFAR 101.	**Elementary Arabic I**
AFAR 201.	**Intermediate Arabic I**
AFEC 216.	**Global Rivalry & Coordination**
AFFR 201.	**Intermediate French I**
AFHI 331	**Africa in the 19th Century**
AFMU 113.	**World Music**
AFPS 106.	**Introduction to Comparative and International Politics**

AFRE 181. Islam
AFRE 281. Anthropology of Religion
AFRE 287. Modern Trends in Islam
AFTD 209-04. African Dance

Spring Term

AFAH 294. The Arts of Africa
AFAN 270. Peoples of Sub-Saharan Africa
AFAR 102. Elementary Arabic II
AFAR 202. Intermediate Arabic II
AFEC 241. Issues in African Industrialization
AFFR 202. Intermediate French II
AFFR 233. African Novelists: Voices of a Continent
AFHI 230. Africa, 1914 to the Present
AFIN 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. (Same as Anthropology 270.)—Gilbert
AFPS 106. Introduction to Comparative International Politics
AFPS 349. Political Economy of South Africa
AFRE 184. Myth, Rite and Sacrament
AFRE 285. Religions of Africa
AFRE 289. Religion and Culture Change
AFTD 209-04. African Dance

Asian Studies

Coordinator: Assistant Professor King-Fai Tam

Participating Faculty: Jonathan Bloom (Fine Arts), Judy Dworin (Theater & Dance), Ellison Findly (Religion), Michael Lestz (History), Naogan Ma (Modern Languages), Michael Mahoney (Fine Arts), Hi-ah Park (Theater & Dance), Vijay Prashad (International Studies), King-Fai Tam (Modern Languages), Rieko Wagoner (Modern Languages), James Wen (Economics).

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 China, Japan, India, Indonesia, Nepal, Thailand, Korea, and Sri Lanka. Arrangements for such study can be made through the Office of International Programs.

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.

Requirements for the major:

I. *Area Courses:* 6 courses
1. History and civilization—a two-course sequence in early and modern materials, e.g., ASHI 241-242 or ASIN 120-121, or two suitable courses approved by the Coordinator.
2. Religion—one course, e.g., ASRE 151 or 256
3. Literature—one course, e.g., ASCH 233 or ASJA 233
4. Social Science—one course, e.g., ASIN 202 or ASEC 208
5. The Arts—one course, e.g., ASAH 103 or ASMU 114

II. *Language*
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 appro-

priate language, earned either abroad or through SILP (Self-Instructional Language Program), to be approved by the Coordinator. Students with prior language training, as demonstrated on a proficiency test, are required to take at least three language or literature/culture credits.

III. Elective Courses

Four courses related to the student's concentration, normally chosen from the Asian Studies course offerings. Other International Studies courses and/or courses taken abroad may be counted when approved by the Coordinator. Students may also count one one-semester language course not already counted under Section II, as an elective course. When approved by the Coordinator, a directed reading course may also be counted here as an elective for major credit.

IV. **Senior Thesis**

All students will submit a 1- or 2-credit thesis, normally written during the senior year, to a committee consisting of their thesis adviser and an additional reader to be chosen in consultation with the thesis adviser and the Coordinator.

Fall Term

ASAH 103. Introduction to Asian Art
ASCH 101. Intensive Elementary Chinese I
ASCH 201. Intensive Intermediate Chinese I
ASCH 311. Advanced Spoken Chinese
ASEC 216. Global Rivalry & Coordination
ASHI 241. History of China: Shang to Ming
ASIN 120. South Asian History from Antiquity to 1600—A survey of South Asian history before colonial rule. Central topics include the diversity and cosmopolitanism of pre-colonial South Asia, the development of Brahmanism and Buddhism, the dynamism of the Indo-Persian culture of early modern South Asia, the slow pace of growth of agriculture and the magic of the Indian Ocean trading world. Lectures and discussion. (Same as History 120.)—Prashad

ASIN 226. Gandhi, Martin Luther King Jr. and Nonviolence—Drawing on the romantic critique of industrialism (Ruskin, Thoreau, Tolstoy), M.K. Gandhi (1869-1948) developed a social theory of protest (*Satyagraha*) as well as a notion of an alternative civilization, a non-violent world. This course will explore the relevance of Gandhianism. The class will examine the core concepts of Gandhianism (*ahimsa, Satyagraha, Sarvodaya*) as well as the transportation of Gandhi's ideas to the American civil rights movement. Then we will explore the history of the civil rights movement and its methods of protest. In addition, we will examine the work and ideas of contemporary Gandhians (peace activism, green activism, spiritualism). The central project will be to develop, in a class through workgroups, a Gandhian campaign for testing the project of nonviolence. (Same as Comparative Development Studies 226 and History 226.)—Prashad

ASJA 101. Intensive Elementary Japanese I
ASJA 201. Intensive Intermediate Japanese I
ASJA 233. Literature & Culture of East Asia II: Japan
ASJA 301. Advanced Japanese I
ASMU 113. World Music
ASRE 151. Religions of Asia
ASRE 253. Indian and Islamic Painting

Spring Term

ASCH 102. Intensive Elementary Chinese II
ASCH 202. Intensive Intermediate Chinese II
ASCH 233-03. Hong Kong Films and Lit: The Colonial Period & After
ASCH 312. Readings in Advanced Modern Chinese
ASHI 242. Rise of Modern China
ASHI 345. Vietnam Experience
ASIN 121. South Asian History from 1600 to the Present
An investigation of the social, economic, cultural and political history of South Asia from the consolidation of British and French domination to the contemporary crises of the various South Asian states (notably India, Pakistan and Sri Lanka). The main topics to be explored include: the deindustrialization of South Asia, the emergence of religion as the primary focus of Indian society, the development of South Asian feminism and the attempt by the various nations to negotiate a dignified place in the 20th century. Lecture and discussion. (Same as History 121.)—Prashad

ASJA 102. Intensive Elementary Japanese II
ASJA 202. Intensive Intermediate Japanese II
ASJA 302. Advanced Japanese II
ASPS 330. Government and Politics in Continental China
ASRE 254. Buddhist Art
ASRE 256. Buddhist Thought
ASSA 130. Tibetan Painting
ASTD 243. Asian Dance and Drama
ASTD 409-04. Asian Movement: Meditation and Performance

Comparative Development Studies

Coordinator: Professor Brigitte H. Schulz

Participating Faculty: Dario Euraque (History), Ellison Findly (Religion & International Studies), Ron Kiener (Religion), Michael Lestz (History), Jane Nadel-Klein (Anthropology), Michael Niemann (Political Science), Vijay Prashad (International Studies).

This concentration allows students to study transformational processes such as colonialism, industrialization, modernization, globalization and development in a comparative framework. At least one region or culture under study must be non-Western, i.e., located in Africa, Asia, the Middle East, or Latin America.

Within this concentration, students focus on any issue of global importance, such as disparities in wealth and power within and between nations; women's roles in social, economic and political development; environmental degradation; technological change; the world food system; health care delivery; educational equity; artistic and literary responses to social upheaval; and obstacles impeding full realization of gender and human rights ideals.

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

To facilitate a rigorous comparative and issue-oriented inquiry students are expected to specify the regions or cultures they wish to include and the issue(s) on which they will focus.

Honors will be awarded to students who achieve at least an A- average in courses taken for the major, as well as Distinction on their thesis.

Requirements for the major:

Students need clearly to identify the two regions (one of which must be non-Western) as well as the specific issue that will be the focus of this comparative major. On the basis of this, students pursue the following course of study:

I. *Area Courses*
Six courses from any discipline but specific to the two selected geographic regions.

II. *Language*
Four courses (two years of college-level study) in a foreign language spoken in one of the regions. Languages may be chosen from regular Trinity offerings or through the Self-Instructional Languages Program (SILP).

III. *Disciplinary Courses*
Four courses taken in the same department in order to give the student a disciplinary focus and methodological grounding within a single discipline. Two of these courses may be double counted from Category I above.

IV. *Electives*
At least one relevant course in each of the following categories:
—the social sciences
—history
—religion, literature, and the arts

One of these courses may be double-counted towards the area-specific requirement under Category I above.

V. *Senior Thesis*
All students will submit a 1- or 2-course credit thesis as a final project. The topic must be approved in advance by the thesis supervisor and the Coordinator

Fall Term

CDAN 201. Introduction to Cultural Anthropology
CDEC 216. Global Rivalry and Coordination
CDEC 231. Latin American Economic Development
CDEC 315. International Trade
CDHI 229. History of the Middle East from 1900-Present
CDHI 241. History of China, Shang to Ming
CDHI 308. Rise of Modern Russia
CDHI 331. Africa in the 19th Century
CDHI 339. Modern Mexico
CDHI 378. Puerto Rico
CDIN 101. Introduction to Latin American and Caribbean World
CDIN 226. Gandhi, Martin Luther King Jr. and Nonviolence
CDMU 113. World Music
CDPS 106. Introduction to Comparative and International Politics
CDPS 319. Politics of Post-Communist Societies
CDPS 322. International Political Economy
CDRE 253. Indian and Islamic Painting
CDSO 214. Race and Ethnicity
CDSO 244. World Population and Demography

Spring Term

CDAH 294. The Arts of Africa
CDAN 270. Peoples of Sub-Saharan Africa
CDEC 207. Alternative Economics Systems
CDEC 316. International Finance
CDEC 324. The Russian Economy in the Twentieth Century
CDEC 331-19. The Economy of Oil
CDES 243. Education in Developing Countries
CDHI 106. Global History
CDHI 230. Africa-1914 to Present
CDHI 236. Modern Latin America
CDHI 242. Modern China
CDHI 379. The Cuban Revolution
CDIN 206. Arab/Israeli Conflict
CDIN 344. Political Dynamics of the Middle East
CDIN 402. Historical Anthropology: Other Times, Other Cultures—Both historians and anthropologists attempt to study 'other people' whether in the past or in the distance. Both attempt to translate the experiences of 'other people' by offering explanations and empathy rather than offering social laws and predictions (like sociology and economics). Historians tend to emphasize the dynamics of social change across calendrical time. Anthropologists tend to emphasize cultural meaning and difference. Our seminar will explore the problems which besot both history and anthropology as well as attempt (through group work and in a research paper) to offer a creative synthesis between the two complementary disciplines. We will read historians who venture into the terrain of anthropology (those who do histories of the family, of mentalities and of everyday life) as well as anthropologists who dare to play with time (those who study the history of cultures as well as the invention of traditions). Enrollment limited. (Same as Anthropology 402 and History 402-76.)—Prashad
CDPS 106. Introduction to Comparative and International Politics
CDPS 310. Politics of Developing Countries
CDPS 312. Human Rights/International Law
CDPS 349. Political Economy of South Africa
CDPS 351. Cities in the Third World
CDRE 184. Myth, Rite and Sacrament
CDRE 254. Buddhist Art
CDRE 256. Buddhist Thought
CDRE 262. Religion in American Society
CDRE 289. Religion and Culture Change
CDSO 336. Race, Racism and Democracy

Latin American and Caribbean Studies

Coordinator: Professor Leslie G. Desmangles

Participating Faculty: George Abdelnour (Modern Languages & Literature), Dario Euraque (History), Luis Figueroa (History), Juan Carlos Gorlier (International Studies/Spring), Carmen Grullon (Modern Languages & Literature), Thomas Harrington (Modern Languages), Carlos Lechner (Modern Languages & Literature), Miguel Ramirez (Economics), Gustavo Remedi (Modern Languages & Literature), Lise Waxer (Music).

The major in Latin American and Caribbean Studies meets the growing need for a comprehensive understanding of a complex and varied region which is of crucial importance for the United States. The major draws upon courses regularly taught in the Departments of Modern Languages and Literature, Music, Political Science, History, Economics, and the programs in Anthropology and other International 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 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 International Programs and Educational Services.

To qualify for honors in Latin American and Caribbean 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.

Requirements for the major:

The major consists of fourteen courses, distributed as follows:

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

Group A:

LASP 201	Intermediate Spanish I: Grammar and Composition
LASP 202	Intermediate Spanish II: Readings
LASP 221	Advanced Spanish Grammar and Composition
LASP 228	Readings in Hispanic Literature

Group B:

LASP 264	Modern Latin American Culture
LASP 311	Colonial Experience and National Identity
LASP 316	Studies in Modern and Contemporary Spanish American Novels
LASP 341	The Spanish American Short Story
LASP 344	Spanish American Poetry from Modernism to the Present

II. ***Required Area Courses:***

LAHI 401/402	Latin American Studies Senior Seminar
LAPS 317	Government and Politics in Latin America
LAEC 231	Latin American Economic Development

Two courses in Latin American history

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

LAAN 201	Introduction to Cultural Anthropology
LAAN 203	World Ethnography
LAEC 216	Global Rivalry and Coordination
LAIN 317	Development Economics
LAPS 106	Introduction to Comparative & International Politics
LAPS 322	International Political Economy
LASP 371	Special Topics in Latin 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 area courses*. These courses include:

LASP 371	Special Topics in Latin American Literature
LAHI 235	Colonial Latin America

LAHI 236 Modern Latin America
LAHI 238 Introduction to Caribbean History
LAHI 239 Race and Ethnicity in Latin American and Caribbean History
LAHI 314 Politics and Revolution in Central America
LAHI 339 Modern Mexico: Historical Origins
LAHI 378 Puerto Rico
LAHI 401/402A History seminar related to Latin America

Fall Term

LAAN 201. Introduction to Cultural Anthropology
LAEC 216. Global Rivalry and Coordination
LAEC 231. Latin American Economic Development
LAEC 315. International Trade
LAHI 235. Introduction to Colonial Latin America
LAHI 339. Modern Mexico: Historical Origins
LAHI 378. Puerto Rico and Puerto Ricans: Colony, Nation and Diaspora
LAIN 101. Introduction to the Latin American and Caribbean World—This introductory course, taught in English, explores Latin American and Caribbean societies and cultures from the perspectives of various disciplines, and focuses on a wide range of themes. The goal is for the student to acquire a panoramic view of Latin America and the Caribbean while getting acquainted with various basic issues—geography, basic historical coordinates and periods, anthropological and cultural debates, fundamental political structures and processes, economic issues and debates, international relations and conflicts, religious movements, questions of race, gender and ethnicity, sociological approaches to daily life, and aesthetic and literary movements. (Same as History 105 and Comparative Development Studies 101.)—Euraque
LAPS 322. International Political Economy
LASP 201. Intermediate Spanish I: Grammar & Composition
LASP 221. Advanced Grammar and Composition
LASP 226. Spanish/Latin American Films and Conversation
LASP 311. Colonialism and American Conscious

Spring Term

LAHI 236. Modern Latin American History
LAHI 247. Latinos in the United States
LAHI 379. Cuban Revolution
LAHI 402-65. Race and Ethnicity in the Colonial and Post-Colonial Histories of Latin America
LAIN 317. Government and Politics in Latin America—This course examines "government and politics" in Latin America by examining the causes and actors, both historical and contemporary, which have propelled social and economic developments in Latin America. It also examines the region's close relationship with the U.S., tensions produced by the social complexity of Latin American countries, which typically have both racially and ethnically diverse populations, as well as the prospects for democracy in the face of growing economic challenges. In this context various issues will be addressed: transitions away from authoritarian regimes; economic liberalization and economic integration; diverse "social movements" based on race, ethnicity, gender, ecology, and human rights; and the diffusion of mass culture. (Same as Political Science 317.)—TBA
LAIN 318. Social Movements in Contemporary Latin America
LAMU 115-03. Music and Dance in Latin America
LASP 202. Intermediate Spanish II: Readings
LASP 228. Readings in Hispanic Literature
LASP 233. Latin American Literature in Translation
LASP 371. Latin American Literature:Testimonies and Human Rights
LASP 401. Senior Seminar: Literature, Decolonization & Nation Building

Middle Eastern Studies

Coordinator: Professor Ronald C. Kiener

Participating Faculty: Ibrahim Abu-Rabí (Religion), Clinton Bailey (International Studies), Steven Blackburn (Modern Languages and Literature), Sheila Blair (Art History), Ellison Findly (Religion), John Gettier (Religion), Samuel Kassow (History), Levana Polate (Modern Languages and Literature), Martha Risser (Classics), McKim Steele (History).

The Middle Eastern Studies major acquaints students with the central historical, socio-political, and religious issues of Middle Eastern culture through a sustained interdisciplinary mode of analysis. Students may 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 Anthropology, Art History, Classics, History, Political Science, Religion, Modern Languages and Literatures, and the International Studies Program.

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

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 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.

Requirements for the major:

I. *Area 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 MEIN 206 (Arab/Israeli Conflict) or MEIN 344 (Political Dynamics of the Middle East).
2. History: one course, either MEHI 229 (History of the Middle East) or MEHI 336 (Modern Jewish History)
3. Religion: one course, either MERE 181 (Islam) or MERE 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*: 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 either through 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 are encouraged to take courses offered by visiting scholars, as the situation permits.

IV. *Senior Thesis*
Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment in this single semester thesis. (1 course credit to be completed in one semester.)

Fall Term

MEAR 101. Elementary Arabic I
MEAR 201. Intermediate Arabic I
MEHE 101. Elementary Modern Hebrew I
MEHE 201. Intermediate Modern Hebrew I
MEHE 301. Advanced Modern Hebrew I
MEHI 229. History of the Middle East: 1900-Present

MERE 104. **Elementary Biblical Hebrew II**
MERE 109. **Jewish Tradition**
MERE 181. **Islam**
MERE 203. **Readings in Hebrew Literature**
MERE 211. **Introduction to the Old Testament**
MERE 253. **Indian and Islamic Painting**
MERE 287. **Modern Trends in Islam**

Spring Term

MEAH 201. **Introduction to Islamic Art & Architecture, 600-1500 AD**
MEAR 102. **Elementary Arabic II**
MEAR 202. **Intermediate Arabic II**
MEHE 102. **Elementary Modern Hebrew II**
MEHE 202. **Intermediate Modern Hebrew II**
MEHE 302. **Advanced Modern Hebrew II**
MEHI 336. **Modern Jewish History**
MEHI 383. **The Byzantine & Arab Near East**

MEIN 206. **Interest and Positions in the Arab-Israeli Conflict**—An examination of the dynamics of the Arab/Israeli conflict, especially since the establishment of the State of Israel, in 1948. The course will focus on the changing interests and positions of the parties involved: Israel, the Palestinians, the Arab states and the important international players. It will also highlight contradictions within the major camps. (Same as Political Science 206.)—Bailey

MEIN 344. **Political Dynamics of the Middle East**—An examination of political behavior in the Middle East during the second half of the 20th century. The course will focus on the clash between social, political, and religious legacies in the area, and the ideas that seek to integrate it into the modern world. The experience of government in eight major Middle Eastern states will be studied. (Same as Political Science 344.)—Bailey

MEPS 205. **Traditional Tribal Society and Law**—The course will examine the nature of tribal societies in the Middle East and Africa and the legal systems they have devised, in the absence of established governmental authority, to regulate human relations. The Bedouin of the Middle East and North Africa will be the core group studies. (Same as Legal Studies 205 and Political Science 205.)—Bailey
MERE 280. **Major Themes of the Qur'an**

Summer Term

MECL 300. **Archeological Excavation at Caesarea Maritima, Israel (2 credits).**

Furthermore, there are courses offered in the PROGRAMA DE ESTUDIOS HISPÁNICOS EN CÓRDOBA 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, Saint Joseph College, and University of Hartford).

Russian and Eurasian Studies

Coordinator: Professor Michael P. Sacks

Participating Faculty: Carol Any (Modern Languages & Literature), Christine Boyland (Modern Languages & Literature), Carol Clark (Economics), Joshua Karter (Theater & Dance), Katherine Lahti (Modern Languages & Literature), Samuel Kassow (History), Brigitte Schulz (Political Science).

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

The major consists of a minimum of five course credits in college level Russian or the equivalent; six required area courses; and a senior thesis. In addition, each student must take four courses within a single discipline as described

below in Category IV (area courses from Category I may be double-counted here). Majors are encouraged to spend a summer, a semester, or an academic year studying in one of the independent states that formerly comprised the Soviet Union.

To be considered for honors, students must have a grade average of B+ or better in major courses and at least an A- on the senior thesis.

Requirements for the major:

I. *Area Courses*

RUEC 324 Russian Economy in the 20th Century
RUHI 307 Russia to 1881
RUHI 308 The Rise of Modern Russia
RUPS 319 Politics of Post-Communist Societies
RURU 251 The Great Tradition of the Russian Novel
RUSO 315 Soviet and Post-Soviet Society

Upon the advice of the adviser another Russian literature course may be substituted for RURU 251.

II. *Language*

RURU 101 and RURU 102 Intensive Elementary Russian Sequence
RURU 201 and RURU 202 Intermediate Russian Sequence

III. *Senior Thesis*

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

IV. *Disciplinary Courses*

In order to ensure a degree of mastery in a single discipline or distinctive mode of inquiry, each student is required to take four courses in one of the following disciplines: economics, history, political science, Russian literature, or sociology. These courses can include area courses (from Category I above) and their prerequisites. The sequence of disciplinary courses must be approved by the major adviser at the time a student declares a major in the Russian and Eurasian studies concentration.

FALL TERM

RUSO 315 Soviet and Post-Soviet Society
RUHI 308. Rise of Modern Russia
RUPS 319. Politics of Post-Communist Societies
RURU 101. Intensive Elementary Russian I
RURU 201. Intermediate Russian I
RURU 221. Advanced Russian I
RURU 302. Russian Prose
RURU 357. Dostoyevsky

SPRING TERM

RUEC 207. Alternative Economic Systems
RUEC 324. Russian Economy in the 20th Century
RUHI 365. World War II
RURU 102. Intensive Elementary Russian II
RURU 202. Intermediate Russian II
RURU 259. Cinema and Society in Crisis
RURU 305. Russian Culture and Civilization
RUSO 315. Soviet and Post Soviet Society

Latin American and Caribbean Studies:

see International Studies Program, p. 205

Mathematics

PROFESSOR ROBBINS, *Chairman*; PROFESSORS GEORGES* and MAURO;
ASSOCIATE PROFESSORS RUSSO and WYSHINSKI**;
ASSISTANT PROFESSORS CRUZ-URIBE, MORAN and STEIN; SENIOR LECTURER BROWN;
LECTURERS CIBES and DEEPHOUSE;
VISITING ASSISTANT PROFESSORS BEINEKE and LEE

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 may not be 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: Thirteen courses, including Mathematics 126 or 131, 132, 228, 231, 232, 307, 331 and 400. At least five of the thirteen courses must be at the 300+ level. Grades of C- or better must be attained in the specified courses.

—The B.S. Degree: Thirteen courses, including Mathematics 126 or 131, 132, 228, 231, 232, 307, 331 and 400. At least six of the thirteen 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 thirteen course requirement, include 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 231L	—Electricity and Magnetism and Waves
Physics 232L	—Optics and Modern Physics
Physics 300	—Mathematical Methods of Physics
Physics 301	—Classical Dynamics
Chemistry 309L	—Physical Chemistry
Engineering 221L	—Digital Circuits and Systems
Engineering 225	—Mechanics I/Statics
Engineering 226	—Mechanics II
Computer Science 203	—Mathematical Foundations of Computing
Computer Science 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:

YEAR	FALL	SPRING
freshman	131	132
sophomore	231,205	228, 232
junior	307 or 331, elective	2 electives
senior	307 or 331, elective	400, elective

* Sabbatical Leave, Spring Term
** Sabbatical Leave, Fall Term

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 taken at the 200+ level, and
ii) receiving A- or better in at least five 300+ level courses; and
iii) writing and presenting a suitable thesis on some area of mathematics that the student finds particularly interesting.

The student must apply to the department chairman for honors candidacy in the second semester of the junior year. Upon acceptance, the candidate and the department chairman will together select an honors adviser (usually the candidate's academic adviser) who will supervise the honors process.

The honors thesis 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 Honors Committee no later than two weeks before the last day of classes of the Spring semester. An informal talk will be given by the candidate prior to the day on which senior grades are due.

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 and one hour of computer-based laboratory each week. Students who complete this course with a grade of C- or better earn one course credit and completely satisfy the Mathematics Proficiency requirement. (A grade below C- is insufficient to earn credit or satisfy the requirement.) The course may not be taken on a pass/low pass/fail basis. Enrollment is limited to students who have the permission of the Director of the Mathematics Center or who have been assigned to the course on the basis of the Mathematics Proficiency Test.—Mathematics Center Staff

102. Cityscape: Analyzing Urban Data—This one-half credit course will satisfy the proficiency requirement for those students who need to develop their numeric and statistical literacy. Quantitative information about Hartford, gathered from local news sources, social agencies, and the U.S. Census, will be used as a vehicle to investigate ways of collecting, displaying, and analyzing data. Basic statistical topics such as percentiles, the normal distribution, standard deviation, and fitting curves to data, will be studied through the analysis of the city's statistics. Students will learn ways of expressing quantitative data numerically, via percentages and proportions, and visually, using tables, graphs, and charts. Students assigned to this course who obtain a grade of C- or better earn one-half course credit and satisfy the Mathematics Proficiency Requirement. (A grade below C- is insufficient to earn credit or satisfy the requirement.) The course may not be taken on a pass/low pass/fail basis. Enrollment is limited to students assigned to this course by the Math Center staff on the basis of the Math Proficiency Test. Students are required to attend three hours of lecture a week for one-half of the semester. Enrollment limited.—Mathematics Center Staff

103. Earth Algebra: Modeling the Urban Environment—This one-half credit course will satisfy the proficiency requirement for those students who need to develop their numeric and algebraic literacy. The course will apply the techniques of algebraic and graphical representations of linear, quadratic, and exponential functions to the study of environmental issues, particularly as they apply to the city. Some possible areas for investigation using algebra and functions are pollution, toxic waste, epidemiology, demographics, acid rain, and the greenhouse effect. Students assigned to this course who obtain a grade of C- or better earn one-half course credit and satisfy the Mathematics Proficiency Requirement. (A grade below C- is insufficient to earn credit or satisfy the requirement.) The course may not be taken on a pass/low pass/fail basis. Enrollment is limited to students assigned to this course by the Math Center staff on the basis of the Math Proficiency Test. Students are required to attend three hours of lecture a week for one-half of the semester. Enrollment limited.—Mathematics Center Staff

104. Hartford Current Issues—This one-half credit course will satisfy the proficiency requirement for those students who need to develop their numeric and logical literacy. The course will apply the concepts and techniques of logical reasoning to an analysis of issues discussed in the local media. Quantitative topics, such as proportions, percents, and numerical relations will be examined with respect to both the accuracy and reliability of the data and the validity of the logical arguments being presented. Logical issues will include valid and invalid arguments, fallacies, inductive and deductive reasoning, and bias. Media sources will include The Hartford Courant, The Tripod, and WFSB. Students assigned to this course who obtain a grade of C- or better earn one-half course credit and satisfy the Mathematics Proficiency Requirement. (A grade below C- is insufficient to earn credit or satisfy the requirement.) The course may not be taken on a pass/low/pass/fail basis. Enrollment is limited to students assigned to this course by the Math Center Staff on the basis of the Mathematics Proficiency Test. The course will meet three times a week for one-half of the

semester.

107. Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals and hypothesis testing. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in probability and statistics. Prerequisite: Two years of high school algebra. (Same as Economics 107.) —Rodriguez, Staff

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. (Same as Public Policy 114.)—Cibes

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 variable, applications. Not open to those with credit for Mathematics 132. Prerequisite: Mathematics 110.—Staff

125. Calculus with Algebra and Trigonometry I—The sequence Mathematics 125-126 provides an opportunity to study differential calculus while simultaneously covering the needed skills from precalculus. Students who finish both Mathematics 125 and 126 will be prepared to take Mathematics 132, Calculus II. Topics in Mathematics 125 will include: the real number system; linear, quadratic, polynomial, rational, exponential, and trigonometric functions; equations and inequalities; limits and continuity; applications. Not open to students who have received credit for Mathematics 110 or 131. Ordinarily, this course, to be followed by Mathematics 126, is elected by students who need to take a course in calculus, but whose backgrounds in algebra and trigonometry need strengthening. Prerequisite: Appropriate score on Trinity Mathematics Placement Examination.—Staff, Russo, Cruz-Uribe

131. Calculus I—The real number system, functions and graphs, continuity, and derivatives and their applications. Mathematics, natural science and computer science majors should begin the Mathematics 131, 132 sequence as soon as possible. Not open to students who have received credit for Mathematics 110 or its equivalent, or credit by successful performance on the Advanced Placement Examination of the CEEB (see Catalogue section "Advanced Placement for First-Year Students"). Prerequisite: Mathematics 109 or an appropriate score on Trinity's Mathematics Placement Examination. (1 1/4 course credits)—Robbins, Mauro, Stein

132. Calculus II—Topics concerning the Riemann integral and its applications, techniques of integration, and first-order ordinary differential equations. Not open to students with credit for Mathematics 115. Prerequisite: Mathematics 126 or Mathematics 131, with grade of C- or higher, or an appropriate score on the Advanced Placement Examination or on Trinity's Mathematics Qualifying Examination.—Staff.

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.—Georges

[**225. Special Topics**]—A course which will be offered from time to time to meet the special needs and interests of mathematics students.

231. Calculus III—Multivariable Calculus—Vector-valued functions, partial derivatives, multiple integrals. Additional topics, time permitting, may include conic sections, polar coordinates, curvature, and Kepler's laws of motion. Prerequisite: Grade of C- or better in Mathematics 132.—Brown, Moran

305. Probability—Discrete and continuous probability, combinatorial analysis, random variables, random vectors, density and distribution functions, moment generating functions, and particular probability distributions including the binomial, Poisson, and normal. Prerequisite: Mathematics 231. Offered in alternate years.—Mauro

307. Abstract Algebra I—A study of the structure of algebraic systems: groups, rings, integral domains, fields, with careful attention given to the concepts of homomorphism and isomorphism; normal subgroups and quotient groups; ideals and quotient rings; Euclidean rings. Prerequisite: Mathematics 228.—Stein

[**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.—Cruz-Uribe

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

[425. Special Topics]—A course which will be offered from time to time to meet the special needs and interests of mathematics students. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)

497. Senior Thesis—Required of, but not limited to, honors candidates. Prerequisites: submission of the special registration form available in the Registrar's Office and approval of the thesis adviser and the department chairperson. No more than one credit of Senior Thesis may be applied to the requirements of the Mathematics major. (1 course credit)

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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 and one hour of computer-based laboratory each week. Students who complete this course with a grade of C- or better earn one course credit and completely satisfy the Mathematics Proficiency requirement. (A grade below C- is insufficient to earn credit or satisfy the requirement.) The course may not be taken on a pass/low pass/fail basis. Enrollment is limited to students who have the permission of the Director of the Mathematics Center. Normally that permission is granted only to those students whose scores on the Mathematics Proficiency Examination indicate a need for the course.—Mathematics Center Staff

102. Cityscape: Analyzing Urban Data—This one-half credit course will satisfy the proficiency requirement for those students who need to develop their numeric and statistical literacy. Quantitative information about Hartford, gathered from local news sources, social agencies, and the U.S. Census, will be used as a vehicle to investigate ways of collecting, displaying, and analyzing data. Basic statistical topics such as percentiles, the normal distribution, standard deviation, and fitting curves to data, will be studied through the analysis of the city's statistics. Students will learn ways of expressing quantitative data numerically, via percentages and proportions, and visually, using tables, graphs, and charts. Students assigned to this course who obtain a grade of C- or better earn one-half course credit and satisfy the Mathematics Proficiency Requirement. (A grade below C- is insufficient to earn credit or satisfy the requirement.) The course may not be taken on a pass/low pass/fail basis. Enrollment is limited to students assigned to this course by the Math Center staff on the basis of the Math Proficiency Test. Students are required to attend three hours of lecture a week for one-half of the semester. Enrollment limited.—Mathematics Center Staff

103. Earth Algebra: Modeling the Urban Environment—This one-half credit course will satisfy the proficiency requirement for those students who need to develop their numeric and algebraic literacy. The course will apply the techniques of algebraic and graphical representations of linear, quadratic, and exponential functions to the study of environmental issues, particularly as they apply to the city. Some possible areas for investigation using algebra and functions are pollution, toxic waste, epidemiology, demographics, acid rain, and the greenhouse effect. Students assigned to this course who obtain a grade of C- or better earn one-half course credit and satisfy the Mathematics Proficiency Requirement. (A grade below C- is insufficient to earn credit or satisfy the requirement.) The course may not be taken on a pass/low pass/fail basis. Enrollment is limited to students assigned to this course by the Math Center staff on the basis of the Math Proficiency Test. Students are required to attend three hours of lecture a week for one-half of the semester. Enrollment limited.—Mathematics Center Staff

104. Hartford Current Issues—This one-half credit course will satisfy the proficiency requirement for those students who need to develop their numeric and logical literacy. The course will apply the concepts and techniques of logical reasoning to an analysis of issues discussed in the local media. Quantitative topics, such as proportions, percents, and

numerical relations will be examined with respect to both the accuracy and reliability of the data and the validity of the logical arguments being presented. Logical issues will include valid and invalid arguments, fallacies, inductive and deductive reasoning, and bias. Media sources will include The Hartford Courant, The Tripod, and WFSB. Students assigned to this course who obtain a grade of C- or better earn one-half course credit and satisfy the Mathematics Proficiency Requirement. (A grade below C- is insufficient to earn credit or satisfy the requirement.) The course may not be taken on a pass/low/pass/fail basis. Enrollment is limited to students assigned to this course by the Math Center Staff on the basis of the Mathematics Proficiency Test. The course will meet three times a week for one-half of the semester.—Mathematics Center Staff

107. Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals and hypothesis testing. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in statistics. Prerequisite: Two years of high school algebra. (Same as Economics 107.)—Staff

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. (Same as Public Policy 114.)—Cibes

126. Calculus with Algebra and Trigonometry II—A continuation of Mathematics 125. Topics will include: the analytic geometry of lines, circles, and parabolas; functions and graphs; continuity; derivatives; and applications. Not open to students who have received credit for Mathematics 110 or Mathematics 131. This course completes the sequence started in Mathematics 125. Together, Mathematics 125 and 126 combine a study of the differential calculus of functions of one variable with the necessary algebraic and trigonometric background. Prerequisite: Credit for Mathematics 125 with a grade of C- or better.—Russo, Cruz-Uribe, Staff

132. Calculus II—Topics concerning the Riemann integral and its applications, techniques of integration, and first-order ordinary differential equations. Not open to students with credit for Mathematics 115. Prerequisite: Mathematics 126 or Mathematics 131, with grade of C- or higher, or an appropriate score on the Advanced Placement Examination or on Trinity's Mathematics Qualifying Examination—Cruz-Uribe, Mauro, Stein

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. Offered in alternate years.—Rodriguez

[**208. Mathematical Minds**]—This course is designed to give the student an introductory look at some of the great, yet accessible, results in mathematics which 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.

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: Computer Science 115L and Mathematics 205 or Computer Science 203. (Same as Computer Science 219.) Offered in alternate years.—Walde

228. Linear Algebra—Systems of linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations, eigenvalues and eigenvectors, Jordan canonical forms of linear transformations, bilinear forms, unitary and Euclidean vector spaces. Prerequisite: C- or better in Mathematics 132.—Wyshinski

232. Calculus IV—Advanced Topics in Calculus.—The calculus of vector-valued functions, including Green's and Stokes's theorems, l'Hopital's rule and indeterminate forms, improper integrals, and sequences and series. Prerequisite: Grade of C- or better in Mathematics 231.—Robbins

234. Differential Equations—An introduction to techniques for solving differential equations. Series solutions, boundary value problems, Fourier series and Laplace transforms. Prerequisite: C- or better in Mathematics 132.—Wyshinski

252. **Introduction to Mathematical Modeling**—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: Computer Science 115L and one year of calculus.—Brown

[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. Prerequisite: Mathematics 132 or Mathematics 115. Offered in alternate years.

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.—Mauro

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. Offered in alternate years.—Stein

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.—Moran

[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. Offered in alternate years.

[320. **Analysis of Algorithms**]—A continuation of the study begun in Computer Science 215 of the complexity of algorithms used in computing. The notions of PNP 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. Prerequisites: Computer Science 215L and Mathematics 119 or Mathematics 205 or Computer Science 203. (Same as Computer Science 320.) Offered in alternate years.

[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 Computer Science 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.

399. **Independent Study**—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

400. **Senior Exercise**—Topology for analysts.—Cruz-Uribe

[425. **Special Topics**]—A course which will be offered from time to time to meet special needs and interests of mathematics students. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

466. **Teaching Assistantship**—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

497. Senior Thesis—Required of, but not limited to, honors candidates. Prerequisites: submission of the special registration form (available in the Registrar's office) and approval of the thesis adviser and the department chairperson. No more than one credit of Senior Thesis may be applied to the requirements of the Mathematics major. (1 course credit)

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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 Sheila Fisher, English Department Coordinator
Professor Dario Del Puppo, Modern Languages Department
Professor Milla Riggio, English Department
Professor Alden Gordon, Fine Arts Department
Professor Helen Lang, Philosophy Department
Professor Borden Painter, History Department
Professor Jonathan Elukin, 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**
English 210	**Survey of English Literature I**
English 355.	**Shakespeare and His Contemporaries**
History 113.	**Foundations of Early Modern History, 1300-1750**
History 207.	**Early British History: English Constitution to 1688**
Music 211.	**The History of Western Music I**
Philosophy 101.	**Introduction to Philosophy**
Political Science 219.	**History of Political Thought I**
Religion 181.	**Islam**
Religion 192.	**Introduction to Roman Catholicism**
Religion 206.	**Judaism in the Middle Ages**
Religion 207.	**Jewish Philosophy**
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.	**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 345.	Chaucer
English 346.	Dream Vision and Romance
English 348.	Women Writers of the Middle Ages
English 349.	Studies in Drama: Early English Drama
English 351.	Shakespeare
English 352.	Topics in Shakespeare
English 354.	17th Century Poetry
Guided Studies 242.	Historical Patterns of European Development, I
Guided Studies 252.	Literary Patterns in European Development
History 112	Foundations of Medieval History, 300-1300
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
Italian 311.	Literature of the Middle Ages
Italian 312.	Literature of the Renaissance
Philosophy 282.	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 a few courses in art history and history which deal wholly or in part with the Medieval and Renaissance periods.

Italian 233-03.	The City in the Italian Renaissance
Italian 311.	Literature of the Middle Ages (in Italian)
Italian 312.	Literature of the Renaissance (in Italian)
Modern Languages 333-12.	Dante, *The Divine Comedy*
Modern Languages 333-17.	On the Nature of Texts

Middle Eastern Studies: see International Studies Program, p. 207

Modern Languages and Literature

PROFESSORS KATZ, *Chair*; S. LEE, and LLOYD-JONES*;
ASSOCIATE PROFESSORS ANY** and DEL PUPPO***;
ASSISTANT PROFESSORS EVELEIN, HARRINGTON, LAHTI, REMEDI, TAM, and WAGNER;
VISITING ASSISTANT PROFESSORS ABDELNOUR, GAROFALO, and GRULLÓN;
LECTURERS ALCORN, BLACKBURN, ENGLISH, N. MA, POLATE, WAGONER, and WEAVER; GRADUATE FELLOWS AURES, BOYLAND, BREGNI, LECHNER, and NDIAYE

Students choosing to major in foreign language may do so with a **Plan A** or **Plan B** major. Students who major in other areas of the curriculum but wish to develop their linguistic skills and knowledge of foreign cultures, may choose a **Language Concentration**.

Plan A Major. Under this plan students major in a single foreign language (French, German, Italian, Russian or Spanish). General requirements are ten courses in language and literature and two cognate courses in a related field or fields. (Cognate courses may be taken abroad with the approval of the advisor.) Credit acquired through the "Language Across the Curriculum" program may be applied to the cognate requirements. Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates: except under exceptional circumstances this project will be undertaken in the language section's 401: Senior Seminar: Special Topics in the Spring term: it must be done at Trinity College. See full descriptions under individual language headings.

Plan B Major. Under this plan, students may combine any two of the languages taught in the department (except

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

Arabic and Hebrew). A minimum of seven courses in a primary language and five in a secondary language is required, as well as two courses in a cognate field or fields. A paper integrating the three fields of study - primary language field, secondary language field and some aspect of the cognate field(s) - must be completed in one of the primary language upper-level courses: except under exceptional circumstances this project will be undertaken in the language section's 401: Senior Seminar: Special Topics in the Spring term: it must be done at Trinity College. See full descriptions under individual language headings.

***Language Concentration ("Minoring" in Languages).** Students who do not wish to major in Modern Languages and Literature Plan A or B but wish to develop linguistic skills and gain an appreciation of foreign cultures may opt for a *Language Concentration* in the language of their choice. It also provides the opportunity to apply knowledge of a foreign language to other fields of the curriculum. Under this plan students take a sequence of six courses in foreign language and literature/culture. In addition, students complete a half a credit unit of "Language Across the Curriculum" in a course outside the department, preferably in one of the courses of their major. In cases where "Language Across the Curriculum" is not possible, students will write an integrating paper in one of their six courses for an extra half credit. See full descriptions under individual language headings.

Note: Course work completed for the major under Plans A or B, the Language Concentration, must earn C- or better, and students must demonstrate oral and written proficiency in the language(s) of their choice.

In addition to majoring in a language through Plan A or Plan B, or choosing a Language Concentration, there is also the opportunity to apply language skills to a wide array of courses across the entire college curriculum through the "Language Across the Curriculum" program. See also the French, German, Italian, Spanish and Russian Studies minors earlier in this Bulletin.

LANGUAGE ACROSS THE CURRICULUM

This option is generally open to all students who have completed the Intermediate level (fourth semester, or equivalent) in any foreign language currently taught at Trinity, and who are enrolled in *any* course in which the instructor, in collaboration with a member of the Modern Languages faculty, approves a supplementary reading list in the foreign language. For example, those studying European history, the economy of Latin America, or Freud, could do supplementary readings in French, Spanish or German; those studying Art History or the Modern Theater might do further readings in Italian or Russian respectively; there are many other possibilities. Subject to satisfactory completion of the assigned work, such students will then be awarded *an extra half credit.* For further information, see any member of the department.

Upper-level courses are conducted in the foreign language unless otherwise indicated.

Permission to major under plan A or B or to opt for the Language Concentration must be obtained from the Chair.

Departmental Honors are awarded to seniors who have maintained an A- average in *all* courses to be counted toward their major (including cognate courses).

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 Remedi. 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 International Programs.

Note: Any student wishing to enroll for credit in a lower level language sequence after having been granted credit for a course in the same language at a higher level must *first* obtain the written permission of the Department Chair.

Please Note: All language skill courses may require extra lab or drill sessions at the discretion of the instructor.

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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 Coordinating 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 1/2 to 2 course credits: students will enroll for a given amount of credit, but the actual quantity of credit earned will be *subject to review* by the Coordinating 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 Coordinating 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. **(Students wishing to count any of these courses toward a major in languages should enroll under the corresponding language course number with permission of the instructor.)**

233-09. 20th Century German Literature in Translation—This survey will examine works of some of the representative major German writers of our century, especially the works of Thomas Mann, Kafka, Brecht, Böll, Wolf, and Bachmann. Lectures, classroom discussion, and reports. Students taking this course for major credit will be required to do some readings in the original, and schedule supplementary meetings with the instructor. (Same as German 233.)—Evelein

233-17. Mafia—In contemporary societies there is an intimate contest bewteen two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists and political scientists; it has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: Two short papers and a term paper. (Same as Italian 233-02.)—Alcorn

233-18. Literature and Culture of East Asia II: Japan—This course introduces students to the major authors and works of Japanese literature, starting from antiquity and ending with the contemporary period. The goal of the course is to foster an understanding of the development of the literary and cultural tradition of Japan. The emphasis of the course may vary from year to year. Students are encouraged to take this course in conjunction with Chinese 233-05. (Same as Comparative Literature 233-03, Japanese 233-03 and Asian Studies-Japanese 233-03.)—Tam

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. **(Students wishing to count any of these courses toward a major in languages should enroll under the corresponding language course number with permission of the instructor.)**

333-02. 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.* (Same as French 320.)—S. Lee

333-10. 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. (Same as Russian 357 and Russian and Eurasian Studies 357.)—Lahti

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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. **(Students wishing to count any of these courses toward a major in languages should enroll under the corresponding language course number with permission of the instructor.)**

233-02. 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 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 African Studies 233, Comparative Literature 233-02, French 233-02 and Women's Studies 231.)—S. Lee

233-08. 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 History 237.)—Painter

233-11. Survey of Latin American Literature in Translation—This course is aimed at a broad and general audience. Taught in English this survey course introduces students to a set of key Latin American literary works of the 19th and 20th century, from various areas (the Caribbean, Mexico, Latinos in the US/The Border, Central America, South America, the Southern Cone), of various kinds (novels, short novels, short stories, essay, testimony, collage, etc.) and reflecting on a variety of social and cultural issues (depicting/ordering /making sense of reality, storytelling, myth-making, constructing the nation, neo-colonialism, fascism, revolution, human rights, exile, border-culture, race, ethnicity, gender). (Same as Latin American and Caribbean Studies 233 and Spanish 233.)—Remedi

233-26. Cinema and Societies in Crisis: Contemporary Russian and American Films—This course will examine the representation of various contemporary social problems in the films of two different countries: the United States and Russia. In comparing the cinematic treatment of similar moments of crisis, we will attempt to determine which aspects of these phenomena are universal and which are culturally bound. In addition, we will seek to identify an aesthetics of crisis, as we look for similarities in the contraction of each narrative. The semester will be divided into six

two-week units, which will link recent Russian and American films thematically. These themes will be: Race and Ethnicity, Politics and Militarism, Historical Revisionism, Violence and Crime, the Representation of Women, and Family Values. The directors whose works will be studied include: Woody Allen, Robert Altman, Vyacheslav Krishtofovich, Spike Lee, Pavel Lounguine, Nikita Mikhalkov, Rachid Nougmanov, Martin Scorcese, and Oliver Stone. (Same as American Studies 233, Russian 259 and Russian and Eurasian Studies 259.)—Boyland

233-27. Hong Kong Films and Literature: The Colonial Period and After—This course will examine the culture of Hong Kong through a critical study of representative films and literary works. Students will be encouraged to investigate the interrelationship between the colonial history of Hong Kong and the formation of its culture, which is at once highly indigenous and cosmopolitan. Works studied in this course include those by Xixi, Liu Yichang, Fang Lingzheng, Clara Yu and foreign observations of Hong Kong. The course will conclude with a consideration of the future development of Hong Kong culture beyond the end of the colonial era in 1997. (Same as Chinese 233-08, Asian Studies 233-03, and Comparative Literature 291.)—Tam

233-29. Germany in Cinema and Text—The interplay between words and images is an important means of understanding culture. The phenomenon is especially true in Germany (where cinema was born) and of the works created between the turn-of-the-century and World War II; the catastrophic era in Germany when artists, directors, and authors often posed difficult and ambiguous questions about art, death, and moral responsibility. Literary works by Germany's most influential authors, among them Friedrich Nietzsche, Heinrich Kleist, Theodor Fontane, Franz Kafka, Richard Wagner, Thomas Mann, Bertolt Brecht, Paul Celan, Hannah Arendt, and Walter Benjamin, will be juxtaposed with the films that convey either a cinematic interpretation of the actual text or a visual representation of the Zeitgeist. The class will view such classics as Murnau's Nosferatu, Lang's Metropolis, Siegfried's Death, and M, Fassbinder's Effi Briest, Visconti's Death in Venice, and Riefenstahl's Nazi propaganda films. We shall also include the works of prominent visual artists, such as the Weimar photographer, August Sander, and the artists George Grosz, Käthe Kollwitz, and Gustav Klimt in our interpretation of cultural texts. Reaction papers and an on-line journal are among the requirements of this course. German majors will be expected to read some of the texts in the original German. (Same as German 233-03.)—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. **(Students wishing to count any of these courses toward a major in languages should enroll under the corresponding language course number with permission of the instructor.)**

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Arabic

Fall Term

101. Elementary Arabic I—The sounds and script of the written language will be mastered, along with some basic grammatical constructions. Oral and aural skills will also be drilled. Required lab work. (Same as African Studies101 and Middle Eastern Studies 101.)—Blackburn

201. Intermediate Arabic I—Continuation of Arabic 102, with an introduction to Arabic composition as well as further grammatical study and conversation practice. Required lab work. Prerequisite: Arabic 102 or equivalent. (Same as African Studies 201 and Middle Eastern Studies 201.)—Blackburn

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the

approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Spring Term

102. Elementary Arabic II—Continuation of Arabic 101, with further oral and written practice. Required lab work. Prerequisite: Arabic 101 or equivalent. (Same as African Studies 102 and Middle Eastern Studies 102.)—Blackburn

202. Intermediate Arabic II—Continuation of Arabic 201, leading to a completion of essential basic grammatical constructions as well as further conversational practice. Prerequisite: Arabic 201 or equivalent. (Same as African Studies 202 and Middle Eastern Studies 202.)—Blackburn

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Chinese

Plan B Major. Students choosing a Plan B major in Modern Languages and Literature may elect Chinese as either their primary or secondary language. Students who choose Chinese as the primary language are required to take *seven* courses beyond the 101 level, including at least one course from offerings in Chinese Literature/Culture (Chinese 211 and above), and Special Topics in East Asian Literatures (401). Two courses in a cognate field or fields are also required as is a paper linking some aspect(s) of the two languages and the cognates; this paper must be completed in Chinese 401.

Students who choose Chinese as the secondary language are required to take *five* courses beyond the 101 level, including at least one course from offerings in Chinese Literature/Culture (Chinese 211 and above) and Special Topics in East Asian Literatures (401).

***Language Concentration in Chinese.** Students who do not wish to major in Chinese Plan B but wish to develop linguistic skills and gain an appreciation of Chinese culture may opt for a Language Concentration in Chinese. It is a sequence of six courses that must include both language, and literature/culture. No more than three transfer credits may be applied to the Language Concentration in Chinese. One half credit of "Language Across the Curriculum" is required in a course outside the department, preferably in one of the courses of the student's major. (In cases where "Language Across the Curriculum" is not possible, students will write an integrating paper related to one of their six Chinese courses: such students will enroll for a half credit of Chinese 399.)

Students in both categories under Plan B for majors (taking Chinese either for the primary or secondary language) and in the Language Concentration in Chinese are required to pass a Chinese language proficiency examination.

All students in Chinese are strongly encouraged to study in China, Hong Kong, or Taiwan for at least a semester.

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. Students with previous training and background in Chinese should consult the instructor for proper placement. (Same as Asian Studies 101.) (1 1/2 course credits)—Ma

201. Intensive Intermediate Chinese I—This course emphasizes the continued development of skill in spoken and written Mandarin. Students will read more advanced texts, practice conversation, and be introduced to additional

characters. In order to secure maximum proficiency, students should plan to take *both* 201 *and* 202 in sequence. Four hours of classwork, plus one required drill hour. (Same as Asian Studies 201.) Prerequisite: Chinese 102 or equivalent. (1 1/2 course credits)—Tam

[233-05. Literature and Culture of East Asia I: China]—This course introduces students to the major authors and works of Chinese literature, starting from the antiquity and ending with the contemporary period. The goal of the course is to foster an understanding of the development of the literary and cultural tradition of China. The emphasis of the course may vary from year to year. Students are encouraged to take this course in conjunction with Japanese 233-03. (Same as Asian Studies 233-05 and Modern Languages 233-19.)

[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 Asian Studies 301.) Prerequisite: Chinese 202 or equivalent.

311. Advanced Spoken Chinese—This course will expand students' speaking skill, with special emphasis on the use of linguistically and culturally appropriate expressions in conversation. Visual and audio media, especially feature films, will be widely used in this course, enabling students to observe and analyze conversations conducted in real-life contexts. Topics for focused conversation will be developed from the careful study of film-scripts and other genres of writing. Conversational situations considered in this course include interviews, public presentations, debate, etc. (Same as Asian Studies 311.) Prerequisite: Chinese 202 or equivalent.—Ma

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Spring Term

102. Intensive Elementary Chinese II—Continuation of Chinese 101, with increased emphasis on conversational practice. An additional 300 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of classwork, plus one required drill hour. (Same as Asian Studies 102.) Prerequisite: Chinese 101 or equivalent. (1 1/2 course credits)—Ma

202. Intensive Intermediate Chinese II—Continuation of Chinese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. (Same as Asian Studies 202.) Prerequisite: Chinese 201 or equivalent. (1 1/2 course credits)—Ma

[233-01. Women's Lives in Contemporary Chinese Literature and Film]—Through the study of highly acclaimed works of literature and films about Chinese women, this course will examine the way language, values, and behavior interact in Chinese society. Confucius condemns women (together with depraved men) as full of resentment and contempt, while Mao Zedong praises women as a force that "holds up half of the sky." The former has had centuries of influence in China and the latter has given a motto that has reshaped Chinese attitude towards women for the last fifty years. And today's reality? Abandonment and murder of baby girls are widespread phenomena, and demeaning statements, such as "a daughter is a money-losing merchandise" and "to marry off a daughter is like pouring out dirty water" are left mostly unquestioned. How do words such as these reflect the value system of the culture from which they emerge? And how do they in turn reinforce that system which guides people's behavior? Through study and discussion, we will look for answers. Readings and films will include Zhang Rong, *The Wild Swan*, Jin Xie, *Hibiscus Town*, Zhang Yimou, *Ju Dou* and *Rise of the Red Lantern*. All readings and discussions in English. (Same as Asian Studies 233-08, Modern Languages 233-12 and Women's Studies 233-01.)

233-08. Hong Kong Films and Literature: The Colonial Period and After—This course will examine the culture of Hong Kong through a critical study of representative films and literary works. Students will be encouraged to investigate the interrelationship between the colonial history of Hong Kong and the formation of its culture, which is at once highly indigenous and cosmopolitan. Works studied in this course include those by Xixi, Liu Yichang, Fang Lingzheng, Clara Law and foreign observations of Hong Kong. The course will conclude with a consideration of the future development of Hong Kong culture beyond the end of the colonial era in 1997. (Same as Modern Languages 233-27, Asian Studies 233-03 and Comparative Literature 291.)—Tam

[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 Asian Studies-Chinese 302.)

Prerequisite: Chinese 301 or equivalent.
312. Readings in Advanced Modern Chinese—This course will develop the four basic skills in language, reading, writing, speaking, and listening, through the study of various forms of twentieth-century writings. Among the materials to be used are works of literature, personal and business correspondence, public notices and circulars, contracts, and instruction manuals. Students are also encouraged to develop proficiency in reading hand-written as well as printed Chinese (Same as Asian Studies 312.) Prerequisite: Chinese 202 or equivalent.—Tam

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

[**401. Senior Seminar: Special Topics**]—This seminar is required of all seniors majoring in Chinese: Plan B (Chinese as primary language). Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author or genre in Chinese Studies.

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

French

Plan A majors are required to have *ten* courses beyond French 102. The following *four* are required: French 241, *Advanced Composition and Style*; French 251, *French Literature I: From the Middle Ages to Romanticism*, French 252, *French Literature II: Modern French Literature*, at least one course from the literature cycle (351, 352, 353, 355) and French 401. In addition, students must take two cognate courses in a related field or fields. (Cognate courses may be taken abroad with the approval of the adviser.) Credit acquired through the "Language Across the Curriculum" program may be applied to the cognate requirements. Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates: this project (to be written in French) will generally be undertaken in French 401.

Plan B majors whose *primary* concentration is French are required to have *seven* courses in French beyond 102; the following are required: French 241, French 251 and 252, and *either* French 305 *or* at least one course from the literature cycle (French 351, 352, 353, 355) and French 401. Two courses in a cognate field or fields are also required. (Cognate courses may be taken abroad with the approval of the adviser.) A paper (to be written in English) integrating the two languages and the cognate field(s) must be completed in the senior year, generally in French 401.

Plan B majors whose *secondary* concentration is French are required to have *five* courses in French beyond 102; the following are required: French 241, French 251 and 252.

***Language Concentration in French.** For students who do not wish to major in French Plan A or B, this is a sequence of six courses beyond French 102 designed to develop linguistic skills and to give an appreciation of Francophone culture and civilization. In addition, it provides an opportunity to apply the French language to other fields of the curriculum through the completion of "Language Across the Curriculum" units. The six required courses in French must include both language and literature/civilization. No more than one transfer credit may be applied to the Language Concentration in French. One half credit of "French Across the Curriculum," preferably in one of the courses of the student's major is also required. (In cases where "French Across the Curriculum" is not possible, students will write an integrating paper related to one of their six courses: such students will enroll for a half credit of French 399.)

In Plan A or Plan B (for majors), and in the Language Concentration in French, students must pass a Language Proficiency Examination. This requirement is waived for students gaining a B or better in French 241.

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 explicit permission of the instructor. (1 1/2 course credits)—Weaver

201. Intermediate French I—Review of basic grammatical concepts and development of fundamental language

skills, with increasing emphasis on written expression and spoken accuracy. Use is made of video-based presentations. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take *both* 201 *and* 202 in sequence. Prerequisites: French 102 or equivalent (usually two years of high-school French) and permission of the instructor. (Same as African Studies 201.)—Weaver

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).—S. Lee

251. French Literature I: From the Middle Ages to Romanticism—This course is designed to introduce the student to the major authors of French literature from the Middle Ages to the nineteenth century. Representative works will be read in chronological order to foster a sense of literary history. Special emphasis will be placed on techniques of literary appreciation. Class conducted entirely in French. Prerequisite: French 241 or equivalent.—Katz

281. Spoken French: Current Events—This course is designed for students who want to be informed about and keep abreast of current events in France, and who want to develop a high level of oral proficiency in French. We will examine current political, social, historical and educational issues as they appear in French journals, periodicals, reviews and magazines such as *L'Express, Le Monde, Le Nouvel Observateur* and others. Students will lead and participate in class discussion through presentations of oral reports on the issues under study. All work will be done orally. Prerequisites: French 241 and permission of the instructor. Enrollment limited.—Weaver

[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. Prerequisite: French 241 or equivalent.

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 must secure the permission of the instructor. They will complete their assignments in French and will meet with the instructor in supplementary sessions. *Students are expected to see the films twice.* (Same as Modern Languages 333-02.)—S. Lee

[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 251 or 252 or equivalent.

355-03. Special Topics in French Literature—This course is designed for students who have taken at least one of the semester survey courses in French literature (French 251/252) and who then wish to study a special topic in greater depth. Such topics could include a movement, an author, a theme, a genre, or a particular moment in French literature: **Topic for 1997-1998: French and Francophone Women Writers.** This course will explore the vision of woman as artist, and of the artist as the conscience of her time. The vision will be multi-faceted since, although the writers have in common gender and language, they come from different parts of the world, and therefore different cultures. Feminist criticism will be used as a guiding methodology in the exploration of the texts. Male writers will be used as background material. Each student will write a research paper. All readings and discussion in French. Some of the authors studied will be: Simone de Beauvoir, Marguerite Duras, Christiane Rochefort, Assia Djebar, and Miriam Bâ. Prerequisite: French 251 or 252 or equivalent.—S. Lee

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (5-1 course credit)—Staff

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 (generally one year of high school French) and permission of the instructor. (1 1/2 course credits)—Staff

202. Intermediate French II—Further reinforcement of written and spoken skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading and writing. Prerequisite: French 201 or equivalent (usually two years of high school French with better than a B average). (Same as African Studies 202.)—Weaver

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. Students wishing to apply this course to a major in French must secure the permission of the instructor. They will complete their assignments in French and will meet with the instructor in supplementary sessions. (Same as African Studies 233-02, Comparative Literature 233-02, Modern Languages 233-02, and Women's Studies 231.)—S. Lee

250. 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.—Lloyd-Jones

252. French Literature II: Modern French Literature—This course will be a survey of the major texts of 19th- and 20th-century France. Principles of literary history and literary appreciation will be emphasized. Prerequisite: French 241 or equivalent.—S. Lee

351. Heart and Mind in French Literature—This course examines how French literature reflects the dichotomies resulting from our susceptibility to emotion and reason, two impulses not always in harmony with one another, but which surely govern the way we see the world. We will consider such issues as courtly and Renaissance concepts of love; the conflict of passion and reason in the age of Louis XIV; Enlightenment and Romantic attitudes toward our aptitude for thought and our capacity to feel; and the development of modern Existentialism and its impact on the way we think and feel about one another. Readings will be selected from the genres of prose, drama and poetry, and all work will be done in French. Prerequisite: French 251 or 252, or 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 251 or 252, or equivalent.

[**363. Studies in Surrealism**]—This course will study the background and influence of the Surrealist Movement in European literature and of the Surrealist mode on some European films. Some attention will be paid to the precursors of the movement such as Futurism, Dada and the avant-garde. A reading knowledge of French would be helpful but is not a prerequisite. (Same as Comparative Literature 393 and Modern Languages 333-18.) Students wishing to count this course toward any major in French must secure the permission of the instructor. They will complete their assignments in French and will meet with the instructor in supplementary sessions.

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

401. Senior Seminar: Special Topics—This seminar is required of all seniors majoring or minoring in French: Plan A, Plan B (French as primary language), and French Studies minor. Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major or minor, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers.

Depending on enrollment, the class may also spend part of the semester considering a special topic, author or genre in French Studies.—Katz

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

German

Plan A Major. For a major under this plan, students must acquire credit for *ten* courses beyond 102, plus *two* cognate courses chosen from a related field or fields (see below). The following courses are required: German 201, 202, 233, 301, 302, 460, and 401. During the senior year, students are required to enroll in German 401 in order to complete a project integrating aspects of courses completed for the major and its cognates. The integrating project must be written in German. Cognate courses may be taken abroad with the approval of the adviser. Credit acquired through the "Language across the Curriculum" program may also be applied to the cognate requirements.

Cognate Courses: These include courses in the art, history, music, philosophy, and social and political institutions of the German-speaking world. The additional .50 credit earned by completing a course with the "Language across the Curriculum" program may also be applied to the cognate requirement. With the approval of the faculty adviser, cognate courses may be taken in conjunction with foreign study.

Plan B Major. Under this plan, students may combine the study of German with any of the languages taught in the department (with the exception of Arabic and Hebrew). If German is the *primary* language, students are required to take *seven* courses beyond German 102, including German 201, 202, 233, 301, 302, and 401. Plan B majors are required to complete *two* courses in a cognate field or fields (listed above). With the approval of the faculty adviser, cognate courses may be taken abroad. During the senior year, students are required to enroll in German 401 in order to complete a project integrating the three fields of study - the primary language field, the secondary language field, and some aspect of the cognate field(s). If German is the *secondary* language, *five* courses beyond German 102 are required.

Language Concentration in German. For students who do not wish to major in German Plan A or B, this is a sequence of six courses, beginning with German 101, designed to develop linguistic skills and to give an appreciation of German culture and civilization. In addition to fulfilling the Integration of Knowledge requirement, the Language Concentration in German provides an opportunity to apply the German language to other fields of the curriculum through the completion of "Language Across the Curriculum" units. The six required courses must be taught in the German language and include both language and literature/civilization. No more than two transfer credits may be applied to the Language Concentration in German. One half credit of "German Across the Curriculum," preferably in one of the courses of the student's major, is also required. Students must submit an Independent study form in order to enroll in the additional .50 credit. In cases where "German Across the Curriculum" is not possible, students will write an integrating paper in German related to one of their six courses; such students will enroll for a half credit of German 399.

In Plan A or Plan B (for majors), and in the Language Concentration in German, students must demonstrate oral and written proficiency by earning the minimum grade of "B" in German 301. Students with substitute situations (such as foreign study), or those earning a grade below "B" in German 301 will be required to meet the standards by taking the Language Proficiency Exam.

Fall Term

101. Intensive Elementary German I—This is a basic four-skills (understanding, speaking, reading, and writing) course with emphasis on developing facility in reading and speaking German within a cultural and historical context. Other than beginning students must obtain the permission of the instructor. Students taking this course should *also* plan to take German 102 in order to complete the study of essential vocabulary and grammar and to gain practice in speaking and in reading original texts. (1 1/2 course credits)—Evelein

201. Conversation and Composition I—This course will aim for intermediate-level proficiency in understanding, speaking and writing contemporary idiomatic German with emphasis on conversation. Essential grammar review, exercises and oral reports will be based on the reading and discussion of such materials as edited TV broadcasts, letter writing and short essays. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take *both* 201 *and* 202 in sequence. Prerequisite: German 102 or equivalent (e.g., two or more years of high school German with a better than B average).—Aures

233. 20th Century German Literature in Translation—This survey will examine works of some of the representative major German writers of our century, typically the works of Thomas Mann, Kafka, Brecht, Böll, Wolf, and Bachmann. Lectures, classroom discussion, and reports. Students taking this course for major credit must secure the permission of the instructor. They will complete their assignments in German and will meet with the instructor in supplementary sessions. *This course is in English; no knowledge of German is required.* (Same as Modern Languages 233-09.)—Evelein

301. Small Masterpieces of Modern German Literature—Through close readings and comparative discussions of the Novellen and short prose fictions of major German authors, students will improve German comprehension and speaking skills. Frequent writing assignments and the maintenance of an on-line journal will be required. Some grammar review will be offered. All work will be done in German. Prerequisite: German 202 or equivalent.—Evelein

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

Spring Term

102. Intensive Elementary German II—Continuation of German 101, with completion of the study of essential grammar, further vocabulary building through oral and written practice, practice in reading, and discussions of cultural contexts. Prerequisites: German 101 or equivalent and permission of the instructor. ($1^1/_2$ course credits)—Evelein

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. Prerequisite: German 201 or equivalent.—Aures

[233-02. From Faust to Magic Mountain: German Literature of Quest]—By virtue of thoughtful reading and detailed discussion of the works of Germany's two most important authors, Goethe and Thomas Mann, this course will introduce students to the canonical writings of the German language, an appreciation for their universal interpretation within the media of art, opera, song, symphony, and film, and an awareness of their apotheosis into familiar symbol and archetype. This course will require some listening and viewing assignments in the Library's media center. Other requirements include an on-line journal, leadership of one or more discussion groups, and the completion of a culminating paper. Students taking this course for major credit must secure the permission of the instructor. They will complete their assignments in German and will meet with the instructor in supplementary sessions. (Same as Modern Languages 233-22.)

233-03. Germany in Cinema and Text—The interplay between words and images is an important means of understanding culture. The phenomenon is especially true in Germany (where cinema was born) and of the works created between the turn-of-the-century and World War II; the catastrophic era in Germany when artists, directors, and authors often posed difficult and ambiguous questions about art, death, and moral responsibility. Literary works by Germany's most influential authors, among them Friedrich Nietzsche, Heinrich Kleist, Theodor Fontane, Franz Kafka, Richard Wagner, Thomas Mann, Bertolt Brecht, Paul Celan, Hannah Arendt, and Walter Benjamin, will be juxtaposed with the films that convey either a cinematic interpretation of the actual text or a visual representation of the *Zeitgeist.* The class will view such classics as Murnau's *Nosferatu,* Lang's *Metropolis, Siegfried's Death,* and *M,* Fassbinder's *Effi Briest,* Visconti's *Death in Venice,* and Riefenstahl's Nazi propaganda films. We shall also include the works of prominent visual artists, such as the Weimar photographer, August Sander, and the artists George Grosz, Käthe Kollwitz, and Gustav Klimt in our interpretation of cultural texts. Reaction papers and an on-line journal are among the requirements of this course. Students taking this course for major credit must secure the permission of the instructor. They will complete their assignments in German and will meet with the instructor in supplementary sessions. (Same as Modern Languages 233-29.)—Wagner

302-02. Voices of the Century: Germany from 1888 to the Present—Through the discussion and interpretation of the memoirs, letters, diaries, and eyewitness testimonials of famous and eclectic German poets, artists, composers, architects, film directors, politicians, and critics, the class will examine the themes and conflicts that comprise the German *Zeitgeist.* We shall also experience and analyze selections from a major film, art work, or musical composition that played a role in the phenomenal transitions from the Kaiserreich through the fall of the Berlin Wall. Students will be asked to draw conclusions from the art forms and the texts in short essays and an on-line journal. Some grammar review will be offered. All work will be done in German. Prerequisite: German 202 or equivalent.—Evelein

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

401. Senior Seminar: Special Topics—This seminar is required of all seniors majoring or minoring in German: Plan A, Plan B (German as primary language), and German Studies minor. Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major or minor, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author or genre in German Studies.—Staff

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Hebrew

Fall Term

101. Elementary Modern Hebrew I—A comprehensive introduction to the basic vocabulary and grammatical rules of modern Hebrew will be systematically presented and reviewed. Designed to develop a basic ability to read, write, understand and speak modern Hebrew, this course will also include exposure to appropriate cultural materials. (Same as Middle Eastern Studies 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 Israeli newspapers and literature. Prerequisite: Hebrew 102 or equivalent. (Same as Middle Eastern Studies 201.)—Polate

301. Advanced Modern Hebrew I—Emphasis on written essays as well as on comprehension through readings and class discussion of short stories, articles and poetry. Prerequisite: Hebrew 202 or equivalent. (Same as Middle Eastern Studies 301.)—Polate

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Spring Term

102. Elementary Modern Hebrew II—A continuation of Hebrew 101 with emphasis on increasing vocabulary, understanding, writing and speaking skills with widening exposure to appropriate cultural materials. Prerequisite: Hebrew 101. (Same as Middle Eastern Studies 102.)—Polate

202. Intermediate Modern Hebrew II—A continuation of Hebrew 201 with more advanced grammar and increased emphasis on composition and speaking as well as exposure to appropriate cultural materials. Prerequisite: Hebrew 201. (Same as Middle Eastern Studies 202.)—Polate

302. Advanced Modern Hebrew II—A continuation of Hebrew 301 with emphasis on reading short novels and Israeli newspapers as well as viewing and discussing selected videos and movies. Prerequisite: Hebrew 301 or equivalent. (Same as Middle Eastern Studies 302.)—Polate

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Italian

Plan A Major. For a major under this plan, students must have credit for *ten* courses in Italian language, literature and civilization beyond the 102 level. Of these ten courses, three literary surveys and Italian 401 (Special Topic) are required. Plan A majors must also take *two* cognate courses (which may be taken abroad with the approval of the adviser). Credit acquired through "Language across the Curriculum" program may be applied to the cognates. Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates: this project (to be written in Italian) will generally be undertaken in Italian 401.

Plan B Major. If Italian is the *primary* language, students are required to take *seven* courses beyond the 102 level, including two 300-level survey courses, Italian 401, (Special Topics), and *two* courses in a cognate field or fields. A paper (to be written in English) integrating the two languages and the cognate field(s) must be completed in the senior year, generally in Italian 401.

If Italian is the *secondary* language, students are required to take *five* courses beyond the 102 level.

All majors (Plan A *and* Plan B, both categories) are required to pass an Italian language proficiency examination. NB: This requirement is waived for students gaining a B or better in one of the Italian 300-level courses.

All students of Italian are encouraged to enroll in the semester programs of the Trinity College/ Rome Campus in Italy.

***The Language Concentration in Italian.** For students who do not wish to major in Italian Plan A or B, this is a sequence of six courses designed to develop linguistic skills and to give an appreciation of Italian culture and civilization. In addition, it provides an opportunity to apply the Italian language to other fields of the curriculum through the completion of "Language Across the Curriculum" units. The six required courses must include both language and literature/civilization. No more then two transfer credits may be applied to the Language Concentration in Italian. One half credit of "Language Across the Curriculum," preferably in one of the courses of the student's major, is also required. In the event that "Language Across the Curriculum" is not possible, students will write an integrating paper related to one of the six courses: such students will enroll for a half credit of Italian 399. Students must demonstrate oral and written proficiency in Italian.

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. (1 1/2 course credits)—Fossa

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 (usually one year of high school Italian). (1 1/2 course credits)—Fossa

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. Prerequisite: Italian 102 or equivalent (usually two years of high school Italian).—Garofalo

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. Prerequisite: Italian 201 or equivalent (usually two years of high school Italian with better than B average).—English

233-02. Mafia—In contemporary societies there is an intimate contest bewteen two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists and political scientists; it has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sci-

ences and humanities. Course requirements: Two short papers and a term paper. Students wishing to count this course toward a major in Italian should receive permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Same as Modern Languages 233-17.)—Alcorn

[233-03. **The City in the Italian Renaissance**]—This course will examine art, architecture, politics and society in several Italian cities of the Renaissance. We shall focus on Venice, Florence, and Rome, three cities that are very different from each other in terms of topography, urban planning, and political and cultural traditions. Through the reading and discussion of representative literature and the viewing of art we will try to understand how developments in technology and in science, along with the increased emphasis on the individual, shaped these cities and, in turn, how these cities helped shape the modern world. Students wishing to count this course toward a major in Italian should receive permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Same as Modern Languages 233-23.)

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 lyric representation of love, the role of the intellectual in society, and the rise of Humanism. All work is done in Italian. Prerequisite: Italian 202 or equivalent.—Garofalo

[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.

[333-04. **Sicily**]—An introduction to the history and culture of an island at the crossroads of Mediterranean and European civilizations, from Antiquity to the present. We shall explore the splendor of elite culture and the poor, agrarian society which sustained it. Sicily has been the subject of illuminating works of history, literature, anthropology, and sociology, and Sicilians have produced much of modern Italy's finest literature; we shall read a diverse selection, from Homer and Thucydides to Verga and Sciascia. Topics include: the Peloponnesian and Punic wars; the great slave revolts of Antiquity; the Sicilian Vespers; the troubled relationship with Italy; the Great Emigration; mafia; and the Sicilian diaspora. Students wishing to count this course toward a major in Italian should receive permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Same as Modern Languages 333-15.)

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

460. **Tutorial**—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. **Teaching Assistantship**—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Spring Term

101. **Intensive Elementary Italian I**—Designed to develop a basic ability to read, write, understand and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 *and* 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1 1/2 course credits)—Fossa

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 (usually one year of high school Italian). (1 1/2 course credits)—Fossa

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. Prerequisite: Italian 102 or equivalent (usually two years of high school Italian).—English

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. Prerequisite: Italian 201 or equivalent (usually two years of high school Italian with better than B average).—Garofalo

[**233-04. Italy and America**]—An interdisciplinary introduction to the history of relations between these two nations, with an emphasis on the experience of Italians in America, through discussion of works of history, sociology, literature, and film. Topics include explorers and colonists; the Great Emigration; the ethnic neighborhood; the trial of Sacco & Vanzetti; mafia; the war against fascism; unions; religion; and assimilation. There will be course-related trips to Little Italys in cities of the Eastern Seaboard. Students wishing to count this course toward a major in Italian should receive permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Same as Modern Languages 233-24 and American Studies 240.)

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. Students wishing to count this course toward a major in Italian should secure permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Same as Modern Languages 233-08 and History 237.) All work is done in English.—Painter

[**290. Italian Cinema: Fiction and Film**]—A study and discussion of Italian Cinema from neorealism to the present. The course will cover both formal and thematic trends in the films of the noted postwar Italian directors Roberto Rossellini, Vittorio De Sica, and Luchino Visconti. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Federico Fellini, Michelangelo Antonioni, Line Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. Students wishing to apply this course toward the major in Italian must secure permission of the instructor. They will complete their assignments in Italian and meet with the instructor in supplementary sessions. Faithful attendance is required. (Same as Modern Languages 233-05 and Comparative Literature 289.)

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.—Garofalo

[**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.

[**333. 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'. Students wishing to count this course toward a major in Italian should receive permission of the instructor. (Same as Italian 401, Comparative Literature 333-05 and Modern Languages 333-02.)

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

401. Senior Seminar: Special Topics—This seminar is required of all seniors majoring or minoring in Italian: Plan A, Plan B (Italian as primary language), and Italian Studies minor. Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major or minor, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author or genre in Italian Studies. Topic for '97-'98: On the Theory of Comedy. Prerequisites: At least one 300-level course in Italian literature or equivalent and permission of the instructor.—Garofalo

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

JAPANESE

Plan B Major. Students choosing a Plan B major in Modern Languages and Literature may elect Japanese as either their primary or secondary language. Students who choose Japanese as the primary language are required to take *seven* courses beyond the 101 level, including at least one course from offerings in Japanese Literature/Culture (Japanese 211 and above), and Special Topics in East Asian Literatures (401). Two courses in a cognate field or fields are also required as is a paper linking some aspect(s) of the two languages and the cognates; this paper must be completed in Japanese 401.

Students who choose Japanese as the secondary language are required to take *five* courses beyond the 101 level, including at least one course from offerings in Japanese Literature/Culture (Japanese 211 and above) and Special Topics in East Asian Literatures (401).

***Language Concentration in Japanese.** For students who do not wish to major in Japanese Plan B, this is an option to develop linguistic skills and gain an appreciation of Japanese culture. It is a sequence of six courses that must include both language, and literature and civilization. No more than three transfer credits may be applied to the Language Concentration in Japanese. One half credit of "Language Across the Curriculum" is required in a course outside the department, preferably in one of the courses of the student's major. (In cases where "Language Across the Curriculum" is not possible, students will write an integrating paper related to one of their six Japanese courses: such students will enroll for a half credit of Japanese 399.)

Students in both categories under Plan B (taking Japanese either for the primary or secondary language) and in the Language Concentration in Japanese are required to pass a Japanese language proficiency examination.

All students in Japanese are strongly encouraged to study in Japan for at least a semester.

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 Asian Studies 101.) (1 1/2 course credits)—Wagoner

201. Intensive Intermediate Japanese I—This course emphasizes the continued development of skill in spoken and written Japanese. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take *both* 201 *and* 202 in sequence. Four hours of classwork, plus one required drill hour. Prerequisite: Japanese 102 or equivalent. (Same as Asian Studies-Japanese 201.) (1 1/2 course credits)—Wagoner

233-03. Literature and Culture in East Asia II: Japan—This course introduces students to the major authors and works of Japanese literature, starting from antiquity and ending with the contemporary period. The goal of the course is to foster an understanding of the development of the literary and cultural tradition of Japan. The emphasis of the course may vary from year to year. Students are encouraged to take this course in conjunction with Chinese 233-05. (Same as Asian Studies 233-01, Comparative Literature 233-03, and Modern Languages 233-18.)—Tam

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 Asian Studies 301.) Prerequisites: Japanese 202 or equivalent and permission of the instructor.—Staff

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Spring Term

102. Intensive Elementary Japanese II—Continuation of Japanese 101, with increased emphasis on conversational practice. An additional 120 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of classwork, plus one required drill hour. Prerequisite: Japanese 101 or equivalent. (Same as Asian Studies 102.) (1 1/2 course credits)—Wagoner

202. Intensive Intermediate Japanese II—Continuation of Japanese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. Prerequisite: Japanese 201 or equivalent. (Same as Asian Studies 202.) (1 1/2 course credits)—Wagoner

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 Asian Studies 302.) Prerequisite: Japanese 301 or equivalent.—Staff

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

[401. Senior Seminar: Special Topics]—This seminar is required of all seniors majoring in Japanese: Plan B (Japanese as primary language). Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author or genre in Japanese Studies.

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

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 and English 236.)

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Spring Term

101. Elementary Linguistics—A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial question of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, to the roles language plays in how people think, and to the ways language determines and reflects the structures of society. Each student will conduct a small research project that examines some aspect of language as it is used in real life. (Same as Anthropology 101 and English 216.)—Lahti

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Russian

Plan A Majors are required to have *ten* credits in Russian beyond Russian 102. The following courses are required: Russian 201, 202, 221, 222; two courses from the fourth-year cycle (301, 302, 303, 304); two literature and culture courses in translation (233, 251, 252, 357, 358); and Russian 401.

In addition to the ten courses taken in the department, Plan A majors are required to take two "cognate courses," courses from outside the department that relate to Russian. Credit acquired through the "Language across the Curriculum" program may also be applied to the cognate requirement. Both cognates should be selected in consultation with the student's adviser. Students are required to complete a project that synthesizes aspects of courses taken for the major and its cognates: this project must be undertaken in Russian 401, taken during the senior year.

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; one course from the fourth-year Russian cycle (301, 302, 303, 304); one literature and culture course in translation (233, 251, 252, 257, 258); Russian 401.

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, and 222; one advanced literature and culture course, either in Russian or in translation (233, 251, 252, 257, 258, 301, 302, 303, or 304).

In addition, Plan B majors are required to take two "cognate courses," courses from outside the department that deal with Russia or with the culture of the other language that comprises the student's Plan B major. (Students should consult their advisers about the two cognate courses.) Students with a Plan B major are required to write a paper integrating three fields: the primary language field, the secondary language field, and some aspect of the cognate field(s). This paper must be completed in one of the primary language upper-level courses and may not be undertaken until at least one of the cognate courses has been completed.

All Russian majors (Plan A *and* Plan B, both categories) are required to pass the department's Russian language proficiency examination.

A Language Concentration in Russian allows students who are not majoring in Russian, to acquire language proficiency and a working knowledge of Russian culture. The requirements for a Russian language Concentration are:

— six courses in the Russian language,
— a passing grade on the department's Russian proficiency examination.
— completion of one Language across the Curriculum unit in Russian. (In cases where "Russian across the Curriculum" is not possible, students will write an integrating paper related to one of their six courses: such students will enroll for a half credit of Russian 399.)

No more than two transfer credits may be applied to the Language Concentration in Russian.

Fall Term

101. Intensive Elementary Russian I—Designed to develop a basic ability to read, write, understand and speak Russian. Students will learn to express themselves in Russian on a variety of topics, including student life, music, art, film, sports, friendships, and personal interests. Students who wish to acquire significant proficiency should 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. (1 1/2 course credits) (Same as Russian and Eurasian Studies 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. Prerequisite: Russian 102 or equivalent. (Same as Russian and Eurasian Studies 201.)—Any

221. Advanced Russian I: Russia through Russian Prose—Students improve conversational and compositional skills through close reading, analysis and discussion of Russian historical and journalistic texts. Conducted in Russian. Prerequisite: Russian 202 or equivalent. (Same as Russian and Eurasian Studies 221.)—Any

[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 Russian and Eurasian Studies 251 and Modern Languages 233-04.)

302. Russian Prose Narrative—Intensive study of a major Russian novel of the 19th or 20th 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. Prerequisite: Russian 222. (Same as Russian and Eurasian Studies 302.)—Boyland

[303. Russian Phonetics, Contemporary and Historical]—A course covering the basic structures of Russian phonetics, intonation and word order. Important moments in the history of the Russian sound system will be surveyed as well. The study of contemporary Russian will progress from the sound systems of Russian consonants and vowels to the sound structures of natural dialogue, poetry, literary prose and journalism. Students will be expected to achieve technical proficiency as well as understand the topics presented. The study of the history of the sound system will include readings of original medieval, renaissance and baroque texts. Prerequisite: Russian 222 or permission of the instructor.

[304. Current Russian Media]—A survey of current Russian newspaper and magazine articles as well as radio and television broadcasts. Subjects covered will include popular culture, home and family life, environmental issues, economics, and politics. Students will strive to master the special type of Russian used in the media as well as describe how these media reflect or distort the state of Russian society. Prerequisite: Russian 222 or permission of the instructor. (Same as Russian and Eurasian Studies 304.)

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. (Same as Modern Languages 333-10 and Russian and Eurasian Studies 357.)—Lahti

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

401. Senior Seminar: Special Topics—Intensive study of a selected author, genre, movement or theme. Senior majors required to write an integrating project will do so in conjunction with this course; the course is therefore required of all Plan A majors and Plan B majors with a primary focus in Russian.—Lahti

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

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. Prerequisites: Russian 101 or equivalent and permission of the instructor. (1 1/2 course credits) (Same as Russian and Eurasian Studies 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. Prerequisite: Russian 201 or equivalent. (Same as Russian and Eurasian Studies 202.)—Staff

[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. Prerequisite: Russian 221 or equivalent. (Same as Russian and Eurasian Studies 222.

[233. Russian Women's Culture]—An exploration of the feminine identity in Russia. We will examine the roles, occupations, attitudes, and treatment of women throughout Russian history, with special emphasis on our own century. Issues to be considered include models of the feminine as developed by both men and women, sexual freedom and subservience, male-female relations and family life, women in the workplace, images of women in art and popular culture, women in the Russian revolution, women under Communism, Soviet labor camps for women, and reasons for the ineffectiveness of the women's movement in Russia. (Same as Russian and Eurasian Studies 240, Modern Languages 233-16 and Women's Studies 240.)

259. Cinema and Societies in Crisis: Contemporary Russian and American Films—This course will examine the representation of various contemporary social problems in the films of two different countries: the United States and Russia. In comparing the cinematic treatment of similar moments of crisis, we will attempt to determine which aspects

of these phenomena are universal and which are culturally bound. In addition, we will seek to identify an aesthetics of crisis, as we look for similarities in the contraction of each narrative. The semester will be divided into six two-week units, which will link recent Russian and American films thematically. These themes will be: Race and Ethnicity, Politics and Militarism, Historical Revisionism, Violence and Crime, the Representation of Women, and Family Values. The directors whose works will be studied include: Woody Allen, Robert Altman, Vyacheslav Krishtofovich, Spike Lee, Pavel Lounguine, Nikita Mikhalkov, Rachid Nougmanov, Martin Scorcese, and Oliver Stone. (Same as American Studies 233, Modern Languages 233-26, and Russian and Eurasian Studies 259.)—Boyland

[**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. Prerequisite: Russian 222 or permission of the instructor. (Same as Russian and Eurasian Studies 301.)

305. Russian Culture and Civilization—An exploration of recurring themes in Russian culture through the examination of prose fiction, poetry, theater, film and the visual arts. Emphasis will be placed on canonical works to give students a foundation in the Russian tradition. Since cultural continuity needs to be studied in the context of cultural change, we will simultaneously do an overview of important moments in Russian history from the eighteenth through the twentieth centuries. Students will write a paper every week about an aspect of Russian culture as it appears in the works we are examining. All reading, writing and discussion will be in Russian. Prerequisite: Russian 222 or permission of instructor. (Same as Russian and Eurasian Studies 305.)—Lahti

[**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. (Same as Modern Languages 333-09 and Russian and Eurasian Studies 358).

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Spanish

Plan A majors are required to have a total of twelve courses, as follows: ten courses beyond Spanish 102, among which the following are required: either 264, Modern Latin American Culture OR 265, The Making of Modern Spain; one course from the Peninsular series; one course from the Latin American series, 291, Introduction to Spanish Literature I or 292, Introduction to Spanish Literature II. At least two 300-level courses in Spanish must be taken at Trinity College. In addition, *at least two courses must be taken in related or cognate fields.* Courses in Spanish and/or Latin American history, art, music, political science and economics which are taught in Spanish at PRESHCO or another approved foreign study program, will count as cognates and, if they exceed two in number, will be given major credit as electives. When abroad, students should make every effort to take courses which are not normally available at Trinity. While great benefits are derived from foreign study, in particular in the cognate areas, it is not required of majors to go abroad. Credit towards the cognates may also be acquired here at Trinity. Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates: this project (to be written in Spanish) will generally be undertaken in Spanish 401.

Plan A majors must demonstrate oral and written proficiency in Spanish.

Plan B majors whose primary concentration is in Spanish are required to have seven courses beyond 102, including EITHER 264 OR 265; at least one course from the Latin American series and one course from the Peninsular series; and 291, Introduction to Spanish Literature. A paper (to be written in English) integrating the two languages and the cognate field(s) must be completed in the senior year, generally in Spanish 401.

Plan B majors whose secondary concentration is in Spanish are required to have five courses beyond 201, including EITHER 264 OR 265, and at least one three-hundred level course in the language.

All Plan B majors must also take two courses in a cognate field or fields.

All Plan B majors are required to demonstrate proficiency in Spanish.

***The Language Concentration in Spanish.** For students who do not wish to major in Spanish Plan A or B, this is a sequence of six courses beyond Spanish 102 designed to develop linguistic skills and to give an appreciation of

the language and Spanish and Latin American culture and civilization. In addition, it provides an opportunity to apply the Spanish language to other fields of the curriculum through the completion of "Language Across the Curriculum" units. The six required courses must include both language and literature/civilization. No more than two transfer credits may be applied to the Language Concentration in Spanish. One half credit of "Language Across the Curriculum," preferably in one of the courses of the student's major is also required. (In cases where "Language Across the Curriculum" is not possible, students will write an integrating paper related to one of their six courses: such students will enroll for a half credit of Spanish 399.)

Students must demonstrate oral and written proficiency in Spanish.

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. (1 1/2 course credits)—Harrington, Remedi, and Staff

201. Intermediate Spanish I: Grammar and Composition—An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral drill and practice. Improvement of translation skills will also be stressed. Prerequisite: Spanish 102 or equivalent. (Same as Latin American and Caribbean Studies 201.)—Abdelnour and Lechner

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 Latin American and Caribbean Studies 221.)—Abdelnour and Grullón

226. Spanish Conversation: Society and Culture Through Spanish and Latin American Cinema—In this course students will analyze landmarks of Spanish/Latin American Cinema in terms of the social, historical and cultural questions they raise. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations and critiques. Prerequisites: Spanish 221 or equivalent and permission of the instructor. Enrollment limited. (Same as Latin American and Caribbean Studies 226.)—Remedi

[233-02. Don Quixote]—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. No knowledge of Spanish is required. Students wishing to count this course toward a major in Spanish should receive permission of the instructor. (Same as Modern Languages 233-20.)

[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 226, 228 or equivalent. (Same as Latin American and Caribbean Studies 264.)

265. The Making of Modern Spain—An examination of the political, social, economic, and cultural conditions of Spain with a view to understanding the contemporary scene in its historical context. Readings, the review of films, and discussion in Spanish. Prerequisite: Spanish 226 or 228.—Harrington

[292. Introduction to Spanish Literature II]—Allthough designed to follow Spanish 291: Introduction to Spanish Literature I, either course may be taken independently. The major literary movements of the 19th and 20th centuries will be studied and discussed against the historical background of the times. Selected readings from some of the greatest authors will include most genres. Either 291 or 292 must be taken to satisfy the requirements of the Spanish major. Conducted in Spanish. Prerequisite: Spanish 226, 228, or 291, or equivalent.

[303. 20th Century Spanish Literature]—A study of 20th 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. Conducted in Spanish. Prerequisite: Spanish 291 or a 300-level course or its equivalent, or permission of the instructor.

311. Colonization and the American Consciousness—Through writings and films the American colonial place in the modern global order (after 1492) will be explored. Special attention will be devoted to the ways in which that role

can be discussed in relation to the present. Conducted in Spanish. Prerequisite: Spanish 228 or 291, or equivalent. (Same as Latin American and Caribbean Studies 311.)—Remedi and Abdelnour

[**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. Conducted in Spanish. Prerequisite: Spanish 228 or 291, or equivalent.

338. Generation of 1898—The orgins and development of Spain's Generation of 1898, "Europe's first fully modern group of creative writers," will be traced and discussed. Emphasis will be placed on the works of Unamuno, Azorín, Baroja, and Antonio Machado. Conducted in Spanish. Prerequisite: Spanish 228 or 291, or equivalent.—Harrington

[**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 228 or 291, or equivalent. (Same as Latin American Studies-Spanish 344.)

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

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Spring Term

102. Intensive Elementary Spanish II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of classwork, plus one required drill hour. Prerequisite: Spanish 101, or two years of secondary school Spanish, or equivalent. (1 1/2 course credits)—Remedi, Grullón and Staff

202. Intermediate Spanish II: Grammar and Readings—The review of grammar begun in Spanish 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American 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 Latin American and Caribbean Studies 202.)—Harrington and Staff

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 to 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. Prerequisite: Spanish 221 or equivalent. (Same as Latin American and Caribbean Studies 228.)—Abdelnour, Grullón and Remedi

233. Survey of Latin American Literature in Translation—This course is aimed at a broad and general audience. No knowledge of Spanish is required. Taught in English this survey course introduces students to a set of key Latin American literary works of the 19th and 20th century, from various areas (the Caribbean, Mexico, Latinos in the US/The Border, Central America, South America, the Southern Cone), of various kinds (novels, short novels, short stories, essay, testimony, collage, etc.) and reflecting on a variety of social and cultural issues (depicting/ordering /making sense of reality, storytelling, mythmaking, constructing the nation, neo-colonialism, fascism, revolution, human rights, exile, border-culture, race, ethnicity, gender). Students wishing to count this course toward a major in Spanish should secure permission of the instructor. They will complete their assignments in Spanish and will meet with the instructor in supplementary sessions. (Same as Latin American and Caribbean Studies 233-11 and Modern Languages 233-11.)—Remedi and Grullón

291. Introduction to Spanish Literature—This course introduces the student to the literature of Spain of the Golden Age (16th and 17th centuries) through selections from the various genres, while providing historical and cultural background. At the same time, instruction is given in the development of a methodology for the analysis, interpretation, and appreciation of literary texts. All work is done in Spanish. This course is required by all Spanish majors. Prerequisite: Spanish 226 or 228, or by permission of the instructor.—Abdelnour and Harrington

[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 and revolution, the "aesthetic novel," "the novelists of the boom," up to present day literary developments. Conducted in Spanish. Prerequisite: Spanish 228 or 291, or equivalent. (Same as Latin American and Caribbean Studies 316.)

[339. **The Golden Ages of European Drama**]—Consisting of lectures, reports, and discussion, the course will deal with a select number of plays from those periods of European theater, mainly the seventeenth-century, which produced great drama, such as the theater of Elizabethan England, the Golden Age drama of Spain, and the classical theater of France. Consideration will also be given to the drama of Renaissance Italy and that of the Romantic period of Germany. Plays to be studied include Shakespeare's *Hamlet* and *Henry V*, Lope de Vega's *Fuenteovejuna*, Tirso de Molina's *El burlador de Sevilla* ("The Trickster of Seville," the first literary representation of Don Juan), Calderon's *La vida es sueño* ("Life is a Dream"), Corneille's *Le Cid*, Molière's *Don Juan* and *Tartuffe*, Racine's *Phèdre*, and Goethe's *Faust*. Film versions of some of these plays will be screened outside of class. Prerequisite: At least one course in literature. Students wishing to apply this course to a major in Spanish must secure the permission of the instructor. They will complete their assignments in Spanish and will meet with the instructor in supplementary sessions. (Same as Modern Languages 333-21 and Comparative Literature 340.)

[356. **Modern Latin American Theater**]—This course explores the various manifestations of Latin American Theater in the 20th century. Playwrights to be studied include Florencio Sánchez, Enrique Solari-Swayne, Agustín Cuzzani, Egon Wolff, René Marqués, Rodolfo Usigli, Francisco Arriví, Luis Valdez, Augusto Boal, and Griselda Gambaro. Also dealt with are *Teatro Campesino*, *Teatro Poblacional*, popular theater, theater in the context of socialism and fascism, carnivalesque theater, testimonial theater, invisible theater, ethnic theater, performance, rituals, and social theatricality in everyday life. Conducted in Spanish. Prerequisite: Spanish 291 or another 300-level course or the equivalent, or permission of the instructor. (Same as Latin American Studies-Spanish 356.)

371. Special Topics in Latin American Literature: Testimonies and Human Rights in Latin American Literature—The course will study Latin American Literary testimonies linked to the defense, promotion or violation of Human Rights. Attention will be given to a variety of testimonies by women, Indians, Afro-Latin Americans, youth, students, activists, guerrillas, clergy, artists, political prisioners, etc. We will concentrate on first hand accounts of social and political events. Conducted in Spanish. Prerequisite: Spanish 228 or 291, or equivalent. (Same as Latin American and Caribbean Studies 371.)—Remedi

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

401. Senior Seminar: Special Topics—This seminar is required of all seniors majoring or minoring in Spanish: Plan A, Plan B (Spanish as primary language), and Spanish Studies minor. Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major or minor, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author or genre in Hispanic Studies. Conducted in Spanish.—Remedi

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

Programa de Estudios Hispánicos en Córdoba (PRESHCO):

Trinity College, in affiliation with Oberlin College, Smith College, Wellesley College, Wheaton College and The College of Wooster, offers the following courses at the University of Córdoba, Spain. Course credits earned in Córdoba are automatically incorporated into the Trinity transcript. Courses are taught in Spanish exclusively for PRESHCO students by resident faculty at the University of Córdoba and are intended to supplement work in language, literature, and culture already begun at the home institution. For further information, see Professor Kerson, Trinity Coordinator of the Program.

Fall Term 1997

1301—Advanced Oral and Written Communication
1400—Spanish Civilization: An Overview
1401—Roman Andalusia

1405—Imperial Spain, 1492-1711
1407—Political Reform and Social Change, 1808-1936
1411—The European Union: Economics and Society
1500—The Geography of Spain
1502—The Geography of the European Union
1601—Introduction to Spanish Literature I
1613—Seminar: Topics in Twentieth-Century Literature
1701—Spanish Art: From the Islamic Period to El Greco
1703—The Music of Spain

Spring Term 1998

1301—Advanced Oral and Written Communication
1310—Translation
1400—Spanish Civilization: An Overview
1404—The Spanish Middle Ages: Christians, Moslems, and Jews
1406—The Colonization of America
1410—Seminar: El Franquismo (1936-1978)
1412—The European Union: Political Structures and Institutions
1602—Introduction to Spanish Literature II
1610—Seminar: Heroes, Ballads, and Amorous Entanglements
1611—Seminar: Topics in Golden Age Literature
1612—Seminar: Romantics and Realists
1702—Spanish Art: From Velázquez to Picasso
1703— The Music of Spain

Music

ASSOCIATE PROFESSOR JOHNSON, *Chair*;
PROFESSORS MOSHELL and PLATOFF;
ASSISTANT PROFESSORS WAXER and WOLDU;
LECTURER AMOS; VISITING LECTURER CARABILLO;
INSTRUMENTAL ENSEMBLES PROGRAM COORDINATOR CURRAN;
ASSOCIATED PERSONNEL: COLLEGE ORGANIST AND
DIRECTOR OF CHAPEL MUSIC ROSE and
CHAPEL-COMPOSER-IN-RESIDENCE SMITH

THE MAJOR IN MUSIC—Twelve courses, with grades of C- or better, are required: Music 101, 102, 201, 202, 211, 212, 213; and five elective course credits in Music, one of which must be a course in World Music (Music 113, 114, 115, 118 or 222) and one from among courses numbered from 321 through 326. (Typically one course in the group numbered 321-326 is offered each year.) 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, 105, 107, 109, 111, 112, 119, and 407. All these except the last invite repeated enrollment; simultaneous enrollment in these courses may not exceed one course credit. No more than two course credits in musical performance may be counted toward fulfillment of the credit-requirement for the major in Music (Music 407 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 Theater 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 International Studies; those fascinated by music's acoustical properties or its application to computers should investigate courses in Physics, Mathematics, or Engineering; those pursuing liturgy-related studies should seek courses in Religion. 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. Enrollment limited. (1 1/4 course credits)—Moshell

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. (1/2 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. (1/2 course credit)—Curran

107. Lessons—Individual instruction in voice, orchestral instruments, and keyboard (piano, organ, harpsichord) is offered by teachers invited to the College campus; credit may also be granted for lessons taken from outside teachers who have been approved by the Department. Fees for lessons (including those offered on campus at 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). (1/2 course credit)—Kennedy

109. Jazz Ensemble—The Jazz Ensemble performs several times each year. Permission is required; membership is by audition. (1/2 course credit)—Carabillo

113. World Music—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Europe, Latin America, and the Caribbean; classical and contemporary musics of India, the Middle East, and Far East Asia; and indigenous traditions of Australia and the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required, but students are expected to learn basic listening skills and indentify musical styles. (Same as African Studies 113, Asian Studies 113, and Comparative Development Studies 113.)—Waxer

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. (1/4 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. Enrollment limited.—Waxer

131. French Music—This course explores the music of French composers from the Middle Ages through the mid-20th century. We will begin with the music of the trouvères and troubadours, poet-composers who flourished in the north and south of France, respectively, and continue with close looks at the music and musical currents in France in the Renaissance, Baroque, later-18th, 19th, and 20th centuries. In this exploration of the relationships between the music composed and the social, political, and artistic climate of France through the centuries, we will examine an enormous body of music, including solo song literature; the operas of Lully and Rameau; the keyboard music of Couperin; grand opera; the music of "Gay Paree"; symphonic and chamber works of Debussy and Ravel; French organ works of the 19th and early-20th centuries; music of "Les Six"; and works by later 20th-century composers Boulez and Varèse. We will attend at least one concert off campus. No previous training in music is required.—Woldu

[**150. Women in Music**]—A broad survey of the music and music-making traditions of European and American women from antiquity to the present. While the focus will be on women active as composers and performers in the classical traditions, some attention will be given to women's contributions to popular idioms, including blues, jazz, and, more recently, hip hop. The final project will be an interview with a Connecticut woman active as a music historian, composer, or performer. No previous training in music is required. Enrollment limited. (Same as Women's Studies 150.)

164. Mozart and 18th-Century Music—An introduction to the life and music of Wolfgang Amadè Mozart (1756-1791). The course will also examine other composers of Mozart's time, and consider the relationship between Mozart's music and the main themes of Enlightenment thought in the 18th century. No previous training in music is required. Enrollment limited.—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. (1 1/4 course credits)—Johnson

[**207. Conducting and Orchestration**]—Introduction to choral and orchestral conducting, supplemented by both practical and theoretical exercises in orchestration. Ability to read music is essential; background in music theory, though helpful, is not necessary. Concurrent registration in Concert Choir (Music 103) is required. Prerequisite: permission of the instructor.

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. Composers to be studied include J.S. Bach, Handel, Vivaldi, Mozart, and Beethoven. Prerequisite: Music 101 or permission of the instructor.—Platoff

[**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. Enrollment limited. (Same as Psychology 218.)

220. Dance and Music—Designed for musicians and dancers 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. (Same as Theater and Dance 320.)—Bacon/Fast

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

321. Style in the Renaissance: Claudio Monteverdi—Monteverdi (1567-1643) was the greatest composer of the late Renaissance and a leader in the development of the Baroque style. This intensive survey of his life and career will focus on his madrigals, his sacred works, and his operas, from *Orfeo* to *L'incoronazione di Poppea*. Prerequisite: Music 211 or permission of the instructor. Music 201 is strongly recommended.—Platoff

[**326. Topics in 20th 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 neoclassical masterpieces (*Symphony of Psalms, The Rake's Progress*) to the serial works of the 1950s and 60s (*Agon, Requiem Canticles*). Prerequisite: Music 201 and 213 or permission of the instructor.

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

407. 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 is not permitted. Submission of an Independent Study form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—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. Submission of a completed Independent Study form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

466. Teaching Assistantship—Submission of a the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Spring 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. Enrollment limited. (1 1/4 course credits)—Waxer

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 counterpoint, and to conducting. Prerequisite: Music 101 or equivalent preparation.—Johnson

103. Concert Choir—See Fall Term. (1/2 course credit)—Moshell

105. Instrumental Ensemble Program—See Fall Term. (1/2 course credit)—Curran

107. Lessons—See Fall Term. (1/2 course credit)—Kennedy

109. Jazz Ensemble—See Fall Term. (1/2 course credit)—Carabillo

111. Salsa and Latin Jazz Ensemble—Study and performance of salsa and other Latin music styles. Emphasis is on the Cuban tradition, but genres from Puerto Rico, the Dominican Republic, and Brazil are also included. Membership by audition and permission of the instructor. (1/2 course credit)—Waxer

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. (1/2 course credit)—Carabillo

115. Topics in World Music: Music and Dance of Latin America and the Caribbean—Historical processes of colonization, slavery, and underdevelopment have led to a huge diversity of musical traditions in Latin America and the Caribbean, making it difficult to consider this region as a unified "culture area." We will explore a wide range of music and dance styles in the Americas, examining similarities and differences among them. The second half of the semester will be devoted to the contrasting cases of the Peruvian Andes and the Cuban tropics. No previous musical knowledge is requried, but students are expected to learn basic listening skills and identify musical styles. (Same as Latin American Studies 115.)—Waxer

117. Music of Black America—A survey of the music of black Americans from the antebellum period to the 1990s, the emphasis being on the cultural functions of the music composed. Major genres include slave songs, blues, jazz, and rap. Readings from the works of black American novelists, essayists, and poets complement discussions of the music itself. (Same as American Studies 117.)—Woldu

119. Production Participation—See Fall Term. (1/4 credit)—Moshell

[132. Current Trends in Black Musical Expression]—This course examines forms of black musical expression from the 1960s through the 1990s. We will focus on hip hop culture and its musical vehicle, rap, and the issues of inner-city existence from which both derive. The course will begin with a look at the music and times of The Last Poets and include examinations of the music of NWA, Ice Cube, Public Enemy, Disposable Heroes of Hiphoprisy, Dr. Dre, and Queen Latifah, among others, and the social issues addressed in much of their music. Enrollment limited. (Same as American Studies 132.)

166. Beethoven: His Life and Music—The compositions of Ludwig van Beethoven (1770-1827) can be seen as the culmination of 18th-century classicism and the beginning of 19th-century romanticism in music. Virtually every later 19th-century composer felt the weight, and indeed the responsibility and burden, of Beethoven's monumental legacy. This course will examine many of the symphonies, concertos, sonatas, and string quartets — in addition to such singular works as the opera *Fidelio* and the symphonic mass *Missa Solemnis* — that still, over two hundred years after Beethoven's birth, occupy such a prominent place in the concert repertoire for performers and audiences alike. No previous training in music is required.—Moshell

[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.)

[174. Jazz: 1900 to the Present]—Through listening, discussion, and reading, this course will survey the development of jazz from ragtime and pre-jazz through New Orleans swing, be-bop, and modern jazz. Among composers and performers to be studied include Louis Armstrong, John Coltrane, Miles Davis, Duke Ellington, Scott Joplin, Thelonious Monk, Charles Parker, and Woody Shaw. No previous training in music is required. Enrollment limited.

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.)—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.—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. (1 1/4 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. Composers to be studied include Machaut, Dufay, Josquin Desprez, Palestrina, and Monteverdi. Prerequisite: Music 101 or permission of the instructor.

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. Composers to be studied include Schubert, Brahms, Verdi, Wagner, Stravinsky, and Bartok. Prerequisite: Music 212 or permission of the instructor.—Woldu

[232. The American Popular Song]—The course will examine this musical form from roots in British imports, through the Revolutionary and Civil Wars, to minstrel show phenomena, to the evolution of Tin Pan Alley and contemporary popular culture. Songs will be analyzed in the context of social, cultural, and economic history. As an intersection between cultural levels and forms, the American popular song is a useful way to study areas of culture, such as religion, education, politics, and the family. Prerequisite: Music/American Studies 182 or permission of the instructor. Enrollment limited. (Same as American Studies 232.)

[325. Topics in 19th Century Music]—An examination of the life and career of Giuseppe Verdi, the greatest master of Italian Romantic opera. We will survey his growth as a composer from the early works, based on the conventions of the operas of Rossini and Bellini, to the original masterpieces of his later years. Works to be studied include *Luisa Miller, Il Trovatore, Rigoletto, Aida*, and *Don Carlo*, as well as two great operas based on Shakespeare: *Macbeth* and *Otello*. Prerequisite: Music 201 and 213 or permission of the instructor.

[326. Topics in 20th 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 201 and 213 or permission of the instructor.

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

415. Special Studies in Music—See Fall Term.—Staff

466. Teaching Assistantship—Submission of a special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.—Staff

602. IDP Project—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)—Staff

Neuroscience

DIRECTOR: PROFESSOR KEHOE (PSYCHOLOGY);
NEUROSCIENCE COORDINATING COMMITTEE: PROFESSORS BRONZINO (VERNON ROOSA PROFESSOR OF APPLIED SCIENCE) and MACE (PSYCHOLOGY);
ASSOCIATE PROFESSORS BLACKBURN (BIOLOGY) and LLOYD (PHILOSOPHY);
ASSISTANT PROFESSORS CHURCH* (CHEMISTRY) and RASKIN** (PSYCHOLOGY)

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 eight core courses, four 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

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 221L. Research Design and Analysis[1]
Neuroscience 201. Principles of Neuroscience: Neurobiology
Neuroscience 301L. Introduction to Neuroscience Methodology
Neuroscience 302. Principles of Neuroscience: Advanced Psychobiology

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 four 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
Biology 221. Genetics
Biology 307L. Cell Biology

* On Leave, Spring Term
** On Leave, Fall Term

[1]Prerequisite of Psychology 101 is waived for Neuroscience majors.

Biology 317L. Biochemistry I
Biology 318. Biochemistry II
Biology 319L. Animal Physiology

Group II
Biology 306L. Histophysiology
Biology 310L. Developmental Biology
Biology 315L. Vertebrate Zoology
Biology 326L. Recombinant DNA Technology
Biology 352. General Endocrinology
Biology 364. Molecular Genetics
Chemistry 208L. Analytical Chemistry
Chemistry 401. Neurochemistry
Engineering 411. Electrophysiology of the Central Nervous System
Engineering 412. Physiological Modeling

Behavioral Track

Group I
Psychology 300. Developmental Psychobiology
Psychology 392. Human Neuropsychology
Psychology 462. Clinical Psychobiology
Psychology 464. Neuropsychopharmacology

Group II
Engineering 411. Electrophysiology of the Central Nervous System
Psychology 237. Health Psychology
Psychology 256. Learning and Memory
Psychology 261. Psychobiology
Psychology 262. Animal Behavior
Psychology 265. Drugs and Behavior
Psychology 293. Perception
Psychology 310. The Psychology of Gender Differences
Psychology 391. Psychology of Language
Psychology 395. Cognitive and Social Development
Psychology 436. Psychology of the Infant
Psychology 493. The Ecological Approach to Psychology

Cognitive Track

Group I
Philosophy 357. Issues in Cognitive Science
Philosophy 374. Minds and Brains
Psychology 356L. Cognitive Science
Psychology 365. Cognitive Neuroscience
Psychology 392. Human Neuropsychology

Group II
Computer Science/Psychology 352. Artificial Intelligence
Philosophy 215. Medical Ethics
Philosophy 218. Philosophy of Psychology
Philosophy/Psychology 220. Introduction to Cognitive Science
Philosophy 224. Theory of Knowledge
Psychology 255. Cognitive Psychology
Psychology 256. Learning and Memory
Psychology 293. Perception
Psychology 391. Psychology of Language
Psychology 395. Cognitive and Social Development

Neuroscience 419 or 425 taken for 1 course 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, culminating in a thesis, an oral presentation, and a poster at the spring Science Symposium.

Courses at other Institutions—Students who wish major credit for course work at other institutions should submit to the director the name of the institution and the number, title, and catalogue description of the course. This information must be submitted in writing *before* the work is initiated and formal permission must be granted before the course can be credited toward the major at Trinity, following the usual procedures established by the Office of International Programs.

Fall Term

201. Principles of Neuroscience: Neurobiology—An introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry and physiology of nervous systems. Prerequisites: Biology 152L and 153L, or permission of the instructor. (Same as Biology 313.)—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 three-week rotations in the laboratories of staff members. Among the topics to be covered will be radioligand binding assays, neurochemical assays, electrophysiology, psychobiological techniques, experiments in perception, and methods in cognitive science. This course is normally taken in the junior year. Prerequisite: permission of the director.—Kehoe

419. Research in Neuroscience (Library)—Students will conduct library research projects under the direction of a faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

425. Research in Neuroscience (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

498. Senior Thesis Part I—Prerequisite: permission of the instructor. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this yearlong thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

Spring Term

302. Principles of Neuroscience: Advanced Psychobiology—A selective exploration of dynamic biological and psychological interactive mechanisms of various behaviors. Specifically, the course will focus on the functional outcome of the asymmetrical brain; a multilevel analysis, from molecules to minds, of learning and memory; the study of emotions and the interaction between stress and health as studied in psychoneuroimmunology. (Same as Psychology 302.) Prerequisite: Psychology 261 or Neuroscience 201.—Kehoe

365. Cognitive Neuroscience—This course examines the way in which brain function influences mental processes and overt action. We will consider a range of cognitive functions primarily from the perspective of neuroscience and draw on such related disciplines as cognitive psychology and computational analysis as needed. The functions to be reviewed include perception, attention, memory, language, and thinking. (Same as Psychology 365.) Prerequisite: Neuroscience 201 or Psychology 255 or 261 or 356. Enrollment limited.—Raskin

419. Research in Neuroscience (Library)—Students will conduct library research projects under the direction of a faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2 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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

499. Senior Thesis Part II—Prerequisite: permission of the instructor. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. The research culminates in a thesis, an oral presentation, and a poster at the undergraduate Science Symposium. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

Philosophy

PROFESSOR HELEN LANG, *Chair;*
PROFESSORS BROWN, DELONG†, HYLAND, LANG,
R.T. LEE*, and WADE*
ASSOCIATE PROFESSOR LLOYD*;
VISITING ASSISTANT PROFESSOR HAASE;
VISITING LECTURER WANG

PHILOSOPHY MAJOR—Eleven credits in philosophy, with a grade of at least C- in each, including at least one course from Category II (courses which satisfy the logic requirement), and at least two courses each from Category III (historical courses) and Category IV (topic courses). Normally, courses in these categories must be taken at Trinity. 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. Philosophical 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.

* On Leave, Fall Term
† Sabbatical, Academic Year

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 nondepartmental 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 level courses are introductory as too are courses numbered 200-250. If you are in doubt as to the best course for you, see a member of the Department.

II. **Courses 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 adviser in the Department, their own course of study. The student should see the Department Chair if in doubt as to who might be an appropriate adviser for a given topic.

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. Introduction to Philosophy
- 102. Introduction to Political Philosophy
- 105. Critical Thinking
- 106. Survey of Western Philosophy I
- 107. Survey of Western Philosophy II
- 201. Problems of Philosophy
- 203. Ethics
- 205. Symbolic Logic
- 206. Business Ethics
- 208. Jewish Mysticism
- 209. Persons and Sexes
- 210. American Philosophy
- 211. Jewish Philosophy
- 212. Social Justice
- 213. Philosophy of Sport
- 214. Philosophy of Art
- 215. Medical Ethics
- 216. Philosophy of Law
- 217. Philosophy in Literature
- 218. Philosophy of Psychology
- 220. Introduction to Cognitive Science
- 221. Philosophy of Science
- 223. African Philosophy
- 224. Theory of Knowledge
- 226. Existentialism
- 227. Environmental Philosophy
- 228. Philosophy of Religion
- 229. Concepts of Madness
- 230. Theories of Human Nature

232. **Fate, Freedom, and Necessity**
241. **Race, Racism, and Philosophy**

II. **Courses Which Satisfy The Logic Requirement**
205. **Symbolic Logic**
390. **Advanced Logic**
391. **Philosophy of Mathematics**

III. **Historical Courses**
281. **The Presocratics to Augustine**
282. **Augustine to Descartes**
283. **Descartes to Hume**
284. **Hume to the End of the 19th Century**
285. **20th Century Philosophical Analysis**
286. **20th Century Continental Philosophy**

307 to 339. Major Figures in Philosophy—Each year the Department will offer at least one course entirely devoted to a close reading, analysis and critique of the major work of one or more important philosophers such as Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkeley, Mill, Hume, Hegel, Marx, Nietzsche, Freud, Whitehead, Heidegger and Wittgenstein.

340 to 389. These will include other historically oriented courses, such as American Philosophy, Metaphysics of Plato and Aristotle, and Rationalism.

IV. **Topic Courses**
350 to 369. Courses in Topical Studies—These will include courses such as Philosophy of Language or Philosophy of History.

370 to 389. Seminar in Philosophical Problems—A study of some important philosophical problem such as the freedom of the will, the concept of space or time, the mind-body problem, the nature of meaning.

V. **Individualized Courses**
399. Independent Study—Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester.—Staff

460. Tutorial—An in-depth study of a topic of mutual special interest to the student and teacher. Frequent meetings (usually weekly) will provide an opportunity for extensive and detailed discussions.—Staff

466. Teaching Assistantship—Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the eleven total required for the major, but will not count as one of the six required "upper level" (300 and above) courses.—Staff

498/499. Senior Thesis—A two-credit course culminating in an extended paper to be read by two or more members of the Department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. In order to be eligible for this course a student must have an A- average in the major or must successfully petition the Department for an exemption.—Staff

Fall Term

[**101. Introduction to Philosophy**]—An introduction to 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. (Same as Comparative Literature 102.)

[**102. Introduction to Political Philosophy**]—This course will consider some of the foundational issues of political philosophy such as the conflict between individual liberty and social welfare, the criteria for just distribution of wealth, the concept of equality and the ideal forms of social cooperation. We will read from the works of some of the major political philosophers such as Plato, Aristotle, Hobbes, Locke, Machiavelli, Rousseau, Hegel and Marx. Enrollment limited. (Same as Comparative Literature 103.)

105. 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.—TBA

106. Survey Western Philosophy I—A survey of western philosophy from the pre-Socratics to the end of the 16th century. The course is appropriate for any student interested in a general introduction to one aspect of western civilization, and for the student who wishes to pursue the study of Philosophy. Enrollment limited.—Hyland

205. Symbolic Logic—An introduction to the use of symbols in reasoning. The propositional calculus and quantification theory will be studied. This background knowledge will prepare the student to look at the relation of logic to linguistics, computer science, mathematics and philosophy.—Wang

[**213. Philosophy of Sport**]—This is an introductory course designed to exhibit the Socratic thesis that the material for philosophic reflection is present in our everyday experiences, even in activities which we may consider nonintellectual. Accordingly, we shall take up the related themes of sport, athletics, and play, in order to show that an adequate understanding of them requires, and is indeed inseparable from, philosophic understanding. Topics will include 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.

[**213-20L. Philosophy of Sport (Laboratory)**]—This is a 1/4 credit, optional laboratory offered with Philosophy 213. We shall look at some of the scientific information relevant to such issues as drugs and sport, gender and sport, peak experiences, and athletic injuries. Because these laboratories are designed at the introductory level, preference for admission will be given to non-science majors.

216. 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.—Haase

[**217. Philosophy in Literature**]—We shall study a number of philosophic works with literary significance and a number of literary works with philosophic content in order to raise the question of what the difference is between the two. Prerequisite: Permission of the instructor. (Same as Comparative Literature 217.)

221. Philosophy of Science—Much of modern philosophy has focused on efforts to understand the rise of physical science since the 16th century. This course will focus on 20th century efforts by philosophers to characterize science, explain its effectiveness, and interpret its findings. (Students enrolling in Philosophy 221-01 must also enroll in Philosophy 221-20.) Enrollment limited.—Brown

221-20L. Philosophy of Science (Laboratory)—To ground the philosophical study of science, the laboratories are designed to illustrate and test philosophical claims by allowing students to participate in simple scientific projects in a laboratory setting. The labs are especially suitable for non-science students; but they will illuminate features of science of interest to science students as well, such as: the role of creativity in scientific inquiry, the nature of quantitative reasoning and measurement, the place of theory in guiding experiments, and the status of natural laws. (Students enrolling in Philosophy 221-01 must also enroll in this mandatory laboratory.)—Brown

[**223. African Philosophy**]—What is African philosophy? Currently, among the scholars addressing this question, no single answer prevails. Some hold that philosophy, by its nature, transcends race, ethnicity, and region and hence that terms such as "African philosophy," "European philosophy," "Asian philosophy," are all rooted in misunderstanding what philosophy fundamentally is. Some argue that prior to the very recent work of African scholars trained in formal (often European) departments of philosophy, African philosophy did not (and could not) exist. Others argue that while (many of) the peoples of Africa have little or no tradition of formal (written) philosophizing, the differing worldviews embodied in the myths, religions, rituals, and other cultural practices of ethnic Africans constitute genuine African philosophy. Yet others find African philosophy in the critical musings of indigenous African (so-called) wise men or sages. In this course we will critically examine the variety of possibilities, forms, and practices in Africa and elsewhere that might be referred to appropriately as "African philosophy" and attempt to understand why the notion of "African philosophy" is so especially contentious. (Same as African Studies 223 and Comparative Literature 223.)

[**227. Environmental Philosophy**]—How we treat nature is, in some measure, a function of how we conceive it. Should we be concerned with protection of the natural environment because we are dependent upon it for the quality of our lives? Or, does nature merit respect and protection for its own inherent value quite apart from its utility to human beings? Are human beings, in some relevant sense, the rightful rulers of nature and thereby entitled to use it in any manner that serves their ends? Or, is the natural environment more appropriately viewed as the property of all

creatures 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. Prerequisite: Students enrolling in Philosophy 227 must also enroll in Philosophy 227-20.

[227-20L. **Environmental Philosophy (Laboratory)**]—This laboratory will engage students in a variety of problem-solving tasks designed to provide understanding of the fundamentals of evolutionary biology and scientific ecology sufficient for competently assessing the arguments and claims of contemporary environmental philosophy.

229. **Concepts of Madness**—Within the human community are many who inspire reflection on what it is to be human. A philosopher is one of this type; a madman or madwoman is another. This course examines the historical and contemporary mix of philosophy and insanity, tracing the evolving image of the insane self from its mythic and religious past through to its scientific sanitization as "mental illness." Readings include Euripides, Plato, Shakespeare, Cervantes, Gilman, Freud, and others. Through this course, students may also volunteer for two hours per week at a local psychiatric hospital, where the theories of mental illness can be compared to its realities. Enrollment limited.—TBA

231. **The Holocaust**—Beginning with the historical causes and development of the "Final Solution," the systematic destruction of European Jewry between 1933 & 1945, this course considers such issues as the nature of genocide, the concept (and history) of evil, corporate and individual moral responsibility, and the implementation of justice in the aftermath of radical evil. These issues are examined both in the context of the Holocaust and as general moral and religious problems. They also are viewed through "imaginative" literary representations, which introduces the question of what difference a subject makes to the form of its representation, and thus, more specifically, what can or cannot (and should or should not) be said about the Holocaust. (Same as College Course 231, History 246, and Religion 219.)—B. Lang

281. **The Presocratics to Augustine**—This course looks at the origins of western philosophy in the Presocratics, Plato, and Aristotle. Students will see how philosophy arose as a comprehensive search for wisdom, then developed into the "areas" of philosophy such as metaphysics, ethics and political philosophy. (Students enrolling in Philosophy 281-01 must also enroll in Philosophy 290-20L.) Enrollment limited.—H. Lang

282. **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. Students enrolling in Philosophy 282 must also enroll in Philosophy 290-01L. Enrollment limited. (Same as Religion 277.)—H. Lang

[284. **Hume to the End of the 19th Century**]—A history of western philosophy, with emphasis on Hume, Kant, Hegel, Kirkegaard, Marx, Nietzsche. Prerequisite: permission of the instructor. (Same as Comparative Literature 304.)

285. **20th Century Philosophical Analysis**—Philosophy, said Wittgenstein, is the "bewitchment of the intelligence by means of language," and in his later work he sought to counter the 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 20th century. Enrollment limited.—Brown

290-01L. **History of Philosophy (Laboratory)**—This laboratory is required for all students concurrently enrolled in Philosophy 281 or Philosophy 282. 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. (Same as Religion 279-01L.) (1/4 course credit)—H. Lang

[307. **Plato**]—A study of one or more important dialogues of Plato. Careful attention will be paid to the dramatic form which Plato employs and its connection to the philosophic ideas that develop. Prerequisite: Permission of the instructor. (Same as Comparative Literature 307.)

[309. **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.*

320. **Hegel**—Hegel's most famous work, The Phemonology of Spirit, will be studied in depth. Attention will be paid to the significance of the work on our subsequent tradition, both philosophical and cultural. Enrollment limited.—Hyland

[**357. 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. Prerequisite: Permission of the instructor.—Lloyd

358. Philosophy of Language—We use words to refer to objects and we invest these words with things called 'meanings.' How do meaning and reference work? How does language do its job? This course considers the historical development of problems in the philosophy of language and contemporary answers to these questions. We will look at authors such as Aristotle, St. Augustine, Locke, Mill, Hume, and a number of prominent figures in 20th century philosophy. Enrollment limited.—Wang

361. Metaphysics—Even the nature of metaphysics is contested, though most philosophers would agree it deals with such fundamental concepts as existence, being, space, time, causality, and necessity. Aristotle started it; philosophers today are still embroiled in its complexities. This course will examine both the nature of metaphysics and some of its central puzzles. Enrollment limited.—Haase

399. Independent Study—Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

460. Tutorial—An in-depth study of a topic of mutual special interest to the student and teacher. Frequent periodic meetings (usually weekly) will provide an opportunity for extensive and detailed discussions on a one-to-one basis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

466. Teaching Assistantship—Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the eleven total required for the major, but will not count as one of the six required "upper level" (300 and above) courses. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

498. Senior Thesis Part I—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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (1-5 course credits)

Spring Term

107. Survey Western Philosophy II—A survey of western philosophy from the 17th century to the end of the 19th century. The course is designed as a continuation of Philosophy 106, though it may be taken as a first course in Philosophy. Enrollment limited.—R.T. Lee

203. 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. Prerequisite: permission of the instructor. (Same as Comparative Literature 206.) Enrollment limited.—R.T. Lee

[**208. Jewish Mysticism**]—An examination of the secret speculative theologies of Judaism from late antiquity to the present. The course will touch upon the full range of Jewish mystical experience: visionaries, ascetics, ecstatics,

theosophists, rationalists, messianists, populists, and pietists. Readings will include classical texts (such as the *Zohar*) and modern secondary studies. (Same as Middle Eastern Studies 208 and Religion 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 this course to gain some degree of clarity about persons, sex, human beings, the moral good, and the image we have of ourselves. (Same as Women's Studies 209.)

[**210. American Philosophy**]—A study of some of the major themes of American intellectual history from colonial times to the early 20th century. the course will culminate in study of American pragmatism as exemplified primarily in the writings of James and Dewey. Enrollment limited.

[**211. 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.)

[**214. Philosophy of Art**]—"Art," one writer has said, "is not a copy of the real world. One of the damn things is enough." But then, what is art, and what is its relation to the world, to our experience, to the symbolic systems with which we create it? By consulting selected aesthetic texts of important philosophers, these and other questions will be posed to help us understand some of the traditional philosophical perplexities about art. This course includes an optional laboratory (Philosophy 214-20L), taught in conjunction with Chemistry 150: Science In Art. Separate permission is required both for Philosophy 214 and for the laboratory, Philosophy 214-20L. Students are encouraged, but not required, to take both Philosophy of Art and Science in Art in conjunction with the laboratory. Enrollment limited.

[**214-20L. Philosophy of Art (Laboratory**])—This is a 1/4 credit, optional laboratory offered in conjunction with Philosophy 214 and Chemistry 150. We shall investigate the scientific basis of many of the crucial elements of the arts, including clay, bronze, paint and pigment, and sound. Because the laboratories are designed at the introductory level, preference for admission will be given to non-science majors.

215. Medical Ethics—This course will take up ethical, political and legal issues relevant to the medical profession and patient population. Topics will include: death with dignity, treatment with dignity, abortion, mercy-killing, patient consent, the nature of physical versus mental illness, medical experimentation, and the socially conscious distribution of medical resources. Prerequisite: Concurrent enrollment in Philosophy 215-20. Enrollment limited.—Brown

215-20L. Medical Ethics (Laboratory)—This laboratory is designed to acquaint students with some of the scientific and technological developments that have given rise to moral concerns in modern medicine. Topics will be chosen from such areas as genetics, risk estimation, reproductive technology, and epidemiology. The laboratory will also be the occasion for student-led simulations of ethical decision making in medicine. Note: Philosophy 215-20 is a laboratory course associated with Philosophy 215-01. Prerequisite: Concurrent enrollment in Philosophy 215-01. Enrollment limited.—Brown

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. Prerequisite: Students enrolling in Philosophy 220 must also enroll in Philosophy 371-01 with permission of the instructor. (Same as Psychology 220.)—TBA

224. 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. (Same as Comparative Literature 224.)—Wang

[**228. Philosophy of Religion**]—A discussion of some of the philosophical problems that arise out of reflection on religion; the nature of religion and its relation to science, art, and morality; the nature of religious and theological language; the concept of God; the problem of evil; the justification of religious belief. Enrollment limited.

[**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 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, *Republic;* Aristotle, *Politics*; Locke, *Essay On Human Understanding*; Rousseau, *Emilie*; J.S. Mill, *On the Subjection of Women*; Marx, *The German Ideology*; S. de Beauvoir, *The Second Sex*; A. Fausto-Sterling, *Myths of Gender*; and S.J. Gould, *The Mismeasure of Man*... (Same as Comparative Literature 230 and Women's Studies 230.)

232. Fate, Freedom, and Necessity—This course will examine ancient accounts of the individual in the context of both the city and the cosmos. We shall consider the writings of Hesiod, Aeschylus, and Plato insofar as they take up the themes of fate, freedom and necessity, especially as they affect political relations between the gods and mortals, men and women, parents and children. Enrollment limited. (Same as Classical Civilization 232 and Political Science 232.)—H. Lang

241. Race, Racism and Philosophy—An intensive examination of some philosophical discussions of race and racism. Topics include the origins of European racism, the distinction between intrinsic and extrinsic racism, the conceptual connections between racist thinking and certain canonized philosophical positions (e.g., Locke's nominalism), the relationship between racism and our notions of personal identity, the use of traditional philosophical thought (e.g., the history of philosophy) to characterize and explain differences between European and black African cultures, the possible connections between racism and Pan-Africanism, the nature of anti-semitism, and recent attempts to conceptualize race and racism as social constructions. Enrollment limited. (Same as American Studies 243.)—Wade

[**283. Descartes to Hume**]—The history of Western philosophy with major attention given to Descartes, Spinoza, Leibniz, Hobbes, Locke and Berkeley. Prerequisite: Students enrolling in Philosophy 283-01 must also enroll in Philosophy 283-20. (Same as Comparative Literature 283.)

[**283-20L. Descartes to Hume (Laboratory)**]—The laboratory meets once a week for approximately three hours. There is no preparation for the lab beyond the assignments for Philosophy 283 itself. In the laboratory sessions we will closely examine several key developments in the history of early modern science, such as the commitment to a mathematical conception of the physical world, the notion that thought itself is simply a kind of computation, and, as a consequence, the awkward position now occupied by sentience and especially consciousness. (Same as Comparative Literature 283-20.)

286. 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. (Same as Comparative Literature 306.)—Haase

[**313. Locke**]—An intensive reading of major portions of An Essay Concerning Human Understanding and of Two Treatises of Government.

[**318. Kant**]—Into Kant's work flowed most of the ideas of 17th and early 18th century European thought. Out of it, as from a crucible, came a new alloy of philosophical conceptions 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.

325. Nietzsche—Nietzsche is one of those thinkers whose influence on our culture has been far wider than the number of people who have actually read him. Through a careful study of this 19th century thinker's major work, *Thus Spoke Zarathustra*, we shall examine his own claim to be thinking the most challenging thoughts of the next century. Enrollment limited.—Hyland

[**335. Heidegger**]—Martin Heidegger is arguably the most important philosopher of the 20th century. Yet because of the myopia of the Anglo-American philosophic tradition, he has only recently begun to receive the attention he deserves in the English-speaking world. This seminar will make a careful study of Heidegger's **magnum opus**, *Being and Time*. In addition to our reflection on the intrinsic meaning and merit of this book, we shall consider some of its important roots in the tradition and some of the ways in which it prepares the way both for Heidegger's own radically transformed later thought and for the most recent trends in contemporary continental philosophy.

355. Moral Theory and Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of pub-

lic concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals and capital punishment are among the topics to be considered. Enrollment limited. (Same as Public Policy 402 and 836.)—Wade

[371L. **Minds & Brains/Cognitive Science (Laboratory)**]—The mind is a computer: this is the guiding idea of much recent cognitive science, philosophy of mind, and cognitive neuroscience. Through a series of laboratory exercises, we will explore what this idea means, and whether it might be true. The exploration begins with the classical Turing machine, the basis for modern digital computation, and moves toward an increasingly detailed consideration of the inner workings of our brains as we perceive, think, and feel. Most of the exercises will be based on computer simulations, which students can modify in order to develop models of mind and conduct simulation experiments. (No previous experience with computer programming is required.) This is the laboratory component of Philosophy/Psychology 220, *Introduction to Cognitive Science,* and Philosophy 374, *Minds and Brains.* Prerequisite: Students enrolling in Philosophy 220 or 374 must also enroll in this mandatory laboratory. (Same as Psychology 371.)

[373. **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. (Same as Comparative Literature 373.)

374. **Minds and Brains**—The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science, we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. Prerequisite: Students enrolling in Philosophy 374-01 must also enroll in Philosophy 371-01 with permission of the instructor.—Lloyd

380. **Senior Seminar: Political Philosophy**—This course examines such concepts as those of liberty, equality, autonomy, rights, welfare, and happiness. This seminar is required of senior philosophy majors. Enrollment limited.—Wade

399. **Independent Study**—Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits)—Staff

460. **Tutorial**—An in-depth study of a topic of mutual special interest to the student and teacher. Frequent periodic meetings (usually weekly) will provide an opportunity for extensive and detailed discussions on a one-to-one basis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

466. **Teaching Assistantship**—Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the eleven total required for the major, but will not count as one of the six required "upper level" (300 and above) courses. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

499. **Senior Thesis Part II**—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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. **IDP Study Unit.** Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. **IDP Project.** Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (1-5 course credits).

Physical Education

PROFESSORS HAZELTON, *Chairman*, and D. MILLER;
ASSOCIATE PROFESSORS BARTLETT, DARR, OGRODNIK, PINE, and SHEPPARD;
ASSISTANT PROFESSORS ASSAIANTE, DECKER, and MIGHTEN;
INSTRUCTORS FLUHR, VANDERMEER, and WILLIAMS;
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 ? course credit for successful completion. Grades will be given unless the student elects to participate on a pass/low pass/fail basis. The pass/low pass/fail option in physical education is permitted in addition to the one permitted for academic courses. Classes will be offered on the same starting time schedule as all academic classes, but will end earlier due to dressing time. Students may not repeat the same course activity for an additional 1/4 course credit.

NOTE: All physical education courses earn 1/4 course credit and need written permission of instructor or Paul Assaiante, Coordinator 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
—Taekwondo
—Advanced Taekwondo
—Advanced Fencing

V Classroom
—Medical Self Help (First Aid)
—Coaching Seminar

VI Other
—Volleyball
—Scuba

REGISTRATION:

Courses, unless otherwise noted, will be offered on a coeducational basis. Attire appropriate to each activity and attendance requirements will be determined by the individual class instructor.

Just prior to and during the first week of each quarter, students may drop or add courses with the permission of their faculty adviser and the instructor of the course added. After the Add/Drop deadline, no more courses may be added and courses dropped are recorded and marked W on the transcript. Students may withdraw from courses up to and including the Friday of the fourth full week of classes during *that quarter.*

Course offerings and the instructors are now listed in the Schedule of Classes and Course Listing and registration for Physical Education courses shall be done at the same time and on the same form as academic course registration. There is no advance registration for Physical Education classes.

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: Physical Education 201.

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.

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.

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.

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.

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.

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.

213. Badminton II—A review of the skills introduced in Physical Education 113. Emphasis will be placed on advanced-level strokes, footwork, and strategy. Play will be at a higher competitive level. Prerequisite: Physical Education 113. Enrollment limited.

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.

122. Beginning Body Mechanics for Women—An exercise regimen for improvement of muscle tone, strength, endurance, body contour, and weight control. Isotonics and cardiovascular equipment will be utilized. The basics of fitness will be covered. Enrollment limited.

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: Physical Education 122. Enrollment limited.

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, exercise, and step aerobics. Individual maximal and training heart rates will be determined and monitored to evaluate the student's performance and progress. Pass/Fail only. Minimum enrollment.

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.

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.

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 Paul Assaiante. Pass/Fail only.

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.

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: Physical Education 136. 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, staff organization, practice planning, and different coaching philosophies and styles.

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.

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 formsof 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. Prerequisite: Physical Education 341.

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 HOWARD, *Chairman*, PICKER, and SILVERMAN;
ASSOCIATE PROFESSOR WALDEN

COURSE LEVELS—Physics 131L, 231L, and 232L are courses designed as preparation for students who are planning on majoring in physics, other physical sciences, or engineering. They make use of calculus and require prior completion of and/or concurrent registration in appropriate mathematics courses. Students for whom these courses are appropriate are strongly advised to take Physics 131L in the spring term of the freshman year; they should therefore take Mathematics 131 in the fall term of the freshman year.

The other courses at the 100-level are for students who are not planning further work in physics. They do not have mathematics prerequisites. The courses offered vary from year to year.

The courses at the 300- and 400-level constitute advanced work in physics. They are for both physics majors and students in the other sciences. It is recommended that Physics 300 or 301 be taken as early as possible. Please note that the 300-level courses are offered in alternate years.

PHYSICS MAJOR—Physics 131L, 231L, and 232L; five courses at the 300-level or above, three of which must be Physics 300 or 301, Physics 307, and Physics 320. In addition, the student must take Physics 405, which is the Senior Exercise. Outside the Department the student must also take Mathematics 231 and 232 or 234 and Chemistry 121L.

Grades of C- or better must be obtained in these courses. It is strongly recommended that students preparing for graduate study in physics take three additional courses in physics at the 300-level or above, and at least one year of mathematics at the 300-level or above.

COMPUTER COORDINATE MAJOR IN PHYSICS—See the "Computer Coordinate Major" section of the Catalogue. Students contemplating the Computer Coordinate Major in Physics should contact the 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—This course provides an introduction to current views of the contents, structure, and evolution of the astronomical universe outside our solar system. Topics to be considered include cosmology, stellar evolution, the discovery of neutron stars, the formation of galaxies, the "discovery" of our own galaxy, and the search for black holes. Occasional viewing sessions and other observational exercises will be assigned. Enrollment limited.—Walden

[105. The Solar System]—This introductory course will focus on building **a conceptual and mathematical** understanding of earth's nearest astronomical neighbors: the sun, planets, asteroids, comets, and other objects that make up our solar system. Topics will range from the more familiar astronomical phenomena such as the occurrence of seasons, solar and lunar eclipses, and the motions of the planets in the night sky, to the most recent discoveries made by means of planetary space probes, and to the development of our modern understanding of the origin and evolution of the solar system itself. Occasional outdoor observing sessions will be offered, weather permitting. Enrollment limited. Offered in alternate years.

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. Enrollment limited. (1 1/4 course credits)—Howard and Silverman

[109. An Introduction to Physics through Projects and Problem-Solving]—Before plunging into the wide-ranging, systematic analysis of the introductory physics sequence (Physics 131-232), students may find it helpful to acquire a sense of the styles of reasoning used in physics. This course is designed to serve as such a prelude. It provides an opportunity to get acquainted with the physicist's craft through the study of two or three topics in greater depth than would be possible in Physics 131-232. At the same time, it is meant to help the student develop the analytical turn of mind that can transform physics from a baffling assortment of rules into a remarkably coherent synthesis. Topics might include fluid mechanics, the special theory of relativity, and simple electrical devices. There will be no lectures. Students will divide their class time between problem-solving workshops and project laboratories.

231L. Electricity and Magnetism and Waves—This second part of the three-term calculus-based introductory sequence is devoted primarily to the study of electromagnetism. The emphasis is on the description of electric and magnetic phenomena in terms of fields. Topics to be covered include electrostatics and magnetostatics, electromagnetic induction, Maxwell's equations, electromagnetic waves, and the characterization of energy and momentum in the electromagnetic field. The remainder of the course is taken up with basic properties of waves in general: wave kinematics, standing waves and resonance, interference and diffraction, and the Doppler effect. Prerequisites: Physics 131L with concurrent registration in Mathematics 231 strongly recommended. Enrollment limited. (1 1/4 course credits)—Picker

[300. Mathematical Methods of Physics]—This course is designed to provide a working background of mathematical tools for use in other upper-level courses and thus should normally be taken in the junior year. Beginning with a discussion of linear algebra, linear operators, and complete sets of functions, to provide a unified setting for subsequent topics, we proceed to treat matrices, eigenvalue problems, differential equations. Green's functions, and the special functions of mathematical physics. Additional topics, such as numerical methods or an introduction to group theory, may be taken up if time permits. Prerequisites: Physics 232L and Mathematics 232 or 234.

301. Classical Mechanics—A detailed analytical treatment of Newtonian mechanics. Lagrange's equations are developed and applied to the analysis of motion governed by several exemplary force laws. The general problem of motion

under the influence of central forces is formulated and applied to the motion of the planets and to scattering. We discuss the dynamics of rigid bodies, as well as oscillations in systems of masses coupled by springs. A brief introduction to the chaotic behavior of nonintegrable dynamical systems closes out the course. Prerequisites: Physics 131L and Mathematics 232 or 234.—Picker

307. Modern Physics—This course provides a reasonably comprehensive picture of our current understanding of phenomena at the atomic and subatomic levels, using basic ideas of quantum physics. Topics to be covered include the structure of atoms, molecules, solids, and nuclei; the interaction of electromagnetic radiation with matter; and, time permitting, an introduction to particle physics. Prerequisite: Physics 232L.—Walden

320. Modern Physical Measurements—A series of measurements in a focussed area of modern experimental physics. This course is designed to offer an in-depth exposure to and understanding of instruments and techniques employed in current experimental investigations. It also provides experiences pertinent to participation in experimental research typified by Physics 490. The series of experiments to be performed will be determined in advance by the student(s) and the instructor(s). Prerequisite: Physics 232L.—Staff

399. Independent Study—Submission of the special form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

405. Senior Exercise—This exercise is intended to familiarize the student with a problem of current interest in physics, and to develop his or her ability to gather and interpret the information relevant to the problem. During the fall semester each senior student will meet with an assigned faculty adviser to plan an essay to be completed during the year. Topics may involve any aspects of physics, including its various applications. While students may write on original research they have undertaken, they are not required to do so. This exercise is required for the physics major. (1/2 course credit)—Staff

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

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. Prerequisite: Physics 101 or 121. Enrollment limited. (1 1/4 course credits)—Silverman and TBA

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.—Silverman

[**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.

131L. Mechanics and Heat—This course, the first part of a three-term calculus-based introduction to physics, is designed to provide the student with a working knowledge of the language and the analytical tools of Newtonian mechanics and of thermodynamics. In it, Newton's laws are used to study the motion of individual particles and of systems of particles. The ideas of work and energy, momentum and impulse are introduced. Newton's universal law of gravitation and a brief introduction to rigid-body motion round out the exposition of classical mechanics. The remainder of the term is devoted to a presentation of the First and Second Laws of Thermodynamics and their applications to the prototypical thermodynamics system, the ideal gas. Three class meetings and one laboratory per week. Prerequisites: Mathematics 131 and concurrent registration in Mathematics 132 are strongly recommended, but Mathematics 125 and concurrent registration in Mathematics 126 will be accepted in their stead. Enrollment limited. (1 1/4 course credits)—Howard and TBA

232L. Optics and Modern Physics—Concluding the three-term calculus-based introductory sequence, this course begins with a brief treatment of physical optics. The remainder of the course is devoted to the treatment of phenomena at the atomic and subatomic levels using the ideas of quantum physics. From the introduction of the photon, the Bohr atom, and de Broglie's matter waves, we proceed to the unified description provided by Schrodinger's wave mechanics. This is used to understand basic properties of atoms, beginning with hydrogen, and to describe the interaction between electromagnetic radiation and matter. As time permits, the course will include an account of the basic ideas of solid state physics and of nuclear physics. Prerequisites: Physics 231, concurrent registration in Mathematics 232 or 234. Enrollment limited. (1 1/4 course credits)—Picker

[302. Electrodynamics]—A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential form. The scalar and vector potentials, multipole expansions, boundary value problems, propagation of electromagnetic waves, radiation from accelerated charges. Prerequisites: Physics 231L and 300 or 301. 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 232L. Offered in alternate years.

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 232L.—Picker

399. Independent Study—Submission of the special form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

405. Senior Exercise—(Continued from the first semester.)

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.

Political Science

PROFESSORS EVANS, *Chair*, and MCKEE;
ASSOCIATE PROFESSORS REILLY, SCHULZ, and SMITH*;
ASSISTANT PROFESSORS ANGLUND and NADON*;
VISITING PROFESSOR BAILEY;
ADJUNCT PROFESSOR RITTER;
VISITING ASSISTANT PROFESSOR NIEMANN;
SENIOR LECTURER FULCO**;
VISITING LECTURER CLAYTON

POLITICAL SCIENCE MAJOR—Majors are required to complete 10 courses in political science and Economics 101, or a statistics course approved by the department, *all with the grade of at least C-*. They must choose an area of concentration from one of the subfields and fulfill certain distribution requirements. The subfields are American Government and Politics, Comparative and International Politics, and Political Theory.

Majors who choose American Government and Politics, or Comparative and International Politics, must fulfill the following course requirements:

1. Political Science 102, Political Science 105, and Political Science 106
2. Three (3) 300-level courses, of their choice, within their concentration
3. A Senior Seminar in their concentration
4. Two (2) 300-level courses, of their choice, outside their concentration
5. One (1) course, of their choice, at any level from any subfield.

* On Leave, Academic Year
** On Leave, Fall Semester

Majors who choose Political Theory as their subfield must fulfill the following course requirements:

1. Political Science 102 and Political Science 106
2. Political Science 219 and Political Science 220
3. Two (2) 300-level courses, of their choice, in Political Theory
4. The Senior Seminar in Political Theory
5. Two (2) 300-level courses, of their choice, outside the Political Theory concentration.
6. One (1) course, of their choice, at any level from any subfield.

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 should normally be taken in the freshman and sophomore years.

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 be 301, 309, and 314.

COGNATE COURSES—Students are strongly urged to take courses in the Social Sciences and the Humanities that have a close bearing on the Political Science courses they choose. They should consult with their advisers regarding options available.

AREAS OF CONCENTRATION

A. *American Government and Politics*

102. American National Government
216. American Political Thought
218. Urban Politics
224. Public Policy Analysis: Theory and Practice
225. The American Presidency
228. Black Politics in Urban America
229. Blacks and American National Politics
277. The Law, Gender Issues and the Supreme Court
292. Trinity College Legislative Internship Program
301. American Political Parties And Interest Groups
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
342. American Revolution and Framing of the Constitution
401. Senior Seminar: American Political Development
402. Senior Seminar: American Government—Democratic Representation

B. *Comparative and International Politics*

106. Introduction to Comparative and International Politics
205. Traditional Tribal Society and Law
206. Interests and Positions in the Arab/Israeli Conflict
208. West European Politics
302. Government and Politics of Modern Japan
310. Politics of Developing Countries
312. Human Rights and International Law
314. Elections and Voting Behavior
315. American Foreign Policy
317. Government and Politics in Latin America
319. Politics of Post-Communist Societies
320. Politics of Sub-Saharan Africa
322. International Political Economy
327. European Integration
330. Government and Politics of Contemporary China
343. Politics in Post-Industrial States
344. Political Dynamics in the Middle East
348. Women in Development
349. No Easy Walk To Freedom: The Political Economy of Southern Africa

351. Cities in The Third World
404. Senior Seminar: Recent Developments in International Relations Theory
405. Senior Seminar: Political Economy of North/South Relations

C. *Political Theory*

105. Introduction to Political Philosophy
209. Religion and Politics: Separation of Church and State
216. American Political Thought
219. The History of Political Thought [1]
220. The History of Political Thought [2]
232. Fate, Freedom, and Necessity
304. Formal Analysis: Normative and Empirical Dimensions
321. Concepts in Political Theory
329. Rousseau and Democracy
334. The Origins of Western Political Philosophy
337. Democratic Theory
338. Liberalism and Its Critics
339. Contemporary and Postmodern Thought
341. Politics, Philosophy and Literature
342. American Revolution and Framing of the Constitution
347. Republicanism: Ancient and Modern
352. Community and Freedom
403. Senior Seminar: Political Theory

The 100 level courses are introductory to the areas of concentration. Most of the 200 level courses may be taken without prerequisites.

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 that receives a grade of A- or better. 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. The thesis counts for one credit and is written during the spring term. The credit does not count toward the ten credits required for the major.

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

102. American National Government—An examination of the institutions, processes, values, and problems of American government and democracy. Included are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, national administration, and basic issues of American government and democracy. Enrollment limited.—McKee and Staff

105. Introduction to Political Philosophy—An introduction to the philosophical study of political and moral life through a consideration of various topics of both current and historical interest; among the topics are

Environmentalism, Ancients and Moderns, Male and Female, Nature and Nurture, Race and Ethnicity, Reason and History, and Reason and Revelation. Enrollment limited.—Clayton

106. Introduction to Comparative and International Politics—This course, using various theoretical perspectives, will compare differing political systems of a number of selected states and the dynamics of the relations between these states. Emphasis will be placed on analyzing issues such as globalization, overpopulation, environmental degradation, causes of political conflicts and mechanisms for their resolution. Enrollment limited. (Same as African Studies 106, Comparative Development Studies 106, and Latin American and Caribbean Studies 106.)—Niemann and Reilly

208. West European Politics—An examination of the political structures, processes, and cultures of the major Western European states and the socio-economic forces that shape them. Emphasis will be placed on Great Britain, France, Germany and Italy, as well as on the European Union—Reilly

219. The History of Political Thought I—This course provides the historical background to the development of Western political thought from Greek antiquity to the end of the Middle Ages. Readings from primary sources (Plato, Aristotle, Augustine, Aquinas, etc.) will help the students to comprehend the foundations of Western political philosophy and the continuity of tradition.—Staff

[**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.)

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

301. American Political Parties and Interest Groups—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. (Same as Public Policy 301.)—Evans

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. (Same as Public Policy 309.)—Anglund

314. Elections and Voting Behavior—This course will cover the theory and practice of voting in Western democratic societies. Among the topics covered will be the impact of electoral systems, sociological and psychological explanations of voting behavior, and the meaning of the vote for the voter and for the political system in which he/she participates. Prerequisite: Political Science 102 or 103 or 106.—Reilly

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 or 106. (Same as Comparative Development Studies 319 and Russian and Eurasian 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 or 106. (Same as African Studies 320.)

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

322. International Political Economy—This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia and Africa; 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 cur-

rent problems of the world economy. Prerequisite: Political Science 101 or 106. (Same as Comparative Development Studies 322 and Latin American Studies 322.)—Schulz

[**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.

337. Democratic Theory—This course will focus on some of the main post-17th century movements in political and social thought that have contributed to the making of democratic theory; consideration will also be given to several modern critics of the theory.—Clayton

[**339. Contemporary and Post-Modern Thought**]—This course will deal with philosophical developments of moral and political significance in the 20th century. Using the writings of selected authors, such as Heidegger, Sartre, Gadamer, Marcuse, Strauss, Foucault, and Habermas, it will focus on various modern movements of thought: Existentialism, Critical Theory, Neomarxism, Hermeneutics, Feminism, Deconstructionism, and Postmodernism. Readings will be from primary sources.

[**342. The American Revolution and the Framing of the Constitution**]—This course will explore the issues and principles that led Americans to declare their independence from England and, later, guided them in the writing of the Constitution. Topics covered will include: the Causes of the War of Independence, the Articles of the Confederation, Large vs. Small Republic, State Government, Slavery, the Antifederalists, and the Bill of Rights. Apart from some basic texts, students will read speeches, articles, pamphlets, letters, and convention notes of contemporary statesmen.

[**343. 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 socioeconomic structures and their role in shaping policy. Prerequisite: Political Science 103 or 106 or 224.

[**348. Women in Development**]—This course provides an introduction to women in Africa, Asia, and Latin America from an interdisciplinary as well as cross-cultural and cross-national perspective. It examines patterns of women's subordination in the pre-colonial, colonial, and post-colonial context. Particular attention is paid to the role of women in economic development. This involves looking at women's involvement in various activities, from the individual household unit to women's role in agricultural production and the emerging global assembly line. Prerequisite: Anthropology 201 and Political Science 106, or permission of instructor. (Same as Comparative Development 311 and Women's Studies 311.)

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

402. Senior Seminar: American Government—Democratic Representation—This seminar consists of an investigation of the nature and processes of representation of individuals and groups at the level of American national government, especially within the U.S. Congress. Topics dealt with include the concept of representation, the goals of representatives and represented, means by which government is influenced from the outside, and the implications for representation of recent campaign finance and congressional reforms. Enrollment limited.—Evans

404. Senior Seminar: Recent Developments in International Relations Theory— Starting with a short historical review, the seminar will focus on the emergence of neo-Realist theories of international relations and examine, among others, the neo-Realist concepts of "state," "anarchy," and "balance of power." The seminar will then survey the neo-Marxist, postmodern, and feminist critiques of the neo-Realism paradigm. Enrollment limited.—Niemann

460. Tutorial—Individual research and reading under the guidance of a department member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (Hours by arrangement)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)—Staff

Spring Term

102. American National Government—An examination of the institutions, processes, values and problems of American government and democracy. Included are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, national administration, and basic issues of American government and democracy. Enrollment limited.—Clayton and Staff

105. Introduction to Political Philosophy—An introduction to the philosophical study of political and moral life through a consideration of various topics of both current and historical interest; among the topics are Environmentalism, Ancients and Moderns, Male and Female, Nature and Nurture, Race and Ethnicity, Reason and History, and Reason and Revelation.—Staff

106. Introduction to Comparative and International Politics—This course, using various theoretical perspectives, will compare differing political systems of a number of selected states and the dynamics of the relations between these states. Emphasis will be placed on analyzing issues such as globalization, overpopulation, environmental degradation, causes of political conflicts and mechanisms for their resolution. Enrollment limited. (Same as African-American Studies 106, Comparative Development Studies 106, and Latin American and Caribbean Studies 106.)—Reilly

205. Traditional Tribal Society and Law—The course will examine the nature of tribal societies in the Middle East and Africa and the legal systems they have devised, in the absence of established governmental authority, to regulate human relations. The Bedouin of the Middle East and North Africa will be the core group studied. (Same as Middle Eastern Studies 205 and Legal Studies 205.)—Bailey

206. Interests and Positions in the Arab/Israeli Conflict—An examination of the dynamics of the Arab/Israeli conflict, especially since the establishment of the State of Israel, in 1948. The course will focus on the changing interests and positions of the parties involved: Israel, the Palestinians, the Arab states and the important international players. It will also highlight contradictions within the major camps. (Same as Comparative Development Studies 206 and Middle Eastern Studies 206.)—Bailey

[209. Religion and Politics: Separation of Church and State]—This course will begin with an examination of the issues raised by the contemporary constitutional debate on school prayer and public funding for religious education. Students will then proceed to investigate the theoretical foundations of the distinction drawn between religion and politics by thinkers such as Augustine, Spinoza, Hobbes, and Locke, as well as in the writings of early American theorists who contributed to the doctrine of the separation of church and state in the United States. The course will conclude by reviewing the attack on the doctrine mounted in the name of culture, particularly by the post-modern left. (Same as Educational Studies 209.)

[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.)

218. Urban Politics—This course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study the following topics: What is political power? Who has it, and who wants it? Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. Political Science 102 is recommended. (Same as Public Policy 218.)—Staff

220. History of Political Thought II—This course focuses on the development of modern political philosophy. All readings will be from primary sources that include, among others, Machiavelli, Descartes, Bacon, Hobbes, Locke, Rousseau, Kant, Hegel, Nietzche, and Marcuse.—Staff

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.)—Anglund

228. Black Politics in Urban America—This course will introduce students to the history of black involvement in city politics during the 20th century. Because most of the early 20th 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

232. Fate, Freedom, and Necessity—This course will examine ancient accounts of the individual in the context of both the city and the cosmos. We shall consider the writings of Hesiod, Aeschylus, and Plato insofar as they take up the

themes of fate, freedom and necessity, especially as they affect political relations between the gods and mortals, men and women, parents and children. Enrollment limited. (Same as Classical Civilization 232 and Philosophy 232.)—Lang

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. Enrollment limited. (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 firsthand. Student interns will work full time for individual legislators and will be eligible for up to four course credits, three for a letter grade and one pass/fail. One of the graded credits will be a political science credit. In addition to working approximately 35-40 hours per week for a legislator, each intern will participate in a seminar in which interns present papers and discuss issues related to the legislative process. Although there are no prerequisite courses for enrollment in this program, preference will be given to juniors and seniors. Students majoring in areas other than Political Science are encouraged to apply. Candidates for this program, which is limited to 14 students, should contact the Political Science Department in April or September. The program will accommodate some students who wish to work part time (20 hours per week) for two graded course credits.—Evans

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.)—Clayton

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

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 or 106. (Same as Comparative Development Studies 310.)—Schultz

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. (Same as Educational Studies 311.)—McKee

312. Human Rights and International Law—This 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 or 106. (Same as Comparative Development Studies 312.)—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 102 or 106. (Same as American Studies 315 and Public Policy 315.)

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

317. Government and Politics in Latin America—This course examines "government and politics" in Latin America by examining the causes and actors, both historical and contemporary, which have propelled social and economic

developments in Latin America. It also examines the region's close relationship with the United States, tensions produced by the social complexity of Latin American countries, which typically have both racially and ethnically diverse populations, as well as the prospects for democracy in the face of growing economic challenges. In this context various issues will be addressed: transitions away from authoritarian regimes; economic liberalization and economic integration; diverse "social movements" based on race, ethnicity, gender, ecology, and human rights; and the diffusion of mass culture. (Same as Latin American Studies 317.)—Staff

325. Communications and Politics—This course will have three goals: first, to give the students skills in effective oral communications (parliamentary procedure, formal speaking, debating, and group discussions); second, to provide them with a body of theory and literature focusing on communications, media and politics; and third, to give them opportunities to apply the concepts and theory of communications to some empirical problems, issues, or activity related to politics (the ethics of campaign advertising, censorship of news during war time, etc.). Prerequisite: Political Science 102. Some experience with journalism, media, political campaigns and/or practical politics would be useful. Enrollment limited.—McKee

327. European Integration—This course is an examination of the theory, history, politics and institutions of the European Union. A critical analysis of the theoretical attempts to explain European integration will be made. Further emphasis will be on the socioeconomic factors that influenced the formation and subsequent expansions of the European Union, particularly the regional differences and the international context. Prerequisite: Political Science 103 or 106.—Niemann

330. Government and Politics of Contemporary China—This course will examine the rise of the Communist party, the evolution of Maoist strategy for political revolution and social change, and the post-revolutionary developments in the people's Republic of China. (Same as Asian Studies 330.)—Staff

[338. Liberalism and its Critics]—This course will begin by examining the roots of modern liberal democracy in the works of such authors as Hobbes, Locke, Smith, Montesquieu, and Mill, and in the Federalist Papers. It will then shift attention to the attacks on liberal democracy by thinkers such as Marx, Neitzche, and Heidegger. The final section of the course will deal with the contemporary debate on the subject and draw on the works of writers such as Rawls, Nozick, Hayek, Schumpeter, Walzer, Gailbraith, and Friedman.

344. Political Dynamics in the Middle East—An examination of political behavior in the Middle East during the second half of the 20th century. The course will focus on the clash between social, political, and religious legacies in the area, and the ideas that seek to integrate it into the modern world. The experience of government in eight major Middle Eastern states will be studied. (Same as Comparative Development Studies 344 and Middle Eastern Studies 344.)—Bailey

[347. Republicanism: Ancient and Modern]—Republicanism has been perhaps the most distinctive element in the Western political tradition for over 2500 years. However, through the centuries it has undergone a number of important transformations. Students in this course will study the origins and evolution of republicanism in Sparta and Rome and its rebirth in Renaissance and early modern Europe. Emphasis will be placed on understanding the theoretical continuities that underlie the relationship between philosophy and politics. Readings will include selections from Xenophon, Plutarch, Aristotle, Cicero, Machiavelli, Montesquieu, Hume, and the *Federalist*.

349. No Easy Walk To Freedom: The Political Economy of Southern Africa—While the process of formal decolonization was completed in most of Africa during the 1960s, southern Africa's struggle for independence was much more drawn out and was characterized by organized violence, some of which has persisted into the 1990s. With the final adoption of a new South African constitution in December 1996, that struggle has finally come to an end. The purpose of this class is to investigate the historical roots of this development in Southern Africa and, based on a review of the current local, regional and global forces, to analyze the prospects for development and democracy in the region. (Same as Comparative Development Studies 349.)—Niemann

351. Cities In The Third World—While at the turn of the century most of the world's largest cities were located in Europe and North America, the new mega-cities are found in the so-called Third World. In this course we examine various factors that account for this major shift. We look at concrete ways in which contemporary Third World cities differ from the pattern of urbanization established in the industrialized countries of the global North. We also analyze the historical nexus between the growth of cities and states, urbanization and industrialization, as well as globalization and the international division of labor and its impact on the emergence of mega-cities in the Third World. (Same as Comparative Development Studies 351.)—Schulz

352. Community and Freedom—This course will explore the relationship between community and freedom throughout Western political theory and the changing ways that relationship has been viewed from ancient Greece to modern America. Among other questions, we will address the following: Does the community prepare and empower individuals to be free, or does it serve to limit and repress them? Do community values provide a sense of securi-

ty and belonging, or are they used to punish individuals that deviate from those values? Should individual rights always outweigh the wishes of the community? If not, when should the community prevail? Authors to be studied include Aristotle, Cicero, Tocqueville, Rousseau, Sandel, and Bellah.—Clayton

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

401. Senior Seminar: 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.—Reilly

403. Senior Seminar: Political Theory—Topic to be announced in "Schedule of Classes." Enrollment limited.—Staff

405. Senior Seminar: The Political Economy of North/South Relations—This 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.—Schulz

460. Tutorial—Individual research and reading under the guidance of a Department member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (Hours by arrangement)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment.—Staff

497. Honors Thesis—For Honors candidates: (see description of 497 following the "Areas of Concentration" section). Preparation of a thesis on a subject approved by the Department. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project— Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)—Staff

Psychology

PROFESSORS MACE, *Chair*,
HABERLANDT, HERZBERGER, HIGGINS and KEHOE; ASSOCIATE PROFESSORS
ANSELMI, R.M. LEE, REUMAN, and WINER; ASSISTANT PROFESSOR RASKIN*;
VISITING ASSISTANT PROFESSORS CHAPDELAINE and RIVERA;
VISITING LECTURER 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.

*On Leave, Fall Term

PSYCHOLOGY MAJOR B.A. OR B.S.—Students are required to take 10 semester courses in psychology and one in Biology (either Biology 152L or Biology 153L) and earn a grade of C- or better in each. Students should consult with their adviser to choose a set of courses that is consistent with the student's goals and that offers broad exposure to the discipline of psychology, as well as depth in one or more of the diverse sub-areas. Psychology majors are strongly encouraged to take other courses in the natural and social sciences. Students are expected to arrange their course work according to the following system:

1. **General Psychology (Psychology 101), Research Design and Analysis (Psychology 221L), and either Organisms and Populations (Biology 152L) or Cells, Metabolism and Heredity (Biology 153L) are required. Students are advised to complete these courses by the end of their sophomore year.**

2. **Students must complete four core courses, two of which must include a laboratory. (See reference to laboratory courses under section 3.) The core course requirement is designed to provide students with a multifaceted perspective on human behavior. Thus, students are encouraged to sample courses from different sub-areas of psychology. Students may not count both Psychology 270 and Psychology 273 as core courses.**

The following core courses count for this requirement:

226. Social Psychology*
235. Personality
255. Cognitive Psychology*
256. Learning and Memory*
261. Psychobiology*
262. Animal Behavior
270. Clinical Psychology
273. Abnormal Psychology
293. Perception*
295. Child Development*

3. **Students must complete two advanced courses that have as prerequisites core courses from section 2. We encourage students to take advanced courses which have different core course prerequisites. 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 or Neuroscience 201
302.	Principles of Neuroscience: Advanced Psychobiology	261 or 262 or Neuroscience 201
326-03.	Advanced Topics in Social Psychology: Fairness in Social Interaction	226
332L.	Psychological Assessment	221L and 235 or 270 or 273
335.	Cultural Diversity and Mental Health	235 or 270 or 273
356.	Cognitive Science	255 or 293 or a Computer Science course
365.	Cognitive Neuroscience	261 or 255 or Neuroscience 201
391.	Psychology of Language	255
392.	Human Neuropsychology	261 or Neuroscience 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: Socialization	226
436.	Psychology of the Infant	295
462.	Clinical Psychobiology	261 or Neuroscience 201
464.	Neuropsychopharmacology	261 or Neuroscience 201
471.	Psychotherapy	270 or 273

4. **Students must complete one specialized course.**

218. The Psychology of Music
220. Introduction to Cognitive Science
236. Adolescent Psychology
237. Health Psychology

*These courses ordinarily are offered with laboratories.

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
490. Research Assistantship

5. **To fulfill the senior exercise requirement, students must complete a senior seminar (Psychology 401 or 402) or a senior thesis. In exceptional cases the Chair may allow students to substitute for these options an internship in which they engage in research. Students who choose the internship option must secure written approval from the Chair and the faculty internship supervisor before commencing this activity.**

Seminar: Each senior seminar will adopt an integrative perspective to examine major issues in several different subdivisions of psychology. For example, the Seminar in Developmental Psychology will treat issues that touch on physiology, psychopathology, social psychology, memory, cognition, perception, and motivation. The purpose of the seminar is to give students the opportunity to discern common themes that give coherence to psychology. To be properly prepared, students should have completed the requirements in section 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 during preregistration in the spring semester of their junior year.
Thesis: The senior thesis is a two-semester research project sponsored by a member of the Psychology Department.

Honors 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 adviser during the spring semester of the junior year to plan for enrollment in Psychology 498-499. The two course credits earned from this sequence fulfill the requirements for the senior exercise and the specialized course.

From time to time new courses will be added or substituted for those in the above listings. Students should consult with the 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 *Bulletin*. Students interested in the Computer Coordinate Major in Psychology should contact Professor Haberlandt, who will assist them in setting up a plan of study. Computer Coordinate majors should take psychology courses with an explicit connection to computing. Six courses may be selected from the following set:

221L. Research Design and Analysis
255. Cognitive Psychology
293. Perception
332L. 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 advisers. 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
   c. Psychology 226: Social Psychology or
      Psychology 235: Personality

3. Three additional courses should be completed, at least one of them at the advanced level.

FALL TERM

101. General Psychology—An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. Students will be introduced to issues in research techniques by either being involved in on-going faculty research, or writing a short paper based on research articles. Enrollment limited.—McGrath

[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. Enrollment limited. (Same as Music 218.)

221L. Research Design and Analysis—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, analysis of variance. Prerequisite: Psychology 101. Enrollment in lecture and in each laboratory limited. (1 course credit)—Chapdelaine

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. (1 1/4 course credits with optional laboratory)—Herzberger

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. Enrollment limited. (1 1/4 course credits with optional laboratory)—Haberlandt

295. Child Development—A survey of the biological, cognitive and social factors that influence the process of development. The course will focus on both theoretical and empirical issues in child development and will include topics such as attachment, language, condition, and socialization. The course will highlight how cultural factors, especially for children growing up in urban environments, influence both the manner and the end result of the developmental process. The optional laboratory introduces students to the major scientific methods of observation, interviews, and experimentation that are used to study important developmental questions in the areas of language, memory and concept development, sex-role stereotyping, prosocial development and play. Prerequisite: Psychology 101 or permission of the instructor. Enrollment limited. (1 1/4 course credits with optional laboratory)—Anselmi

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: Psychology 261 or 262 or Neuroscience 201. Enrollment limited.—Kehoe

326-03. Advanced Topics in Social Psychology: Fairness in Social Interaction—In this seminar, we will explore theoretical and empirical perspectives on fairness in interpersonal relationships. The seminar will focus on the role of fairness in our interactions with others. Topics include the social exchange processes by which fairness is enacted, perceptions of fairness, affective reaction to injustice, and resolution of conflict arising from instances of unfairness. Although several types of relationships will be explored, the emphasis will be on close relationships. Prerequisite: Psychology 226. Enrollment limited.—Chapdelaine

335. Cultural Diversity and Mental Health—A detailed examination of ethnic, social, cultural, and political factors affecting the delivery of mental health services to diverse cultural groups. We shall examine the effects of racism, political oppression, value orientation, language, religion, and political ideology. As a framework the course will use a critical dialectical analysis in the manner of Paulo Freire, focusing on social, historical, and political factors that impinge on the mental health status of persons of color, women, the physically challenged, gays and lesbians. The course also will focus on the clinical application of personality theory, diagnosis, assessment, treatment and research to these groups. Prerequisite: Psychology 235 or 270 or 273 or permission of the instructor.—Rivera

352. Artificial Intelligence—A study of basic principles and research methods in artificial intelligence. The course exposes students to selected topics in the field, including pattern recognition, problem solving, theorem proving, knowledge representation, and natural language understanding by computers. The course will draw on recent advances made by cognitive scientists in each of these applications. Students are expected to study the theoretical background of an application. They will also complete several programming and simulation assignments during the semester. Prerequisite: Computer Science 215L or permission of the instructor. (Same as Computer Science 352.)—Morelli

[356. Cognitive Science]—An interdisciplinary study of a variety of subjects, including learning, memory, perception, and cognitive psychology. Some specific topics are language learning, expert systems, inferences, and planning. These topics will be approached using methods from psychology, artificial intelligence, and linguistics. Prerequisite: Psychology 255 or 293 or a Computer Science course. Enrollment limited.

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.—Mace

399. Independent Study—A faculty member will supervise a student's independent examination of topics that fall under the following rubrics: cognitive, social, and gender development (Anselmi); psychopathology, clinical, or counseling psychology (Higgins, Lee); cognitive psychology, memory, and understanding prose (Haberlandt); psychobiology (Kehoe, Raskin); social psychology (Herzberger, Reuman); personality and assessment (Herzberger, Reuman); perception (Mace); and language (Anselmi, Mace). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

401-10. Senior Seminar: Risk and Resilience—In recent years psychologists have begun to recognize that negative life experiences such as poverty, parental divorce, and child abuse may not inevitably result in negative developmental outcomes for children. Children can survive and thrive despite great deprivation. The concepts of risk and resilience provide important models for examining the process by which individuals come to positive developmental adaptations despite the presence of negative, stressful life events. This seminar will focus on the various models that have been proposed to understand the concepts of risk and resilience and the role that both biological and sociocultural factors play in each model. We will examine intervention strategies that have been developed to combat a variety of risk factors. As part of the seminar, students will volunteer throughout the semester (including Reading Week) at local community organizations that focus on intervention programs for children and adolescents. Permission of the instructor signed by the department secretary. Enrollment limited.—Anselmi

402-04. Senior Seminar: Consciousness—This seminar will be organized around Julian Jaynes's book *The Origins of Consciousness in the Breakdown of the Bicameral Mind.* All students will be expected to achieve an understanding of this theory at a level commensurate with their senior psychology major status, and each will contribute to the others' understanding of the theory by making a significant written oral presentation in one of the fields with which Jaynes's theory intersects. These fields include neurophysiology, learning, memory, narratization, mental illness, hypnosis, and some selected social psychology issues, especially the social psychology of religion and authority. Permission of the instructor signed by the Department Secretary. Enrollment limited.—Higgins

411. Electrophysiology of the Central Nervous System—This introductory course in cellular neurophysiology presents a modern and important body of knowledge in a highly integrated fashion drawing from the contributions of anatomists, physiologists, and electrical engineers. The basic biochemical properties of the membrane and sensory transduction, neural transmission, and synaptic interaction are considered in sequential order. Then the collective action of neurons in the form of compound electrical responses, and the electroencephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-walking oscillation, pain modulation, etc. Particular emphasis is placed on experimental design. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all junior and senior life science and physical science majors. (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.

[**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.

[**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 or Neuroscience 201. Enrollment limited.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2 or 1 course credit)—Staff

498. Senior Thesis, Part I—The thesis is a year-long research project sponsored by a member of the Psychology Department. Prerequisite: Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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.—TBA

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. Prerequisite: Students enrolling in Psychology 220 must also enroll in Psychology 371L with permission of the instructor. (Same as Philosophy 220.) Enrollment limited.—TBA

221L. Research Design and Analysis—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, analysis of variance. Prerequisite: Psychology 101. Enrollment in lecture and in each laboratory limited. (1 course credit)—Chapdelaine

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.—Chapdelaine

[**236. Adolescent Psychology**]—This course will focus on the important theoretical and conceptual issues in adolescent psychology and their experimental support. A developmental perspective will be adopted in order to emphasize that adolescence is not an isolated period but rather part of the process of development that occurs throughout life.

[**237. Health Psychology**]—This course examines the psychological aspects of stress, pain, and treatment as related to human wellness. The physiological underpinnings of stress and stress-related disorders are explored as well as the

perspectives from personality and social psychology. The problem of pain leads to an exploration of the nature of symptoms in general, which involves an understanding of the attribution process and labeling. Finally, the psychological aspects of "becoming a patient" are considered.

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. (1 1/4 course credits with optional laboratory)— Haberlandt

261. 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. Prerequisite: Psychology 101. Enrollment in laboratory limited. (1 1/4 course credits with optional laboratory)—Raskin

[**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. Prerequisite: Biology 152 or 153. Enrollment limited.

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.—Kehoe

[**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. Prerequisite: Psychology 101. Enrollment limited.—Higgins

293. Perception—An introduction to current understanding of how organisms maintain contact with their environments through perception. Emphasis is on vision, but other modalities are also treated. Prerequisite: Psychology 101. Enrollment limited. (1 1/4 course credits with optional laboratory)—Mace

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 reading week. Enrollment limited.—Herzberger

302. Principles of Neuroscience: Advanced Psychobiology—A selective exploration of dynamic biological and psychological interactive mechanisms of various behaviors. Specifically, the course will focus on the functional outcome of the asymmetrical brain; a multilevel analysis, from molecules to minds, of learning and memory; the study of emotions and the interaction between stress and health as studied in psychoneuroimmunology. (Same as Neuroscience 302.) Prerequisite: Psychology 261 or Neuroscience 201.—Kehoe

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. (Same as Women's Studies 310.) —Anselmi

326-02. 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.—Reuman

[332L. Psychological Assessment]—The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing, intelligence and achievement testing, projective techniques, objective test construction, and behavioral observation. Prerequisites: Psychology 221L and Psychology 235, 270, or 273. Enrollment limited. (1 1/4 course credits)

365. Cognitive Neuroscience—This course examines the way in which brain function influences mental processes and overt action. We will consider a range of cognitive functions primarily from the perspective of neuroscience and draw on such related disciplines as cognitive psychology and computational analysis as needed. The functions to be reviewed include perception, attention, memory, language, and thinking. (Same as Neuroscience 365.) Prerequisite: Psychology 255 or 261 or 356 or Neuroscience 201. Enrollment limited.—Raskin

371L. Cognitive Science (Laboratory)—The mind is a computer: this is the guiding idea of much recent cognitive science, philosophy of mind, and cognitive neuroscience. Through a series of laboratory exercises, we will explore what this idea means, and whether it might be true. The exploration begins with the classical Turing machine, the basis for modern digital computation, and moves toward an increasingly detailed consideration of the inner workings of our brains as we perceive, think, and feel. Most of the exercises will be based on computer simulations, which students can modify in order to develop models of mind and conduct simulation experiments. (No previous experience with computer programming is required.) This is the laboratory component of Philosophy/Psychology 220, *Introduction to Cognitive Science*, and Philosophy 374, *Minds and Brains*. Prerequisite: Students enrolling in Psychology 220 must also enroll in this mandatory laboratory. (Same as Philosophy 371L.) —Lloyd

[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.

[392. Human Neuropsychology]—The course will begin with a cursory review of basic neuroanatomy, brain organization and topography, and neurotransmitters and neurotransmitter conductive systems. Next, an in-depth examination of physiological and neurological manifestations of cognitive and psychopathological disorders as well as behavioral correlates of neuropathological and pathophysiological disturbances will follow. Finally, a survey of current diagnostic procedures and treatment approaches will be presented. All course material augmented with and accentuated by illustrative clinical case material. Enrollment limited. Prerequisite: 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.—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 (Higgins, Lee); cognitive psychology, memory, and understanding prose (Haberlandt); psychobiology (Kehoe, Raskin); social psychology (Herzberger, Reuman); personality and assessment (Herzberger, Reuman); perception (Mace); and language (Anselmi, Mace). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

402-08. Senior Seminar: Human Memory—This seminar investigates important approaches to memory and diverse types of memory. Our point of departure will be the "Art of Memory" which refers to a broad set of intuitions about memory held by scholars from antiquity to the advent of psychological research. Next we will discuss the contributions of the pioneers of memory research: Ebbinghaus, Freud, Binet, and Bartlett. With this grounding, we shall embark on a review of major contemporary frameworks of memory and forgetting, including theories advanced by scholars in psychobiology, cognitive psychology, and artificial intelligence. The seminar concludes with an examination of practical aspects of memory as far as they illuminate theoretical issues. These include memory improvement, amnesia, and eyewitness testimony. Prerequisite: Permission of the instructor signed by the department secretary.—Haberlandt

[462. Clinical Psychobiology]—An exploration of the biological bases of psychopathological disorders such as schizophrenia, depression, manic-depression, panic attacks, Parkinson's, kuru, Alzheimer's, and others. After a review of

each clinical syndrome, we will study the demonstrated neuroanatomical and neurochemical changes as well as etiological factors such as genetic transmission, exogenous and endogenous chemotoxicity and slow viruses. Prerequisite: Psychology 261 or Neuroscience 201. Enrollment limited.

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 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.—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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

499. Senior Thesis, Part II—The thesis is a year-long research project sponsored by a member of the Psychology Department. Prerequisite: Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Public Policy Studies Program

PROFESSOR GOLD, *Director*

PARTICIPATING FACULTY: JOHN ALCORN (ITALIAN PROGRAMS), RUSSELL BRENNEMAN (PUBLIC POLICY), JOHN BREWER (SOCIOLOGY), NOREEN CHANNELS (SOCIOLOGY), THEODORE CLAYTON (POLITICAL SCIENCE), EVAN DOBELLE (PUBLIC POLICY), FRANK EGAN (ECONOMICS), EILEEN FIELDING (BIOLOGY), ADRIENNE FULCO (POLITICAL SCIENCE), GLEN GROSS (PUBLIC POLICY), JAMES MULLEN (PUBLIC POLICY), JANE NADEL-KLEIN (ANTHROPOLOGY), MARK SILK (CENTER for STUDY of RELIGION in PUBLIC LIFE), MAURICE WADE (PHILOSOPHY)

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. Students who think that they may wish to choose the Public Policy major are strongly urged to take Economics 101: Introduction to Economics and Political Science 102:

American National Government prior to declaring the major. These two courses are important for understanding the basic elements of Public Policy debate and are a prerequisite for certain upper-level courses students may wish to elect later in the Program. Only courses passed with a grade of C- or better will count towards the major.

I. *Core* **(nine course 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/Mathematics 114)
   Empirical Techniques: One course, chosen with the advice and consent of the Director, from the set of empirical courses offered at the College (Sociology 201 and Mathematics 107, for example). Students with a background in calculus are urged to consider Math 252: Introduction to Mathematical Modeling as an elective later in the Program.

B. PERSPECTIVES

Politics—A course chosen from Political Science in consultation with the Director or Major adviser. Particularly consider Political Science 309 (Congress and Public Policy) and Political Science 224 (Public Policy Analysis: Theory and Practice.

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 course credits):**

Three courses chosen from an approved list, one of which must be in History. ***Examples*** of approved courses are:

History:
- African-American History (209)
- Drink and Disorder in America (215)
- The Family in American History (316)
- Reform Movements of 20th Century America (318)

Economics:
- Political Economy (206)
- Macroeconomic Theory (302)
- Public Finance: Economics of the Public Sector (306)
- Industrial Organization and Public Policy (308)

Mathematics:
- Introduction to Mathematical Modeling (252)

Political Science:
- The American Presidency (225)
- American Political Parties and Interest Groups (301)
- 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:
- Ethics (203)

Social Justice (212)
Theories of Human Nature (230)

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 course 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.

Requirements for Honors:
A- average in all courses counted toward the major and, A- in a thesis of either one or two credits or an A- on a major paper as part of a senior seminar (second reader concurrance required).

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 course work 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." The Center for European Studies-Study Europe in Masstricht also has a particularly rich offering of courses suitable for social science and public policy.

Listing of Program courses (other courses are described in their respective Departmental offerings. Only a fraction of available courses are listed here):

Fall Term

114. Judgment and Decision-Making—Most of the decisions that you make in your lifetime require very little thought. Occasionally, however, you will encounter a situation that requires careful and systematic analysis. This course examines the basic issues in formal decision-making. The notions of utility and risk will be introduced, and quantitative techniques used in the decision-making process will be developed. Examples will be drawn from medicine, law, foreign policy, economics, psychology, sports and gambling. Enrollment limited. (Same as Mathematics 114.) —Cibes

141. Conservation Biology—A lecture/discussion course that will review the current biodiversity crisis. The role of extinction and role of humans in this process will be discussed. 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. Enrollment limited. (Same as Biology 141.)—TBA

[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.)

240. Public Policy and Applied Anthropology—Policy is explored in a crosscultural 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. The role of anthropologists in studying conflict and contributing to policy issues is also discussed. (Same as Public Policy 240.)—Nadel-Klein

[249. Immigrants and Refugees: Strangers in Strange Lands]—(Same as Anthropology 249, Comparative Development Studies 249, and American Studies 249.)

301. American Political Parties and Interest Group—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. (Same as Political Science 301.)—Evans

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. (Same as Political Science 309.)—TBA

314. 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. Economics 301 advised but not required for the Legal Studies minor. Enrollment limited. (Same as Economics 304.)—Gold

381. Religion and Public Life—This course will consider the role of religion in public life, focusing primarily on the European and American experience but dealing comparatively with other cultures, as well. Attention will be given not only to formal legal and constitutional arrangements (church and state) but also to the influence of religion on public discourse, popular culture, and social norms. The validity of the secularization thesis and its usefulness for understanding modern society will be a central concern. (Same as Religion 381.)—Silk

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

466. Teaching Assistant—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

497. Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Study Project—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (1-5 course credits)

GRADUATE PUBLIC POLICY COURSES

806. Methods of Research—Social science research is frequently used in the legal process, in administrative proceedintgs, and in the formulation of public policy. This course will teach students in these areas to evaluate research methodologies and conclusions by focusing on each step of empirical research, including formation of research questions, research designs, sampling, data collecting and measurement, and various approaches to statistical analysis. Course content will also include information needed to assess when social science research is applicable to one's own work, when to turn to an expert researcher or statistician, and how to specify exactly what is needed from a research consultant. Methods should be taken early in the program. This course meets at the UConn School of Law. Enrollment limited.—Channels

[**807. Introduction to the Policy-Making Process**]—The purpose of the course is to introduce students to the political and institutional dimensions of American public policy. Topics for the course focus on the following: (1) an analysis of selected theoretical approaches to the policy-making process; (2) an examination of the ways in which each branch of the national government plays a distinct role in the process; (3) a discussion of the special policy issues raised by federalism; and (4) a group of case studies that explore particular contemporary policy issues (like gun control, the "war on drugs," and welfare reform). Since this is the core introductory course, students are expected to take it during their first year in the program. (Taught in summer of 1997.) Enrollment limited.

829. 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 organizations, the relationship between formal and informal behavior and structure, organizational leadership and authority, the place of small groups in large organizations, official-client rela-

tionships, 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: prior sociology course. Enrollment limited. (Same as Sociology 361 and 801.)—Brewer

[831-01. **Federalism & Policy Bargaining Process**]—American federalism a system of government characterized by overlapping, semi-autonomous jurisdictions. The resulting tension among the levels of government leads to frequent shifts in political authority and accountability. The focus of this course is how federalism's diffusion of power and duplication of jurisdiction affects the adoption and implementation of public policies. The effects of the principle of separation of powers or "checks and balances" at each level of government will also be studied.

831-02. **Lobbying, Negotiation and Political Persuasion**—The purpose of this course is to examine the theory, practice and impact of lobbying and campaign finance on public policy. A variety of practitioners will share their experiences and illustrate how the techniques of persuasion vary with issues, interests, time and resources. The course will explore both adversarial and collaborative approaches to policy bargaining. The role of formal policy analysis, research, and evaluation as adjuncts to the policy bargaining process will also be discussed. Enrollment limited.—Gross

832. **Public Economics**—Public Economics will focus on the microeconomic rationale for: regulation of private activity, governmental expenditure and taxation, federalism as a decision structure, and bureaus as suppliers of output. Prerequisite: Public Policy 801 or equivalent. Enrollment limited.—Gold

940. **Independent Study**—Staff

953. **Research Project**—Staff

954. **Thesis Part I**—Staff

955. **Thesis Part II**—Staff

956. **Thesis**—Staff

Spring Term

114. **Judgment and Decision-Making**—Most of the decisions that you make in your lifetime require very little thought. Occasionally, however, you will encounter a situation that requires careful and systematic analysis. This course examines the basic issues in formal decision-making. The notions of utility and risk will be introduced, and quantitative techniques used in the decision-making process will be developed. Examples will be drawn from medicine, law, foreign policy, economics, psychology, sports and gambling. Enrollment limited. (Same as Mathematics 114.) —Cibes

141. **Conservation Biology**—A lecture/discussion course that will review the current biodiversity crisis. The role of extinction and role of humans in this process will be discussed. Species that will be examined include those that are endangered, rare or have recreational, commercial or aesthetic significance. Case studies of selected species 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. Enrollment limited. (Same as Biology 141.)—TBA

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. (Same as Economics 209.)—Gold

[210. **Lessons of the Past: History, Social Science, and Public Policy**]—An introduction to links among historical inquiry, the social sciences, and public policy. The course identifies basic issues in the social sciences, explores and illustrates them by means of outstanding historical case studies, and considers the implications of this kind of work for policy-making. The basic social-science issues are: motivations and mechanisms; rationality and social norms; equilibrium and social change; collective action; bargaining; social institutions; efficiency and equity; explanation and prediction; and unintended consequences. These issues and their implications for policy are examined in light of a variety of case studies in American, European, and Asian history. Specific historical topics include: constitution-making; property in land; rebellion and banditry; child custody; immigration; revolution; and the punishment of political crimes. Students will write a term paper and present it to the seminar for discussion. Enrollment limited.—Alcorn

211. **Community Development: Principles and Practice**—Community development policy and practice will be examined in historical perspective and current application. Topics will include: economic development, housing, social services, infrastructure, and community research and planning.—Pereira, Andrea, TBA

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 studies 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. (Same as Economics 217.)—TBA

234. Religion in the City—This course will look at religious institutions and the issues facing them in North American cities today, using Hartford as a laboratory. Attention will be given to Roman Catholic, Pentecostal, and Muslim places of worship, as well as to Buddhist and Hindu temples and establishments devoted to Santeria and other Caribbean religious practices. There will be a particular focus on how these institutions relate to the larger urban community, for example, through provision of social service and organizing for social change. (Same as Religion 234.)—Silk

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. Prerequisite: permission of the instructor. Enrollment limited.—Brenneman

303. Policy Implementation Workshop—Implementation, sometimes called the hidden chapter in public policy, will be explored using the case method as the primary mode of instruction. Cases will be drawn from a wide variety of areas and will make use of the analytical skills learned in previous courses. Special attention will be paid to writing and speaking skills. Enrollment limited. (Same as Public Policy 825.)—Gross

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. Enrollment limited. (Same as Political Science 304 and Public Policy 828.)—Clayton

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. Prerequisites: Economics 101 and 301. (Same as Economics 311.)—Egan

[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, 102, or 106. (Same as American Studies 315 and Political Science 315.)

[325. Gender and Public Policy]—Treating people justly means treating them similarly when they are relevantly similar and differently when they are relevantly different. Accordingly, if public policy is to be just in its effects on persons, it too must reflect similarities and differences among them. Profound disagreements quickly arise though when we ask which differences and similarities are relevant when, where, and how. One apparent difference between individuals is gender. When, where and how is gender relevant to public policy? This course will tackle this question by examining a variety of public policy issues which centrally involve gender in some important way. Among the issues which may be covered are gender discrimination, reproduction and public policy, alleged differences between male and female moral outlooks, and the roles that public policy can or does play in creating, sustaining, and changing gender differences and their significance. (Same as Philosophy 837-03, Public Policy 837-03, and Women's Studies 325.)

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 caused 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. (Same as Public Policy Studies 333.)—Horton

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

402. **Moral Theory & Public Policy**—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals and capital punishment are among the topics to be considered. Enrollment limited. (Same as Philosophy 355 and 836 and Public Policy 836.)—Wade

466. **Teaching Assistantship**—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

495. **Senior Seminar.** Enrollment limited.—Gold

497. **Thesis**—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—Staff

501. **IDP Study Unit**—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

502. **IDP Study Project**—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (1-5 course credits)

GRADUATE PUBLIC POLICY COURSES

[820. **Microeconomics Theory and Policy**]—Examines the economic system by looking at its constituent parts. Emphasis is given to the causes of "market failure" (in contrast to market functioning) and potential application of the theory in policy settings. Prerequisite: Economics 801 or equivalent. (Undergraduates who wish to enroll in this course must obtain permission of the instructor after demonstrating to the instructor adequate preparation for graduate-level work.)

822-03. **Applied Economics: Motivations and Mechanisms**—Policy making in a variety of contexts requires the analyst to have an understanding of the social life that gives rise to the policy question. Using the common-sense idea that social phenomena are the result of the actions and interactions of individuals, we will compare explanations built on a single motivation (rationality) with those drawing on multiple motivations (rationality, social norms, emotions). Topics may include addiction, institutional and organizational design, social control, hypocrisy and social convention, and ethnic conflict. Authors may include, G. Becker, R. Ellickson, J. Elster, D. Gambetta, T. Kuran, and T. Schelling. Open to advanced undergraduates by permission. Prerequisite: Public Policy 821 or 823. Enrollment limited. (Same as Economics 822-03.)—Alcorn and Gold

825. **Policy Implementation Workshop**—Implementation, sometimes called the hidden chapter in public policy, will be explored using the case method as the primary mode of instruction. Cases will be drawn from a wide variety of areas and will make use of the analytical skills learned in previous courses. Special attention will be paid to writing and speaking skills. Enrollment limited. (Same as Public Policy 303.)—Gross

[826-02. **Urban Administration and Public Policy**]—This course will allow in-depth exploration of policy issues that affect cities. By working both with technical tools of analysis and the social, historical and political aspects of problem solving, students will select a contemporary urban issue for study. Emphasis will be placed on policy issues facing the City of Hartford and potential design choices in areas such as employment, welfare, housing, taxes/expenditures, education and transportation. Direct interaction with public leaders will contribute to a broader understanding of the factors that affect urban decision-making.

828. **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. Enrollment limited. (Same as Political Science 304 and Public Policy 304.)—Clayton

836. **Moral Theory and Public Policy**—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of pub-

lic concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals and capital punishment are among the topics to be considered. Enrollment limited. (Same as Philosophy 355 and 836 and Public Policy 402.)—Wade

[**837-03. Gender and Public Policy**]—Prerequisite: Undergraduates who wish to enroll in this course must obtain permission of the instructor after demonstrating to the instructor adequate preparation. (Same as Philosophy 837-03, Public Policy 325, and Women's Studies 325.)

940. Independent Study—Staff

953. Research Project—Staff

954. Thesis Part I—Staff

955. Thesis Part II—Staff

956. Thesis—Staff

Religion

PROFESSORS FINDLY, *Chair*, DESMANGLES, and KIRKPATRICK**
ASSOCIATE PROFESSORS BYRNE, GETTIER**, and KIENER**;
ADJUNCT ASSOCIATE PROFESSOR SILK;
VISITING PROFESSOR ABU-RABI';
VISITING LECTURER PARK

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.

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.

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.

**On Leave, Spring Term

Fall Term

[**103. Elementary Biblical Hebrew I**]—An introduction designed to develop a facility in reading the Hebrew Bible. Emphasis will be placed upon mastery of the grammar, acquisition of a basic vocabulary, skill in the use of the lexicon, and translation of selected passages. Two course credits for the full year's participation. This course cannot be counted toward the fulfillment of major requirements. (Same as Middle Eastern Studies 103.) (Offered in alternate years with Religion 203.)

104. Elementary Biblical Hebrew II—Required continuation of Religion 103. (Same as Middle Eastern Studies 104.)—Gettier

109. 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. (Same as Middle Eastern Studies 109.)—Kiener

[**150. Sanskrit Tutorial**]—An introduction to the grammar, vocabulary, and translation of classical Sanskrit. Subsequent semesters can be taken as independent studies. First-year studies focus on epic materials, second-year on the Bhagavad Gita. (Same as Asian Studies 150.)

151. Religions of Asia—An introduction to the major religions of Asia: Hinduism, Buddhism, Daoism, and Confucianism, with special emphasis on how each of these modes of thought gives rise to a special vision of man in the universe, a complex of myth and practice, and a pattern of ethical behavior. (Same as Asian Studies 151 and Comparative Literature 151.)—Findly

[**175. The Religious Quest**]—An introduction to the study of religion as a search for personal transformation and ultimate meaning. Critiques of religion (especially psychological and scientific) will be explored along with attempts to revive religion for a skeptical age. Additional topics include: religious biography, the problem of scriptural authority, the knowledge of God, mysticism, and contemporary moral issues — sexuality, medicine, business, war, and the environment.

181. Islam—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur'an, law, theology, religious and social institutions, Muslim solidarity, mysticism, and fundamentalism. (Same as African Studies 181 and Middle Eastern Studies 181.)—Kiener

[**194. 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).

203. 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 (Same as Middle Eastern Studies 203.).—Gettier

[**205. 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.

211. Introduction to the Old Testament—A literary and historical examination of the Old Testament (Hebrew Bible) to demonstrate its evolution and complexity as religious scripture. Emphasis will be given to developing skills in textual analysis and to discerning possibilities for interpretation. Attention will be given to those personalities such as Abraham, Moses, David, and the prophets and to major events such as the Exodus and the Exile, which shaped a tradition. (Same as Comparative Literature 209 and Middle Eastern Studies 211.)—Gettier

215. 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

[**218. Judaism in the 20th 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 ongoing repercussions of the Holocaust and the state of Israel in contemporary Jewish theology and literature.

219. The Holocaust—Beginning with the historical causes and development of the "Final Solution," the systematic destruction of European Jewry between 1933 & 1945, this course considers such issues as the nature of genocide, the concept (and history) of evil, corporate and individual moral responsibility, and the implementation of justice in the aftermath of radical evil. These issues are examined both in the context of the Holocaust and as general moral and religious problems. They also are viewed through "imaginative" literary representations, which introduces the question of what difference a subject makes to the form of its representation, and thus, more specifically, what can or cannot (and should or should not) be said about the Holocaust. (Same as College Course 219, History 246, and Philosophy 231.)—B. Lang

[**224. The Survival of God**]—How God has been kept alive in modern Western thought in the face of scientific rationalism, existentialism, the secularization of society, natural and man-made evil, social and moral crises, radical skepticism, and proclamations of God's death.

228. 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

[**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 Women's Studies 248.)

253. Indian and Islamic Painting—A survey of the history of miniature painting from the Persian, Mughal and Rajput schools, with emphasis on their religious and cultural backgrounds. (Same as Art History 203, Asian Studies 253, Comparative Development 253 and Middle Eastern Studies 253.)—Findly

[**255. 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 Asian Studies 255.)

277. 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 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. Students enrolling for Religion 277 must also enroll in Religion 279-01L. Enrollment limited. (Same as Philosophy 282.)—H. Lang

278. Atheism and the Eclipse of Religion—An examination of objections to religious belief and practice, especially those associated with atheism. Our primary concern will be to define those arguments which lead to a denial of God's existence or which reduce religious belief and practice to the irrational, primitive, or cowardly. The counter-arguments for religious belief will also be considered. Readings from Nietzsche, Freud, Sartre, Marx, Feuerbach, "death of God" theologians, deconstructionists, and others.—Kirkpatrick

279-01L. History of Philosophy (Laboratory)—This laboratory is required for all students concurrently enrolled in Philosophy 281 or Philosophy 282 and Religion 277. 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 290.)—H. Lang

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 rites of passage, magic, sorcery, witchcraft and divination. Enrollment limited. (Same as Anthropology 281 and Comparative Development Studies 281.)—Desmangles

[**282. 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 setting—gender and family relations, political groupings, national movements, and state-level institutions like the military—and in different types of societies. (Same as Anthropology 222 and Asian Studies 282.)

287. Modern Trends in Islam—A study of modern trends in the Muslim world beginning with the 19th century. This course will discuss such questions as Islam and the West, religious fundamentalism, Islam and the question of women, Islam and the nation-state, Islam and mass media, and Islam and nationalism. Special attention will also be given to the major historical events of the modern Muslim world, the nature of indigenous movements and trends, and the impact of the West on Islamic society. (Same as Middle Eastern Studies 287.)—Abu-Rabi'

[**288. Magic, Possession and Spiritual Healing**]—An anthropological approach to religion and magic. A cross-cultural analysis of the forms of spiritual healing in traditional cultures. Emphasis is given to the manifestations of spiritual power, the role of possession, magic, shamanistic utterances, and hallucinogens in the process of spiritual healing. Enrollment limited. (Same as Comparative Development Studies 288.)

[**290. Spiritual Movements in Contemporary America**]—An anthropological approach to culture change including the rise, 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 Nation of Islam in the West, the Peace Mission Movement, Hare Krishna, and Pentecostalism among others. (Same as American Studies 290 and Comparative Development Studies 290.)

292. From Bing to Whoopi: The Changing Face of Urban Catholic Life in America—Cinematic images of Catholicism provide a point of departure for the study of the mutual influence of Catholic and urban life in the United States during the past fifty years. The course will combine the use of film with textual studies in history, theology and sociology to explore the Catholic experience of immigration, labor movements, racism, sexual revolution, and social change. (Same as American Studies 282.)—Byrne

[**297. Religion and Science**]—Are religion and science compatible or mutually exclusive? This course will examine the relationships between religion and science from an historical perspective, and particularly from the context of Roman Catholicism. Beginning with the metaphysics of Plato and Aristotle, the course will trace the relationships between religion and science through the Middle Ages, the Renaissance, and the Enlightenment periods into the 20th century. Discussion will focus on contemporary questions in quantum physics and biological systems as they pertain to religious questions of God, Christ, mystical union, and the destiny of the universe. Among other topics, special attention will be given to the writings of Teilhard de Chardin as well as the notion of a Christocentric universe.

[**312. Jesus**]—An exploration of ways to understand the person of Jesus. Focusing upon the Gospel literature with special attention to the parables, the course will examine materials related to the historical background, parallels in other religious and cultural settings, and modern interpretations. By sifting the evidence and theories, the class will address the questions: Who was Jesus? What did he intend to accomplish? Why did he have such an impact? Prerequisite: Religion 212 or permission of the instructor. (Same as Comparative Literature 312.)

[**333. Hindu Views of War and Peace**]—An examination of the competing ethics of war and non-violence as reflected in traditional understandings of duty, truth, rebirth, and the spiritual quest. Using readings from the Vedas, Buddhist and Jain sutras, and the Upanisads, this course will give special focus to the Bhagavad Gita, and to Gandhi's understanding of this particular aspect of his Hindu heritage. (Same as Asian Studies 333.)

[**372. 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).

381. Religion and Public Life—This course will consider the role of religion in public life, focusing primarily on the European and American experience, but dealing comparatively with other cultures as well. Attention will be given not only to formal legal and constitutional arrangements (church and state) but also to the influence of religions on public discourse, popular culture, and social norms. The validity of the secularization thesis and its usefulness for understanding modern society will be a central concern. (Same as Public Policy 381.)—Silk

398-09. Junior Seminar: New American Religious Movements—This course will explore the nature of the newest American religious movements, derived from contemporary immigrant communities, and the various ways in which they adapt to, and in turn transform, American culture. Some of the movements covered will include ethnic Buddhist and Hindu traditions, charismatic Pentecostalism, Rastafarianism, Santeria, and Vodun. Enrollment limited.—Desmangles and Findly

399. Independent Study—Advanced work on an approved project under the guidance of a faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-2 course credits)—Staff

466. Teaching Assistantship—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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment in this single-semester thesis. (1-2 course credits to be completed in one semester.)—Staff

498. Senior Thesis Part 1—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (1-5 course credits)

Spring Term

184. Myth, Rite and Sacrament—A phenomenological approach to the study of religion through an examination of the nature of religious consciousness and its outward modes of expression. Special emphasis is placed on the varieties of religious experience and their relations to myths, rites, and sacraments. Enrollment limited. (Same as African Studies 184 and Comparative Development Studies 184.)—Desmangles

192. 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. Readings in Hebrew Literature II**]—Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor.

[**206. 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, Kabbalah, messianism, and devotional life. The impact of Christianity and Islam will also be considered.

[**207. 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.)

[**208. Jewish Mysticism**]—An examination of the secret speculative theologies of Judaism from late antiquity to the present. The course will touch upon the full range of Jewish mystical experience: visionaries, ascetics, ecstatics, theosophists, rationalists, messianists, populists, and pietists. Readings will include classical texts (such as the *Zohar*) and modern secondary studies. (Same as Middle Eastern Studies 208 and Philosophy 208.)

[**209. Religion in the Contemporary Middle East**]—The impact of religion in contemporary Middle Eastern culture will be examined through the study of Middle Eastern monotheisms: Islam, Judaism, and Christianity. The course will focus on specific national settings where religion has played a decisive role: Lebanon, Iran, Egypt, and Israel. Internal divisions and tensions will be explored, as well as interreligious conflicts. (Same as Middle Eastern Studies 209.)

212. Introduction to the 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.(Same as Comparative Literature 210.)—TBA

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

223. **Major Religious Thinkers of the West I**—Heresy and Orthodoxy in Conflict: an historical and theological study of the development of Western religious thought from the point of view of both heretics and orthodoxy within Christianity and Judaism. Among the topics to be covered: Gnosticism, Augustine, Aquinas, Eckhart, millenarianism, the Free Spirit, Luther, Calvin, and the Anabaptists. Guided Studies students may register without the permission of the instructor. Non-Guided Studies students will be enrolled with permission of the instructor. (Same as Comparative Literature 225 and Guided Studies 223.)—Byrne

225. **The Image and Role of Women in Christian Traditions**—This course explores the experience of women and the rhetoric regarding them in various Christian traditions. Students will utilize primary documents from ecclesiastical and secular literature, as well as artistic representations, to investigate not only historic/symbolic figures such as Mary, Joan of Arc, and Mother Ann Lee, but also the lives of ordinary Christian women. Differing interpretations regarding the complex situation of women in cultures largely influenced by Christian teaching and practice will be examined. (Same as Women's Studies 225.)—Byrne

[226. **Christian Mysticism**]—An inquiry into the phenomenon of mystical experience exemplified in the Christian tradition as direct encounter with God. The course offers psychological and theological analyses of mysticism and its specifically Christian manifestations. Students will read works from Catholic, Orthodox, Anglican, Lutheran, Quaker and Sectarian mystics such as Pseudo-Dionysius, Gregory of Nyssa, Bernard, Julian of Norwich, Teresa of Avila, Jackob Boehme, George Herbert, Simone Weil and contemporary mystics. (Same as Comparative Literature 228.)

234. **Religion in the City**—This course will look at religious institutions and the issues facing them in North American cities today, using Hartford as a laboratory. Attention will be given to Roman Catholic, Pentecostal, and Muslim places of worship, as well as to Buddhist and Hindu temples and establishments devoted to Santeria and other Caribbean religious practices. There will be a particular focus on how these institutions relate to the larger urban community, for example, through provision of social services and organizing for social change. Enrollment limited. (Same as Public Policy 234.)—Silk

249. **Shamanism**—This course explores the essence of shamanism and its expression in sacred arts. Topics covered will include the shaman's initiation and shamanic rituals, symbols, and worship, as well as issues of gender, society, and sacred space. The geographical focus will be on Korea, Japan, China, Siberia, and Mongolia. (Same as Asian Studies 249 and Theater and Dance 249)—Park

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

254. **Buddhist Art**—A survey of the art of Buddhism in Asia with special attention given to the development of the Buddha image, the stupa, and a wide array of deities and saints. Using painting, sculpture, architecture, and contemporary expressions of ritual, dance, and theater, the course will cover many of the traditions in South, East, and Central Asia. Enrollment limited. (Same as Asian Studies 254, Art History 204, and Comparative Development Studies 254.)—Findly

256. **Buddhist Thought**—An examination of fundamental concepts in Buddhist philosophy as they reflect an ongoing conflict between faith and reason: the non-self, dependent origination, karma and nirvana. Special emphasis will be placed on the meaning of these concepts for the Buddhist way of life. Readings from classical Theravada and Mahayana texts. Enrollment limited. (Same as Asian Studies 256.)—Findly

[258. **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 Asian Studies 258.)

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

[**267. Religion and the Media**]—Western religion, and Christianity in particular, has always put a premium on employing the available techniques of mass communication to get its message out. But today, many religious people see the omnipresent "secular" media as hostile to their faith. This course will look at the relationship between religion and the communications media, focusing primarily on how the American news media have dealt with religion since the creation of the penny press in the 1830s. Attention will also be given to the ways that American religious institutions have used mass media to present themselves, from the circulation of Bibles and tracts in the 19th century through religious broadcasting beginning in the 20th century to the use of the internet and world wide web today.

280. Major Themes of the Qur'an—The Qur'an, the sacred scripture in Islam, has played an important role in the life of the Muslim community since its inception in the seventh century. In this course, we will examine its basic concepts and terminologies, its connection to both Jewish and Christian sacred texts, and its role in the world of Islam. Attention will be paid to ways in which the Qur'an functions in Muslim history and contemporary life. (Same as Middle Eastern Studies 280.)—Abu-Rabi'

[**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. Prerequisite: permission of the instructor. Enrollment limited. (Same as American Studies 283, Anthropology 283 and International Studies 283.)

285. Religions of Africa—A study of the indigenous African religious traditions with consideration of their contemporary interaction with Western religious traditions. Topics include the African concepts of God, man, ancestor reverence, sacrifice, witchcraft and magic. (Same as African Studies 285.)—Desmangles

289. Religion and Culture Change—An anthropological study of the rise and development of cults in traditional cultures engendered by the impact of colonization, the spread of Christianity and Western technology in so-called Third World cultures. Among others, the course emphasizes the revival, the millenarian, the Cargo, and messianic cults. Special attention is given to the origin, the nature, the social functions and dysfunctions of these cults, as well as the methodology used to study them. (Same as Anthropology 289 and Comparative Development Studies 289.)—Desmangles

[**315. Apocalyptic Literature: From Daniel to Revelation**]—A survey of a distinct literary genre in the religious and historical contexts of the second and first centuries B.C.E. and the first century C.E. The seminar will concentrate upon representative pieces of literature such as the Dead Sea Scrolls, Enoch, and II Esdras and will search out the roots of apocalyptic in Hebrew scripture (Daniel) and its culmination in Christian scripture (Revelation). Consideration will also be given to its later manifestations in religious thought and groups, including millennial movements in American history. Prerequisite: Religion 211 or 212 or permission of the instructor. Enrollment limited. (Same as Comparative Literature 314.)

[**338. Christian Social Ethics**]—An in-depth exploration of the historical teachings of and contemporary controversies within Christianity on selected moral issues in sexuality, economics, business, medicine, ecology, race, war and pacifism, and foreign policy. Special attention will be given to problems in contemporary American society.

399. Independent Study—Advanced work on an approved project under the guidance of a faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-2 course credits)—Staff

466. Teaching Assistantship—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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment in this single-semester thesis. (1-2 course credits to be completed in one semester.)—Staff

499. Senior Thesis Part 2—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (1-5 course credits)

Research Courses Related to the Social Sciences

Trinity offers a rich array of courses designed to teach students how to conduct and interpret empirical research. As a convenience to undergraduates, a generous sampling of these courses is printed below. These courses will increase students' understanding of how various disciplines use research methods and, more importantly, will provide students with the skills to test hypotheses on their own. Some of the courses stress empirical techniques which are appropriate to a particular discipline, while others have a wide application.

Students wishing to gain a better understanding of research methods are encouraged to choose several courses from the following list. Faculty teaching these courses are prepared to offer advice about how to select a suitable mix tailored to the individual's current and future research interests. Some of the courses are open to the general student body, while others have a number of mathematical prerequisites. Consult departmental course listings for details, including information on prerequisites.

Introductory Courses:

Computer Science 115L	**Introduction to Computing**
Economics 318L	**Basic Econometrics**
Mathematics 107.	**Elements of Statistics**
Philosophy 224.	**Theory of Knowledge**
Psychology 221.	**Research Design and Analysis**
Sociology 201L.	**Research Methods in the Social Sciences**

Advanced Courses:

Mathematics 305.	**Probability**
Mathematics 306.	**Mathematical Statistics**
Psychology 332L.	**Psychological Assessment**

Russian and Eurasian Studies: see International Studies Program, p. 208

Sociology

ASSOCIATE PROFESSOR VALOCCHI, *Chair*; PROFESSORS J. BREWER, CHANNELS, and SACKS; ASSISTANT PROFESSOR WILLIAMS; VISITING ASSISTANT PROFESSOR COADY; VISITING LECTURERS BRESLIN, LASH, RAISZ, and K. SMITH

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: Anthropology, Economics, History, 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. One course credit in an internship may count toward the major. Up to two course 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 WITH SOCIOLOGY—See the "Computer Coordinate Major" section of the *Bulletin*. Students must take Sociology 201L, Research Methods in the Social Sciences, Sociology 202, Contemporary Sociological Theory, four sociology electives to be selected in consultation with the Sociology Department chair, and Mathematics 107, Elements of Statistics.

EDUCATIONAL STUDIES COORDINATE MAJOR WITH SOCIOLOGY—See the "Educational Studies Major" section of the *Bulletin*. Students must take Sociology 201L, Research Methods in the Social Sciences, Sociology 202, Contemporary Sociological Theory, four sociology electives to be selected in consultation with the Sociology Department chair, and Mathematics 107, Elements of Statistics.

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.—Department Faculty

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., Durkheim'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 light of these perspectives. Enrollment limited.—Sacks

206. Organizing by Neighborhood: An Internship/Seminar Experience—This is a special program designed for those students who want to be involved in and learn about community organizing. In addition to working as an intern in a Hartford neighborhood-based organization, students will also participate in a seminar that introduces the principles and philosophy of community organizing. The internship and seminar must be taken together and together count for one course credit; the seminar fulfills the academic component of the internship. Participation in this program is required of students who are minoring in Studies in Progressive American Social Movements. To count for credit toward the SPASM minor, the internship must be sponsored by a SPASM faculty member. To count for credit toward the Sociology major, the internship must be sponsored by a Sociology Department faculty member.—Lash

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. Enrollment limited. (Same as Comparative Development Studies 214 and Educational Studies 214.)—Valocchi

228. Masculinity—In every society the behavior and attitudes expected of men differ from those expected of women. What is distinctive about being a male? How does this vary across cultures, over time and among different groups in the same society? How are change and variation explained? What contemporary dilemmas to men face in the United States, particularly as a result of erosion in the boundaries between and the roles of breadwinner and homemaker? What consequences does growing gender equality have for fatherhood and human sexual behavior? This course draws on studies in a number of disciplines to answer these questions and to explore the new scholarship on men and society. Enrollment limited. (Same as Women's Studies 228.)—Sacks

241. Mass Media, Popular Culture and Social Reality—This course examines the integral role mass communication has in social and cultural life. Specifically, it explores how we identify and construct our social identity using media images. This is accomplished by focusing on different types of media content and their effect on individuals and culture, as well as by examining audience response to media content. Other topics covered include the social and economic organization of mass media, development of communication technologies, and sexist and racist stereotypes in the media. Enrollment limited.—Williams

244. World Population and Demography—A population can change in just three ways: through births, deaths and migration. But to understand population change and its consequences entails examining nearly all aspects of society. This course concerns world patterns of population change and explanations for that change, although it concentrates on the population of the United States. The connection between population and social problems is a central focus. The diverse measures of population are explained so that students can correctly interpret patterns of change and appreciate why the measures are commonly misunderstood. Prerequisite: Permission of the instructor. Enrollment limited. (Same as Comparative Development Studies 204.)—Sacks

[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 Comparative Development Studies 318 and Women's Studies 318.)

351. **Society, State, and Power**—This course examines the sources of power and influence in Western nations. Power flows to people who command a legal, political, or institutional monopoly over valued human resources. We will examine the development of these monopolies, the organizations that perpetuate these monopolies, and the consequences that these monopolies have for our personal and political lives as well as for notions of democracy, solidarity, and freedom. In this respect, we will focus much of our attention on the institutions of state and economy in U.S. society and evaluate the different theoretical perspectives that explain how these institutions confer power on some and deny that power to others. Specific topics include power struggles around the right to representation, for control in the workplace, against racism and discrimination, and over policies to aid the poor. Prerequisite: prior sociology course. Enrollment limited.—Williams

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: prior sociology course. Enrollment limited. (Same as Sociology 801 and Public Policy 829.)—J. Brewer

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

466. **Teaching Assistantship**—Credit does not count toward the major. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. ($^1/_2$-1 course credit)—Staff

498. **Senior Thesis, Part I**—Written report on original research project. Students should consult with the faculty supervisor *before* registration, i.e., during the previous Spring Term. Required of all candidates for Honors; elective for others. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits, considered pending in the first semester, will be awarded for completion in the second semester.)—Any department member

601. **IDP Study Unit.** Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. **IDP Project.** Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

801. **Formal Organizations**—(Same as Sociology 361 and Public Policy 829.)—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. Enrollment limited.—Department Faculty

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. (1 1/4 course credits) Enrollment limited.—Channels

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. (Same as Women's Studies 207.)—Sacks

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 labeled deviant, as well as for those labeled "normal." Enrollment limited.—TBA

272. Social Movements—The sociological study of social movements concentrates on collective action by groups that use institutionalized and non-institutionalized action to promote or inhibit social and political change. This course, then, examines collective action as diverse as peasant rebellions against urbanization and commercialization in 18th century France to the organized militancy of lesbians and gays in 20th century U.S. We will read historical and sociological research that addresses the following questions: why collective action emerged, how it was organized, what its goals were and if it achieved those goals, how members were recruited and maintained, and how elites and non-elites responded to its activities. Enrollment limited.—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. Enrollment limited.

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 first-year students. (Same as Russian and Eurasian 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.—Breslin

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.—Channels

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. Enrollment limited. Prerequisite: prior sociology course. (Same as Women's Studies 328.)—Raisz

336. Race, Racism, and Democracy—This course is designed to explore various efforts to reconcile ideals of equality with persistent and perpetual forms of racial oppression. By examining the history and culture of the U.S. and other democratic societies, this course analyzes the central paradox that emerges when societies maintain racial

inequality but articulate principles of equality, freedom, and justice for all. Hence we will examine the differences between what people say and what they actually do, and how congruencies and incongruencies between the structure of institutions and culture force one to distinguish myth from reality. This is done so that students can better understand how the structure and process of politics govern the everyday lives of oppressed racial groups in capitalist democracies. Prerequisite: prior sociology course and permission of the instructor. Enrollment limited. (Same as Comparative Development Studies 336.)—Williams

342. Sociology of Religion—An examination of the significance of religion for social life, using major sociological theories of religion, supplemented by material from anthropology and psychology. The course focuses on how religious beliefs and practices shape the world views and behavior of humans and influence the development of social structure. The following topics are examined: the origins of religion, magic and science, rituals, religion and the economy, women and religion, and religions of Africans in diaspora. Enrollment limited.—Williams

363. The Individual and Society—An introduction to microsociology. Topics to be considered include the self and symbolic interaction, conversational analysis, rhetorical and frame analysis, and the social construction of reality. Prerequisite: a prior sociology course. Enrollment limited.—J. Brewer

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

410. Senior Seminar—One of the core ideas of sociology is that so much of what we take for granted or see as fixed and permanent is socially constructed. The seminar will examine the social construction of many of these categories, statuses, and identities. Our categories and identities of whiteness, blackness, men, women, gay, straight, rich, poor have been constructed through political power, cultural labeling, and social interaction. We will explore each of these categories and identities, the process that created them, and how they have changed in 20th-century American society.—Valocchi

466. Teaching Assistantship—Credit does not count toward the major. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

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. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

499. Senior Thesis, Part II—Continuation of written report on an original research project. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits, considered pending in the first semester, will be awarded for completion in the second semester.)—Any department member

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Theater and Dance

PROFESSOR DWORIN, *Chairperson and Director of Dance*;
SENIOR LECTURER POWER, *Associate Chairperson;*
ASSOCIATE PROFESSOR FEINSOD, *Director of Theater*;
ASSISTANT PROFESSOR BACON;
VISITING ASSOCIATE PROFESSORS MONTGOMERY and PARK;
VISITING LECTURERS BLU, BORTECK GERSTEN, BRODERIUS, FAST, GOFFE, MATIAS
SERRAMBANA, SCLAVUNOS, SHER, STARKEY, and SYLLA;
ARTIST-IN-RESIDENCE HALL;
and DIRECTOR OF EXTERNAL PROGRAMS
IN THEATER AND DANCE AND VISITING LECTURER POPCHRISTOV

The Theater and Dance Department 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. The curriculum emphasizes a cross-disciplinary approach to theater and dance which reflects contemporary performance practice as well as current critical, historical, and cultural perspectives. Courses are offered in the following categories:

history, theory, and literature
process and performance
design and production
cross-disciplinary study in theater and dance

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.

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—Majors may choose either to focus their studies in one of three areas of primary interest (theater, dance or design), or to develop a more cross-disciplinary approach to the three practices.

Requirements—The major in Theater and Dance consists of 13 courses and either a half-credit Senior Project or a two-credit Senior Thesis. All majors are required to take:

three introductory courses
1) THDN 102 Introduction to Theater Arts
2) THDN 105 Introduction: Dance as Performance
3) THDN 202 Elementary Production Techniques or THDN 244 Design Response or *both* THDN 209-19 Fiat Lux *and* THDN 209-24 Visual Imaging for Performance

three courses in History/Theory/Literature
1) THDN 250 The Ancient World to the Enlightenment: History of Theater and Dance to 1750
2) THDN 251 Romanticism to the Avant-Garde: History of Theater and Dance from 1750-1925
3) THDN 236 Twentieth-Century Dance History, or THDN 338 Twentieth-Century European Theater, or THDN 339 Twentieth-Century American Theater

three courses in *Process and Performance* at the 200 level or above (at least one of which must be a theater course and one of which must be a dance course)

two courses in the *Cross-disciplinary* category

one elective in either *History/Theory* or *Process and Performance* at the 200 level or above

THDN 412 Senior Seminar: Performance and Theory

a one-half-credit Senior Project or a two-credit Senior Thesis.

(Students who wish to focus their studies in design may take all three of their *Process and Performance* courses in the area of design/technology; if this option is selected, the elective course must be a non-design course at the 200 level or above from the *Process and Performance* category.)

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.

All majors must provide technical assistance on three departmental productions. Upon declaring the major, the student will develop a plan with the departmental Technical Director, in order to ensure a sequential educational experience through one area of technical production. Part of this requirement may be fulfilled within the introductory design/technology classes.

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.

Honors: Typically, departmental honors are awarded to students who have a meritorious record in courses required for the major and complete a two-credit thesis. In exceptional cases, a student with both a superior academic record and a distinguished senior project may be considered for honors.

Trinity/La MaMa Performing Arts Programs—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 and abroad. The program in New York City, 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. (See course descriptions for 401, 403, and 405 for additional details.) The program abroad takes place during the summer. Students travel to selected world locations to participate in an integrated study involving research, field work, and performance. (A course description for our summer course, Theater and Dance 413, is available from the department.) Further information on both the fall and summer programs is available from Professor Judy Dworin in the Department of Theater and Dance, or from Damyan Popchristov, Director of External Programs in Theater and Dance in New York City.

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, and costumes. The course will culminate in productions of short theatrical pieces written, directed, acted, and designed by the students themselves.—Feinsod

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, lab analysis, kinesiology, and composition. Enrollment limited.—Borteck Gersten

109. Techniques and Applications of Theater and Dance— 1/4 course credit for work in one of the following three areas:

Sec. 01: Dance Technique—Technique classes are approved by the faculty. They are offered by the School of the Hartford Ballet, or consortium schools. Do not register for this course during regular Trinity College registration.

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 during regular Trinity College registration.—Staff

Sec. 03: Production—Major technical role in a faculty-directed Theater and Dance Department production. Students enroll on a show-by-show basis at the beginning of the show's production process. To arrange for credit, see David Starkey, Technical Director/Production Manager. Do not register for this course during regular Trinity College registration.—Staff

History, Theory, and Literature

[**200. 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. Permission of the instructor is required.

[**236. 20th-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 innovative experiments in the ballet idiom. This course will then trace later developments to the present through an analysis of various styles: expressionism, formalism, post-modernism and neo-expressionism.

251. Romanticism to the Early Avant-Garde: History of Theater and Dance from 1750 to 1925—A lecture course which surveys the theatrical arts from eighteenth-century pre-Romantic traditions through nineteenth-century Romanticism to the early Avant-Garde and the emergence of Modernism. We will include a study of major dramatic and theoretical texts of each period as well as contributions of prominent theatrical artists, e.g. directors, choreographers, actors, dancers, and designers. In addition to regular class meetings, there will be a required weekly performance/film viewing session. (Same as Comparative Literature 254.)—Feinsod/Power

[**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. Enrollment limited.

[**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.

[337. **Russian and Soviet Theater**]—An exploration of a variety of topics in Russian and Soviet theater from the 1830s to the present: the plays, the experiments and developments in acting technique and scenic design as well as their theoretical foundations. Particular emphasis will be given to the thirty years at the beginning of this century and theater developments in the past decade. Discussion will also cover reasons for restaging the classics in recent years and the serious challenges confronting the artistic community during the Stalin years and continuing beyond the Brezhnev era. (Same as Russianand Eurasian Studies 337.)

351. **Shakespeare**—In this course we will study selected Shakespeare plays, with an emphasis on plays in performance. Plays to be studied will include: *Love's Labors Lost* (with the possibility of attending a production at The Hartford Stage Company); *As You Like It*; *King Lear*; *Othello*; and *The Tempest*. Students should be available on Monday evenings for film screenings. (Same as English 351.)—Riggio

354. **Revisions of Shakespeare**—Examination of works by Anton Chekhov, Luigi Pirandello, Virginia Woolf, Sigmund Freud, Ernest Jones, Laurence Olivier, Tom Stoppard, and Kenneth Branagh in light of selected plays of Shakespeare. Film screenings will be scheduled accordingly. (Same as Comparative Literature 322 and English 322.)—Hunter

495. **Senior Seminar: O'Neill and the Theater**—Few American dramatists have had an impact on the theater comparable to that of Eugene O'Neill, whose plays span four 20th-century decades. This seminar will position the plays of O'Neill in the context of theater history, with an emphasis on performance strategies. We will also consider the way in which O'Neill merges personal and cultural memory in the creation of the mythology of his plays, particularly with reference to African and African-American characters and motifs in early plays and to the use of Greek mythology in later works. Prerequisite: permission of instructor. (Same as English 495-02.)—Riggio

Process and Performance

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 (1/2 course credit):

Sec. 04: African Dance—Enrollment limited. (Same as African Studies 209-04.)—Sylla

Sec. 05: Voice and Speech—Enrollment limited.—Flanders

Sec. 22: Body Practice I—An introduction to skills that build the body's technical and expressive range. Enrollment limited.—Bacon

Sec. 23: Dance Technique II—For the intermediate student, a continued investigation of technical skills. Enrollment limited.—Goffe

Sec. 29: Dance Technique I—A first-level investigation of technical skills (Jazz emphasis). Enrollment limited.—Matias Serrambana

[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: Theater and Dance 105 or 106 and permission of the instructor. Enrollment limited.

306. **Advanced Acting**

[**Sec. 01: Advanced Scene Study**]—Advanced scene study in the Stanislavski Acting System. Emphasis will be placed on the performance of Chekhov. Prerequisite: Theater and Dance 205 or permission of the instructor. Enrollment limited.

Sec. 03: Acting Style—Psychophysical approaches to acting. Enrollment limited.—Montgomery

307. **Performance Art**—Students will create and perform their own performance 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. Prerequisite: permission of the instructor.—Dworin

309. **Advanced Techniques in Theater and Dance**—Courses in selected skills in theater and dance. (1/2 course credit)

Sec. 20: Dance Technique III—For the advanced student, a continued investigation of technical skills (Ballet emphasis). Enrollment limited.—Broderius

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. (Same as Music 220.)—Bacon/Fast

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 projects culminating in the composition of a one-

act play. Prerequisites: Theater and Dance 102 or 203 and permission of the instructor. Enrollment limited. (Same as English 335.)—Feinsod

Cross-Disciplinary

245. Women in Theater and Dance—This 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 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. (Same as American Studies 241 and Women's Studies 241.)—Power

[346. Looking at Performance]—A seminar which focuses on the spectator as an active agent in the performance event. Contemporary critical approaches (e.g. semiotics, audience reception theory, psychoanalysis, cultural studies) will be applied to viewings of theater/dance performance, film, and television to 1) examine how the spectator constructs meaning by "reading" the performance as text; 2) theorize the various modes of spectator pleasure; and 3) analyze examples of theatrical criticism as a means of understanding the performing arts as cultural practice. A strong emphasis will be placed on critical writing skills.

401. Performance Workshop/La MaMa, New York City—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 movement, improvisation, voice, image work, text and scene work. (2 course credits)—Popchristov, Staff

403. Tradition and Innovation/La MaMa, New York City—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)—Popchristov, Staff

405. Internship/La MaMa, New York City—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 course credit)—Popchristov

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.—Starkey

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 (1/2 course credit):

Sec. 19: Fiat Lux: Let There Be Light—This course will explore light in natural settings and how this applies and translates to the stage. Enrollment limited.—Blu

309. Advanced Techniques in Theater and Dance—Courses in selected skills in theater and dance. (1/2 course credit):

Sec. 10: Costume Design—Enrollment limited.—Sclavunos

Independent and Senior Study

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

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

498. Senior Thesis—Year-long Independent Study. An option available only to student with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Spring Term

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. Enrollment limited.—Dworin

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, labanalysis, kinesiology, and composition. Enrollment limited.—Borteck Gersten

109. Techniques and Applications of Theater and Dance—1/4 course credit for work in one of the following three areas:

Sec. 01: Dance Technique—Technique classes are approved by the faculty. They are offered by the School of the Hartford Ballet or consortium schools. Do not register for this course during regular Trinity College registration.

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 during regular Trinity College registration.—Staff

Sec. 03: Production—Major technical role in a faculty-directed Theater and Dance Department production. Students enroll on a show-by-show basis at the beginning of the show's production process. To arrange for credit, see David Starkey, Technical Director/Production Manager. Do not register for this course during regular Trinity College registration.—Staff

History, Theory, and Literature

[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. (Same as Comparative Literature 204 and English 318.)

[250. Ancient World to the Enlightenment: History of Theater and Dance to 1750]—A lecture course tracing the development of theatrical art from its origins in primitive ritual through its various historical manifestations in the Classical, Medieval, Renaissance, and Neo-classical traditions. We will include a study of major dramatic and theoretical texts of each period as well as contributions of prominent theatrical artists, e.g., actors, actor/managers, dancers, choreographers, and designers. In addition to regular class meetings, there will be a required weekly performance/film viewing session. (Same as Comparative Literature 254.)

[338. 20th-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. (Same as Comparative Literature 338.)

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 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. (Same as American Studies 339.)—Feinsod

352. Shakespeare—Close reading of *Richard III, Romeo and Juliet, A Midsummer Night's Dream, The Merchant of Venice, Hamlet, Twelfth Night, The Winter's Tale,* and *The Tempest*, along with examination of what makes these plays Shakespearean. Film screenings will be scheduled accordingly. (Same as English 352.)—Hunter

[355. **Shakespeare and His Contemporaries**]—A close reading of major plays by Marlowe, Kyd, Shakespeare, Jonson, and Webster. Key themes of discussion will be theatrical aggression, omnipotent speech, Renaissance attitudes toward authority, and the relationship between dramatic structures and psychic structures. (Same as English 355.)

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. Enrollment limited.—Karter

207. Improvisation—The study of the spontaneous exploration and creation of movement as the basis for understanding the nature of process in creative problem solving and performance.

[Sec. 01]— Focuses on expanding individual movement vocabulary in relation to time, weight, space, and flow. Development of interactive and communicative skills as well as the relationship of voice, rhythm, and visual elements to movement expression. Enrollment limited.

Sec. 02—An exploration of partner-based methods of movement that investigates transferring weight and counter-balance between partners, sharing points of contact and experience in the flow of movement improvised within a group. Enrollment limited.—Bacon

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 Spring Semester (1/2 course credit):

Sec. 04: **African Dance**—Enrollment limited. (Same as African Studies.)—Sylla

Sec. 05: **Voice and Speech**—Enrollment limited.—Flanders

Sec. 22: **Body Practice I**—An introduction to skills that build the body's technical and expressive range. Enrollment limited.—Bacon

Sec. 23: **Dance Technique II**—For the intermediate student, a continued investigation of technical skills (Ballet emphasis). Enrollment limited.—Broderius

Sec. 29: **Dance Technique I**—A first-level investigation of technical skills (Jazz emphasis). Enrollment limited.—Bacon

[308. **Advanced Acting: In Performance**]—Acting students taking this course will do one of the following: 1) 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; or 2) engage in extensive research towards the creation and performance of an original work directed by the instructor. Prerequisites: Theater and Dance 205 or 207 and permission of the instructor. (1 1/4 course credits)

309. Advanced Techniques in Theater and Dance—(Same as Fall.) Courses in selected skills in theater and dance. (1/2 course credit)

Sec. 20: **Dance Techniques III**—For the advanced student, a continued investigation of technical skills (Jazz emphasis). Enrollment limited.—Matias Serrambana

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. Enrollment limited.—TBA

[344. **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. Enrollment limited.

356. Festival and Drama: A Popular Theater Process—This course will focus on one process of making drama - both practically and theoretically. Its aim is to provide a rich popular theater experience and to help students understand that experience. It will introduce and use a collective process to create a Carnival masquerade (mas'). Within the Trinidad Carnival a popular theater of transformation exists. This is a theater whose history in the streets relects the creation of a society out of the mixture of African, European, Asian, Amerindian, and East Indian cultures in the context of colonial domination. We will find American analogues to the experience of Trinidad Carnival, with special emphasis on the archetypes found in the traditional masquerade. We will also examine the literature of Carnival, both plays and novels, and consider the implications of the "Carnivalesque" in the context of an actual Carnival. Students in the course will have the opportunity to attend Trinidad Carnival for one week in February. The course will be limited to fifteen students. (Same as English 339.)—Riggio and Hall

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*. Enrollment limited.—Montgomery

[407. Studies in Process and Performance: Theater]

[Sec. 03: Creative and Interpretive Approaches to Acting]—Students will approach acting from a variety of physically-based techniques: commedia, circus, effort shape. These methods will then be applied to play texts. Prerequisite: Theater and Dance 205 or permission of the instructor.

409. Studies in Process and Performance: Dance

[Sec. 03: Witches, Saints, and Prostitutes]—An in-depth study of the sacred, mystical, and profane as they relate to various currents and events in women's history and spirituality movements. We will explore specific mythic, historical, and contemporary figures, investigate local folklore, visit Salem and other sites, and develop a performance piece from our research and classroom experiences. Additional rehearsal hours will be required the last five weeks of the semester. Enrollment limited. (Same as Women's Studies 409.) (1 1/4 course credits)

Sec. 04: Asian Movement Meditation and Performance—An exploration of movement in relation to meditation, flow, energy and the harmony of mind, body, and spirit. This will be followed by an investigation of ecstatic movement, utilizing it to discover new dimensions of ourselves and others. Enrollment limited. (Same as Asian Studies 409-04.)—Park

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: Theater and Dance 393 or English 335, *Playwriting,* and permission of the instructor. Enrollment limited. (Same as English 493.)—Feinsod

[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. Enrollment limited.

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 Asian Studies 243.)—Park

Design and Production

209. Intermediate Techniques in Theater and Dance—Course in selected skills in theater and dance. Courses with instructor listed will be offered during the Spring Semester (1/2 course credit):

Sec. 24: Visual Imaging for Performance—This course focuses on visual imaging and how it can be integrated into the process of creating performance material and the actual performance event. Course concludes at Spring Vacation. Enrollment limited.—TBA

[309. Advanced Techniques in Theater and Dance]—(Same as Fall.) Courses in selected skills in theater and dance. (1/2 course credit)

Independent and Senior Study

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

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

464. Senior Project—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2 course credit)—Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1/2-1 course credit)—Staff

499. Senior Thesis Part 2—An option available only to student with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Submission of the special registra-

tion form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

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
Carol Any, Director of International Studies
Elisabeth Armstrong, Visiting Lecturer in Women's Studies
***Janet Bauer, Visiting Associate Professor of Anthropology and Public Policy
***Barbara Benedict, Associate Professor of English
Patricia Byrne, Associate Professor of Religion
*Michelle Cliff, Smith Professor of English Language and Literature
Paul Deslandes, Visiting Assistant Professor of History
Judy Dworin, Professor of Theater and Dance
Frederick Errington, Dana Professor of Anthropology
Dario Euraque, Associate Professor of History
†Sheila Fisher, Associate Professor of English
Adrienne Fulco, Senior Lecturer in Political Science
Cheryl Greenberg, Associate Professor of History
Penelope Harper, Visiting Assistant Professor of History
Joan Hedrick, Professor of History and Director of Women's Studies
Sharon Herzberger, Professor of Psychology
Dianne Hunter, Professor of English
Kathleen Kete, Associate Professor of History
Helen Lang, Professor of Philosophy
Paul Lauter, Smith Professor of English
Sonia Lee, Professor of Modern Languages
Diane Martell, Director of Women's Center
***James Miller, Dana Professor of English
Jane Nadel-Klein, Associate Professor of Anthropology
***Susan Pennybacker, Associate Professor of History
Margo Perkins, Assistant Professor of English and American Studies
Fred Pfeil, Professor of English
Katharine Power, Assistant Professor of Theater & Dance
Beth Quitslund, Visiting Assistant Professor of English
Helen Raisz, Visiting Lecturer in Sociology
Milla Riggio, Professor of English
Martha Risser, Associate Professor of Classics
Paula Russo, Associate Professor of Mathematics
Michael Sacks, Professor of Sociology

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

Brigitte Schulz, Associate Professor of Political Science
Shakuntala Ramaya, Writer in Residence
*Barbara Sicherman, Kenan Professor of American Institutions and Values
Ronald Thomas, Associate Professor of English
Anne Lundberg Utz, Director of Internship Programs
*Maurice Wade, Professor of Philosophy
Jerry Watts, Associate Professor of American Studies
Gail Woldu, Assistant Dean of the Faculty
Diane Zannoni, 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 course 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; or, a departmental senior seminar cross-listed with Women's Studies.

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. (1-course credit of a 2-credit thesis may count toward the elective total.)

In order to ensure rigor, breadth, and diversity, the concentration and elective courses must include the following:

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., Black Women Writers, Subcultures in American History).

Up to two cognate 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.

* On Leave, Fall Term

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, Women's Studies 402-02.

The following Women's Studies courses may be taken to satisfy requirements in the Women's Studies major or minor but will not be offered in 1997-98.

209. Persons and Sexes
211. Poverty in America
232. Women and the Radical Political Tradition in America
296. Women in the Catholic Tradition
303. Comparative Studies in American Literature: 19th Century
360. French and Francophone Women Writers
386. Psychoanalysis and Literature
388. Hysteria and Literature
417. The Signifying Body
496-07. Senior Seminar: Feminist Literary Criticism: Theory and Practice

Course Offerings

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.

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 the body; science; madness and creativity; sexuality and work. Readings in history, literature, and sociology. Enrollment limited.—Hedrick

401. Senior Seminar—This seminar aims to integrate the previous work of students and to offer opportunities for both collective and individual work. 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 is required.—Hedrick

Other Women's Studies Courses

[**150. Women in Music**]—A broad survey of the music and music-making traditions of European and American women from antiquity to the present. While the focus will be on women active as composers and performers in the classical traditions, some attention will be given to women's contributions to popular idioms, including blues, jazz, and more recently, hip hop. The final project will be an interview with a Connecticut woman active as a music historian, composer, or performer. No previous training in music is required. Enrollment limited. (Same as Music 150.)

[**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 Mundurucù of Amazonian Brazil. As they examine the place of women in these societies, students will also be introduced to theoretical perspectives that help explain both variations in women's status from society to society and "universal" aspects of their status. (Same as Anthropology 207, Comparative Development Studies 207, and Latin American Studies 207.)

[**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 American Studies 215 and History 215.)

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

228. Masculinity—In every society the behavior and attitudes expected of men differ from those expected of women. What is distinctive about being a male? How does this vary across cultures, over time and among different groups in the same society? How are change and variation explained? What contemporary dilemmas do men face in the United States, particularly as a result of erosion in the boundaries between and the roles of breadwinner and homemaker? What consequences does growing gender equality have for fatherhood and human sexual behavior? This course draws on studies in a number of disciplines to answer these questions and to explore the new scholarship on men and society. Enrollment limited. (Same as Sociology 228.)—Sacks

[234. Gender and Education]—What is gender equity in schooling and what impact does this have on gender equity more broadly? Different disciplinary perspectives on the impact of gender in learning, school experience, performance and achievement will be explored in elementary, secondary, post-secondary, and informal educational settings. The legal and public policy implications of these findings (such as gender-segregated schooling, men's and women's studies programs, curriculum reform, Title IX, affirmative action and other proposed remedies) will be explored. Findings on socialization and schooling in the U.S. will be contrasted with those from other cultures. (Same as American Studies 235, Anthropology 235 and Educational Studies 235.)

241. Women in Theater and Dance—This 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 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. (Same as American Studies 241 and Theater & Dance 245.)—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.)

249. Women in European History: Position, Status and Power, 1500-Present—This course explores various aspects of women's lives in the early modern (1500-1750) and modern (1750-present) periods. At its most essential level, it will illustrate some of the ways in which the study of women's history challenges and enhances our conception and understanding of the European past. Topics include: the development of female cultures in early modern and modern European societies; women's work in rural and urban economies; the role of women in European Christianity and Judaism; women and revolution; the impact of industrialization on women's lives; the 19th century cult of domesticity; the emergence of feminism; women and imperialism; the impact of the First and Second World Wars on women's roles; and women and immigration in post-1945 Europe. Particular attention is paid to women from different racial, religious, ethnic and class backgrounds to illustrate the diversity of the European experience since 1500. (Same as History 249.)—Deslandes

309. Multicultural Feminism—What it means to be a woman and a feminist varies from culture to culture. This course explores the varieties of feminist action and feminist thought that have emerged from women's different historical and cultural experiences, paying attention to both the nature of differences and the possibility of building coalitions. Prerequisite: Previous work in women's studies.—Armstrong

[311. Women in Development]—This course provides an introduction to women in Africa, Asia, and Latin America from an interdisciplinary as well as cross-cultural and cross-national perspective. It examines patterns of women's subordination in the pre-colonial, colonial, and post-colonial context. Particular attention is paid to the role of women in economic development. This involves looking at women's involvement in various activities, from the individual household unit to women's role in agricultural production and the emerging global assembly line. Prerequisite: Political Science 106 and Anthropology 201, or permission of the instructor. (Same as Comparative Development Studies 311 and Political Science 348.)

315. Women in American History—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 History 315.)—Harper

[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 Comparative Development Studies 318 and Sociology 318.)

326. Black Women Writers—Through readings in fiction, autobiography, essays and some poetry, this course will investigate the conditions and experiences shaping Black female identity in the United States. Although the focus will be on 20th century African American women writers, some selections by earlier writers, and by writers from outside the United States, will be included as a way of exploring similarities (and differences) that exist between Black women's writings, experiences, and ways of knowing trans-historically and across the diaspora. Among the recurring issues/themes we will investigate are the impact of race, class, gender, and sexuality on Black women's experiences and artistic vision, the quest for self-determination and self-actualization, the significance of spirituality, and the politics of Black women's roles within the community, family, and nation. Writers studied will vary from semester to semester, but may include: Toni Morrison, Audre Lorde, Gayl Jones, Harriet Jacobs, Jamaica Kincaid, Sapphire, Mariama Bâ, Maya Angelou, Gloria Wade Gayles, June Jordan, Alice Walker, Harriet Wilson, Ann Petry, and bell hooks. Prerequisite: English, 213, 217, or other courses in African literature. Permission of the instructor is required. (Same as American Studies 342 and English 320.)—Perkins

[**334. Personal Testimony and the Remaking of History: Autobiography and the Black Power Movement**]—In this course we will analyze the political narratives of several African American activists of the Black Power Movement (including Malcolm X, Angela Davis, Assata Shakur, George Jackson, and Eldridge Cleaver), and the counterhegemonic history that emerges as we read them both against one another and against other statements of/about the period. Emphasis will be on political autobiography as genre, the pedagogical implications and uses of these texts, and how we might situate them along a continuum of African American resistance writing and struggle. (Same as American Studies 334 and English 313.)

[**373. Feminist Literary Criticism**]—Readings in Mary Shelley, Virginia Woolf, H.D., Adrienne Rich, Alice Walker, Elaine Showalter, Susan Gubar, and Jeanette Winterson. (Same as English 373.)

374. Realms of Fiction—In this reading-intensive fiction course we will examine different genres of fiction and their cultural contexts: Gothic (Le Fanu), detective (Conan Doyle), historical (Lampedusa), magic realist (Latin American mainly) colonial, post-colonial (Rushdie), and science fiction (Le Guin). We will also read women writers, examining them via Marxist-Feminist discourses (Duras, Rhys, Morrison, Desai, Anzaldua); and post-modern fiction. These literary texts will be accompanied by historical and theoretical readings: Barthes, Spivak, Ahmed, Fanon, Foucault, and others. (Same as English 374.)—Ramaya

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

[**402-13. Woman and Man in Latin American History**]—The course will survey the differences and similarities of women's and men's experiences in distinct historical periods in the Latin American past, from the colonial years to twentieth century industrial capitalism and urbanization. The course will be developed chronologically, thematically and geographically. Special attention will be placed on the analysis and description of the interaction of gender, class and race. (Same as History 401-63, History 843-02 and Latin American Studies 401-63.)

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 American Studies 407 and History 401-48.)—Greenberg

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

[**496-02. Senior Seminar: Jane Austen**]—Through an intensive examination of Jane Austen's works and the criticism written about them, students will explore the ways in which Austen's novels comment on class, gender, literature, morality, and society, and document the transition from the neoclassical to the romantic period. (Same as English 495.)

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term thesis.—Staff

498. Senior Thesis, Part 1—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)—Staff

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 the body; science; madness and creativity; sexuality and work. Readings in history, literature, and sociology. Enrollment limited.—Power

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, Audre Lorde, and others. Primarily for sophomores and juniors. Permission of the instructor is required.—Hedrick

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. Enrollment limited. (Same as American Studies 404, American Studies 830 and Legal Studies 402.)—Fulco

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. Enrollment limited. (Same as Anthropology 206.)—Hedrick, Nadel-Klein

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. (Same as Sociology 207.)—Sacks

208. Men, Women and Society in Ancient Greece and Rome: Myth and Reality—This course takes a look at the assumptions about the nature and function of men and women that informed the ancient cultures of Greece & 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 Classical Civilization 208 and Comparative Literature 208.)—Staff

[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 Anthropology 218 and Middle Eastern Studies 218.)

225. The Image and Role of Women in Christian Traditions—This course explores the experience of women and the rhetoric regarding them in various Christian traditions. Students will utilize primary documents from ecclesiastical and secular literature, as well as artistic representations, to investigate not only historic/symbolic figures such as Mary, Joan of Arc, and Mother Ann Lee, but also the lives of ordinary Christian women. Differing interpretations regarding the complex situation of women in cultures largely influenced by Christian teaching and practice will be examined. (Same as Religion 225.)—Byrne

[227. **Household and Family in Medieval Europe**]—What was the medieval household? Was it an economic unit, a residential entity, a legal construct, an emotional body, or a patriarchal tool? Casting a wide net to include later antique Rome, early medieval Ireland, and the continent of the High Middle Ages, this course will discuss the everyday lives and activities of ordinary mothers, fathers, children and grandparents, and the conditions in which they lived. Topics will include the changing nature of kinship, marriage, health, property rights and inheritance customs, and power relations inside and outside of the household. These topics are being rewritten in light of current work on women and gender, and we will read critical and theoretical essays that address the historiography of our subject over the last three decades. (Same as History 227.)

[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 of 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. We 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 Comparative Literature 230 and 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. Bâ, Ngugu. All readings and discussions in English. (Same as African Studies 233, Comparative Literature 233-02, French 233-02, and Modern Languages 233-02.)—S. Lee

[233. **Women's Lives in Contemporary Chinese Literature and Film**]—Through the study of highly acclaimed works of literature and films about Chinese women, this course will examine the way language, values, and behavior interact in Chinese society. Confucius condemns women (together with depraved men) as full of resentment and contempt, while Mao Zedong praises women as a force that "holds up half of the sky." The former has had centuries of influence in China and the latter has given a motto that has reshaped Chinese attitude towards women for the last fifty years. And today's reality? Abandonment and murder of baby girls are widespread phenomenon, and demeaning statements such as "a daughter is a money-losing merchandise" and "To marry off a daughter is like pouring out dirty water" are left mostly unquestioned. How do words such as these reflect the value system of the culture from which they emerge? And how do they in turn reinforce that system which guides people's behavior? Through study and discussion, we will look for answers. Readings and films will include works by Zhang Rong, *The Wild Swan*; Jin Xie, *Hibiscus Town*; Zhang Yimou, *Ju Dou* and *Rise of the Red Lantern*. All readings and discussions in English. (Same as Asian Studies 233-08, Chinese 233-01 and Modern Languages 233-12.)

[240. **Russian Women's Culture**]—An exploration of the feminine identity in Russia. We will examine the roles, occupations, attitudes, and treatment of women throughout Russian history, with special emphasis on our own century. Issues to be considered include models of the feminine as developed by both men and women, sexual freedom and subservience, male-female relations and family life, women in the workplace, images of women in art and popular culture, women in the Russian revolution, women under Communism, Soviet labor camps for women, and reasons for the ineffectiveness of the women's movement in Russia. (Same as Modern Languages 233-16, Russian and Eurasian Studies 240-01, and Russian 233-01.)

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. Enrollment limited. (Same as American Studies 277 and Political Science 277.)—Fulco

[290. **Introduction to Literature and Psychology**]—Application of the insights of Sigmund Freud, Erik Erikson, and Normal Holland to a variety of literary works. The course will depend on skills in deep reading to analyze how literature transforms fantasies toward meanings. Prerequisite: English 260 or its equivalent. (Same as Comparative Literature 290 and English 290.)

[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 nontraditional. Reading the books together will help us explore the strengths and weaknesses of each; their conventions, assumptions, 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 Tillie Olsen's *Yonnondio*. (Same as American Studies 303 and English 304.)

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. (Same as Psychology 310.)—Anselmi

316. Families in American History—An exploration of American families, past and present, that draws on a wide range of historical and literary sources. Topics will include: changing ideals and realities of American family life; racial, religious, class, and ethnic variations; and shifting gender and generational relationships. The culminating project for the course is a family history, based on oral interviews and other sources. (Same as American Studies 320 and History 316.)—Sicherman

[323. Toni Morrison and Nadine Gordimer]—A reading of novels by two major 20th 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. (Same as English 323.)

[325. Gender and Public Policy]—Treating people justly means treating them similarly when they are relevantly similar and differently when they are relevantly different. Accordingly, if public policy is to be just in its effects on persons, it too must reflect similarities and differences among them. Profound disagreements quickly arise though when we ask which differences and similarities are relevant when, where, and how. One apparent difference between individuals is gender. When, where and how is gender relevant to public policy? This course will tackle this question by examining a variety of public policy issues which centrally involve gender in some important way. Among the issues which may be covered are gender discrimination, reproduction and public policy, alleged differences between male and female moral outlooks, and the roles that public policy can or does play in creating, sustaining, and changing gender differences and their significance. Permission of the instructor is required. (Same as Public Policy 837-03, Philosophy 837-03, and Public Policy 325.)

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. Permission of the instructor required. Enrollment limited. Prerequisite: Prior sociology course. (Same as Sociology 328.)—Raisz

340-02. Gender, Race and Ethnicity in Contemporary American Fiction—A study of American fiction since the 1940s. Particular emphasis will be placed on the emergence of powerful new traditions on "minority" and women's writing. Among the books to be read are works by Gwendolyn Brooks, Toni Morrison, Rolando Hinojosa, Leslie Silko, and Maxine Hong Kingston. (Same as American Studies 308-02 and English 307-02.)—Lauter

347. The Women's Renaissance—This course centers on a sample of the work produced by the "monstrous regiment of women" in 16th- and 17th-century England. Against texts describing the appropriateness of education and public participation for women and alongside a small number of comparable literary works by men, we will examine some women's conributions to, reactions against, and revisions of representations of authorship, identity, and devotion. (Same as English 347.)—Quitslund

[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 lit-

erary 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. Permission of the instructor is required. (Same as English 348 and English 881.)

389. Women and Work in America—This course will examine the changing historical relationships among women, work and family in the United States, with emphasis on ways in which public policy and the state have affected those relationships. Topics will include the impact of industrialization on women's work, the family wage system, the effect of slavery on black women and the black family, protective labor legislation, women in the labor movement, women workers in both world wars, immigrant women's working lives, and current workplace issues such as affirmative action, the glass ceiling, and sexual harassment. (Same as American Studies 385 and History 388.)—Harper

394. Representation of the Female Body and Voice in Literature, Film and Culture—Examination of works by Mary Shelley, Sigmund Freud, Fritz Lang, Hilda Doolittle, Jean-Jacques Beineix, Jeannette Winterson, Kenneth Branagh, and Gabrielle Roth. Film screenings will be scheduled accordingly. This course satisfies the requirement of a course emphasizing literature after 1800, a literary theory course, or a course emphasizing cultural context. (Same as Comparative Literature 394 and Women's Studies 394.)—Hunter

[395. 19th Century Novel: Fiction and the History of Sexuality]—This course examines the invention of a number of novelistic forms in 19th-century England as part of the invention of "modern" men and women. It 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, Mill, Freud, and Foucault together with such novels as *Pride and Prejudice*, *Jane Eyre*, *Mary Barton*, *The Woman in White*, *Lady Audley's Secret*, *Jude the Obscure*, *Dracula*, and *She*. Permission of the instructor required. (Same and English 395.)

[398. Women in Text and Tradition]—This seminar will focus upon women as they appear in the biblical texts and as their roles evolve in the western Christian traditions. Emphasis will be placed upon the methods of textual interpretation and of historical research to determine how women are portrayed in the biblical material and then how that material shapes and is used by an evolving tradition. To gain perspective, the relationship between text and tradition in religions other than Christianity will be considered. (Same as Comparative Literature 397 and Religion 398-08.)

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

401-79. Masculinity in Britain and America Since 1750—Feminist scholarship has stressed the importance of considering ideas about femininity and women's 'proper' roles as historically-specific, social constructs. Similarly, 'maleness' and masculinity are not predetermined or 'natural' categories but, rather, represent sets of changing ideas about what 'being a man' has meant in the modern world. This course will explore the history of masculinity and manhood in Great Britain and the United States since 1750. While the focus will necessarily be on men as gendered subjects, it is impossible to understand the masculine without direct reference to the feminine. With this in mind, we will explore in great detail the extent to which relations between men and women have changed since the 18th century. This course will also draw particular attention to the ways in which ideas about masculinity have reinforced notions of male power in Britain and America. Specific themes discussed in this seminar will include: the impact of industrialization on British and American manhood; athleticism and masculinity; fraternal orders, men's clubs and the homosocial male world; education and masculine socialization; racial differences and the impact of imperialism on male identities; heterosexual and homosexual masculinity; family life; work identities; and male reactions to feminism in the 19th and 20th centuries. Course materials will include (in addition to recent scholarship in the history of masculinity) contemporary novels, political essays, printed visual images, art and film. (Same as History 402-79 and History 809-13.)—Deslandes

[402-03. Women in the Arts in Nineteenth-Century Europe]—This seminar explores the roles women played in the production of culture in 19th-century Europe, especially in England and France. A course in the *social history of art*, it focuses not on works of art themselves—the novels, the paintings, the drama of the nineteenth century—but on the social, economic, and political structures which fostered these art forms and how women worked within and against these structures as authors/artists, muses/models, businesswomen and entrepreneurs to shape their definitive forms. (Same as History 402-68.)

[402-67. Victorian and Edwardian London]—We explore 19th- and early 20th-century London as an arena of cultural expression and social conflict. As residents of a city of both imperial splendor and urban decay, Londoners witnessed contests over wealth and poverty, artistic license, sexuality, racial difference and civil liberties. The lives of men and women in the metropolis lie at the center of this course. Readings include: *The History of Mary Prince*; J.S. Mill, *Autobiography*, and *On the Subjection of Women*; Virginia Woolf, *Jacob's Room;* George Gissing, *The Odd Women*, Ellen Ross, *Love and Toil*; Deborah Nord, *The Apprenticeship of Beatrice Webb;* Martha Vicinus, *Independent Women*; Judith

Walkowitz, *City of Dreadful Delight*; Roy Porter, *London: Social History;* John Russell, *London.* (Same as History 402-67 and 806-05.)

[409. Studies in Process and Performance: Dance - Witches, Mystics, and Prostitutes]—An in-depth study of the sacred, mystical, and profane as they relate to various currents and events in women's history and spirituality movements. We will explore specific mythic, historical, and contemporary figures, investigate local folklore, visit Salem and other sites, and develop a performance piece from our research and classroom experiences. Permission of the instructor is required. (Same as Theater & Dance 409-03.)

[409-02. Sacred Female Body]—Through readings, screenings, discussions, and movement exercises, this course will examine contemporary revivals of the iconology and ideology of the sacred female body. (Same as English 411.)

[413. The Novels of Virginia Woolf]—Virginia Woolf was an innovator, with regard to form as well as content. We will take the approach in this seminar that Woolf was a political novelist: in doing so we will define what we mean by the term political novel. What is the task of the political novel, and the political novelist? How may it transcend its time? What are its limits? Issues of gender and sexuality, colonialism and classism, history and politics, pacificism and war will be discussed. We will investigate, as did Woolf in her writing, the relation of the family to the state, the power differential between child and parent, the silences within a household and their possible consequences. We will also talk about Woolf's limitations as a commentator with regard to issues of race especially. Texts will include *To the Lighthouse, The Years, Jacob's Room, Mrs. Dalloway, Between the Acts, Orlando, The Voyage Out, The Waves.* (Same as English 413-02.)

[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. During the semester 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. (Same as Psychology 426.)

[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 scheduled accordingly. English 265, Introduction to Film Studies, or Art History 105, History of World Cinema, are recommended but not required. (Same as American Studies 439 and English 439.)

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1/2-1 course credit)—Staff

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.)—Staff

499. Senior Thesis, Part 2—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)—Staff

601. IDP Study Unit. Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the **IDP Catalogue** for a full listing.

602. IDP Project. Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credits)

Fellowships

Except where otherwise noted, further information regarding the following Fellowships may be obtained from Dean J. R. Spencer.

The H. E. Russell Fellowships, endowed by a legacy from Henry E. Russell of New York, pay to each recipient $2,500 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 $2,500 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 $1,250 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 the Internship Director.

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. Applications from first-year students 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.

Alpha Chi Rho—two scholarships with preference to children of past fraternity members.

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.

American Society of Mechanical Engineers (ASME) Scholarship—The Hartford Section of the ASME awards a scholarship annually to a full-time Trinity College Engineering major, concentrating in Mechanical Engineering, with above average academic standing and demonstrated financial need.

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. Increased by gifts in his memory.

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.

Black American Alumni—gifts from alumni, with preference given to Black American students.

Grace Edith Bliss—given by Grace Edith Bliss of Hartford, for students from the Greater Hartford area.

Blume Family—gifts from Dr. and Mrs. Marshall 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., Billie H., and Alfred C. Burfeind Memorial—gifts of Alfred C. Burfeind '64 and Lynne O. Burfeind MA '82 of Hartford, Connecticut, in memory of his parents. Increased by gifts in memory of Alfred Burfeind.

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.

John Mark Caffrey Memorial—gift from Dr. James M. Caffrey, Jr. '41 in memory of his son. Preference is given to residents of the Greater Hartford area.

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.

Samuel and Tillie D. Cheiffetz—bequest of Samuel Cheiffetz of West Hartford.

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 1988. Provides an annual grant aid supplement and a summer stipend to undergraduates exhibiting exceptional financial need and unusually strong academic and personal qualities.

Martin W. Clement—given by his wife, Elizabeth W. Clement, and children, Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement '01, Hon. '51, Trustee of the College from 1930 to 1963, of Philadelphia, Pennsylvania. This fund has also been augmented by gifts from many friends. Scholarships are awarded with preference given to students from the Greater Philadelphia area.

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 Alpha Chapter of Phi Kappa Psi—preference given to children of alumni members from Trinity's Chapter of Phi Kappa Psi.

Connecticut Scholarships—annually funded by corporations throughout Connecticut, including CIGNA, Connecticut Mutual, Dexter Corporation Foundation, Duracell International, Inc., First Alert, ITT Hartford, Heublein, R.C. Knox & Co., Northeast Utilities, Shawmut Bank 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.

Crane Fund for Widows and Children—grant to provide scholarship support to needy and deserving students.

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. Increased by gifts from Mrs. Dann and Harvey Dann IV '72.

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.

Dexter Corporation—grant from The Dexter Corporation Foundation in support of undergraduate research. Awarded to students majoring in science.

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.

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.

Duracell International, Inc.—grant to provide financial aid to students majoring in engineering, chemistry, or physics.

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.

Gustave Fischer and Lillian Fischer—distribution from a charitable remainder unitrust of Gustave Fischer. Preference is given to students born in or residing in Hartford County.

Thomas Fisher—bequest of Thomas Fisher.

Edward Octavus Flagg, D.D.—bequest of Miss Sarah Peters Flagg of Woodcliff Lake, New Jersey, in memory of her father, Edward Octavus Flagg 1848.

Andrew H. and Anne L. Forrester—proceeds of a charitable gift annuity from Mrs. Andrew H. Forrester.

Fraternity of I.K.A.—two scholarships with preference to children or grandchildren of alumni members of Trinity's chapter of I.K.A.

Anna D. and Malcolm D. Frink—gift of Mr. and Mrs. Malcolm D. Frink of Northampton, 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.

William J. Goralski '52—established in honor of Mr. Goralski by his classmates at their 45th Reunion.

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 premedical 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.

George A. Hey—proceeds of a matured life income from George A. Hey '29.

Charles J. Hoadley—gift of George E. Hoadley of Hartford in memory of his brother, a member of the Class of 1851.

Hoffman 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. 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.

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 nonprofit 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—Loctite Scholarship—this scholarship is awarded in memory of Professor Vernon K. Krieble, who was chairman of the Chemistry Department at Trinity College and founder of the Loctite Corporation. Each spring the Chemistry Department nominates the junior Chemistry or Biochemistry major who has demonstrated outstanding promise as a future research scientist. The Loctite Corporation awards a one year, full tuition scholarship to this nominee.

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.

Charles W. Lindsey—gifts in memory of Professor Charles W. Lindsey III, a member of the economics department faculty from 1958 until his death in 1992. Preference is given to economics majors for study abroad in developing countries, or to students from developing countries for study at Trinity.

George Thomas Linsley—bequest of Mrs. Helen L. Blake of Farmington in memory of her first husband, The Rev. George Thomas Linsley, D.D.

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—given 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.

Mirsky—bequest of Mrs. H. Sarah Mirsky, widow of Aron L. Mirsky '36.

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 to 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 Col. Edmund C. Morrisey '52 in memory of his mother, Ora Wright Morrisey.

Allen C. Morrison—bequest of Sara M. Brown of West Hartford in memory of her first husband.

Robert O. Muller—bequest of Josephine D. Muller of Anderson, South Carolina, in memory of her husband, Robert O. Muller '31.

Paul J. Myerson Memorial—gifts in memory of Paul J. Myerson, M.D. '61. Preference is given to greater Hartford residents who have graduated in the top 10 percent of their secondary school class.

Clarence E. Needham—bequest of Edith S. Needham of Shaker Heights, 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. and Herbert J. Noble—proceeds from a matured life income fund contributed by Mr. Richard B. Noble '25 of Milford, Connecticut, and Herbert J. Noble '26 of South Glastonbury.

New England Colleges Fund—grant from New England Colleges Fund to be used for scholarship support.

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.

Richard B. Pascall—bequest of Richard B. Pascall '35 of Glastonbury Connecticut.

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. Increased by gifts from his daughter, Mrs. Susan Peiker Atkins.

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.

Raether Family—gift of Mr. and Mrs. Paul E. Raether of Greenwich. Mr. Raether is a member of the Class of 1968 and a trustee of the College.

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.

Kathryn M. Rockwell—bequest of Kathryn M. Rockwell, mother of Bruce M. Rockwell '60.

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.

Osmon H. Schroeder and Leota Schroeder Barber—bequest from Leota S. Barber of Pinellas County, Florida.

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.

Helena K. and Elmer L. Smith—gift of David R. Smith '52 of Greenwich in memory of his parents.

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.

Robert C. Stewart—in honor of Professor Robert C. Stewart upon his retirement after 42 years as a member of the mathematics department. Preference is given to students interested in teaching careers.

Mitchell B. Stock—given by Mitchell B. Stock of Bridgeport, Connecticut.

Arthur B. Stolz—bequest of Arthur B. Stolz '35 of Washington, D.C.

Ralph W. and Evelyn B. Storrs—bequest of Evelyn B. Storrs of West Hartford for scholarship aid to students planning to enter medicine as a profession.

Student Activities—given by Trinity students from the activities budget, for disadvantaged and/or minority students.

Dong and Eunice Suh—gifts of Mr. and Mrs. Dong S. Suh of 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.

Margaret G. Sweeney—bequest of Margaret G. Sweeney of West Hartford.

Swiss Reinsurance Company—given by the Swiss Reinsurance Company of Zurich, Switzerland, with preference to a student majoring in mathematics.

T'44 Memorial—given in memory of members of the Class of '44 who have died. Preference is given to first generation college students and Individualized Degree Program students.

Edwin P. Taylor III—given by the family and friends of Edwin P. Taylor III '46.

Thomas and Charlotte Valentine Taylor—annually funded with gifts from The Thomas and Charlotte Valentine Taylor Educational Foundation. Recipients shall have graduated from independent secondary schools and meet specified criteria for rank in class. Mr. and Mrs. Taylor are parents of the late Thomas H. Taylor '65.

Theta Xi—preference to children of fraternity members.

Allen M. Thomas—bequest of Allen M. Thomas '26 of Greenwich to provide financial assistance to premedical students.

Richard I. Thomas—bequest of Richard I. Thomas '34, '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.

Trinity College Student Body—gifts of the Classes of 1969-1978.

Trinity Scholarship—established by the Trustees with funds derived from student repayments of Trinity loans.

B. Floyd Turner—given by B. Floyd Turner '10 and Mrs. Arline Turner MA '33 of Glastonbury, Connecticut, and memorial gifts from family and friends, with preference for residents of the Town of Glastonbury.

Ruth Elaine Tussing—bequest of Esther Price Molloy of West Hartford, Connecticut, in honor of her daughter. Awarded to women students majoring in the romance languages.

Ruth and Paul 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. Increased by bequest and gifts in memory of Richard H. Ware.

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, '69 MA of Santa Barbara, California. Awarded to students of either Black, Hispanic, or Native American origin.

Whitters Family—gifts from former Trustee James P. Whitters III '62. Awarded to a student who has elected to major in American history or American studies.

Mary Howard Williams—bequest of Augusta Hart Williams of Hartford.

Isidore Wise—given by Isidore Wise, Hon. '49, of Hartford.

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 Ferguson—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 Brinckerhoff Ogilby—established in 1943 by gifts of Carlos B. Clark, Hon. '43, and James W. Webber, Jr. '34 and his family, all of Detroit, 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 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 freshman chemistry students for outstanding achievement in general chemistry.

The Connecticut Valley Section of the American Chemical Society Award is given to a senior in recognition for outstanding accomplishment in the study of chemistry.

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 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 award comes from the Mead Fund in Economics.

The G. Keith Funston Prize in Economics was established in honor of the late G. Keith Funston, a member of the Class of 1932, by his family. Mr. Funston, a former President of Trinity College, was a Charter Trustee of the College. The prize is awarded annually to a senior majoring in economics who is an outstanding scholar and is actively involved in the life of the College.

The Peter J. Schaefer Memorial Prize 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 Office Coordinator 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.

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.

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.

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 student, including those in the Individualized Degree Program, for his or her original fiction or creative nonfiction 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.

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 by George Brinton Cooper in honor of his parents, and by Allen Brinton Cooper, Class of 1966, in honor of his grandparents. It is awarded to the junior or senior of whatever major who demonstrates distinction in any branch of the history or practice of the fine arts.

The Friends of Art Award for Art History is given to the graduating major whose academic record and promise of future achievement best epitomizes the goals of The Friends to cultivate and sustain the arts among us.

The Friends of Art Awards for Studio Arts are given to students for exceptional achievement in painting, graphics, sculpture or photography.

The Anna C. Helman Prize for Painting was established by Rabbi Leonard Helman, Class of 1948, in honor of his late mother, Anna C. Helman. The award is given to a student of painting, esteemed by the Faculty of Fine Arts to be distinguished in accomplishment and promise.

The Fern D. Nye Award for Graphic Arts is presented annually on the basis of work of originality and excellence in graphic arts.

The Mitchel N. Pappas Memorial Prize was funded by the Philip Kappel Endowment to honor the memory of Mitchel N. Pappas of Trinity's Fine Arts Department. It is awarded to senior students who show special promise in the area of studio arts.

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 an outstanding history major in the freshman or sophomore class.
Political Science—An annual prize will be awarded on Honors Day to the sophomore or junior receiving the highest mark in Political Science 106, Comparative and International Politics.

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 Science 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.

The Hartford Section of the American Society of Mechanical Engineers (ASME) Top Senior Award recognizes the Trinity College Engineering senior, concentrating in Mechanical Engineering, with the top academic record.

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 Comparative Literature Prize is awarded for excellence in overall work within the major.

The PRESHCO Prizes in Hispanic Studies were established in 1986 by the Programa de Estudios Hispánicos en Córdoba (Spain), of which Trinity College is a member. They are awarded to Spanish majors who have achieved excellence in courses devoted to Hispanic language, culture, and literature.

The 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 Cesare Barbieri Endowment Prize is awarded to a student for achievement in Italian.

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 student for achievement in Physics 131L and Physics 231L.

The Physics Senior Prize recognizes outstanding scholarship in physics. Established in 1976 by the faculty of the Department of Physics and Astronomy, it is awarded to a senior physics major for demonstrated excellence in physics at the advanced undergraduate level.

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 Hartford Stage.

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 Psychology Prize, given by the Department, is awarded to students with a distinguished academic record in psychology and the College, who have completed a senior thesis, and contributed substantially in service.

The Pi Gamma Mu Scholarship Plaque, authorized by the National Board of Trustees of the Society, is given by the Connecticut Alpha Chapter in the interests of the promotion of scholarship in the social sciences on the Trinity campus. The plaque is given to a senior student who is a member of Pi Gamma Mu, has a very high G.P.A., and has done outstanding service for the College or the Hartford community.

The 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 Monday 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 Elma H. Martin Book Prize was established in 1995 in memory of Elma H. Martin, who with her husband Harold, the Charles A. Dana College Professor of the Humanities, graced the Trinity community from 1977 to 1984. The Prize is given annually to an undergraduate woman who exemplifies qualities that her friends so admired in Elma Martin: an amiable manner, generosity of spirit, an unbounded love of reading, dedicated involvement in the civic life of her community, and an abiding commitment to the welfare and advancement of women, for whom she was, at Trinity and elsewhere, a model and inspiration.

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 by the Engineering faculty.

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 SGA 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 in a specific field or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their monetary value is not a determining factor.

FACULTY PRIZES

The Dean Arthur H. Hughes Award for Achievement in Teaching, a gift of former President and Trustee of Trinity, G. Keith Funston, is named in honor of Arthur Hughes, who in his thirty-six year career at Trinity, served as professor of German, Chairman of the Department of Modern Languages, Dean of the College, Dean of the Faculty, and, on two occasions, Acting President. The Dean Arthur H. Hughes Award recognizes relatively new and/or junior members of the Faculty for achievement in teaching.

The 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 1997—Charles William Baker, Alison Nell Blicharz, Tyler Vincent Ravi Booth, Schuyler M. Bull, Joseph Pasquale DeAngelis, Lynn Ellen Donahue, Jonathan Ari Epstein, Joshua Stephen Epstein, Matthew Alex Geertsma, Toufic Charles Haddad, Brooks Stevens Holtan, Aaron S. Jacobs, Justin Paul Jarvis, Paula Baker Lathrop, Timothy Stephen Lishnak, Stephen Matthew Marchlik, Peter David Nichols, Lisa Kim Olney, Arielle Lee Perry, Sandy Pesiridis, Robyn Lynn Schiffman, Amy Jean Shackelford, Catherine Mary Sharick, Peter Christian Sigrist, Amrik Joseph Singh, Agnieszka Stepinska, Joy Sumberg, Joseph Vincent Tranquillo, Laura Rosanne Triano, Marguerite Ann Veil, Ami Aviva Weghorst, Lisa Worthington

Pi Gamma Mu: Class of 1997—Charles William Baker, Tyler Vincent Ravi Booth, Jonathan Michael Boulay, Melissa Anne Brainerd, Daniel Paul Brochu, Vibha Jha Buckingham, Andrew Jonathan Burke, Sherry DuPont Chafin, Joan Elizabeth Colbert, Anabela Lopes DaSilva, Monica Lynn Debiak, Adam Devlin-Brown, Paul Robert DiGiacomo, Lynn Ellen Donahue, Brian Louis Gordon, Aaron S. Jacobs, Justin Paul Jarvis, Lauren Hawkes Kelley, Amy Anastasia Kostek, LaTanya Langley, Retshephile Sedutu Maesela, Carmela Barbara Mazzotta, David Kelly McFarland, Michele Joy McKeown, Margaret Helen Modzelewski, Christopher Andrew Morrow, Thomas Parker Murray, Peter David Nichols, Lisa Kim Olney, Arielle Lee Perry, Sandy Pesiridis, Melissa J. Prober, Laura Wilson Roy, Benjamin James Russo, Catherine Grace Schroeder, Catherine Mary Sharick, Ryan James Shattuck, Muriel Frost Sleezer, Cindie L. St. George, Hardy Page Stecker, Amy Elizabeth Stephens, Agnieszka Stepinska, Susan Jeanne Trotta, Nathaniel Austin Vaughn, Marguerite Ann Veil, Victoria Vadim Vodolazschi, Nathan Michael Will, Laura Marie Wilson

Pi Mu Epsilon: Class of 1997—Stephanie Holt Brewster, Sally Andrea Lesik, Stephen Matthew Marchlik, Lisa Worthington

Psi Chi: Class of 1997—Margaret Ann Devlin, Joan Elizabeth Kreie, Michele Joy McKeown, Laura Wilson Roy, Benjamin James Russo, Laura Marie Wilson

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 women to compete in inter collegiate athletics.

The Bob Harron "Outstanding Scholar-Athlete" Award, established in 1971 by his friends in memory of Bob Harron, former Director of College Relations at Trinity, is presented annually to the junior male who is voted the most outstanding in athletics and scholarship.

The Board of Fellows "Outstanding Scholar-Athlete" Award was established by the Board in 1979 and is presented annually to the junior woman who is voted most outstanding in athletics and scholarship.

The Blanket Award is awarded to students who have earned nine varsity letters in three different sports. The award is a Trinity College blanket.

The Mears Prize 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 Captain Award is given each year to the captain of the men's varsity swimming team exemplifying outstanding qualities of leadership. The award was established in 1974 by his friends and classmates in memory of Brian Foy, Class of 1960, co-captain of the swimming team, who suddenly passed away on May 1, 1973.

The Karl Kurth Award, established in 1988, to be presented annually to the most valuable member of the men's varsity squash racquets team.

The John A. Mason Award, established in 1953, is presented to that member of the men's varsity squash racquet squad showing the greatest improvement during the year.

The Virginia C. Kurth Award, established in 1988, to be presented annually to the most valuable member of the women's varsity squash racquets team.

The Phyllis L. Mason Award, established in 1977, is made annually to the member of the women's varsity squash racquet squad showing the greatest improvement during the year.

The Dan Webster Baseball Award is awarded annually to the player who has been of "most value" to the varsity baseball team. The major trophy is kept in the College trophy case.

The William Frawley Award is given annually to the most improved varsity baseball player; one who demonstrates enthusiasm and determination. This award was established in 1974 by his friends and classmates in memory of William Frawley, Class of 1960, captain of the baseball team, who was reported missing in action in Vietnam in 1966.

The Robert S. Morris Track Trophy, established in 1953, is awarded annually to the most valuable member of the varsity track team. The qualifications for this award are outstanding performance, attitude, and sportsmanship. The trophy will be kept in the College case.

The Edgar H. and Philip D. Craig Tennis Award, established in 1956, and revised in 1992, is awarded annually to the member of the men's varsity tennis squad who has proven himself to be the most valuable to the team's efforts in pursuit of excellence, team spirit, and sportsmanship.

The John Francis Boyer Most Valuable Player Award, established by St. Anthony Hall in 1957, is presented to the player who has been of "Most Value to the Men's Lacrosse Team." A major trophy is kept in the College trophy case.

The Robert A. Falk Memorial Award established in 1983 in memory of Robert Falk, a member of the class of 1984. This award is presented annually to the member of the Men's Varsity Lacrosse team who makes the most outstanding contribution to the team's defense.

The Wyckoff Award is presented annually to the winner of the men's varsity golf team tournament.

The Torch Award, established in 1962 by Mr. and Mrs. Charles B. Morgan, Bryn Mawr, Pa., is awarded to the person who has done the most to foster and perpetuate crew at Trinity.

The Hartford Barge Club Rowing Trophy, established in 1963 by members of the Hartford Barge Club, is awarded for sportsmanship and most improvement in rowing.

The David O. Wicks, Jr. Prize, established by David O. Wicks, Jr. '63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

The Albert C. Williams Hockey Cup is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.

The Frank Marchese Hockey Award, established in 1975, is awarded to the most valuable hockey player. The major trophy is kept in the trophy case and a bowl is presented annually to the winner.

The Thomas H. Taylor Fencing Trophy is awarded annually to a member of the Trinity College fencing team who, in enthusiasm and sportsmanlike conduct, has captured the spirit of the art of fencing.

The Marsh Frederick Chase Memorial Fencing Award is presented to the member of the team who has contributed most significantly to the cause of fencing.

The Susan B. Scott Award was established in 1981 by the Class of 1956 in memory of the wife of Donald J. Scott, '56. The award is presented to a member of the women's varsity swimming team who has shown the most improvement during the season.

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.

The John E. Kelly Outstanding Offensive Football Player Award was established in 1993 by his friends in memory of John E. Kelly '34. This annual award is voted on by the offensive players and awarded to the outstanding offensive football player.

The John E. Kelly Most Improved Basketball Award was established in 1993 by his friends in memory of John E. Kelly '34. This annual award is voted on by the members and coaches of the men's basketball team and is awarded to the most improved basketball player.

The John E. Kelly Golden Glove Baseball Award was established in 1993 by his friends in memory of John E. Kelly '34. This annual award is voted on by the members and coaches of the varsity baseball team and is awarded to the player who possesses the best defensive baseball skills.

Richard W. Ellis Softball Award was established by softball alumnae in 1996 in honor of Coach Dick Ellis. This award is presented annually, by vote of her teammates, to the player who has exemplified the qualities Coach Ellis values most in a student-athlete: commitment, enthusiasm, hard work, and all-around team play.

The Alice A. and Elizabeth A. Chick Squash Trophy was established in 1996 in honor of Alice and Elizabeth by their father, Peter Chick. The recipient of the award is determined by the head women's squash coach. The trophy is awarded to a player on the women's varsity squash team who, throughout the season, has been hardworking, determined, and an outstanding competitor.

The Alice A. and Elizabeth A. Chick Tennis Trophy was established in 1996 in honor of Alice and Elizabeth by their father, Peter Chick. The recipient of the award is determined by the head women's tennis coach. The trophy is awarded to a player on the women's tennis team who, throughout the season, has been hardworking, determined, and an outstanding competitor.

The Gregory M. Hill Class of 1987 Track and Field Sportsmanship Award was established in 1997 by Gregory M. Hill '87. The recipient of the award, chosen by the coaching staff, may be either a male or female member of the track team and a junior or senior. The qualities considered will be leadership, comradeship, character, academics and commitment.

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.

Department of Modern Languages and Literature—An endowment established in honor of Professor Dori Katz by an anonymous donor in 1996 provides for an annual lecture by a prominent speaker.

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.

Shirley G. Wassong Memorial—Gift in memory of Mrs. Wassong, wife of Joseph F. Wassong '59 of Thomaston, Connecticut, to fund an annual lecture by a distinguished scholar on a theme in European or American art, culture, or history.

Degrees Conferred in 1997

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 18.

HONORIS CAUSA

Douglas G. Brinkley, *Louisiana*, Doctor of Humane Letters
William Michael Bulger, *Massachusetts*, Doctor of Humane Letters
Chiu Chuang-Huan, *Taiwan*, Doctor of Humane Letters
John H. Dalton, *District of Columbia*, Doctor of Laws
Robert F. Drinan, S.J., *District of Columbia*, Doctor of Laws
Myrlie Evers-Williams, *Maryland*, Doctor of Humane Letters
Luis A. Ferré, *Puerto Rico*, Doctor of Laws
Ellen V. Futter, *New York*, Doctor of Humane Letters
Béatrice Rosenberg, *France*, Doctor of Humane Letters
Pierre Rosenberg, *France*, Doctor of Fine Arts
William D. White, *Pennsylvania*, Doctor of Humane Letters

BACCALAUREATE DEGREES IN COURSE

Benjamin Eric Dunn, *Connecticut*, B.A., Valedictorian
Michael John Palladino, *Connecticut*, B.S., Salutatorian
Joseph Pasquale DeAngelis, *Massachusetts*, B.S., Optimus

HONORS IN GENERAL SCHOLARSHIP

Benjamin Eric Dunn, *Connecticut*, B.A.
Michael John Palladino, *Connecticut*, B.S.
Joseph Pasquale DeAngelis, *Massachusetts*, B.S.
Marguerite Ann Veil, *Connecticut*, B.A.
Paula Baker Lathrop, *Connecticut*, B.A.
Amrik Joseph Singh, *Massachusetts*, B.S.
Joy Sumberg, *Massachusetts*, B.A.
Peter David Nichols, *Massachusetts*, B.A.
Lisa Worthington, *New Jersey*, B.S.
Jonathan Michael Boulay, *Connecticut*, B.A.
Toufic Charles Haddad, *Connecticut*, B.A.
Charles William Baker, *Massachusetts*, B.A.
Lynn Ellen Donahue, *Connecticut*, B.A.

Nedret D. Abrahamson, *Minnesota*, B.A., *with honors in Art History*
Andrew Christopher Arsenian, *Rhode Island*, B.A., *with honors in Economics*
Charles William Baker, *Massachusetts*, B.A., *with honors in Economics*
Karen Elizabeth Bayne, *Connecticut*, B.A., *Women's Studies & Classics, with honors in Classics*
Alison Nell Blicharz, Vermont, B.A., *with honors in American Studies*
Florence L. Bodnar, *Connecticut*, B.A., *with honors in Art History*
Tyler Vincent Ravi Booth, *New York*, B.A., *with honors in Psychology*
Jonathan Michael Boulay, *Connecticut*, B.A., *with honors in Political Science*
Melissa Anne Brainerd, *Massachusetts*, B.A., *with honors in Sociology*
Daniel Paul Brochu, *Connecticut*, B.A., *with honors in Public Policy*
Donna Michelle Buckley, *Connecticut*, B.A., *with honors in Sociology*
Joan Elizabeth Colbert, *Maryland*, B.A., *with honors in History*
Richard Martin Dallmeyer, *Massachusetts*, B.S., *with honors in Chemistry*
Anabela Lopes DaSilva, *Connecticut*, B.S., *with honors in Psychology*
Carol Frances McCray Davies, *Connecticut*, B.A., *with honors in Anthropology*
Joseph Pasquale DeAngelis, *Massachusetts*, B.S., *with honors in Chemistry*
Benjamin DelMonico, *Connecticut*, B.A., *with honors in Political Science*
Stephen Richard DeRosa, *New Jersey*, B.A., *with honors in History*
Adam Devlin-Brown, *Massachusetts*, B.S., *with honors in Psychology*
Benjamin Henry DeVore, *New Jersey*, B.S., *with honors in Computer Science*
Paul Robert DiGiacomo, *Pennsylvania*, B.A., *with honors in Political Science*
Lynn Ellen Donahue, *Connecticut*, B.A., *with honors in Interdisciplinary: Criminal Justice and Society*
Benjamin Eric Dunn, *Connecticut*, B.A., *with honors in Interdisciplinary: Foundational Issues in Visual Modeling*
Elizabeth Kirk Eakeley, *New Jersey*, B.A., *with honors in French*
Joshua Stephen Epstein, *New Jersey*, B.A., *with honors in Theater and Dance*
Dana Adam Fuller, *Massachusetts*, B.A., *with honors in Russian*
Toufic Charles Haddad, *Connecticut*, B.A., *Philosophy & International Studies: Middle Eastern, with honors in International Studies: Middle Eastern*
David Lowell Hava, *Massachusetts*, B.S., *with honors in Biology*
Brooks Stevens Holtan, *Washington*, B.A., *with honors in Philosophy*
Aaron S. Jacobs, *Massachusetts*, B.S., *with honors in Psychology*
Justin Paul Jarvis, *Connecticut*, B.A., *with honors in English*
William Ira Kent, *New York*, B.A., *with honors in Political Science*
Lia Kim, *Massachusetts*, B.S., *with honors in Biochemistry*
Yiming King, *Connecticut*, B.S., *Neuroscience & Biology, with honors in Neuroscience*
Amy Anastasia Kostek, *Vermont*, B.A., *with honors in Psychology*
Sandra Jean Kovacs, *Connecticut*, B.S., *with honors in Neuroscience*
LaTanya Langley, *Connecticut*, B.A., *with honors in Political Science*
Paula Baker Lathrop, *Connecticut*, B.A., *with honors in Religion*
Monique Melelani Lee, *Hawaii*, B.A., *with honors in International Studies: Asian*
Timothy Stephen Lishnak, *Connecticut*, B.S., *with honors in Biology*
Carmela Barbara Mazzotta, *Massachusetts*, B.A., *with honors in History & Italian*
Blair Allison McGinnis, *New York*, B.A., *with honors in International Studies: Asian*
Brendan Michael McGurk, *Connecticut*, B.A., *with honors in History*
Margaret Helen Modzelewski, *Massachusetts*, B.A., *with honors in Sociology*
Elaine Marie Morganelli, *Connecticut*, B.S., *with honors in Biology*
Christopher Andrew Morrow, *California*, B.A., *with honors in History*
Thomas Parker Murray, *Massachusetts*, B.A., *Political Science & Spanish, with honors in Political Science*
Stephen Paul Nangle, *Connecticut*, B.A., *with honors in History*
Peter David Nichols, *Massachusetts*, B.A., *with honors in Economics*
Lisa Kim Olney, *Massachusetts*, B.A., *with honors in American Studies*

Joshua David Olson, *Missouri*, B.A., *Biology & Philosophy, with honors in Philosophy*
Michael John Palladino, *Connecticut*, B.S., *with honors in Biology*
Arielle Lee Perry, *Connecticut*, B.S., *with honors in Psychology*
Melissa J. Prober, *Delaware*, B.A., *with honors in Political Science*
Paxton Everett Provitera, *New Jersey*, B.S., *Engineering & Physics, with honors in Physics*
Jeffrey J. Pyle, *Massachusetts*, B.A., *with honors in History*
Laura Anna Rigolosi, *New Jersey*, B.A., *English & Italian, with honors in Italian*
Ian Sample, *Washington*, B.S., *with honors in Computer Science*
Teresa LLanira Sarmiento, *Connecticut*, B.A., *with honors in Sociology*
Robyn Lynn Schiffman, *New Jersey*, B.A., *English & Women's Studies, with honors in English*
Neal A. Schneider, *Pennsylvania*, B.S., *with honors in Engineering*
Catherine Grace Schroeder, *Maryland*, B.A., *with honors in Political Science*
Jonathan Gadon Selib, *Connecticut*, B.A., *with honors in History*
Amy Jean Shackelford, *Connecticut*, B.A., *English & Educational Studies coordinated with English, with honors in English*
Catherine Mary Sharick, *New York*, B.A., *with honors in History*
Meredith Ann Shelley, *New Jersey*, B.A., *with honors in Public Policy*
Amrik Joseph Singh, *Massachusetts*, B.S., *with honors in Biology*
Amanda Barton Souers, *Maryland*, B.A., *with honors in English*
Hardy Page Stecker, *New Hampshire*, B.A., *with honors in Anthropology*
Amy Elizabeth Stephens, *Connecticut*, B.A., *with honors in Anthropology*
Joy Sumberg, *Massachusetts*, B.A., *with honors in Women's Studies*
Lilikai Christina Thorne, *Massachusetts*, B.A., *with honors in Philosophy*
Joseph Vincent Tranquillo, *Connecticut*, B.S., *with honors in Engineering*
Laura Rosanne Triano, *Connecticut*, B.S., *with honors in Neuroscience*
Susan Jeanne Trotta, *Connecticut*, B.S., *with honors in Psychology*
Marguerite Ann Veil, *Connecticut*, B.A., *with honors in Public Policy*
Victoria Vadim Vodolazschi, *Moldova*, B.A., *with honors in Economics*
Virginia Emily Watson, *Texas*, B.S., *with honors in Neuroscience*
Ami Aviva Weghorst, *Oregon*, B.A., *with honors in English*
David Alexander Weiner, *Massachusetts*, B.A., *with honors in History*
Christopher James Welch, *District of Columbia*, B.A., *with honors in Political Science*
Catharine Amy Whitters, *Massachusetts*, B.A., *with honors in American Studies*
Nathan Michael Will, *Pennsylvania*, B.A., *with honors in History*
Laura Marie Wilson, New York, B.A., *with honors in Psychology*
Colin Edward Woodward, *Massachusetts*, B.A., *with honors in History & Religion*
Lisa Worthington, *New Jersey*, B.S., *Computer Science & Mathematics, with honors in Computer Science*

Dawn Stephanie Alexander, *New York,* B.A., *American Studies*
Elizabeth Rose Alexander, *New York,* B.A., *Psychology*
Wellesley Evans Alexander, *New York,* B.S., *Biochemistry*
Katherine Webster Altshul, *Connecticut,* B.A., *Art History*
Katherine Margaret Anderson, *Connecticut,* B.A., *Educational Studies coordinated with Psychology*
Scott Carter Andrews, *Hawaii,* B.A., *Economics*
Zebedee Milligan Andrews, *Maine,* B.A., *History*
Gillian Dorn Angstadt, *Pennsylvania,* B.A., *French*
Montanna Barrett Atkins, *Massachusetts,* B.A., *Anthropology*
Robert J. Austin-LaFrance, *Connecticut,* B.S., *Neuroscience*
Robert Edward Ayer, *Connecticut,* B.A., *Sociology*
Joshua Thomas Longen Ayers, *Colorado,* B.S., *Chemistry*

Gregory Edward Bader, *Maryland,* B.A., *Political Science*
Frazier Lockwood Bain, *Arizona,* B.A., *English*
Garth Ainslie Ballantyne, *New Jersey,* B.A., *Economics*
William James Bannon III, *Connecticut,* B.A., *Political Science*
Bethany Paige Baran, *Connecticut,* B.A., *Art History*
Crossan Richard Barnes, *Pennsylvania,* B.A., *Economics*
Lisa Marie Bartley, *Connecticut,* B.A., *Political Science*
Michael P. Barton, *Connecticut,* B.A., *Economics*
Shrilekha B. Bathey, *Pennsylvania,* B.S., *Biochemistry*
Jonathan Thomas Beach, *Pennsylvania,* B.A., *Economics*
Robert Kirk Bedell, *New York,* B.A., *History*
Olin McIntosh Belsinger, Jr., *Pennsylvania,* B.A., *Economics*
Jessica Clair Benjamin, *Florida,* B.A., *American Studies*
Brandon L. Bergstrom, *Massachusetts,* B.A., *History*
Vincent A. Bernardo, *Connecticut,* B.S., *Biology*
Laura Suzanne Bernstein, *New York,* B.A., *English*
Loren Murphy Berry IV, *Illinois,* B.S., *Neuroscience*
Sean Peter Davison Berry, *Florida,* B.A., *American Studies*
William Thompson Bickford, *Massachusetts,* B.A., *Art History*
Winston Reese Binch, *Connecticut,* B.A., *History*
Karen Lee Birgbauer, *Michigan,* B.A., *Religion*
Michael J. Bittner, *New York,* B.A., *Political Science*
Tyler Patrick Blackwell, *Massachusetts,* B.S., *Chemistry*
Rosalba Blaszyk, *Connecticut,* B.A., *Political Science*
Ashley Mills Bohnen, *New York,* B.A., *Art History*
Stephane Eric Bouvel, *Pennsylvania,* B.A., *Religion*
Brittany Adella Boylan, *California,* B.A., *English*
Andrew Joseph Brady, *Maryland,* B.A., *History*
Allison Gabrielle Brailey, *Connecticut,* B.A., *Economics*
Stephanie Holt Brewster, *Maine,* B.S., *Mathematics*
Darrel D. L. Brown, *Connecticut,* B.A., *American Studies*
Lauren Nicole Brush, *Texas,* B.A., *Psychology*
Vibha Jha Buckingham, *Connecticut,* B.A., *Anthropology*
Schuyler M. Bull, *Connecticut,* B.A., *English*
Andrew Jonathan Burke, *Minnesota,* B.S., *Neuroscience*
Peter Murray Burns, Jr., *Massachusetts,* B.A., *Political Science*
Gwyneth Aimeè Byrd, *Maryland,* B.A., *English*
Matthew James Byrnie, *Connecticut,* B.A., *English*
Jacqueline Taylor Campitelli, *Pennsylvania,* B.S., *Biology*
Kelly V. Carleton, *Ohio,* B.A., *Public Policy*
Melissa Leigh Carlo, *Connecticut,* B.S., *Biology*
Rachel Marie Carr, *Massachusetts,* B.A., *Sociology*
Antonio R. Carreño, Jr., *Rhode Island,* B.A., *Political Science & French*
Michele Laverne Carter, *Connecticut,* B.A., *Economics*
Joseph Louis Cerreto, *Connecticut,* B.A., *Art History*
Sherry DuPont Chafin, *Connecticut,* B.A., *Public Policy*
Hai-San Chang, *Massachusetts,* B.A., *International Studies: Asian & Economics*
Eliza Lyford Chappell, *Maine,* B.A., *International Studies: Middle Eastern*
Elizabeth Ann Cheney, *California,* B.A., *Interdisciplinary: International Relations*
Sejal S. Chinai, *Massachusetts,* B.A., *Economics*
Maritza A. Chow Young, *New York,* B.A., *English*
David N. Christensen, *Connecticut,* B.A., *Public Policy*
Carl Andreas Christensen III, *Illinois,* B.A., *Economics*
Susan Catherine Church, *Connecticut,* B.A., *Religion*
Robert William Cibotti III, *Massachusetts,* B.A., *Economics*
Benjamin Thomas Clammer, *California,* B.A., *Political Science*
Anne Kiersted Campbell Clark, *Rhode Island,* B.A., *Religion*
Matthew Arnold Clark, *Massachusetts,* B.S., *Engineering*
Lara Cogliano, *Massachusetts,* B.S., *Psychology*
Caitlen Mary Edith Cohane, *Connecticut,* B.A., *English*

Winnona Leigh Coleman, *Connecticut,* B.A., *Psychology*
Laura Ann Connelly, *Massachusetts,* B.A., *Psychology & Sociology*
Tara Marie Connelly, *Massachusetts,* B.A., *Political Science & French*
Ambrose Marc Conroy, *Illinois,* B.A., *History*
Kelly Lynn Conte, *Massachusetts,* B.A., *English*
Elizabeth Ann Coran, *Connecticut,* B.S., *Biology*
Kenneth Lee Coste, *Connecticut,* B.S., *Computer Science*
Edward John Costello, *New York,* B.A., *Political Science*
Andrew Edmund Cottrell, *Ohio,* B.S., *Biochemistry*
Virginia Lesley Cowenhoven, *New Hampshire,* B.A., *Art History*
Lynne Adair Crawford, *Rhode Island,* B.S., *Psychology*
Jennifer Lee Cross, *Alaska,* B.A., *Theater and Dance*
Jill Marie Crowley, *Connecticut,* B.A., *American Studies*
Cynthia Bilsly Cutler, *New York,* B.S., *Neuroscience*
Descera Daigle, *Connecticut,* B.A., *American Studies*
Jennifer Anne Dakin, *Ohio,* B.A., *Economics*
Laura Ann D'Anca, *Pennsylvania,* B.A., *Italian*
Monique Teresa Daragjati, *Connecticut,* B.A., *American Studies*
Katherine Hall Davidson, *New York,* B.A., *American Studies*
Mary McPherson Davis, *Washington,* B.A., *English*
Monica Lynn Debiak, *New York,* B.A., *History*
Yusef Rashid DeLaine, *Connecticut,* B.A., *Philosophy*
Craig Vincent della Penna, *Massachusetts,* B.A., *Economics*
MaryGrace A. Dennler, *Connecticut,* B.A., *Educational Studies coordinated with Psychology*
Edmund Austin DePree, *Illinois,* B.A., *History*
Margaret Ann Devlin, *New Jersey,* B.S., *Psychology*
Cristina M. de Zarraga, *Florida,* B.S., *Psychology*
David Harris Dibble, *Massachusetts,* B.A., *English*
Susan Margaret Dinklage, *Vermont,* B.A., *American Studies*
Kevin Matthew Donovan, *Connecticut,* B.A., *Economics*
Cornelius Michael Dowd, *Connecticut,* B.S., *Psychology*
Amily Elizabeth Dunlap, *New Hampshire,* B.A., *English*
Katarzyna Anna Dybowska, *New York,* B.A., *Political Science*
Jay Robert Dzubak, *Connecticut,* B.S., *Chemistry*
Philip Mortimer Edwards, *New York,* B.A., *Economics*
Elvira Elizabeth Eichleay, *Pennsylvania,* B.A., *English*
Ingrid Stephanie Elliott, *Maryland,* B.A., *Political Science*
Melissa Marie Elliott, *Massachusetts,* B.S., *Psychology*
Gustave Nicholas Ellison, *Connecticut,* B.A., *Economics*
Gregory James Engstrom, *Arkansas,* B.S., *Biochemistry*
Jonathan Ari Epstein, *Alabama,* B.A., *Economics*
Ashley Reid Evans, *New York,* B.A., *Religion & Anthropology*
James Deholl Evans, *Pennsylvania,* B.A., *Philosophy*
Anthony Hale Everets, *Massachusetts,* B.A., *Economics*
Dawn Margaret Fancher, *Connecticut,* B.A., *Religion*
Thomas Morrissey Fennell, *New Jersey,* B.A., *Art History & Economics*
Elizabeth Ellen Fifield, *New Hampshire,* B.S., *Neuroscience & Biology*
Lydia Allen Finch, *New Hampshire,* B.A., *Interdisciplinary: Environmental Studies*
David Sean Finn, *Massachusetts,* B.A., *Economics*
Gustave William Fitzpatrick, *Virginia,* B.A., *Computer Major coordinated with Psychology*
Joshua Louis Fitzsimons, *Connecticut,* B.A., *Economics*
Rex Sherwood Florian, *Connecticut,* B.S., *Biochemistry*
Jeffrey Richard Foye, *California,* B.A., *Theater and Dance*
Marc Anthony Franzoni, *Pennsylvania,* B.A., *Political Science*
Maia Midori Fujisawa, *California,* B.A., *English*
Corey Elizabeth Gartner, *Connecticut,* B.A., *History*
Shane Gauthier, *Massachusetts,* B.A., *Engineering*
Melissa-Jon Gaylord, *Connecticut,* B.A., *Economics*
Michelle Lynn Geary, *Connecticut,* B.S., *Mathematics*

Matthew Alex Geertsma, *Connecticut,* B.A., *Anthropology*
Lisa Marie Giarratano, *Connecticut,* B.S., *Biology*
James Edward Gilbert, *Massachusetts,* B.A., *English & History*
Susanna Kirby Gilson, *Texas,* B.A., *Anthropology & Spanish*
Molly Goggins, *Massachusetts,* B.A., *Russian*
Brian Louis Gordon, *California,* B.A., *Public Policy*
Jonathan Timothy Grady, *Connecticut,* B.A., *Mathematics*
Andrew Peter Grammaticas, *Massachusetts,* B.A., *History*
Laura B. Grassi, *Connecticut,* B.A., *English*
Leslie M. Greene, *Connecticut,* B.A., *Women's Studies*
Elizabeth Dudley Greenlaw, *Massachusetts,* B.A., *Political Science*
Stephen Summers Gregg, *North Carolina,* B.A., *English*
Spencer Bennett Grimes, *Connecticut,* B.A., *English*
Alyson Elizabeth Mary Guild, *Connecticut,* B.A., *Political Science*
Peter Colin Guiney, *Massachusetts,* B.A., *American Studies*
Helen Hilary Gunlocke, *Ohio,* B.A., *Political Science*
Gregory Bradford Guttman, *Pennsylvania,* B.A., *Political Science*
Jennifer Elizabeth Guy, *California,* B.A., *Political Science*
Samuel Lawrence Gwin III, *Massachusetts,* B.A., *Political Science*
Courtney Christine Hadly, *California,* B.S., *Biology*
Natasha Anastasia Haidous, *Connecticut,* B.S., *Psychology*
Jonathan Zack Haime Bigio, *Florida,* B.A., *Economics*
Amy Holladay Ham, *Georgia,* B.A., *English*
Ashley Hammarth, *New York,* B.A., *English*
Kari Alain Hamon, *Texas,* B.A., *English*
Ryan Patrick Hankard, *Connecticut,* B.A., *Sociology*
Peter Randolph Hannan, *Massachusetts,* B.A., *American Studies*
Anne Kearney Harrington, *Maryland,* B.A., *English*
Lawrence R. Harris, Jr., *Minnesota,* B.A., *Political Science*
Rhonda Russhell Haynes, *Connecticut,* B.A., *English*
Mary Kent Hearon, South Carolina, B.A., French
Celia Jean Carrie Heck, *Illinois,* B.S., *Neuroscience & Psychology*
Scott Matthew Heidorn, California, B.A., History
Margaret Anne Helm, *Kentucky,* B.A., *English*
Gustavo Javier Hernandez Gutierrez, *Mexico,* B.A., *Economics*
John Douglas Hill, *Maryland,* B.A., *Economics*
LyLy Hin, *Connecticut,* B.A., *Modern Languages: Chinese and Japanese*
Hunter Lothrop Hoffmann, *Massachusetts,* B.A., *Public Policy*
Keri Jeanne Holland, *Massachusetts,* B.A., *Interdisciplinary: Environment and Policy*
John Wilson Hosmer III, *Massachusetts,* B.A., *English*
Caleb Robert Howard, *Massachusetts,* B.S., *Engineering*
Grace Huang, *Taiwan,* B.A., *English*
Mark Andrew Hudspeth, *Texas,* B.A., *Political Science*
C. Stockton Jacobs, *Pennsylvania,* B.A., *Economics*
Angus Gregory Jennings, *Massachusetts,* B.A., *Philosophy & Sociology*
Brady Lewis Jensen, *Minnesota,* B.A., *Economics*
Timothy James Jeski, *Connecticut,* B.A., *Psychology*
Stephen Thomas Jewett, *Massachusetts,* B.A., *English*
Jacqueline Michele Johnson, *Connecticut,* B.A., *Sociology*
Robert William Johnson, *Connecticut,* B.S., *Biology*
Scott Michael Johnson, *New Jersey,* B.A., *History*
Michael McCormack Jones, *Virginia,* B.A., *Theater and Dance*
Tanya Danielle Jones, *Pennsylvania,* B.A., *Sociology*
Sarah Caroline Jubitz, *Oregon,* B.S., *Psychology*
Leah Ellen Kalayjian, *California,* B.A., *Theater and Dance*
Jonathan A. Karp, *Massachusetts,* B.A., *Sociology*
Christopher B. Kearney, *Connecticut,* B.A., *English*
Abigail Keeler, *New York,* B.A., *Art History*
Lauren Hawkes Kelley, *Virginia,* B.A., *Public Policy*

Allison Mary Crichton King, *Maine,* B.A., *History*
Alexa Scott Knight, *Massachusetts,* B.A., *American Studies*
Gary Austin Koenig, *Massachusetts,* B.A., *History*
Elizabeth Jane Koshetz, *New York,* B.S., *Psychology*
Elizabeth T. Kosz, *Connecticut,* B.A., *English*
Angelica Kourembanas, *Connecticut,* B.A., *Political Science*
Joan Elizabeth Kreie, *Maine,* B.S., *Psychology*
Kenneth C. LaFreniere, *New York,* B.A., *English*
Jude N. Laghi, *New York,* B.A., *English*
Robin Welch Laidlaw, *New York,* B.S., *Psychology*
Irene Thompson Laird, *Delaware,* B.A., *English*
Allison E. Lancor, *Connecticut,* B.S., *Neuroscience*
Jacqueline Lawrence, *New York,* B.A., *Art History*
John Hadden Lawrence, *New York,* B.A., *French*
William Hugh Lawton, *Connecticut,* B.S., *Engineering*
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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]

DIANA EVANS — *Professor of Political Science*

B.A. 1971, M.S. 1972 (Univ. of New Mexico), Ph.D. 1979 (Rochester) [1979]

ELLISON B. FINDLY — *Professor of Religion and International Studies*

B.A. 1971 (Wellesley College), M.A. 1973 (Columbia), M. Phil. 1976, Ph.D. 1978 (Yale) [1980]

DONALD B. GALBRAITH — *Professor of Biology*

B.S. 1958 (Grove City College), Sc.M. 1960, Ph.D. 1962 (Brown Univ.) [1962]

JOHN P. GEORGES** — *Professor of Mathematics*

B.A. 1971, M.A. 1973 (Tufts Univ.), Ph.D. 1982 (Northeastern Univ.) [1983]

ALDEN R. GORDON — *Gwendolyn Miles Smith Professor of Art History*

B.A. 1969 (Trinity College), M.A. 1971, Ph.D. 1978 (Harvard) [1978]

**Sabbatical Leave, Spring Term
*††Sabbatical Leave Fall Term, Leave of Absence Spring Term
***Sabbatical Leave, Academic Year

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 and Director of Athletics*
B.A. 1966 (Marietta College), M.S. 1976 (Univ. of Massachusetts) [1974]

JOAN D. HEDRICK — *Professor of History and Director of Women's Studies*
A.B. 1966 (Vassar College), Ph.D. 1974 (Brown Univ.) [1981]

DAVID E. HENDERSON†** — *Professor of Chemistry*
B.A. 1968 (St. Andrews Presbyterian College), Ph.D. 1975 (Univ. of Massachusetts) [1977]

SHARON D. HERZBERGER — *Professor of Psychology*
B.A. 1971 (Pennsylvania State Univ.), M.A. 1972, Ph.D. 1975 (Univ. of Illinois) [1980]

GEORGE C. HIGGINS, JR. — *Professor of Psychology and Director of Counseling Center*
B.A. 1959 (Amherst College), Ph.D. 1964 (Univ. of Rochester) [1963]

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 - Buffalo) [1972]

DREW A. HYLAND — *Charles A. Dana Professor of Philosophy*
A.B. 1961 (Princeton), M.A. 1963, Ph.D. 1965 (Pennsylvania State) [1967]

SAMUEL D. KASSOW — *Professor of History*
B.A. 1966 (Trinity College), M.S. 1967 (London School of Economics), Ph.D. 1976 (Princeton) [1972]

DORI KATZ — *Professor of Modern Languages*
A.A. 1959 (Los Angeles City College), B.A. 1961 (Los Angeles State Univ.), M.F.A. 1963, Ph.D. 1969 (Univ. of Iowa) [1969]

PRISCILLA KEHOE — *Charles A. Dana Research Professor of Psychology*
B.A. 1980 (Florida Atlantic Univ.), M.A. 1983, Ph.D. 1985 (Johns Hopkins Univ.) [1985]

FRANK G. KIRKPATRICK** — *Ellsworth Morton Tracy Lecturer and Professor of Religion*
B.A. 1964 (Trinity College), M.A. 1966 (Union Theological Seminary), Ph.D. 1970 (Brown Univ.) [1969]

DIRK KUYK** — *Professor of English*
B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis Univ.) [1970]

**Sabbatical Leave, Spring Term
†**Leave of Absence Fall Term, Sabbatical Leave Spring Term

BEREL LANG — *Professor of Humanities*

B.A. 1954 (Yale College), Ph.D. 1961 (Columbia Univ.) [1997]

HELEN LANG — *Professor of Philosophy*

B.A. 1970, M.A., 1971 (Univ. of Colorado), Ph.D. 1977 (Univ. of Toronto) [1978]

PAUL LAUTER — *Allan K. Smith and Gwendolyn Miles Smith Professor of English*

B.A. 1953 (New York Univ.), M.A. 1955 (Indiana Univ.), Ph.D. 1958 (Yale Univ.) [1988]

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, Univ. of London) [1969]

DAVID MAURO — *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]

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]

DONALD G. MILLER — *Professor of Physical Education*

B.S. 1955, M.E. 1957 (Univ. of Delaware) [1965]

JAMES A. MILLER† — *Charles A. Dana Professor of English and American Studies, and Professor of International Studies*

B.A. 1966 (Brown Univ.),
Ph.D. 1976 (State Univ. of New York - Buffalo) [1972]

ROBERT C. MORRIS — *Visiting Professor of Fine Arts*

B.F.A. 1955 (Yale Univ.), M.F.A. 1970 (Univ. of Texas) [1992]

*Sabbatical Leave, Fall Term
**Sabbatical Leave, Spring Term
†Leave of Absence, Fall Term

GERALD MOSHELL — *Professor of Music and Director of Concert Choir*

B.A. 1967 (Pomona College), M.A. 1970, Ph.D. 1979 (Harvard Univ.) [1977]

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]

BORDEN W. PAINTER, JR. — *Professor of History*

B.A. 1958 (Trinity College), M.A. 1959 (Yale), M. Div. 1963 (General Theological Seminary), Ph.D. 1965 (Yale Univ.) [1964]

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]

JOHN FREDERICK PFEIL*** — *Professor of English*

B.A. 1971 (Amherst College), M.A. 1973 (Stanford Univ.) [1985]

HARVEY S. PICKER — *Professor of Physics*

S.B. 1963, Ph.D. 1966 (Massachusetts Institute of Technology) [1971]

JOHN PLATOFF** — *Professor of Music*

B.A. 1973, Ph.D. 1984 (Univ. of Pennsylvania) [1984]

MIGUEL D. RAMIREZ — *Professor of Economics*

B.S. 1979, M.S. 1981, Ph.D. 1984 (Univ. of Illinois) [1985]

MILLA C. RIGGIO — *Professor of English*

B.A. 1962 (Southern Methodist Univ.), A.M. 1966, Ph.D. 1972 (Harvard) [1973]

DAVID A. ROBBINS — *Seabury Professor of Mathematics and Natural Philosophy*

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]

BARBARA SICHERMAN† — *William R. Kenan, Jr. Professor of American Institutions and Values*

B.A. 1955 (Swarthmore College), M.A. 1957, Ph.D. 1967 (Columbia Univ.) [1982]

MARK P. SILVERMAN — *Professor of Physics*

B.S. 1967, M.S. 1967 (Michigan State Univ.), Ph.D. 1973 (Harvard Univ.) [1982]

**Sabbatical Leave, Spring Term
***Sabbatical Leave, Academic Year
†Leave of Absence, Fall Term
††Leave of Absence, Spring Term

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 International Studies*

B.A. 1954 (Princeton), M.A. 1958, Ph.D. 1965 (Columbia) [1966]

FRANK A. STONE — *Visiting Professor of Educational Studies*

B.A. 1949 (Heidelberg College, Ohio), M. Div. 1952 (Oberlin College),
D. Min. 1953 (Vanderbilt Univ.), M.A. 1960 (Western Michigan Univ. - Kalamazoo),
Ed.D. 1968 (Boston Univ.) [1995]

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]

MAURICE L. WADE† — *Professor of Philosophy*

B.A. 1974 (Yale Univ.), Ph.D. 1982 (Stanford Univ.) [1983]

RALPH E. WALDE — *Professor of Computer Science*

B.A. 1964 (Univ. of Minnesota), Ph.D. 1967 (Univ. of California-Berkeley) [1972]

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]

E. KATHLEEN ARCHER† — *Associate Professor of Biology*

B.A. 1977 (California State Univ.), Ph.D. 1984 (Univ. of Oregon) [1990]

WENDY C. BARTLETT — *Associate Professor of Physical Education*

B.A. 1976 (Rollins College), M.S. 1988 (Central Connecticut State Univ.) [1984]

DANIEL G. BLACKBURN — *Associate Professor of Biology*

B.S. 1975 (Univ. of Pittsburgh), M.S. 1978, Ph.D. 1985 (Cornell Univ.) [1988]

SHEILA S. BLAIR — *Visiting Associate Professor of Fine Arts*

B.A. 1970 (Tufts), Ph.D. 1980 (Harvard Univ.) [1996]

JAMES R. BRADLEY** — *Associate Professor of Classics*

A.B. 1957 (Trinity College), A.M. 1959, Ph.D. 1968 (Harvard) [1970]

†Leave of Absence, Fall Term
*Sabbatical Leave, Fall Term
**Sabbatical Leave, Spring Term

PATRICIA BYRNE — *Associate Professor of Religion*

B.A. 1971 (Carlow College), S.T.B. 1974 (Gregorian Univ.), M.A. 1975 (St. Louis Univ.), Ph.D. 1986 (Boston College) [1987]

JOHN H. CHATFIELD — *Associate Professor of History*

B.A. 1965 (Trinity), M.A. 1972, Ph.D. 1988 (Columbia) [1976]

WILLIAM H. CHURCH‡‡ — *Assistant Professor of Chemistry*

B.S. 1981 (James Madison Univ.), Ph.D. 1987 (Emory Univ.) [1988]

KATHLEEN A. CURRAN — *Associate Professor of Fine Arts*

B.A. 1977 (Newcomb College), M.A. 1981 (New York Univ.), Ph.D. 1986 (Univ. of Delaware) [1990]

MICHAEL R. DARR — *Associate Professor of Physical Education*

B.A. 1968 (Gettysburg College), M.S. 1975 (Univ. of Delaware) [1982]

DARIO DEL PUPPO††† — *Associate Professor of Modern Languages*

B.A. 1980, Ph.D. 1988 (Univ. of Connecticut) [1986]

FRANCIS J. EGAN — *Associate Professor of Economics*

B.A. 1963 (Providence College), M.A. 1966, Ph.D. 1973 (Fordham Univ.) [1967]

DARIO A. EURAQUE — *Associate Professor of History*

B.A. 1982 (Marquette), M.A. 1984, 1986, Ph.D. 1990 (Univ. of Wisconsin) [1990]

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]

SHEILA M. FISHER** — *Associate Professor of English*

B.A. 1976 (Smith College), M.A., M. Phil., Ph.D., 1982 (Yale Univ.) [1984]

MICHAEL C. FITZGERALD — *Associate Professor of Fine Arts*

A.B. 1976 (Stanford Univ.), M.B.A. 1986, Ph.D. 1987 (Columbia Univ.) [1988]

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]

*Sabbatical Leave, Fall Term
**Sabbatical Leave, Spring Term
†Leave of Absence, Fall Term
††Leave of Absence, Spring Term
†††Leave of Absence, Academic Year
‡‡Junior Faculty Leave, Spring Term

DOUGLAS B. JOHNSON — *Associate Professor of Music*

B.A. 1974 (Humboldt State Univ., California), M.A. 1984, Ph.D. 1989 (Univ. of California) [1988]

M. JOSHUA KARTER* — *Associate Professor of Theater and Dance*

B.A. 1971 (Amherst College), M.A. 1974, Ph.D. 1979 (New York Univ.) [1989]

KATHLEEN KETE — *Associate Professor of History*

A.B. 1982, M.A. 1984, Ph.D. 1989 (Harvard) [1990]

RONALD C. KIENER** — *Associate Professor of Religion*

B.A. 1976 (Univ. 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]

NATHAN MARGALIT — *Visiting Associate Professor of Fine Arts*

B.A. 1974 (Univ. of Cape Town, South Africa), M.F.A. 1977 (Maryland Institute College of Art) [1994]

REGINALD MONTGOMERY — *Visiting Associate Professor of Theater and Dance*

B.S. 1968 (Florida A & M Univ.-Tallahassee), M.A. 1972 (Trinity Univ.-San Antonio) [1996]

RALPH A. MORELLI — *Associate Professor of Computer Science*

B.A. 1969 (Univ. of Connecticut), Ph.D. 1979, M.S. 1984 (Univ. of Hawaii) [1985]

JANE H. NADEL-KLEIN — *Associate Professor of Anthropology*

A.B. 1969 (Barnard College), Ph.D. 1979 (City Univ. of New York) [1987]

TAIKANG NING — *Associate Professor of Engineering*

B.S. 1979 (National Chiao-Tung Univ.), M.S. 1983, Ph.D. 1986 (Univ. of Connecticut) [1986]

STANLEY E. OGRODNIK — *Associate Professor of Physical Education*

B.A. 1963 (Providence College), M.A. 1968 (Univ. of Hartford) [1981]

JOSEPH L. PALLADINO† — *Associate Professor of Engineering*

B.S. 1982, M.A. 1982 (Boston Univ.), M.S.E. 1984, Ph.D. 1990 (Univ. of Pennsylvania) [1989]

HI-AH PARK — *Visiting Associate Professor in Religion and Theater and Dance*

B.A. 1963 (Seoul National Univ. College of Music),
M.A. 1978 (Univ. of California - Los Angeles) [1995]

†Leave of Absence, Fall Term
*Sabbatical Leave, Fall Term
**Sabbatical Leave, Spring Term
*††Sabbatical Leave, Fall Term; Leave of Absence, Spring Term

SUSAN D. PENNYBACKER*†† *Associate Professor of History*

B.A. 1976 (Columbia Univ.), M.A. 1977 (Univ. of Pennsylvania), Ph.D. 1985 (Cambridge Univ.) [1983]

MONTE PILIAWSKY *Associate Professor f Educational Studies and Director of the Educational Studies Program*

B.A. 1965 (Univ. of New Orleans), M.A. 1968, Ph.D. 1970 (Tulane Univ.) [1995]

MAUREEN PINE *Associate Professor of Physical Education*

B.A. 1984 (Colby College), M.S. 1986 (Smith College) [1987]

RICHARD V. PRIGODICH *Associate Professor of Chemistry*

B.S. 1974 (Lake Forest College), Ph.D. 1982 (Wesleyan Univ.) [1985]

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]

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]

DAVID A. REUMAN *Associate Professor of Psychology*

B.A. 1977 (Hampshire College), Ph.D. 1986 (Univ. of Michigan-Ann Arbor) [1987]

MARTHA K. RISSER *Associate Professor of Classics*

B.A. 1981 (Univ. of Wisconsin-Milwaukee), Ph.D. 1989 (Univ. of Pennsylvania) [1989]

PAULA A. RUSSO *Associate Professor of Mathematics*

B.S. 1977 (Syracuse Univ.), M.A. 1980, Ph.D. 1984 (Indiana Univ.) [1987]

BRIGITTE SCHULZ *Associate Professor of Political Science*

B.S. 1976 (Univ. of Maryland), M.S. 1978 (London School of Economics), Ph.D. 1988 (Boston Univ.) [1989]

MARK SETTERFIELD *Associate Professor of Economics*

B.A. 1989 (Cambridge Univ.-England), Ph.D. 1992 (Dalhousie Univ. - Nova Scotia) [1992]

ROBIN SHEPPARD *Associate Professor of Physical Education and Assistant Director of Athletics*

B.A. 1974 (Trenton State College), M.A. 1976 (Trinity College) [1978]

GREGORY B. SMITH††† *Associate Professor of Political Science*

B.A. 1972 (Syracuse Univ.), M.A. 1977, Ph.D. 1987 (Univ. of Chicago) [1994]

RONALD R. THOMAS *Associate Professor of English*

B.A. 1971 (Wheaton), M.A. 1978, Ph.D. 1983 (Brandeis) [1990]

STEPHEN M. VALOCCHI *Associate Professor of Sociology*

B.A. 1977 (St. Joseph Univ.), M.A. 1980, Ph.D. 1985 (Indiana Univ.) [1985]

BARBARA WALDEN** *Associate Professor of Physics*

B.A. 1981 (Colgate Univ.), Ph.D. 1991 (Pennsylvania State Univ.) [1991]

BEVERLY WALL†† *Associate Professor of Composition and Rhetoric and Allan K. Smith Lecturer in English and Director of the Writing Center*

**Sabbatical Leave, Spring Term
††Leave of Absence, Spring Term
†††Leave of Absence, Academic Year

B.A. 1969 (Univ. of Exeter, England), M.A. 1971 (Univ. of Virginia), Ph.D. 1992 (Univ. of North Carolina-Greensboro) [1987]

JERRY G. WATTS — *Associate Professor of American Studies*

B.A. 1975 (Harvard), M.A. 1977, M. Phil. 1978, Ph.D. 1985 (Yale) [1990]

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]

NANCY J. WYSHINSKI* — *Associate Professor of Mathematics*

B.A. 1978 (Bloomsburg Univ.), M.A. 1980, M.S. 1988, Ph.D. 1991 (Univ. of Colorado) [1991]

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

GEORGE ABDELNOUR — *Visiting Assistant Professor of Modern Languages and Literature*

B.A. 1991, Ph.D. 1997 (Yale Univ.) [1997]

SHELBY ANDERSON‡‡ — *Assistant Professor of Chemistry*

B.A. 1987 (Carleton College), A.M. 1989, Ph.D. 1993 (Harvard Univ.) [1994]

SANDRA M. ANGLUND — *Visiting Assistant Professor of Political Science*

B.A. 1963 (Syracuse Univ.), M.A. 1988, Ph.D. 1997 (Univ. of Connecticut) [1997]

EMILY K. ANHALT — *Visiting Assistant Professor of Classics*

B.A. 1980 (Dartmouth College), M.A. 1983, Ph.D. 1989 (Yale Univ.) [1996]

ELISABETH ARMSTRONG — *Visiting Assistant Professor of Women's Studies*

B.A. 1988 (Pomona College), Ph.D. 1997 (Brown Univ.) [1997]

PAUL ASSAIANTE — *Assistant Professor of Physical Education*

B.S. 1974, M.S. 1975 (Springfield College), M.S. 1979 (Long Island Univ. - Stony Brook) [1994]

KAREN BACON — *Assistant Professor of Theater and Dance*

B.F.A. 1993 (State Univ. of New York - Oswego), M.F.A. 1995 (School of the Art Institute of Chicago) [1996]

JENNIFER BEINEKE — *Visiting Assistant Professor of Mathematics*

B.A., B.S. 1991 (Purdue University), M.A. 1993, Ph.D. 1997 (Univ. of California - Los Angeles) [1997]

MATTHEW BERRY — *Visiting Assistant Professor of Philosophy*

B.A. 1986 (Hobart College), M.A. 1990, Ph.D. 1997 (Univ. of Connecticut) [1997]

CHRISTINE CARAGIANIS BROADBRIDGE — *Assistant Professor of Engineering*

B.S. 1989 (Univ. of Rhode Island), M.S. 1991, Ph.D. 1993 (Brown Univ.) [1993]

JEAN K. CADOGAN — *Assistant Professor of Fine Arts*

B.A. 1971 (Wellesley College), M.A. 1972, Ph.D. 1978 (Harvard Univ.) [1986]

*Sabbatical Leave, Fall Term
‡‡Junior Faculty Leave, Spring Term

ANDREA E. CHAPDELAINE — *Visiting Assistant Professor of Psychology*

B.A. 1988 (Univ. of New Hampshire), M.A. 1991, Ph.D. 1993 (Univ. of Connecticut) [1995]

CAROL CLARK — *Assistant Professor of Economics*

B.S. 1982 (Univ. of Illinois), M.A. 1985 (Tufts), M.A. 1987, Ph.D. 1991 (Cornell) [1990]

JUDITH COADY — *Visiting Assistant Professor of Sociology*

B.A. 1967 (Luther College), A.M. 1980, Ph.D. 1987 (Boston Univ.) [1995]

ROBERT J. CORBER — *Visiting Assistant Professor of American Studies*

B.A. 1980 (Haverford College), M.A. 1981, Ph.D. 1987 (Univ. of Chicago) [1998]

MARY W. CORNOG — *Visiting Assistant Professor of Classics*

B.A. 1968 (Wellesley College), M.A. 1971 (Columbia Univ.), Ph.D. 1978 (Boston Univ.) [1985]

DAVID CRUZ-URIBE — *Assistant Professor of Mathematics*

A.B. 1985 (Univ. of Chicago), Ph.D. 1993 (Univ. of California - Berkeley) [1996]

WILLIAM K. DECKER, JR. — *Assistant Professor of Physical Education*

B.S. 1985, M.S. 1990 (Ithaca College) [1990]

PABLO DELANO — *Assistant Professor of Fine Arts*

B.F.A. 1976 (Temple Univ.), M.F.A. (Yale Univ.) [1996]

PAUL DESLANDES — *Visiting Assistant Professor of History*

B.A. 1987 (Trinity College, Hartford), M.A. 1989, Ph.D. 1996 (Univ. of Toronto) [1997]

HUGH ELTON — *Visiting Assistant Professor of History*

B.A. 1986 (Univ. of Sheffield), Ph.D. 1990 (The Queen's College, Oxford) [1994]

JONATHAN ELUKIN — *Assistant Professor of History*

A.B. 1983 (Princeton Univ.), M.A. 1986 (Jewish Theological Seminary), Ph.D. 1987 (Princeton Univ.) [1997]

JOHANNES EVELEIN — *Assistant Professor of Modern Languages and Literature*

M.A. 1988 (Rijksuniversiteit Groningen, Netherlands), Ph.D. 1993 (State Univ. of New York - Albany) [1997]

EILEEN FIELDING — *Visiting Assistant Professor of Biology*

B.S. 1981 (Univ. of Massachusetts), M.S. 1990, Ph.D. 1992 (Univ. of Connecticut) [1996]

LUIS FIGUEROA — *Assistant Professor of History*

B.A. 1981, M.A. 1982 (Universidad de Puerto Rico - Rio Piedras), M.A. 1985, Ph.D. 1991 (Univ. of Wisconsin - Madison) [1996]

MARKUS FISCHER — *Visiting Assistant Professor of Political Science*

M.S.E.C. 1980, D.S.E.C. 1982 (Univ. of Vienna, Austria),
M.B.A. 1984 (Institut Européen d'Administration des Affaires, Fontainebleu, France),
Ph.D. 1995 (Univ. of Chicago) [1997]

LISA-ANNE FOSTER — *Assistant Professor of Biology*

B.S. 1988 (Lemoyne College), M.A. 1991, Ph.D. 1993 (State Univ. of New York - Buffalo School of Medicine and Biomedical Sciences) [1996]

PIERO GAROFALO — *Visiting Assistant Professor of Modern Languages and Literature*

B.A. 1988 (Univ. of Wisconsin - Madison), M.A. 1991, Ph.D. 1996 (Univ. of California - Berkeley) [1995]

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]

CORINNE GILL — *Visiting Assistant Professor of Psychology*

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JUDITH KAY KORNBERG — *Visiting Assistant Professor of Political Science*

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Asc. 1985 (Canton A.T.C.), B.S. 1987, M.S. 1989 (Clarkson Univ.) Ph.D. 1994 (Univ. of Connecticut) [1997]

KATHERINE LAHTI — *Assistant Professor of Modern Languages and Literature*

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EILEEN LEE — *Visiting Assistant Professor of Mathematics*

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WILLIAM H. LEWIS — *Allan K. Smith Assistant Professor of Creative Writing in Fiction*

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JEFFREY MELNICK — *Visiting Assistant Professor of English and American Studies*

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B.S. 1985 (California State Univ. - Chico), M.S. 1986, Ph.D. 1990 (Stanford Univ.) [1990]

EDMOND F. MIGHTEN — *Assistant Professor of Physical Education*

B.S. 1986 (Nottingham Trent Univ., England), M.S. 1994 (Rensselaer Polytechnic Institute) [1990]

THOMAS M. MITZEL — *Assistant Professor of Chemistry*

B.S. 1990 (Northern State Univ., Aberdeen, S.D.), Ph.D. 1994 (Boston College) [1996]

JUDITH A. MORAN — *Assistant Professor of Mathematics and Director of the Aetna Life and Casualty Foundation Mathematics Center*

B.A. 1964, M.S. 1965 (Univ. of New Hampshire), Ph.D. 1990 (Univ. of Massachusetts) [1990]

DEBORAH MORRIS — *Visiting Assistant Professor of Fine Arts*

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JANET MORRISON — *Visiting Assistant Professor of Chemistry*

B.S. 1983 (Hartwick College), M.S. 1985 (Northeastern Univ.), Ph.D. 1992 (The American Univ.) [1997]

CHRISTOPHER NADON††† — *Assistant Professor of Political Science*

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B.A. 1978 (Rheinische Friedrich-Wilhelms Univ., Bonn, Germany), M.A. 1982, Ph.D. 1991 (Univ. of Denver) [1988]

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STEPHEN ONYEIWU — *Visiting Assistant Professor of Economics*

B.S. 1982 (Univ. of Port-Harcourt), M.S. 1987 (Univ. of Ife, Nigeria), M.A. 1996, Ph.D. 1997 (Univ. of Connecticut) [1997]

MARGO PERKINS — *Assistant Professor of English and American Studies*

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BETH QUITSLUND — *Visiting Assistant Professor of English*

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SARAH RASKIN‡ — *Assistant Professor of Psychology*

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GUSTAVO A. REMEDI — *Assistant Professor of Modern Languages and Literature*

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NELSON RIVERA — *Visiting Assistant Professor of Psychology*

B.A. 1980 (Central Connecticut State Univ.), M.A. 1985, Ph.D. 1990 (California School of Professional Psychology, Los Angeles [1997]

SCOTT R. SMEDLEY — *Assistant Professor of Biology*

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‡Junior Faculty Leave, Fall Term
†††Leave of Absence, Academic Year

MADALENE SPEZIALETTI — *Assistant Professor of Computer Science*

B.S. 1983, M.S. 1985, Ph.D. 1989 (Univ. of Pittsburgh) [1995]

MELANIE STEIN — *Assistant Professor of Mathematics*

A.B. 1983 (Harvard Univ.), M.S. 1988, Ph.D. 1991 (Cornell) [1995]

KING-FAI TAM — *Assistant Professor of Modern Languages and International Studies*

B.A. 1980, M. Phil. 1983 (Chinese Univ. of Hong Kong), M.A. 1985, Ph.D. 1990 (Princeton Univ.) [1989]

PATRICIA TILLMAN — *Assistant Professor of Fine Arts*

B.F.A. 1976 (Univ. of Texas - Austin), M.F.A. 1978 (Univ. of Oklahoma) [1995]

MARK TOMASS — *Visiting Assistant Professor of Economics*

B.E.C. 1983 (Aleppo Univ., Syria), M.A. 1985, Ph.D. 1991 (Northeastern Univ.) [1997]

NANCY BIRCH WAGNER — *Assistant Professor of Modern Languages, Assistant Dean of Academic Administration, and Director of Graduate Studies*

B.A. 1970, M.A. 1971 (Vassar College), M. Phil. 1976, Ph.D. 1983 (Yale) [1990]

ANDREW H. WALSH — *Visiting Assistant Professor of Religion*

B.A. 1979 (Trinity College), M.A.R. 1987 (Yale Divinity School), A.M. 1989, Ph.D. 1996 (Harvard Univ.) [1993]

LISE WAXER — *Assistant Professor of Music*

B. Mus. 1987 (Univ. of Toronto), M.A. 1991 (York Univ., Toronto), Ph.D. 1997 (Univ. of Illinois - Urbana) [1997]

G. JAMES WEN‡‡‡ — *Assistant Professor of Economics*

M.A. 1982 (Univ. of Fudan, Shanghai), Ph.D. 1989 (Univ. of Chicago) [1994]

JOHNNY WILLIAMS — *Assistant Professor of Sociology*

B.A. 1984 (Ouachita Baptist Univ.), M.A. 1986 (Univ. of Arkansas), M.A. 1990, Ph.D. 1995 (Brandeis Univ.) [1996]

GAIL H. WOLDU — *Assistant Professor of Music*

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ADJUNCT PROFESSORS

JANET BAUER — *Visiting Scholar*

B.S. 1970 (Central Missouri State Univ.), M.A. 1976, Ph.D. 1981 (Stanford Univ.) [1983]

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]

CHARLES R. HAMMOND — *Adjunct Professor of Astronomy*

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B.A. 1954 (Wellesley College), M.A. 1957 (Institute of Fine Arts, New York Univ.), Ph.D. 1965 (Indiana Univ.) [1996]

JACOB E. MENDELSSOHN — *Adjunct Assistant Professor of Engineering*

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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*

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MARK SILK — *Director of the Center for the Study of Religion in Public Life and Adjunct Associate Professor of Religion*

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INSTRUCTORS

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FRANCES D. VANDERMEER — *Instructor in Physical Education*

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LECTURERS

JOHN H. ALCORN — *Visiting Lecturer in Italian Studies and Assistant to the Director of Italian Programs*

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GREGORY ANDREWS — *Visiting Lecturer in American Studies*

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STEVEN P. BLACKBURN — *Visiting Lecturer in Modern Languages*

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BLU — *Visiting Lecturer in Theater and Dance*
(1991)

RUSSELL L. BRENNEMAN — *Visiting Lecturer in Public Policy*
B.A. 1950 (Ohio State Univ.), L.L.B. 1953 (Harvard Law School) [1982]

JOSEPH L. BRENNER — *Visiting Lecturer in Computer Science*
B.A. 1966 (Univ. of Hartford), M.S. 1973 (Rensselaer Polytechnic Institute) [1991]

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DEBORA BRODERIUS — *Visiting Lecturer in Theater and Dance*
B.F.A. 1978 (Univ. of Utah) [1997]

PHILIP S. BROWN, JR. — *Lecturer in Mathematics*
B.A. 1961 (Wesleyan Univ.), S.M. 1963 (Mass. Institute of Technology), M.S. 1969 (Trinity College) [1984]

GREGORY BURNET — *Visiting Lecturer in Fine Arts*
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ROBERT J. CARABILLO — *Lecturer in Music*
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DAVID DANGREMOND — *Visiting Lecturer in Fine Arts*
B.A. 1974 (Amherst College), M.A. 1976 (Univ. of Delaware), M.A. 1987, M. Phil. 1990 (Yale Univ.) [1997]

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EDWARD FAST — *Visiting Lecturer in Theater and Dance*
B.M., M.M. (Hartt School of Music) [1997]

CLAUDE A. FONGEMIE — *Lecturer in Economics*
B.A. 1972 (Central Connecticut State College), M.A. 1973, Ph.D. 1979 (Univ. of Connecticut) [1977]

ADRIENNE FULCO† — *Senior Lecturer*
B.A. 1970 (Boston Univ.), Ph.D. 1981 (City Univ. of New York) [1983]

KATHY B. GERSTEN — *Visiting Lecturer in Theater and Dance*
[1992]

†Leave of Absence, Fall Term

DEBORAH GOFFE — *Visiting Lecturer in Theater and Dance*

B.F.A. 1996 (Univ. of the Arts, Philadelphia) [1997]

CHARLOTTE A. GREGORY — *Assistant Director and Lecturer in the Aetna Life and Casualty Foundation Mathematics Center*

B.S. 1974, 1986 (Central Connecticut State Univ.) [1997]

GLEN A. GROSS — *Lecturer in Public Policy*

B.A. 1970 (Dartmouth), J.D. 1974 (Univ. of Pennsylvania) [1978]

N. GAIL HALL — *Lecturer in Biology*

B.S. 1974 (Univ. of Massachusetts), M.S. 1980 (Univ. of Connecticut) [1990]

WES HORTON — *Visiting Lecturer in Educational Studies*

B.A. 1964 (Howard Univ.), J.D. 1970 (Univ. of Connecticut Law School) [1994]

CINDY JACOBS — *Visiting Lecturer in Economics*

B.A. 1978 (Earlham College), M.S. 1983, Ph.D. 1989 (Univ. of Illinois) [1991]

JOHN A. LANGELAND — *Lecturer in Political Science and Director of Information Technology*

B.S. 1972, M.A. 1975 (Central Michigan Univ.),
Ph.D. 1985 (Univ. of Rochester) [1986]

JILL LEE — *Visiting Lecturer in the Writing Center*

B.A. (Barnard College), M.A., Ph.D. 1990 (Univ. of Connecticut) [1994]

NAOGAN MA — *Lecturer in Modern Languages and International Studies*

B.A. 1976 (Liaoning Univ.), B.A. 1983, M.A. 1986 (Wesleyan Univ.) [1984]

DANIEL MCGRATH — *Visiting Lecturer in Psychology*

A.B. 1969 (Cornell Univ.), M.S. 1970, M. Phil. 1975 (Columbia Univ.) [1993]

JAMES H. MULLEN — *Lecturer in Public Policy and Vice President for Student Services*

A.B. 1980 (College of the Holy Cross), M.P.P. 1984 (Harvard Univ.),
Ed.D. 1995 (Univ. of Massachusetts - Amherst) [1995]

DIANE NORTHROP — *Visiting Lecturer in the Mathematics Center*

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B. S. 1972 (Univ. of Hartford), M.A. 1975 (Trinity College), J.D. 1978 (Univ. of Connecticut Law School) [1984]

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DEBORAH O'NEAL — *Visiting Lecturer in the Writing Center*

B.A. 1970 (Wheaton College), M.E. 1972 (Boston Univ.) [1991]

ONE WORLD ARTS EXCHANGE — *Visiting Lecturers in Theater and Dance*

[1996]

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Laurea 1982 (Univ. of Florence, Italy) [1987]

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B.F.A. 1981 (Performing Arts Academy, Sofia, Bulgaria) [1992]

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HELEN RAISZ — *Visiting Lecturer in Sociology*

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RICHARD M. RATZAN — *Visiting Lecturer*

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JOSEPHINE RODRIGUEZ — *Visiting Lecturer in Mathematics*

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RITA SCLAVUNOS — *Visiting Lecturer in Theater and Dance*

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LISA MATIAS SERRAMBANA — *Visiting Lecturer in Theater and Dance*

B.A. 1990 (Trinity College) [1991]

BARTLETT SHER — *Visiting Lecturer in Theater and Dance*

B.A. 1981 (Holy Cross College), M.A. 1987 (Univ. of Leeds, England) [1995]

KENT SMITH — *Lecturer in Sociology*

B.A. 1964 (Oberlin College), Ph.D. 1972 (Harvard Univ.) [1995]

THOMAS P. SMITH — *Visiting Lecturer in Legal Studies*

B.A. 1968 (Central Connecticut State Univ.), J.D. 1972 (Univ. of Connecticut School of Law) [1992]

J. RONALD SPENCER — *Lecturer in History and Associate Academic Dean*

B.A. 1964 (Trinity College), M.A. 1966 (Columbia) [1968]

DAVD STARKEY — *Visiting Lecturer in Theater and Dance*

B.A. 1987 (Southern Connecticut State Univ.), M.F.A. 1993 (North Carolina School of the Arts) [1994]

BARRY K. STEVENS — *College Lecturer*

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TRYSH TRAVIS — *Visiting Lecturer in English*

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THOMAS M. TRUXES — *Visiting Lecturer in History*

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JAMPA TSONDUE — *Visiting Lecturer in Fine Arts*

Tangka Painter 1992 [Gyumed Tantric University) [1998]

RIEKO WAGONER — *Lecturer in Modern Languages and International Studies*

B.A. 1979 (Jochi Univ., Tokyo), M.A. 1981, M.L.I.S. 1985 (Univ. of Wisconsin - Madison) [1987]

XINLI WANG — *Visiting Lecturer in Philosophy*

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FRANÇOISE WEAVER — *Lecturer in Modern Languages*

Licence Es-Lettres 1960 (Univ. of Aix-En-Provence, France) [1984]

DAVID E. WOODARD — *Lecturer in Engineering*

B. Arch. 1961 (Texas A&M Univ.), M. Arch. 1962 (Cranbrook Academy of Art) [1970]

VEN. TENZIN YIGNYEN — *Visiting Lecturer in Fine Arts*

Master of Sutra and Tantra in the First Division 1985 (Namgyal Monastery) [1998]

ARTISTS IN RESIDENCE

LARY BLOOM — *Visiting Writer*

B.S. 1965 (Ohio Univ.) [1993]

MICHAEL FRIEDMAN — *Visiting Writer*

B.A. 1984 (Oberlin College), M.F.A. 1991 (Cornell) [1994]

TONY HALL — *Artist-in-Residence*

B. Ed. 1973 (Univ. of Alberta, Canada) [1998]

ELIZABETH LIBBEY — *Visiting Writer*

B.A. 1970 (Univ. of Montana), M.F.A. 1973 (Univ. of Iowa Writers Workshop) [1987]

SHONA RAMAYA — *Writer-in-Residence*

B.A. 1980 (Delhi Univ., India), M.A. 1985, 1991 (Syracuse Univ.) [1996]

JOHN ROSE — *College Organist*

B.A. 1972 (Rutgers) [1977]

THALIA SELZ — *Visiting Writer*

B.A. 1947 (Oberlin College), M.A. 1951 (Univ. of Chicago) [1981]

ROBERT E. SMITH — *Composer-in-Residence (Chapel)*

B.S. 1968 (Mannes College of Music) [1979]

GRADUATE FELLOWS

INGE E. AURES — *Graduate Fellow in German*

B.A. 1983 (Univ. of Regensburg, Regensburg, Germany), M.A. 1986 (Univ. of Nebraska - Lincoln) [1994]

CHRISTINE BOYLAND — *Graduate Fellow in Russian*

B.A. 1982 (Brown Univ.), M.A. 1993, M. Phil. 1994 (Yale Univ.) [1996]

SIMONE BREGNI — *Graduate Fellow in Italian*

Laurea 1991 (Univ. of Turin, Italy) [1997]

CARLOS LECHNER — *Graduate Fellow in Spanish*

Diploma 1985 (Universidad Internacional Menédez Pelayo), M.A. 1986 (Univ. of Leiden, The Netherlands), M. Phil. 1994 (Columbia Univ.) [1995]

CHEIKH MBACKE NDIAYE — *Graduate Fellow in French*

University Diploma 1990, M.S. 1994 (University of Dakar, Senegal) [1997]

MICHAEL S. WASHINGTON — *Ann Plato Fellow in American Studies and Music*

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TRINITY COLLEGE FACULTY EMERITI

GUSTAVE W. ANDRIAN — *John J. McCook Professor of Modern Languages, Emeritus*

B.A. 1940 (Trinity College), Ph.D. 1946 (Johns Hopkins) [1946, Ret. 1987]

PHILIP C. F. BANKWITZ — *Professor of History, Emeritus*

B.A. 1947, M.A. 1948, Ph.D. 1952 (Harvard) [1954, Ret. 1991]

RICHARD P. BENTON — *Associate Professor of English, Emeritus*

B.S. 1952, M.A. 1953, Ph.D. 1955 (Johns Hopkins Univ.) [1955, Ret. 1984]

EDWARD BOBKO — *Scovill Professor of Chemistry, Emeritus*

B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern Univ.) [1955, Ret. 1988]

ROBERT H. BREWER — *Professor of Biology, Emeritus*

B.A. 1955 (Hanover College), Ph.D. 1963 (Univ. of Chicago) [1968, Ret. 1997]

MARJORIE V. BUTCHER — *Professor of Mathematics, Emeritus*

B.A. 1947, M.A. 1949 (Univ. of Michigan) [1956, Ret. 1989]

KENNETH W. CAMERON — *Associate Professor of English, Emeritus*

B.A. 1930, M.A. 1931 (West Virginia Univ.), S.T.B. 1935 (General Theological Seminary), Ph.D. 1940 (Yale) [1946, Ret. 1975]

MICHAEL R. CAMPO — *John J. McCook Professor of Modern Languages, Emeritus*

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GEORGE E. CHAPLIN — *Charles S. Nutt Professor of Fine Arts, Emeritus*

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EDMOND L. CHERBONNIER — *Professor of Religion, Emeritus*

B.A. 1939 (Harvard), B.D. 1947 (Union Theological Seminary), B.A. 1948, M.A. 1952 (Cambridge Univ.), Ph.D. 1951 (Columbia), D.D. 1959 (Univ. of Vermont) [1955, Ret. 1983]

FRANK M. CHILD III — *Professor of Biology, Emeritus*

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WALKER CONNOR — *John R. Reitemeyer Professor of Political Science, Emeritus*

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HAROLD L. DORWART — *Seabury Professor of Mathematics and Natural Philosophy, Emeritus*

B.A. 1924 (Washington and Jefferson College), Ph.D. 1931 (Yale), Sc.D. 1968 (Washington and Jefferson College) [1949, Ret. 1968]

GEORGE W. DOTEN — *Professor of Psychology, Emeritus*

B.S. 1948, M.S. 1950 (Univ. of Massachusetts), Ph.D. 1952 (Northwestern Univ.) [1968, Ret. 1986]

LEROY DUNN — *Professor of Economics, Emeritus*

B.Sc. 1949 (American Univ.), Ph.D. 1956 (London School of Economics, Univ. of London) [1957, Ret. 1990]

RALPH S. EMERICK — *Librarian and College Professor, Emeritus*

B.A. 1951 (Xavier Univ.), M.A. 1953 (Univ. of Cincinnati), M.L.S. 1956 (Univ. of Michigan) [1972, Ret. 1990]

JAMES F. ENGLISH, JR. — *President, Emeritus*

B.A. 1949 (Yale College), M.A. 1951 (Cambridge, Univ.),
J.D. 1956 (Univ. of Connecticut Law School), D.H.L. 1989 (Trinity) [1981, Ret. 1989]

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A.B. 1980 (College of the Holy Cross), M.P.P. 1984 (Harvard University), Ed.D. 1995 (University of Massachusetts, Amherst) [1995]

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B.S. 1975 (Trinity College) [1976]

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[1984]

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B.S. 1977 (Bentley College), C.P.A. 1982 [1981]

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A.B. 1964 (Johns Hopkins University), Ph.D. 1970 (University of Cincinnati), M.S. 1976 (Columbia University) [1977]

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B.A. 1966 (Trinity College), M.S. 1968, Ph.D. 1970 (University of Massachusetts, Amherst) [1969]

MORRIS LLOYD, JR. — *Director of the Middle Atlantic Region for The Trinity College Campaign*

B.A. 1960 (Trinity College) [1996]

DANA L. LUBY — *Annual Giving Officer*

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SUSAN HANDELMAN MALZONE — *Director of Italian Elderhostel Programs*

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B.A. 1979 (University of Massachusetts, Amherst), M.S.W. 1981 (University of Connecticut) [1990]

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JOSE M. PEREZ — *Executive Director of SINA*

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NATHALIE PEREZ — *Assistant Director of Admissions*

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JOSE SILVA — *Superintendent for Custodial Services*

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DIANE A. DONALUK — *Secretary*
LILLIAN GAUDETTE — *Receptionist/Admissions Assistant*
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ANDREA D. HOTES, B.S. — *Receptionist/Admissions Assistant*
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From the west (NYC via I-84, Danbury, etc.) Take I-84 east to exit 48, Capitol Avenue. At the traffic light at the end of the exit ramp turn left. Go to the first traffic light (at Washington Street) and turn right (at statue of Lafayette on horse). Proceed straight ahead on Washington Street for 8 traffic lights (total of 1.1 miles), passing hospital complex on left. At 8th light, turn right onto New Britain Avenue. Go .3 miles to the next traffic light at Broad Street. If you want to reach buildings and parking areas in the southeastern part of the campus (e.g., Austin Arts Center, Ferris Athletic Center), turn right onto Broad Street, look for the Trinity College gate, and turn left into the driveway. If you want to reach the western and northern areas of campus (Admissions and other administrative offices), proceed on New Britain Avenue to traffic light at Summit Street. Turn right, between the brick gateposts, into campus.

From the east (Boston, etc.) Take I-84 west and keep to the right once you reach Hartford and travel through a short tunnel. After tunnel take exit 48, Asylum Avenue. At the end of the exit, turn left onto Asylum Street. Staying in the righthand lane, follow the roadway to the right, hugging Bushnell Park. Bear right through the brownstone arch onto Trinity Street. Staying in the left lane, go to the second stoplight. The Bushnell Memorial Hall will be on your left, the State Capitol on your right. Turn left past the statue of Lafayette on horseback onto Washington Street. Proceed straight ahead on Washington Street for 8 traffic lights (total of 1.1 miles), passing hospital complex on left. At 8th light, turn right onto New Britain Avenue. Go .3 miles to the next traffic light at Broad Street. If you want to reach buildings and parking areas in the southeastern part of campus (e.g., Austin Arts Center, Ferris Athletic Center), turn right onto Broad Street, look for the Trinity College gate, and turn left into the driveway. If you want to reach the western and northern areas of campus (Admissions and other administrative offices), proceed on New Britain Avenue to traffic light at Summit Street. Turn right, between the brick gateposts, into campus.

From the south (New Haven, New York, etc.) Take I-91 north to I-84 west, then follow the directions "From the east."

From the north (Springfield, Bradley Airport, etc.) Take I-91 south to I-84 west, then follow the directions "From the east."

When leaving campus: To get back to both I-84 and I-91, take Broad or Summit Street to New Britain Avenue, turning left on New Britain Avenue and then left onto Washington Street. When you reach the intersection with Capitol Avenue (Lafayette's horse will be on your left, the Capitol will be straight ahead), turn left, following the signs for I-84. Staying in the right lane, follow Capitol Avenue. The entrance ramp for I-84 west is on the right. Proceed a little further and turn right onto Broad Street to reach the entrance ramp for I-84 east, which leads to I-91 north and south.

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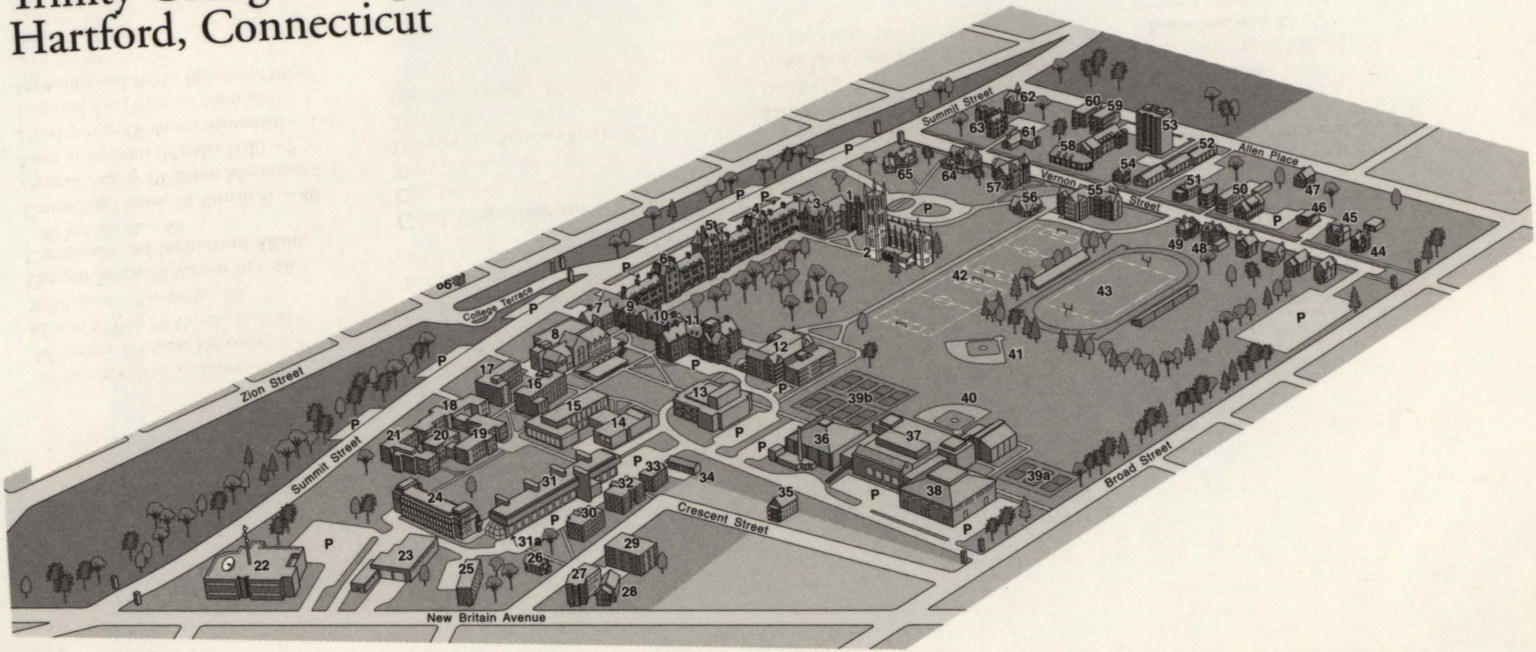
Trinity College Campus
Hartford, Connecticut



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