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Trinity College
HARTFORD CONNECTICUT

Trinity College Bulletin

Catalog Issue 2017-2018

September 5, 2017

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College Calendar

2017

August 4	All bills for fall 2017 term must be paid in full.
August 29	Summer Term II ends. Summer Term Library hours end.
August 31	First-year and transfer students arrive. Residences open to first-year and transfer students after 9:00 a.m. Presidents Convocation for first-year students on the Quadrangle. Meal plan (seven-day) for first-year students begins with evening meal.
September 1	Matriculation Ceremony
September 2	Class of 2018, 2019, 2020 students arrive. Residences open to returning students after 12:00 p.m. Meal plan (seven-day) for these students begins with evening meal.
September 4	Labor Day. College offices are closed.
September 5	Undergraduate and graduate classes begin. Fall term library hours begin.
September 8	Last day to check in online (and avoid incurring \$50 penalty fee).
September 12	Add/drop period ends for full-term and first-quarter classes. Last day to declare a class pass/low pass/fail.
September 14	Fall term internship contracts due to Career Development.
September 29	Final day to withdraw from fall-term courses.
October 9, 10	Trinity Days. The College is in session, but regular classes are not held.
October 21	Family Day
October 23	Mid-term.
October 24	First day of second-quarter classes.
October 27	Second quarter add/drop period ends.
October 30	Deadline to withdraw from spring 2018 Study Away without the penalty of becoming ineligible to participate in the next housing lottery.
November 2	Open enrollment for automatic monthly payment plan on TrinBillPay for spring 2018.
November 3	Deadline for seniors and master's degree candidates to submit degree applications to the Registrars Office for May 2018 graduation.
November 6–10	Advising week.
November 10–11	Homecoming weekend.
November 13–20	Advance registration for spring 2018 term.
November 14	Student Accounts Office posts spring 2018 term bills (E-Billing). Paper bills will not be mailed home.
November 17	Last day to withdraw from second-quarter classes.
November 21	Add/drop for spring 2018 term begins
November 21	Thanksgiving vacation for undergraduate and graduate students begins after last class. Evening meal on meal plan is served. Thanksgiving vacation library hours in effect.
November 22–26	College offices closed. Meal plan resumes with evening meal on November 26.

November 27	Classes resume for undergraduate and graduate students.
December 11	Last day of undergraduate and graduate classes. Final day to elect to change a pass/low pass/fail grade to a letter grade (change made in writing in Registrars Office, NOT online).
December 9, 10, 12, 13	Review period.
December 14	Last day to enroll in automatic monthly payment plan for spring 2018 through Trin-BillPay system.
December 15	All bills for spring 2018 term must be paid in full.
December 14-20	Final examinations for undergraduate and graduate students. All grades are due from faculty within five days of the scheduled final exam of each course. Dinner on December 20 is last meal on meal plan.
December 15	Deadline to submit a request to study away for fall 2018 or full year 2018–2019.
December 21	Residences close at 12:00 p.m. for the vacation period. Fall term library hours end.
December 22–January 21	Winter break library hours in effect-see library Web site for details.
December 22, 25, 29	College offices and library are closed.

2018

January 1	College offices and library are closed.
January 8–19	J-Term classes in session (no class on Martin Luther King Day).
January 15	Martin Luther King Day. College offices and library are closed.
January 20	Residences open after 12:00 p.m. Meal plan resumes with evening meal on Sunday, January 21.
January 22	Undergraduate and graduate classes begin. Spring term library hours begin.
January 26	Last day to check in online (and avoid incurring \$50 penalty fee).
January 29	Add/drop period ends for full-term and third-quarter classes. Last day to declare a class pass/low pass/fail.
February 1	Spring term internship contracts due to Career Development.
February 16	Final day to withdraw from spring-term courses.
February 19–20	Trinity Days. The College is in session, but regular classes are not held.
March 9	Mid-term.
March 9	Spring vacation begins after last class; evening meal is last meal on meal plan. No graduate classes during vacation. Spring vacation library hours in effect.
March 18	Meal plan resumes with evening meal. Spring term library hours resume when library opens.
March 19	Classes resume. First day of fourth-quarter.
March 23	Fourth-quarter add/drop period ends.
March 23	Deadline for members of Class of 2020 to submit major declaration forms to Registrar's Office.
April 2–6	Advising week.
April 6	Deadline to withdraw from fall 2018 or full year 2018-2019 study away without the penalty of becoming ineligible to participate in the next housing lottery.
April 9–16	Advance registration for fall 2018 term.
April 13	Last day to withdraw from fourth-quarter classes.
April 17	Add/drop period for fall 2018 term begins.
May 1	Deadline to withdraw from on-campus housing without incurring financial penalty.

May 1	Last day of undergraduate and graduate classes. Final day to elect to change a pass/low pass/fail grade to a letter grade (change made in writing in Registrar's Office, NOT online).
May 2-6	Review Period.
May 3-4	General examinations for seniors in certain majors (general examinations end by the afternoon of May 6).
May 4	Open enrollment for automatic monthly payment plan for fall 2018.
May 4	Honors Day ceremony in the Chapel.
May 7-11	Final examinations for all undergraduate and graduate students. All grades (graduating seniors, consortium students and master's degree candidates omitted) are due from faculty within five days of the scheduled final exam of each course. Evening meal on May 11 is last meal on meal plan.
May 10	Final day for submission of summer internship forms to Career Development for Summer Session I.
May 11	Spring term library hours end.
May 12	Graduating senior, master's degree candidate, consortium student grades due. Residences close at 12:00 p.m. for all students except those participating in Commencement.
May 12	Deadline to submit a Request to Study Away in spring 2019
May 20	192nd Commencement Ceremony.
May 21	Residences close at 9:00 a.m. for all students.
May 28	Memorial Day. College offices and library are closed.
June	Summer Session dates TBD.
June 8	Automatic monthly payment plan payment #1 is due.
June 8-10	Reunion Weekend
July 2	Student Accounts Office issues fall 2018 e-bill on TrinBillPay system.
July 4	Independence Day. College offices and library closed.
July 12	Final day for submission of summer internship forms to Career Development.
July 19	Last day to enroll in automatic monthly payment plan for fall 2018 through TrinBillPay.

History of the College

Trinity, originally known as Washington College (the name was changed in 1845), was chartered on May 16, 1823, becoming the second college in Connecticut (Yale University was the first) and the 61st in the nation. Although the College had a close but informal relationship with the Episcopal Church, from the beginning it did not use religious background as a factor in admissions.

The late 19th and early 20th centuries were a formative period for Trinity as the industrialization of the American economy began to be reflected in the curricula and institutional practices of the College. As the model of the modern university began to evolve, Trinity reaffirmed its commitment to remain a liberal arts college, to support expansion to a regional institution, and to increase enrollment to an optimum of 500 students. In 1968, Trinity aimed to admit a substantially larger number of underrepresented minority students; and less than a year later, the trustees voted to admit women as undergraduates for the first time. Over the next 20 years, the College expanded enrollment to 1,800 and increased faculty to more than 200. In 1995, Trinity began to devote increased attention to the needs of the surrounding neighborhoods, working to ease the social and economic problems common to American cities.

Central to that initiative is the Learning Corridor, an education complex that opened in 1997 adjacent to Trinity's campus that includes a public, Montessori-style elementary school, the first Boys & Girls Club in the country to be located at a college, and the Hartford Magnet Trinity College Academy (HMTCA), among others. The academy allows middle and high school students to stay within the same magnet school environment, and Trinity faculty help shape the curriculum with the ultimate goal of preparing all of the students for their college years at Trinity or any institution of higher education.

Amid continuing change, our commitment to liberal arts education remains steadfast. By maintaining a rigorous curriculum grounded in the liberal arts and sciences, the College 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, Trinity moves confidently into the future as one of the nation's leading independent liberal arts colleges.

Trinity College Mission Statement

Engage. Connect. Transform.

As the preeminent liberal arts college in an urban setting, Trinity College prepares students to be bold, independent thinkers who lead transformative lives.

We engage. We foster critical, reflective engagement with scholarship and the creative arts as well as with one another and the wider world. Our location in Connecticut's capital offers excellent opportunities for engagement beyond the classroom in internships, student research, and community learning.

We connect. We link students, faculty, and staff to form a diverse community of learning. The connections of Hartford and Trinity College engage students as global citizens in the wider world, and a network of devoted alumni provide lifelong opportunities for Trinity graduates.

We transform. We combine the liberal arts with life in a diverse city, enabling students to learn what they love, to build confidence, and to become leaders and innovators. We support all members of our community in achieving their potential and in moving forward with the skills to navigate and transform a dynamic world.

Trinity College is where the liberal arts meet the real world.

Adopted by the Trinity College Board of Trustees, October 15, 2016.

The Curriculum

Trinity College's curriculum prepares students for living and working in a globalizing world, leading socially meaningful and personally satisfying lives. The curriculum is premised fundamentally on close interaction between faculty and students, where collaborative learning in and out of the classroom thrives. In providing a 21st century liberal arts education, Trinity's curriculum also draws on creative and critical pedagogies, experiential offerings, as well as technology and digital media to deepen student learning. Likewise, our urban location, unique international programs, and committed global network of alumni complement the expertise and dedication of Trinity's faculty, providing students with a wealth of co-curricular resources and opportunities for engaged learning. The College's curriculum equips students with the intellectual flexibility of a general education and the capacity to become innovative thinkers.

General Education

Fostering intellectual curiosity and core competencies, Trinity's general education curriculum is designed to give each student the freedom to explore academic interests, discover passions, and acquire the breadth of knowledge integral to a liberal arts education. Our general education curriculum has five key components:

- i *A First-Year Seminar*. All students take a first-year seminar or participate in a Gateway Program, introducing them to the intellectual life of the College and reinforcing essential academic practices, including the capacity to write compellingly and read critically, conduct research and analysis, and communicate effectively and collaboratively.
- ii *Foundational Skills*. To ensure that all students have the basic tools needed for success in today's world, students demonstrate *writing proficiency*, *quantitative literacy*, and *competency in a second language*.
- iii *Distributional Breadth*. Since one of the hallmarks of a liberal arts education is breadth of knowledge, students take at least one course in each of these fields: *the arts*, *humanities*, *natural sciences*, *numerical & symbolic reasoning*, and *social sciences*.
- iv *Writing-Intensive Courses*. In reinforcing writing and critical thinking skills throughout a student's academic life, all students complete at least two writing-intensive courses, including the first-year seminar.
- v *Global Engagement*. To have the knowledge and skills to thrive in a diverse global context, all students complete a course with a "global" focus or participate in a study-abroad program.

Majors and Minors

Specialization in a given area is achieved through the majors and minors. We offer almost 40 majors and dozens of minors, both in traditional disciplines and interdisciplinary fields. Students are advised to choose majors that excite them, cultivate their personal strengths, and in which they are most likely to excel. In addition to acquiring depth in a particular field, majors and minors permit students to hone their writing, analytical, problem-solving or artistic skills; to develop close ties with a community of academic peers, and to enjoy intensive research and experiential learning opportunities. An integrating exercise, such as a seminar, thesis or final project, marks the capstone of a Trinity education.

Co-Curricular Enrichments

The city of Hartford as well as our program sites abroad further extend the learning possibilities, offering an abundance of co-curricular opportunities, from robust internships and student research grants to community learning projects

and other forms of experiential learning and applied knowledge—essential aspects of a modern liberal arts education. Students in the arts, humanities, social sciences, and STEM disciplines all benefit from these agile offerings. Trinity’s rich co-curricular experiences supplement in-class learning, reinforcing student skill sets and shaping academic and post-graduate trajectories.

Special Curricular Opportunities

A Trinity education extends beyond traditional disciplines and interdisciplinary fields. A wide range of special curricular opportunities exists, enhancing students' learning experiences. From Gateway programs that serve as thematic learning communities for entering students to co-curricular options in the Hartford area and opportunities for studying on other campuses as well as multiple student-initiated programs, students can self-design a vibrant course of study. Some of these opportunities are listed below, showcasing the range of programs and initiatives offered by the College.

Gateway and Related Programs

The Cities Program

The Cities Program is a 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. Participating students take two courses in their first semester, one of which has been expressly created for the program and is not open to other students. In the second semester, students take another specific course for the Cities Program and also choose another elective from a growing number of urban-related classes at Trinity, approved by the student's adviser and the director of the program. (For details, see the Cities Program on p. 181.)

The Cities Program takes advantage of Trinity's location by using Hartford as a site for the close-up study of urban issues and by drawing on its rich array of intellectual and cultural resources. Students are given many opportunities to supplement their classroom learning by getting personally involved with the social, economic, and cultural issues 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 with an interest in activism who want to engage the manifold challenges of urban life. The Cities Program is designed to be compatible with every major offered at Trinity, and has also become a launching pad for students to continue with an urban studies minor or major.

Approximately 15-20 talented and strongly motivated students are admitted to the Cities Program in each entering class. Applicants for admission to Trinity who wish to learn more about the program should request a copy of the Cities Program prospectus from the Admissions Office or contact the program's director, Dean Xiangming Chen. 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.

Community Action Gateway Program

The Community Action Gateway offers first-year Trinity College students the opportunity to engage with the City of Hartford through community-based research and social change projects. By participating in the Gateway, students will learn about various modes of social change through experiential learning opportunities; learn how to design and execute community-based research and social impact initiatives on themes like: education, housing, economic development, language, culture, and identity, and social inequality; develop skills to identify and develop solutions to pressing social challenges; and become part of a dedicated community of faculty, students, and community partners committed to social change in and beyond Hartford.

Fifteen highly-motivated students are selected to enroll in the Community Action Gateway in each entering class. Applicants who wish to learn more about the program should contact the Admissions Office or the gateway coordinator, Megan Hartline, Associate Director of Community Learning. Learn more at <http://commons.trincoll.edu>.

edu/cli/student-pathways/

The Humanities Gateway Program: European Cultures

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

By furnishing students with greater knowledge of the major European cultural, social, and political traditions, the Humanities Gateway Program cultivates habits of critical inquiry that make possible the comprehension of other global traditions. Furthermore, by exploring modes of European culture in their historical setting, the program provides a context within which the student may make informed judgments about contemporary issues, controversies, and conflicts of value.

Those enrolled in the program take a specified sequence of six courses characterized by both breadth and coherence and by the ways that significant connections are drawn among them. 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 three semesters of enrollment, it may be distributed across four or five 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 20 in each entering class. Applicants for admission to Trinity who are interested in the program should write the Admissions Office for further details or contact the co-director of the program, Professor Sheila Fisher. 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.

InterArts Program

The InterArts Program is a special one-year curriculum for a selected group of first-year students interested in a cross-disciplinary approach to the study and practice of art. The InterArts faculty is drawn from the departments of music, theater and dance, fine arts, and creative writing. Participating students take a sequence of two seminars especially designed for the program and two arts practice courses of their own choosing (e.g., painting, dance, creative writing, etc.). In March of each year, exceptionally well-qualified students who have been admitted to Trinity are invited to become candidates for the program. Admitted students who do not receive such an invitation, but who find the program appealing, may also become candidates by notifying its director, Professor Mitch Polin, of their interest.

Interdisciplinary Science Program

The Interdisciplinary Science Program (ISP) is a non-major curriculum designed by science faculty. Inaugurated in the fall of 1987, the ISP is intended for a selected group of first-year students who have exceptional scientific and mathematical aptitude, who are strongly motivated for academic achievement, and who wish to explore interdisciplinary connections within the sciences and issues related to the application of science and technology in modern society. The goal of the program is to provide participants both a broader understanding of the nature of scientific activity and the opportunity to test their interest in science by engaging in research.

Students enrolled in ISP participate in special courses distributed across three semesters. During the first semester, ISP students enroll in a special seminar. This seminar focuses on the process of discovery and includes readings from many science disciplines. In the second semester, students select from a list of research topics in the participating departments and serve as research apprentices with science faculty. Students experience scientific endeavor as a group activity and interact across disciplinary lines through weekly meetings with the entire ISP class.

The ISP culminates with a course from the humanities or social sciences that addresses some issue related to science and society. 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 20 in each entering class. Applicants for admission to Trinity who are interested in the program should write the Admissions Office or Alison

Draper, director of the Interdisciplinary Science Center, for further details. In March of each year, those applicants to the College judged to be best-qualified for the program are invited to become candidates for enrollment in it.

Co-Curricular Options in Hartford

Internships

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. The most common form is the exploratory internship, which carries one-half course credit and is graded on a pass/fail basis. Students may count up to four exploratory internships for a total of two course credits as elective credits for graduation. Students may also do an academic internship, which carries one course credit and earns a letter grade. All academic internships must originate in and be treated as independent studies within an academic department or program and be approved by the sponsoring academic department or program prior to submitting an internship contract to the Career Development Office.

More than 200 internships in the Hartford area are available through the Career Development Office; with approval, students may also locate placements in agencies that are not already listed. 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. Career Development assists students in locating suitable internships. (See also the Legislative Internship Program later in this section.)

Health Fellows Program

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

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

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

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

As part of the site-based experience, students will be required to keep a weekly journal of experiences at the hospital and to present a clinical case, written in the format of grand rounds. They will also be required to produce a written summary of the research they conducted. As much as possible, this will take the form of a scientific journal article. This research will also be presented as a poster at the Trinity College Science Symposium held each May and as an oral presentation at the end of the semester.

The seminar is considered an integral part of the program. In rare cases, students will be given permission to take the seminar independently from the clinical placement. In no case will a student be permitted to work at a Health Fellows placement without participating in the seminar.

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

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

Legislative Internship Program

The Trinity College Legislative Internship is a special program designed for those students who want to observe politics and government firsthand. It is offered through the Political Science Department each spring term. During the annual sessions of the Connecticut legislature, about 14 Trinity students work full time as aides to legislators, attend bi-weekly seminars with a Trinity faculty member, and undertake various projects. Students are eligible to receive up to four course credits. For additional information, consult the TCLIP description under political science.

Community learning at Trinity College

Trinity actively cultivates strong connections with the diverse communities and rich cultural and educational resources of Hartford. Through these connections, students have found new opportunities for learning, leadership, and social involvement.

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

The Community Learning Initiative (CLI) is the faculty-led movement to incorporate community learning into the Trinity curriculum. Since the CLI's beginning in 1995, over 100 courses spanning 24 disciplines have been created or revised to incorporate community learning projects that have been developed in collaboration with more than 60 community organizations and institutions. As many as 300 students a year are engaged in community learning courses.

There are several ways students can find courses with a community learning component. Course descriptions often mention the inclusion of a community learning component; many courses included in the community action minor include a community learning component; the schedule of classes includes a list of community learning courses; the CLI Web site lists such courses; and inquiries can be directed to the program coordinators.

The Center for Urban and Global Studies

Supported by a Mellon Foundation grant and endowed funds, the Center for Urban and Global Studies at Trinity College was formally established in October 2007. The center plays a central role in advancing Trinity's strategic urban-global mission by linking the College's academic programs on campus, its engaged learning in the city of Hartford, and its extended educational opportunities in the world. The center works to develop and sustain a truly interdisciplinary and intellectually coherent urban curriculum based on a comparative understanding of, and experiential learning in, Hartford and world cities. The center catalyzes and coordinates faculty and student research projects that tackle some of the most pressing urban and global issues such as social inequality, cultural identity, and environmental degradation. The center provides support and outreach of different kinds to the Hartford community and also aims to produce policy relevant research and advocacy for urban issues at the regional and state levels.

The Center for Urban and Global Studies serves as an administrative umbrella for several programs, such as the Office of Community Relations, the Community Learning Initiative, the Cities Program, the new Urban Studies Major (launched in fall 2013), Trinfo.Cafe (Trinity's neighborhood technology center), and the Office of International Programs, while working closely with related many academic programs and administrative offices on campus such as the International Studies Program and the Office of International Students and Scholars. In addition, the center administers a number of student research and service grant programs such as the Davis Projects for Peace, the Technos Tour Program, the Tanaka Student Research Fund, the Levy Research Fund for Urban Studies, the Grossman Research Fund for Global Studies, and Rescue Scholar Program. The center is directed by Xiangming Chen, Paul E.

Raether Distinguished Professor of Global Urban Studies and Sociology. More information on the center is available at <http://www.trincoll.edu/UrbanGlobal/CUGS/>.

The Liberal Arts Action Lab

The Liberal Arts Action Lab, a joint program between Trinity College and Capital Community College, brings together teams of students and faculty to collaborate with Hartford partner organizations, to research and offer solutions to real-world problems. Prior to each semester, about 10 Trinity students and 10 Capital student applicants will be selected to enroll in two courses; LAAL 200 Action Research Methods in Hartford, and LAAL 201 Hartford Research Project.

Under the supervision of the Action Lab Director, teams of students work with their community partners and faculty fellows to develop researchable questions, gather and analyze evidence, and share stories about their findings with multiple audiences. Overall, the Action Lab provides an interdisciplinary urban setting for students learn about research skills, digital tools, and project management, while sparking social innovation and civic engagement with the City of Hartford. The Action Lab is located in Trinity's downtown campus at 10 Constitution Plaza. Learn more at <http://commons.trincoll.edu/action-lab>

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 the opportunity for actuarial employment. Students or potential students curious about the actuarial profession are invited to consult the chair of the Department of Mathematics.

The Hartford Studies Project

The HSP began in 1989 as an interdisciplinary workshop on the post-Civil War era in Hartford and the region. Members and supporters came from among the residents of the city and region, and the museum, archival, political, and arts communities in Hartford. They included teachers, independent scholars, and a large group of faculty, students, and Trinity alumni. The HSP pursued the themes of race; immigration; gender relations; social policy; education; and the political, economic, and cultural histories of Hartford, with special emphasis on the documentary form as an element of social critique and transformation.

In consultation with staff from the Raether Library and the Watkinson Library, the project curated a 4,400-image slide collection on the post-1880 history of Hartford and digitized research papers and theses completed by dozens of students and scholars. Faculty involved in the project periodically offered Hartford-based courses.

At the center of the project's most recent work was the Hartford Studies Film Project, which began with the recovery of extensive documentary footage that was shot in the city in 1969 by National Film Board of Canada and Los Angeles-based film crews. Hartford supporters of the project came forward with the first reels. A grant from the Rockefeller Foundation in combination with other donations, and the active collaboration of Motion, Inc., of Hartford, enabled The Hartford Studies Project to supplement the 1969 footage with new filmed interviews conducted since 2000. Faculty contacts are Professors Stephen Valocchi (sociology) and Pablo Delano (fine arts), and the e-mail address is Hartford-Studies@trincoll.edu. For access to archived materials contact the Watkinson Library.

Office of Study Away

Trinity College offers students a wide range of opportunities for international and domestic study away through Trinity's own semester, year, and summer programs and other approved options. See the Global Programs section of the *Bulletin* for details, as well as the list below for other inter-institutional programs. Trinity has partnered with a number of colleges and universities to offer students who are in good standing a wider choice of educational opportunities than can be available on one campus. Unless noted otherwise, further information is available in the Office of Study Away and participation in these programs is arranged 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.

The Hartford Consortium for Higher Education

In consortium with the Hartford Seminary, University of St. Joseph, St. Thomas Seminary, Goodwin College, and the University of Hartford, Trinity offers its students the opportunity to register at these nearby institutions for liberal arts courses not offered at Trinity. Cross-registration in certain modern and classical languages, religion, women's studies, and urban studies courses is available with the public members of the consortium: Capital Community College, Central Connecticut State University, Manchester Community College, Charter Oak State College, and the University of Connecticut, Hartford branch (students who have earned at least 18 course credits may not enroll in courses at Capital Community College or Manchester Community College). There is no additional expense above Trinity's full-time tuition to the student who takes a course (except for fees for certain courses) in one of these institutions as part of a regular program. Enrollment in courses through the Hartford Consortium for Higher Education is on a space-available basis only. Students who wish to count courses taken through the consortium toward major or minor requirements are required to obtain permission from the department chair, 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.

Trinity-University of St. Joseph Program in Elementary and Secondary Education

Trinity College students may prepare for Connecticut state certification in elementary and secondary school teaching through a cooperative program with St. Joseph College under the auspices of the Hartford Consortium for Higher Education. Interested students should consult with the director of the Educational Studies Program during their first year or early in their sophomore year (see Educational Studies Program on p. 199).

Wesleyan University and Connecticut College

Exchange agreements exist with Wesleyan University and Connecticut College. The arrangement is limited to one course per term and to a course offered at either Wesleyan University or Connecticut College, but not available at Trinity. Applications should be made through the Trinity College registrar.

Trinity/La MaMa Performing Arts Semester

Offered only in the fall semester, the Trinity/La MaMa Urban Arts Semester in NYC utilizes the landscape and history of New York City as a catalyst for an intensive study in the arts. The semester is structured to provide full immersion in the NYC theater, dance and performance communities as well as other arts genres with the goal of fostering artistic, academic and personal growth. Associated with LaMaMa for more than 25 years, Trinity College offers New York City as the "laboratory" for art students studies and artistic exploration. Each week is dedicated to a specific theme that connects all of the ideas and artistic approaches at play. The semester culminates with an original student-generated arts event presented by La MaMa, E.T.C. For more information and to apply, please visit <http://www.trinitylamama.org>.

The American School of Classical Studies in Athens

Qualified undergraduates and graduates of Trinity may be admitted to the summer session of the American School of Classical Studies Athens. Trinity graduates may take graduate work during the regular academic year. Participants in the program study Greek authors under the supervision of visiting professors from participating American colleges and universities and enjoy such opportunities as archaeological trips and participation in archaeological excavations. Interested students should contact Professor Martha Risser.

BEACON—The Biomedical Engineering Alliance and Consortium

BEACON is a unique collaborative arrangement among private industry and academic and medical institutions, including Trinity College, the University of Connecticut at Storrs, the University of Connecticut Health Center, the University of Hartford, and such medical institutions as Hartford Hospital, St. Francis Medical Center, John

Dempsey Hospital, and Baystate Medical Center. Among its goals is the enhancement of educational opportunities for students interested in biomedical engineering. To accomplish this goal, BEACON significantly increases the educational opportunities for both undergraduate and graduate students in the region by permitting them to more easily cross institutional boundaries (on a tuition-transparent basis) to take courses offered by other institutions in BEACON. As a result, qualified students have the opportunity to interact with all biomedical engineering faculty and students at area academic institutions. For more information, consult the BEACON Web site at <http://www.beaconalliance.org>.

Air Force ROTC

Qualified Trinity students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program at Detachment 115 at the University of Connecticut, according to the Crosstown Enrollment Agreement. Students will not receive any credit toward the Trinity degree for courses taken through this program. Trinity will not assume responsibility for any part of the AFROTC program that students choose to participate in. It is not essential that students notify Trinity of their participation in the program. For more information, contact the Air Force Reserve Officer Training Corps Office at the University of Connecticut at (860) 486-2224.

Student-Initiated Programs

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 chair, 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 students undertake independent studies 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 approved by the program director or department chair. Second-semester first-year students may petition the Curriculum Committee for permission to take independent study (except internships) for credit.

Student-designed majors

A student wishing to construct an individually tailored, interdisciplinary major must, in consultation with faculty members from two of the departments included in the proposed major, and with the approval of their department chairs, prepare a program of study that 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.

Using the appropriate Registrar's form, the student, with the faculty sponsors, submits the proposed interdisciplinary program of study to the Curriculum Committee for its approval (following the guidelines found elsewhere in the *Bulletin*). All procedures necessary to establish such a major are to be completed prior to registration for the student's fifth semester.

Minors

Trinity offers over two dozen interdisciplinary minors on an elective basis. Each of them focuses on a broad theme or topic (e.g., formal organizations, human rights, legal studies) and consists of five or six courses drawn from at least three different fields. With the approval of the Curriculum Committee, students may also design their own interdisciplinary minors. For detailed information about student-designed interdisciplinary minors, see the guidelines found elsewhere in the *Bulletin*. In addition, departmental minors are offered in many disciplines.

Language Across the Curriculum

Students may earn supplementary foreign language credit in a wide variety of courses across the curriculum. This option is generally open to all students who have completed the intermediate level (fourth semester or equivalent) in any foreign language currently taught at Trinity, and who are enrolled in any course in which the instructor,

in collaboration with a member of the classics or language and cultural studies 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. 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.

Academic leave of absence

Students may plan an approved absence from Trinity for one or two semesters 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*.

Open Semester Program

The Open Semester Program provides the 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. Alternately, the student may serve as a full-time intern with either a government agency or private organization. Application is made to the director of urban programs after the student has secured a faculty member as an open semester sponsor. To be eligible, the student must have completed all work of the preceding term.

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

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 found elsewhere in the *Bulletin*). Such courses are open to Trinity students and faculty. The teaching student and students in the course are evaluated on a pass/fail basis by the faculty supervisor and a designated examiner, respectively.

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

Other Curricular Opportunities

College courses

Trinity faculty occasionally offer non-departmental 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 that are not encompassed within traditional departmental

categories. Faculty members holding extra-departmental appointments as “college professors” usually offer college courses. See College Courses on p.163.

Trinity Days

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

January Term

In January 2014, January Term (J-Term) was launched. This program provides students the opportunity to enroll in a half-credit course during the two weeks prior to the start of the spring semester. Additional information on courses and the program is available to students during the fall semester.

Teaching and research assistants

Faculty members sometimes elect to use teaching or research assistants. The assistant may receive up to one course credit. Guidelines for the selection and functions of teaching assistants are published elsewhere in the *Bulletin*.

Transfer credit

Transfer credit to Trinity College is considered from two categories of institutions: regionally accredited U.S. institutions of higher education, and the liberal arts universities of other countries that are recognized by their appropriate national educational authorities and have been approved by the Trinity College Office of International Programs. The Office of the Registrar evaluates transfer credit and acts on behalf of the Trinity Curriculum Committee in granting final approval for transfer credits. Students must obtain the signature of their faculty adviser on the application for transfer credit, indicating that the students’ proposed study plans have been reviewed and recommended for transfer of credit. For more information, see the Requirements for the Bachelor’s Degree section of the *Bulletin*.

Auditing courses

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

Non-matriculated students may also audit courses with the permission of the instructor. These students register through the Registrar’s Office as special students and pay a reduced tuition rate. Students who audit courses are not expected to do assignments or exams and may also be excluded from opportunities available to students taking the course for credit. Record of an audit for a non-matriculated student does appear on the student’s permanent academic record.

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 departmental course listings. For full course descriptions, see the current *Graduate Studies Bulletin*.

In exceptional circumstances, an undergraduate may be able to complete a master’s as well as a bachelor’s degree during his or her four years at the College. For details, please contact the Office of Graduate Studies.

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.

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 series of related topics.

There are two types of intensive study, both of which may be offered on campus or at a suitable off-campus location in the United States or abroad. The first type permits a group of 12 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 with an integrating seminar. The faculty members teaching the related courses also supervise the seminar. Through these programs, a student may earn up to four course credits while becoming deeply involved in a coherent body of knowledge.

The Individualized Degree Program

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

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

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

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

IDP students are afforded per-course tuition and need-based financial aid. Financial assistance is offered to individuals who meet eligibility requirements. The financial aid package may consist of federal loans, employment in College jobs, grants from College scholarship funds, and, federal funds. Phi Theta Kappa Scholar's from two-year colleges and/or U.S. military veterans may also take advantage of specialized financial aid programs at Trinity.

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

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

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

Graduate Studies

As a liberal arts college in a city, Trinity College offers a distinctive experience in graduate study. Each graduate program's curriculum is designed broadly to build core knowledge in a field and to advance essential cross-cutting skills, culminating in a capstone project or thesis. In positioning graduate students for success, we emphasize the reinforcing power of close advising and professional development. Degree programs are offered in the following disciplines:

American studies—Trinity's longstanding master's program in American Studies provides students with an advanced interdisciplinary understanding of the field and its research methods, engaging students in hands-on research and internships in Hartford. The program includes a track in museums and communities.

- Requirements for American culture studies track 10 credits, as follows:

- 2 Foundational Courses

- * AMST 801. Approaches to American Studies (1 credit, offered in the fall)
 - * AMST 802. Primary Research Methods (1 credit, offered in the spring)

- 3 Specialized Electives

- * One elective course emphasizing historical approaches (1 credit)
 - * One elective course emphasizing literary or cultural approaches (1 credit)
 - * One elective course emphasizing art, architecture, or museum studies (1 credit)

- 3 General Electives

- * Any 3 additional AMST courses (3 credits)

- Capstone

- * 2-credit Thesis; or
 - * 1-credit project and 1 additional elective course

- Requirements for museums and communities track 10 credits, as follows:

- 4 Foundational Courses

- Theory and Methods* (2)

- * AMST 801. Approaches to American Studies (1 credit, offered in the fall)
 - * AMST 802. Primary Research Methods (1 credit, offered in the spring)

- Track-Specific* (2)

- * AMST 825. Museums, Visual Culture and Critical Theory (1 credit)
 - * AMST 835. Museum Exhibition (1 credit)

- 2 Specialized Electives

- * One elective course emphasizing historical approaches (1 credit)
 - * One elective course emphasizing literary or cultural approaches (1 credit)

- 1 General Elective

- * Any additional AMST courses (1 credit)

- 1 Internship

- * AMST 894. Museums and Communities Internship (1 credit)

- Capstone

- * 2-credit thesis; or
- * 1-credit project and 1 additional elective course

The B.A./M.A. in American Studies at Trinity College is a distinctive opportunity for superior undergraduate students in American Studies or History to receive a B.A. in American Studies or History and a M.A. in American Studies. Admission to the 5-year program is possible at two junctures in an undergraduate's career. Truly exceptional candidates may be recruited and admitted as first-year students at Trinity College. Other outstanding students may apply for admission at the end of their second year of undergraduate study. Note that this is a highly selective program, so space is limited. For further details, contact the Faculty Director of the American Studies graduate program.

English—Trinity's advanced master's program in English offers a rich variety of courses in literature, film, and media arts, deepening students' understanding of the field and culminating in either a research thesis or a pedagogical project.

The M.A. in English consists of 10 course credits.

- M.A. in English—10 credits:

1 Foundational Course

- * ENGL 800. Introduction to Graduate Study in English (1 credit)

1-2 Core Courses

For students completing a thesis or thesis capstone:

- * ENGL 801. Introduction to Literary Theory (1 credit)

For students completing a pedagogical project as their capstone:

- * ENGL 802. Digital Rhetoric (1 credit)
- * ENGL 806. Composition Pedagogy (1 credit)

2 Specialized Electives

- * 1 Course in British literature
- * 1 Course in American literature

4 General Electives

- * Any four additional ENGL courses

Capstone

- * 2-credit thesis; or
- * 1-credit pedagogical project

Public policy studies—The master's program in Public Policy at Trinity College prepares students broadly for analyzing policy issues, with the option of pursuing a focus in health care. Core courses provide a foundation in empirical and normative analysis, while electives and a capstone project focus on applied specialization.

The M.A. in Public Policy consists of 10 course credits. Students can opt for a policy focus in health care, completing two courses and a capstone project in the focus area.

- M.A. in Public Policy—10 credits:

5 Core Courses

3 Courses in Analysis and Management

- * PBPL 800. Public Policy: Principles and Practice
- * PBPL 806. Research Methods
- * PBPL 840. Budget Management and Public Policy
- * PBPL 846. Policy Analysis

2 Courses in Institutions, Law, Ethics

- * PBPL 806. Moral Theory and Public Policy
- * PBPL 808. Constitutional Foundations of Public Policy or
PBPL 830. The Federal Courts and Public Policy

- * PBPL 828. Institutions and Public Policy

3-4 Electives (sample of recent electives)

- * PBPL 802. Law and Environmental Policy
- * PBPL 817. Education Policy
- * PBPL 820. Policy and Health Equity
- * PBPL 830. The Federal Courts and Public Policy
- * PBPL 840. Budget Management in Public Policy
- * PBPL 849. Health Care Regulation and Policy

Capstone

- * One-semester final capstone project

Neuroscience—This accelerated B.S./M.A. program is intended for superior students who have demonstrated academic excellence, already inaugurated an approved research project, and intend to continue their graduate or professional education.

Students who complete this program will acquire highly valuable research skills and strengthen their future graduate school applications.

Students are expected to complete both the B.S. and M.A. degrees within 5 years. Since courses are co-listed for graduate and undergraduate credit, students will need to take at least 4 courses for graduate credit while enrolled as undergraduate students.

This program is restricted to Trinity College students.

Before applying, students are expected to:

- Be an undergraduate at Trinity College in good standing who has declared their major field of study to be neuroscience;
- Have completed or about to complete at least 4 terms of study at Trinity College, with a cumulative GPA of 3.0 or higher in all subjects and in neuroscience;
- Have completed NESC 201 Principles of Neuroscience with a grade of B- or better;
- Have completed either NESC 201 lab or NESC 301 with a grade of B- or better;
- Have completed sufficient research under the supervision of a Trinity College neuroscience faculty member who can comment on the student's abilities;
- Propose a specific research project for the thesis, approved by the same faculty member under whose supervision they have conducted research.

Required courses (five total)

Two of the following core courses:

NESC 401/801. Neurochemistry (1 credit)

NESC 402/802. Cellular and Molecular Neurobiology (1 credit)

ENGR 316/NESC 816. Neural Engineering (1 credit)

Three Electives, one from each of the following groups:

– One from the following:

PSYC 391/NESC 891. Psychology of Language; or

PSYC 334/NESC 834. Current Issues in Cognition; or

PHIL 374/NESC 874. Minds and Brains

– One from the following:

PSYC 302/NESC 302. Behavioral Neuroscience; or

NESC 362/862. Neuroethology

– One from the following:

PSYC 392/NESC 392. Human Neuropsychology; or

PSYC 365/NESC 365. Cognitive and Social Neuroscience

Master's degree requirements

General requirements for master's degrees are as follows:

- Applicants for admission to a graduate degree at Trinity College must have earned a bachelor's degree from an accredited institution with a minimum cumulative GPA of 3.0. Successful applicants will demonstrate evidence of academic purpose and promise, including readiness for graduate-level courses.
- All candidates must successfully complete a minimum of 10 course credits (one Trinity course credit = 3.5 credit hours at other institutions) with a cumulative grade point average of 2.667 or higher
- Up to two credits (or courses) can be transferred from other accredited graduate programs. You should obtain approval in advance for transferring credit both from the academic advisor and the dean overseeing Graduate Studies.
- Any student who receives two grades lower than B- or one grade of F in graduate courses will be withdrawn from Graduate Studies. No more than one grade lower than B- will be credited toward a master's degree.

Specific requirements for each program and track, the official graduate studies course schedule, application and other forms, and information about available resources for graduate students are available on the website at www.trincoll.edu/Academics/grad/ or from the Graduate Studies Office.

Honors in Graduate Scholarship

To be eligible for Honors in Graduate Scholarship at Trinity College, a master's candidate must have earned a cumulative GPA of 3.75 or higher. In addition, the master's thesis or final project must earn a grade of A- or higher. For students with mixed transcripts, honors will be decided on an ad hoc basis with a view toward weighting the calculation according to the grading scale by which a student has earned the majority of grades.

Academic standing

Satisfactory academic progress in graduate studies is defined as follows:

- Maintain a minimum GPA of 2.667
- Complete a minimum of 3 credits per calendar year
- Attempt a maximum of 15 credits total; and
- Successfully complete 80% of credits attempted

Withdrawing from a Course

Students who wish to withdraw from a course must notify the Office of Graduate Studies in writing. Students who withdraw from a course after the second class meeting and the last day of classes will receive a grade of W on their transcript. Fees associated with withdrawing from a course are listed on the Graduate Studies website. Failure to attend class or merely notifying the instructor does not constitute official withdrawal from a course and will result in a grade of F.

Tuition and fees

Graduate tuition and fees for 2017-2018 are as follows:

- Tuition per course credit - \$2,775 for non matriculated and new students, beginning Summer 2016
- Matriculated students who registered for at least one course during 2015-16 are entitled to a tuition rate per course of \$2415 through 2017-18; students who matriculated and enrolled in a course in 2016-17 are entitled to a tuition rate per course of \$2615 through 2018-19.
- Registration fee - \$50 (nonrefundable, per term enrolling in a course)

Other Fees

- Tuition for auditing per course - \$925
- Thesis/Final Project extension fee - \$200 (payable each semester beyond the specified 1-2 terms required to complete a thesis or final project)
- Late registration fee - \$100
- Parking permit (full year) - \$100
- Returned check fee - \$40
- Lifetime transcript fee - \$50 (nonrefundable, payable by new student at first registration only)
- Application for matriculation - \$75

Information about payment options and plans, including financial aid, can be found on the graduate studies website at www.trincoll.edu/Academics/grad/Pages/Tuition.aspx.

Auditors

Those interested in taking a course without receiving academic credit may audit the course. The fee for auditing each course is \$925, in addition to the registration fee of \$50. Auditing a course is subject to space availability and the permission of the instructor. No grades are given, and an audited course cannot later count toward a degree program. Alumni interested in auditing a course should contact Julie Cloutier(860- 297-2403) in Alumni Relations.

Hartford Consortium for Higher Education

Graduate students at Trinity can take courses at member institutions of the Hartford Consortium for Higher Education, just as graduate students from member institutions are welcome to enroll in Trinity courses. Cross-registering for an HCHE course requires approval of the academic adviser and written notification to the Office of Graduate Studies. Registration and payment for Consortium courses is completed at the institution offering the course. Students should visit the Graduate Studies website for more information.

Undergraduate enrollment in graduate classes

Trinity undergraduates who are rising juniors or seniors with an outstanding academic record may enroll in a graduate-only level course for undergraduate credit. Undergraduates admitted to graduate courses are expected to complete the same requirements as graduate students. Both the academic adviser and instructor of the graduate course must provide written approval to the Registrar's Office. Undergraduate tuition applies. Please direct additional questions to the Registrar's Office.

Advising

Academic advising at Trinity

At a liberal arts college like Trinity, academic advising forms a vital part of teaching and learning. This is why all faculty, formally and informally, mentor students outside of the traditional classroom. Since frequent contact between a student and his or her faculty adviser is essential to effective advising, the first-year seminar instructor also serves as the pre-major adviser. Once a student declares a major (no later than the Friday after Spring Break of the sophomore year), he or she is assigned a departmental adviser. Each academic department and program of the College maintains its own system for advising its majors.

Pre-major academic advisers guide students in selecting courses that will fulfill general education requirements and allow them to explore possible majors. Advisers also help to connect students with all of the resources and opportunities of the College, making sure that each student is well placed to succeed academically. The advising relationship is a collaborative one, based on mutual respect and a commitment to learning.

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 to the student's interests and strengths should be directed to the graduate study adviser in each department or the department chair.

Advising for professional study

Recognizing that many of its students consider graduate study in professional schools, the College has designated advisers in particular fields who can support students preparing for professional study. The staff of the career development office and other members of the appropriate committee also are available for specialized guidance. We recommend consultation early in a student's career at Trinity.

Preparation for health careers

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

The HPAC provides students interested in a career in the health professions with advice and information about course selection and career selection. The committee's policy is to counsel and support any student expressing an interest in pre-professional education. The HPAC cannot guarantee admission to a professional school. The director of the Pre-Med Program and chair of the HPAC committee is William Church, associate professor of chemistry and neuroscience.

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 such courses as English, American history, logic, mathematics, political science, sociology, and economics. Advisers on legal careers are Adrienne Fulco, associate professor of public policy and law, and Kevin McMahon, John R. Reitemeyer Professor of Political Science.

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. In general, 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, students should develop good oral and writing skills and undertake undergraduate courses that 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 or studying abroad. The adviser for graduate study in business and management is Gerald Gunderson, Shelby Cullom Davis Professor of American Business and Economic Enterprise.

Preparation for graduate study in architecture and related design areas

Trinity College students have entered programs of graduate study in architecture, planning, urban design, landscape architecture, and related design areas and are practicing professionals in these fields. Since graduate programs vary from school to school, the student interested in any of these areas is advised to consult an adviser early in his or her college career to determine requirements. Recognizing that studio arts provide 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 before their third semester. In general, a broad liberal arts curriculum is suggested, including courses in studio art, art history, science, mathematics, and engineering. See p. 454 for more information.

Students considering a career in these areas are encouraged to consult an adviser early in their college career. Advisers are Kathleen Curran, professor of fine arts; Kristin Triff, associate professor of fine arts; and David Woodard, lecturer in engineering.

Advising for career success

Building on the solid and wide-ranging foundation of a liberal arts education, the Career Development Office at Trinity provides students with valuable resources and tools to assist them in uncovering their interests and strengths, pursuing opportunities that augment their classroom experience, and launching successful careers. Students are encouraged to visit the Career Development Office throughout their time at Trinity, beginning in their first year.

All students have access to a full complement of academic internship opportunities and job resources, individual career advising, skill and interest assessments, résumé, and cover letter preparation support, practice interviews, career seminars, and graduate and professional school application assistance. Students are connected with potential employers through on-campus interviews, off-campus recruiting events, a robust electronic job posting system, electronic résumé collections, and video-conferencing services.

In addition, and perhaps most importantly, Trinity students are connected to an extensive and powerful network of Trinity alumni in all sectors of the global economy, who willingly share their time and talents both on and off campus on a consistent basis.

Requirements for the Bachelor's Degree

The bachelor of arts is the degree normally conferred by the College on an undergraduate completing the requirements for a bachelor's degree. However, a student who is graduated after completing a major or program of concentration in biology, biochemistry, chemistry, computer science, economics, engineering, environmental science, mathematics, neuroscience, physics, psychology, or in an interdisciplinary science major such as physical sciences, may elect to be awarded the bachelor of science degree provided that the department or program in question has not established different requirements for the B.A. and B.S. versions of the major. Such a choice must be made known to the registrar of the College not later than the beginning of a student's last semester of enrollment. A student who completes two (or more) majors may elect to receive the B.S. degree if at least one of those majors qualifies the student for the B.S.

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

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

Except for courses that invite repeated enrollment (e.g., **MUSC 102. Trinity Concert Choir**), a student who repeats a course in which he or she received a passing grade shall receive no credit for the second enrollment but shall have both grades included in the calculation of the GPA. A repeated course does not count toward the minimum of 4 credits that a student must earn in order to remain in good academic standing.

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

Candidates for the bachelor's degree must:

- Receive 36 course credits, of which at least 18 must be earned through completion of courses taught or supervised by Trinity faculty.¹
- Complete the College's general education requirements (description follows).
- Complete the requirements of a major. (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 as allowed by the individual major.)
- Attain a cumulative grade point average of at least C (2.000).

Students may apply up to 1 course credit in physical education toward the degree. No more than 4 course credits in applied music (exclusive of **MUSC 407. Senior Recital**) may be counted toward the degree. Furthermore, students may count toward the degree no more than 3 course credits in techniques and applications of theater and dance courses (**THDN 109, 209, 309**), no more than two of which may be in **THDN 109**. No more than 2 course credits earned in teaching assistantships may be counted toward the 36 required for the degree. Beginning in

¹ One Trinity course credit is the equivalent of 3.5 semester hours, or approximately 157.5 hours of student engagement per semester, as defined by federal guidelines. For each credit hour awarded, students generally complete no fewer than 150 minutes of in-class instructional or studio/lab time, and 7-9 hours of unsupervised out-of-class work per week, including final exams, final projects, take home examinations etc. Courses taught or supervised by Trinity faculty include courses taken at Trinity College Rome Campus and with the Hartford Consortium for Higher Education (see names of member institutions under "Inter-institutional Programs, The Hartford Consortium for Higher Education"); as well as individual courses taught at other sites but sponsored by Trinity faculty.

September 2011, the number of exploratory internship credits that may be counted toward the 36 required for the baccalaureate degree is limited to 2.

General education requirements

Trinity's general education requirements consist of a first-year seminar; foundational requirements in writing, quantitative literacy, and a second language; a five-part distribution requirement; writing intensive courses; and a global engagement requirement.

First-year seminar requirement—Entering first-year students are required to complete a first-year seminar or, for students in the following programs – Humanities Gateway Program, Interdisciplinary Science Program, The Cities Program, Community Action Gateway, or InterArts Program ² – the course designated in the program as fulfilling the first-year seminar requirement. First-year students entering the College in January are exempted from this requirement if no first-year seminar is available in the spring term. Students who enroll in the Individualized Degree Program (IDP) as first-year students satisfy this requirement by means of the required IDP transitional seminar. The first-year seminar requirement does not apply to transfer students.

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 **RHET 103. College Writing** (and earn a grade of C- or higher). The continued development of students' writing abilities is supported by various programs in the Writing Center and across the curriculum. At any time during students' careers at Trinity, faculty may refer students to the Writing Center for assistance, and they may be required to enroll in writing courses or other programs of supplemental writing instruction.

Quantitative literacy—Because many introductory courses (especially in the natural and social sciences) assume basic quantitative skills, Trinity requires every student to 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. This is known at Trinity as "Quantitative Literacy."

The Trinity Aetna Quantitative Literacy Center administers the Quantitative Literacy Foundational Degree Requirement, one of the requirements mandated by the Trinity faculty. A faculty committee reviews all entering first-year students and may require some to take **QLIT 101** (formerly **MATH 101**) offered by Trinity to fulfill the requirement. The requirement must be fulfilled on Trinity's Hartford campus.

Distribution—To ensure suitable breadth in their programs of study, all students must earn a C- or better in at least one full-credit course (or the equivalent in fractional-credit courses) in each of the following categories:

- 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 or 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

² These programs are open by invitation to incoming students who are judged to be particularly well-qualified for them.

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. Courses meeting distribution requirements are indicated in the schedule of classes and the *Bulletin*.

Second-language foundational requirement—The purpose of this requirement is to ensure that all students possess knowledge of a language other than English. Some students will have attained the requisite degree of second-language knowledge prior to their enrollment at Trinity; others will have to take one or two college-level language courses in order to meet the requirement.

Students will be credited with satisfying the requirement on the basis of pre-collegiate language learning if:

- they demonstrate the requisite knowledge on a Trinity-administered foreign language proficiency examination (typically, language placement exams are held before pre-registration in October and March and during New Student Orientation); or
- they provide the Registrar's Office with official certification that they attained the indicated score for a foreign language on any of the following standardized tests: SAT II (600 or above), Advanced Placement (4 or 5), International Baccalaureate Higher Level Examination (5, 6, or 7), or United Kingdom "A" Level General Certificate Examination (grade of A, B, or C); or
- they provide the Registrar's Office with official certification that they attained the indicated score in any subject on the French Baccalaureate (12-20), German Abitur (7-15), or Swiss Matura (5 or 6); or
- they successfully completed a minimum of one year of study at a secondary school where the language of instruction was a language other than English, as certified by an official transcript from the school (usually submitted as part of the student's application for admission to Trinity).

International students whose primary language is other than English will be credited, ipso facto, with meeting the requirement. Transfer students who received a letter grade of at least C- in an intermediate-level foreign language course at their previous college or university will also be credited with satisfying it.

Students not fulfilling the requirement in any of the above ways have the following options:

- If they prefer to meet the requirement by means of a language they studied in secondary school for more than one year, they will be required to take either one course in it (numbered 201, or in Latin, 203) or two courses (numbered 102 and 201, or in Latin, 203), depending on the results of a placement or proficiency examination. Students who studied a language for more than one year and are allowed to start at the 101 level at Trinity will still need to complete the 201 level to fulfill the requirement. If the student took the language in high school for more than one year and took the courses more than four years before matriculating at Trinity, the student can fulfill the second language requirement by completing 101 and 102 in that same language. *Note:* If a student has studied a language for three or more years in high school, then the student may not enroll at the 101 course level in that language without explicit permission from the language section head or chair of the Language and Culture Studies department and, in the case of Latin, the chair of the Classics department.
- If they prefer to fulfill the requirement by means of a language they have not studied previously (or studied for at most one year in school), they will be required to take both halves of the introductory sequence in the language (numbered 101 and 102). Individualized Degree Program (IDP) students are not subject to the regular language placement policy. Their placement is decided by the department chairperson in consultation with the director of the IDP program.

Only language courses in which the student receives a letter grade of at least C- may be counted toward satisfaction of this requirement. Students are strongly advised to attend to the requirement early in their college career.

Writing Intensive (WI) Requirement—To satisfy this requirement, students must pass with a letter grade of C- or better two writing-intensive (WI) courses. The WI requirement is distinct from the writing proficiency requirement, under which certain entering students are required to take **RHET 103. College Writing**.

For first-year students, the first of their two writing intensive courses is their first-year seminar or a designated course in a gateway/special program. Students who fail to earn a letter grade of at least C- in their first-year seminar or other designated WI I course are required to complete with a letter grade of at least C- a course beyond **RHET 103** with permission from the director of the Allan K. Smith Center for Writing and Rhetoric. Transfer students must complete with a letter grade of at least C- a course beyond **RHET 103** with permission from the director of the Allan K. Smith Center for Writing and Rhetoric in order to meet the first part of the WI requirement.

All students meet the second part of this requirement by taking a designated WI course in their major field. Only courses given at Trinity qualify. A student who has more than one major may choose either major to fulfill the WI II requirement. If a student satisfactorily completes a WI course in his or her declared major but subsequently drops that major in favor of another one, it is not necessary for the student to take a WI course in the new major in order to satisfy the second part of the writing intensive requirement. Courses meeting this requirement are listed with the degree requirements for each major.

Transfer students may satisfy the first part of this requirement by means of a course taken at their previous college or university, provided that they receive Trinity transfer credit for the course and the institution at which the course was taken officially designated it on the transcript (or in some other manner) as “writing intensive” or the equivalent. Otherwise, transfer students are required to take a RHET course beyond **RHET 103** no later than their second semester at Trinity. Transfer students meet the second part of the requirement by taking a designated WI course in their major field.

All Individualized Degree Program (IDP) students, whether they matriculate as first-year or transfer students, may satisfy the first part of the WI requirement by means of the required IDP Transitional Seminar, provided that their grade in it is a C- or better. An IDP student who fails to receive a grade of at least C- in the transitional seminar is required to take, within the next two semesters of enrollment, a RHET course beyond **RHET 103**.³

Any student who is required to take a “writing intensive” course as outlined above, must earn a letter grade of at least C- in it for the course to satisfy the first part of the WI requirement. If the student receives a letter grade below C-, he or she will have to either repeat the course or take another one of these courses.

Global engagement requirement—Students satisfy this requirement by passing with a letter grade of C- or better a full-credit “global engagement” course (or the equivalent in fractional-credit courses). Included in this category are 1) courses that cover international issues (i.e., issues extending beyond territorial boundaries of any given country in their reach or impact); 2) courses that study a specific region, country, or cultural tradition outside of the United States or that engage the United States from a global perspective; 3) courses that focus on topics global in scope, including ecological change, artistic expression, urban dynamics, modernity, human rights, sports, nationalism, social movements, intellectual traditions, etc.; and 4) courses a student takes while studying abroad.

Double counting—Not wanting general education requirements to limit unduly the number of electives students may take, the faculty permits considerable multiple counting, i.e., the use of a course to satisfy more than one general education requirement. Specifically:

- First-year seminars satisfy the first part of the writing-intensive requirement as well as the seminar requirement; some seminars also count toward the distribution requirement, as do most courses in the four gateway programs.
- A global engagement course may also be used to fulfill that part of the distribution requirement in which it is classified.
- The writing-intensive course taken in a student’s major may also be applied toward the distribution requirement in which it is classified.

There are, however, some restrictions on multiple counting. No course may be classified in, or used to satisfy, more than one distribution category. Nor may a course taken to meet any of the three foundational requirements be counted toward any other requirement, with one exception: a 1.5 credit, foreign-language, first-year seminar that a student takes toward fulfillment of the second-language foundational requirement will also satisfy the first-year

³ In those exceptional instances when a transfer IDP student is exempted from taking the transitional seminar and did not take a course at his/her previous institution that satisfies the first part of the WI requirement, the student must take a RHET course beyond **RHET 103** within the first two semesters of enrollment at Trinity.

seminar requirement, and if the student receives a grade of C- or better, the first part of the writing intensive requirement.

Concentration in major fields and interdisciplinary programs

Every candidate for the bachelor's degree must complete a major. A student's choice of major shall be made, at the latest, by the Friday after Spring Break of the student's sophomore year and may be made earlier. (The deadline for IDP students is before the end of the semester in which 24 credits are attempted.) Any student who has not declared a major by the deadline will be blocked from enrolling for the following fall semester until the major declaration form has been filed with the Registrar's Office.

In the selection of a major, a student must consult the chair 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, obtain the chair's approval in writing via the Declaration of Major form available at the Registrar's Office, and outline a proper program of courses for the satisfactory completion of this major.

Ordinarily, no more than 12 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 18. A student should not take more than 14 courses in a single department.

Majors currently established at Trinity College are American studies, anthropology, art history, biochemistry, biology, chemistry, classical studies, computer science, economics, educational studies, engineering, English, environmental science, film studies, history, human rights studies, interdisciplinary computing, international studies, Jewish Studies, language and culture studies (French, German studies, Hispanic studies, Italian, Russian, plus Arabic, Chinese, Hebrew, and Japanese for Plan B only), mathematics, music, neuroscience, philosophy, physics, political science, psychology, public policy and law, religion, sociology, studio arts, theater and dance, urban studies, women, gender, and sexuality, and world literature and culture studies.

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

Academic Policies

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."

For more information regarding the Trinity College Integrity Contract and policies on intellectual honesty, please consult the *Student Handbook*.

Registration

The College calendar consists of two terms, fall and spring, which constitute the regular academic year, and a summer intersession of shorter duration. Normally, all students attend the fall and spring terms.

At registration in November for the spring semester and in April for the fall semester, students are required to indicate their intention to return to active academic study by enrolling in courses for the following term. The registration process involves selecting courses, obtaining approval of the faculty adviser and instructors, and enrolling in courses using TCOOnline, Trinity's online registration system. Enrollment in some courses, such as a thesis, teaching assistantships, research assistantships, and independent studies, requires the submission of the properly completed

forms to the Registrar's Office. 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. A normal course load for a semester is 4 to 5 course credits, but enrollment in more than 5.75 credits generally results in an additional tuition charge. Some independent courses such as independent studies, teaching assistantships, etc. may be exempt from the tuition surcharge; contact the Student Accounts Office for more information. Degree candidates must complete at least 4 course credits each term unless they are admitted to the College as part-time candidates or have the permission of the Academic Affairs Committee.

At the beginning of each term all students who intend to study in that term must "check-in" using TCOOnline. Check-in is required of all students and failure to do so by the deadline will result in a late check-in fee of \$50. The Add/Drop Period starts shortly after Advance Registration and runs through the first six class days of the next term. (An extended add/drop period occurs mid-semester for second and fourth quarter courses.) During this time, students may add courses when space is available or with the permission of the instructor. Courses dropped during the add/drop period are deleted from the transcript. Students may withdraw from courses (with a grade of W) up to and including the Friday of the fourth week of classes, except in the case of physical education or other quarter courses, which must be dropped by the Friday of the fourth full week of each quarter. Following the add/drop and withdrawal deadlines, students who wish to make changes to their enrollment must petition the Academic Affairs Committee for approval. The add/drop and withdrawal deadlines for the summer intersessions are parallel with those of the fall and spring semesters; deadlines are posted on the academic calendar and in summer registration materials. Please be aware of the financial ramifications associated with altering your class schedule after the add/drop period expires. Normally, any alteration will result in a \$100 fee. Any financial questions should be addressed to the Office of Financial Aid or the Student Accounts Office.

Students occasionally are granted permission by the Academic Affairs Committee to withdraw from a course after the deadline. Permission is granted only for extenuating circumstances, which include, but are not limited to, verified, wholly unusual or unforeseen difficulty of the magnitude of serious illness or death in the immediate family, and when the student cannot complete the course by being granted an incomplete. Students who feel their circumstances warrant late withdrawal should schedule a meeting with the dean of students, who, if he concurs, will advise the student on the procedures for petitioning the Academic Affairs Committee. Petitions will not be approved if a student wishes to withdraw from a course simply because the student is not performing well, finds the material too difficult, has undertaken too great a workload (including coursework, co-curricular activities, and employment), etc.

Students who wish to study at a school with which Trinity has a consortial cross-registration agreement, such as the member institutions of the Hartford Consortium for Higher Education, Wesleyan University, or Connecticut College, should make arrangements through the Registrar's Office.

Graduate courses may be taken by undergraduates with the written permission of the faculty adviser, the instructor, and the director of graduate studies.

Courses may be audited by degree candidates with permission of the instructor. No examinations or credit are given for audited courses. Audited courses do not appear on student transcripts. Spouses of undergraduate students may audit a course with the permission of the instructor, but are not required to register formally for the course. If spouses should wish to take courses for credit, they should seek admission as special students and will be charged the same rate special students are charged for individual courses.

Class Attendance and Cancellation

Trinity's attendance policy is that, except in the case of incapacitating illness or injury, students are expected to attend classes regularly. There is also the understanding that individual instructors may further define attendance requirements for their specific courses. This philosophy encourages students to accept responsibility for their obligations while providing faculty members with professional discretion to determine attendance requirements appropriate to their courses.

Instructors will define the attendance requirements of each course and will announce them to the class at the beginning of the term. Additionally, instructors will inform students of their policy with regard to absenteeism for medical reasons. Penalties for excessive absence from class will be determined by the course instructor and may, at the instructor's discretion, include recommending the student's withdrawal from the course (an option available only

through the Friday of the fourth full week of classes) or the issuance of a failing grade.

Students must therefore remember that they are expected to attend the first meeting of courses in which they are preregistered or, if they cannot, they must communicate with the instructor prior to the first class meeting. Instructors have the right to remove any student who fails, during the first 10 class days of the semester, to attend two class meetings of a course that meets two or more times a week or one class meeting of a course that meets once a week. The instructor may do so by notifying the registrar in writing by the end of the first 10 class days of the semester. However, students cannot assume that the faculty member will officially drop them from the class list. It is the responsibility of students officially to drop any courses they are not attending or are not planning to take.

Students who must miss a regular class meeting because of medical reasons should contact the instructor as soon as possible to determine what assignments have been missed and the work that must be made up. The expectation is that the instructor will accept the student's word in the case of absence for medical reasons, but policy may vary with the individual instructor, and the instructor has the right to request verification of the medical absence.

In the case of an extended absence for medical reasons, the student or a friend or family member should contact the Dean of Students Office so the student's instructors may be notified officially. The Dean of Students Office does not issue excuses; this is solely the prerogative of the instructor.

Students who must be absent from classes to participate in religious observances are expected to inform their instructors of such obligations at the beginning of each semester. Upon proper notifications, faculty members will permit these students to make-up exams, quizzes, assignments, etc., within a reasonable time after the absence from class.

Except when a state of emergency is declared by an appropriate governmental official, the College will maintain its regular schedule of undergraduate classes, exams, etc.

Review Period

Toward the end of each semester, time is set aside during which no classes are held. This review period is established to enable students to finish papers and study intensively for final examinations. Students are expected to behave during this period in a way conducive to creating an atmosphere appropriate for focused study. Social events are prohibited during review period as well as during final examination periods. It is College policy that no final examinations may be scheduled before the conclusion of classes or during review period.

Grades

At midterm, faculty will have the opportunity to submit a midterm progress report for any student who is doing unsatisfactory work. A copy of all midterm-grade progress reports will be sent to the student, the student's adviser, the Dean of Students Office and, if applicable, to the directors of the Quantitative and Writing Centers and other academic staff members.

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.

Each semester any matriculated student may take one academic course on a pass/low pass/fail basis, provided the course is not required for the major, minor, language concentration, general education distribution requirement, writing proficiency, or quantitative literacy requirement, and provided that the student did not incur academic probation in the preceding semester. Courses taken as part of a special first-year program, such as the Humanities Gateway Program, must also be taken for a letter grade, as must first-year seminars and classes taken on Trinity and most non-Trinity study away programs. Each student may designate a maximum of four courses during his or her college career as pass/low pass/fail. Traditional undergraduate students may not elect the pass/low pass/fail option for summer courses. The deadline to declare a course pass/low pass/fail is the last day of the add/drop period. In the unusual case that a class is added after the add/drop period has ended, this class must be taken on a graded basis. To change a course from pass/low pass/fail back to a letter grade, the student must sign and submit a form (available in the Registrar's Office) by that deadline. A course once designated as pass/low pass/fail counts toward

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 last day of classes.

The pass/fail option is the mandatory grading system for courses in physical education, exploratory internships, and 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. However, students teaching or taking a student-taught course may not elect to take another course on a pass/low pass/fail basis during the same semester.

A student who has elected the pass/low pass/fail option will have that option noted on the class list of the designated 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-. 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 grade point average and academic standing as the regular grade of F.

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.

Incompletes

The provisional designation "incomplete" may be granted by a subcommittee of the Academic Affairs Committee. The deadline for requesting an incomplete is the last day of classes each semester. The following procedures govern the granting of incompletes:

1. A subcommittee of the Academic Affairs Committee composed of the chairperson of the Academic Affairs Committee, an elected faculty member of the Academic Affairs Committee, and the dean of students is empowered to issue incompletes. By majority vote, the subcommittee may permit the temporary notation of "IN" to be recorded for a course by the registrar on a student's transcript.
2. A student must request an incomplete in writing through a petition addressed to the Academic Affairs Committee and submitted to the dean of students. The request must state the reasons that prevented the completion of the work; these reasons must be verifiable. If a student is incapacitated, the dean of students may submit the request to the subcommittee on the student's behalf.
3. Upon receipt of a request for an incomplete, the dean of students will verify the reasons for the incomplete and consult with the instructor. The subcommittee shall not grant an incomplete prior to consultation with the instructor and the student's academic adviser.
4. The subcommittee will grant an incomplete only when the student was unable to complete the course work for verified and wholly unusual or unforeseen difficulty of the magnitude of serious illness or death in the immediate family or for sound educational reasons. Too much work at the end of a semester does not constitute sufficient grounds for an incomplete, nor does failure to fulfill final course work, such as final examinations or papers. In such cases, the instructor will issue a grade on the basis of work completed with appropriate penalty for missing work.
5. The conditions that must be fulfilled in order to remove the incomplete will be determined by the instructor. The deadline for fulfilling these conditions and thus for removing the incomplete will be set by the subcommittee in consultation with the instructor and the student. The subcommittee will formalize in writing the conditions to be fulfilled and the date for their fulfillment in order for the registrar to remove the incomplete and for the instructor to assign a letter grade. If the student fails to meet the conditions for removing the incomplete by the date specified, the instructor will issue a grade that reflects the performance of the student including an appropriate penalty (usually an F for the missing work) for the incomplete work.
6. If no grade has been submitted by the last day of classes of the semester to which the deadline for completing work has been extended, the incomplete grade will automatically convert to an F. The dean of students will notify both the faculty member and student that the incomplete will convert to an F.
7. In very unusual cases, such as serious, prolonged illness, the designation of incomplete may be allowed to stand permanently without removal.

8. Each semester the Academic Affairs Committee will review the incompletes granted in the previous term, the reasons for granting them, and the deadlines set for their removal. This review will be for the purpose of establishing and reviewing guidelines for the subcommittee that grants incompletes to use in its deliberations.

Grade Point Average and Rank-in-Class

Prior to graduation, all courses taken at Trinity shall be recorded with applicable credits and grades on the Trinity College transcript. All such courses, credits, and grades shall be counted toward the requirement of 36 course credits for the bachelor's degree and shall be included in computations of grade point average and rank-in-class.

All courses taken outside Trinity after matriculation but with the prior approval of the appropriate Trinity faculty adviser, the registrar, and when appropriate, the director of the Individualized Degree Program shall be recorded with applicable credits on the Trinity College transcript and shall be counted toward the requirements of 36 course credits for the bachelor's degree. Post-matriculation transfer grades will be indicated on the transcript but will not be included in calculations of grade point average, rank-in-class, or other academic standings. Courses from outside Trinity for which a grade lower than C- has been received will not be recorded. Courses taken through the Hartford Consortium for Higher Education, the Twelve-College Exchange, or Trinity study-away programs are exceptions; they will have credit, and all grades (including those below C-) earned in those programs calculated on the Trinity transcript. Pre-matriculation transfer credit will be recorded as course and credit only; no notation or calculation of the grade earned will appear on the Trinity transcript. For a full discussion of transfer credit, see the section, "Transfer Credit."

Grade point average is computed by converting each student's letter grades to their numerical equivalents (i.e., A + = 4.333, A = 4.000, A - = 3.667, etc.) on a four-point scale. Fractional course credits are evaluated accordingly in this conversion.

Rank-in-class is computed once for all classes at the end of each semester. The roster of students constituting any group when rank-in-class is computed reflects a variety of circumstances (e.g., students who transfer to Trinity, leave Trinity, participate in programs for which grades are not received). The rank-in-class is only posted to the transcript of seniors who have fulfilled all degree requirements.

Academic Standing

The Academic Affairs Committee (AAC) and IDP Council (IDPC) are responsible for evaluating the academic standing of all traditional and IDP degree candidates, respectively, according to the standards established by the Faculty. At the close of each term, normally within four weeks of grade posting in the fall and spring terms and as soon as grades are posted for the summer intersession, the AAC and IDPC meet to review each student's academic records to determine if the student meets the standards for good academic standing.

The standards for good academic standing that are reviewed are:

1. a) a minimum 1.667 term GPA (Students matriculated prior to Fall 2016);
b) a minimum 2.000 cumulative GPA, except for the first term of enrollment, when a minimum 1.667 cumulative GPA must be achieved; (Students matriculated in Fall 2016 or later)
2. non failure of .5 credit or more during the term; and
3. completion during the fall and spring term of a minimum of four credits attempted for traditional students or the completion during the fall and spring term of a minimum of two-thirds of the credits attempted for IDP students; completion during the summer intersession of a minimum of two-thirds of the credits attempted for all students.

Students who meet the three standards are considered to be in good academic standing, a designation indicating that the student has no current academic difficulties. A petition for a waiver of the four course-credit standard for traditional students must be submitted by the student in writing to the AAC before the end of the drop/add period. Each traditional student is expected to enroll in and complete nine course credits each academic year in order to earn 36 credits required for graduation, although a student may complete only eight course credits and remain in good academic standing. Disclosure of the student's status is governed by the published confidentiality standards as required by FERPA legislation and College policy.

A student whose work does not meet the standards for good academic standing is placed on academic probation. A student on academic probation may be subject to the completion of a defined set of academic actions or may be required to withdraw from the College.

Financial aid recipients must check with the Office of Financial Aid regarding satisfactory academic progress standards and guidelines for continued eligibility of aid.

All attempted credits that appear on the transcript for the term are considered in the determination of good academic standing. Attempted credits include courses from which a student withdraws after the add/drop period, regardless of whether the withdrawal is within the W period or is a late withdrawal approved by the AAC. Attempted courses in which a student receives either a passing or failing grade are considered completed courses for the purpose of determining academic standing. Students may not receive credit for a course more than once, excepting only those courses that invite repeated enrollment (e.g., topics, independent studies, music lessons, etc.). A course for which a student has previously received credit may not be counted as an enrolled course, even though the repeated course itself may temporarily indicate an earned credit on the student's transcript. Students are responsible financially for repeated and withdrawn courses.

A student studying away from Trinity in Hartford will have the record for the period of study away reviewed upon return and will be placed on probation at Trinity according to all the standards used in the determination of academic standing at Trinity. All courses from study abroad are posted on student records; if a grade below C- is earned, these courses will be posted but with no earned credits awarded, and these zero credit courses will be considered in determining probation status.

Post matriculation approved transfer credits from non-Trinity programs are considered earned credits; the grade earned is not included in the GPA. Grades earned at Trinity's study away programs, Hartford Consortium for Higher Education, and the Twelve College Exchange (Amherst, Bowdoin, Connecticut College, including National Theater Institute (Moscow), Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, or Williams-Mystic Seaport) are posted to the transcript and are factored into the GPA.

Incomplete (IN), No Grade Received (NGR) and In Progress (IP) will place the student in a review status, pending receipt of a letter grade at which time academic standing will be reevaluated by the AAC/IDPC. If a student receives an NGR 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. Pass/Fail grades are included in the assessment of academic standing. Remedial and English as a second language courses, and test-based credits (i.e., CLEP), are not offered nor accepted at Trinity.

Academic Probation

A student will be placed on academic probation by the AAC/IDPC if: a) the student has not maintained good academic standing as defined above; or b) by a two-thirds vote of the AAC/IDPC it is determined that academic work has been neglected. Examples of neglect of academic work include, but are not limited to: repeated absences from class, repeated late submission of work, repeated failing grades on work submitted, and/or repeated failure to turn in work in half or more than half of courses taken in a given term. A notation specifying academic probation will be made on the student's transcript. Although the transcript notation will be assigned to the term during which the student's work has incurred academic probation, the student will be considered to be on academic probation in the subsequent fall or spring term of enrollment.

Students on academic probation are required:

1. to remain enrolled throughout the period of probation. Except in cases of validated emergency or serious illness, withdrawals from the College during the term of probation may be made only up to the add/drop deadline of the term. Students who withdraw from the College prior to the add/drop deadline will continue on probation during the next fall or spring term in which they are enrolled; students who withdraw after the add/drop deadline will be placed on required withdrawal unless a waiver is granted by the Dean of Students/IDP Director.
2. to complete all course work by the last day of examinations; and
3. to select all course work on a regularly graded basis without the exercise of the pass/low pass/fail option.

Students on academic probation who fail to attain the status of good academic standing by the end of the probationary period will be required to withdraw from the College. It is expected that all students on academic probation will be familiar with the academic regulations of the College, including the requirements for good academic standing, that they will, whenever possible, inform themselves of their own progress in their courses, and that they will avail themselves of the College's advisory and counseling resources during the period of academic probation.

A student enrolled in a full-year course will not be placed on probation for credit deficiency at the end of the first term if the missing credit for the full-year course is the sole source of the credit deficiency.

Required Withdrawal

If a student incurs academic probation in two consecutive terms of enrollment or in any three terms of enrollment, the AAC/IDPC will require withdrawal of the student from the College for one year. A student will be required to withdraw from the College for one year if, at any time, by a two-thirds vote of the AAC/IDPC, neglect of academic work warrants it. Examples of neglect of academic work include, but are not limited to: repeated absences from class, repeated late submission of work, repeated failing grades on work submitted, and/or repeated failure to turn in work in half or more than half of courses taken in a given term. If a student incurs one academic probation subsequent to a required withdrawal, regardless of whether or not that required withdrawal was waived, the AAC/IDPC will require withdrawal of the student from the College for one year. Students who complete all requirements for good academic standing other than point (1) above and whose semester GPA shows substantial progress toward improving the cumulative GPA up to the required 2.0 for graduation are encouraged to petition the AAC/IDPC to waive the required withdrawal.

Required withdrawal is a suspension from the College because of academic deficiencies. Suspension is a physical separation from the College and restricts those students on required withdrawal from participating in the academic and co-curricular activities of the College. At the end of each term, required withdrawal is voted by the AAC/IDPC and noted on the student's transcript.

If the circumstances warrant it, the AAC/IDPC may grant a waiver of required withdrawal. (See section below on Petition Process for Waiver of Required Withdrawal.) A student who receives a waiver of required withdrawal will remain on academic probation and is subject to all the conditions of academic probation. Students required to withdraw who receive a grade change that might affect their current academic status shall not automatically be readmitted to the College. The AAC/IDPC shall review such cases within the context of the required withdrawal.

If, during a period of required withdrawal, a student wishes to do work at another accredited college and have such work credited at Trinity College, the approval of the registrar must be obtained prior to enrolling in the course(s). A student may petition the AAC/IDPC to have such work credited upon returning to the College.

Seniors in their last semester prior to graduation who suffer academic probation and are, therefore, liable to incur required withdrawal will be exempt from the withdrawal as long as all other graduation requirements have been met. However, the notation of academic probation will be entered on their permanent record.

Students required to withdraw for any of the reasons stated above are eligible to apply for readmission. However, each application will be considered on its merits and readmission will not be automatic. Prior to their return, students are required to meet all of the conditions of return voted by the AAC/IDPC and communicated to the student at the time of their required withdrawal. The student should submit a petition for readmission through the Office of the Registrar to the AAC or through the Director of IDP to IDP Council, no later than March 1 or October 1, whichever date immediately precedes the semester in which the student intends to return. Students who are readmitted following required withdrawal will be on probation during the semester of their return and will be subject to the conditions of academic probation as explained above.

Notification

When a student is placed on academic probation or required withdrawal, notice of this action will be given in writing to the student, the academic adviser(s), and, in the case of an athlete, the coach, in accordance with the Family Educational Rights and Privacy Act ("Buckley Amendment"). The student will be notified of the deficiency, the actions required to remedy the deficiency, the contingencies if the student fails to take appropriate actions, and the process to petition for a waiver of a required withdrawal. Usually, such notice will be given by the AAC/IDPC prior to the beginning of the probationary/required withdrawal semester and following the availability of grades for the previous term. In some instances, however, when grade and credit information is provided at irregular intervals, e.g., through grade changes, etc., such notice will be given by the AAC/IDPC in accordance with the availability of the pertinent information. Students on academic probation/required withdrawal who receive a grade change that might affect their current academic status shall not automatically be returned to good academic standing. The AAC/IDPC shall review such cases.

Petition Process for Waiver of Required Withdrawal

The College recognizes that extenuating circumstances may impact the student's ability to achieve the expected academic standards. The student may petition, based on extenuating circumstances, in writing to the AAC/IDPC for continued enrollment. Given their potentially idiosyncratic nature, all extenuating circumstances cannot be specified. However, conditions such as a family tragedy, death of a close relative, or serious illness are examples of potentially extenuating circumstances. The student will receive written notification of the decision within 30 days of the receipt of the petition. The decision may detail the actions the student must take to remedy the loss of good academic standing and if the waiver has been granted on a conditional basis. The petition letter, supporting documentation for the college or external parties, and the AAC/IDPC decision will be maintained in the registrar's permanent academic record.

Transfer Credits

Summary of General Principles and Rules

Transfer credit to Trinity College is considered from two categories of institutions: 1) regionally accredited U.S. institutions of higher education, and 2) the liberal arts universities of other countries that are recognized by their appropriate national educational authorities *and* have been approved by the Trinity College Office of Study Away. The Office of the Registrar evaluates transfer credit and acts on behalf of the Trinity Curriculum Committee in granting final approval for transfer credits. Students must obtain the signature of their faculty adviser on the application for transfer credit, indicating that the students' proposed study plan has been reviewed and recommended for transfer of credit. However, final approval of each course rests with the Office of the Registrar.

Credit is transferred on a course-by-course basis, not on a semester-by-semester basis. Course work accepted for transfer must parallel Trinity's own course offerings and/or be liberal arts in nature. Courses that primarily focus on the acquisition of technical skills related to professional training, rather than requiring exposure to the bases in literary, philosophical, interpretive, or scientific understandings fundamental to the liberal arts, will not be granted credit. Examples of non-liberal arts courses that are not transferable include, but are not limited to, business, management, marketing, advertising, public relations, crafts, public speaking, cooking, interior decorating, fashion design, and professionally oriented courses in law and medicine. Examples of other courses that are not transferable to the College include English as a second language, credit by examination, CLEP (College Level Examination Program) credit, internships without a sufficient academic component, ROTC courses, military courses, and correspondence courses. Courses taken online, via Distance Education, Internet, or through other electronic means of delivery are not accepted for transfer. Credit will be removed for any course already transferred if the College becomes aware that it was taken online, via Distance Education, Internet or other electronic means of delivery.

Course work that duplicates other work already credited at Trinity may not be transferred. Lower-level courses in mathematics and languages cannot be transferred subsequent to the crediting of higher-level courses in the same discipline.

Credit is not awarded for courses taken to fulfill requirements for either secondary school graduation or graduate or professional degrees.

Transfer credit will not be entered onto the student's record until all questions concerning particular courses have been resolved. Written notice that transfer credit has been posted will be provided to each student each time credit is posted for him or her by the Office of the Registrar. After credit has been transferred to a student's record at Trinity, such credit may not be removed unless the student later gains credit for a Trinity course that duplicates the earlier credit. The faculty reserves the right to examine a student on any work presented for transfer before allowing credit. A student who wishes to receive credit for work completed through direct enrollment in a foreign college or university for which Trinity approves enrollment only through the sponsorship of an American institution or program must successfully petition the Office of Study Away. Please see the Office of Study Away for further details.

Transcript and Grade Requirements

In order to be considered for transfer credit, course work must appear on the sponsoring institution's official transcript showing title, credit attempted/awarded, and grade earned for each course, that is issued by the registrar. Official transcripts must be mailed to Trinity's Office of the Registrar. Hand-delivered transcripts are not accepted.

All attempted and/or earned credits and grades received via a Trinity-administered study away program will be posted to the student's Trinity transcript, regardless of grades earned. All grades for these courses will be calculated into the grade point average and included in determining rank-in-class and academic standing, such as faculty honors, academic probation, and honors at graduation.

For nonTrinity-administered study away programs, all course titles, attempted and/or earned credits and grades received will be posted to the student's Trinity record; credit will be awarded at Trinity only if the grade earned is equivalent to a C- (70) or better. Work from foreign universities must be assessed to be equivalent to a C- or better according to accepted grade conversion scales to earn credit.

Courses that are only graded on a basis of Pass/Fail, Satisfactory/Unsatisfactory, Credit/No Credit, and the like, are not accepted unless certified by the host school/program as equivalent to a C- or better.

Credit Limits

The maximum course credits per academic period that may be transferred to Trinity from other institutions (either before or after matriculation at Trinity) is as follows:

1 academic year (fall and spring)	9.0
1 semester (fall or spring)	5.0
1 quarter	3.0
Summer	4.0

Credit at Trinity will not be increased over that awarded by the transcribing institution. Normally credit will not be decreased from that awarded by the transcribing institution, but the following exceptions apply: transferred physical education courses are limited to 0.25 course credit each (the amount awarded for such courses at Trinity) and to a maximum of one course credit altogether; courses that overlap work already credited may be accepted for partial credit.

Semester Hour/Quarter Hour Conversions

The following conversions are made from semester-hour or quarter-hour systems to Trinity's course credit system:

Semester hours	Trinity course credits	Quarter hours	Trinity course credits
1	0.25	1	0.00
2	0.50	2	0.25
3 or 4*	1.00	3	0.50
5	1.50	4	0.75
6 to 8*	2.00	5	1.00
9 or 10*	3.00	6	1.25

*Courses in science that have full laboratories and are valued elsewhere at four semester hours will transfer to Trinity as 1.25 course credits; those valued at eight semester hours will transfer as 2.5 course credits.

Credits from the host institution are not usually summed before transfer. In order that the student not lose as much credit as would be the case if credit for courses were transferred individually, the following exceptions may apply:

- Courses in the same discipline that have low fractional credit values at an institution using the quarter system (i.e., courses valued at fewer than two quarter hours) will be combined in order to attain the minimum threshold of two quarter hours for transfer credit.
- If a foreign study program awards semester hour credits, and if one-half or more of a student's courses in any semester are valued at fewer than three semester hours, then the courses valued at fewer than three semester hours for that semester will be summed. A special formula will be applied.

Transfer Credit Rules for Specific Disciplines

The following rules and procedures concerning restrictions or conditions for transfer credit for courses in several disciplines also apply:

Accounting: A maximum of two course credits in general, introductory coursework will be accepted.

Computer science: Only 0.5 course credit is awarded for a programming course valued at three or four semester hours elsewhere, and one course credit is the maximum that will be awarded for programming courses.

Economics: Students who transfer both introductory macroeconomics and introductory microeconomics may not enroll in Economics 101, Principles of Economics, at Trinity College. Students who transfer in either introductory macroeconomics or introductory microeconomics may enroll in Economics 101, Principles of Economics at Trinity College, but will receive 0.5 course credit for the transferred course.

Education: Many “practical” courses are acceptable, but such courses as “Teaching Crafts” are not.

English/writing and rhetoric: A maximum of two course credits in introductory expository writing courses will be accepted.

Filmmaking: A maximum of two course credits will be accepted.

Journalism: A maximum of two course credits in journalism courses emphasizing writing will be accepted.

Languages: A lower level course in a language cannot be transferred subsequent to the crediting of higher level course in the same language.

Mathematics: Courses at the calculus level or higher will be accepted; courses of a lower level or those in algebra, trigonometry, pre-calculus, geometry, or statistics will be reviewed by the chairperson of mathematics to determine their eligibility for credit at Trinity College.

A lower level course in mathematics cannot be transferred subsequent to the crediting of a higher level mathematics course.

Physical education: Only courses like those taught at Trinity will be transferred; credit for intercollegiate sports will not be transferred.

Studio arts: A student desiring credit for courses in the craft disciplines (those using fibers, metals, or clay) must receive the written approval of the director of studio arts before enrolling.

Post-Matriculation Transfer Credit

Students wishing to receive transfer credit from another institution after matriculating at Trinity must receive approval in advance by completing an application for transfer credit (available from the Office of the Registrar) and obtaining all required signatures. Submitting a completed Application for Transfer Credit is the only College-approved method to ensure that particular courses will be accepted for transfer at Trinity. Informal (verbal or e-mailed) endorsements from faculty or administrators do not constitute official formal approval by the College.

The deadlines for submitting applications for transfer credit to the Office of the Registrar are as follows:

- For the fall semester or a full academic year away: May 1
- For the spring semester away: November 15
- For summer classes: at least two weeks before the summer session begins.

Official course descriptions or syllabi, in English, must be attached to the application for transfer credit; course descriptions transposed by students are not accepted. Course descriptions specific to particular internships, independent studies, and research must also be attached. If official descriptions are not available, a specially prepared summary signed by the director of the host program will be accepted.

Trinity students who have accumulated 18 course credits toward their degree requirements may not transfer credit from two-year colleges.

Upon approval by the Registrar's Office, photocopies of the Application for Transfer Credit, showing Trinity course credits to be earned upon satisfactory completion of the courses and any other special comments or notations, will be distributed to the student, his or her major department chairperson(s), and his or her minor coordinator(s).

All approved post-matriculation transfer credit shall be posted with applicable credits and grades on the Trinity College transcript and shall be counted toward the requirement of 36 course credits for the bachelor's degree (except for courses that are repeated). Transfer credit will be posted only after any outstanding questions concerning particular courses are resolved.

Grades, GPA, and Academic Standing

All grades for transferred courses taken at one of the Trinity-administered study away programs or through the Twelve-College Exchange Program will be calculated into the grade point average and included in determining rank-in-class and academic standing, such as faculty honors, academic probation, and honors at graduation.

Grades from Trinity-approved study abroad programs offered by other colleges, universities, and program providers are not included in calculations of grade point average and rank-in-class. All course titles, attempted and/or earned credits, and grades awarded, will appear on the Trinity transcript. Academic credit will be granted only for those courses in which a grade of C- or better (or assessed to be equivalent to a C- or better according to accepted grade conversion scales) is earned.

Students who do not earn at least 4.0 course credits while participating in a study away program, or whose grade point average from such a program is less than 1.667, or who fail a class valued at .50 credit or greater, shall be placed on Academic Probation.

Major, Minor, and General Education Distribution Credit

Students who wish to use course work that has been accepted for transfer to fulfill requirements for the major or minor must obtain the written approval of the department chairperson, program director, or minor coordinator, using the applicable section(s) of the Application for Transfer Credit. With the approval of the faculty coordinator of a minor, students may use a maximum of three courses taken elsewhere to replace courses in a six-course-credit minor, two in a five-credit minor. Courses not approved to fulfill major or minor requirements will be considered "elective" credit at Trinity.

Students who have matriculated may fulfill no more than two general education requirements through post-matriculation transfer credit; requests may be made using the applicable section of the application for transfer credit.

Internships

Internships will be awarded .50 course credit provided there is a sufficient academic component, and a grade and credit are awarded by the host school on its transcript. An internship that is an integral part of the study abroad program (i.e. American University Washington Semester Program, INSTEP), will transfer as 1.0 Trinity course credit as long as it is valued at three or four semester hours at the host institution and has an extensive academic component.

Internships completed away from Trinity are included in the total number of internship credits allowed towards the degree (please refer to the requirements for the bachelor's degree in the *Bulletin*).

Repeated Courses

Course work of any kind may not be repeated for credit. Students who have already earned credit but need to repeat a class in order to improve the grade first earned must attach the written approval of the department chairperson for that course to the Application for Transfer Credit. If approval is granted, the original grade will continue to be included in the grade point average, and the course repeated outside Trinity will be listed with the new grade shown, but not calculated into the Trinity grade point average (unless taken at a Trinity-administered study away site), and without credit awarded.

Changes in Courses

Once students arrive at their host program, changes in their approved study plan may occur. Students must submit changes on a new Application for Transfer Credit and forward the application directly to their Trinity faculty adviser, with the new course descriptions attached. Students may print a Transfer Credit Application from the Registrar's Web page at www.trincoll.edu/academics/registrar (under Registrar's Office Forms). A photocopy of the new application for transfer credit showing approval of newly proposed courses will be mailed to the students' home address.

Last Semester or Academic Year Away

A student who wishes to spend the last semester of undergraduate study (or all of the senior year) away from Trinity must secure the permission of his or her major department chairperson, and, through the registrar, the permission of the dean of the faculty. All transfer credit requirements for a student studying away for his or her last semester must be completed by the established senior grade submission deadline. Further instructions and deadlines are available from the Office of the Registrar.

Hartford Consortium for Higher Education and the Twelve-College Exchange

All approved courses taken through the Hartford Consortium for Higher Education or the Twelve-College Exchange will be posted to a student's Trinity record, regardless of grade earned. Courses graded lower than C- will be treated as similarly graded courses at Trinity. Grades for these courses will be included in calculations of GPA, rank-in-class, and other academic standing.

Students participating in the Twelve-College Exchange Program must complete the Application for Transfer Credit and receive advance approval for all courses.

Students need not complete an Application for Transfer Credit to enroll in courses in the Hartford Consortium for Higher Education; a special consortium registration form is available in the Office of the Registrar. Please refer to the current *Bulletin* for further information about consortium registration. Consortium registration is not available during the summer; students enrolling in summer coursework at a school that is a member of the Hartford Consortium must complete an Application for Transfer Credit.

Pre-Matriculation Transfer Credit

A maximum of 18 course credits taken at other institutions prior to matriculation at Trinity may be transferred to Trinity. Pre-matriculation courses accepted for transfer will be reviewed by the Office of the Registrar for fulfillment of the Trinity general education requirements. A course description or syllabus may be requested for a course if its acceptability is in question. Transfer credit is not awarded for courses transcribed by other colleges or universities if those courses were offered as part of a college-in-high-school program (these are courses with college syllabi that are taught to secondary school students by college teachers or by college-approved secondary school teachers and with enrollment limited to secondary school students).

Transcripts of pre-matriculation work completed in foreign universities will usually be referred to a national credentials evaluation service, such as Educational Credential Evaluators in Milwaukee, Wisconsin, for evaluation and transfer credit recommendations. After Trinity has received the evaluation report, the College's transfer credit policies will be used to determine what portion of the work, if any, will be accepted for transfer credit.

Advanced Placement and Certain European Examinations

Advanced Placement (AP) credit is awarded according to the departmental policies stated in the Admissions section of the *Bulletin*.

Credit for the International Baccalaureate and certain European examinations is awarded according to the policy stated in the Admissions section of the *Bulletin*.

Use of Trinity College-Controlled Financial Aid for Non-Trinity Foreign or Domestic Study

Trinity College students who are financial aid recipients may use that aid for study away under the following conditions:

Foreign Study

1. Financial aid may be used only for participation in programs approved by the Curriculum Committee. A list of approved programs is available in the Office of Study Away and at www.trincoll.edu/UrbanGlobal/StudyAway/programs/AffiliatePrograms/Pages/non-trinity.aspx.
2. A student must be in good academic standing at Trinity College at the conclusion of the semester just prior to the beginning of the study away program in which he or she wishes to participate.
3. The proposed study away program must offer the applicant the opportunity to maintain normal progress toward the bachelor's degree and to earn the equivalent of at least four transferable course credits per semester (three transferable course credits per quarter or trimester).
4. Financial need will be evaluated on the basis of the cost of the approved study away program, including round-trip transportation and personal expenses. Loans will be available to cover the study abroad administrative fee.
5. Students who receive any form of financial assistance (including student and/or parent loans) will be required to complete specific Trinity College financial aid paperwork including a student study away agreement.

6. Students attending an approved non-Trinity program must provide a copy of their itemized bill from their host institution or program to the Financial Aid Office. (The bill must show the program's or institution's address.) For students attending a Trinity program or affiliate, regular Trinity billing from the Office of Student Accounts may be expected.

Domestic Study

1. The use of Trinity-controlled financial aid for domestic study is limited to participation in the following specific programs: Twelve- College Exchange, ACM Chicago, Bard Globalization and International Affairs Program, Williams-Mystic Maritime Studies Program, Marine Biology Lab and SEA Semester at Woods Hole, Duke University Marine Laboratory, Eugene O'Neill National Theatre Institute, Washington Semester Programs of American University. A student may wish to discuss with the director of financial aid his/her desire to use Trinity-controlled financial aid for study elsewhere domestically, but exceptions are rarely made.
2. Each of the conditions and procedures listed above (2. through 6.) must be followed, substituting "domestic" for "foreign."

Transcripts

The Office of the Registrar provides access to transcripts only in compliance with the requirements established by the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, as amended). Students may view their own unofficial transcripts using TCOOnline, and advisers have access to advisee transcripts using TCOOnline. Requests for printed transcripts should be made to the Registrar's Office.

All transcript requests must be made in writing and include the students signature; telephone requests and inquiries from third parties will not be honored. All financial obligations to the College must be met before transcript service will be provided. The Office of the Registrar cannot fax transcripts.

Faculty Honors

To be eligible for the faculty honors list in any semester, a student must: a) achieve a semester grade point average of at least 3.667 with no individual letter grade below B-; b) complete a minimum of 4 course credits and receive letter grades for at least 4 course credits in courses taught or supervised by Trinity College faculty (or 3 graded course credits concurrent with pursuing the first semester of a 2-credit senior thesis); c) have no courses for the semester under consideration in which the final grade is pending; and d) have no disciplinary notation for academic dishonesty on the transcript. The honors list will be determined at the end of every semester, and a notation will be entered by the registrar on the transcript of each recognized student.

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

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 student's consent. Therefore, the College will also send a copy of dependent students' grades to parents each semester, unless a student requests in writing that this information not be sent. Regardless of whether a student requests that grades not be sent to his or her parents, upon receipt of a written request from a parent or legal guardian of a dependent student, together with documentation that the student is a dependent for federal income tax purposes, the College will honor this right to the extent that it is required by law.

Irregular candidates for the degree

The category of irregular candidate exists to help certain foreign students who have been admitted to the College as regular candidates for the degree 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. Students with letter grades in fewer than 18 course credits taught or supervised by Trinity College faculty shall not be eligible for these designations.

Students will be awarded Latin honors based on their cumulative grade point average. A grade point average between 3.667 and 3.799 will earn *cum laude*, a grade point average between 3.800 and 3.899 will earn *magna cum laude*, and a grade point average of 3.900 or higher will be awarded *summa cum laude*. Letter grades in a minimum of 18 course credits taught or supervised by Trinity College faculty are required for eligibility for these honors. Students with an incomplete on their records are automatically excluded from consideration.

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

Honors in the major are awarded at graduation. They are noted on the Commencement program of the year in which they are awarded. 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.)

To be eligible for Honors in Graduate Scholarship, a master's candidate must have earned a cumulative grade point average of 3.750 or higher. In addition, the master's thesis or final project must earn a grade of A- or higher. For students whose transcripts contain both letter grades and the previous grades of Distinction, High Pass, Pass, etc., honors will be determined on an ad hoc basis with a view to weighing the calculation according to the grading scale by which a student has earned the majority of grades. In these cases, any grade lower than High Pass will disqualify a student for honors, regardless of the cumulative grade point average. Honors in graduate scholarship are awarded at graduation. They are noted on the student's official transcript, in the Commencement program of the year in which they are awarded.

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, an international social sciences 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.

Beta Beta Beta is an honor society that seeks to encourage scholarly attainment in the biological sciences. The society provides scholarships and awards for student research and encourages students to publish their work in the journal *BIOS*. Membership is reserved for those who indicate special aptitude and major interest in the life sciences. These students must have completed at least three courses in biology with a minimum GPA of 3.0 in those courses and be in overall good academic standing.

Nu Rho Psi, a national honor society in neuroscience, was founded in 2006. The purpose of Nu Rho Psi is to encourage professional excellence in scholarship; award recognition to students who have achieved excellence in scholarship; advance the discipline of neuroscience; encourage intellectual and social interaction among students, faculty, and professionals; promote career development in neuroscience; increase public awareness of neuroscience and its benefits for society; and encourage service to the community. Eligible students must have declared the neuroscience major, have completed at least three neuroscience-related courses, and have a cumulative GPA of 3.2 and a minimum GPA of 3.5 in neuroscience courses.

Sigma Pi Sigma, the national physics honor society, was founded in 1921; the Trinity chapter was established in 1949. Sigma Pi Sigma exists to honor outstanding scholarship in physics; to encourage interest in physics among students at all levels; to promote an attitude of service of its members towards their fellow students, colleagues, and the public; and to provide a fellowship of persons who have excelled in physics. Students with an overall GPA of at least 3.5 who have completed at least four courses toward the physics major and have an A- average in physics courses taken at Trinity are eligible for membership.

The Deans' Scholars are the 25 full-time first-year students with the highest grade point averages at the end of the first year. Membership in the company of Deans' Scholars is intended both to recognize outstanding academic achievement and to encourage continued academic excellence. Students remain Deans' Scholars through the end of their sophomore year. The program began in 1999-2000.

The Society of President's Fellows was created in 1974 to recognize outstanding student achievement in the major. Its membership consists of one academically accomplished senior in each major offered at Trinity. The fellows, who are nominated by their respective departments and programs, meet four times a year with the president of the College to discuss academic and other topics. In 1981-1982, eight fellows initiated *The Trinity Papers*, an annual journal of undergraduate scholarship, and members of the society continue to constitute the editorial board of *The Papers*.

Admission to the College

General admission policy

Enrollment in the first-year class generally numbers approximately 600 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 evaluated on 1) their academic performance and potential, 2) their accomplishments in their schools and communities, and 3) their qualities of character and personality. Trinity College does not make the religious tenets, race, gender, sexual orientation, or national or ethnic origin of any person a condition for admission.

The College uses a holistic approach to student admissions with emphasis placed on high school transcripts, recommendation letters, leadership positions, work history, involvement in school and community activities, and other characteristics that predict success. Applicants should be well prepared for Trinity's academic work, and desirous and capable of contributing to campus and community activities.

Applicants for admission may obtain the necessary application forms by writing to the Office of Admissions or by visiting <http://www.trincoll.edu>. The regular decision deadline for application to Trinity is January 1. Candidates will be notified of admission decisions by early April.

Personal qualities and character

Trinity is keenly interested in attracting and admitting candidates who not only demonstrate academic strength, but also show evidence of such personal qualities as curiosity, 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 that call for personal initiative and leadership. We believe that such experiences develop an individual's appreciation of ethical issues and may well enhance the capacity to make a difference in the society one will enter as a college graduate.

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

Secondary school requirements

Trinity requires a diploma from and certification by an accredited secondary school. The academic program should consist of at least 16 academic units, typically including the following minimum number of courses: English (four years), foreign language (three years), laboratory science (two years), algebra (two years), geometry (one year), and history (two years).

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

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

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

of its applicants for admission.

Standardized testing requirements

As of fall 2015, Trinity does not require the ACT of the American College Testing Program, the SAT I Reasoning Test of the College Board, or two SAT II Subject Tests. If an applicant chooses to submit test scores, it is their responsibility to have scores sent to the Admissions Office. Trinity's CEEB code is 3899.

International students whose first language is not English and who have not been in an English-based curriculum for at least three years are required to submit results of either the TOEFL or IELTS.

Early decision

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

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

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

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

January Start (J-Start)

J-Starts are motivated, high-achieving individuals who, for a variety of reasons, want to start college in January, not September. Application deadline is September 15 and follows the same criteria as the general admission policy outlined above. J-Start begins in early January with a two-week orientation right before the start of the regular spring semester and includes a .5 credit course that meets daily.

Campus visits

Applicants for admission to the College are strongly encouraged to visit and tour the campus.

Visitors coming to the campus for admissions interviews, group sessions, or tours should register for a campus visit online by visiting the admissions website. Additional scheduling questions and information can be directed to the Office of Admissions at (860) 297-2180.

Interviews

Although a personal interview is not required, this kind of meeting is a good opportunity for a mutual exchange of information. Appointments are scheduled year-round on weekdays between 9:30 a.m. and 3:30 p.m., and on selected Saturday mornings from September through early December. Interview appointments are generally reserved for students who have completed their junior year.

Group information sessions

Group information sessions are offered on weekdays at 10:30 a.m. and 2:30 p.m. throughout the year and on selected Saturdays in the fall at 9:30 a.m. and 11:30 a.m. (please call or visit the website to confirm).

Tours

Tours of the campus are offered on weekdays at 11:30 a.m., 1:30 p.m. and 3:30 p.m. and on selected Saturdays in the Fall at 10:30 a.m., 11:30 a.m. and 12:30 p.m. (please call or visit the website to confirm). Saturday “limited access” tours are offered during portions of the fall (please call or visit the website to confirm). Student guides serve as an excellent resource for showing guests the physical environs of Trinity and for providing personal perspectives on student life.

Advanced placement for first-year students

Trinity’s academic departments will consider applications from entering first-year students for advanced placement. A maximum of nine course credits will be awarded for any of the exams listed below.

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., **AHIS 101, 102**), students who receive AP credit from that department may not take those courses for credit. Advanced placement credit may not be used to satisfy general education requirements except for the second language foundational requirement.

Biology

- One course credit for a score of 4 or 5 on the Advanced Placement Examination in Biology. (This course credit may not be counted toward the biology major, nor does it exempt students from any of the courses required for the major.)

Chemistry

- One course credit for a score of 4 or 5 on the Advanced Placement Examination in Chemistry. (This course credit may not be counted toward the chemistry major.)

Classics

- One course credit for each of the Advanced Placement Examination in Latin in which a score of 4 or 5 is received.

Computer science

- One and one-quarter course credits (**CPSC 115L**) for a score of 4 or 5 on the AP-A Computer Science Exam.
- One course credit (**CPSC 110**) for a score of 4 or 5 on the AP Computer Science Principles 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 **ECON 101** when **ECON 101** is required as a prerequisite for a course.
- One course credit (**ECON 101**) for scores of 4 or 5 in both AP Economics Exams or for scores of 5, 6, or 7 in the International Baccalaureate Higher Level Economics Examinations.
- Two course credits (**ECON 101** and a 200-level course) for scores of A or B in the “A” Level General Certificate of Education examinations in economics.

English

- One course credit for a score of 4 or 5 on either the AP Language and Composition or the Literature and Composition Exam. (Neither can be counted toward the English major.)

Environmental science

- One course credit (**ENVS 149L**) for a score of 4 or 5.

Fine arts/art history

- Two course credits (**AHIS 101, 102**) for a score of 4 or 5.

History

- Effective Fall 2016, one course credit each for the AP European History Exam, the AP United States History Exam, or the AP World History Exam. For students entering prior to Fall 2016, two course credits each for the AP European History Exam or the AP United States History Exam (credit will not be awarded for the AP World History Exam). These course credits may not be counted toward the history major or minor, nor do they exempt students from any of the courses required for the major or minor.
- Continuing students whose scores are received after the Spring 2016 semester will have their exam scores evaluated under the new scale.

Mathematics

- Two course credits (**MATH 131, 132**) for a score of 4 or 5 on the AP-BC Calculus Exam. One course credit (**MATH 131**) for a score of 4 or 5 on the AP-AB Calculus Exam. One course credit (**MATH 107**) for a score of 4 or 5 on the AP Statistics Exam.
- No course credit will be awarded without the appropriate Advanced Placement Examination scores. However, students who have at least a year of high school calculus and who wish to obtain advanced standing in calculus may take a qualifying examination administered by the Department of Mathematics during first-year student orientation in the fall. Students who exhibit a satisfactory level of competence on this examination, as determined by the department, may receive exemption from (but not credit for) either **MATH 131** or **MATH 132**.

Language and culture studies

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

Music

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

Physics

Advanced Placement Exam	Score	1 credit awarded for this course:				And admission to
		PHYS-101	PHYS-102	PHYS-141	PHYS-231	
AP-C Mechanics	4 or 5			•		PHYS-231
AP-C Electricity & Magnetism	4 or 5				•	
AP-C both parts	4 or 5			•	•	PHYS-232
AP Physics 1	4	•				PHYS-102
	5	•				PHYS-102 OR PHYS-231 [†]
AP Physics 2	4		•			
	5		•			PHYS-231 [†]
AP-B (discontinued)	4 or 5	•	•			PHYS-231 [†]
British A-Levels	A or B			•		PHYS-231
IB Physics Higher Level	5 or 6	•	•			
	7	•	•			PHYS-231 [†]

[†] provided the student's general background in physics and mathematics is found to be satisfactory after review by the department.

- Students who wish to obtain advanced standing in physics but lack advanced placement credit may contact the chairperson of the Department of Physics and request to take a qualifying exam. Students who perform satisfactorily on this exam may, at the discretion of the department, receive placement in PHYS-231 or PHYS-232 (but no course credit).
- Students can earn no more than one advanced placement credit for exams in the PHYS-101/PHYS-141 category, and no more than one advanced placement credit for exams in the PHYS-102/PHYS-231 category. Students may not earn credit for both a course and its advanced placement equivalent, and may not earn credit for more than one introductory mechanics course (PHYS-101, PHYS-141, and their advanced placement equivalents).

Political Science

- One course credit (**POLS 102**) for a score of 4 or 5 on the AP United States Government and Politics Exam.
- One course credit (**POLS 103**) for a score of 4 or 5 on the AP Comparative Government and Politics Exam.

Psychology

- Students who receive a score of 4 or 5 on the Advanced Placement Examination in psychology may receive one course credit towards graduation. This course credit does not exempt students from any of the courses required for the major.

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 credit.

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

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

The following scores must be earned:

French Baccalaureate—scores of 12-20

German Arbitur—scores of 7-15 (“befriedigend” or better)

International Baccalaureate Higher Level Examinations—scores of 5, 6, or 7, specific department equivalencies are listed below.

- Economics: score of 5, 6 or 7 is equivalent to ECON 101
- Mathematics: score of 5 is equivalent to MATH 131, scores of 6 or 7 are equivalent to MATH 131 and MATH 132
- Physics: scores of 5 or 6 are equivalent to PHYS 101 and 102, score of 7 is equivalent to PHYS 101 and 102 and admission to PHYS 231 provided the student’s general background in physics and mathematics is found to be satisfactory after review by the department.

Swiss Matura—scores of 5 or 6

United Kingdom “A” Level General Certificate Examinations—grades of A, B, or C, specific department equivalency is listed below.

- grades of A or B are equivalent to PHYS 141, placement into PHYS 231

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

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

International students

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

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

Transfer admission

Students whose academic records are of good to excellent quality at two- or four-year accredited colleges who wish to transfer should write to the coordinator of transfer admissions or visit our website for information about the

procedure. Candidates for admission by transfer should be prepared to provide catalogs and/or syllabi describing the content of college courses already completed and presently being studied.

For mid-year admission consideration, candidates are required to complete the application process by November 1. Mid-year admission candidates whose applications are properly completed by this deadline should receive a decision by early January.

Students who want to begin 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 p. ??) 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 member regarding the use of transfer courses to satisfy major requirements 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 "Requirements for the Bachelor's Degree" section elsewhere in this catalogue.

College Expenses

Payment for tuition, fees, room and board is due in full by the dates shown on the College calendar and prior to the start of each semester, unless an authorized monthly payment plan has been established prior to payment due date. Electronic semester bills will be displayed on the TrinBillPay system and students and their authorized payers will be notified by e-mail when bills are ready to view. Trinity College does not print and mail paper billing statements to students. Students must set-up a parent or other payer as an “authorized payer” on their TrinBillPay account. This gives access to a parent or other payer to view the bills through TrinBillPay and to pay online. Please refer to the instructions at <http://www.trincoll.edu/Admissions/finaid/SA/accounts/Pages/TrinBillPay.aspx>. Subsequent monthly bills for fees (i.e.: athletic charges, library fines, parking tickets, Health Center charges, meal plan upgrades), not included in the original semester bill, may be viewed through TrinBillPay after fees are posted to the account. Charges are payable by the due date on the billing statement. Payment by check should be made payable to Trustees of Trinity College and mailed to Trinity College, Office of Student Accounts, 300 Summit St., Hartford, CT 06106.

A monthly payment plan option is available through TrinBillPay system using FACTS through NelNet Business Solutions for a \$25 enrollment fee each term. This monthly payment plan allows families to remit the semester tuition and fees in five monthly payments without finance charges. The semester monthly payment plan begins in June preceding the fall term and again in November for the spring term. The monthly payment plan cannot be used to pay educational expenses for non-Trinity programs when a student participates in a study away semester. To enroll in a payment plan as an authorized payer go to https://quikpayasp.com/trincoll/student_accounts/authorized.do. A student or authorized payer may enroll in a monthly payment plan by the established enrollment dates.

Students who fail to pay all billed charges by the specified due dates will be considered delinquent and their accounts are subject to monthly late fees of \$100. The College reserves the right to withhold transcripts or grades, cancel or deny class registration and attendance privileges, or terminate access to campus facilities or housing. Delinquent accounts may be placed with a collection agency and assessed with all collection costs incurred by the College. A student may also be financially withdrawn from the College for failure to pay their account in full by all published due dates.

Communications regarding College expenses should be addressed to the Student Accounts and Loans Manager or by e-mail to student-accounts@trincoll.edu.

Schedule of College fees—2017-2018

	Fall	Spring	Total
Tuition	\$ 26,140	\$ 26,140	\$ 52,280
Room (New Townhouses-add \$1380 per term)	4,620	4,620	9,240
Board (traditional meal plan) ⁴	2,480	2,480	4,960
General Fee	1,040	1,040	2,080
Student Activity Fee	205	205	410
	\$ 34,485	\$ 34,485	\$ 68,970
Transcript fee (new students only)	50	-	50
	\$ 34,535	\$ 34,485	\$ 69,020

⁴Board cost will be adjusted based on student’s meal plan contract.

A tuition charge of \$26,140 per semester will be billed for full-time study up to and including 5.75 course credits per term. Students registered for more than 5.75 credits will incur additional charges.

Credit hours	Additional tuition fee
6.0	\$ 5,809
6.25	\$ 7,261
6.50	\$ 8,714
6.75	\$ 10,165
7.0-7.75	\$ 11,618-\$ 17,427

Cost of Credits beyond the Standard Course Load: For 2017-2018, \$26,140 is charged for full-time study per semester. Full-time study is defined as 3.00 to 5.75 course credits per term. Standard course credits carried per term are 4.5; the College allows for 1.25 additional course credits to be carried without charge. Students who register for 6.0 course credits are charged an additional \$5,809, with some exceptions. The College will exclude the following courses (up to a maximum of 1.50 credits per semester) from surcharge: teaching assistantship, research assistantship, internship, first-year mentor, thesis, independent study, Theater and Dance courses 109 and 309, private music lessons and music ensembles. Please note this exclusion is for tuition for the course credit only. Other costs associated with these courses, such as instructor fees, will be charged.

Part-time enrollment: All requests for part-time enrollment must be approved by the Academic Affairs Committee. After part-time status is approved, students who are enrolled for 2.75 or less credits should submit a request for part-time billing to the Student Accounts Office. These students will be charged \$17,427 (2/3 of regular tuition) for that semester.

Repeat courses: A fee of \$5,809 per credit will be charged for each repeated course if that course brings the student's course credit hours over the 5.75 limit.

The College meal plan program is mandatory for all students in campus housing except seniors. Students residing in buildings that are classified as cooking units may opt for a reduced meal plan or may drop it entirely. Please refer to the meal plan information on the following pages.

Room Fee: Students living in campus housing will be charged \$4,620 per semester with the exception of the new Crescent Street Townhouses which will be billed at \$6,000 per semester.

The General Fee partially finances the operation of the student center, vocational tests, laboratory fees, and admission to athletic events.

The Student Activity Fee is administered by the Student Budget Committee to finance student organizations, publications, the radio station, and admission to Austin Arts Center events.

Transcript Fee: All first-time students are charged \$50 for unlimited transcript requests (\$35 new IDP).

Study away

Trinity College students enrolled in study at a Trinity College Global Site will be charged for tuition, room, meals, and fees according to the following rates for **2017-2018**:

Barcelona	\$35,040
Buenos Aires	\$34,005
Cape Town	\$32,300
LaMaMa	\$34,180
Paris	\$33,605
Rome	\$34,380
Shanghai	\$32,300
Trinidad	\$34,780

Vienna	\$32,300
Study Away Fee (non Trinity)	\$3,500 semester
(non-Trinity program)	\$4,000 full year

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

Other financial information

Course Audits—\$600 per credit.

Campus parking fee—\$220 per year (\$110 IDP / Grad)

Returned check fee—\$40 per check.

Late payment fees—the late payment fee for nonpayment of billed charges by the scheduled due dates is \$100 for each month the account remains delinquent. Please allow sufficient time for mailing if you choose to pay by paper check to ensure that the payment arrives by the due date. Subsequent late fees will be charged up to a maximum of \$500 per term.

Credit cards—Trinity College accepts MasterCard, Discover, American Express & VISA credit card payments on TrinBillPay with a 2.75% convenience fee paid directly to the credit card processing company.

Trinity College refund policy

Tuition and fees refunds

Refunds may be requested by the student in writing or by e-mail to the Student Accounts Office. Students who officially withdraw after tuition and fees are billed, but before classes begin, will be given a full refund of all charges paid, less a \$400 administrative charge. 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 notice to the Director of Admissions. The refund policy also applies to charges for extra course credits. Please refer to the Office of Student Accounts and Loans' Web page.

If the official withdrawal occurs after classes begin, refunds may be affected by financial aid award adjustments and any applicable federal regulations. Tuition and fees are charged as follows and refunds processed accordingly:

Date of withdrawal	Percentage charged	Percentage refunded
1 day through 14 days	20 percent	80 percent
Third week	40 percent	60 percent
Fourth week	60 percent	40 percent
Fifth week	80 percent	20 percent
After fifth week	100 percent	no refund

All undergraduate students (except IDP) are billed for a tuition insurance policy offered through A.G.W. Dewar, Inc., with an opt out online waiver by specified deadline date to be excluded from the plan. This policy covers partial reimbursement for tuition and fees paid and forfeited due to a withdrawal from the term after classes begin due to medical or mental health reasons. Waiver to remove the charge of \$120 from the Fall term bill can be found at <http://tuitionprotection.com/trinity>. For additional information, please contact A.G.W. Dewar, Inc. at (617) 774-1555.

Withdrawal from class after the end of add/drop

Students may add or drop course credit hours during the add/drop period. A student may withdraw from a class through the Friday of the fourth full week of classes; however, the student is financially responsible for the cost of that class, if the withdrawal occurs after the add/drop period. For example, a student who is registered for 5.75 course credit hours and withdraws from a 1.0 course credit class after the add/drop period is financially responsible for 5.75 course credit hours. If that student replaces that withdrawn class with another (1.0), the student will be financially registered for 6.75 course credit hours and will be charged accordingly.

Withdrawal from residential contract

Students who participate in the housing lottery and then withdraw from housing will be subject to a monetary penalty. Students must notify the Office of Residential Life as soon as the decision is made to withdraw from a housing contract. Please consult the Residential Life Office for additional information. <http://www.trincoll.edu/StudentLife/HousingDining/ResidenceHalls/>

Room charges are assessed using the date of receipt of written notification for withdrawal from a residential contract. No room charge adjustment is made for withdrawal from housing during or after the fifth week of the contracted term. If a resident fails to occupy a residence by the first day of undergraduate classes in the term contracted for, it will be assumed that the resident has withdrawn and that a legitimate vacancy exists. Rental charges will be computed as if the resident submitted written notification of withdrawal on the first day of class and a cancellation fee will apply.

Meal plan contract refunds

Returning students will be billed for the Mather Meal plan or the meal plan from prior term enrollment. All first-year and transfer students will be billed for the 19-Traditional meal plan. Participation in the meal plan is mandatory for all students residing in campus housing. There are exceptions for members of Trinity-authorized eating clubs (St Anthony Hall, Alpha Delta Phi and Psi Upsilon), who may select a less-expensive meal plan or may drop the meal plan completely. All meal plan changes must be made in writing by email to meal.plans@trincoll.edu during the add/drop period of the semester or at the Chartwells Office located in Mather Hall.

Students adjusting their meal plan down must submit a written refund request to the Student Accounts Office if they have overpaid as a result of the change. Refunds will be processed after the meal plan add/drop period.

Meal plan refunds

Refunds will be made upon receipt of written request by the student each term and are subject to verification of available funds. Refunds will be processed beginning one week following the last day of the add/drop period.

Financial Aid

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

Central to the College's program is the concept of financial need. The College assumes that the parents and the student together will accept responsibility for as great a share as possible of the total educational costs. Where such family resources are inadequate, the College will provide supplementary assistance to those students. 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:

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

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

Terms of award

All need-based financial aid is awarded on the basis of:

- *Financial need*—Calculated 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 Free Application for Federal Student Aid (FAFSA) to determine federal and state financial aid eligibility. The CSS/Financial Aid PROFILE is required to determine eligibility for institutional financial aid.
- *Intellectual promise*—The recipient shall have sufficient aptitude and a record of satisfactory achievement to 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 first-year class must indicate interest in financial aid on the Common Application. Candidates must submit both the FAFSA and the CSS/Financial Aid PROFILE along with supporting documentation. Candidates interested in applying only for federal and/or state financial aid need only submit the FAFSA.

Terms for renewal of awards

Renewal of need-based financial aid is based upon the following factors:

- *Financial need*—Continued need for assistance must be demonstrated by the student and his or her family.
- *Satisfactory Academic Progress (SAP)*— To be eligible to receive federal Title IV, state and institutional funds, a student is required to maintain satisfactory academic progress in his or her course of study. SAP standards are based on cumulative measures of a student's progress toward degree completion. The College has established qualitative and quantitative standards that a student must meet to be eligible to receive financial aid. At the end of each semester the records of all financial aid recipients are reviewed by the Financial Aid Office. The complete Satisfactory Academic Progress policy may be found in the Student Handbook and on the College's website. The Financial Aid Office will provide a printed copy of the SAP policy upon request.

Method of application

Each recipient of financial aid who wishes to apply for a continuation of assistance must do so by February 1 of each year. All necessary renewal forms may be obtained online or from the Financial Aid Office in late fall through early winter. Notification of renewal will usually be made beginning in May. The following items must be submitted:

- FAFSA (Free Application for Federal Student Aid) - only the FAFSA is required to apply for federal and/or state financial aid
- Photocopies of parents' federal income tax returns and W-2 statements must be submitted to the College Board's IDOC Service.
- TC Aid Application

Sources of supplementary assistance

Members of the financial aid staff are 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 adhere to filing instructions and deadlines listed on the Financial Aid Office website.

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 state supported scholarship programs. Numerous company and corporation scholarship plans are also open for application.

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

Student employment

The Financial Aid Office maintains an online database for those students who are offered Federal Work-Study as part of their financial aid packages. Ordinarily, student jobs do not require more than seven to 10 hours of the student's week and will not interfere with the student's academic schedule.

There are also numerous opportunities for off-campus community service employment in the Greater Hartford area. These positions are included in the online database maintained by the Financial Aid Office.

Veterans

Students admitted to Trinity who intend to study under Veteran's Educational Benefits should, upon admission to Trinity, communicate with their Regional Office of Department of Veterans Affairs (1-800-827-1000) to request an Application for Education Benefits. In addition, veterans (or the dependents of veterans) should complete and submit the Trinity College Veterans Benefits form available on the Financial Aid Office website.

Trinity College is a participant in the VA Yellow Ribbon Program (Chapter 33) for qualifying veterans. Up to 10 qualified Chapter 33 applicants will be awarded up to \$18,000 of institutional aid funding per year on a first-come, first-served basis. Contact the Financial Aid Office for details.

Key to Course Numbers and 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 of the instructor and the department chair is required. 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 commonly earn 0.5, 1, 1.25 or 1.5 course credits. One Trinity course credit is the equivalent of 3.5 semester hours, or approximately 157.5 hours of student engagement per semester, as defined by federal guidelines. For each credit hour awarded, students generally complete no fewer than 150 minutes of in-class instructional or studio/lab time, and 7-9 hours of unsupervised out-of-class work per week, including final exams, final projects, take home examinations etc. 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 that 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

Department codes

AHIS	Art history	AMST	American studies
ANTH	Anthropology	ARAB	Arabic
ASTR	Astronomy	BIOL	Biology
CHEM	Chemistry	CHIN	Chinese
CLAS	Classics	CLCV	Classical civilization
COLL	College course	CPSC	Computer science
CTYP	Cities Program	ECON	Economics
EDUC	Educational studies	ENGL	English
ENGR	Engineering	ENVS	Environmental science
FILM	Film studies	FORG	Formal organizations
FREN	French	FYCO	First-year colloquium
FYPR	First-year program	FYSM	First-year seminars
GREK	Greek	GRMN	German

HEBR	Hebrew	HFPR	Health Fellows Program
HISP	Hispanic studies	HIST	History
HMTS	Humanities Gateway Program	HRST	Human Rights Studies
IART	InterArts Program	IDPS	IDP seminar
INTS	International studies	ISP_	Interdisciplinary science
ITAL	Italian	JAPN	Japanese
JWST	Jewish studies	LACS	Language and culture studies
LATN	Latin	LING	Linguistics
MATH	Mathematics	MUSC	Music
NESC	Neuroscience	PBPL	Public policy
PHED	Physical education	PHIL	Philosophy
PHYS	Physics	POLS	Political science
PSYC	Psychology	RELG	Religious Studies
RHET	Writing and Rhetoric Program	RUSS	Russian
SILP	Self-Instructional Language Program	SOCL	Sociology
STAR	Studio arts	STGT	Student-taught course
THDN	Theater and dance	URST	Urban studies
WMGS	Women, gender, and sexuality		

Distribution Requirements codes

ART	Meets Arts Requirement
FYR	Meets FirstYr Seminar Requirement
FYR1	Meets FirstYr + Art Requirements
FYR2	Meets FirstYr + Hum Requirements
FYR3	Meets FirstYr + Nat Requirements
FYR4	Meets FirstYr + Num Requirements
FYR5	Meets FirstYr + Soc Requirements
FYR6	Meets First Year + Global Engagement
GLB	Meets Global Engagement Requirement
GLB1	Meets Art and Global Requirements
GLB2	Meets Humanities and Global Requirements
GLB3	Meets Natural Science and Global Requirements
GLB4	Meets Numerical and Global Requirements
GLB5	Meets Social Sciences and Global Requirements
HUM	Meets Humanities Requirement
LNG	Meets Second Language Requirement
NAT	Meets Natural Science Requirement
NUM	Meets Numerical & Symbolic Reasoning Requirement
SOC	Meets Social Sciences Requirement
WEA	Meets Writing Emphasis Part1 Requirement
WEA2	Meets Writing Emphasis Part1 and Hum Requirements
WEB	Meets Writing Emphasis Part2 Requirements

Interdisciplinary Minors

Interdisciplinary minors consist of five or six courses. By faculty regulation, they must include courses in three different fields of knowledge, with no more than three courses 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 Language and Culture Studies 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 the minor may be double-counted toward the major. Students may petition the Curriculum Committee for permission to undertake a self-designed interdisciplinary minor.

To declare an interdisciplinary minor, students should contact the minor's 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 *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.

African Studies

Coordinator: Associate Professor Seth Markle (History and International Studies)

The minor in African Studies at Trinity College offers students a glimpse into the dynamism of Africa. Covering all regions of the continent and extending to the African Diaspora, the minor provides a wide range of courses in history, political science, philosophy, religion, urban studies, international studies, literature, anthropology, and sociology. By engaging historical and contemporary Africa from an interdisciplinary perspective, students are given the flexibility to tailor their minor to nurture and enhance their intellectual curiosities while gaining a critical understanding of Africa's political, cultural, and economic diversity as well as its contributions to the making of the modern world.

Course requirements:

An undergraduate student must take six approved courses in four different categories, from three different departments/programs. All courses must be approved by the minor advisor, who maintains a list of acceptable courses. Students must earn a minimum of C- in any given course to receive credit for the minor.

- 1 course at the 100 or 200 level that focuses on the experience of Africans in one of the following departments and/or interdisciplinary programs:

Anthropology
History
International Studies
Philosophy
Religion

- 1 arts-based course at any level that focuses on the arts in Africa from the following departments and/or interdisciplinary programs:

Art History
Music
Theater and Dance

- 2 300-level core courses—The courses must focus on the experience of Africans and be chosen from two different departments and/or programs from among the following:

History
International Studies
Political Science
Religion
Sociology
Urban Studies

- 2 elective courses at any level that focus on the experiences of Africans and/or people of the African Diaspora from any relevant department and/or interdisciplinary program.

**Two courses taken while studying abroad may satisfy minor requirements after consultation and approval by the coordinator. Courses taken in an African language (French, Arabic, Wolof, Zulu, Swahili, etc.) will not count towards the minor.

African American Studies

Coordinator: Paul E. Raether Distinguished Professor of History Cheryl Greenberg

The African American studies minor is designed to provide students an overview of the history, cultural traditions, and political experiences of African Americans in the United States. The minor consists of one course in each of four required disciplines, one elective at the intermediate level or above, and an integrating exercise of a senior-level seminar or independent project. All courses must be approved in advance by the coordinator. All other course requirements should be completed before embarking on the integrating exercise. Students must earn a minimum of C- for all courses counted toward the minor.

Course requirements:

- One course at the introductory or intermediate level focused on the experience of African Americans in each of the following disciplines (or in an interdisciplinary program such as American studies cross-listed with the appropriate discipline):
 - History
 - English
 - Political science, educational studies, or sociology
 - Music, art, fine art, theater and dance
- One course at the intermediate level or beyond (ordinarily 300-level or higher) on topics in African American studies or race relations in the United States, from any department or program.
- Integrating exercise consisting of one of the following:
 - One senior seminar focusing on issues pertaining to African Americans from any department or program.
 - One semester-long project on issues pertaining to African Americans under the supervision of a faculty member affiliated with the African American studies minor or approved by the coordinator.
 - Senior thesis on issues pertaining to African Americans under the supervision of a faculty member affiliated with the African American studies minor or approved by the coordinator.

Architectural Studies

Co-coordinators: Professor Kathleen Curran (Fine Arts) and Associate Professor Kristin Triff (Fine Arts)

The architectural studies minor is intended to equip the student with an understanding of the built environment, whether it is a Greek temple, a skyscraper, or a city. The minor includes historical, technological, and artistic approaches to the study of monuments and cities. Architectural history courses in the art history program, which form the basis of the minor, acquaint the student with major theoretical, cultural, stylistic, and technological developments throughout history. For those students interested in becoming architects, engineering and studio arts courses provide the techniques required in architectural practice, including design, drafting, and three-dimensional thinking. Students more interested in urban studies and interdisciplinary approaches to studying the city should consult the courses listed for the Center for Urban and Global Studies. Its Web site is <http://www.trincoll.edu/UrbanGlobal/CUGS/>.

The architectural studies minor requires a total of six courses representing three different fields. Students must take two or three architectural history courses. Often, they will select their other courses from among those in the fields of engineering and studio arts. However, these are not the only options. For example, courses in the fields of history, anthropology, political science, or international studies might be substituted if they have a significant architectural or urban component. An integrating project combining the student's three fields shall be carried out in consultation with the student's minor adviser. All courses to be counted toward the minor must be approved by the minor coordinator.

Asian Studies

Coordinator: Associate Professor Yipeng Shen (Language and Culture Studies and International Studies)

The Asian studies minor examines the variety of cultural expressions of peoples living in areas of South, Southeast, East, and Central Asia, as well as in diasporic conditions. It includes study from a number of different areas such as anthropology, economics, fine arts, history, language, literature, music, philosophy, political science, religion, sociology, and theater and dance. It also encourages students to draw on their knowledge of Asian languages, as well as on their study-abroad experiences in Asia. The minor consists of six courses, one of which is a “capstone” course, involving an expanded writing assignment that draws upon knowledge gained in other courses taken for the minor.

Course requirements:

- Five courses drawn from the Asian studies offerings (see listings elsewhere in the *Bulletin*), subject to the following conditions:
 - The courses must come from three different academic fields and have a central topic or theme.
 - At least one of the courses must be at the 300 level or above and must be taken at Trinity’s Hartford campus.
 - A maximum of two courses from a student’s study-abroad experience may be included.
 - No courses may be taken pass/fail, except for those courses transferred in from overseas programs.
 - A maximum of two Asian language courses may be counted toward this group of five courses.
- A final “capstone” course in Asian studies, taken during the student’s final year, in which the student produces an expanded final paper that draws upon knowledge gained through other courses taken for the minor, in consultation with the instructor. This course must be an upper-level (300- or 400-level) course that fulfills the “writing intensive” requirement.

A student’s minor program of courses must be approved by the coordinator before he/she declares the Asian studies minor, and students majoring in Asian studies are ineligible for the Asian studies minor.

Classical Antiquity

Coordinator: Assistant Professor Vincent Tomasso (Classics)

The purpose of the minor is to allow the student to acquire a general knowledge of the achievement of ancient Greece and Rome, which traditionally has constituted, along with the Judeo-Christian tradition, the chief ingredient of Western civilization. Despite the advance of technology, shifts in educational and societal priorities, and an increasing awareness of other civilizations in the 21st century, Homer, 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.

Six courses are required for the minor. For more information, please contact the minor coordinator.

The Classical Tradition

Coordinator: Assistant Professor Meredith Safran (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, 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. 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.

Six courses are required for the minor. For more information, please contact the minor coordinator.

Cognitive Science

Coordinator: Brownell Professor of Philosophy Dan Lloyd (Philosophy)

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

The main areas of cognitive science include psychology, philosophy, neuroscience, linguistics, and computer science. The cognitive science minor comprises six courses that explore these fields, where each course is an interdisciplinary study involving at least two of the five main fields. At least one course needs to be at the 300 level or above. For a current list of interdisciplinary courses that count in the minor, please contact the coordinator. Courses for the minor should be approved by the coordinator. Students must receive at least a C- in any course for it to be counted toward the minor.

Community Action

Coordinator: Professor Jack Dougherty (Educational Studies)

Trinity College, itself a community, is situated in the nested communities of Frog Hollow, Hartford, Connecticut, the United States, and the world. The community action minor examines the many intersections of academic knowledge and individual action in all of these communities. Through study combined with direct participation in community-based research and service, students will gain a deeper understanding of the role of individuals and institutions in sustaining and developing every form of community.

The minor has four components. “Communities in theory and practice” courses explicitly discuss the theories behind community learning and institutional engagement. “Methods for community learning” courses teach formal methods that can be used to conduct community-based research. Through individually designed concentration areas, students will have the opportunity to develop their minor based on their interests. Examples of concentrations are given below. Finally, by participating in a culminating internship, students will have the opportunity to integrate the themes of their concentration with experiences in the community. Altogether, the minor comprises five courses drawn from three different fields, and a culminating internship course. (All courses must be completed with a grade of C- or better to receive credit for the minor.)

Course requirements:

- Communities in theory and practice (choose one of the following):
 - URST 206. Organizing by Neighborhood: An Internship/Seminar Experience
 - PSYC 246. Community Psychology
- Methods for community learning (choose one of the following):
 - ANTH 301. Ethnographic Methods and Writing
 - ECON 218. Introduction to Statistics for Economists
 - ECON 318L. Basic Econometrics (prerequisite: ECON 101 and MATH 207 or ECON 218)
 - ENVS 375L. Methods in Environmental Science (prerequisite: ENVS 149L and CHEM 111L)
 - HIST 299. What is History?
 - MATH 114. Judgment and Decision Making
 - MATH 207. Statistical Data Analysis
 - POLS 241. Empirical Political Methods and Data Analysis
 - PSYC 221L. Research Design and Analysis (prerequisite: PSYC 101)
 - RHET 208. Argument and Research Writing
 - SOCL 201L. Research Methods in the Social Sciences (prerequisite: SOCL 210, MATH 107, or MATH 207)
 - SOCL 227. From Hartford to World Cities: Comparative Urban Dynamics

Whenever possible, students should take their theory and methods courses before beginning their concentrations.

- Concentration areas: The concentration areas of the minor give students the opportunity to pursue an interdisciplinary area of interest related to community action. A concentration area consists of three courses with a common theme, chosen in consultation with the minor coordinator. At least one of these courses must have a community learning component. In general these courses should come from at least two different departments or programs. Possible themes include: architecture, design, and community life; arts and community; community development and planning; community and public planning; communities in international context; community stories in words and pictures; culture and immigration; education and public policy; environmental policy and community action; human rights, local and global; public health and policy; or social movements and social change.
- Culminating internship (COLL 301): Seniors in the minor will undertake a one-credit internship with a community organization in consultation with the minor coordinator. During their internships, students will write a reflective internship paper to be submitted to the minor coordinator and if appropriate, additional readers. The paper should demonstrate a thoughtful integration of themes and learning achieved throughout the minor.

Film Studies

Coordinator: Associate Professor Prakash Younger (English)

The interdisciplinary program in film studies at Trinity draws on courses in film studies and production taught in sixteen of the College's departments and programs. Though the program is based in core courses that emphasize the aesthetic and theoretical traditions specific to film studies, the study of film by its very nature engages other domains and disciplines. History, politics, philosophy, psychology, culture, theater, literature, music, and visual art are all potentially implicated in the experience of film, and our courses invite students to explore the multiple dimensions of cinematic experience.

The program offers students interested in filmmaking an opportunity to develop that interest through production and screenwriting courses, internships, a semester or year at a production program abroad, and the option of doing a senior production thesis. The interdisciplinary minor in film studies is designed to ground students in three basic aspects of the field - film history, film theory, and film production - while at the same time providing the flexibility to allow for exploration of specific areas of interest within each of those aspects. The minor consists of one core course, which must be completed by the end of the second year; four additional courses to include at least one course in each of the three subareas of which at least two must be at the 300-level or above; and an integrating exercise of a 400-level course designated as a senior seminar. Students must earn a minimum of C- for all courses counted toward the minor. All courses taken toward the minor in film studies need to be approved in advance by the film studies minor coordinator.

Anyone interested in discussing the film program is encouraged to contact the director, Prakash Younger.

Course requirements:

One core course, which is a course from the subcategory Film History and Analysis, must be fulfilled by the end of the second year as a prerequisite for declaring the minor.

Four additional full course credits from the three distribution areas (National Cinemas and Topics in Film History, Film Theory and Topics in Criticism, and Film Production and Related Arts) taking no more than two courses and no less than one course in any one area. At least two of the four courses taken in the distribution areas must be at the 300 level or above. Please refer to the Film Studies Major description for a listing of cross-referenced courses by subcategory.

Integrating exercise consisting of a senior seminar in film studies (400-level courses designated as such will be determined each year). Please note that not all courses are offered every year and equivalent university-level courses taken elsewhere may be approved for use as substitutes. All courses taken toward the minor in film studies need to be approved in advance by the film studies program coordinator.

Formal Organizations

Coordinator: Shelby Cullom Davis Professor of American Business and Economic Enterprise Gerald A. Gunderson

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

The Minor now comes with a choice between two tracks—the standard five courses or the new track of six courses that includes entrepreneurship within formal organizations.

Course requirements:

The required courses must be drawn from at least three programs or departments.

- FORG 201 Formal Organizations and Market Behavior
- A history course that demonstrates how formal organizations were developed and employed, or ECON 214. Business and Entrepreneurial History.
- Three other courses drawn from the approved list available from the minor coordinator.
- A presentation given during the senior year on an interdisciplinary topic from the courses the student has completed in the minor.
- If students wish to complete the track with entrepreneurship, add:
 - FORG 291. Entrepreneurship and Markets or
 - FORG 302. Seminar in Entrepreneurship.

French Studies

Coordinators: Borden W. Painter, Jr., '58/H'95 Professor of European History Kathleen Kete; Charles A. Dana Research Associate Professor of Language and Culture Studies Sara Kippur; Principal Lecturer in Language and Culture Studies Karen Humphreys

The minor in French studies has at its heart a travel-abroad experience in France, because living abroad is so centrally important to the understanding of another culture. This minor gives students the opportunity to integrate their study-abroad experience with courses taken at Trinity both before and after their study abroad. Students who participate in the Paris Program are strongly encouraged to pursue this minor as are those who have taken a first-year seminar on Paris. The minor consists of six courses, with a minimum grade of C in each course.

Course requirements:

The six required courses for the minor must be distributed as follows:

- At least two courses taken at the Trinity home campus.
- At least two courses taken as part of the Paris Program or other approved study abroad-programs in France on French topics or language.
- At least one French course above FREN 202 or PARI 202 taken at the Trinity home campus.
- A capstone course completed after the return from study abroad that will allow students to integrate their experience abroad with their academic program at Trinity. Ordinarily, this course will originate in LACS. Other courses may substitute with the approval of the coordinators of the minor. Courses must be drawn from at least three categories of inquiry (the arts; history, politics, and thought; and French language and literature), as approved by the minor coordinator. A list of approved courses for each academic year will be available from the minor coordinators.

German Studies

Coordinator: Professor Johannes Evelein (Language and Culture Studies)

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 (the arts; history, politics, and thought; and German language and literature), as approved by the minor coordinator, including at least one course, and no more than three, from each category. At least one of the other five must be taken from the German literature offerings (Any 200-level GRMN taught in English, 200-level GRMN literature courses, as approved by the minor coordinator, any 300-level GRMN course, and 399) at Trinity College. The German studies minor does not require the Language Proficiency Exam. Students are encouraged (although not required) to take some of their other courses in one of the study-abroad programs sponsored by the department. They should consult the coordinator of the minor and the director of international programs for more information.

Human Rights Studies

Coordinator: Associate Professor of History and International Studies and Director of the Human Rights Program
Seth Markle

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

The minor consists of six courses, including one introductory course, two core/specialized elective courses, two general electives, and an integrating exercise. Courses must be drawn from at least three different disciplines, and students must earn a minimum of C- in any given course to receive credit for the minor.

Course requirements:

- Introductory course (1 credit)—HRST/POLS 125. Introduction to Human Rights (fall)
- Core courses or specialized electives (2 credits)—The following core courses are offered in 2017-2018:
 - PHIL 246. Human Rights Philosophical Foundation (spring)
 - POLS 369. International Human Rights Law (fall and spring)
- Frequently taught specialized electives include:
 - HIST 256. Human Rights in Latin America and the Caribbean
 - HRST 332. Understanding Civil Conflict and Its Causes and Consequences
 - HRST 348. New Beginnings: Justice Alternatives and the Arts
 - HRST 373. Human Rights through Performance: The Incarcerated
- General Electives (2 credits)—A list of approved electives is available from the Human Rights Program office (70 Vernon Street) or the HRST website.
- Integrating academic internship (1 credit)—The integrating exercise consists of a human rights internship, including an academic component. For detailed instructions, please contact the Human Rights Program director.

Italian Studies

Coordinator: Professor Dario Del Puppo (Language and Culture Studies)

The minor in Italian studies introduces students to the complexities of an area that has been traditionally significant for Western civilization and that retains a unique historical, literary, and artistic patrimony. The minor consists of six courses in three categories of inquiry that can be taken at the Hartford campus or at the Rome campus. The categories are: fine arts; history and politics; Italian language, literature, cinema, and culture. At least one course, but no more than three courses, may be taken in any one category. All courses must be approved in advance by the minor coordinator. Students must earn a minimum of C- for all courses counted toward the minor.

Course requirements:

- At least one, and no more than three, courses in the following disciplines:
 - Fine Arts
 - History and Politics
 - Language, Literature, Cinema, and Culture
- An interdisciplinary civilization course, ITAL 236 or ROME 345, is required of all students.
- Courses in the Italian language must be beyond the introductory level (101-102) to count toward the minor.
- Students are encouraged to study away at the Rome campus, where they will be able to take courses toward the minor.

Majors in Italian may not take this minor.

Jewish Studies

Coordinator: Professor Ronald Kiener (Religious Studies)

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

The minor requires six courses, including one core course, proficiency in Elementary Modern Hebrew (either two Elementary Hebrew language courses or passing a proficiency exam), and three electives. In addition, students are required to complete an exercise in the integration of knowledge acquired in the courses.

Course requirements:

- Core course (required)

RELG 109. The Jewish Tradition

- Hebrew Language (required; or passing a proficiency exam equivalent to first-year Hebrew)

HEBR 101. Elementary Modern Hebrew I

HEBR 102. Elementary Modern Hebrew II

- Electives (three courses)—Participants in the minor may choose three electives in consultation with the minor coordinator, but no more than one of these three can be advanced Hebrew language (either Intermediate or Advanced Modern Hebrew) and count towards the elective requirement. A one-credit internship may be counted as an elective.
- Integration of knowledge—To demonstrate an integration of interdisciplinary work in the Jewish studies minor, students write a paper (after taking at least four courses towards the minor) that integrates the material learned from the several courses. The paper must be 2000-2500 words and is to be submitted to the coordinator no later than eight weeks into a student's last senior semester.

Latin American Studies

Coordinator: Professor Anne Lambright (Language and Culture Studies) and Assistant Professor Rosario Hubert (Language and Culture Studies)

The Latin American Studies minor explores the cultural expressions of peoples from Spanish-speaking Latin America as well as the United States. It places emphasis on developing linguistic abilities in Spanish and knowledge of Latin America from different disciplines across the curriculum. The minor consists of six courses, distributed across three distinct disciplines, one of which is a “capstone” course, involving an expanded writing assignment that draws upon knowledge gained in other courses taken for the minor.

Students will work with the minor coordinator to determine the most coherent and beneficial series for courses leading to the capstone experience. No more than three courses may be taken in one field. Students can fulfill 2 credits with 2 courses taken at a Study Away program in Buenos Aires, Trinidad or any approved program in Spanish-speaking Latin America or the Caribbean. Students must earn a C- or better in each course counted towards the minor.

Course requirements:

- 2-3 Spanish courses beyond the HISP 201 level.
- 2-3 courses about Latin America from the Social Sciences, Humanities (beyond Hispanic Studies) and/or the Arts. Courses must be distributed among separate departments.
- A capstone course with extended research paper that integrates the experience of this academic program in the form of a research project, an internship in the Hartford area conducted in English and Spanish, or a 300-level course related to Latin America. Written work in the capstone experience may be in English or Spanish, to be decided with the minor coordinator.

Hispanic Studies and International Studies majors with a Caribbean and Latin American Studies concentration are not eligible for this minor.

Legal Studies

Coordinator: Associate Professor Adrienne Fulco (Public Policy and Law)

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

Students must receive a grade of C+ or higher in PBPL 123, and a grade of C- or higher in the remaining courses fulfilling the requirements of the legal studies minor. Students are expected to enroll in the minor no later than their fourth semester. No more than one course taken outside of Trinity may be counted toward the minor. Courses for the minor cannot be taken on a pass/fail basis. Students may double count one course for their major and for the legal studies minor. At least one elective must be at the 300 level.

Course requirements:

Students must take a total of six courses. With the exception of the introductory course, requirements may be fulfilled with substitutions approved by the coordinator. Students must take courses from at least four programs or departments.

- Core course: PBPL 123. Fundamentals of American Law.
- Electives (disciplinary): Three courses from the approved list are required, one from each of three different disciplines or programs, at least one at the 300 or 400 level. The coordinator distributes an updated list of courses each semester to students enrolled in the minor.
- Cross-cultural elective: One course from the approved list that deals principally with the law and society of one or more countries other than the United States. The coordinator distributes an updated list of courses each semester to students enrolled in the minor. Students may fulfill this requirement with a course taken while studying abroad with the approval of the coordinator.
- Integrating exercise: The integrating exercise consists of one course at the 300 or 400 level. Courses are marked by an asterisk in the approved list of courses that is distributed by the coordinator each semester to students enrolled in the minor. Ordinarily, students should not take this course until they have satisfied the first two requirements listed above.

Students majoring in Public Policy and Law are ineligible for this minor.

Literature and Psychology

Coordinator: Associate Professor Katherine Lahti (Language and Culture Studies)

The literature and psychology minor devotes itself to integrating literary and psychological insights into human beings, their behaviors, and their destinies as these are represented in texts of philosophy and literary and dramatic art, and in cognitive, social, and psychoanalytic psychologies.

This minor consists of six courses approved by the coordinator as relevant to the integration of literature and psychology. Students must include courses from at least three different fields. Students take a 200-level course to begin the minor, and then progress to at least two courses at the 300 level. As a culmination, students complete a 400-level research and writing project, integrating and developing work from several previous courses in this program.

Please contact the minor coordinator for a complete list of literature and psychology courses.

Marine Studies

Coordinator: Charles A. Dana Professor Craig W. Schneider (Biology)

The unifying theme for this minor is the sea and the multifaceted relationship to it enjoyed by people in the past, present, and 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 on the marine environment. This minor differs from other minors because it depends on courses offered in one of two off-campus programs, the Williams College-Mystic Seaport Maritime Studies Program and the Sea Education Association's SEA Semester program. These off-campus programs usually accept only sophomores or juniors. Acceptance into the Marine Studies minor is contingent upon admission to the Williams-Mystic or SEA Semester Programs. Students must earn a minimum of C- for all courses counted toward the minor.

Course requirements:

The marine studies minor consists of six courses—four required core courses offered by the off-campus program, and two elective courses offered at Trinity. Two courses from Group A must be successfully completed prior to enrollment in either of the off-campus programs. Because a number of the courses (*) listed below are not offered in every academic year, it is recommended that students begin the course requirements for the marine studies minor no later than their sophomore year. The required core courses offered in the Williams-Mystic and SEA Semester programs are listed as Group B.

Group A. Courses in the sciences

- * BIOL 141. Global Perspectives on Biodiversity and Conservation
- BIOL 182L. Evolution of Life
- * BIOL 222L. Invertebrate Zoology
- * BIOL 233. Conservation Biology
- * BIOL 336L. Marine and Freshwater Botany
- CHEM 111L. Introductory Chemistry I
- ENVS 149L. Introduction to Environmental Science
- * ENVS 230. Environmental Chemistry
- * HIST 238. Caribbean History
- PHYS 101L. Principles of Physics I
- * PBPL 302. Law and Environmental Policy

Group B. Required core courses (choose one program)

Williams-Mystic Program

Maritime history
Literature of the sea
Marine Ecology or Oceanographic Processes
Marine Policy Seminar

SEA Semester Program

Marine Environmental History
Maritime History and Culture
Nautical Science
Maritime Studies
An alternative selection of courses in any given SEA semester

Integrating exercise for this minor is one of the following courses at either off-campus program:

Williams-Mystic Program

Marine Policy Seminar

SEA Semester Program

Maritime History and Culture

Maritime Studies

Directed Research

OLD

Medieval and Renaissance Studies

Coordinator: Professor Jean Cadogan (Art History)

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

- Major institutions, events, and peoples (history)
- Ideas, thinking, and beliefs (philosophy, religion)
- Forms of artistic expression (art history, English, language and culture studies, music)

Course requirements:

- Medieval and Renaissance core course: Students must have already completed at least three courses for the minor before taking the core course. In consultation with the coordinator of the minor, students will elect a core course.
- Five courses chosen from the following list, including at least one in each of the three categories:

Major institutions, events and peoples

HIST 113. Middle Ages: Formation of Europe
 HIST 304. Renaissance Italy
 HIST 366. History of the Book

Ideas, thinking and beliefs

RELG 109. Jewish Tradition
 RELG 181. The Religion of Islam
 RELG 212. New Testament
 RELG 223. Major Religious Thinkers of the West I

Forms of artistic expression

AHIS 101. Introduction to the History of Art in the West I
 AHIS 102. Introduction to the History of Art in the West II
 * AHIS 223. Medieval Art and Architecture
 * AHIS 232. Gothic and Renaissance Art in Northern Europe
 * AHIS 234. Early Renaissance Art in Italy
 AHIS 236. High Renaissance Art in Italy
 ENGL 110. Survey of English Literature Part I: Anglo-Saxon Period to 1700
 * ENGL 345. Chaucer
 * ENGL 346. Dream, Vision, and Romance
 * ENGL 348. Women Writers of the Middle Ages
 ENGL 351. Shakespeare
 * ENGL 418. 17th-Century Poetry
 FREN 251. French Literature I: From the Middle Ages to Romanticism
 * LACS 274. Food in Italian History, Society and Art
 LACS 335. Dante: The Divine Comedy
 Latin (One course credit toward the minor for the introductory level; other courses with permission of the minor coordinator)
 MUSC 311. History of Western Music I

Courses at Trinity study-abroad programs in Rome and Paris also offer courses in the medieval and Renaissance periods.

Middle East Studies

Coordinator: Associate Professor Kifah Hanna (Language and Culture Studies)

The interdisciplinary minor in Middle East studies is designed to foster close and critical engagement with the peoples and cultures of the region stretching from Morocco to India. It requires students to take courses in a variety of fields and encourages the pursuit of Middle Eastern languages, such as Arabic and Hebrew, as well as study abroad in the region. The minor consists of six courses drawn from the Middle East studies offerings of the International Studies Program (see listings elsewhere in the *Bulletin*). One of these six courses provides the framework for the integrating exercise. Students must earn a minimum of C- for all courses counted toward the minor.

Course requirements:

- The six courses must originate from a minimum of three different departments or programs.
- Two of the six courses must be at the 300 level or above, one of which may be an approved independent study, and both must be taken at Trinity.
- Up to two courses in a Middle Eastern language, whether taken at Trinity or away, may count toward the minor.
- Up to two non-language courses from a study-away program may count toward the minor.
- Integrating exercise: As a means of integrating the various approaches to, and perspectives on the study of, the Middle East represented by the six required courses for the minor, students must submit a paper of at least 15 pages or a project of similar substance to the coordinator.
 - This paper or project will be undertaken as part of the work for a course at the 300 level or above or for an approved independent study
 - This paper or project should link the material covered in that course or independent study to one or more other courses taken to fulfill the minor.
 - Students must seek the coordinator's approval for the course or independent study they wish to designate as the context for the integrating exercise by the third week of the semester in which it is to be completed.
 - Students should submit the paper or project to the coordinator after it is graded in order to fulfill the minor.

To count toward the minor, courses taken on a study-away program are subject to the approval of the coordinator. Trinity courses related to the Middle East, but not listed under the Middle East studies offerings of the International Studies Program, may count toward the minor with the approval of the coordinator.

Models and Data

Coordinator: Associate Professor Paula Russo (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:

- Calculus course (MATH 132), to allow access to a vast number of models that describe dynamic processes.
- One semester of statistics (MATH 107 or MATH 207), to provide background necessary for rigorous data analysis.
- One semester of computing (CPSC 115L), to provide the ability to create and implement a computer model without reliance on software packages.
- One of the following courses, to expose the student to accepted methods of data collection:

BIOL 140L, 182L

CHEM 111L, 112L

ECON 318L

ENGR 212L, 221L

PHYS 101L, 102L, 141L, 231L

PSYC 221L

SOCL 201L

- The capstone course (MATH 252 or MATH 254), to teach mathematical formulation of real-world problems and to teach basic modeling principles applicable to a variety of fields. (Prerequisites: one year of calculus and one 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.

Mythology

Coordinator: Assistant Professor Tamsin Jones (Religious Studies)

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. Students must receive a minimum grade of C for the course to count towards the minor.

Course requirements:

- Core Courses: One course from each of the following four categories:
 - Western mythology
 - Non-Western mythology
 - Interpretive schemes and methods for studying myth
 - The arts and mythology
- Elective: One other course selected from the above lists
- 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 is offered that examines myths and 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.

Russian Studies

Coordinator: Associate Professor Carol Any (Language and Culture Studies)

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 that constitute this field of study. Fulfillment of the minor requires completion of five courses and an approved research project. No grade lower than C- may be counted towards the minor. Students are urged to consider a semester of study abroad in Russia.

Course requirements:

- HIST 226. The Rise of Modern Russia
- Three electives in Russian literature (LACS or RUSS) at the 200-level or above, with at least one at the 300-level, as approved by the minor coordinator.
- One additional elective course chosen in consultation with the minor coordinator.
- Each student must complete an approved research project that investigates some topic of interest and makes balanced use of two of the disciplines. This may be an independent study or a paper written for one of the courses. Each student is expected to make an oral presentation of his or her paper to other participants in the program.

Students who have learned Russian may substitute RUSS 301. Russian through Literature and Film, RUSS 302. Russian Narrative Prose, or RUSS 304. The Current Russian Media for one of the elective courses in the second requirement.

Students majoring in Russian and Eurasian studies or Russian language and literature are ineligible for this minor.

Student-Designed Interdisciplinary Minors

The self-designed, interdisciplinary minor is for students whose exceptional intellectual interests cross disciplinary boundaries. These minors should reflect a plan of study that cannot be replicated through one of the College's existing minors. Like other interdisciplinary minors, a student-designed one must be coherent. It must include courses in two different fields of knowledge, with no more than three drawn from any one field.

The **deadline** for proposing a student-designed **minor** is *March 1* of the junior year, unless a student is spending the semester abroad. The form for the [minor](#) must be completed and submitted electronically to the Curriculum Committee.

Requirements:

- GPA Requirement: Students proposing a self-designed minor must have a minimum GPA of 3.0.
- Number of Courses: A student-designed minor should consist of 5-6 courses.
- Interdisciplinarity: A student-designed minor must include courses from at least two different disciplines.
- Advanced Courses: At least three courses in a student-designed minor must be at the advanced level (300-level or above).
- Transfer Credits: For a student-designed minor, a maximum of two courses taken elsewhere can be transferred.
- Advisers: Two faculty members from different disciplines must support the proposal and agree to oversee the integrating exercise.

Additional Information:

A maximum of two courses may be counted toward both the minor and the student's major. In general, if a student has more than one major and/or minor, these should not be in closely allied fields.

Students interested in proposing a self-designed, interdisciplinary minor should consult as soon as possible with their current academic adviser and both prospective sponsors of the self-designed minor. Department chairs and/or program directors of the prospective sponsors will be contacted via e-mail to confirm their support of the proposed student-designed minor.

Studies in Progressive American Social Movements

Coordinator: G. Fox and Company Professor of Economics Diane Zannoni

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 and a seminar that includes an internship involving organizing experience.

To declare the minor, students should obtain a declaration of minor form from the registrar and take it to the coordinator of the minor, Professor Zannoni. If students do not declare the minor by the end of the sophomore year, they cannot be assured of a place in the internship/seminar, a requirement for the minor.

Course requirements:

- Four courses selected from those listed below, in at least three different fields. Please petition the coordinator with substitutions.

AMST 285. Born in Blood: Violence and the Making of America
 ANTH 254. The Meaning of Work
 EDUC 300. Educational Reform: Past and present
 EDUC 305. Immigrants and Education
 EDUC 309. Race, Class and Educational Policy
 HIST 209. African-American History
 HIST 247. Latinos/Latinas in the United States
 HIST 260. The Struggle for Civil Rights
 PHIL 241. Race, Racism and Philosophy
 PHIL 246. Human Rights: Philosophical Foundations, Issues and Debates
 PHIL 355. Moral Theory and Public Policy
 POLS 332. Understanding Civil Conflict and its Causes and Consequences
 POLS 348. Social Inequality in the United States
 POLS 372. The American Welfare State
 PSYC 206. Environmental Psychology and Sustainability
 PBPL 264. Urban Policy and Politics in America
 PBPL 323. Legal History of Race Relations
 RELG 262. Religion in America
 RELG 267. Religion and the Media
 SOCL 272. Social Movements
 SOCL 312. Social Class and Mobility
 SOCL 336. Race, Racism and Democracy
 SOCL 351. Society, State and Power

- URST 206. Organizing by Neighborhoods: An Internship/Seminar Experience. Students must have completed at least two courses in the minor before taking the internship/seminar and must register for URST 206. The internship component is arranged in coordination with the instructor of URST 206.
- An additional internship with a social organization (approved by either Professor Greenberg, Wade, Valocchi, or Zannoni) based in or working on behalf of a dispossessed, disenfranchised, oppressed, or imperiled community. The internship may be sponsored by any Trinity faculty member.
- Any exemptions from the requirements must be requested in writing to the coordinator.

Urban Studies

Coordinator: Paul E. Raether Distinguished Professor of Urban International Studies Garth A. Myers

This interdisciplinary minor in urban studies helps students develop a sophisticated grasp of the rapidly evolving reality of how dynamic urban centers and regions drive a global system and how cities are increasingly critical to the organization of economic, social, and cultural activities. Students are urged to take advantage of the College's growing commitment to and diverse academic strength in the field. To complete the minor, students take a total of at least six courses in three different disciplines, earning a C- or better in each course. They must also complete an integrating exercise on a central topic or theme approved by the minors coordinator. By permission of the faculty coordinator, up to two courses from a student's study-away experience may be counted toward the minor, but study away is not required.

Course Requirements:

Students must complete six courses with a clear and strong urban focus and content:

- A foundational course, URST 201. From Hartford to World Cities is required.
- Students are required to take five other urban-related courses from three different disciplines. Several specific courses which qualify as urban courses for the minor are offered by fifteen different departments and interdisciplinary programs.
- All courses need to be approved by the minor coordinator in order to be included in a student's approved program of study for the minor.
- Students must complete an integrating exercise that synthesizes earlier urban studies work in the minor. While this exercise must be approved by the minor coordinator, it may be supervised by another faculty member participating in the program. Options for this exercise include: taking an advanced, research-oriented, urban studies course that requires a seminar paper, or its equivalent, of at least 15 to 20 pages; or the completion of an independent study involving a paper or project of similar scope focusing on the student's chosen theme or topic.
- At least two of the courses for the minor must be at the 300 level. If an appropriate 300-level course is not available, students may substitute a research-based independent study with comparable rigor.
- By permission of the faculty coordinator, up to three courses from the Cities Program, including URST 201, may be counted toward the minor.
- Courses that count toward the minor cannot be taken pass/fail, except transfer credits from a non-Trinity study-away experience.

Women, Gender, and Sexuality

Coordinator: William R. Kenan, Jr. Professor in American Institutions and Values Robert Corber, Director

The minor in women, gender, and sexuality consists of six courses completed with a C- or better: two required core courses in women, gender, and sexuality; three electives in women, gender, and sexuality; and a senior seminar.

- The core courses (recommended in sequence)

WMGS 101. Women, Gender, and Sexuality

WMGS 359. Feminist Political Theory or WMGS 369. Queer Studies: Issues and Controversies

- The electives—Students planning a minor in women, gender, and sexuality will, in consultation with the program director, select three electives chosen from a list of cross-listed women, gender, and sexuality courses. As a rule, this selection will be made in the sophomore year. One elective course must be taken in both the arts and humanities and the social sciences and natural sciences.
- WMGS 401. Senior Seminar, or a departmental senior seminar cross-listed with women, gender, and sexuality.

Writing, Rhetoric, and Media Studies

Coordinator: Tennyson O'Donnell (Director, Allan K. Smith Center for Writing and Rhetoric)

The Writing, Rhetoric, and Media Studies minor offers students the opportunity to develop expertise in writing for academic, professional, community, civic, and personal purposes. Core courses provide opportunities for writing in a range of genres and strive to investigate rhetoric, information technology, the politics of language, and identity. Elective courses explore social, cultural, and field-specific topics in language, persuasion, and multimedia modes of communication.

The six credit minor requires three core courses, two elective courses, and a capstone project. Students must earn a minimum of C- in any given course to receive credit for the minor. One study away course may qualify as an elective toward the minor if it is similar to stated core or elective courses and preapproved by the coordinator.

Course requirements:

- Three Rhetoric and Writing courses beyond RHET 103 College Writing
- Two elective courses from two separate academic fields from the approved list of courses provided by the minor coordinator
- One integrating exercise, usually an academic internship related to media and communication (RHET 395), an independent study with a Writing program faculty member (RHET 399), or a writing-related teaching assistantship (RHET 466)

First-Year Seminar Program

The First-Year Seminars at Trinity date to the late 1960s, when they were among the first to be offered at any liberal arts college. Our first-year seminars are small, discussion-rich classes where students and their professor engage one another and wrestle intellectually with a topic. Driven by a faculty member's passion for a subject, the seminars cultivate curiosity, introducing first-year students to academic habits of mind. Students practice critical reading and analysis, use writing as a mode of learning, and develop essential skills in research and documentation. Writing in a first-year seminar occurs regularly, takes various forms, and improves by means of revision and feedback. The intimacy of a first-year seminar prepares students for becoming active participants in their own learning, fostering the capacity to communicate effectively and collaboratively.

All first-year seminars carry the designation of being "Writing Intensive" courses. To graduate from Trinity College, a student must take at least two "Writing Intensive" courses, one of which must be a first-year seminar. For students enrolled in one of the Gateway Programs (The Cities Program, Community Action Gateway, Humanities Gateway Program, InterArts Program, or Interdisciplinary Science Program), their program's core course counts as the first-year seminar.

The seminar professor also serves as the student's academic adviser until a major is declared, no later than March 30 of the sophomore year. In addition to a first-year adviser, students enjoy the support of a peer academic mentor and a broad network of academic resources. The mentor is an academically successful upper-class student who attends each seminar meeting and is trained to help meet the needs of first-year students. Additionally, each seminar has a dedicated network of academic resources attached to it, including a writing associate, first-year librarian, and student technology assistant.

For first-year students who are excelling academically and not enrolled in a Gateway Program, we also offer a few honors seminars in the spring semester. These seminars provide students with the opportunity to acquire greater intellectual depth in an intensive, small-group setting.

CTYP-200-01. The American City— The course examines the evolution of American cities since the early 19th century, from early, dense centers of commerce and manufacturing to complex, sprawling metropolitan regions. It pays particular attention to Hartford as an example. Major topics include the impact of technological and economic change, attempts to control and guide development, immigration, conflicts among groups, and urban culture. The course will also track the evolution of American discourse about the cities as a social, cultural, and governance challenge, and the eternal effort to "fix" urban life. (FYR2) –Cummins

FYSM-101-01. BFF or Strange Bedfellows? Cohorts, Compromise and Political Destiny— Is the enemy of your enemy your friend, or will you need to make friends with your enemies? Will you use rhetoric, reason, persuasion, or just plain violence to get what you want? Leave your twenty-first century American sensibilities behind as you assume the roles of a member of an Athenian assembly in 403 B.C. and a member of the 1945 conference in Simla, India, to explore the timeless question of how much one should give up to get his or her political way. Using the role playing/game playing teaching paradigm of "Reacting to the Past," your character's political successes, failures and compromises will shape the outcome of "history." (FYR) –Spezialetti

FYSM-102-01. Reacting to the Past and Present: The Turmoil of Evolving Beliefs— We consider the nature of evidence in historical and contemporary settings, beginning with The trial of Galileo in which we explore the scientific and political movement that challenged the Church's 17th-century teachings of a geocentric universe. Reading Aristotle and Galileo, students enter the debate by assuming the identity and agenda of some historical figures from the period. But today holds its own opposing factions in such matters as ghosts, alien visitation, ESP, etc. Can so many adherents be wrong? Or are skeptics not seeing the truth? We examine the writings of

authors on each side, considering the types and strength of evidence commonly applied in support of (or against) the extraordinary claim. (FYR) –Mauro

FYSM-104-01. Food, Fitness, and the Journey toward Self-Discovery— We are constantly bombarded with advice about food and fitness, much of it confusing, contradictory, and often disturbing. How can something as simple as eating well and keeping fit be so difficult to understand and to do? In recent times moreover we have become increasingly concerned about food safety, the environmental impact of food production, and good health. More generally we seek to enhance our emotional well being through diet and exercise. In this course therefore we will examine food and fitness in a historical and cultural perspective with the aim of making sense of them in terms of our own lives. (FYR) –Del Puppo

FYSM-106-01. Social Media: The Complexity of Communication in the Digital Age— Social media is engrained into our everyday communication. The practice and use of social media and mobile technologies have significantly impacted our lives. This course will explore the complex relationship between social media and traditional communication skills. Mobile phones and tablets have become our constant companions. Because of this, literacy has shifted dramatically how we read, research, write, collaborate, and present ideas and information has changed. Through the evaluation of common social media platforms and the evolving digital media industry, we will analyze how social media has dramatically altered the nature of human communication and how it impacts American society. The course will explore what it means to be digital media literate and successful in a social, academic, and professional context in the 21st century. (FYR) –Catrino

FYSM-107-01. How Microbes Rule the World— Microscopic organisms have influenced the development of human culture more than any other class of organisms on the planet. While responsible for Ebola, Zika, and Malaria among a host of other horrible diseases, microbes are necessary for the production of bread, beer, wine, cheese as well as medicines and biotechnology that improve human life. This course will explore the political and social impact microbes have on human development by examining the history of plagues, the threat of bio-terrorism and the reasons for geographical distribution of various infectious diseases. A background in science nor the intent to major in a science is not required to be successful in this course. The only requirement is an interest in learning more about the unseen organisms all around us. (FYR) –Foster

FYSM-111-01. Focus: Diversity in Hartford— This class utilizes the process of digital documentary photography to investigate diversity - described in the broadest terms- within the city of Hartford. Through exploration and research we will begin to understand what makes our unique city tick. With the professor's guidance, you will chose one particular aspect of our city and photograph it intensely. By means of discussion and in-class critique we will improve our photo technique and grapple with the methodology of visual story telling. You should be prepared to explore the city on your own; on foot, bike, via public transportation or by other means. DSLR camera, portable, external hard disk, and Adobe Creative Cloud Photo student subscription required. Email instructor about requirements or course content. (FYR) –Delano

FYSM-113-01. Knights, Saints, Witches & You— Some might look at the world of King Arthur, miracles and magic and relegate them to the realm of fantasy not worthy of serious historical consideration. It seems reasonable that the fanciful quest of a knight is not in the same class as the French Revolution or World War I as these stories did not create the monumental impact the Revolution or War did. But, this does not mean they are not integral threads in the tapestry of history. Through an examination of medieval literature focusing on King Arthur, magic, miracles and chivalry, this course aims to explore the life and ideas of the Middle Ages, as well as offer insights into the modern Western mind. (FYR) –Levesque

FYSM-115-01. Reading and Seeing the Outside World— In part a course on nature writing, in part a course on how people experience place and landscape, this seminar will ask students to become conscious observers of the world outside themselves, to put down their phones and tablets and look up, down and around. We will discover how the words of first-class nature writers can make us more attuned to the importance of direct observation, not only of the external world, but of our own responses to it. Students will write and share essays based upon their own observations in parks, city streets and our own campus. (FYR) –Nadel-Klein

FYSM-119-01. Mind/Body and the Concept of Mindfulness— Mind/body interaction has been a topic

of scientific, philosophical, and religious speculation for centuries, as theologians, scientists and philosophers have grappled with questions such as “Where in the body does the mind reside?” Is depression physical or psychological? Can stress cause cancer? Can we rewire our brains? Can brains communicate with one another without words? Answers proposed to these puzzling interactions have been equally broad ranging. One important concept related to the issues of “mindbody”, mindfulness, while itself centuries old, has seen renewed research and practice interest in psychology and other fields. In this seminar, we examine these concepts as they relate to psychology, biology, neuroscience and other fields, through critical reading, writing and discussion. (FYR) –Lee

FYSM-121-01. Exploring the History Behind Today’s News— Everything has a history, including current events. In this course we will examine the historical background of selected topics currently in the news. Each two week segment will feature one ongoing political issue in the United States (e.g. foreign policy, #BLM, the environment, civil rights, criminal justice, gender, voting rights, immigration, health care, the media), which we will choose together. For each topic we will research its political and historical background, discuss the current issue in context, and debate it in class before moving on to the next. Students will learn research and argumentation skills, write brief historical essays and policy positions, and hone their critical thinking skills in the service of becoming more educated global citizens. (FYR) –Greenberg

FYSM-137-01. Arabian Nights— Have you ever wondered where flying carpets and genies come from? Do the names Aladdin or Sindbad ring a bell? This seminar will trace the development of the fantastical story collection known in the Middle East as The Thousand and One Nights and popularized in Europe and the United States as The Arabian Nights. We will discuss what these stories meant for the Middle Eastern societies that kept them alive for centuries, as well as how they have been re-packaged for modern audiences. By reading selections from the earliest manuscripts and considering later versions and film adaptations, we will explore topics such as the role of magic and humor and the question of racial, sexual, and religious stereotypes in the history of this famous work. (FYR) –Antrim

FYSM-139-01. The Aging of America: The Economic, Social, and Psychological Costs of Old Age— This seminar will explore the multifaceted issue of an increasing elderly population as Baby Boomers reach retirement age and live longer, and the Millennials move into the prime productive years of their lives. The students will learn the economic, social and psychological costs of an aging society and those who have to pay for it. They will learn the basic science behind the major medical issues facing an increasingly older population: Neurodegenerative Diseases, Diabetes, Coronary Heart Disease, and Orthopedic Issues. Invited guests from the faculty, health care, senior services, state and local government, non-profits involved in elderly issues, etc. will present students with a broad perspective of the impending “White Tsunami.” (FYR) –Church

FYSM-144-01. Food Science and Culture— This seminar is focused on food. We will study the physiology and neuroscience of food-seeking behavior and the impact of food preferences on our agricultural landscape and on our interaction with the environment. The dietary choices seem endless: conventional, organic, locally grown, genetically modified, etc. Which choices are compatible with optimal health? Which are sustainable? Will climate change force diversification of our diet? Can science enhance the nutritional value of food and bring justice to the hungry? We will be guided by popular writings by scientists and journalists and consider relevant data in scientific journals. But a seminar about food would be incomplete without enjoying food as a conduit for sociability and tickling of the senses. We will cook and we will eat! (FYR) –Guardiola-Diaz

FYSM-152-01. “Blackness” and Disability— This course explores how past and present representations and perceptions of disability and blackness overlap, insofar as departures from the norm have often been seen as threats to the mainstream in the U.S. Because of the desire for inclusion and equality, historically African Americans have distanced themselves from the stigma of disability (the disabled have often been deemed unfit for full citizenship); this strategy reinforces the power of able-ism and erases the complexity of experience. By looking at the intersections of blackness and disability in texts depicting subjects such as slavery, racial uplift, war, and incarceration, we will consider how embodied differences contribute to our fuller understanding of the shared humanity, histories, and diversity that bind us as citizens of the nation and of the world. (FYR) –Paulin

FYSM-156-01. Marijuana Policy— Despite being prohibited under federal law, marijuana is a multi-billion dollar industry in the United States. Twenty-two states have decriminalized simple possession of marijuana, and

eight states (along with the District of Columbia) have legalized it for recreational use. This class will look at the history and current state of marijuana policy in the U.S. and other countries such as Portugal, the Netherlands, and Uruguay. We will consider the economic and social costs and benefits of policy alternatives such as prohibition, legalization, and decriminalization. We will also examine the federal government's approach to marijuana-legal states in the early days of the Trump Administration. The class work will consist of 4-5 papers, student-led discussions, and student presentations of policy-relevant articles. (FYR) –Stater

FYSM-160-01. The Engineering, Science, and Policies of Sustainability— Students in this seminar will use an engineering-team problem-solving approach to understand and quantify the challenges of sustainability. Through common readings accessible to all students, and individual and team research, students will study the engineering, science, economics, and politics of resource use and sustainability from the U.S. and global perspectives. This will be a writing intensive process that will train students in information literacy, and require them to perform both individual and team in-class presentations. The class will develop white papers that recommend public policy actions that address energy, food, water, climate change, and the economy. (FYR) –Mertens

FYSM-164-01. Angels and Aliens: Religion and the Origins of Science Fiction— Science Fiction is a crucial element of popular culture. Since the middle of the 20th century, SF books, movies, and television shows have expressed social criticism, utopian thought, and anxieties about technology, human identity, and the future. The genre, however, has deep roots in the religious ideas of western culture. This seminar will explore the origins and evolution of SF in ancient, medieval, and early modern cultures. We will explore how traditional religious ideas found expression in the foundational texts of 19th and 20th century SF and how religion continues to shape the central concerns of contemporary SF novels, films, and television. (FYR) –Elukin

FYSM-175-01. The Mediterranean: Cauldron of Cultures— Since the end of the 19th century, the ethnically and linguistically uniform nation-state has been widely seen as the normative political and social structure of European life. While the widespread adoption of this conceptual frame has helped to foment many positive cultural changes, it has also greatly hindered our ability to grasp important historical realities. This is especially so when it comes to analyzing the rich cultural history of the Mediterranean Sea. In this class, we will explore the complex and fascinating patterns of interaction between the region's extraordinarily large and diverse set of cultural groups, placing an emphasis on how key ideas, important concepts and valued objects have made their way from one place to another in what David Abulafia calls "The Great Sea". (FYR) –Harrington

FYSM-181-01. Language's Hidden Meanings— Language conveys much more than the literal words someone uses. From the sound of our voices ("vocal fry," "up-talking") to the ways in which we deploy labels ("disabled," "thug") we send layers of messages about our identities, ideologies, and attitudes. In this seminar, we will examine how those messages are sent, the differences (or lack thereof) between intentional and unintentional meanings in our communication, and the psychology behind non-literal meanings - both for those producing them and for those receiving them. We will analyze writing and listen to speech produced for a wide range of purposes, and examine the messages we send with our own words across contexts. Though subtle, these meanings can have enormous interpersonal, societal, and economic influence. (FYR) –Casserly

FYSM-186-01. Knowledge, Evil and a Pact with the Devil: the Faust Legend— The medieval legend of Faust, who offers his soul to the devil in exchange for knowledge, is one of the more enduring and dynamic lenses through which artists of various disciplines have examined the human condition. After a brief historical overview, students will read Christopher Marlowe's *Doctor Faustus* and Johann Wolfgang von Goethe's two-part retelling of the Faust legend. Along with shorter, critical and philosophical texts, the course will also focus on modern iterations of the legend, including Thomas Mann's novel *Mephisto*, as well as film, musical and popular culture adaptations. The goal of the course will be to familiarize students with the main motifs of the legend, and the ways in which knowledge and notions of good and evil continue to intersect today. (FYR) –Assaiente

FYSM-192-01. Capan Honduras&Angkor Cambodia: History, Archaeology,&Cultural Policics of/about Two Ancient Cites— The classical civilizations of the ancient Maya in Honduras and the Khmer in Cambodia were built around cities. In the case of the Maya, this development occurred between 450 and 900, and in the case of the Khmer it happened from 900 to 1400. These urban hubs were administrative centers, but also sacred spaces that expressed the cosmic view of the elite that organized the life of these two societies. We will examine everyday life; the

role of the sacred; internal social and political conflicts and the challenges posed by imperial powers, the Spaniards from Europe and the Siamese from Thailand. Finally ancient Mayan and Khmer legacies in modern Honduras and Cambodia will be examined in the context of world heritage norms established by UNESCO. (FYR) –Euraque, Lestz

FYSM-193-01. The Brothers Karamazov— How do we choose between our basest and noblest passions? How do the warring sides of our personality affect our lifestyle choices and romantic relationships? One of the most philosophical and influential novels ever written, *The Brothers Karamazov*, explores human behavior at its extremes and asks who we are, and want to be, as human beings. In this masterpiece of Russian literature, Dostoyevsky explores our darkest urges - to dominate and humiliate others - but also probes the mystery of how these cruel instincts can coexist with compassion and self-sacrifice. We will interpret the text collaboratively, drawing on the insights of each student. Students will practice techniques for leading class discussion, and will also learn how to prepare literary analyses based on close reading and textual evidence. (FYR) –Any

FYSM-197-01. Biochemical Evolution— Darwin’s explanation of how life evolves is well supported by scientific evidence and is universally accepted in the scientific community as the correct description of this process. This seminar will explore current theories describing how the biological molecules that led to the emergence of the first cells evolved. We will discuss Darwin’s original ideas and how they might be generalized to other systems (such as molecular systems). We will then explore current scientific thinking on the formation of elements within stars, what kinds of molecules are found throughout the universe and possible mechanisms by which molecules of biological relevance were first synthesized and/or introduced on earth, organized into primitive biochemical components, and then into cells. (FYR) –Prigodich

FYSM-198-01. Reading and Writing Creative Nonfiction— Daily writing exercises, wide-ranging readings, sharing work aloud as well as on the page: this seminar is for students committed to taking themselves seriously as readers and writers. “Creative nonfiction” uses elements of literary writing—characterization, description, dialogue, experiments with structure—to explore “true” stories and ideas. We’ll examine the intimate relationship between subject and form in creative nonfiction, the role of “the personal,” the nature of style and voice, the idea of “truth,” etc. In addition to reading and writing about a diverse range of published authors, students will generate their own creative nonfiction pieces, including a reflective research essay. (FYR) –Papoulis

FYSM-200-01. The City as Work of Art— From ancient Athens and Rome to modern Paris, cities have been prime sites for cultural, artistic, and architectural production. Using case studies of such cities as Athens, Rome, Florence, Amsterdam, Mexico City, London, Paris, Berlin, New York, and Chicago, the course will examine high moments of cultural and historic achievement from the fifth century BCE to the modern world. The focus will be on pivotal social and artistic moments in western culture (for example, seventeenth-century Holland; nineteenth-century Paris), but we will focus on artistic production (architecture, city planning, and fine arts). (FYR1) –Curran

FYSM-204-01. Not Only Rice and Beans: Hispanic Culture and Politics in Hartford— Since before its inception, the United States has an intertwined history with Hispanics. The city of Hartford is not an exception to that long history, and people from all over Latin America have called this city their home since the early twentieth century. This course studies the culture, history, and politics of Hispanic Hartford, and places students in active conversation with this important community. We will explore, both in our readings and through class projects, how Hispanic identity, language, race and religion take shape in this city. How does the community stay together and reshape Hartford? This course combines study of historical and critical texts with field projects that will connect students with Hartford as an important Hispanic center. Knowledge of Spanish is not required. (FYR) –Aponte-Aviles

FYSM-215-01. Mathematical Gems— In this seminar, we will explore several mathematical topics from number theory, geometry, infinity, fractals and chaos and more. From number theory, we will consider questions such as “How many primes are there?”, “What is the relationship between clocks, bar codes and credit card numbers?” and “Is the set of rational numbers the same size as the set of irrational numbers?” The last question will allow us to further explore infinity. From geometry, we will look at proofs of the Pythagorean Theorem (did you know one of our Presidents created a proof?), investigate patterns, symmetries and tilings. What is the golden ratio and what does that have to do with rectangles and continued fractions? By studying fractals, we will find a connection to

fractional dimensions. (FYR4) –Wyshinski

FYSM-220-01. Film Music— This course is a study of the history and styles of music written for major film releases over the last century. From the music played live in the movie theater, to the great soundtracks by Bernard Herrmann, Elmer Bernstein, Jerry Goldsmith, Lalo Schiffrin, John Williams, Tan Dun, Alexander Desplat, and many others, as well as how filmmakers like Kubrick and Scorsese have used existing music as soundtracks for their films. You will also have the opportunity of crafting your own soundtrack music for sample short films, either by composing your own score, or by selecting and editing an existing one. Be prepared to discuss your favorite films, and how their music has impacted you! No musical training or skills required. (FYR) –Roman

FYSM-226-01. Free Speech, Art and Censorship— How free are artists from the threat of censorship? How free should they be? Does the Free Speech amendment of the Constitution vigorously protect artistic expression even when art provokes and offends? Should certain kinds of art be subject to constraint for the purpose of a larger social Good? These are some of the questions that will guide our study of the First Amendment's free speech guarantee as it pertains to art and artists. Students will become acquainted with relevant court decisions while exploring such topics as: sexually explicit art and the First Amendment's obscenity exception; debates surrounding rap artists, threatening speech and the law; and recent attempts on college campuses to ban art that may potentially trigger and discriminate against certain cohorts of students. (FYR) –Power

FYSM-233-01. Understanding Race Philosophically— This seminar focuses on attempts by philosophers and other philosophically-minded thinkers to plumb the meaning and significance of race. Among the questions that the course will explore are: what is race; what has been/is the significance of race; should race continue to matter to us personally, politically, socially, etc.; is a post-racial society possible; what might a post-racial society be like? Reading assignments will be drawn from both historical and contemporary texts. (FYR) –Wade

FYSM-241-01. Civic Engagement and Community— Does active engagement in politics and community life matter? Observers of American society have long praised our tendency to cultivate civic associations in which residents work together to address societal challenges. Yet today, traditional civic associations are in decline. Fewer Americans attend public meetings, volunteer, or even invite friends to their home regularly. Americans express lower levels of trust in government and in one another. This course investigates why civic engagement is declining, as well as the consequences of this decline for our politics and communities, touching upon issues of economic inequality, race, immigration, and our increasingly digital lives. (FYR) –Williamson

FYSM-248-01. Social Facts, Science Fictions— In this course, students will engage with foundational sociological concepts, alongside works of science fiction, in order to examine contemporary life. We will discuss ideas around social constructionism, power and inequality, knowledge production, and social change in relation to films like *Ex Machina*, *Her*, *Snowpiercer*, the television series *Black Mirror*, and writing by Margaret Atwood, Octavia Butler, and more. Connecting empirical readings with these works of fiction invites us to consider sociological frameworks in classical and eclectic contexts, and can help us think through emergent issues facing our society. Topics include: what it means to be human, identity, and the social construction of difference; media and the control of information; technology, privacy, and social life; consumerism, intellectual property, climate change, and imagining alternative futures. (FYR) –Tiamzon

FYSM-254-01. George Orwell and His Times— Novelist, journalist, soldier, social-critic, policeman, bum: more than sixty years after his death, George Orwell's stature as an interpreter of modern life is as high as it has ever been. Whether analyzing the structures of totalitarian power, or recounting the experience of his own education, or giving advice about how to write a good English sentence, Orwell let few aspects of daily existence escape his discriminating gaze. In this seminar we will read Orwell's fiction and nonfiction, as well as the work of authors in many of the fields Orwell claimed as his own (e.g. literature, economics, philosophy, and politics). We will treat Orwell critically, as both a model for our own work (as writers, as intellectuals), and as a cautionary tale. (FYR) –Rosen

FYSM-270-01. Democracy in the US and Abroad— This course examines the socioeconomic and institutional foundations of democracy, as well as the rise and fall of democratic regimes across the globe. First, we explore the differences between democratic and autocratic political systems, and why some democracies exhibit greater strength

than others. Second, we analyze the process through which some countries successfully undergo democratic transitions while others fail, and the causes of democratic breakdown. Third, we turn to the American democratic system and examine the following questions: What makes America a democracy? Does it contain nondemocratic institutional features? How secure is American democracy? Finally, we ask whether democracy is truly the best way to organize a political system, and debate whether China offers a viable nondemocratic model for a peaceful and prosperous polity. (FYR) –Matsuzaki

FYSM-281-01. Ralph Ellison's Invisible Man and the Black Modern Experience— This course offers the unique experience of spending a whole semester on a single novel, Ralph Ellison's iconic *Invisible Man*. We will situate *Invisible Man* within key themes of Black modern experience found in the novel, from migration, and urbanization to both radical and nationalist ideas. We take the time to offer rich explanations and historical context for the many references and subtle allegories in the work. You will come out the other end more socially informed, historically grounded, and a better reader of literature. This class reconstructs the intellectual, artistic, and historical production of an American classic. (FYR) –Baldwin

FYSM-292-01. Introduction to German Language and Culture— To fully understand and appreciate the German-speaking world—Germany, Austria and Switzerland—one must have a good grasp of the language. This course integrates an intensive study of beginning German with an overview of contemporary culture. Some of the topics we will explore through film, media, music, and literature are: Being “German” post-World War II; Germany divided and reunited; European integration; going to college German-style; ecological consciousness; multiculturalism and its limits. (FYR) –Evelein

FYSM-294-01. Israeli Culture Through Film and Literature— Israeli society from early days to contemporary times through the mediums of film and literature. This course will focus on topics such as ideology, cultural diversity, food, music, art, the after math of the Holocaust, and the Israeli-Palestinian conflict. (FYR) –Ayalon

FYSM-295-01. Introduction to Italian Language and Culture— To fully understand and appreciate Italy, its people and its culture, one must have a good grasp of the language. This course, integrates an intensive study of basic Italian with an overview of contemporary Italian culture. Some of the topics that will be explored in the course are: the international appeal of Italian art, cinema, design, food, sports, and music, immigration, globalization and Italy's political role in the Mediterranean region. Students will be encouraged to apply their basic knowledge of Italian to their reading assignments and to consider the ways the language is a window on Italian culture. (FYR) –King

IART-101-01. Art and Artists— How does art get made? What is the nature of the artistic process? How do emotions, themes and ideas translate into artistic form? Through readings, discussion, written reflections and art viewings, this seminar explores creativity as a dynamic process sourced in the encounter between artist and world. In addition to studying a broad range of important artists, students are encouraged to develop their imaginative and intellectual resources and to experiment with various media as they participate in creative projects that call upon the skills learned in their arts practice courses. (FYR2) –Younger

ISP-117-01. The Process of Discovery— This first-year seminar introduces broad scientific ideas that cross traditional disciplinary boundaries. This course will examine the scientific process from the initial concept to the published result. We will examine disciplinary differences in how discoveries are made and how research is done. We will also explore writing and reporting styles and special topics such as scientific ethics and funding of research. (FYR) –Draper

Academic Disciplines

African Studies

See International Studies Program, p. [301](#).

American Studies

Associate Professor Gac, Director; Paul E. Raether Distinguished Professor of American Studies Baldwin; Paul E. Raether Distinguished Professor of History Greenberg; Associate Professors Hager and Paulin; Assistant Professors Giesekeing, Heatherton†, and Wickman; Visiting Assistant Professor Manevitz

OVERVIEW OF MAJOR

The American studies major offers an interdisciplinary approach to the study of American culture and society. Drawing on the methods and approaches of several disciplines, courses in the field emphasize deep readings of primary sources and engagement with the various materials that help us understand the making and meaning of America here and abroad. Students have the opportunity to take courses covering American subject matter offered by many departments and programs at Trinity, exposing them to a variety of disciplinary and interdisciplinary perspectives on the United States. To integrate their knowledge of American culture and society and to master a variety of methodological approaches to American studies, students participate in a required series of American studies courses and seminars.

Students who are considering a major in American studies should consult with the program director as early in their undergraduate career as possible. In addition, it is strongly recommended that students prepare themselves for the major by selecting at least one of the following survey courses: ENGL 104. Introduction to American Literature I; ENGL 105. Introduction to American Literature II; ENGL 116. Introduction to African American Literature I; ENGL 117. Introduction to African American Literature II; HIST 201. Early America; HIST 209. African-American History. Students are advised to plan their schedules so that they take AMST 203 or AMST 210 by the end of their sophomore year and AMST 301 in their junior year. A course will not count for the major if the grade is below C-.

REQUIREMENTS

The American studies major requires 12 courses that break down into 3 groups and includes a student-designed thematic concentration.

Concentrations/Tracks: A student-designed thematic concentration is built from 4 courses within the Interdisciplinary and Elective course requirements and must include at least 2 courses at the 300 level or above.

Core courses: 4 Core courses: AMST 203 or AMST 210; AMST 301; AMST 409 (senior seminar); and one of the following—a second senior seminar, a senior project, or a senior thesis.

Electives:

- 4 Elective courses—AMST or cross-listed/cross-referenced courses at any level, excluding courses counted toward Core and Interdisciplinary requirements.
- 4 Interdisciplinary courses at the 300 level or higher. Only two courses can originate in the same department.

ADDITIONAL OPPORTUNITIES

Study away: A student majoring in American Studies is often able to apply one or two courses toward the major when studying away. Vienna, Trinidad, and Paris are good fits for American Studies majors, but many other sites work well too. Set up a meeting with an American Studies faculty member for more information.

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

Fall Term

203. Conflicts and Cultures in American Society— Focusing on a key decade in American life—the 1890s, for example, or the 1850s—this course will examine the dynamics of race, class, gender, and ethnicity as forces that 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. (HUM) (Enrollment limited) –Giesecking, Paulin

[212. Introduction to Disability Studies: Theory and History]— This course offers a rigorous interdisciplinary introduction to Disability Studies. We will look at the history of disability studies as it emerged in relation to the Civil Rights movement. We will consider how the efforts of disability activists and scholars have shaped disability studies and how this field informs and is also informed by other disciplines, such as Performance and Trauma Studies. We will examine how disability has been defined over time and how particular definitions of disability intersect with other aspects of identity, such as socio-economic class, race and/or ethnicity, sexuality and gender. In addition to reading and critiquing history and theory, we will also look at a variety of “disability texts” that will include various genres, such as fiction, memoir, film, and drama. (HUM) (Enrollment limited)

285. Born in Blood: Violence and the Making of America— This course explains how violence has made modern America and belongs alongside liberty, democracy, freedom, and equality in the pantheon of American political and cultural ideals. Using figures such as George Washington, Abraham Lincoln, and Dwight Eisenhower, and events from the American Revolution to the era of Civil Rights, “Born in Blood” situates state sanctioned violence against American citizens as a definitive force in American life. (HUM) (Enrollment limited) –Gac

[298. Introduction to Hip Hop Music and Culture]— This course will examine the evolution of hip hop music and culture (Graffiti art, B-boying [break-dancing], DJ-ing, and MC-ing) from its birth in 1970s New York to its global and commercial explosion during the late 1990s. Students learn to think critically about both hip hop culture, and about the historical, commercial, and political contexts in which hip hop culture took, and continues to take, shape. Particular attention is paid to questions of race, masculinity, authenticity, consumption, commodification, globalization, and good, old-fashioned funkiness. (HUM) (Enrollment limited)

325. New York City and its Neighborhoods— Founded as a small Dutch colonial port city on a narrow island inhabited by Lenape Indians, New York City became the most populous city in the United States, as well as a global economic and cultural hub. In order to better understand New York’s complex and uneven urban growth, we will analyze the ways a diverse array of New Yorkers struggled to define themselves and their communities. As we explore the dynamic history of the city and its residents, we will become better scholars and more responsible urban citizens. Each class meeting will focus on one of New York City’s diverse neighborhoods, using it as a lens to illustrate and investigate important themes of urban and American history that extend well beyond the five boroughs. (HUM) (Enrollment limited) –Manevitz

[336. Globalization(s): “America” in the Modern World]— Our current moment of global crisis forces us to reckon with the contradictions of globalization. What does globalization mean? How can we trace its history? This course examines the roots of globalization through the twentieth century: from liberal democracy and communist internationalism to Bandung humanism, fascism, and global capitalism. It explores U.S. social movements, their organization and interpretations, as a site to uncover how America was depicted and understood throughout the world. These movements developed and subsequently imagined visions of freedom, governance, justice, and progress that could themselves be globalized. Through literature, film, poetry, and more, this course examines the transnational interaction of social movements within a global sphere. (GLB2) (Enrollment limited)

354. The American Civil War and Reconstruction— As much as the American Civil War was a culmination of centuries of history, it was also a moment of fundamental rupture, transformation, and opportunity. The war, reconstruction, and their reverberations shook the whole nation. At the center of this tumultuous time was the destruction of slavery—on which the nation had been built—and the reconstruction of freedom, labor, and capital across the country. This course will highlight the social, political, economic, and cultural forces that shaped the epoch and changed the nation. Some of the issues we will investigate include: the causes and effects of the American Civil War, slavery, emancipation and freedom, race, racism and racial violence, gender and the role of women in the war and its aftermath, and historical memory. (HUM) (Enrollment limited) –Manevitz

[357. Race and Urban Space]— Scholars and now even the larger public have conceded that race is a social construct. However, many are just beginning to fully explore how the specific dimensions and use of space is mediated by the politics of racial difference and racial identification. Therefore, this course seeks to explore how racism and race

relations shape urban spatial relations, city politics, and the built environment and how the historical development of cities has shaped racial identity as lived experience. Covering the 20th century, the course examines three critical junctures: Ghettoization (1890s-1940s); Metropolitan Formation (1940s-1990s); and Neo-Liberal Gentrification (present). (HUM) (Enrollment limited)

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

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

409. Senior Seminar: American Empire— Thomas Jefferson once boldly described the United States as an "empire of liberty." But whether or not America has ever taken on the identity, ever functioned, as an empire has been one of the most hotly debated topics of our current global times. In this senior seminar we want to take both a historical and contemporary look at what happens when the foreign policy of the United States converges with the general practices of military engagement, occupation, nation-building, commercial market control, and/or annexation of "foreign lands." Do such foreign relations constitute an empire? In this course we will examine a number of critical moments including the internal U.S. expansion into native American and Mexican lands, "Manifest Destiny" projects in the turn-of-the-twentieth century Caribbean and Asian Pacific, Marshall Plan policies in Cold War Europe, and "War on Terror" initiatives in the present day Middle East. What have been the aspirations of U.S. foreign policy, what have been the consequences, how do they affect the policies and practices "back home." Have any of these experiences constituted an American Empire? (HUM) (Enrollment limited) –Baldwin

409. Digital City— With half the world's population now in cities, policymakers and activists are focused on the promise of technology to tackle issues from gentrification, pollution, access to public spaces, and walkability. How can digital platforms affect the growth of equal and just cities? How can critical interventions using such platforms work to recognize differences of gender, race, sexuality, and class in cities, and promote equality? What role do and should colleges play in supporting the growth of just and equal spaces? Focusing on Hartford and Trinity, this course connects global and national issues to the intimate experiences of everyday urban life. It pairs technical skills and social science data collection with urban theory and urban studies. Students contribute to an online archive examining the college-city relationship. (HUM) (Enrollment limited) –Giesecking

[423. The History of American Sports]— This course will examine American sports from their beginnings in Puritan-era games to the multi-billion-dollar industries of today. We will begin by looking at the relationship between work, play, and religion in the colonies. We will trace the beginnings of horseracing, baseball, and boxing, and their connections to saloons, gambling, and the bachelor subculture of the Victorian underworld. We will study the rise of respectable sports in the mid- and late 19th century; follow baseball as it became the national pastime; see how college football took over higher education; and account for the rise of basketball. We will look at sports and war, sports and moral uplift, and sports and the culture of consumption. Finally, we will examine the rise of mass leisure, the impact of radio and television, racial segregation and integration, the rise of women's sports, battles between players and owners in the last 25 years, and the entrance of truly big money into professional sports. Readings in primary and secondary sources will emphasize the historical experience of sports in the United States so that students can develop a framework for understanding current events, including the NHL lockout, the Kobe Bryant affair, and the controversies over steroids. (HUM) (Enrollment limited)

424. Comic Art in America 1895-Present— This course provides an introduction to Comic Art in North America, from the beginnings of the newspaper comic strip through the development of comic books, the growth of graphic novels, and current developments in electronic media. It focuses on the history and aesthetics of the medium, comparison between developments in the United States, Mexico, and French Canada, and the social and cultural contexts in which comic art is created and consumed. The first half of the semester concentrates on early and 20th-century comic strips and the development of the comic book form through the 1940s; the second on the social changes affecting comic art in the 1950s and 1960s, the development of a comic book subculture from the 1970s to the 21st century, the growth of independently published graphic novels and the independent comics, and

contemporary electronic media developments. (HUM) (Enrollment limited) –Couch

426. Nuclear America— In this course we will explore large- and small-scale cultural landscapes as they have been shaped by nuclear power, weapons, transportation, and waste. Among these landscapes are towns created for making nuclear weapons; open-air testing sites; military complexes, such as ports, bases, airfields, and silos; the West's uranium mines, and the land, water, and Native American territory polluted by radioactive tailings; nuclear reactor sites, from New England's regional power plants to those in metropolitan areas; and land and offshore storage sites for nuclear waste. Besides the physical changes to the American landscape, nuclear sites involve extensive secrecy, exclusion, and policing, and they are invested with fraught meanings. We will explore nuclear America through history, geography, art, literature, and film. (Enrollment limited) –Southern

[428. New England and the Black Atlantic]— This course will explore the trans-Atlantic cultural, economic, and political constellation that has linked Africa, Europe, and the Americas from the 15th century to the present. In particular, we will investigate some key aspects of New England's part in the Black Atlantic, including slavery and the slave trade; literature, public speaking, and the arts; commerce and industry; and travel and migration. We will ground this study in past and present geographic sites of diaspora, racialization, and contestation, including ships and ports, the home, church, workplace, market, and performance spaces. (Enrollment limited)

435. Museum Exhibition— One of the most engaging ways to promote collections and explore a subject or theme is to create an exhibition, which is a genre in and of itself—telling a story with artifacts. Through critical readings students will explore the cultural and educational goals of exhibits, visitor needs and accessibility, design elements (including technology), and audience evaluation methods utilized at libraries, historic houses and historical sites, and history and cultural museums. Drawing from the extensive and wide-ranging collections in the Watkinson Library, students will conceive, write, and install an exhibition, design and publish a catalogue, and plan and implement an opening event to take place at the end of the semester in the Watkinson. (HUM) (Enrollment limited) –Ring

[449. The Culture of Americanism in the 20th Century]— In 1894, Teddy Roosevelt published "True Americanism" in *Forum Magazine*, declaring the absolute necessity of applying a "fervid Americanism" to the solution of every problem and evil facing the country, including "Americanizing" newcomers to our shore. Nearly 50 years later, the rhetoric of Americanism proposed by Time publisher Henry Luce in his February 1941 editorial in *Life Magazine*, "The American Century," aimed to persuade Americans that the country's involvement in World War II and in the post-war world were not only necessary but inevitable. The Luce publications after the war publicized the culture of Americanism that was an essential part of the anti-communism that supported the Cold War for over half a century. Leaving aside the idea of American exceptionalism—"the notion that the United States has had a special mission and virtue that makes it unique among nations"—our focus will be on the culture of Americanism as it was promulgated in the Luce publications and other media outlets during and after World War II, and the extent to which it encouraged postwar homogeneity while discouraging the expression of dissent and non-conformist ideas. (HUM) (Enrollment limited)

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 1 course credit) –Staff

[473. American Animation and Society]— Animation has played a significant role in American culture. This course will consider the development of animation from the 1920s to today in its social, economic and cultural contexts. Special attention will be given to the perception of animation as a medium for children, to the growing acceptance of mature themes in shorts and feature films, and the power of imagery derived from animation in advertising, merchandising, and even political propaganda. We will look primarily at American feature films, which have dominated the international animation market since the groundbreaking *Snow White* (1939), the change from cel animation to CGI, and the innovations of studios that compete with still-dominant Disney, including Connecticut's own Blue Sky. The course will include guest animators such as Bob Camp, co-creator of *Ren and Stimpy*. (HUM) (Enrollment limited)

[474. From Poe to Game of Thrones: Fantasy and American Culture]— While modern American fantasy literature experienced sudden growth after the enormous popularity of J.R.R. Tolkien's *Lord of the Rings* in the 1960s, American fantasy fiction has an extensive and separate tradition beginning in the nineteenth century with

the works of Edgar Allan Poe. Moreover, it engaged social and environmental issues, from Henry George's *Looking Backward* to Andre Norton's *Beastmaster*. Women writers of fantasy since the 1930s, including C. L. Moore and Leigh Brackett, engaged issues of gender and equality. American traditions of humor and irreverence derived from Twain and Ade and folk traditions inform mid-century fantasy, while the social realism of Dos Passos finds rebirth in the darker stories of George R. R. Martin's *Song of Ice and Fire* series. (Enrollment limited)

[475. Made in New England]— Commodities—things produced, exchanged, and consumed—link places to the larger world. In this course, we will examine how natural resources and material goods have become marketable commodities through social, economic, political, technological, environmental, and cultural processes. Looking especially at things grown and made in past and present New England for capitalist exchange, we will explore how they have shaped and signified local communities while connecting them to global geographies of markets, power, and meaning. (Enrollment limited)

490. Research Assistantship— (HUM) –Staff

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

Graduate Courses

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

809. Senior Seminar: American Empire— Thomas Jefferson once boldly described the United States as an "empire of liberty." But whether or not America has ever taken on the identity, ever functioned, as an empire has been one of the most hotly debated topics of our current global times. In this senior seminar we want to take both a historical and contemporary look at what happens when the foreign policy of the United States converges with the general practices of military engagement, occupation, nation-building, commercial market control, and/or annexation of "foreign lands." Do such foreign relations constitute an empire? In this course we will examine a number of critical moments including the internal U.S. expansion into native American and Mexican lands, "Manifest Destiny" projects in the turn-of-the-twentieth century Caribbean and Asian Pacific, Marshall Plan policies in Cold War Europe, and "War on Terror" initiatives in the present day Middle East. What have been the aspirations of U.S. foreign policy, what have been the consequences, how do they affect the policies and practices "back home." Have any of these experiences constituted an American Empire? (HUM) –Baldwin

809. Digital City— With half the world's population now in cities, policymakers and activists are focused on the promise of technology to tackle issues from gentrification, pollution, access to public spaces, and walkability. How can digital platforms affect the growth of equal and just cities? How can critical interventions using such platforms work to recognize differences of gender, race, sexuality, and class in cities, and promote equality? What role do and should colleges play in supporting the growth of just and equal spaces? Focusing on Hartford and Trinity, this course connects global and national issues to the intimate experiences of everyday urban life. It pairs technical skills and social science data collection with urban theory and urban studies. Students contribute to an online archive examining the college-city relationship. (HUM) –Giesecking

[823. The History of American Sports]— This course will examine American sports from their beginnings in Puritan-era games to the multi-billion-dollar industries of today. We will begin by looking at the relationship between work, play, and religion in the colonies. We will trace the beginnings of horseracing, baseball, and boxing,

and their connections to saloons, gambling, and the bachelor subculture of the Victorian underworld. We will study the rise of respectable sports in the mid- and late 19th century; follow baseball as it became the national pastime; see how college football took over higher education; and account for the rise of basketball. We will look at sports and war, sports and moral uplift, and sports and the culture of consumption. Finally, we will examine the rise of mass leisure, the impact of radio and television, racial segregation and integration, the rise of women's sports, battles between players and owners in the last 25 years, and the entrance of truly big money into professional sports. Readings in primary and secondary sources will emphasize the historical experience of sports in the United States so that students can develop a framework for understanding current events, including the NHL lockout, the Kobe Bryant affair, and the controversies over steroids. (HUM)

824. Comic Art in America 1895-Present— This course provides an introduction to Comic Art in North America, from the beginnings of the newspaper comic strip through the development of comic books, the growth of graphic novels, and current developments in electronic media. It focuses on the history and aesthetics of the medium, comparison between developments in the United States, Mexico, and French Canada, and the social and cultural contexts in which comic art is created and consumed. The first half of the semester concentrates on early and 20th-century comic strips and the development of the comic book form through the 1940s; the second on the social changes affecting comic art in the 1950s and 1960s, the development of a comic book subculture from the 1970s to the 21st century, the growth of independently published graphic novels and the independent comics, and contemporary electronic media developments. (HUM) –Couch

826. Nuclear America— In this course we will explore large- and small-scale cultural landscapes as they have been shaped by nuclear power, weapons, transportation, and waste. Among these landscapes are towns created for making nuclear weapons; open-air testing sites; military complexes, such as ports, bases, airfields, and silos; the West's uranium mines, and the land, water, and Native American territory polluted by radioactive tailings; nuclear reactor sites, from New England's regional power plants to those in metropolitan areas; and land and offshore storage sites for nuclear waste. Besides the physical changes to the American landscape, nuclear sites involve extensive secrecy, exclusion, and policing, and they are invested with fraught meanings. We will explore nuclear America through history, geography, art, literature, and film. –Southern

[828. New England and the Black Atlantic]— This course will explore the trans-Atlantic cultural, economic, and political constellation that has linked Africa, Europe, and the Americas from the 15th century to the present. In particular, we will investigate some key aspects of New England's part in the Black Atlantic, including slavery and the slave trade; literature, public speaking, and the arts; commerce and industry; and travel and migration. We will ground this study in past and present geographic sites of diaspora, racialization, and contestation, including ships and ports, the home, church, workplace, market, and performance spaces.

835. Museum Exhibition— One of the most engaging ways to promote collections and explore a subject or theme is to create an exhibition, which is a genre in and of itself—telling a story with artifacts. Through critical readings students will explore the cultural and educational goals of exhibits, visitor needs and accessibility, design elements (including technology), and audience evaluation methods utilized at libraries, historic houses and historical sites, and history and cultural museums. Drawing from the extensive and wide-ranging collections in the Watkinson Library, students will conceive, write, and install an exhibition, design and publish a catalogue, and plan and implement an opening event to take place at the end of the semester in the Watkinson. (HUM) –Ring

[849. The Culture of Americanism in the 20th Century]— In 1894, Teddy Roosevelt published "True Americanism" in *Forum Magazine*, declaring the absolute necessity of applying a "fervid Americanism" to the solution of every problem and evil facing the country, including "Americanizing" newcomers to our shore. Nearly 50 years later, the rhetoric of Americanism proposed by Time publisher Henry Luce in his February 1941 editorial in *Life Magazine*, "The American Century," aimed to persuade Americans that the country's involvement in World War II and in the post-war world were not only necessary but inevitable. The Luce publications after the war publicized the culture of Americanism that was an essential part of the anti-communism that supported the Cold War for over half a century. Leaving aside the idea of American exceptionalism—"the notion that the United States has had a special mission and virtue that makes it unique among nations"—our focus will be on the culture of Americanism as it was promulgated in the Luce publications and other media outlets during and after World War II, and the extent to which it encouraged postwar homogeneity while discouraging the expression of dissent and non-conformist ideas.

853. The Rise and Fall of American Slavery— This course covers important themes and developments in the history of slavery in the United States. From origins in indigenous communities, colonization, and the black Atlantic, human bondage shaped (and continues to shape) the legal and social framework for generations of Americans. Readings feature voices from slaveholders to the enslaved, politicians and activists, as well as some of the best work done by recent historians. (HUM) –Gac

[873. American Animation and Society]— Animation has played a significant role in American culture. This course will consider the development of animation from the 1920s to today in its social, economic and cultural contexts. Special attention will be given to the perception of animation as a medium for children, to the growing acceptance of mature themes in shorts and feature films, and the power of imagery derived from animation in advertising, merchandising, and even political propaganda. We will look primarily at American feature films, which have dominated the international animation market since the groundbreaking *Snow White* (1939), the change from cel animation to CGI, and the innovations of studios that compete with still-dominant Disney, including Connecticut's own Blue Sky. The course will include guest animators such as Bob Camp, co-creator of *Ren and Stimpy*. (HUM)

[874. From Poe to Game of Thrones: Fantasy and American Culture]— While modern American fantasy literature experienced sudden growth after the enormous popularity of J.R.R. Tolkien's *Lord of the Rings* in the 1960s, American fantasy fiction has an extensive and separate tradition beginning in the nineteenth century with the works of Edgar Allan Poe. Moreover, it engaged social and environmental issues, from Henry George's *Looking Backward* to Andre Norton's *Beastmaster*. Women writers of fantasy since the 1930s, including C. L. Moore and Leigh Brackett, engaged issues of gender and equality. American traditions of humor and irreverence derived from Twain and Ade and folk traditions inform mid-century fantasy, while the social realism of Dos Passos finds rebirth in the darker stories of George R. R. Martin's *Song of Ice and Fire* series.

[875. Made in New England]— Commodities—things produced, exchanged, and consumed—link places to the larger world. In this course, we will examine how natural resources and material goods have become marketable commodities through social, economic, political, technological, environmental, and cultural processes. Looking especially at things grown and made in past and present New England for capitalist exchange, we will explore how they have shaped and signified local communities while connecting them to global geographies of markets, power, and meaning.

894. Museums and Communities Internship— Matriculated American studies students have the opportunity to engage in an academic internship at an area museum or archive for credit toward the American studies degree. Interested students should contact the Office of Graduate Studies for more information. –Staff

940. Independent Study— Selected topics in special areas are available by arrangement with the instructor and written approval of the graduate adviser and program director. Contact the Office of Graduate Studies for the special approval form. –Staff

953. Research Project— Under the guidance of a faculty member, graduate students may do an independent research project on a topic in American studies. Written approval of the graduate adviser and the program director are required. Contact the Office of Graduate Studies for the special approval form. –Staff

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

955. Thesis Part II— (Continuation of American Studies 954.) –Staff

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

Courses Originating in Other Departments

English 104. Introduction to American Literature I— View course description in department listing on p. 219. –Hager

[**English 105. Introduction to American Literature II**][—](#) View course description in department listing on p. [219](#).

[**English 116. Introduction to African American Literature, Part I**][—](#) View course description in department listing on p. [220](#).

[**English 265. Introduction to Film Studies**][—](#) View course description in department listing on p. [220](#).

English 305. Evolution of the Western Film[—](#) View course description in department listing on p. [220](#).
—Younger

English 307. Early American Women's Literature[—](#) View course description in department listing on p. [??](#).
—Wyss

English 355. Narratives of Disability in U.S. Literature and Culture[—](#) View course description in department listing on p. [221](#). —Paulin

English 377. The Revolutionary Generations: American Literature from 1740 to 1820[—](#) View course description in department listing on p. [222](#). —Mrozowski

[**English 456. The Puritan Supernatural**][—](#) View course description in department listing on p. [223](#).

English 474. Race and Realism: African American Literature Before the Harlem Renaissance[—](#) View course description in department listing on p. [??](#). —Mrozowski

History 200. Hartford: Past and Present[—](#) View course description in department listing on p. [266](#). —Figuroa

[**History 201. Early America**][—](#) View course description in department listing on p. [266](#).

History 209. African-American History[—](#) View course description in department listing on p. [267](#). —Greenberg

History 311. Sense of Place in the Native Northeast[—](#) View course description in department listing on p. [269](#). —Wickman

History 353. The Rise and Fall of American Slavery[—](#) View course description in department listing on p. [271](#). —Gac

[**History 354. The Civil War and Reconstruction, 1861-1877**][—](#) View course description in department listing on p. [271](#).

Music 272. Contemporary Musical Theater[—](#) View course description in department listing on p. [364](#). —Moshell

[**Philosophy 241. Race, Racism, and Philosophy**][—](#) View course description in department listing on p. [381](#).

Political Science 102. American National Government[—](#) View course description in department listing on p. [398](#). This course is not open to seniors. —Chambers

[**Political Science 225. American Presidency**][—](#) View course description in department listing on p. [399](#).

Political Science 301. American Political Parties[—](#) View course description in department listing on p. [400](#).
Prerequisite: C- or better in Political Science 102. —Evans

Political Science 307. Constitutional Powers and Civil Rights— View course description in department listing on p. 400. –McMahon

[Political Science 316. Civil Liberties]— View course description in department listing on p. 400. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science 102, and permission of instructor.

[Political Science 317. American Political Thought]— View course description in department listing on p. 400.

[Political Science 379. American Foreign Policy]— View course description in department listing on p. 402.

[Religious Studies 267. Religion and the Media]— View course description in department listing on p. 439.

[Sociology 214. Racism]— View course description in department listing on p. 448.

Urban Studies 200. Hartford: Past and Present— View course description in department listing on p. 473. –Figueroa

Women, Gender, and Sexuality 245. The Hollywood Musical— View course description in department listing on p. 478. –Corber

Women, Gender, and Sexuality 301. Western Feminist Thought— View course description in department listing on p. 478. Prerequisite: C- or better in one other course in Women Gender and Sexuality. –Hedrick

[Women, Gender, and Sexuality 315. Women in America]— View course description in department listing on p. 478.

[Women, Gender, and Sexuality 319. The Woman's Film]— View course description in department listing on p. 478.

Women, Gender, and Sexuality 335. Mapping American Masculinities— View course description in department listing on p. 478. –Corber

Spring Term

203. Conflicts and Cultures in American Society— Focusing on a key decade in American life—the 1890s, for example, or the 1850s—this course will examine the dynamics of race, class, gender, and ethnicity as forces that 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. (HUM) (Enrollment limited) –Manevitz, Wickman

210. Doing Culture: Methods in Cultural Analysis— Culture is not something we simply consume, inhabit or even create. Culture is serious business: pun both intended and upended. We have a dynamic relationship with the world around us and in this class we will use culture, both elite and popular, to help bridge the gap between what we do here in the “ivory tower” and how we live out there in the “real world,” hopefully changing both in the process. Here we will not take culture for granted but engage culture as a method, a tool by which to engage, analyze and critique both historical narratives and contemporary events. In this course, street life, advertisements, popular media, and clothing are interrogated as archives of dynamic meaning, arenas of social interaction, acts of personal pleasure, and sites of struggle. We will also explore what happens when a diversity of forces converge at the intersection of commerce and culture. Present day notions of popular culture, and topics such as authenticity and selling out, will be interrogated both socially and historically. (HUM) (Enrollment limited) –Baldwin

232. Slavery and Freedom in the American Atlantic— The history of America is a history of slavery. In this course we will delve into the long history of slavery, emancipation, and their reverberations throughout American history. In doing so, we will gain a better understanding of how they have permeated the foundations of our political, economic, social, and cultural worlds from the colonial period to the present. We will also place the United States in a transnational context in order to better understand how race, slavery, and freedom here has interacted with those topics in the broader Atlantic World where European empires, Native Americans, and Africans overlapped and collided. This is designed as an introductory course for students to develop a familiarity with American slavery as a significant theme that crosses fields and majors. (HUM) (Enrollment limited) –Manevitz

[254. Ellison's Invisible Man and the Black Modern Experience]— This class interrogates the text and contexts of Ralph Ellison's iconic novel *Invisible Man*. Specifically, bringing historical and cultural analysis to bear on a single work of fiction, this course surveys key themes in the Black modern experience from 1899 to 1950 including migration, urbanization, the black modern aesthetic, black radicalism, and black nationalism. Ultimately, Ellison crafted a text of profound social commentary through experimentation with archival evidence and literary form. This class reconstructs the intellectual, aesthetic, and historical production of an American classic. (HUM) (Enrollment limited)

[264. Representations of Autism(s)]— With increased visibility and diagnosis rates (1 in 50), autism spectrum disorders constitute a vital part of our nation's fabric. Because it crosses boundaries, regardless of ethnicity, race, or socioeconomic status and because of its pervasiveness, a critical study of autism representations provides an instructive site for exploring overlapping commonalities and differences in U.S. culture. We will consider how shifting definitions of disability/ability contribute to our understanding of central values/beliefs, such as normalcy, success, humanity, and progress. How do representations and lived experiences frame our society's understanding of identity, community, citizenship, agency, equality and humanity? Texts include fiction, memoir, film, poetry, print news, periodicals, legal documents, theoretical articles, television, internet media. Some titles include, *Rainman* and *Curious Incident of the Dog in the Nighttime*. (HUM) (Enrollment limited)

301. Junior Seminar: American Texts— This course, required for the American studies major and ordinarily taken in the fall of the junior year, examines central texts in American history and culture. Through intensive discussion and writing, the class will explore the contexts of these works as well as the works themselves, paying particular attention to the interrelated issues of race, class, gender, and other similarly pivotal social constructs. Course is open only to American studies majors. Prerequisite: C- or better in American Studies 203 or AMST 210 or concurrent enrollment. (WEB) (Enrollment limited) –Gac

311. Data Driven Cultures— From the algorithms that time traffic lights to those that filter search criteria and record thoughts and ideas, human existence is increasingly defined by code. This course explores the possibilities, limitations, and implications of using digital tools and methods to understand the issues that affect our everyday lives. What does big data reveal about the world? What does it hide? How do American policies and values influence the global production of the Internet, social media, algorithms, and data? Students will learn a range of data visualization tools to understand and evaluate what technology can and cannot bring to the study of American life. Topics such as gender, race, sexuality, class, privacy, war, and governance will be highlighted through in-class conversations and research projects. (HUM) (Enrollment limited) –Giesekeing

[325. New York City and its Neighborhoods]— Founded as a small Dutch colonial port city on a narrow island inhabited by Lenape Indians, New York City became the most populous city in the United States, as well as a global economic and cultural hub. In order to better understand New York's complex and uneven urban growth, we will analyze the ways a diverse array of New Yorkers struggled to define themselves and their communities. As we explore the dynamic history of the city and its residents, we will become better scholars and more responsible urban citizens. Each class meeting will focus on one of New York City's diverse neighborhoods, using it as a lens to illustrate and investigate important themes of urban and American history that extend well beyond the five boroughs. (HUM) (Enrollment limited)

[329. Viewing The Wire Through a Critical Lens]— Through analysis and dissection of David Simon's *The Wire*, this course seeks to equip students with the tools necessary to examine our postmodern society. The *Wire* seamlessly juxtaposes aesthetics with socio-economic issues, offering up a powerful lens for investigating our

surroundings. Whether issues of unregulated free market capitalism, the bureaucracy of our school systems, politics of the media, false notions of equal opportunity, devaluation of human life, or a failed war on drugs, *The Wire* addresses the complexities of American urban life. Through a socio-political and cultural reading of the five individual seasons, students will be able to explore a multitude of contemporary problems. (HUM) (Enrollment limited)

[332. Credit and Crisis]— This course explores the concepts of credit and crisis amid the global expansion of U.S. capitalism. From intimate struggles with indebtedness to grand projects of nation building, we will interrogate how discourses of debt have informed our commonplace social categories across scales. Readings will trace the historical and geographical transformation of the U.S., from its role as a debtor to its emergence as a creditor nation. It will consider how the vexed notion of American “inheritance” has related to the expansion of credit and deepening of economic crises. Through film, literature, and scholarly analysis it will trace how economic crisis and the concept of “failure” can be seen through the lens of personal identities; separating those who could assume risk from those deemed “at risk.” (HUM) (Enrollment limited)

335. Memory, Power, and Place— Why do certain portrayals of American spaces and place-making promote equality or inequality? How does the American geographical imagination reproduce and limit the power of its citizens? How are gender, sexuality, race, and class inscribed in spaces, and how can these inscriptions be used for liberation? Students will examine the relationships between culture and space at all scales, and consider the roles individuals, groups, and social structures play in creating the environments in which people live, work, and play. Students will explore spaces such as Walt Disney World’s Main Street, landscape, gay bars, village, adobes, ghetto, the Colonies, neighborhood, and wilderness. This course brings together the writings of scholars, designers, and activists from a variety of fields to make sense of the environments we inhabit. (HUM) (Enrollment limited) –Giesecking

[341. Spectacle of Disability in American Culture]— This course examines how people with disabilities are represented in American literature and culture. Whether it is the exceptional savant who is heralded as a hero because of her “special” abilities or the critically injured person whose disability relegates him to the sidelines of society even though his ability to overcome everyday challenges is applauded from a distance, definitions of disabilities (both generally and explicitly) tell us a great deal about the concept of normalcy and the expectations that we attach to this term. In addition, the various narratives associated with different disabilities and their origins are shaped by other aspects of identity, such as socio-economic class, race, ethnicity, sexuality, and gender. We will look at a variety of mediums including fiction, non-fiction, film, television, and memoirs in order to examine how these representations, along with the material realities of disabled people, frame our society’s understanding of disability and the consequences of these formulations. We look at texts and cases such as *Million Dollar Baby*, the Terry Scivo case, *Born on a Blue Day*, *Forrest Gump*, the American Disabilities Act, the Christopher Reeves story, and *Radio*. (HUM) (Enrollment limited)

357. Race and Urban Space— Scholars and now even the larger public have conceded that race is a social construct. However, many are just beginning to fully explore how the specific dimensions and use of space is mediated by the politics of racial difference and racial identification. Therefore, this course seeks to explore how racism and race relations shape urban spatial relations, city politics, and the built environment and how the historical development of cities has shaped racial identity as lived experience. Covering the 20th century, the course examines three critical junctures: Ghettoization (1890s-1940s); Metropolitan Formation (1940s-1990s); and Neo-Liberal Gentrification (present). (HUM) (Enrollment limited) –Baldwin

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

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

[409. Senior Seminar: Race, Gender, and Global Security]— Recent events have focused attention on questions of race, gender, social justice, and the militarization of police. This course will consider how notions of

race and security that evolved in the late 20th and early 21st century U.S., have shaped political discourse, and how in turn, those ideas have circulated around the world. Through analyses of American Studies texts, documentaries, and popular culture, we will consider both emerging and prevailing definitions of security. By examining case studies in major global cities, including Los Angeles, we will explore how space has been organized around the logics of racialized threats and gendered notions of safety. For a cumulative paper, students will select a global city and offer history, context, and analysis of the production of insecure spaces. This course has a community learning component. (GLB2) (Enrollment limited)

409. Queer America— Drawing on interdisciplinary work in lgbtq studies, Queer America explores key spaces and scales of American historical geography for lesbian, gay, bisexual, transgender, and queer people with a focus on the late 20th and early 21st centuries. From bars and community centers, neighborhoods and cruising grounds, to cities and rural Walmarts, websites and social media, students will employ feminist and queer theory to broaden their understandings of lgbtq spaces in the production of the nation-state. The application of classic and cutting-edge work in geographies of lgbtq culture will challenge the seemingly normal histories and geographies of American life in this research seminar. This course pays special attention to the intersectionality of sexualities with race, gender, class, disability, age, and generation. (Enrollment limited) –Giesecking

412. Popular Narratives of American History— History surrounds us in popular culture—from hit Broadway musicals like *Hamilton* and video games like the *Assassin's Creed* series today to the earliest American novels. Though some have dismissed these media as “non-scholarly,” they are the main source of history for many who might not be interested in a traditional scholarly monograph and should be taken seriously. We will spend the semester learning how to analyze the unexpected history presented through these methods, and investigating the possibilities and pitfalls of communicating American history in these different forms. In conversation with practitioners of narrative, experimental, and popular history, students will create a final project of their own design that pushes on the boundaries of how we communicate history and how we define our audience. (HUM) (Enrollment limited) –Manevitz

[420. The Child in American Culture]— We will examine representations of “the Child” in American culture from the Puritan period to the present. How have conceptions of childhood changed over time? How do economic status and labor influence depictions of children? What are some symbolic roles of the Child in our culture? Our course will focus on literary texts, archival materials, and visual culture, including art, photographs, and other media. (HUM) (Enrollment limited)

425. Museums, Visual Culture, and Critical Theory— This course aims to examine the issues brought up in key theoretical readings by applying their insights to case studies, particularly cases of museum exhibitions and programs. Issues to be addressed include: reproduction and spectacle; gender and display; ethnicity, ‘primitivism,’ and race; and sexuality, sexual practice, and censorship. Case studies will vary each year and will range from exhibitions focusing on consumption, to ethnicity and race (such as the Holocaust Memorial Museum and the Pequot Museum), and sexuality (The Museum of Sex; the Robert Mapplethorpe exhibitions). Each class will combine theoretical readings with considerations of museum practice. By the end of the semester, students shall be able to analyze exhibitions using both the tools of postmodern theory and practical observation and history. (Enrollment limited) –Miller

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor are required for enrollment. (0.5 - 1 course credit) –Staff

470. Native American Art and Storytelling— This seminar examines Native American Indian narrative artistic, pictorial, and literary traditions from North and Central America. Such traditions are inseparable from culture and performance, community and nation, human life and the physical world. The visual and tactile media considered include pictorial manuscripts, ceramics, bead- and shellwork, textiles, photographs, and paintings. The seminar will be interdisciplinary, with each unit including analyses of texts and visual materials and readings on aesthetics, translation, memory, and appropriation. (HUM) (Enrollment limited) –Couch

[471. Science Fiction and American Society]— American science fiction literature has never been about the future, but always about the social and cultural moments in which it is created, packaged, and sold. This course

will examine the roots of modern American science fiction in Victorian adventure fiction, the rise of mass-market magazine fiction and the development of technophilic hard SF in the Depression, Cold War SF, the disillusionment of sixties experimentation and the rise of cyberpunk, and the revival of scientific or hard SF in contemporary writing, particularly those authors who examine environmental collapse and renewal. Authors to be considered include Heinlein, LeGuin, Dick, Haldeman, and Brin. The course will include consideration of how SF is written, edited, and published. (Enrollment limited)

480. New England Landscapes— This course concerns historical geographies of New England, or the meeting of nature and human agency in “developing” the land and waters of the region. It explores such iconic landscapes as Native American fields and villages; New England’s villages and commons; farms, fields, factories, and forests; free-flowing and dammed rivers; seaports; cities; and tourist destinations. We will attempt to understand both how this region has been imagined and how its changing, often contested landscapes have been related to the political economy, social identities (such as class, race, and gender), and cultural values, metrics, and desires. (Enrollment limited) –Southern

490. Research Assistantship— (HUM) –Staff

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

Graduate Courses

802. Primary Research Materials— This seminar is designed to enable students to identify, evaluate, and use a range of primary sources, from personal letters, vital records, and the census to photographs, oral history, and newspapers. Students will critically read secondary literature to explore how other scholars have used primary sources, and will develop research projects on topics of their own choosing, based on primary sources available in local archives and repositories. Course not open to undergraduates. –Southern

[809. Senior Seminar: Race, Gender, and Global Security]— Recent events have focused attention on questions of race, gender, social justice, and the militarization of police. This course will consider how notions of race and security that evolved in the late 20th and early 21st century U.S., have shaped political discourse, and how in turn, those ideas have circulated around the world. Through analyses of American Studies texts, documentaries, and popular culture, we will consider both emerging and prevailing definitions of security. By examining case studies in major global cities, including Los Angeles, we will explore how space has been organized around the logics of racialized threats and gendered notions of safety. For a cumulative paper, students will select a global city and offer history, context, and analysis of the production of insecure spaces. (GLB2)

[809. Queer America]— Drawing on interdisciplinary work in LGBTQ studies, Queer America explores key spaces and scales of American historical geography for lesbian, gay, bisexual, transgender, and queer people with a focus on the late 20th and early 21st centuries. From bars and community centers, neighborhoods and cruising grounds, to cities and rural Walmarts, websites and social media, students will employ feminist and queer theory to broaden their understandings of LGBTQ spaces in the production of the nation-state. The application of classic and cutting-edge work in geographies of LGBTQ culture will challenge the seemingly normal histories and geographies of American life in this research seminar. This course pays special attention to the intersectionality of sexualities with race, gender, class, disability, age, and generation.

[812. Popular Narratives of American History]— History surrounds us in popular culture—from hit Broadway musicals like *Hamilton* and video games like the Assassin’s Creed series today to the earliest American novels. Though some have dismissed these media as “non-scholarly,” they are the main source of history for many who might not be interested in a traditional scholarly monograph and should be taken seriously. We will spend the semester learning how to analyze the unexpected history presented through these methods, and investigating the possibilities and pitfalls of communicating American history in these different forms. In conversation with practitioners of narrative, experimental, and popular history, students will create a final project of their own design that pushes on

the boundaries of how we communicate history and how we define our audience. (HUM)

[820. The Child in American Culture]— We will examine representations of “the Child” in American culture from the Puritan period to the present. How have conceptions of childhood changed over time? How do economic status and labor influence depictions of children? What are some symbolic roles of the Child in our culture? Our course will focus on literary texts, archival materials, and visual culture, including art, photographs, and other media. (HUM)

825. Museums, Visual Culture, and Critical Theory— This course aims to examine the issues brought up in key theoretical readings by applying their insights to case studies, particularly cases of museum exhibitions and programs. Issues to be addressed include: reproduction and spectacle; gender and display; ethnicity, ‘primitivism,’ and race; and sexuality, sexual practice, and censorship. Case studies will vary each year and will range from exhibitions focusing on consumption, to ethnicity and race (such as the Holocaust Memorial Museum and the Pequot Museum), and sexuality (The Museum of Sex; the Robert Mapplethorpe exhibitions). Each class will combine theoretical readings with considerations of museum practice. By the end of the semester, students shall be able to analyze exhibitions using both the tools of postmodern theory and practical observation and history. –Miller

[832. American Economic History and Public Policy]— This course attempts to provide the student with a basic yet thorough understanding of the growth and development of the American economy. At the outset of the course, we will discuss the role and importance of economic history and the methodology of economic historians. We will then study the colonial economy, the early national and antebellum years, the reunification era, the emergence of a modern U.S. economy, and the development of the post-WWII economy up to the present. The analysis will focus on key economic sectors - agriculture, commerce, money and banking, labor, government - and their growth and development.

870. Native American Art and Storytelling— This seminar examines Native American Indian narrative artistic, pictorial, and literary traditions from North and Central America. Such traditions are inseparable from culture and performance, community and nation, human life and the physical world. The visual and tactile media considered include pictorial manuscripts, ceramics, bead- and shellwork, textiles, photographs, and paintings. The seminar will be interdisciplinary, with each unit including analyses of texts and visual materials and readings on aesthetics, translation, memory, and appropriation. (HUM) –Couch

[871. Science Fiction and American Society]— American science fiction literature has never been about the future, but always about the social and cultural moments in which it is created, packaged, and sold. This course will examine the roots of modern American science fiction in Victorian adventure fiction, the rise of mass-market magazine fiction and the development of technophilic hard SF in the Depression, Cold War SF, the disillusionment of sixties experimentation and the rise of cyberpunk, and the revival of scientific or hard SF in contemporary writing, particularly those authors who examine environmental collapse and renewal. Authors to be considered include Heinlein, LeGuin, Dick, Haldeman, and Brin. The course will include consideration of how SF is written, edited, and published.

880. New England Landscapes— This course concerns historical geographies of New England, or the meeting of nature and human agency in “developing” the land and waters of the region. It explores such iconic landscapes as Native American fields and villages; New England’s villages and commons; farms, fields, factories, and forests; free-flowing and dammed rivers; seaports; cities; and tourist destinations. We will attempt to understand both how this region has been imagined and how its changing, often contested landscapes have been related to the political economy, social identities (such as class, race, and gender), and cultural values, metrics, and desires. –Southern

894. Museums and Communities Internship— Matriculated American studies students have the opportunity to engage in an academic internship at an area museum or archive for credit toward the American studies degree. Interested students should contact the Office of Graduate Studies for more information. –Staff

940. Independent Study— Selected topics in special areas are available by arrangement with the instructor and written approval of the graduate adviser and program director. Contact the Office of Graduate Studies for the special

approval form. –Staff

953. Research Project— Under the guidance of a faculty member, graduate students may do an independent research project on a topic in American studies. Written approval of the graduate adviser and the program director are required. Contact the Office of Graduate Studies for the special approval form. –Staff

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

955. Thesis Part II— (Continuation of American Studies 954.) –Staff

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

Courses Originating in Other Departments

[Art History 271. The Arts of America]— View course description in department listing on p. [132](#).

Economics 214. Business and Entrepreneurial History— View course description in department listing on p. [193](#). Prerequisite: C- or better in Economics 101. –Gunderson

Educational Studies 300. Education Reform: Past and Present— View course description in department listing on p. [202](#). Prerequisite: C- or better in EDUC200, or American Studies major or Public Policy and Law major. –Dougherty

[Educational Studies 307. Latinos in Education: Local Realities, Transnational Perspectives]— View course description in department listing on p. [203](#). Prerequisite: C- or better in Educational Studies 200 or International Studies, Language and Culture Studies, Hispanic Studies, or Anthropology major, or permission of instructor.

[English 104. Introduction to American Literature I]— View course description in department listing on p. [228](#).

English 105. Introduction to American Literature II— View course description in department listing on p. [228](#). –Mrozowski

English 117. Introduction to African American Literature Part II— View course description in department listing on p. [228](#). –Paulin

[English 208. From Epic to X-Box: A Narrative History]— View course description in department listing on p. ??.

English 265. Introduction to Film Studies— View course description in department listing on p. [228](#). –Younger

English 272. American Auteurs— View course description in department listing on p. [229](#). –Younger

[English 303. “Major American Authors”]— View course description in department listing on p. ??.

[English 329. Civil War Literature]— View course description in department listing on p. ??.

[English 341. American Literary Modernism and the Great War]— View course description in department listing on p. [230](#).

English 379. Melville— View course description in department listing on p. [232](#). –Hager

[English 439. **Special Topics in Film: The Documentary**]— View course description in department listing on p. 233.

[English 451. **Queer Harlem Renaissance**]— View course description in department listing on p. 233.

History 201. Early America— View course description in department listing on p. 274. –Wickman

[History 233. **(Re)Connecting the Black Atlantic: Comparing Afro-Brazilian and African-Am. Hist til the 19th Cent**]— View course description in department listing on p. 275.

History 244. Strange New Worlds: Star Trek and the 1960s— View course description in department listing on p. 275. –Greenberg

History 247. Latinos/Latinas in the United States— View course description in department listing on p. 275. –Figueroa

History 344. America's Most Wanted: True Crime and the American Imagination— View course description in department listing on p. 278. –Greenberg

[International Studies 234. **Gender and Education**]— View course description in department listing on p. 296.

[International Studies 249. **Immigrants and Refugees: Strangers in Strange Lands**]— View course description in department listing on p. 297.

Music 133. Blues Women to Nicki Minaj— View course description in department listing on p. 365. –Woldu

Music 218. American Popular Music— View course description in department listing on p. 366. –Woldu

Music 252. The Beatles and Rock 'n' Roll in the '60s— View course description in department listing on p. 366. –Platoff

[Music 274. **Jazz: 1900 to the Present**]— View course description in department listing on p. 367.

Public Policy & Law 365. Crime, Punishment, and Public Policy— View course description in department listing on p. 431. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science102, and permission of instructor. –Fulco

Political Science 102. American National Government— View course description in department listing on p. 403. This course is not open to seniors. –Laws

Political Science 316. Civil Liberties— View course description in department listing on p. 405. –McMahon

[Political Science 317. **American Political Thought**]— View course description in department listing on p. 405.

Political Science 325. American Presidency— View course description in department listing on p. 406. –McMahon

Religious Studies 214. Jews in America— View course description in department listing on p. 441. –Kiener

[Religious Studies 262. **Religion in America**]— View course description in department listing on p. 442.

[Religious Studies 286. **Islam in America**]— View course description in department listing on p. 443.

Sociology 241. Mass Media, Popular Culture, and Social Reality— View course description in department listing on p. [451](#). –Williams

[Theater & Dance 239. Contemporary American Theater]— View course description in department listing on p. [468](#).

[Theater & Dance 302. Horror and the Culture of Excess]— View course description in department listing on p. [469](#).

Women, Gender, and Sexuality 133. Blues Women to Nicki Minaj— View course description in department listing on p. [??](#). –Woldu

[Women, Gender, and Sexuality 335. Mapping American Masculinities]— View course description in department listing on p. [479](#).

Women, Gender, and Sexuality 345. Film Noir— View course description in department listing on p. [480](#). –Corber

[Women, Gender, and Sexuality 369. Queer Studies: Issues and Controversies]— View course description in department listing on p. [480](#).

Anthropology

Professor Trostle, Chair; Professor Nadel-Klein; Associate Professors Hussain and Notar; Assistant Professor Landry; Visiting Assistant Professors Beebe and DiVietro

OVERVIEW OF MAJOR

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. Anthropology 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 such as globalization, the environment, medicine and public health, urbanization, and economic upheavals. Since non-ethnocentric interpretations require familiarity with a particular cultural context, students also take courses concerning distinct ethnographic areas such as the Caribbean, China, Africa, Europe, North America, and South Asia. In addition, they take courses that emphasize issues of broad 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, religion, educational studies, music, sociology, and women, gender, and sexuality. Students will learn to write research proposals, design and carry out research projects, and analyze and disseminate research results in a variety of formats and channels.

Students considering a major in Anthropology are strongly advised to take both ANTH 300. Junior Seminar in Contemporary Anthropology and ANTH 301. Ethnographic Methods and Writing in their sophomore or junior years. Juniors studying abroad in the Spring semester should take the Junior seminar in their Sophomore year instead. Students must consult with their advisor to determine the exact mix of courses that will meet their particular objectives.

For more details on the program’s faculty, requirements, and sources, visit our Web site at www.trincoll.edu/Academics/MajorsAndMinors/anthropology/.

REQUIREMENTS

The anthropology major requires 11 courses with a minimum grade of C-, including:

- Five core courses.

ANTH 101. Introduction to Cultural Anthropology

ANTH 300. Junior Seminar

ANTH 301. Ethnographic Methods and Writing

ANTH 302. History of Anthropological Thought

ANTH 401. Advanced Seminar in Contemporary Anthropology

- Two ethnographic courses. Examples include:

ANTH 228. Anthropology from the Margins of South Asia

ANTH 243. Latin American and Caribbean Religions

ANTH 244. Borderlands of East and Southeast Asia

ANTH 305. Identities in Britain and Ireland

- Electives: Four electives in anthropology or in cognate subjects. At least one of these must be at the 300 level. Examples include:

ANTH 207. Anthropological Perspectives on Women and Gender

ANTH 215. Medical Anthropology

ANTH 227. Introduction to Political Ecology
 ANTH 238. Economic Anthropology
 ANTH 245. Anthropology and Global Health
 ANTH 308. Anthropology of Place

The Writing Intensive Part II requirement may be fulfilled by taking a 300- or 400-level course in anthropology.

ADDITIONAL OPPORTUNITIES

Internships: The department is a strong supporter of both half-credit exploratory and full-credit academic internships. Students have undertaken academic internship projects including studies of the anthropology of policy while working in the CT Lieutenant Governor's office; readings on the anthropology of museums while interning at the Wadsworth Atheneum; and exploring the anthropology of digital media while interning in the communications office for the Lego Group.

Study away: The department urges, but does not require, its students to study away for one or two semesters. Some programs offer courses the department recognizes as creditworthy toward the major: examples include Trinity programs in Buenos Aires, Capetown, and Trinidad, and non-Trinity programs at SOAS in London, Edinburgh, the University of London, Bogazii University in Istanbul, DIS in Copenhagen, and Australian National University. Some students remain abroad following their program courses to collect data for a subsequent honors thesis project. Early consultation with the department chair is advised for any student who wishes to study abroad and intends to take courses that could count toward the major.

Honors: In order to be eligible for honors in anthropology, students must have a B+ grade average in the major. Students who wish to qualify for honors must write a two-credit senior thesis. The first credit is based on a one-semester independent study in the fall of their senior year. Following the successful completion of the independent study, and with approval from the department, students may register for a one credit senior thesis in the spring. Honors will be awarded to students who have an A- or better on their thesis and who have maintained at least a B+ grade average in the major.

Fall Term

101. Introduction to Cultural Anthropology— Anthropology as a field asks what it means to be human: how do we know what is universal to human existence? What is natural and what is cultural? How can the strange become familiar and the familiar strange? This course introduces the theory and method of cultural anthropology as applied to case studies from different geographic and ethnographic areas. Topics to be considered include family and kinship, inequality and hierarchy, race and ethnicity, ritual and symbol systems, gender and sexuality, reciprocity and exchange, globalization and social change. (GLB5) (Enrollment limited) –Hussain, Landry, Notar

227. Introduction to Political Ecology— This course covers social science approaches to issues concerning ecology, the environment, and nature. It looks at how social identities and cultural meaning are symbolically tied to the physical environment. Ecology and the environment are affected by larger political, social, and economic forces, so we will also broaden the analysis to include wider spatial and temporal scales. The course will also examine how sociology and geography relate to political ecology. Regional foci will include South and Southeast Asia, Africa, and Latin America. (SOC) (Enrollment limited) –Hussain

[228. Anthropology from the Margins of South Asia]— This course will examine how the northwestern and northern mountainous regions of South Asia have been constructed in the Western popular imagination, both in literary texts and in academic debates. Starting with the era of the Great Game in the late 19th century and ending with the current “war on terror,” the course will explore the transformation and continuation of past social and political conditions, and their representations within the region. This will help illuminate some of the enduring themes in anthropological debates, such as culture contact; empires, territories, and resources; and human agency. (Enrollment limited)

[241. Women in the Caribbean]— This course explores the diverse lives of women of the Caribbean. We will begin with feminist theories of women and power and trace how those understandings have emerged and changed over time. We will use ethnographies to examine women's lives in both historical and contemporary Caribbean settings, and explore major theoretical approaches in feminist and Caribbean anthropology. We will analyze how women's

experiences have been shaped by multiple forces, including slavery and emancipation, fertility and constructs of motherhood, gender and violence, race and identity, tourism and sex work, illness and poverty, globalization and labor. (SOC) (Enrollment limited)

245. Anthropology and Global Health— This course examines the growing collaborative and critical roles of anthropology applied to international health. Anthropologists elicit disease taxonomies, describe help-seeking strategies, critique donor models, and design behavioral interventions. They ask about borders and the differences among conceptions of health and disease as global, international, or domestic topics. These issues will be explored through case studies of specific diseases, practices, therapies, agencies, and policies. (GLB5) (Enrollment limited) –Trostle

247. China through Film— Film provides a vital medium for understanding changes in Chinese society and culture. Film illustrates shifts in political and economic systems, and reveals changes in the possibilities of individual and collective expression. In China, film has been used both as a tool of the state and as an implement of cultural critique. This course surveys five decades of Chinese film, focusing primarily on mainland films, but also looking at films from Hong Kong and Taiwan. No knowledge of Chinese language is necessary for the course. (GLB5) (Enrollment limited) –Notar

250. Mobility and Sustainability— What is the relationship between mobility, community and sustainability? We will look at mobility in different cultures, ranging from hunter gathers to nomadic herders to suburban commuters. What are the characteristics of social life in cultures where people primarily walk, canoe or sail, rely on animal power, or travel in motorized vehicles? We will investigate how technological innovation, whether in the form of trains, buses, bicycles, cars or airplanes, can change people's perceptions of both the surrounding landscape and themselves. We will also examine the kinds of infrastructure and resources needed for certain technologies of mobility, such as cars. Can we imagine motorized transport that is both environmentally and socially sustainable? Course materials will include books, articles and films. Students will conduct a mini research project related to the course. (GLB5) (Enrollment limited) –Notar

253. Urban Anthropology— This course will trace the social scientific (especially ethnographic and cultural) study of the modern city from its roots in the Industrial Revolution through the current urban transformations brought about by advanced capitalism and globalization. Why are cities organized as they are? How does their organization shape, and get shaped by, everyday practices of city inhabitants? This course will explore the roles of institutional actors (such as governments and corporations) in urban organization, and the effects of economic change, immigration, and public policy on the social organization and built environment of cities. It will examine social consequences of cities, including economic inequality, racial stratification, community formation, poverty, and urban social movements. Though it will focus on American urbanism, this course will also be international and ethnographic. (SOC) (Enrollment limited) –DiVietro

[254. The Meaning of Work]— This course takes a cross-cultural look at the ways in which people define work in daily life. Drawing upon diverse sources, including ethnography, fiction, biography and investigative journalism, it will examine the ways in which people labor to make a living and to sustain their households. Students will consider such key questions as: What makes work meaningful? How are occupational communities formed? How is work gendered? How have global forces reshaped the nature of work? How do people experience the lack of work? Examples will be drawn from different work environments, including mining, fishing, agriculture, industry, service work, domestic work and intellectual work. (SOC) (Enrollment limited)

284. The Anthropology of Violence— This course approaches the study of violence through texts, case studies, and films. Does aggression come from biology, culture or both? How is violence defined cross culturally? What constitutes legitimate violence? How has violence been used throughout history to establish, maintain and subvert power? We will examine forms of violence including state violence, war, interpersonal and domestic violence. We will also explore the consequences of violence on health, community and culture. (SOC) (Enrollment limited) –Beebe

301. Ethnographic Methods and Writing— This course will acquaint students with a range of research methods commonly used by anthropologists, and with the types of questions and designs that justify their use. It will describe a subset of methods (individual and group interviewing, and observation) in more detail, and give students practice

in their use, analysis, and presentation. Through accompanying readings, the course will expose students to the controversies surrounding the practice of ethnography and the presentation of ethnographic authority. Students will conduct group field research projects during the course, and will develop and write up research proposals for projects they themselves could carry out in a summer or semester. It is recommended that students have already taken an anthropology course. Seats Reserved for Anthropology majors. (SOC) (Enrollment limited) –Trostle

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

[305. Identities in Britain and Ireland]— Using ethnographies, nonfiction, novels and films, this course introduces students to the complex negotiations that go into being “British” or “Irish” in the world today. We will apply anthropological theories of identity as a social process to textual and visual material, challenging conventional notions of ethnicity as primordial or fixed. Discussions will address issues of postcolonialism, borders and boundaries, gender and race, and relations between persons and landscapes. (GLB) (Enrollment limited)

308. Anthropology of Place— This course explores the increasingly complex ways in which people in industrial and non-industrial societies locate themselves with respect to land and landscape. Contrary to some widespread assumptions regarding the fit between identity and place (i.e., ethnicity and nationalism), we study a range of settings in which people actively construct, contest, and reappropriate the spaces of modern life. Through texts, seminar discussions, films, and a field-based research project as the major exercise, students will explore a number of issues, including cultural persistence and the loss of place; the meaning of the frontier and indigenous land rights struggles; gender and public space; the deterritorialization of culture (i.e., McDonald’s in Hong Kong); and the cultural costs of an increasingly “fast” and high-tech world. (GLB5) (Enrollment limited) –Nadel-Klein

[310. Anthropology of Development]— This seminar will explore international economic and social development from an anthropological perspective. We will critically examine concepts of development, underdevelopment, and progress. We will compare how multilateral lenders and small nongovernmental organizations employ development rhetoric and methods. We will examine specific case studies of development projects in Africa, Asia, and Latin America, asking what has been attained, and what is attainable. (SOC) (Enrollment limited)

[330. 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. (SOC) (Enrollment limited)

369. The Cradle of Voodoo— This course is a survey of Vodun, the West African religious complex known commonly as “Voodoo.” With a focus on the Republic of Bénin students will examine the ebb and flow of Dahomey, the country’s most powerful and famous African empire. Students will explore the ways in which Vodunists mobilize the spirit worlds to heal their families; use complex systems of magic and witchcraft to overcome obstacles; and venerate their dead using elaborate masquerades during which the dead are reanimated to dance in spectacular displays of power. This course is designed as a precursor to the J-term course, “West Africa Abroad” where students will travel to Bénin to explore the topics of this course first hand. (Enrollment limited) –Landry

399. Independent Study— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chair are required for enrollment. (0.5 - 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. (0.5 - 1 course credit) –Staff

497. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.) (WEB) –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.) (2 course credits) (WEB)

Courses Originating in Other Departments

American Studies 409. Digital City— View course description in department listing on p. 103. –Giesecking

[Educational Studies 305. Immigrants and Education]— View course description in department listing on p. 200. Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor

[Educational Studies 316. Education and Social Change Across the Globe]— View course description in department listing on p. 200. Prerequisite: C- or better in a prior Educational Studies or International Studies Course.

Educational Studies 320. Anthropology and Education— View course description in department listing on p. 201. Prerequisite: C- or better in Educational Studies 200 or Anthropology 101 or permission of instructor. –Wong

[International Studies 307. Women's Rights as Human Rights]— View course description in department listing on p. 293.

[Linguistics 101. Introduction to Linguistics]— View course description in department listing on p. ??.

[Religious Studies 281. Anthropology of Religion]— View course description in department listing on p. 439.

Spring Term

101. Introduction to Cultural Anthropology— Anthropology as a field asks what it means to be human: how do we know what is universal to human existence? What is natural and what is cultural? How can the strange become familiar and the familiar strange? This course introduces the theory and method of cultural anthropology as applied to case studies from different geographic and ethnographic areas. Topics to be considered include family and kinship, inequality and hierarchy, race and ethnicity, ritual and symbol systems, gender and sexuality, reciprocity and exchange, globalization and social change. (GLB5) (Enrollment limited) –Beebe, DiVietro, Trostle

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 Munduruc 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. (GLB5) (Enrollment limited) –Nadel-Klein

215. Medical Anthropology— This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of disease, cultural critiques of biomedicine, and non-Western systems of healing. We will explore the major theoretical schools in medical anthropology, and see how they have been applied to specific pathologies, life processes, and social responses. Finally we will explore and critique how medical anthropology has been applied to health care in the United States and internationally. The course will sensitize students to cultural issues in sickness and health care, and provide some critical analytic concepts and tools.

Prerequisite: C- or better in Anthropology 101 or other Anthropology course or permission of instructor. (GLB5) (Enrollment limited) –Trostle

[227. Introduction to Political Ecology]— This course covers social science approaches to issues concerning ecology, the environment, and nature. It looks at how social identities and cultural meaning are symbolically tied to the physical environment. Ecology and the environment are affected by larger political, social, and economic forces, so we will also broaden the analysis to include wider spatial and temporal scales. The course will also examine how sociology and geography relate to political ecology. Regional foci will include South and Southeast Asia, Africa, and Latin America. (SOC) (Enrollment limited)

228. Anthropology from the Margins of South Asia— This course will examine how the northwestern and northern mountainous regions of South Asia have been constructed in the Western popular imagination, both in literary texts and in academic debates. Starting with the era of the Great Game in the late 19th century and ending with the current “war on terror,” the course will explore the transformation and continuation of past social and political conditions, and their representations within the region. This will help illuminate some of the enduring themes in anthropological debates, such as culture contact; empires, territories, and resources; and human agency. (Enrollment limited) –Hussain

236. Religions of Africa— This course is an exploration of the ways in which Africans make sense of their worlds through religion. By reading a wide range of ethnographic and historical texts, students will consider the challenges that post-colonial politics present to understanding religion in Africa and in the diaspora. Students will examine a variety of African religious traditions ranging from indigenous practices to the ways in which Christianity and Islam have developed uniquely African beliefs. In so doing, students will frame African religions as global phenomena while considering the historical and contemporary salience of the many canonical themes found in African religion such as spirit possession, divination, healing, magic, witchcraft, sorcery, and animal sacrifice. (GLB2) (Enrollment limited) –Landry

238. Economic Anthropology— We often assume that culture and the economy are separate, but all economic transactions contain cultural dimensions, and all cultural institutions exhibit economic features. This course provides an introduction to key debates and contemporary issues in economic anthropology. We will consider differences in the organization of production, distribution, and consumption in both subsistence and market economies and examine ways in which anthropologists have theorized these differences. Topics for discussion will include cultural conceptions of property and ownership, social transitions to market economies, the meanings of shopping, and the commodification of bodies and body parts such as organs and blood. Course materials will draw from ethnographic studies, newspaper articles, and documentary films. (GLB5) (Enrollment limited) –Notar

[243. Latin American and Caribbean Religions]— This course explores the ways in which global trends in religious practice have affected, inspired, and forever changed Latin American and Caribbean religion. Students will explore a variety of Latin American and Caribbean religions such as those of the Afro-Caribbean, so-called “folk Catholicism,” and the Amazon’s great Ayahuasca religions. In so doing, students will develop an appreciation for religious diversity and an understanding of the ways in which race, capitalism, colonialism, nationality, and emerging trends in global tourism continue to affect the ways Latin American and Caribbean peoples experience religion from across the region. (GLB5) (Enrollment limited)

254. The Meaning of Work— This course takes a cross-cultural look at the ways in which people define work in daily life. Drawing upon diverse sources, including ethnography, fiction, biography and investigative journalism, it will examine the ways in which people labor to make a living and to sustain their households. Students will consider such key questions as: What makes work meaningful? How are occupational communities formed? How is work gendered? How have global forces reshaped the nature of work? How do people experience the lack of work? Examples will be drawn from different work environments, including mining, fishing, agriculture, industry, service work, domestic work and intellectual work. (SOC) (Enrollment limited) –Nadel-Klein

281. Anthropology of Religion— Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and

rituals such as rites of passage, magic, sorcery, witchcraft, and divination. (May be counted toward anthropology and international studies/comparative development.) (GLB5) (Enrollment limited) –Landry

[284. The Anthropology of Violence]— This course approaches the study of violence through texts, case studies, and films. Does aggression come from biology, culture or both? How is violence defined cross culturally? What constitutes legitimate violence? How has violence been used throughout history to establish, maintain and subvert power? We will examine forms of violence including state violence, war, interpersonal and domestic violence. We will also explore the consequences of violence on health, community and culture. (SOC) (Enrollment limited)

300. Junior Seminar— A seminar designed for anthropology majors in their junior year. The course is designed to build knowledge of the discipline, including contemporary debates, the publication process, and the work of anthropologists beyond the academy (e.g. in business, public health, government and non-governmental organizations, etc.). Students write a research proposal for a potential senior thesis and interview a working anthropologist. Seats Reserved for Anthropology majors. (Enrollment limited) –Notar

[303. Urban China]— What does it mean to live in one of the fastest growing cities in the fastest growing economy in the world? This course focuses on understanding the complex and ongoing transformations of Chinese cities, examining such topics as contestations over the urban environment and “public” space, the rise of China’s new middle class, new consumption patterns, rural to urban migration, and spaces of youth culture. Course materials will include ethnographies, journal and newspaper articles as well as documentary and feature film clips (SOC) (Enrollment limited)

[308. Anthropology of Place]— This course explores the increasingly complex ways in which people in industrial and non-industrial societies locate themselves with respect to land and landscape. Contrary to some widespread assumptions regarding the fit between identity and place (i.e., ethnicity and nationalism), we study a range of settings in which people actively construct, contest, and reappropriate the spaces of modern life. Through texts, seminar discussions, films, and a field-based research project as the major exercise, students will explore a number of issues, including cultural persistence and the loss of place; the meaning of the frontier and indigenous land rights struggles; gender and public space; the deterritorialization of culture (i.e., McDonald’s in Hong Kong); and the cultural costs of an increasingly “fast” and high-tech world. (GLB5) (Enrollment limited)

310. Anthropology of Development— This seminar will explore international economic and social development from an anthropological perspective. We will critically examine concepts of development, underdevelopment, and progress. We will compare how multilateral lenders and small nongovernmental organizations employ development rhetoric and methods. We will examine specific case studies of development projects in Africa, Asia, and Latin America, asking what has been attained, and what is attainable. (SOC) (Enrollment limited) –Hussain

[314. Material Religion]— This course explores the ways in which individuals from a variety of religious traditions experience religious belief, enact religious practice, and relate to the so-called “Divine” through material culture. Students will examine themes such as relics, clothing, bodies, blood, architecture, shrines, and charms. By reading ethnographic and theoretical texts, this course helps students to consider the role that material religion plays in enhancing or complicating prayer, ritual, and everyday religious piety. (Enrollment limited)

[324. Religion in the City]— Observers of cities have long predicted that the rise of urbanism will slowly but continually lead not only to the gradual decentralization of religion but also to increased secularization. However, today we find thriving religious communities in cities. This course will explore a range of urban religious experiences in the classroom and in the city ranging from Hartford to New York. In so doing, we will study cases of people who (re)imagine cityscapes in ways that support religious practice; we will examine the importance of cities in creating a space where diasporic religions can thrive; and we will chart the ways in which urban diversity provides the perfect space for an upsurge in religious practice. Students will examine urban religion ranging from Judaism, Christianity, and Islam, to Vodou and Santeria. This course has a community learning component. (SOC) (Enrollment limited)

399. Independent Study— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chair are required for enrollment. (0.5 - 2 course credits) –Staff

401. Advanced Seminar in Contemporary Anthropology— Anthropologists are a contentious lot, often challenging the veracity and relevance of each other's interpretations. In this seminar, students will examine recent manifestations of this vexatiousness. The seminar will consider such questions as: Can culture be regarded as collective and shared? What is the relationship between cultural ideas and practical action? How does one study culture in the postmodern world of "the celluloid, global ethnoscape"? Can the practice of anthropology be fully objective, or does it demand a politics—an understanding that ideas, ours and theirs, are historically situated, politicized realities? Is domination the same everywhere? Seats Reserved for Anthropology majors. (WEB) (Enrollment limited) —Hussain

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 - 1 course credit) —Staff

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

Courses Originating in Other Departments

Art History 294. The Arts of Africa— View course description in department listing on p. 132. —Gilbert

Educational Studies 305. Immigrants and Education— View course description in department listing on p. 202. Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor —Staff

[Educational Studies 307. Latinos in Education: Local Realities, Transnational Perspectives]— View course description in department listing on p. 203. Prerequisite: C- or better in Educational Studies 200 or International Studies, Language and Culture Studies, Hispanic Studies, or Anthropology major, or permission of instructor.

[International Studies 218. Women, Gender, and Family in the Middle East]— View course description in department listing on p. 296.

[International Studies 234. Gender and Education]— View course description in department listing on p. 296.

[International Studies 235. Youth Culture in the Muslim World]— View course description in department listing on p. 296.

[International Studies 249. Immigrants and Refugees: Strangers in Strange Lands]— View course description in department listing on p. 297.

[International Studies 250L. Hartford Global Migration Lab]— View course description in department listing on p. 297. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250.

International Studies 262. Peoples and Culture of the Caribbean— View course description in department listing on p. 298. —Desmangles

[International Studies 311. Global Feminism]— View course description in department listing on p. 298.

[Linguistics 101. Introduction to Linguistics]— View course description in department listing on p. 346.

[Music 222. Investigating Music and Culture]— View course description in department listing on p. 366.

Religious Studies 281. Anthropology of Religion— View course description in department listing on p. 442. —Landry

Religious Studies 285. Religions of Africa— View course description in department listing on p. [443](#). –Landry

Art History

Professor Curran, Chair and Director of Art History Program; Professors Cadogan, FitzGerald, and Paul E. Raether Distinguished Professor of Fine Arts Gordon†; Associate Professor Triff; Visiting Associate Professors Gilbert and Lewis; Kluger Visiting Assistant Professor Sena

Students should declare the major as early as possible and no later than the deadline for major declaration in the spring of the sophomore year. At the time of declaration, each student should schedule a personal appointment with the department chair to determine the assignment of an adviser, to review the major requirements, and to plan for study abroad.

REQUIREMENTS

The art history major requires 12 courses. No course will be accepted for major credit with a grade lower than C-.

Core courses: AHIS 101, 102, and AHIS 301; a 300-level writing intensive seminar beyond AHIS 301; one course in a non-Western field; plus seven further courses in art history. These must be distributed in three groups as follows: 3 courses in Group II (Classical-1800), including the Western classical/medieval period, the Renaissance, 17th-century Europe, and 18th-century Europe; 2 courses in Group III (1800-present), including 19th-20th-21st century Europe and America; and 2 courses in Group IV (Electives).

All students must complete a 300-level seminar beyond AHIS 301. AHIS 101 and 102 or a relevant introductory 200-level course are a prerequisite for many upper-level seminars. The Writing Intensive Part II requirement is fulfilled by AHIS 301.

Electives: Additional art history courses, studio arts, architectural drawing, and study abroad courses in art history not approved for specific distribution credit in the major.

General examination: Senior general examinations are required for all majors, except for honors candidates who choose to write a senior thesis (AHIS 497). The general examination is taken in May on the first of the two officially stated general examination days after the end of regularly scheduled classes. Like other graduating seniors, students taking a general examination are required to take final examinations in courses.

General examinations are graded distinction, high pass, pass, low pass, and fail, and the grade is recorded on the students transcript. The general examination questions are distributed to students at least three months in advance of the exam. Students with a GPA of 3.5 or higher in the major who receive a grade of high pass or distinction on the general examination will graduate with honors in art history.

ADDITIONAL OPPORTUNITIES

Study away: Paris or Rome programs

Honors: All seniors are eligible to compete for honors and may seek to earn honors in the major by pursuing one of two options: writing a senior thesis or taking the general examination. Eligible students who wish to write a senior thesis must have a GPA of 3.5 or better in the major, formulate a project in consultation with a full-time faculty member, and petition the department for admission to the thesis program before the end of classes in the second semester of their junior year. Students undertaking the senior thesis will receive a letter grade for AHIS 497 in the spring of senior year. Those whose grade is A or A- and who maintain a grade point average in art history courses of at least 3.5 shall graduate with honors in art history. Students taking the general examination who achieve a grade of high pass or distinction on the general exam and maintain a GPA in art history courses of at least 3.5 will graduate with honors in art history. All students taking a general examination will have their grade recorded on their transcript. Authorized general examinations grades are distinction, high pass, pass, low pass, fail.

Fall Term

102. Introduction to the History of Art in the West II— A survey of the history of painting, sculpture, and architecture from the Renaissance to the present day. (ART) (Enrollment limited) –Cadogan, 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. (May be counted towards International Studies/Asian Studies) (ART) (Enrollment limited) –Sena

[202. Close Look at Art and Architecture]— In this course we will examine original works of art and discuss major art and architectural materials, techniques and artistic processes. We will focus on works of art from the collections of Trinity College and the Watkinson Library, and we will visit the Wadsworth Atheneum, the New Britain Museum of American Art, the Yale University Art Gallery and the Metropolitan Museum of Art. The course offers one-half credit to be taken conjunction with Art History 102 for students who seek greater depth in the field of art history, for prospective majors, for majors in art history, and for students engaged in internships at art museums. Prerequisite: concurrent or previous enrollment in Art History 102 (0.5 course credit) (ART) (Enrollment limited)

[207. The Arts of China]— This course will focus on the arts of China from the Neolithic period through the Qing Dynasty (ca. 6000 B.C.E.-1850 C.E.) We will study art produced for burial, Buddhist temples, the imperial court, and the scholar elite. We will consider architecture, sculpture, painting, bronze, jade lacquer, and ceramics, placing the art within its historical context and identifying what makes it uniquely Chinese. This 200-level lecture survey course will require a paper, a mid-term, and a final examination. (May be counted towards International Studies/Asian Studies) (ART) (Enrollment limited)

208. The Arts of Japan— This course will focus on the arts of Japan from the Jomon period through the Edo period (circa 10,500 BCE - 1868 CE). Pre-Buddhist art will concentrate on pottery and bronze as well as Shinto architecture. Buddhist art will include architecture, sculpture, and painting. Secular art will explore the tradition of the narrative hand scroll as well as portraits and landscapes. Castle architecture and woodblock prints are other important topics. The art will be placed within its historical context, especially considering what makes it uniquely Japanese and whether or not it incorporates Chinese influence. (May be counted toward International Studies/Asian Studies) (ART) (Enrollment limited) –Sena

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. (ART) (Enrollment limited) –Cadogan

[234. Early Renaissance Art in Italy]— A study of painting, sculpture and architecture in Italy from the later Middle Ages through the 15th century, with emphasis on masters such as Pisani, Giotto, Brunelleschi, Piero della Francesca, Botticelli, and Bellini. Themes of naturalism, humanism, the revival of antiquity, and the growth of science as they relate to the visual arts will be explored. (ART) (Enrollment limited)

[243. El Greco to Goya: The Golden Age of Painting in Spain]— This course will focus on the art of Spain between the late-16th and 18th centuries, with particular emphasis on the interaction between painting and the social and political cultures that shaped the works of El Greco, Ribera, Velasquez, Murillo, and Goya. As a leading European power in this period, Spain was in constant contact with artistic centers in Italy and the Netherlands, and thus the course will also discuss the role of patrons and collectors in Spain's Golden Age, whose growing wealth and activities affected both the production of art and the social status of the Spanish artist. Finally, echoing the strangely contradictory position of the Spanish monarchy in this period of European history-as both politically dominant and culturally peripheral-this course will describe how Spain transformed the artistic influences it received from abroad to fit the needs of its changing society. (ART) (Enrollment limited)

246. Art in the Age of Absolutism: The European Baroque— During the seventeenth century, Europe underwent a series of civil, religious, and economic upheavals which paradoxically resulted in a period of extraordinarily innovative art. This course begins with the rise of the Roman Baroque, from the disturbing realism of Caravaggio to the multi-media theatricality of Bernini, examining artistic patronage and production in the highly charged political, social, and cultural contexts of Europe during and after the Thirty Years' War. It continues with a study of the broad range of artistic response to these developments in both Southern and Northern Europe, from the elaborate state pageantry of Rubens to the intensely personal portraiture of Rembrandt. Other artists to be studied include Poussin, Le Brun, Zurbaran, Velazquez, Van Dyck, and Vermeer. (ART) (Enrollment limited) –Triff

247. Renaissance and Baroque Architecture and Urbanism— This course explores major trends in Western architecture and urbanism from the emergence of Italian Renaissance architecture and planning to the extensive

Baroque palaces at Versailles and elsewhere in absolutist Europe. Topics to be examined include the classical tradition, the influence of patronage, the rise of architecture as a profession, and the legacy of European theory and practice in North and South America during the colonial period. In addition to exploring the relationship between architectural and urban theory and form, this course will examine buildings and cities in the evolving social, political, and religious contexts of the period. (ART) (Enrollment limited) –Triff

252. 18th-Century Art and Architecture— This course will examine the major artists, patrons, critics, and art movements of Europe in the Age of the Enlightenment, with emphasis on the reflections in the arts of the political, social, and technological changes that marked this early modern era. In early 18th-century France, we will trace the significance of the Academie Royale in Paris, of the French academy in Rome, and of state patronage and critical support for royal portraiture, secular and religious painting and the theatrical landscapes. As well as the more liberal climate that fostered the French Rococo, naturalists genre and still life painting. In Italy, we will focus on Venice and the Grand Tour. After a brief look at Goya's early career and seminal student trip to Italy, we will consider the rise of satire, history painting, and portraiture in the 18th-century England. In conclusion, we will return to Paris to trace in its art, political, and social history the waning years of the ancient regime and the onset of the French Revolution. (ART) (Enrollment limited) –Lewis

[258. History of the Decorative Arts]— This course examines the history of interior architecture and the many types of moveable objects that filled these spaces for both ceremonial and daily use in urban European cultures. While there will be some consideration of the 19th-20th centuries, the main emphasis will be on the 17th and 18th centuries in France, Italy, Germany and Britain. The course will fall into three parts: the study of interior architecture and the uses of interior spaces in palaces and private residences; the history of styles; the history of individual crafts, materials, and makers. The course will consider textile and tapestry, furniture, ceramics, metalwork and sculpture, crystal and glass. (Enrollment limited)

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. (ART) (Enrollment limited) –Lewis

265. 19th-Century Architecture— Broad developments in Western European and American architecture and urbanism from the period 1750 to 1900. Specific developments include international Neoclassicism, the crisis of historicism and the search for style, the rise of new building types and technologies, and the emergence of the architectural profession and modern city planning. (ART) (Enrollment limited) –Curran

282. 20th-Century Avant Garde in Painting and Sculpture— This course addresses the position of art in European and American society from 1890 to 1945 when the concept of the artist as a rebel and visionary leader defined art's relation to contemporary social, political, and aesthetic issues. The movements of symbolism, expressionism, cubism, dada, and surrealism are discussed. Current exhibitions and the collection of the Wadsworth Atheneum are used whenever appropriate. (ART) (Enrollment limited) –FitzGerald

[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 post-modernism 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) (Enrollment limited)

292. History of Photography— Major developments in European and American photography from 1839 to the present. (ART) (Enrollment limited) –FitzGerald

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. (WEB) (Enrollment limited) –Triff

334. Patrons and Artists in the Italian Renaissance— Readings and discussion will center on the collaboration between patrons and artists, focusing on the tangible and intangible goals and results for both parties. Case studies of civic, ecclesiastic and family commissions will be drawn from the period 1300-1500 in central Italy. (Enrollment limited) –Cadogan

[382. The History of the Art Museum, 1750 to the Present]— This course will examine the art museum from the mid-eighteenth century to the present day. Focus will be on art museums in Europe and the United States. Topics will include the history of collecting, display methods, and the evolution of museum architecture. The course will involve field trips to local museums. (ART) (Enrollment limited)

[391. Prints and Printmaking]— Images created in multiple have been the most powerful way of disseminating visual imagery in human history. Woodcut, engraving, etching, lithography, silkscreen and now digital processes have all been used to create images which could be used alone as artistic expression or aids in collective enterprises such as book illustration, propaganda, journalism or advertising. The seminar will provide an opportunity for students to learn the rudiments of print connoisseurship and to study the history of printmaking, print publishing and the history of the illustrated book. The students will work with original prints in the collections of Trinity College and at other Connecticut institutions and works in private collections. (Enrollment limited)

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

[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)

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program director are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

101. Introduction to the History of Art in the West I— A survey of the history of art and architecture from the Paleolithic period to the Middle Ages, examining objects in their cultural, historical, and artistic contexts. (ART) (Enrollment limited) –Triff

103. Introduction to Asian Art— An introductory survey of the art of India, China, and Japan with reference to the cultural and religious contexts that gave rise to the architecture, sculpture, and painting of each civilization. (May be counted towards International Studies/Asian Studies) (ART) (Enrollment limited) –Sena

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.") (ART) (Enrollment limited) –FitzGerald

207. The Arts of China— This course will focus on the arts of China from the Neolithic period through the Qing Dynasty (ca. 6000 B.C.E.-1850 C.E.) We will study art produced for burial, Buddhist temples, the imperial court, and the scholar elite. We will consider architecture, sculpture, painting, bronze, jade lacquer, and ceramics, placing the art within its historical context and identifying what makes it uniquely Chinese. This 200-level lecture survey course will require a paper, a mid-term, and a final examination. (May be counted towards International Studies/Asian Studies) (ART) (Enrollment limited) –Sena

[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. (ART) (Enrollment limited)

[227. **Public Art**]— Art as part of public spaces or incorporated into architecture has been integral to artistic practice and civic patronage from antiquity to the present. This digital humanities course will give students the chance to create written, visual and interactive content while learning the history of art in public places from antiquity to the present. Students will curate tours and other digital features for a web catalog of public art and gain field experience working with Greater Hartford NGOs, Museums and Government. This course has a community learning component. (ART) (Enrollment limited)

[236. **High Renaissance Art in Italy**]— Italian painting, sculpture, and architecture from the end of the 15th century through the 16th century. Examines the work of the creators of the High Renaissance style, including Leonardo, Raphael, Michelangelo, and Titian. The emergence of mannerism in central Italy and its influences on North Italian and Venetian painters will also be explored. (ART) (Enrollment limited)

244. Empire Building: Architecture and Urbanism in Spanish America— Following the overthrow of the Aztec and Incan Empires, the Spanish Empire instituted programs of political, religious, and social control throughout Central and South America that permanently altered the cultural and artistic landscape of this region. Beginning with the foundation of the city of Santo Domingo in 1502 and ending with the “mission trail” of churches established by Junipero Serra in 18th-century Spanish California, this course will examine the art, architecture, and urbanism that projected the image of Spain onto the “New World.” Other issues to be discussed include the interaction between Spanish and local traditions, symbolic map-making, the emergence of a “Spanish Colonial” sensibility, and the transformations of form and meaning at individual sites over time. (ART) (Enrollment limited)
—Triff

[246. **Art in the Age of Absolutism: The European Baroque**]— During the seventeenth century, Europe underwent a series of civil, religious, and economic upheavals which paradoxically resulted in a period of extraordinarily innovative art. This course begins with the rise of the Roman Baroque, from the disturbing realism of Caravaggio to the multi-media theatricality of Bernini, examining artistic patronage and production in the highly charged political, social, and cultural contexts of Europe during and after the Thirty Years’ War. It continues with a study of the broad range of artistic response to these developments in both Southern and Northern Europe, from the elaborate state pageantry of Rubens to the intensely personal portraiture of Rembrandt. Other artists to be studied include Poussin, Le Brun, Zurbaran, Velazquez, Van Dyck, and Vermeer. (ART) (Enrollment limited)

[252. **18th-Century Art and Architecture**]— This course will examine the major artists, patrons, critics, and art movements of Europe in the Age of the Enlightenment, with emphasis on the reflections in the arts of the political, social, and technological changes that marked this early modern era. In early 18th-century France, we will trace the significance of the Academie Royale in Paris, of the French academy in Rome, and of state patronage and critical support for royal portraiture, secular and religious painting and the theatrical landscapes. As well as the more liberal climate that fostered the French Rococo, naturalists genre and still life painting. In Italy, we will focus on Venice and the Grand Tour. After a brief look at Goya’s early career and seminal student trip to Italy, we will consider the rise of satire, history painting, and portraiture in the 18th-century England. In conclusion, we will return to Paris to trace in its art, political, and social history the waning years of the ancient regime and the onset of the French Revolution. (ART) (Enrollment limited)

[258. **History of the Decorative Arts**]— This course examines the history of interior architecture and the many types of moveable objects that filled these spaces for both ceremonial and daily use in urban European cultures. While there will be some consideration of the 19th-20th centuries, the main emphasis will be on the 17th and 18th centuries in France, Italy, Germany and Britain. The course will fall into three parts: the study of interior architecture and the uses of interior spaces in palaces and private residences; the history of styles; the history of individual crafts, materials, and makers. The course will consider textile and tapestry, furniture, ceramics, metalwork and sculpture, crystal and glass. (Enrollment limited)

[261. **19th-Century Painting and Sculpture**]— A study of European painting and sculpture from the Roman-

ticism 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. (ART) (Enrollment limited)

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

[282. 20th-Century Avant Garde in Painting and Sculpture]— This course addresses the position of art in European and American society from 1890 to 1945 when the concept of the artist as a rebel and visionary leader defined art's relation to contemporary social, political, and aesthetic issues. The movements of symbolism, expressionism, cubism, dada, and surrealism are discussed. Current exhibitions and the collection of the Wadsworth Atheneum are used whenever appropriate. (ART) (Enrollment limited)

283. Contemporary Art— Following the Second World War, artists transformed the avant-garde tradition of their European predecessors to establish a dialogue with the mass media and consumer culture that has resulted in a wide array of artistic movements. Issues ranging from multiculturalism and gender to modernism and post-modernism 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) (Enrollment limited) –FitzGerald

286. Modern Architecture: 1900 to the Present— This course surveys broad developments in Western European and American architecture and urbanism from 1900 to the present. Topics include Viennese Modernism, the legacy of the Arts and Crafts movement, the Bauhaus, the International Style and the birth of Modernism, and reactions of the past 25 years. Close attention will be paid to such major figures as Le Corbusier, Frank Lloyd Wright, Walter Gropius, Mies van der Rohe, Louis Kahn, Robert Venturi and Frank Gehry. (ART) (Enrollment limited) –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. (GLB1) (Enrollment limited) –Gilbert

301. Major Seminar in Art Historical Method— Required of and limited to art history majors, as one of the first courses they take after declaring their major. Studies in the tradition and methodology of art historical research. Readings in classics of the literature of art history; discussions of major issues and meeting with scholars and museum professionals; students will pursue an active research project and present both oral reports and formal written research papers. (WEB) (Enrollment limited) –FitzGerald

306. Seminar: Arts of the Ming Dynasty 1368-1644— The arts flourished during the Ming Dynasty with the restoration of Chinese rule. The Imperial court patronized painters and supported ceramic production, especially undeglaze blue painted porcelain. Architectural accomplishments included the Forbidden City in Beijing as well as Buddhist temples. The gardens of Suzhou remain among the finest in the world. Scholar-amateur painters subtly reworked earlier styles. Other significant areas of artistic excellence were sculpture, textiles, lacquer, furniture, and cloisonné enamel. (May be counted towards international studies/Asian studies.) (ART) (Enrollment limited) –Sena

[341. Seminar in Baroque Art: Caravaggio]— This course will examine the life, work, and legacy of Michelangelo Merisi da Caravaggio (1571-1610) within the artistic and historical contexts of the Baroque era. Reviled and revered for his shockingly realistic painting style, along with his famous (but disputed) insistence on painting directly from life rather than from preparatory drawings, Caravaggio was the most influential painter of his time. Topics to be examined include Caravaggio's relationship to Counter-Reformation art and the Inquisition, his controversial religious scenes, themes of violence, eroticism and homoeroticism in his work, his working methods in light of recent technical analyses, his biographers and critical reception, and the works of his followers, or Caravaggisti, in Europe and beyond. This course fulfills the 17th century requirement in art history. Prerequisite: C- or better in Art History 102 or 246, or permission of instructor. (ART) (Enrollment limited)

382. The History of the Art Museum, 1750 to the Present— This course will examine the art museum from the mid-eighteenth century to the present day. Focus will be on art museums in Europe and the United States. Topics will include the history of collecting, display methods, and the evolution of museum architecture. The course will involve field trips to local museums. (ART) (Enrollment limited) –Curran

[397. Exhibition Project: Hartford Outdoor Sculpture]— upper-level seminar will study the history of large scale bronze sculpture and students will curate an exhibition on sculpture in public places in and near Hartford. The student will do research, write entries, document the sculpture photographically, and create a catalog that may become an online source and a smart device app. This course will fulfill the requirement for an upper-level intensive writing seminar for art history majors. (ART) (Enrollment limited)

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

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program director are required for enrollment. (0.5 - 1 course credit) –Staff

497. Senior Thesis— 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

Asian Studies

See International Studies Program, p. [301](#).

Biochemistry

Professor Curran, Chair

OVERVIEW OF MAJOR

The biochemistry major is offered by the Chemistry Department, and students can choose one of two tracks, either the biochemistry track or the neurobiochemistry track. For further information concerning progress toward the major, please consult the description of the chemistry major. Majors fulfilling the biochemistry track may choose a curriculum that meets the requirements for certification by the American Chemical Society for undergraduate training in chemistry. Students wishing to be so certified must take CHEM 312L or 314L and CHEM 404. Majors fulfilling the neurobiochemistry track may choose a curriculum that meets the requirements for certification by the American Chemical Society for undergraduate training in chemistry. Students wishing to be so certified must take CHEM 309L, 312L and 314L and one course from either BIOL 224L or BIOL 227L.

Students who are considering a major in biochemistry should consult a member of the Chemistry Department faculty as soon as possible after arriving on campus. Those who intend to enter a health-related profession should consult with a member of the Health Professions Advisory Committee.

REQUIREMENTS

Biochemistry

Eleven courses are required for the biochemistry major. A grade of at least C- must be obtained in all required courses.

Core courses: The biochemistry track consists of the following one-semester courses: CHEM 211L, 212L, 309L, 311L, 313, 316L; PHYS 231L; MATH 132; BIOL 317L

Electives: Two elective courses are required. One elective course must be BIOL 308L, 227L, or 224L. The second elective may be selected from any course in chemistry at the 300 level or above, or in biology at the 200 level or above. Students must take any laboratories associated with courses used to satisfy the elective requirement. Independent study and research may not be used to meet this requirement. Choice of electives should be made on the basis of the individual students' educational objectives and after consultation with the student's major adviser.

Neurobiochemistry

Twelve courses are required for the neurobiochemistry major. A grade of at least C- must be obtained in all required courses.

Core courses: The neurobiochemistry track consists of the following one-semester courses: CHEM 211 L, 212L, 311L, 313, 316L; PHYS 231L; MATH 132; BIOL 317L; NESC 201L, 401.

Electives: One elective course from ENGR 311 or 316; and one elective course from BIOL 224L, BIOL 227L, CHEM 312L, CHEM 404, NESC 362, NESC 402, PSYC 261 or NESC/PSYC 364. Students must take any laboratories associated with courses used to satisfy the elective requirement. Independent study and research may not be used to meet this requirement. Choice of electives should be made on the basis of the individual students' educational objectives and after consultation with the student's major adviser.

Capstone/Senior Project: The senior exercise for the biochemistry major (both tracks) is CHEM 316L. Students may also undertake a senior thesis. A senior thesis requires a substantial amount of laboratory work. Students contemplating writing a thesis should therefore consult with their research advisers in their junior year. A Chemistry Department thesis application form (available from the chemistry secretary) must be submitted to the chair of the department by the end of the first week of classes of the fall semester of their senior year. Chemistry faculty members will evaluate applications. Students whose thesis applications are approved will enroll in CHEM 499. Senior Thesis for 1 credit in the spring semester of their senior year and participate in the departmental seminar series.

Writing Requirement: The Writing Intensive Part II requirement for the biochemistry major (both tracks) is fulfilled by CHEM 311L.

ADDITIONAL OPPORTUNITIES

AP/IB credit: Students with an AP Chemistry test score of 4 or better will receive one course credit. This credit can be used to fulfill graduation requirements, but it cannot be used to fulfill any Chemistry Department prerequisite.

Study away: Biochemistry majors wishing to study away should plan well in advance of the semester or year they intend to go abroad. There are a variety of programs available, and students should review the information provided by the Office of Study Away and schedule a meeting with Professor Parr, the study-abroad adviser in the Chemistry Department. In recent years, majors have studied in Australia and the British Isles.

In addition, students planning to study abroad who wish to have a course or courses counted toward partial fulfillment of the requirements for the chemistry or biochemistry major must present in writing a complete description of such courses for prior approval by the chair of the department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the chair of the department. This must include a certified transcript from the institution.

Honors: Honors will be awarded to students with a B+ average (3.33 or better) in all courses required for the major. A student must also complete at least one course credit of laboratory research (CHEM 425) approved by the Chemistry Department and earn a grade of at least B+.

Biology

Associate Professor Foster, Chair; Thomas S. Johnson Distinguished Professor of Biology Blackburn, Charles A. Dana Research Professor Dunlap, Professor Fleming, Charles A. Dana Professor of Biology Schneider; Associate Professors Foster, Guardiola-Diaz, and Smedley●; Assistant Professors Bush and Pitt; Principal Lecturer and Laboratory Coordinator O'Donnell●●; Lecturer and Laboratory Coordinator Fournier

OVERVIEW OF MAJOR

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

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

Students who are considering a major in biology should consult a member of the Biology Department as early in their undergraduate career as possible. The faculty member will help plan a sequence of courses appropriate for the student's particular interests and needs. If the biology major is to be used as preparation for one of the health-related professions, the student should consult with a member of the Health Professions Advising Committee (see the advising section in the *Bulletin*).

REQUIREMENTS

Course requirements for a major in biology (B.S. or B.A.) include 9 courses from the Department of Biology, with a minimum of 6 lab courses. In addition, the major requires three cognate courses in chemistry and mathematics. No course with a grade less than C- may be counted toward the major.

Both degrees offer students breadth and depth in the field. The bachelor of science degree is recommended to undergraduates who want the strongest background in the discipline and to students who are interested in pursuing a graduate degree in the biological sciences. The bachelor of arts degree offers a level of flexibility and is appropriate for students with plans that do not necessarily include graduate school. Either the B.S. or B.A. degree is appropriate for students aspiring to health professions schools.

Concentrations/Tracks:

Students may opt to fulfill a concentration in a particular area of biology by completing four electives within any one of the groups listed below. This concentration will be indicated on the student's transcript (e.g., "Biology: Biomedical Sciences Concentration"). Transfer courses may be applied toward a concentration as approved by the department chair. Four courses fulfill a concentration in one area; students are limited to selecting one concentration.

Biomedical Sciences concentration:

- BIOL 206L. Histophysiology
- BIOL 224. Genetics
- BIOL 227L. Cell Biology
- BIOL 244. Biology of Infectious Disease
- BIOL 308L. Microbiology
- BIOL 315L. Vertebrate Zoology
- BIOL 317L. Biochemistry
- BIOL 319L. Animal Physiology
- BIOL 446. Bacterial Pathogenesis
- BIOL 473. Sensory Biology
- NESC 210. Neuroendocrinology

Organismal and Evolutionary Biology concentration:

BIOL 215L. Botany
BIOL 222L. Invertebrate Zoology
BIOL 300. Evolutionary Thought
BIOL 302. Amphibian Ecology and Conservation
BIOL 308L. Microbiology
BIOL 315L. Vertebrate Zoology
BIOL 319L. Animal Physiology
BIOL 336L. Marine and Freshwater Botany
BIOL 434. Stressed Out: How Plants Respond to Their Stressful Environments
BIOL 456L. Biology of Communication
BIOL 468. Marine Phytogeography
BIOL 473. Sensory Biology

Cellular/Molecular Biology concentration:

BIOL 206L. Histophysiology
BIOL 211. Electron Microscopy
BIOL 224. Genetics
BIOL 226L. Recombinant DNA Technology
BIOL 227L. Cell Biology
BIOL 310L. Developmental Biology
BIOL 317L. Biochemistry
BIOL 434. Stressed Out: How Plants Respond to Their Stressful Environments
BIOL 446. Bacterial Pathogenesis
BIOL 464. Molecular Genetics
NESC 402. Cellular and Molecular Neurobiology

Field Biology and Ecology concentration:

BIOL 215L. Botany
BIOL 222L. Invertebrate Zoology
BIOL 233. Conservation Biology
BIOL 302. Amphibian Ecology and Conservation
BIOL 315L. Vertebrate Zoology
BIOL 333L. Ecology
BIOL 336L. Marine and Freshwater Botany
BIOL 460L. Advanced Topics: Winter Ecology
BIOL 463L. Ecological Concepts and Methods
BIOL 468. Marine Phytogeography
School for Field Studies (SFS) field course (as approved by the department)

Core Courses:

The core sequence of biology courses is as follows:

BIOL 182L. Evolution of Life
BIOL 183L. The Cellular Basis of Life

First year students interested in the life sciences are strongly advised to take BIOL 182L and CHEM 111L in the fall semester, followed by BIOL 183L and CHEM 112L in the spring semester. Both BIOL 182L and BIOL 183L are required by most upper-level courses in biology, so completing them in the first year allows the greatest number of

course options in the second year. If necessary, students may begin the introductory series with BIOL 183L in the spring, followed by BIOL 182L in the following semester. Students are strongly advised to complete CHEM 111L and CHEM 112L by the end of their sophomore year; this provides the greatest flexibility in course choices later on.

Students must complete 1 course in Group I, 1 course in Group II, and 1 course in Group IV:

Biodiversity—Group I offerings provide exposure to the biology of organisms other than vertebrates, groups that comprise the vast majority of all life. These courses employ an integrative approach with an emphasis on biodiversity.

BIOL 215L. Botany
BIOL 222L. Invertebrate Zoology
BIOL 308L. Microbiology
BIOL 336L. Marine and Freshwater Botany

Group II: Cellular/molecular basis of life—Group II offerings will ensure that students gain competence in the cellular and molecular processes that are fundamental to life.

BIOL 226L. Recombinant DNA Technology
BIOL 227L. Cell Biology
BIOL 317L. Biochemistry

Group IV: Capstone courses—Group IV courses provide students with a culminating experience in the major, and satisfy the senior exercise requirement. These courses also satisfy the Writing Intensive Part II requirement for the major. Students using BIOL 419 or 425 to satisfy the Group IV requirement should inform their research advisor so that appropriate writing intensive assignments can be arranged.

BIOL 419. Research in Biology (Library), plus BIOL 403 or BIOL 404
BIOL 425. Research in Biology (Laboratory), plus BIOL 403 or BIOL 404
BIOL 430. Avian Ecology and Conservation
BIOL 434. Stressed Out: How Plants Respond to Their Stressful Environments
BIOL 446. Bacterial Pathogenesis
BIOL 456L. Biology of Communication
BIOL 460L. Advanced Topics: Winter Ecology
BIOL 464. Molecular Genetics
BIOL 468. Marine Phytogeography
BIOL 473L. Sensory Biology
NESC 432. Nutrition and Brain Health

Required cognate courses include CHEM 111L and 112L, which should be completed no later than the end of the sophomore year, and one of the following courses in quantitative methods:

MATH 107. Elements of Statistics
MATH 126. Calculus with Algebra and Trigonometry
MATH 131. Calculus I
MATH 132. Calculus II
MATH 142. Accelerated Calculus II
MATH 207. Statistical Data Analysis
PSYC 221L. Research Design and Analysis

Electives:

Group III: Electives in biology—Group III courses are intended to allow students the opportunity to explore other areas of biology in detail. **Only one course outside of Biology from the list below will be accepted as a Group III elective.**

BIOL 175. Genome Analysis
BIOL 206L. Histophysiology
BIOL 211L. Electron Microscopy
BIOL 224 or 224L. Genetics
BIOL 233. Conservation Biology
BIOL 244. Biology of Infectious Disease
BIOL 300. Evolutionary Thought
BIOL 310L. Developmental Biology
BIOL 315L. Vertebrate Zoology
BIOL 319L. Animal Physiology
BIOL 333L. Ecology
NESC 201 or 201L. Principles of Neuroscience: Neurobiology
BIOL 419 or 425, Research. Students who wish to use Research in Biology as one of their nine majors courses must either take two semesters of BIOL 419 or 425, or one semester of either with concurrent enrollment in BIOL 403 or 404, Research Seminar.

Capstone/Senior Project:

The Group IV courses listed above are capstone courses.

The Bachelor of Science in Biology additionally requires BIOL 224 Genetics and one more cognate course in the physical sciences, either in Physics or Chemistry. Students typically elect to take PHYS 101 or CHEM 211.

Bachelor of arts in biology

One of the following courses may be used as an elective toward the bachelor of arts degree if taken before completion of the introductory sequence of BIOL 182 and 183:

BIOL 111. Winter Ecology
BIOL 116. Biogeography
BIOL 119. Nutrition: Food and Fads
BIOL 120. Genes, Clones, and Biotechnology
BIOL 122. Toxicology
BIOL 124. Genes and Human Disease
BIOL 140. Biological Systems
BIOL 141. Global Perspectives in Biodiversity and Conservation
NESC 101. The Brain
NESC 262. Introduction to Animal Behavior
PSYC 261. Brain and Behavior

ADDITIONAL OPPORTUNITIES

AP/IB credit: Students who receive a score of 4 or 5 on the Advanced Placement examination in biology may receive one course credit toward graduation. This course credit may **not** be counted toward the biology major, nor does it exempt students from any of the courses required for the major. IB credit is also not accepted for credit towards the Biology major.

Study away: While there are many general programs of study abroad for Trinity students, biology majors interested in foreign study should be aware of programs designed particularly for serious biological study outside the College. Examples of suitable programs in which Trinity students participate regularly are listed below:

- Duke University Marine Laboratory
- DIS Copenhagen
- School for Field Studies (field sites in Kenya/Tanzania, Costa Rica, Turks and Caicos Islands, Bhutan, and Australia/New Zealand)
- Organization for Tropical Studies

- Marine Biological Laboratory Semester in Environmental Science
- SEA Semester, Woods Hole

Consortium Courses: The Biology Department accepts biology credits for pre-approved courses taken from Consortium institutions.

Upon approval from the Chair, up to 3 biology courses taken away from Trinity may be counted towards the biology major. Students wishing to transfer more than 3 courses should petition the Department for permission.

Honors: Students seeking honors must apply for the honors program in biology. This application must be in written form and should be submitted to the chair of biology before the sixth week of classes of a student's sixth semester. The biology faculty 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 3.3 (B+). In addition, they must demonstrate in their work a scholarly intent. Students not qualifying for the honors program after five semesters may be invited by the faculty to enter the program at a later time.

The biology minor—The minor in biology is an option for students who are not majoring in the subject but who wish to enhance their biological background in conjunction with other academic interests. The minor offers students the opportunity to explore one or more aspects of biology or to sample broadly from across the departmental curriculum. A minor in the subject also may help prepare students for postgraduate careers in areas related to the life sciences, including environmental consulting, scientific publishing, environmental law, nutrition, science teaching, and allied health fields. In order to declare a minor in biology and to plan a course of study, a student should meet with the chair of the Biology Department.

The minor in biology consists of five courses in the biological sciences (including at least four with labs). These five courses include (a) BIOL 182L and 183L and (b) three departmental electives (at least two with labs). Eligible departmental electives include all 200-, 300-, and 400-level biology courses. In addition, students may apply *one course* from the following list toward a biology minor:

BIOL 111. Winter Ecology
BIOL 116. Biogeography
BIOL 119. Nutrition: Food and Fads
BIOL 120. Genes, Clones, and Biotechnology
BIOL 122. Toxicology
BIOL 124. Genes and Human Disease
BIOL 140. Biological Systems
BIOL 141. Global Perspectives on Biodiversity and Conservation
NESC 101. The Brain
NESC 201. Principles of Neuroscience
NESC 210. Neuroendocrinology
NESC 262. Introduction to Animal Behavior
NESC 432. Nutrition and Brain Health
PSYC 261. Brain and Behavior

Two semesters of BIOL 425 Research in Biology (Laboratory) may serve as one lab course. Only one of the five biology courses can be a transfer credit except in circumstances approved by the department. No course with a grade less than C- may be counted toward the minor.

Fall Term

[120. Genes, Clones, and Biotechnology]—This course will focus on the fundamental concepts of genetics and human reproduction upon which current biotechnologies are based. Topics will include patterns of heredity, the molecular biology of gene structure and function, the manipulation and analysis of DNA, genes and disease, mutation, reproduction and embryonic development. The application of this knowledge as it is used in genetic screening, gene therapy, forensic medicine, embryo cloning, the production of transgenic organisms, and other biotechnologies will be discussed. In addition, the social, legal, and ethical ramifications of these technologies will be considered. Not creditable to the Bachelor of Science degree in Biology. (NAT) (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. (NAT) (Enrollment limited) –O'Donnell

[140. Biological Systems]— This course explores the biology of animals (including humans) from standpoints of anatomy, physiology, and evolution. We shall consider basics of cell biology, genetics, development, and structure and function of the major organ systems (e.g., digestive, respiratory, excretory, nervous, endocrine, and reproductive systems). Evolutionary processes that have yielded animal diversity will also be explored. Laboratory activities include anatomical dissection, as well as explorations of microscopy, physiology, behavior, population genetics, and molecular biology. Not creditable to the Bachelor of Science degree in Biology. This course fulfills the biology course requirement for students majoring in psychology and engineering. (NAT) (Enrollment limited)

141. Global Perspectives on Biodiversity and Conservation— This lecture and discussion course focuses on the current biodiversity crisis. We will discuss biological diversity and where it is found and how it is monitored, direct and indirect values of biodiversity, and consequences of biodiversity loss. Topics of discussion will also include the problems of small populations, the politics of endangered species, species invasions and extinctions, and the role of humans in these processes, design and establishment of reserves, captive breeding, and the role that the public and governments play in conserving biological diversity. Not creditable to the Bachelor of Science degree in Biology. This course is not open to students who have already received a C- or better in Biology 233 (Conservation Biology). (GLB3) (Enrollment limited) –Pitt

182. Evolution of Life— This course will provide an introduction to life on Earth from an evolutionary perspective. Through lecture and discussion, we will examine evolutionary principles, inheritance, biodiversity, physiological adaptations, and ecology. The laboratory will provide the opportunity to explore biological concepts through observation, experimental design, and analysis. (1.25 course credits) (NAT) (Enrollment limited) –Blackburn, Dunlap, Fournier, O'Donnell, Schneider

206. Histophysiology— This course provides a comprehensive survey of the structure, composition, and function of tissues and their cellular and non-cellular components. Particular emphasis is placed on structural organization and structural-functional relationships of mammal tissues, with comparisons to other vertebrates. Recent microscopic research conducted at Trinity will also be considered. In the laboratory, students learn fundamentals of cell and tissue morphology through light microscopy and examination of electron micrographs. A background in general or organic chemistry is useful. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited) –Blackburn

215. Botany— An introductory study of the structure, function, development, metabolism, reproduction, dispersal, ecology, and evolution of plants. Plant/animal interactions and co-evolution will be considered. Laboratory exercises and field work are designed to involve students with important concepts discussed in lecture. Prerequisite: C- or better in Biology 182L, or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited) –Schneider

224. Genetics— A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. This course may be taken without laboratory by registering for only Biology 224-01. Prerequisite: C- or better in Biology 182L or Biology 183L, or permission of instructor. (NAT) (Enrollment limited) –Fleming

224L. Genetics Laboratory— A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. Prerequisite: C- or better in BIOL 224-01, or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Fleming

226. Recombinant DNA Technology— Human gene therapy, genetically-engineered crop plants, and transgenic mice are all possible because of the powerful techniques developed to manipulate nucleic acids and proteins. This course will introduce you to the fundamental methods at the heart of this technology—DNA isolation, restriction digestion, DNA recombination, Southern blotting, and DNA library screening. The emphasis will be on the laboratory experience, with lectures covering current examples of research using the techniques described. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited) –Bush

[233. Conservation Biology]— This lecture and discussion course focuses on the science and theory of this interdisciplinary field. Biological concepts examined include biodiversity and the definition of species, patterns of species vulnerability, population dynamics of small populations, extinctions and invasions, rarity, metapopulations, conservation genetics, reserve design, captive breeding, endangered species, habitat fragmentation, and population recovery programs. Interactions between biology, human concerns regarding resource management, and the political process will also be considered. Prerequisite: C- or better in Biology 182L, or permission of instructor. (NAT) (Enrollment limited)

[244. Biology of Infectious Disease]— The infectious disease process is multifactorial. In order to understand how bacteria and viruses cause disease, it is necessary to examine the delicate relationship that exists between the host and the infectious organism. This course will focus on understanding the human immune system in health and in disease, as well as the mechanisms employed by microorganisms to escape the immune response. A stepwise approach to the infectious process will be taken in this lecture- and discussion-based course, beginning with initial encounter between the host and the infectious agent and ending with the transmission of the agent to a new host. Although human disease will be the main focus, some infectious agents of plants and other animals will also be discussed. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (GLB3) (Enrollment limited)

[250. Genomics Research Program Seminar]— This course serves to transition students from their focused first year experience to the broader field of biological research, both at Trinity and beyond. Students will read primary research literature from the full range of the life sciences - from molecules to ecosystems - and discuss common themes and problems in biological research. Students will also interact with all faculty and upper-level students conducting biological research at Trinity and will attend presentations of guest-lecturers from other colleges and universities. Prerequisite: C- or better in FYSM 170 (Phage Hunters), and Biology 175. (0.5 course credit) (NAT) (Enrollment limited)

317. Biochemistry— A study of the molecular reactions that sustain life. Topics include biomolecule structure and function, enzyme kinetics, bioenergetics, and integration and regulation of metabolic pathways. The laboratory exercises include chromatography, electrophoresis, spectroscopy and bioinformatic analysis. Prerequisite: C- or better in Chemistry 212L, Biology 182L and Biology 183L. (1.25 course credits) (NAT) (Enrollment limited) –Guardiola-Diaz

[317. Biochemistry]— A study of the molecular reactions that sustain life. Topics include biomolecule structure and function, enzyme kinetics, bioenergetics, and integration and regulation of metabolic pathways.

Students majoring in biochemistry or using the course to satisfy the Group II requirement for the biology major must also enroll in the lab. Prerequisite: C- or better in Chemistry 212L, Biology 182L and Biology 183L. (NAT) (Enrollment limited)

[317L. Biochemistry Laboratory]— An exploration of how biochemistry is probed in the laboratory. Experiments may include chromatography, electrophoresis, enzyme kinetics and DNA manipulation.

Students enrolled in the Biochemistry laboratory must also be enrolled in the lecture section. Prerequisite: C- or better in Biology 317-01, or concurrent enrollment. (0.25 course credit) (Enrollment limited)

319. Animal Physiology— This course examines the physiological mechanisms underlying four fundamental functions—movement, sensation, feeding, and reproduction. How do physiological systems operate to enable organisms to live in drastically different habitats? What are the common cellular and molecular mechanisms shared by diverse animals? The laboratory will consist of several preparations examining developmental, sensory, endocrine,

and muscle physiology, followed by more detailed, independent investigations of one of these preparations. Prerequisite: C- or better in Biology 182 and Biology 183, or Biology 140 and Physics 141, or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited) –Dunlap

333. Ecology— A study of the adaptations of organisms to their environment and of the interrelationships among organisms that determine the structure and attributes of natural populations and biological communities. Field trips and laboratory exercises use sampling methods and statistical techniques to analyze the response of organisms to their physical environment, selected population phenomena, and different natural communities. Several field trips are required during the term. It is recommended that students take Biology 215L and 222L before enrolling, but they are not prerequisites. Prerequisite: C- or better in Biology 182L, or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited) –Ehlert

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 are required for enrollment. (0.5 - 1 course credit) –Staff

403. Research Seminar— Students engaged in laboratory or field research, as well as honors candidates conducting library research, will meet with the biology faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Concurrent enrollment in either Biology 419 or 425 is required. This course is open to seniors only. (0.5 course credit) (NAT) (Enrollment limited) –Foster

419. Research in Biology (Library)— Students will conduct library research projects under the direction of an individual faculty member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Seniors and those using library research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 403). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) (NAT) –Staff

425. Research in Biology— (0.5 - 1 course credit) –Staff

[430. Avian Ecology and Conservation]— This seminar/discussion course will focus on issues related to the ecology and conservation of birds. We will examine current areas of research at several levels, including genetic, species, population, community, and landscape. Class discussions will focus on readings from the current ornithological literature, and class will be organized around student presentations of this material. A research project is required. Prerequisite: C- or better in Biology 182L, or permission of instructor. (WEB) (Enrollment limited)

[446. Bacterial Pathogenesis]— This seminar will examine the intricate relationship between a bacterial pathogen and a mammalian host. Bacteria have evolved a wide array of virulence factors that allow them to circumvent host defense mechanisms and cause disease. Many of these virulence factors have been identified and studied at the molecular level. Additionally, a study of the host immune system is essential for an understanding of the ability of microorganisms to cause disease. The molecular biology of bacterial virulence as well as the host response to pathogens will be examined through readings and discussions of the primary literature. Prerequisite: C- or better in Biology 183L and one of the following: Biology 227L, or Biology 308L, or Biology 317L, or permission of instructor (WEB) (Enrollment limited)

[464. Molecular Genetics]— An examination of the current molecular explanations of the structure, maintenance, control, and expression of genes in both prokaryotic and eukaryotic organisms. Biology 227L is recommended. Prerequisite: C- or better in Biology 224 (WEB) (Enrollment limited)

466. Teaching Assistantship— Students who have been invited to serve as teaching assistants will register for this course. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. See paragraph on teaching assistants in the description of the major. Not creditable to the major. (0.5 course credit) –Staff

[468. Marine 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 primary phytogeographical literature. An investigative search and term paper on the known distribution of a marine alga is required. Prerequisite: C- or better in Biology 336L or permission of instructor. (WEB) (Enrollment limited)

[490. **Research Assistantship**]— (0.5 course credit)

Spring Term

111. Winter Ecology— Winters in Connecticut are cold and snowy, yet life persists in this stark environment. Through this ecology course we will explore a variety of amazing strategies by which animals and plants meet winter's challenges. In addition to lectures and discussions, during our regular class time on certain weeks we will have required field labs providing firsthand experience with winter ecology. The only prerequisites are a sense of curiosity for the natural world, warm winter clothing, and the ability to understand basic quantitative material. Not creditable to the Bachelor of Science degree in Biology. (NAT) (Enrollment limited) –Smedley

122. Toxicology— Toxicology is often described as the study of poisons. This course will outline the principles of toxicology (absorption, distribution, biotransformation and excretion), focusing on toxicity to humans. We will examine common substances that could, at some dose, be toxic, exploring dose-response relationships, susceptible populations, risk assessment and the precautionary principle. The biological effect of common toxins such as lead, gasoline, household cleaners, and particulate air pollution, but also compounds such as alcohol, pain relievers, caffeine, over-the-counter medications and drugs of abuse will be discussed. Case studies will be used to illustrate concepts. Not creditable to the Bachelor of Science degree in Biology. (NAT) (Enrollment limited) –Draper

[124. **Genes and Human Disease**]— A lecture course to investigate the role of genetics in human disease. Through readings, lectures, and discussions we will address how variation in one's genome can cause monogenic diseases as well as complex conditions such as cancer and diabetes. We will begin with an understanding of the DNA that makes up our genes and then look at physical manifestations that result when gene sequence and function is altered. Not creditable to the Bachelor of Science degree in Biology. (NAT) (Enrollment limited)

[140. **Biological Systems**]— This course explores the biology of animals (including humans) from standpoints of anatomy, physiology, and evolution. We shall consider basics of cell biology, genetics, development, and structure and function of the major organ systems (e.g., digestive, respiratory, excretory, nervous, endocrine, and reproductive systems). Evolutionary processes that have yielded animal diversity will also be explored. Laboratory activities include anatomical dissection, as well as explorations of microscopy, physiology, behavior, population genetics, and molecular biology. Not creditable to the Bachelor of Science degree in Biology. This course fulfills the biology course requirement for students majoring in psychology and engineering. (NAT) (Enrollment limited)

183. Cellular Basis of Life— In this introductory level course, we will examine cells as the fundamental unit of life, discussing features common to all cells, and exploring specializations that confer unique properties to different cell types. The laboratory will provide the opportunity to explore biological concepts through observation, experimental design, and analysis. (1.25 course credits) (NAT) (Enrollment limited) –Bush, Fleming, Fournier, Guardiola-Diaz

211. Electron Microscopy— Electron microscopes are sophisticated research instruments that allow examination of specimens at very high magnification (up to 250,000x). Thus, they provide valuable information about cell structure and function and serve as diagnostic tools in human medicine. In this course, students learn how to prepare specimens for electron microscopic study, to use EMs to examine and digitally photograph them, and to interpret the resultant images. The theory behind these techniques will be considered, as will application of electron microscopy to research questions and clinical issues. Prerequisite: C- or better in Biology 182 or Biology 183 and consent of instructor (1.25 course credits) (Enrollment limited) –Blackburn

222. 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 that relate adaptations in structural patterns and physiological processes of organisms to their marine, freshwater, or terrestrial environments. Prerequisite: C- or better in Biology 182L or

permission of instructor. (1.25 course credits) (NAT) (Enrollment limited) –Smedley

[226. Recombinant DNA Technology]— Human gene therapy, genetically-engineered crop plants, and transgenic mice are all possible because of the powerful techniques developed to manipulate nucleic acids and proteins. This course will introduce you to the fundamental methods at the heart of this technology—DNA isolation, restriction digestion, DNA recombination, Southern blotting, and DNA library screening. The emphasis will be on the laboratory experience, with lectures covering current examples of research using the techniques described. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited)

[227. Cell Biology]— A study of cell structure and function, emphasizing 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. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited)

233. Conservation Biology— This lecture and discussion course focuses on the science and theory of this interdisciplinary field. Biological concepts examined include biodiversity and the definition of species, patterns of species vulnerability, population dynamics of small populations, extinctions and invasions, rarity, metapopulations, conservation genetics, reserve design, captive breeding, endangered species, habitat fragmentation, and population recovery programs. Interactions between biology, human concerns regarding resource management, and the political process will also be considered. Prerequisite: C- or better in Biology 182L, or permission of instructor. (NAT) (Enrollment limited) –Pitt

[302. Amphibian Ecology and Conservation]— Amphibians are undergoing a dramatic and rapid global decline due to a variety of factors including habitat degradation and destruction, over-exploitation, disease, and climate change. This seminar and discussion course will explore the ecology of amphibians, the causes and implications of their decline, and amphibian-focused conservation efforts. Students will gain experience reading, evaluating, presenting, and discussing peer-reviewed scientific journal articles, government documents, and non-government organization publications. Prerequisite: C- or better in Biology 182L or Biology 183L, or permission of instructor. (NAT) (Enrollment limited)

308. 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. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited) –Foster

310. Developmental Biology— A study of the developmental processes in animals with emphasis on vertebrates. Modern theories of development are emphasized. Laboratory exercise will include studies of the developmental anatomy of several animals with emphasis on the early embryology of the chick. In addition, experiments dealing with several aspects of animal morphogenesis will be pursued and selected techniques used in experimental studies of animal development will be introduced. Prerequisite: C- or better in Biology 182L or Biology 183L, or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited) –Fleming

[315. Vertebrate Zoology]— A broad-based survey of the biological diversity and evolution of the vertebrates. Special emphasis will be placed on functional morphology, physiology, paleontology, and ecology, as related to evolutionary history. The laboratory will introduce the student to the fundamentals of vertebrate anatomy through the dissection of such animals as the dogfish shark, the cat, and the lamprey. Other lab exercises will deal with functional analysis and reconstruction of phylogenetic relationships. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited)

[319. Animal Physiology]— This course examines the physiological mechanisms underlying four fundamental functions—movement, sensation, feeding, and reproduction. How do physiological systems operate to enable organ-

isms to live in drastically different habitats? What are the common cellular and molecular mechanisms shared by diverse animals? The laboratory will consist of several preparations examining developmental, sensory, endocrine, and muscle physiology, followed by more detailed, independent investigations of one of these preparations. Prerequisite: C- or better in Biology 182 and Biology 183, or Biology 140 and Physics 141, or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited)

[336. Marine and Freshwater Botany]— A study of the life histories and environmental strategies of aquatic algae, bryophytes, and vascular plants. The course will highlight the physiological problems and anatomical adaptations associated with life in various fluid environments. Fieldwork in a peat bog, Long Island Sound, and fresh-water environments supplements self-designed research projects on reproductive morphology, growth studies, and physiology of selected aquatic plants. Prerequisite: C- or better in Biology 182L. Biology 215L is recommended. (1.25 course credits) (NAT) (Enrollment limited)

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 are required for enrollment. (0.5 - 1 course credit) –Staff

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. Concurrent enrollment in either Biology 419 or 425 is required. This course is open only to senior Biology majors (0.5 course credit) (NAT) (Enrollment limited) –Fleming

419. Research in Biology (Library)— Students will conduct library research projects under the direction of an individual faculty member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Seniors and those using library research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 403). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) (NAT) –Staff

[419. Research in Biology (Library)]— Students will conduct library research projects under the direction of an individual faculty member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Seniors and those using library research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 404). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) (NAT)

432. Nutrition and Brain Health— An exploration of the critical role of the brain in the regulation of food intake and of the effect of dietary nutrients in brain function. This seminar will highlight metabolic requirements for optimal brain health and will critique nutritional approaches to manage neurological disorders. Students will analyze, discuss and present relevant literature in physiology, cellular and molecular biology, and neuroscience. This seminar meets the Writing Emphasis 2 requirements in the biology and neuroscience major. Prerequisite: C- or better in Biology 182L or Biology 183L, and C- or better in Biology 227L or BIOL 317L, or Neuroscience 201, or permission of instructor (WEB) (Enrollment limited) –Guardiola-Diaz

434. Stressed Out: How Plants Respond to Their Stressful Environments— Current areas of research that we will explore include physiological and genetic studies of the molecular mechanisms of tolerance to drought, salt, shade, flooding, and other suboptimal environmental conditions including climate change. Students will engage with the literature through in-depth reading, presenting articles, and writing short reviews and a longer, research paper. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (Enrollment limited) –Bush

[460. Advanced Topics: Winter Ecology]— Winter shapes nature in the Northeast. To grasp how organisms cope with winter's environmental challenges, it is necessary to integrate concepts from a number of biological disciplines ranging from biochemistry, physiology, morphology, behavior, ecology, and evolution. Students will do this by engaging with relevant literature, presenting and discussing papers, conducting field studies, and producing a term

paper. The course meets the Writing Emphasis 2 requirement in the biology major. Prerequisite: C- or better in Biology 333L or Biology 222L, or Permission of Instructor. Prerequisite: C- or better in Biology 333L or Biology 222L, or Permission of Instructor. (1.25 course credits) (WEB) (Enrollment limited)

466. Teaching Assistantship— Students who have been invited to serve as teaching assistants will register for this course. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. See paragraph on teaching assistants in the description of the major. Not creditable to the major. (0.5 course credit) –Staff

468. Marine 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 primary phytogeographical literature. An investigative search and term paper on the known distribution of a marine alga is required. Prerequisite: C- or better in Biology 336L or permission of instructor. (WEB) (Enrollment limited) –Schneider

[473. Sensory Biology]— This integrative course examines the cell biology, development, physiology and ecology of the senses (vision, audition, olfaction, taste and touch). We will discuss the complex ways humans gather, filter and process sensory information; and how animals sense the world quite differently. Prerequisite: C- or better in Biology 182, and Biology 183L, and Biology 319L or Neuroscience 201, or permission of instructor. (1 - 1.25 course credits) (WEB) (Enrollment limited)

[490. Research Assistantship]— (0.5 course credit)

497. Honors Thesis— An extended paper on the subject of the student's two-semester research project with a professor in biology, to be read by three or more members of the department. This course is open only to those biology majors who wish to qualify for honors (see paragraph on Honors in Biology in the description of the major). Simultaneous enrollment in Biology 419 or 425 and 404, submission of the special registration form available in the Registrar's Office, and approval of the instructor and chair are required for enrollment. Prerequisite: Concurrent enrollment in Biology 419 or Biology 425 and Biology 404. (0.5 course credit) (WEB) –Staff

Courses Originating in Other Departments

Neuroscience 101. The Brain— View course description in department listing on p. [374](#). –Church

Neuroscience 201. Principles of Neuroscience— View course description in department listing on p. [374](#). Prerequisite: C- or better in Biology 182 and 183 and Psychology 261 or Permission of Instructor. –Church, Helt, Martinez, Masino

Neuroscience 201L. Principles of Neuroscience Laboratory— View course description in department listing on p. [374](#). Prerequisite: C- or better in Biology 183L or permission of instructor. –Swart

[Neuroscience 402. Cellular and Molecular Neurobiology]— View course description in department listing on p. [375](#). Prerequisite: C- or better in Neuroscience 201, Biology 317L, or permission of instructor.

Caribbean and Latin American Studies

See International Studies Program, p. [303](#).

Chemistry

Professor Curran, Chair; Professor Prigodich; Scovill Professor of Chemistry Moyer; Associate Professors Church and Parr; Assistant Professors Brindle, Hanson, Kovarik; Principal Lecturer Morrison; Laboratory Coordinator and Senior Lecturers Fitzgerald and Rau; Visiting Assistant Professor Thilakarathne; Visiting Lecturer Mathew

OVERVIEW OF MAJOR

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

A chemistry major can lead to a variety of careers besides chemical research. These include the health professions, teaching, law, business, and management. A chemistry major is also an excellent preparation for a number of interdisciplinary areas including biochemistry, pharmacology, material science, nutrition and food chemistry, neuroscience, toxicology, forensic science, and art conservation.

Because of the structure of the chemistry curriculum, anyone interested in pursuing the study of chemistry, whether for a major or otherwise, should contact a department faculty member as soon as possible. The faculty member will aid in planning a schedule of courses that will permit the most direct and complete fulfillment of the intended goal.

The major as outlined above covers four of the five principal divisions of chemistry. The Chemistry Department, however, strongly urges those students who wish to prepare for graduate study in chemistry to take at least two 400-level chemistry courses. Students who wish to be certified by the American Chemical Society must complete two 400-level courses. These courses must be CHEM 404. Biological Chemistry and CHEM 425. Research (Laboratory) (minimum 1 credit).

REQUIREMENTS

The chemistry major requires 11 courses. A grade of at least C- must be obtained in all required courses.

Core courses: The following one-semester courses are required for the chemistry major: CHEM 211L, 212L, 309L, 310, 311L, 312L, 313, 314L, PHYS 231L; and MATH 132.

Electives: one 400-level chemistry course.

Capstone/Senior Project: The senior exercise for the chemistry major is CHEM 309L.

Senior Thesis: A senior thesis requires a substantial amount of laboratory work. Students contemplating writing a thesis should therefore consult with their research advisers in their junior year. A Chemistry Department thesis application form (available from the chemistry secretary) must be submitted to the chair of the department by the end of the first week of classes of the fall semester of their senior year. Chemistry faculty members will evaluate applications. Students whose thesis applications are approved will enroll in CHEM 499. Senior Thesis for 1 credit in the spring semester of their senior year and participate in the departmental seminar series. Students who enroll in CHEM 498. Senior Thesis Part I in the fall will be required to enroll in Thesis Part II in the spring.

Writing Requirement: The Writing Intensive Part II requirement is fulfilled by one of the following courses: CHEM 309L or CHEM 311L.

ADDITIONAL OPPORTUNITIES

AP/IB credit: Advanced Placement Students with an AP Chemistry exam score of 4 or better will receive one course credit. This credit can be used to fulfill graduation requirements, but it cannot be used to fulfill any Chemistry Department prerequisite.

Study away: Chemistry or biochemistry majors wishing to study away should plan well in advance of the semester or year they intend to go abroad. There are a variety of programs available and students should review the information provided by the Office of Study Away and schedule a meeting with Professor Parr, the study abroad adviser in the Chemistry Department. In recent years, our majors have studied in Australia and the British Isles.

In addition, students planning to study abroad who wish to have a course or courses counted toward partial fulfillment of the requirements for the chemistry or biochemistry major must present in writing a complete description

of such courses for prior approval by the chair of the department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the chair of the department. This must include a certified transcript from the institution.

Teaching assistantship: Students wishing to serve as teaching assistants for chemistry courses must complete the appropriate form available from the registrar. All teaching assistantships will be graded on the pass/low pass/fail basis.

Honors: Honors will be awarded to students with a B+ average (3.33 or better) in all courses required for the major. A student must also complete at least one course credit of laboratory research (CHEM 425) approved by the Chemistry Department and earn a grade of at least B+.

The chemistry minor—The minor is an option for students who wish to pair an understanding of chemistry with their major at Trinity. The minor will introduce students to four major subdivisions in chemistry (analytical, inorganic, organic, and physical chemistry) with an option to also investigate biochemistry or environmental chemistry. The minor would provide a solid preparation for students aiming to pursue graduate work in areas that encompass chemistry, like molecular biology, materials science, neuroscience, and environmental science. In order to declare a minor in chemistry and to plan a course of study, a student should meet with and discuss their plans with any faculty member in the Chemistry Department. Students completing a chemistry or biochemistry major cannot claim completion of a chemistry minor.

The minor in chemistry consists of six courses in chemistry. Four of the courses are required; two of the courses are electives. The four required courses are CHEM 211L, CHEM 309L, CHEM 311L, and CHEM 313. The elective courses can be chosen from the following list:

- CHEM 212L. Elementary Organic Chemistry II
- CHEM 230L. Environmental Chemistry
- CHEM 310. Physical Chemistry II
- CHEM 312L. Instrumental Methods of Chemical Analysis
- CHEM 314L. Descriptive Inorganic Chemistry
- CHEM 316L. Biophysical Chemistry
- CHEM 403. Advanced Organic Chemistry I
- CHEM 404. Biological Chemistry
- CHEM 406. Advanced Organic Chemistry II
- CHEM 415. Organometallic Chemistry
- CHEM 418. Nuclear Magnetic Resonance
- BIOL 317L. Biochemistry

If a course has a laboratory component, the laboratory is required for the minor. No course with a grade less than C- may be counted toward the minor.

Fall Term

111. Introductory Chemistry I and Laboratory— The study of the major concepts and theories required for an understanding of chemical phenomena. Principal topics include atomic and molecular structure, gas laws, stoichiometry, changes of state, chemical binding, solutions, and energetics in chemical reactions. Laboratory work includes quantitative measurements of solutions, synthesis, characterization of chemicals by physical and spectroscopic methods, molecular modeling, and student-assigned projects concentrating on quantitative measurements of solutions. Course intended primarily for students with little or no previous chemistry background. (1.25 course credits) (NAT) (Enrollment limited) –Church, Curran, Fitzgerald, Kovarik, Mathew, Morrison, Moyer Jr., Rau, Thilakarathne

211. 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. Prerequisite: C- or better in Chemistry 112L. (1.25 course credits) (NAT) (Enrollment limited) –Brindle, Curran, Mathew, Rau

309. Physical Chemistry I— A lecture and laboratory course concentrating on the development of the theory and application of thermodynamics and kinetics to chemical systems. Special consideration will be given to the

theoretical treatment of solution chemistry (e.g., colligative properties, electrolyte theory). Prerequisite: C- or better in Mathematics 132 and Physics 231L. (1.25 course credits) (WEB) (Enrollment limited) –Hanson, Prigodich

311. 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. These techniques will be applied 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: C- or better in Chemistry 112L. (1.25 course credits) (WEB) (Enrollment limited) –Kovarik, 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: C- or better in Chemistry 112L. (NAT) (Enrollment limited) –Moyer Jr.

[399. Independent Study]— (0.5 - 1 course credit)

404. Biological Chemistry— A lecture seminar course focusing on the fundamental chemistry underlying biological phenomena. Examples from the current biochemical literature will be used. Prerequisite: C- or better in Chemistry 212L, or permission of instructor. (NAT) (Enrollment limited) –Prigodich

425. Research (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 chair are required for enrollment. (0.5 - 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 chair are required for enrollment. (0.5 - 1 course credit) –Staff

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

Spring Term

112. Introductory Chemistry II and Laboratory— A continuation of Chemistry 111L with emphasis on chemical equilibria, electrochemistry, kinetics, and a presentation of the properties and reactions of selected elements. Laboratory work is devoted to the analysis of systems involving the principles and concepts studied in the classroom. To the greatest extent possible, laboratory and lecture section assignments shall remain the same as for Chemistry 111L. Prerequisite: C- or better in Chemistry 111L. (1.25 course credits) (NAT) (Enrollment limited) –Fitzgerald, Hanson, Mathew, Prigodich, Staff

[142. Science and Pseudoscience in America]— This course for non-science majors will examine the science and pseudoscience underlying some of the more contentious issues in America today, with the goal of understanding and critiquing the various perspectives on these issues. Planned topics include global warming, evolution, genetically modified organisms, and childhood vaccinations. Additional topics will be chosen and presented by the students. (NAT) (Enrollment limited)

155. Archaeological Chemistry— This course is designed to introduce students to the application of chemical principles to the exploration and explication of archaeological issues. From the identification of ancient trading routes through pottery analysis to the elucidation of human interactions with the environment through investigation of human remains, this course will demonstrate the utility of chemistry and chemical methodologies to archaeological research. Not creditable to chemistry or biochemistry majors. (NAT) (Enrollment limited) –Parr

160. Introduction to Textile Science— This lecture and demonstration course will present an introduction to classification and identification of natural, regenerated, and synthetic fibers; construction of woven, non-woven, and knitted fabrics; application and design of finishes and colors; and evaluation methods for textiles. This course includes several field trips. Students should come away from this course with a solid background for the selection, use, and care of textiles and a recognition and appreciation for the science and technology associated with the textile industry. Not creditable to the chemistry or biochemistry majors. (NAT) (Enrollment limited) –Staff

170. Introduction to Forensic Science— This course provides an overview of the techniques used in the modern forensic laboratory for the analysis of common types of physical evidence encountered at crime scenes. The nature of physical evidence, the underlying chemical and physical principles of the scientific techniques employed in analyses, and the interpretation and evidentiary value of scientific results will be studied. This course will include lectures, demonstrations, and limited laboratory work. Not creditable to the chemistry or biochemistry majors. (NAT) (Enrollment limited) –Morrison

212. Elementary Organic Chemistry II— A continuation of the lecture and laboratory study begun in Chemistry 211L. Prerequisite: C- or better in Chemistry 211L. (1.25 course credits) (NAT) (Enrollment limited) –Brindle, Mathew, Rau

230. Environmental Chemistry— This course will cover basic chemical concepts, such as polarity, volatility, and solubility, as they relate to chemical behavior in the environment. The ability to predict environmental behavior from chemical structure will be emphasized. Human and environmental toxicology will be discussed, and specific pollutants will be examined. Case studies will be used to illustrate concepts. The laboratory will emphasize techniques used for environmental analysis. Prerequisite: C- or better in Chemistry 111L and 112L, or permission of instructor. (NAT) (Enrollment limited) –Curran

230L. Environmental Chemistry Lab— This course will cover basic chemical concepts, such as polarity, volatility and solubility, as they relate to chemical behavior in the environment. The ability to predict environmental behavior from chemical structure will be emphasized. Human and environmental toxicology will be discussed, and specific pollutants will be examined. Case studies will be used to illustrate concepts. The laboratory will emphasize techniques used for environmental analysis. Prerequisite: C- or better in Chemistry 111L and 112L, or permission of instructor. (0.25 course credit) (Enrollment limited) –Curran

310. Physical Chemistry II— A comprehensive treatment of quantum chemistry, molecular structure, and chemical statistics. Subjects covered are designed to emphasize applications to chemical systems. Prerequisite: C- or better in Mathematics 132 or 142, and Physics 231. (NAT) (Enrollment limited) –Prigodich

312. Instrumental Methods of Chemical Analysis— A lecture and laboratory course in the principles and practice of the use of instruments for quantitative and qualitative chemical measurements. Theory, optimization, and application of instrumentation for spectroscopic, electrochemical, spectrometric, and hyphenated methods of analysis are presented. Applications of computer methods of analysis as well as analog and digital manipulation of electrical signals are presented. Prerequisite: C- or better in Chemistry 311L. (1.25 course credits) (NAT) (Enrollment limited) –Kovarik, Morrison

314. Descriptive Inorganic Chemistry— A lecture and laboratory course devoted to the systematic study of transition elements and main group elements, their compounds, and reactions. Topics of current interest in inorganic chemistry will be discussed. Prerequisite: C- or better in Chemistry 313. (1.25 course credits) (NAT) (Enrollment limited) –Moyer Jr., Parr

316. Physical Biochemistry— A comprehensive survey of the physical methods used in the investigation of biological systems, and the models and underlying theory developed to account for observed behavior. The physical and chemical properties of amino acids, peptides, proteins, purines, pyrimidines, and nucleic acids will be examined from spectroscopic, thermodynamic, and kinetic viewpoints. Prerequisite: C- or better in Mathematics 132 or 142, and Physics 231. (1.25 course credits) (NAT) (Enrollment limited) –Hanson, Prigodich

403. Advanced Organic Chemistry I— Normally (but not restricted to) topics in theoretical organic chemistry.

Emphasis on recent developments. Prerequisite: C- or better in Chemistry 212L, or permission of instructor. (NAT) (Enrollment limited) –Brindle

[404. Biological Chemistry]— A lecture seminar course focusing on the fundamental chemistry underlying biological phenomena. Examples from the current biochemical literature will be used. Prerequisite: C- or better in Chemistry 212L, or permission of instructor. (NAT) (Enrollment limited)

[418. Nuclear Magnet 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. Prerequisite: C- or better in Chemistry 212L, or permission of instructor. (0.5 course credit) (NAT) (Enrollment limited)

425. Research (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 chair are required for enrollment. (0.5 - 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 chair are required for enrollment. (0.5 - 1 course credit) –Staff

499. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, after receiving approval for the thesis project from the Chemistry Department, is required. (2 course credits) –Staff

Classics

Associate Professor Cocco, Chair; Hobart Professor of Classical Languages Reger†; Associate Professor Risser; Assistant Professors Safran and Tomasso; Visiting Associate Professor Foster; Visiting Assistant Professors Caldwell and Ramgopal

OVERVIEW OF MAJOR

The department offers two majors: classical studies and, in cooperation with the Department of Language and Culture studies, a “Plan B” major.

At Trinity, the classics are studied for one simple reason: the cultures of ancient Greece and Rome represent a continuum of which we—and our civilization—are a part. Together they form the axis of the humanities. Trinity’s Classics Department—one of the College’s oldest—offers the kind of comprehensive study of classical languages, literature, philosophy, art, and history that ordinarily is found only at much larger universities, while at the same time providing the individualized attention that is available only at a smaller school. Students learn to engage with original texts in Greek and Latin through the regular or “Plan B” major, explore material culture, and develop awareness of intercultural and interdisciplinary learning. Classics majors are also encouraged to explore widely in other subject areas.

REQUIREMENTS

Twelve courses are required, and students must earn a grade of at least C- in each. The requirements include:

Concentrations/Tracks: One or more of the following concentrations:

- Ancient and Biblical Greek. Students take at least six courses in ancient and Biblical Greek. Course work in linguistics (e.g., LING 101) is strongly recommended. Students will be able to fulfill the college-wide language requirement through this track.
- Latin. Students take at least six courses in Latin. Course work in linguistics (e.g., LING 101) is strongly recommended. Students will be able to fulfill the college-wide language requirement through this track.
- Classical Art and Archaeology. Students take at least four courses in classical art, architecture, and/or archaeology; and at least two semesters of either Latin or ancient Greek. CHEM 155 and ENVS 112 are strongly recommended. Students will be able to fulfill the college-wide language requirement through this track.
- Greek and Roman History. Students take at least four courses in Greek and/or Roman history; HIST 299; and at least two semesters of either Latin or ancient Greek. Students will be able to fulfill the college-wide language requirement through this track.
- Classical Literature, Culture, and Society. Students take at least four CLCV literature-in-translation courses; at least one course in Latin or ancient Greek; and at least two approved courses selected from the following departments and programs: AHIS, ANTH, ENGL, HIST, JWST, LACS, PHIL, POLS, RELG, WMGS.
- Ancient Philosophy. Students take at least four courses in ancient Greek and/or Roman philosophy and political thought (e.g., PHIL 101, 281 or 334; POLS 219) and at least two semesters of either Latin or ancient Greek. Students will be able to fulfill the college-wide language requirement through this option.
- Cultures of the Ancient Mediterranean and Asia. This is an option for students who are interested in the study of religion, and for students with interest in ancient Asia Minor, the Levant, Mesopotamia, North Africa, and/or the Nile Valley. Students take at least two semesters of either Latin or ancient Greek; and at least four approved courses selected from the following departments and programs: AHIS, CLCV, HIST, JWST, RELG. Students interested in the Silk Road and related cultural interconnections between the Greco-Roman cultures and the East should take HIST 241. Students will be able to fulfill the college-wide language requirement through this track.
- Classical Tradition. This concentration is strongly interdisciplinary, focusing on aspects of reception studies. The student may fashion this into a focused program (e.g., in art history) or a widely interdisciplinary one (e.g., about French reception but across several departments). Students take at least one course in Latin or ancient Greek; and at least four approved courses in one or more of the following departments and programs: AHIS, ANTH, CLCV, ENGL, HIST, JWST, LACS, PHIL, POLS, RELG, THDN, WMGS.

Core courses:

- CLCV 203. Classical Mythology. This survey course provides an introduction to literature and culture, as well as a unit on reception as the culmination of the semester. It is typically offered every year in the fall semester.
- CLCV 111. Introduction to Classical Art and Archaeology. Offered in years two and four of the curriculum cycle.
- At least 1 course in ancient Greek and/or Roman history (e.g., HIST 116, HIST 334, etc.). One or more courses that fulfill this requirement are normally offered every term.
- CLAS 401 (the department's senior exercise, which includes the Writing Intensive Part II requirement). Students seeking honors in classics continue to write a full-year thesis under direction of a faculty member in the department.

The Plan B major: Under this plan, students may combine ancient Greek or Latin with any of the languages taught in the Department of Language and Culture Studies. 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 (e.g., ancient art, Greek and Roman history, archaeology). A paper integrating the three fields of study must be completed in one of the primary language upper-level courses. Except under exceptional circumstances, this project will be undertaken in the primary language section's senior seminar and must be done at Trinity College.

ADDITIONAL OPPORTUNITIES

The award of honors is determined by the excellence of the candidate's work in courses and assessment of the optional year-long thesis.

For students who wish to pursue graduate study, command of both classical languages is essential; a reading knowledge of French and German is also recommended. For courses in Biblical Hebrew, see the offerings of the Religion Department; for post-classical languages, see the Department of Language and Culture Studies.

For special programs at the American School of Classical Studies in Athens, the Intercollegiate Center for Classical Studies at Rome, Trinity College's Rome Campus, or the summer excavations at Akko, Israel, see "Special Curricular Opportunities," p. 8. The department also recommends programs in classics and ancient history offered by universities in the United Kingdom under the auspices of Arcadia University. For departmental prizes, see the section on prizes.

Minors—Four minors are housed in the Classics Department.

Ancient Greek—For students who wish to minor in ancient Greek, this is a sequence of six courses designed to develop linguistic skills to read ancient Greek literature in its original language. In addition, the minor will include either a .5-credit Language Across the Curriculum unit or a .5-credit integrating paper, typically written in conjunction with the last course taken for the minor. No more than one transfer credit may be applied to the minor.

Latin—For students who wish to minor in Latin, this is a sequence of six courses designed to develop linguistic skills to read ancient, and possibly medieval, Latin literature in its original language. In addition, the minor will include either a .5-credit Language Across the Curriculum unit or a .5-credit integrating paper, typically written in conjunction with the last course taken for the minor. No more than one transfer credit may be applied to the minor.

Classical antiquity—The purpose of the minor is to allow students to acquire a general knowledge of the achievements of ancient Greece and Rome, which traditionally have constituted, along with the Judeo-Christian tradition, the chief ingredients 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, Plato, Cicero, and Caesar remain lively 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 achievements in each of these areas and to shape that knowledge into an integrated view of antiquity. Students take six approved courses, then either take a short essay exam or submit an integrating paper.

Classical tradition—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. In addition, students take a short essay exam or submit an integrating paper.

The Classics Department also contributes courses to minors in architectural studies, Jewish studies, literature and psychology, mythology, and women, gender, and sexuality.

Classics

Fall Term

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. Senior Seminar: Special Topics— A senior capstone course 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 chair are required. Required of all Classics majors and open to Classical Antiquity and Classical Tradition minors (counts as a course toward fulfilling the minor). (WEB) (Enrollment limited) –Safran

466. Teaching Assistant— (0.5 course credit) –Staff

Spring Term

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. Senior Thesis— A continuation of Classics 401 for students pursuing honors in the Classics major. Submission of the special registration form, available in the Registrar's Office, and the approval of the chair are required. (WEB) –Staff

466. Teaching Assistant— (0.5 course credit) –Staff

Greek

Fall Term

102. Introduction to Classical and Biblical Greek II— A continuation of Greek 101. The aim of the course is to enable students to read Greek as soon as possible. Prerequisite: a Grade of C- or better in Greek 101 or Permission of the instructor (1.5 course credits) (HUM) (Enrollment limited) –Tomasso

[301. Egypt from Alexander to Amr. The Nile and Desert Under the Greeks and Romans]— From the advent of Alexander the Great to the Muslim conquest in 640 CE by the then governor of Palestine, Egypt was under the rule of Greeks and Romans. Thanks to the dry climate, thousands of texts on stone, papyrus, and fragments of pottery (ostraka) have been preserved. In this course, students will become familiar with the style, conventions, and language of these texts by reading them in the original Greek; they will also learn how to use scholarly aids to the study and interpretation of these texts. Prerequisite: C- or better in Greek 102 or equivalent, or permission of instructor. (Enrollment limited)

[325. Greek Religious Texts]— A survey of religious beliefs, concepts, practices, and history based on close study of ancient Greek sources. Readings include selections from Hesiod, the Homeric Hymns, Herodotus, tragedy, the philosophers, the Septuagint, Josephus, and the New Testament, as well as epigraphic material. Topics addressed include myth, ritual, sanctuaries, conceptions of divinity, the soul, mystery cults, the emergence of Christianity, and religious warfare and conflict. Core readings are in ancient Greek. (HUM) (Enrollment limited)

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. (0.5 - 1 course credit) –Staff

Spring Term

101. Introduction to Classical and Biblical Greek I— A course in the fundamentals of classical Greek, designed for those who begin the language in college. (1.5 course credits) (HUM) (Enrollment limited) –Tomasso

[102. Introduction to Classical and Biblical Greek II]— A continuation of Greek 101. The aim of the course is to enable students to read Greek as soon as possible. Prerequisite: a Grade of C- or better in Greek 101 or Permission of the instructor (1.5 course credits) (HUM) (Enrollment limited)

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

[320. Lucian]— In this course we'll be reading selections from the second-century A.D. Greek author Lucian's True Stories. Along the way, we'll consider his historical and cultural context as Greek literature written under the Roman Empire, as well as the relationship of True Stories to the genre of science fiction. Prerequisite: C- or better in Greek 102 or equivalent, or permission of instructor. (HUM) (Enrollment limited)

321. Euripides— Euripides was the youngest of the Athenian tragedians; we have preserved more of his plays than of any other dramatist. Questions of gender, war, politics, and human relations with the gods all figure powerfully in his dramas. We will read one or more of his works in Greek. In addition to translation, students may work on textual criticism, staging of drama, and/or the writing of a research paper. Prerequisite: C- or better in Greek 102 or equivalent, or permission of instructor. (HUM) (Enrollment limited) –Caldwell

Latin

Fall Term

101. Fundamentals for Reading Latin— This course focuses on the fundamental knowledge required to read and write in Latin. In addition to acquiring core vocabulary for reading major Latin authors, students learn the forms of nouns, pronouns, adjectives, verbs, and adverbs, with a special emphasis on the flexibility of noun cases, and basic subordinate clauses. This course is suitable for students who are embarking on the study of Latin, and an excellent review for students who have studied Latin previously. (1.5 course credits) (HUM) (Enrollment limited) –Ramgopal

203. Advanced Latin Grammar and Reading— This course begins with a brief review of the material covered in Latin 102, especially complex subordinate clauses involving the subjunctive, indirect statement, and participial constructions. Students will then cover advanced topics, including the gerundive and the supine. The second half of the semester will be devoted to reading a suitable ancient text with commentary, as well as a selection of related scholarly articles, in preparation for the translation and interpretation of Latin texts at the 300 level. Prerequisite: C- or better in Latin 102; or equivalent score on the Latin placement exam as determined by the Classics Department; or permission of the instructor (HUM) (Enrollment limited) –Caldwell

319. Virtus: Masculinity in Latin Texts— The Latin term *virtus*, from which the English term "virtue" is derived, denotes the broad and changing concept of what makes a "man" (*vir*) in Roman culture and society. This course examines the construction and significance of masculinity through the use of the term *virtus* in a variety of Latin texts, including prose (e.g. Sallust's historiography), lyric poetry (e.g. by Catullus), drama (e.g. the comedies of Plautus) and historical inscriptions. The selection of texts may change with each iteration of the course. Prerequisite: C- or better in Latin 203; or equivalent score on the Latin placement exam as determined by the Classics Department; or permission of the instructor (HUM) (Enrollment limited) –Ramgopal

[321. Virgil]— Readings in the Eclogues, Georgics, and Aeneid with particular emphasis on literary appreciation. Prerequisite: C- or better in Latin 203; or equivalent score on the Latin placement exam as determined by the

Classics Department; or permission of the instructor (HUM) (Enrollment limited)

[332. Catullus]— A course designed for the upper-level Latin student, focusing on Catullus, the great lyric poet of the late Republic. We will read the Catullian corpus in its entirety (or very close to it) and explore the literary issues raised by the poet. There will be assignments in secondary critical literature, as well as possible forays into some of the Greek poets who influenced Catullus. A reading knowledge of Latin is essential, prior knowledge of Greek is desirable. Prerequisite: C- or better in Latin 203; or equivalent score on the Latin placement exam as determined by the Classics Department; or permission of the instructor (HUM) (Enrollment limited)

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

102. Intermediate Grammar for Reading Latin— This course begins with a brief review of material covered in LAT101, then proceeds to cover complex subordinate clauses involving the subjunctive, indirect statement, and varieties of participial constructions, in addition to further vocabulary acquisition. Students begin to read passages from ancient Latin literature, such as Julius Caesar's Gallic Wars, Lucretius' *De Rerum Natura*, the *Res Gestae* of Augustus Caesar, and Ovid's *Metamorphoses*. Prerequisite: C- or better in Latin 101; or equivalent score on the Latin placement exam as determined by the Classics Department; or permission of the instructor (1.5 course credits) (HUM) (Enrollment limited) –Ramgopal

[312. Cicero]— Selections from the letters, orations, and philosophical essays. Prerequisite: C- or better in Latin 203; or equivalent score on the Latin placement exam as determined by the Classics Department; or permission of the instructor (HUM) (Enrollment limited)

[320. Portraits of Augustus]— Gaius Octavius, better known by his honorific name Augustus, was a pivotal and controversial figure in Roman history, and much-depicted in Roman literature. This course will feature selections from Roman literature that offer insights into how Romans in Augustus' time and beyond—including himself—sought to influence how people at Rome and throughout the empire regarded the career of the individual whose rise to power revolutionized Roman society and changed the course of history. Readings may include selections from Augustus' *Res Gestae*, Tacitus' *Annales*, Suetonius' *Vita Divi Augusti*, Vergil's *Eclogues* and *Aeneid*, Propertius' *Elegies*, and Ovid's *Metamorphoses* and *Fasti*. Prerequisite: C- or better in Latin 203; or equivalent score on the Latin placement exam as determined by the Classics Department; or permission of the instructor (GLB2) (Enrollment limited)

326. Roman Holidays in Latin Texts— Holidays are more than opportunities for a release from day-to-day responsibilities; they commemorate past events of communal importance as features of a recurring cycle of time, the calendar. The Roman program of holidays, the *fasti*, was both inscribed in monumental form and used as the basis of one of the Augustan poet Ovid's longest and most intricate poetic works, also titled *Fasti*. In this course students will explore the Roman cycle of holidays and their national-cultural significance through literary and epigraphic Latin texts. Prerequisite: C- or better in Latin 203; or equivalent score on the Latin placement exam as determined by the Classics Department; or permission of the instructor (HUM) (Enrollment limited) –Safran

Classical Civilization

Fall Term

The following courses presuppose no knowledge of Greek and Latin.

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

203. Mythology— Generally, this course is a study of the role of myth in society; particularly, the emphasis will

be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what “myth” meant to the ancient Greeks. Whatever truths are discovered will be tested against the apparent attitudes of other societies, ancient and modern, toward myth. Lectures and discussion. (HUM) (Enrollment limited) –Safran

210. Magic in Ancient Rome— Love potions, prayers, and curses-magic suffused daily life in ancient Rome, forming a vital aspect of how the Romans attempted to exercise agency in their lives. In this course, we will examine amulets, magical papyri, and textual records for supernatural beings like werewolves to assess how the Romans conceptualized magic-particularly in contradistinction to religious, scientific, and philosophical thought-and the physical spaces in which they used it. Along the way, we will ask what evidence for Roman magical practice reveals about gender, class, and foreigners in antiquity. By the end of the semester, students will be able to raise the dead, curse their enemies, and call upon Hecate to do their bidding. (GLB2) (Enrollment limited) –Ramgopal

[218. Archaeology of the Holy Land]— Through a survey of arts, architecture, material remains, and written accounts, this course traces the complex past of a region regarded as Holy Land by people of several major religions. We will evaluate incongruities between written texts and physical evidence; the contentious political and religious agendas that affected studies of these lands; and evidence for the ancient societies, cultures, economies, religions, and politics that contributed to shaping the modern Middle East. (GLB2) (Enrollment limited)

[224. Sex and Sexualities in Ancient Greece and Rome]— Do current Western attitudes toward sex and sexuality have a history? How and why did ancient Greek society glorify and institutionalize homosexuality and consider it superior to heterosexuality? What were the origins and evolution of Greek and Roman sexual attitudes and practices, and in what ways did Roman sexuality differ from Greek? This course will examine ancient Greek and Roman sexual values and practices in order to illuminate contemporary attitudes toward sex and the body. Readings will include selections from Homer, Sappho, Plato, Juvenal, Martial, Petronius, Catullus, and other ancient writers, as well as modern critical analyses. This course is intended for and open to all students. There is no prerequisite for enrollment. (GLB2) (Enrollment limited)

[230. Greek Democracy in Theory and Practice]— As we all know, the Greeks invented democracy or did they? This course explores the emergence and development of democracy in the city-states (poleis) of the ancient Greek world from roughly 1000 BCE to 300 CE. We focus especially on possible Near Eastern origins for democratic institutions and practices and the borrowing or parallel development of democracy in early Greek poleis; the features of the best-known Greek democracy, that of Athens in the fifth and fourth centuries BCE; and the adaptation of democracy to rule by Hellenistic kings and Roman emperors. We will also examine closely the treatment of democracy in Greek philosophy, especially Plato, Aristotle, and the Stoics. (HUM) (Enrollment limited)

[234. Greek Comedy: Aristophanes and his Influence]— This course will explore the literary, political, and philosophical elements of ancient Athens’ greatest comic playwright, Aristophanes. By carefully reading several of his plays we will gain an appreciation for Greek comedy as a form of political satire, as a highly successful criticism of philosophy and sophistry, and as a method of philosophical inquiry in its own right. In order to better understand the humor and references of Aristophanes’ plays, we will read a variety of other texts, including works of Greek history, tragedy, and philosophy. Finally, we will study some contemporary works in which the spirit (if not the structure) of Greek comedy is echoed. (HUM) (Enrollment limited)

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. (0.5 - 1 course credit) –Staff

Spring Term

The following courses presuppose no knowledge of Greek and Latin.

[216. Archaeological Method and Theory]— An introduction to interdisciplinary archaeological enquiry, draw-

ing on material selected from American studies, anthropology, art history, classics, geology, history, Middle 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. (GLB2) (Enrollment limited)

[222. Ancient Cities of the Near East, Egypt, and the Mediterranean World]— This course traces ancient urbanism from the development of Neolithic sedentism to the massive cities of the Hellenistic kingdoms and the Roman Empire. We will examine both primary and secondary texts, together with evidence from art and archaeology, to assemble a composite view of urban life and the environmental, topographical, political, cultural, and economic factors that shaped some of the most impressive cities ever built, many of which remain major metropolitan centers today. (HUM) (Enrollment limited)

[223. Roman Philosophy]— This course will examine the work of a number of Roman philosophers during the period of roughly 1 BCE–200 CE. Through reading the works of Seneca, Cicero, Lucretius, Sextus Empiricus, and others, we will become familiar with various ancient Roman schools of thought such as Stoicism and Skepticism, as well as certain then prevalent political theories. Above all, focus will be given to the manner in which philosophy undergoes certain fundamental changes as it transforms, transfers, and translates from an Ancient Greek worldview into a Roman (i.e., Latin) one. (HUM) (Enrollment limited)

224. Sex and Sexualities in Ancient Greece and Rome— Do current Western attitudes toward sex and sexuality have a history? How and why did ancient Greek society glorify and institutionalize homosexuality and consider it superior to heterosexuality? What were the origins and evolution of Greek and Roman sexual attitudes and practices, and in what ways did Roman sexuality differ from Greek? This course will examine ancient Greek and Roman sexual values and practices in order to illuminate contemporary attitudes toward sex and the body. Readings will include selections from Homer, Sappho, Plato, Juvenal, Martial, Petronius, Catullus, and other ancient writers, as well as modern critical analyses. This course is intended for and open to all students. There is no prerequisite for enrollment. (GLB2) (Enrollment limited) –Ramgopal

[228. Golden Ages and Utopian Dreams]— Once upon a time the world was wonderful—but that time is long past. Why did we lose it? Could we ever return to that wonderful world? This line of thinking characterizes discourses of “the golden age”, which run throughout Greek and Roman literature and into their modern interpretations. Related to a communal desire to recover past glory days is the ability to imagine a new and better society that has never, and may never, actually exist: the utopia. This course surveys how Greek and Roman authors imagined golden ages and utopias; how morality, gender, labor, and warfare shaped these cultural ideals; and how contemporary artistic descendants (GLB2) (Enrollment limited)

[232. Ancient Greece on Film and TV]— What do films and television programs set in ancient Greece say about us and our identities now? This course explores the relationship modern artists have constructed with ancient Greece in the cinema and on the television screen. The main focus will be on how contemporary Americans view, depict, and change ancient experiences based on differing circumstances of time and place. Topics for discussion include the distinction between “myth” and “history”, the depiction of gender, the representation of the divine, considerations of the audience, and the mechanics of adaptation. Films may include Disney's *Hercules* (1997), *O Brother, Where Art Thou?* (2000), *Troy* (2004), and *300* (2007). Television programs may include *Xena: Warrior Princess* (1995–2001) and *Wishbone* (1995–1999). (GLB2) (Enrollment limited)

[241. Classical Ideals: Representations of the Human Body in Ancient Mediterranean Art]— Representations of the human body in Greek and Roman art raise various issues including standards of beauty and their implications; social status; the athletic ideal; clothing and lack of clothing; character and emotions; gender and sexuality; and concepts of the “classical ideal” during and after antiquity. Through studies of classical sculpture, painting, and minor arts, this course will explore perceptions of the human body that persist in the Western tradition. Readings include studies in the history of art, critical approaches to conceptions of the human form, ancient medical texts, and classical poetry. (ART) (Enrollment limited)

244. Ancient Roman Comedy: Literature, Society, and Stagecraft— Comedies by the playwrights Plautus

and Terence not only represent the literature of the Middle Republican period of Rome (264-133 BCE); these slapstick depictions of family life also communicate the concerns of ordinary people during Rome's imperial expansion following the Second Punic War, filtered through a genre of popular entertainment staged at public festivals. In addition to studying these plays as literature and as sources for social history, we will treat these texts as scripts meant to be performed, using performance as a technique for exploring what Romans thought was funny-and whether we ourselves can still laugh at plays written over 2000 years ago, for an audience far different from us. (GLB2) (Enrollment limited) –Safran

245. Songs of War from Ancient Greece— War was a constant for every member of ancient Greek society, whether they were fighting in it, reveling in conquest, or lamenting the aftermath. For this reason, war also appears prominently in the ancient Greek imaginary. In this course we will investigate diverse ancient Greek viewpoints on war, which may include the perspective of heroic society in Homer's epic poem the Iliad, of enslaved women in Euripides' tragedy Trojan Women, of anti-heroic lyric poets like Archilochus and Sappho, and of the comic playwright Aristophanes in his Lysistrata. We will also consider how modern artists have re-appropriated ancient Greek visions of war, as in Bryan Doerries's Theater of War and Sophocles's tragedy Antigone performed by Syrian refugees. (GLB2) (Enrollment limited) –Tomasso

246. Religion in the Roman World— This course examines the practice of Roman religion at Rome and in the provinces from the Archaic Period through the emergence of Christianity in the Empire. Where did the Roman pantheon emerge from? What kinds of buildings did the Romans use to practice cult? And what did it mean to worship the living empire? Through literary sources and material culture, we will develop a framework for understanding the tenets, beliefs, and places of worship when it came to religious practice in the Roman world. (GLB2) (Enrollment limited) –Ramgopal

247. Marriage in Greek and Roman Society— How did ancient Greek and Roman societies understand "marriage," a concept so familiar to us in contemporary American society? In recent years we have witnessed how its very definition, the kind of obligations and rights it entails, and how it defines gender roles are bound up in a web of familial, religious, and political interests that can change, despite insistence on "tradition." In this course, we will read a survey of Greek and Roman texts that engage with the concept of marriage over a millennium, including Homer's Odyssey, Athenian tragedies and legal oratory, Roman comedies, the account of Roman history by Livy, and the Roman poet Ovid's epic Metamorphoses. (GLB2) (Enrollment limited) –Safran

[308. The Art, Architecture, and Archaeology of Ancient Greek Religion]— This course examines the material evidence for ancient Greek religion, cults, and rituals; methods of approaching ancient religion and analyzing cult practices through art, architecture, and artifacts; exploration of votive, sacrificial, and feasting practices; distinctions between sacred and civic space in ancient Greece; differences between urban, extra-urban, rural, and panhellenic sanctuaries; the role of the city in establishing, maintaining, and supporting religious places and practices. There are no pre-requisites for this course. (Enrollment limited)

[330. Vergil's Aeneid and the Making of Roman Myth]— A cornerstone of historical-cultural identity in classical antiquity and modern Western successors to the Roman Empire, Vergil's Aeneid recounts how the warrior Aeneas and survivors of the Trojan War endured the hardships of exile to reach their prophesied home in Italy, founding the dynasty of Augustus, the first emperor of Rome who ruled in Vergil's time. Long read as a triumphalist celebration of imperial dominance, in recent decades the Aeneid has also been recognized as giving voice to the sorrow generated by Rome's recent civil wars and the discarding of women and their concerns in establishing empire. This course explores why, for millennia, the artistic, cultural, and political power of the Aeneid have earned it praise and critique, both at Rome and beyond. (GLB2) (Enrollment limited)

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

College Courses

College courses are non-departmental offerings that 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 people with appointments in a department and by people holding extra-departmental positions.

Fall Term

112. Thinking About Feeling: A Multidisciplinary Seminar— This seminar will explore the complex relationship between thought and emotion by examining a variety of media and artistic expressions as well as academic and scholarly responses to theorizing feeling(s). This multidisciplinary course will study ways of representing and analyzing emotion at the same time that it interrogates the persistence of the “heart vs. head” dichotomy through representative works and essays ranging from “Stella Dallas,” Wilson’s “Fences,” and Chicago’s “Dinner Party” to Steinem, de Beauvoir, and Gubar. This seminar will emphasize developing skills in critical reading, analytical writing, and oral presentation.

This course is taught at the Hartford Public Library and is limited to women formerly incarcerated at York Correctional who are participants in the Free to Succeed Program; they will be enrolled as Special Students. (FYR) (Enrollment limited) –Fisher

[118. Neuroscience Across the Curriculum]— This course supports a co-curricular initiative on neuroscience across the curriculum, focused on neuroscience and the arts. Students enrolled in any course affiliated with the initiative in Fall 2015 or Spring 2016 are eligible to enroll. Students enrolled in COLL 118 are expected to meet with the instructor for their regular affiliated class and develop an agreed co-curricular component which will entail some combination of the following: (a) required reading central to the theme; (b) attendance at events sponsored by the Co-Curricular Initiative; (c) a blog of reactions to these events ; (d) a public talk in the format of a TED-EX talk and/or (d) writing a substantial paper discussing an important issue. The evaluation of College Course work would be done by the Instructor of that Co-Curricular course. (0.5 course credit)

199. The Trinity Portfolio Program— Students will build an electronic portfolio of their academic work, working with a faculty portfolio advisor and a group of nine students. Students will select at least one piece of work from each class, review them with the group, and improve them when appropriate. Students will also produce an extracurricular writing specific to their class year and major. Students will be provided support in developing their portfolio for use in graduate school applications and job interviews and applications. (0.25 course credit) (Enrollment limited) –Denning

204. Leadership and Wilderness— This course, for students acting as leaders for the Quest program, aims to expand and deepen two aspects of their experiences in Quest through readings, discussion, and writing. In the course students will read two books focused on leadership skills and a geologic history of wilderness in the northeast. Seminar meetings will be held before and after students participate in the outdoor component of the Quest program on the Appalachian Trail in northwest Connecticut, providing opportunities to think beforehand about and revisit afterwards issues connected with Quest. Students are expected to do the readings, participate actively in seminar discussions, and write a paper on a topic related to their experiences and reading. Participants are also required to complete successfully the field portion of the course, consisting of a 7-day wilderness/leadership training and 10-day leadership program. (0.5 course credit) (Enrollment limited) –Gourley

210L. Theory of Games and Experimental Game Theory— This course will introduce students to the theory of experimental games and the practice of experimental economics. Students will compare various game theoretical predictions with the actual behavior of players in the laboratory setting. Through experimentation, we will study the adaptation processes and learning that players exhibit in competitive strategic interactions, and the rationale behind traits such as reciprocity, fairness, trust, and altruism considered to be irrational by traditional theory. (0.5 course credit) (Enrollment limited) –Schneider

215. A Critical Approach to Economic Organizations Internship— This seminar meets once a week to discuss students’ experiences working as interns in economic organizations. The seminar discussions will integrate

student experiences with the various readings covered in the course. Students will be asked to critically analyze the organizations in which they are interning and the environment in which their work takes place. Topics will include the organizational structure of the office, the relations among employees, the ethical and interpersonal problems faced by various groups of workers, gender struggles in the workplace, and issues associated with employing interns. Students are expected to fully participate in seminar discussions. Students need to submit a completed internship contract form to the Career Development Center. Students will not be enrolled until the contract has been approved. (Enrollment limited) –Jacobs

220. Research Methods and Information Resources— Do you want to be great at researching information for your courses? Would you like to search library databases in your major as well as a librarian does? Would you like to be a Master Googler? If your answer to any of these questions is yes, then you should take this course. Information is everywhere. But, let's face it—it's not always easy to find the exact information you need, when you need it. This course will provide you with the tools and concepts to become a versatile researcher. You will learn to interpret and use a wide variety of resources, understand the ways that information is organized for researchers in different disciplines, and develop effective strategies for evaluating, managing, and sharing information. (0.5 course credit) (Enrollment limited) –Denning, Thomas

301. Community Action Integrated Internship— Internship or field work placement, with a required academic component to be determined by the faculty sponsor and student. –Staff

399. Independent Study— (0.5 - 1 course credit) –Staff

466. Teaching Assistantship— (0.5 - 1 course credit) –Staff

Spring Term

[118. Neuroscience Across the Curriculum]— This course supports a co-curricular initiative on neuroscience across the curriculum, focused on neuroscience and the arts. Students enrolled in any course affiliated with the initiative in Fall 2015 or Spring 2016 are eligible to enroll. Students enrolled in COLL 118 are expected to meet with the instructor for their regular affiliated class and develop an agreed co-curricular component which will entail some combination of the following: (a) required reading central to the theme; (b) attendance at events sponsored by the Co-Curricular Initiative; (c) a blog of reactions to these events ; (d) a public talk in the format of a TED-EX talk and/or (d) writing a substantial paper discussing an important issue. The evaluation of College Course work would be done by the Instructor of that Co-Curricular course. (0.5 course credit)

151. French Film Festival— A half-credit course offered in conjunction with the annual spring French Film Festival. Class meetings and film screenings will take place in the second week of April. Two mandatory workshops will take place prior to and following the festival at a time to be announced. Students are required to attend all film showings. One absence will be allowed. Students taking the course for credit in French will be required to do all written work in French and to attend French language versions of the two supplemental workshops. Course may not be taken on a pass/fail basis. (0.5 course credit) (Enrollment limited) –Kehres, Kippur

[199. The Trinity Portfolio Program]— Students will build an electronic portfolio of their academic work, working with a faculty portfolio advisor and a group of nine students. Students will select at least one piece of work from each class, review them with the group, and improve them when appropriate. Students will also produce an extracurricular writing specific to their class year and major. Students will be provided support in developing their portfolio for use in graduate school applications and job interviews and applications. (0.25 course credit) (Enrollment limited)

210L. Theory of Games and Experimental Game Theory— This course will introduce students to the theory of experimental games and the practice of experimental economics. Students will compare various game theoretical predictions with the actual behavior of players in the laboratory setting. Through experimentation, we will study the adaptation processes and learning that players exhibit in competitive strategic interactions, and the rationale behind traits such as reciprocity, fairness, trust, and altruism considered to be irrational by traditional theory. (0.5 course credit) (Enrollment limited) –Schneider

215. A Critical Approach to Economic Organizations Internship— This seminar meets once a week to discuss students' experiences working as interns in economic organizations. The seminar discussions will integrate student experiences with the various readings covered in the course. Students will be asked to critically analyze the organizations in which they are interning and the environment in which their work takes place. Topics will include the organizational structure of the office, the relations among employees, the ethical and interpersonal problems faced by various groups of workers, gender struggles in the workplace, and issues associated with employing interns. Students are expected to fully participate in seminar discussions. Students need to submit a completed internship contract form to the Career Development Center. Students will not be enrolled until the contract has been approved. (Enrollment limited) –Jacobs

[220. Research Methods and Information Resources]— Do you want to be great at researching information for your courses? Would you like to search library databases in your major as well as a librarian does? Would you like to be a Master Googler? If your answer to any of these questions is yes, then you should take this course. Information is everywhere. But, let's face it—it's not always easy to find the exact information you need, when you need it. This course will provide you with the tools and concepts to become a versatile researcher. You will learn to interpret and use a wide variety of resources, understand the ways that information is organized for researchers in different disciplines, and develop effective strategies for evaluating, managing, and sharing information. (0.5 course credit) (Enrollment limited)

[238. Investigating Multicultural Education]— As the social dynamics of the United States are shifting and the ethnic minority population is projected to surpass that of the white Americans, historians and educational scholars are rethinking what constitutes an American education. Historically, classrooms have privileged Eurocentric perspectives despite the culturally diverse nation that the United States is. By engaging with educational theorists such as James A. Banks, students will explore the purpose and function of multicultural education in today's society. Students will be expected to research what multicultural education looks like in different contexts as well as the benefits that it yields. In addition, students will examine courses currently offered at Trinity that align with the goals of multicultural education and gather stories from students and faculty about their views on multicultural education. (0.5 course credit) (Enrollment limited)

[299. Independent Study]— (0.25 - 1 course credit) (Enrollment limited)

301. Community Action Integrated Internship— Internship or field work placement, with a required academic component to be determined by the faculty sponsor and student. –Staff

[399. Independent Study]— (0.5 - 1 course credit)

[466. Teaching Assistantship]— (0.5 - 1 course credit)

Community Learning Initiative

Professor Jack Dougherty (Educational Studies), Director; Megan Hartline, Associate Director

Community learning (CLI) at Trinity is a form of experiential learning—often an academic course in which the faculty member partners with a person or group from the local community to involve students in an experience outside the classroom. The learning is reciprocal, as the students and community residents share knowledge, activities, and research. Students who are interested in deepening their community learning engagement, including more advanced community-based research and service, can consider the Community Action Minor or the Community Learning Research Fellows Program.

Many academic departments offer CLI courses. The list below illustrates the range of recently taught CLI courses.

AMST 409. Digital City—With half the world's population now in cities, policymakers and activists are focused on the promise of technology to tackle issues from gentrification, pollution, access to public spaces, and walkability. How can digital platforms affect the growth of equal and just cities? How can critical interventions using such platforms work to recognize differences of gender, race, sexuality, and class in cities, and promote equality? What role do and should colleges play in supporting the growth of just and equal spaces? Focusing on Hartford and Trinity, this course connects global and national issues to the intimate experiences of everyday urban life. It pairs technical skills and social science data collection with urban theory and urban studies. Students contribute to an online archive examining the college-city relationship.

CHEM 311. 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. These techniques will be applied 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.

EDUC 200. Analyzing Schools—This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States and other countries. Drawing upon psychology, we contrast theories of learning, both in the abstract and in practice. Drawing upon philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments.

HRST 348. New Beginnings: Justice Alternatives and the Arts—In this seminar, we will investigate the application of the arts to special populations with a focus on, but not limited to, urban youth at risk; the those incarcerated and; families affected by incarceration; and victims of crime. We will look at the role the arts and restorative justice play in a healing and rehabilitative process with these populations, analyzing the mission, goals, action steps, and results through research and hands-on experience. In conjunction with two Hartford-based nonprofit organizations, Students students will do a significant fieldwork project, entitled New Beginnings, in the city of Hartford in connection and collaboration with a nonprofit organization that will include research, participation, and analysis

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

American Studies, Public Policy & Law, and Women, Gender, & Sexuality.

ISP 117. The Process of Discovery—This first-year seminar introduces broad scientific ideas that cross traditional disciplinary boundaries. This course will examine the scientific process from the initial concept to the published result. We will examine disciplinary differences in how discoveries are made and how research is done. We will also explore writing and reporting styles and special topics such as scientific ethics and funding of research.

MUSC 113. Introduction to World Music—A comprehensive survey of global musical traditions that encompasses rural and urban music from Africa, Latin America, and the Caribbean, India, Asia, 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. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in International Studies-African studies, International Studies-Asian studies, and International Studies-Latin American and Caribbean studies.

PBPL 351. Diversity in the City—Drawing on literature related to federalism, urban politics, and state and local policy, this course will examine how cities have responded to diverse newcomers, from the early twentieth century's machine politics, through the Great Migration of African-Americans to northern cities, to the dispersion of new immigrant populations since the late 1980s. Using this historical perspective, we will consider how local policies shape processes of social and political incorporation, as well as how the presence of newcomers shapes the on-going development of local policies. The course will incorporate case studies of policy decision-making, devoting particular attention to the city of Hartford.

POLS 355. Urban Politics—This course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study 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.

PSYC 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, emotion regulation, language, condition, and socialization. The course will highlight how cultural factors, along with biology interact to influence both the process and the outcomes of development. This course includes a community learning component, where students will choose a problem of interest and after talking with community experts, propose a solution to that problem. (1.25 course credits with optional laboratory)

URST 206. Organizing by Neighborhood: An Internship/Seminar Experience—Have you ever wondered why some neighborhoods thrive and others appear to fail? Are you mystified about what can be done to stem deterioration and provide decent, affordable housing and clean and safe neighborhoods? One way to explore answers to these questions is to intern with a community-based organization dedicated to working with a community as it defines and responds to its problems. In this seminar each student will do a community learning project/internship at such an organization in Hartford. Equally important is a way to understand and interpret your experiences at the organization. The rich theoretical literature that you will read in this seminar on how neighborhoods are organized and function and on models of community responses to neighborhood conditions provides a lens through which to evaluate your experiences with your organization and community.

Fall Term

101. Envisioning Social Change—How do different community organizations (neighborhood groups, non-profit advocates, unions, government agencies, social entrepreneurs, philanthropies, etc.) envision social change? What strategies for change do we find across the City of Hartford? How can Trinity students cultivate and engage in meaningful partnerships to promote social change? Students will investigate these and related questions through readings on community action and social impact, hands-on research and interviews with community stakeholders in Hartford, and the design of collaborative social action projects around a core theme (to be implemented in the spring semester). Students will think critically and reflexively about the root causes of social problems, the ways that power and privilege shape social change work, and how their biographies shape their understanding of and engagement with Hartford. Only first-year students are eligible to enroll in this class. (FYR) (Enrollment limited) –Laws

299. Art and Community—(0.5 course credit) (Enrollment limited) –Rossini

[299. Community Mentorship]— This course has a community learning component. (0.5 course credit) (Enrollment limited)

[399. Independent Study]— (0.5 - 1 course credit)

400. Community Learning Fellows Research Colloquium— This seminar offers a discussion and presentation forum for the research projects undertaken by student participants in the Community Learning Initiative's Program for community-based research. This course has a community learning component. (0.5 course credit) (Enrollment limited) –Clark

Courses Originating in Other Departments

Educational Studies 200. Analyzing Schools— View course description in department listing on p. 200. –Wong

[Educational Studies 305. Immigrants and Education]— View course description in department listing on p. 200. Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor

[Environmental Science 275. Methods in Environmental Science]— View course description in department listing on p. 243. Prerequisite: C- or better in Environmental Science 149L and Chemistry 111L.

Environmental Science 375. Methods in Environmental Science— View course description in department listing on p. 243. Prerequisite: C- or better in Environmental Science 149L and Chemistry 111L. –Geiss, Pitt

Music 111. Samba Ensemble— View course description in department listing on p. 362. –Galm

[Political Science 408. Senior Seminar: Racial and Ethnic Politics]— View course description in department listing on p. 402. This course is open only to senior Political Science majors.

Psychology 295. Child Development— View course description in department listing on p. 415. Prerequisite: C- or better in Psychology 101. –Anselmi

Urban Studies 206. Organizing by Neighborhood: An Internship/Seminar Experience— View course description in department listing on p. 474. This course is not open to first-year students. –Lash

Spring Term

102. Building Knowledge for Social Change— How can students and community groups effectively collaborate to develop goals and outcomes for social action projects? How can knowledge be defined and constructed collaboratively with community partners for purposes of social change? In this course, students work in collaboration with community groups to implement a project in the City of Hartford. Students learn strategies for effectively engaging with community partners and explore and reflect upon the process of producing and disseminating knowledge for social impact. Students will expand their skills through workshops on non-fiction narrative, public speaking, digital storytelling, and data visualization, facilitated by leading experts in these fields. Student groups and their community partners will share their stories about their social change projects at the end of the semester. Prerequisite: Completion of Community Action Colloquium 101 with a C- or better (SOC) (Enrollment limited) –Hartline

[299. Art and Community]— This course has a community learning component. (0.5 course credit) (Enrollment limited)

[299. Community Mentorship]— This course has a community learning component. (0.5 course credit) (Enrollment limited)

Courses Originating in Other Departments

Educational Studies 200. Analyzing Schools— View course description in department listing on p. [202](#). –Wong

Educational Studies 305. Immigrants and Education— View course description in department listing on p. [202](#). Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor –Staff

Educational Studies 309. Race, Class, and Educational Policy— View course description in department listing on p. [203](#). Prerequisite: C- or better in Educational Studies 200 or permission of instructor. –Wong

Environmental Science 149. Introduction to Environmental Science— View course description in department listing on p. [244](#). –Ehlert, Gourley

Hispanic Studies 280. Hispanic Hartford— View course description in department listing on p. [338](#). Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. –Aponte-Aviles

Music 111. Samba Ensemble— View course description in department listing on p. [365](#). –Galm

[Political Science 408. Senior Seminar: Racial and Ethnic Politics]— View course description in department listing on p. [409](#). This course is open only to senior Political Science majors.

Urban Studies 301. Community Oriented Development Strategies to Address Urban Decline in the United States— View course description in department listing on p. [475](#). Prerequisite: Urban Studies 101 or permission of instructor. –Cummins

Comparative Development Studies

See International Studies Program, p. [290](#).

Computer Science

Associate Professor Miyazaki, Chair; Professor Yoon; Associate Professor Spezialetti●●; Assistant Professor Syta; Lecturer in Computer Science and Teachers Aide/Project Administrative Assistant Lake

OVERVIEW OF MAJOR

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 Department offers both the bachelor of arts and the bachelor of science degrees in computer science. While both degrees are designed for students undertaking an in-depth study of computer science, the degrees reflect two different visions of that goal. The B.S. degree focuses on the study of computer science and mathematics courses and is designed for students who want to pursue such interests as software engineering, scientific or mathematical computing, or graduate studies in computer science or a closely related discipline. The B.A. degree reflects a more broad-based view of computing and includes cognate courses that enable students to develop writing and reasoning skills in the context of fields other than computer science. This degree will prepare students for career paths in such areas as project management and information systems as well as postgraduate studies in law, business and medicine.

The interdisciplinary computing major is a second way of combining an interest in computing with study in another discipline. For more information about this program, see p. 177.

REQUIREMENTS

The bachelor of arts and bachelor of science degrees share some general requirements, but each also has its own additional requirements. In sum, 15 to 15 1/2 course credits are required for the major. A grade of C- or better must be maintained in all courses towards the major.

General requirements

For both the B.A. and B.S. degrees, all candidates must complete the following requirements.

Foundational requirement: Four courses:

- CPSC 115L. Introduction to Computing
- CPSC 203. Mathematical Foundations of Computing
- CPSC 215L. Data Structures and Algorithms
- CPSC 275L. Introduction to Computer Systems

Breadth requirement: One course in each of the three areas: *theory*, *systems* and *software*, selected from the list below.

Theory

- CPSC 219. Theory of Computation
- CPSC 320. Analysis of Algorithms

Systems

- CPSC 315. Systems Software
- CPSC 333. Computer Networks
- CPSC 375. High-Performance Computing
- CPSC 385. Computer Security

Software

CPSC 304. Computer Graphics
CPSC 310. Software Design
CPSC 316. Foundations of Programming Languages
CPSC 340. Principles of Software Engineering
CPSC 352. Artificial Intelligence

Elective requirement: Two additional courses selected from the designated elective courses listed below. At most one may be CPSC 110, and at most one may be outside computer science.

Any computer science course numbered 110, above 215 and below 399, or 415
ENGR 221L. Digital Circuits and Systems
ENGR 323L. Microprocessor Systems
MATH 228. Linear Algebra
MATH 252. Introduction to Mathematical Modeling I
MATH 254. Introduction to Mathematical Modeling II
MATH 305. Probability
MATH 309. Numerical Analysis
MATH 314. Combinatorics and Computing

Senior exercise: A yearlong senior seminar (CPSC 403-404⁵) and a yearlong senior project (CPSC 498-499), worth two course credits in total. The senior project is an independent project that is conducted under the supervision of a faculty adviser and performed in conjunction with the senior seminar.

Requirements for the bachelor of arts degree

In addition to the general requirements, candidates pursuing the B.A. degree must complete:

Mathematics requirement: MATH 131. Calculus I.

Cognate requirement: One additional Writing Intensive course outside computer science and one additional Numerical and Symbolic Reasoning course selected from the list below.

Any mathematics course numbered 107 or above
POLS 242. Political Science Research Methods
PSYC 221L. Research Design and Analysis
SOCL 201L. Research Methods in the Social Sciences

Requirements for the bachelor of science degree

In addition to the general requirements, candidates pursuing the B.S. degree must complete:

Additional elective requirement: In addition to two courses for the elective requirement, one more course selected from the designated elective courses listed above. Of the total of three elective courses, at most one may be CPSC 110, and at most one may be outside computer science.

Mathematics requirement: MATH 131. Calculus I, and MATH 132. Calculus II.

Admission to the major

To be admitted to the major, students must receive a grade of C- or better in CPSC 203 and CPSC 215L. Upon submission of the declaration of major form to the department chair, an adviser in the department will be assigned.

ADDITIONAL OPPORTUNITIES

AP credit: Students who scored 4 or 5 on the AP Computer Science Principles examination will be awarded 1 course credit in place of CPSC 110. Students who scored 4 or 5 on the AP Computer Science A examination will be awarded 1 1/4 course credits in place of CPSC 115L. Both may be counted toward the major upon submitting a written request to the department chair.

⁵Fulfills the Writing Intensive Part II requirement.

Study away: Students are strongly urged to consult with their advisers as early as possible in the process of preparing to study abroad. Students should have completed the foundational requirement (CPSC 115L, CPSC 203, CPSC 215L, and CPSC 275L) before studying abroad. Students must consult with their faculty advisers to identify courses that will be acceptable for transfer credits from their study-abroad institutions. Students must fulfill the yearlong requirement of the senior seminar (CPSC 403-404) and the senior project (CPSC 498-499) during their senior year at Trinity.

Graduate school preparation: Students planning to attend graduate school in computer science are advised to take the following courses, which are needed for successful admission to and progress in graduate school: CPSC 219, CPSC 315, CPSC 316, CPSC 320, and MATH 228.

Honors: 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 CPSC 403-404 and CPSC 498-499 sequences with a grade of A- or better.

Fall Term

110. Computing with Mobile Phones— App Inventor for Android is a new open source programming language for Android smart phones. App Inventor is a visual language that enables novice programmers to create powerful mobile applications that interact with the web and with other phones. In this course, students will learn how to access the world of mobile services and applications as creators, not just consumers. They will learn to create entertaining and socially useful apps that can be shared with friends and family. In addition to learning to program and how to become better problem solvers, students will also explore the exciting world of computer science from the perspective of mobile computing and its increasingly important effect on society. (NUM) (Enrollment limited) –Lake

[110. Visual Computing]— With the recent advancement of information technology, the amounts of data produced by various digital devices and computing systems are staggering. This course focuses on the fundamental visualization techniques which are essential to gain meaningful insights into these massive datasets by presenting the underlying structure of the data in understandable, visual forms. Topics will include the human visual system, color theory, information coding, data representation, and interactive visualization techniques and software. Students will also explore application areas including health care, national security, space exploration, bioinformatics, aircraft design, market analysis, education, social networks, weather, and everyday life. (NUM) (Enrollment limited)

115. Introduction to Computing— A fundamental treatment of computer science topics featuring the study of the high-level programming language Python. 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 Python. Prerequisite: C- or better in Computer Science 110 or mathematics skills appropriate for enrolling in a calculus class. (1.25 course credits) (NUM) (Enrollment limited) –Spezialetti, Syta

203. Mathematical Foundations of Computing— An introduction to the principles of logic and discrete mathematics required in the study of computer science. Topics covered may include: propositional and predicate logic and their relationship to general proof techniques used in computing and correctness proofs of programs; mathematical induction applied to recursion and recurrence relations; set theory with an emphasis on infinite sets used in computing; counting principles useful in analyzing graphs and trees; relations and functions and their relationship to databases and functional programming languages. Computer programs will be used to explore concepts examined in the course. Prerequisite: C- or better in Computer Science 110, or mathematics skills appropriate for enrolling in a calculus class. (NUM) (Enrollment limited) –Miyazaki

219. Theory of Computation— A selection of topics intended to serve as an introduction to formal languages and automata theory. The topics will be chosen from among finite state machines, pushdown automata, Turing machines, the Chomsky language hierarchy and related questions of computability. Prerequisite: C- or better in Computer Science 115L and Computer Science 203 (NUM) (Enrollment limited) –Miyazaki

[225. Event Driven Programming]— Event driven programming is a paradigm in which the control flow of a program is driven by external events, which can range from user interaction via a mouse click to clock signals

generated from within a computer system. This course will explore a variety of platforms for and applications of event driven programming. Prerequisite: C- or better in Computer Science 115L. (NUM) (Enrollment limited)

275. Introduction to Computer Systems— This course introduces the fundamental organization and structure of modern computer systems from the perspective of a programmer. Students will become more effective programmers as they learn how computer systems compile, link, and execute programs, store information, and communicate. Topics covered will include data representations, computer arithmetic, low-level representations of programs, processor organization, the memory hierarchy and management, processes, and system-level I/O. A required weekly lab will involve a series of programming exercises related to these topics. Prerequisite: B- or better in Computer Science 115 or a C- or better in Computer Science 215L. (1.25 course credits) (NUM) (Enrollment limited) –Yoon

310. Software Design— Object-oriented paradigm for software analysis and design using an object-oriented programming language as a means to efficient, reliable, modular, and reusable code. Topics covered will include problem solving and design processes, design patterns, object-oriented principles and language-specific techniques, and tools for object-oriented modeling. Prerequisite: C- or better in Computer Science 215. (NUM) (Enrollment limited) –Syta

333. Computer Networks— An introduction to the principles and practices of local area and wide area networking. Topics include the study of the layers of computer networking, network configurations, protocols, security, and reliability. Issues related to implementing networking configurations will be studied. Prerequisite: C- or better in Computer Science 215L, 275L and 203 (or concurrent enrollment in CPSC 203) (NUM) (Enrollment limited) –Yoon

[385. Computer Security]— Introduction to computer security, the practice of protecting information and computer systems from unauthorized actions. Topics covered in the course include information and computer security principles; basic adversarial models and threats; applied cryptography; network, software, operating system, and web security; real-world security protocols; policy, administration and auditing; and legal and ethical issues. Topics on privacy, anonymity, surveillance and a variety of modern, widely available tools for secure communication will also be discussed. Prerequisite: C- or better in Computer Science 203, 215L and 275L (NUM) (Enrollment limited)

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. (0.5 - 1 course credit) –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. (0.5 course credit) (WEB) (Enrollment limited) –Yoon

[415. Special Topics: Mobile Computing]— A survey of the concepts and practices involved in the emerging field of mobile computing, with a focus on the Android and iOS operating systems. Topics include event-driven programming, the client-server model, location awareness (GPS), service management, and mobile security. The course will also address some of the broader impacts of mobile computing on privacy, health, and the economy. The course will be project based and students will build several mobiles apps for the Android platform. Prerequisite: C- or better in Computer Science 215. (NUM) (Enrollment limited)

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

498. Senior Project Part 1— This course is comprised of a research or implementation project and a final written report. This course is required for all senior computer science majors. Students must locate a project advisor and must submit a preliminary proposal to the project adviser by the last day of classes in the spring semester of the junior year. In addition to the 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 project. The course credits are considered pending in the first semester and will be awarded upon completion of the second semester. –Staff

Spring Term

110. Computing with Mobile Phones— App Inventor for Android is a new open source programming language for Android smart phones. App Inventor is a visual language that enables novice programmers to create powerful mobile applications that interact with the web and with other phones. In this course, students will learn how to access the world of mobile services and applications as creators, not just consumers. They will learn to create entertaining and socially useful apps that can be shared with friends and family. In addition to learning to program and how to become better problem solvers, students will also explore the exciting world of computer science from the perspective of mobile computing and its increasingly important effect on society. (NUM) (Enrollment limited) –Lake

115. Introduction to Computing— A fundamental treatment of computer science topics featuring the study of the high-level programming language Python. 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 Python. Prerequisite: C- or better in Computer Science 110 or mathematics skills appropriate for enrolling in a calculus class. (1.25 course credits) (NUM) (Enrollment limited) –Syta

[203. Mathematical Foundations of Computing]— An introduction to the principles of logic and discrete mathematics required in the study of computer science. Topics covered may include: propositional and predicate logic and their relationship to general proof techniques used in computing and correctness proofs of programs; mathematical induction applied to recursion and recurrence relations; set theory with an emphasis on infinite sets used in computing; counting principles useful in analyzing graphs and trees; relations and functions and their relationship to databases and functional programming languages. Computer programs will be used to explore concepts examined in the course. Prerequisite: C- or better in Computer Science 110, or mathematics skills appropriate for enrolling in a calculus class. (NUM) (Enrollment limited)

215. Data Structures and Algorithms— A study of data structures and algorithms using a high-level programming language. The basic data structures (lists, stacks, queues, trees, and files) and basic algorithms (searching, sorting, and file management) will be introduced and implemented. Data and procedural abstraction, software design principles, and the analysis of the complexity of algorithms will be discussed. Details related to programming will be covered in a required weekly lab. Prerequisite: C- or better in Computer Science 115L. (1.25 course credits) (NUM) (Enrollment limited) –Miyazaki, Staff

[219. Theory of Computation]— A selection of topics intended to serve as an introduction to formal languages and automata theory. The topics will be chosen from among finite state machines, pushdown automata, Turing machines, the Chomsky language hierarchy and related questions of computability. Prerequisite: C- or better in Computer Science 115L and Computer Science 203 (NUM) (Enrollment limited)

[304. Computer Graphics]— An introduction to geometric and computer graphics principles needed for developing software with graphical output. General principles of designing and testing of software systems with reusable components will be emphasized. Geometry and computer graphics topics covered will include coordinate systems, geometric transformations, windowing, curves, fractals, polyhedra, hidden lines, surfaces, color, and shading. Graphical programs that model phenomena from the natural sciences or aid the visualizing of conceptual models in computer science and mathematics will be used for examples and assignments. Prerequisite: C- or better in Mathematics 132 and Computer Science 215L. (NUM) (Enrollment limited)

[315. Systems Software]— A study of the organization and implementation of computer operating systems. Topics include operating systems organization, file systems, memory and process management, resource allocation, recovery procedures, multiprogramming, and distributed processing. The Unix operating system will be used and emphasis will be placed on how various system functions have been implemented in the Unix environment. Prerequisite: C-

or better in Computer Science 215L, 275L and 203 (or concurrent enrollment in CPSC 203) (NUM) (Enrollment limited)

316. Foundations of Programming Languages— A study of the organization, specification, and behavior of programming languages. The course will focus on five different programming language paradigms: imperative, object-oriented, functional, logic, and concurrent. Programming assignments using example languages from each of these paradigms will be required. Emphasis will be placed on learning C++, PROLOG, and LISP in a Unix environment. Other topics covered include language syntax, control structures, objects, and functions. Prerequisite: C- or better in Computer Science 215L and Computer Science 203 (or concurrent enrollment in 203). (NUM) (Enrollment limited) –Yoon

[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 non-computability will be covered. The algorithms studied will include examples involving sorting, graphs, geometry, and combinatorics. Theoretical aspects of algorithms will be studied as well as practical aspects useful in writing programs. Prerequisite: C- or better in Computer Science 215L and Computer Science 203 (or concurrent enrollment in 203). (NUM) (Enrollment limited)

340. Principles of Software Engineering— The study of issues involved in developing large-scale software systems. Topics covered include software life cycle, system design and specification, advanced programming concepts, and techniques for software testing, debugging, and maintenance. The issues studied will be applied to team projects. Prerequisite: C- or better in Computer Science 215L and Computer Science 203 (or concurrent enrollment in 203). (NUM) (Enrollment limited) –Staff

375. High-Performance Computing— This course will introduce various programming models and techniques for multiprocessors. Students will design, implement, and evaluate parallel algorithms for solving complex problems that demand high computational speed. Topics covered include parallel machine architecture, analysis of parallel algorithms, load balancing, and various parallel algorithms including sorting, searching, linear systems, and image processing. Prerequisite: C- or better in Computer Science 215L, Computer Science 275L, and Mathematics 131. (NUM) (Enrollment limited) –Yoon

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. (0.5 - 1 course credit) –Staff

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. (0.5 course credit) (WEB) (Enrollment limited) –Yoon

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

499. Senior Project Part 2— This course is comprised of a research or implementation project and a final written report. This course is required for all senior computer science majors. Students must locate a project adviser and must submit a preliminary proposal to the project adviser by the last day of classes in the spring semester of the junior year. In addition to the 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 project. The course credits are considered pending in the first semester and will be awarded upon completion of the second semester. –Staff

Interdisciplinary Computing

Associate Professor Miyazaki, Chair; Professor Yoon; Associate Professor Spezialetti●●; Assistant Professor Syta

OVERVIEW OF MAJOR

Computer technologies and computing concepts have infused virtually every area of academic study. This interdisciplinary major is designed for students who wish to combine the study of computing and computers with another academic discipline. Students can combine the study of computing with traditional academic disciplines, such as physics, chemistry, sociology, or biology, and with emerging fields that involve a substantial computing component, such as bioinformatics, cognitive science, and digital arts.

REQUIREMENTS

Students who elect this major will design a course of study in consultation with two faculty advisers, one in computer science and one in the coordinate discipline. Together they must develop a coherent course of study consisting of an appropriate selection of courses in mathematics, computer science, and the coordinate discipline. The specific courses that make up the major will vary according to the particular focus of the major, but all approved majors will have the following general requirements.

General requirements

Computer science core: Three courses:

CPSC 115L. Introduction to Computing
CPSC 203. Mathematical Foundations of Computing
CPSC 215L. Data Structures and Algorithms

Computer science electives: Three courses appropriate to the coordinate discipline, to be chosen in consultation with the computer science adviser.

Mathematics: Students coordinating with a discipline in the natural or social sciences must take, at minimum, MATH 131 and one additional course from the following: any mathematics course numbered 107 or above, POLS 242, PSYC 221L and SOCL 201L (however, with economics, MATH 131 and either MATH 207 or ECON 218). Students coordinating with a discipline in the arts and humanities must take MATH 127 or be eligible to enroll in MATH 131. Additional mathematics courses are to be specified in a study plan.

Coordinate courses: Six to seven courses in the coordinate discipline to be chosen in consultation with the coordinate adviser.

Senior exercise: A yearlong senior exercise (CPSC 498-499) consisting of an approved capstone project, plus participation in the computer science senior seminar (CPSC 403-404). The senior project will involve substantial interdisciplinary research, study or development that brings coherence to the students overall course of study. It must be proposed, in consultation with two faculty advisers, one in computer science and one in the coordinate discipline, and approved by the Computer Science Department at the end of the spring term of the junior year. Both CPSC 403 and CPSC 404 fulfill the Writing Intensive Part II requirement.

Admission to the major

To be admitted to the major, students must receive a grade of C- or better in CPSC 203 and CPSC 215L and must submit an approved plan of study in consultation with their advisers.

SAMPLE TRACKS

The interdisciplinary computing major provides a student with the flexibility to design a course of study that combines computing and any other discipline. The following tracks are provided as guiding examples. Unless specified otherwise, the courses listed here do not constitute formal requirements but rather illustrate some of the specific topics that may be included in a course of study.

Artificial intelligence and cognitive science

How can computers and robots be made to behave intelligently? Can the human brain and human intelligence be understood by means of computational models? What are some of the social and ethical implications posed by intelligent machines? Students interested in this area should combine psychology and philosophy courses with appropriate computer science and mathematics courses as follows:

Computer science electives: Appropriate courses may be chosen from: CPSC 219. Theory of Computation, CPSC 310. Software Design, CPSC 352. Artificial Intelligence, and CPSC 375. High-Performance Computing.

Mathematics: Beyond the required courses, students might take one additional course relevant to their interests.

Coordinate courses: Relevant courses in psychology and philosophy should include NESC 365. Cognitive and Social Neuroscience, PSYC 221L. Research Design and Analysis, PSYC 255L. Cognitive Psychology, PSYC 293L. Perception, PSYC 322L. Psychological Assessment, and PHIL 374. Minds and Brains. (See also the Psychology Department section of this bulletin on see p. [411](#).)

Arts and humanities

Study of computing can be combined with almost any of the traditional humanities and art disciplines. Students interested in history could focus on the history of computing. Philosophers could focus on a wealth of interesting philosophical questions. A student interested in art or art history could focus on the increasing use and importance of computers in the art world. Combining computing with an art or humanities discipline would require eight or nine courses in the coordinate discipline plus an appropriate selection of computing courses:

Computer science electives: Appropriate courses may include: CPSC 110. Computers, Information, and Society, CPSC 310. Software Design, and CPSC 352. Artificial Intelligence.

Coordinate courses: Eight or nine courses in the particular discipline (e.g., history, language and culture studies).

Bioinformatics

Modern molecular biology has come increasingly to rely on computers for genome sequencing, protein folding, the analysis of cell structures and processes, and for approaching many other biological problems. Students interested in this field of study should combine computer science, mathematics, and biology into a coherent plan of study that might consist of the following:

Computer science electives: Appropriate courses may be chosen from: CPSC 304. Computer Graphics, CPSC 310. Software Design, CPSC 320. Analysis of Algorithms, CPSC 352. Artificial Intelligence, and CPSC 375. High-Performance Computing.

Mathematics: In addition to MATH 131 and MATH 207, mathematically-oriented students might further take MATH 132 and one or two additional courses in mathematical modeling (MATH 252 or MATH 254).

Coordinate courses: Introductory courses in chemistry (CHEM 111L and CHEM 112L) and biology (BIOL 182L, BIOL 183L and BIOL 224L) plus two or more advanced biology courses such as BIOL 226L. Recombinant DNA Technology, BIOL 227L. Cell Biology, and BIOL 310L. Developmental Biology.

Digital media

Computing capabilities have expanded the expressive potential of humans by providing software-based mechanisms to create, manipulate, present, and catalogue images, sound, and video. Students can explore the inter-relationship between computing and the arts via a course of study combining computing with the study of studio arts, fine arts, or music. A suggested course of study may include:

Computer science electives: Appropriate courses may include: CPSC 110. Visual Computing, CPSC 225. Event Driven Programming, and CPSC 310. Software Design.

Coordinate courses: Eight or nine courses in studio arts, art history, or music.

Economics and computing

Computing technology and concepts have become increasingly important in all areas of economics and finance, from analysis to security to modeling and visualization. Study in this area might also focus on some of the economic impacts of computing in areas such as online media or intellectual property law. A course of study in this area would draw on:

Computer science electives: Appropriate courses may be chosen from: CPSC 310. Software Design, CPSC 320. Analysis of Algorithms, CPSC 333. Computer Networks, CPSC 340. Software Engineering, and CPSC 385. Computer Security.

Mathematics: In addition to MATH 131 and either MATH 207 or ECON 218, mathematically-oriented students might further take MATH 132 and one or two additional courses in mathematical modeling (MATH 252 or MATH 254).

Coordinate courses: The Economics Department requires ECON 101. Basic Economic Principles, ECON 301. Microeconomic Theory, ECON 302. Macroeconomic Theory, ECON 318. Econometrics, ECON 431. Senior Seminar, one additional 200-level economics course, and one additional 300-level economics course. (For more details, see Economics on p. 183)

Physical sciences and engineering

Study of computing can be combined with any of the traditional physical science and engineering disciplines (e.g., chemistry, physics). There are many exciting scientific applications of computing, including data mining and analysis, data visualization, computational modeling, and other areas. Computational chemists use computers to calculate the structures and properties of molecules. Computational physicists use numerical algorithms to build models and solve problems in quantum mechanics. Students interested in an interdisciplinary course of study in this area would take six or seven courses in the coordinate discipline plus an appropriate selection of courses in mathematics and computing:

Computer science electives: Appropriate courses may include: CPSC 304. Computer Graphics, CPSC 320. Analysis of Algorithms, and CPSC 375. High-Performance Computing.

Mathematics: In addition to MATH 131 and MATH 132, students might take MATH 207 and one or two additional courses in mathematical modeling (MATH 252 or MATH 254).

Coordinate courses: Six or seven courses in the particular physical science or engineering (e.g., chemistry, physics).

Social sciences

Study of computing can be combined with any of the traditional social science disciplines such as sociology and political science. Study in these areas might focus on some of the social and political implications of computing in modern society, the digital divide, the open source movement, social impacts of digital media. Students interested in an interdisciplinary course of study in a social science would take six or seven courses in the coordinate discipline plus an appropriate selection of courses in mathematics and computing.

Computer science electives: Appropriate courses may be chosen from: CPSC 110. Computers, Information, and Society, CPSC 310. Software Design, CPSC 320. Analysis of Algorithms, CPSC 375. High-Performance Computing, and CPSC 385. Computer Security.

Coordinate courses: Six or seven courses in the particular social science (e.g., anthropology, political science, sociology).

ADDITIONAL OPPORTUNITIES

AP credit: Students who scored 4 or 5 on the AP Computer Science Principles examination will be awarded 1 course credit in place of CPSC 110. Students who scored 4 or 5 on the AP Computer Science A examination will be awarded 1 1/4 course credits in place of CPSC 115L. Both may be counted toward the major upon submitting a written request to the department chair.

Study away: Students are strongly urged to consult with their advisers as early as possible in the process of preparing to study abroad. Students should have completed the core requirement (CPSC 115L, CPSC 203, and CPSC 215L) before studying abroad. Students must consult with their faculty advisers to identify classes that will be acceptable for transfer credits from their study-abroad institution. Students must fulfill the yearlong requirement of computer science seminar (CPSC 403-404) and the associated senior project (CPSC 498-499) during their senior year at Trinity.

Honors: Honors are awarded to qualified students by vote of the computer science faculty. Typically, to attain honors in the major, a student must have four grades of A- or better and no grade lower than B in the top eight courses counted toward the major, four of which come from computer science and mathematics courses numbered

200 or higher and four of which come from courses in the coordinate department, and complete the CPSC 403-404 and CPSC 498-499 sequences with a grade of A- or better.

The Cities Program

Dean Xiangming Chen, Director

A selective, one-year non-major curriculum for 15-20 talented and strongly motivated students in each entering class, the Cities Program examines cities and urban issues, past and present, in the United States and elsewhere, from various humanities and social science perspectives. In their first semester, participating students take two courses (Introduction to Urban Studies and The American City), the latter of which is specific to the Cities Program. In the second semester, students take two other courses (From Hartford to World Cities and Thinking about Cities), the latter of which is specific to the Cities Program. Students receive the Cities Program certificate upon completing these four courses during their first year. Subject to the scheduling of these courses in any given year, a student could take an elective as a replacement or take any one of these courses during the second year if approved by his or her adviser and the Director of the Cities Program.

The Cities Program, which admitted its first students in the spring of 1996, is designed to be compatible with every major offered at Trinity, including not just those in the humanities and social science disciplines that are central to the program, but also those in the arts and the natural sciences. The Cities Program not only served as a launching pad for students to continue with an urban studies minor (instituted in 2010) or major (launched in fall 2013), but also continues to draw a number of prospective students to Trinity who are particularly interested in the College's urban location and setting.

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 Xiangming Chen, of their interest no later than April 25.

Fall Term

101. Introduction to Urban Studies— This course provides a general introduction to the interdisciplinary field of urban studies. Using a variety of Western and non-Western cities as illustrative examples, the course aims to give a broad survey and understanding of the distinctive characteristics of urban places. Students will learn definitions, concepts, and theories that are fundamental to the field. Topics covered include the role of planning in shaping cities, the economic structure and function of cities, the evolution of urban culture, community organization and development, gentrification and urban renewal, and urban governance policy. (SOC) (Enrollment limited) –Myers

[105. Thinking About Cities Since 1800]— This first-year seminar introduces Cities Program students to how a representative group of writers and artists have reflected upon urban life since 1800. Sources include texts from fiction and nonfiction, and works in the visual arts, music and film from a diverse variety of cultures. Topics include the growth of cities and urban cultures; views on experiencing urban neighborhoods, street life and other public spaces, in daytime and nighttime; the evolution of urban planning and architecture; patterns of social class, gender, racial and ethnic relations; and experiences of migration and globalization taking place since the early 1800s. Only first-year students are eligible to enroll in this class. (FYR) (Enrollment limited)

200. The American City— The course examines the evolution of American cities since the early 19th century, from early, dense centers of commerce and manufacturing to complex, sprawling metropolitan regions. It pays particular attention to Hartford as an example. Major topics include the impact of technological and economic change, attempts to control and guide development, immigration, conflicts among groups, and urban culture. The course will also track the evolution of American discourse about the cities as a social, cultural, and governance challenge, and the eternal effort to “fix” urban life. Only students in The Cities Program are allowed to enroll in this course. (FYR2) (Enrollment limited) –Cummins

[202. City as a 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, and New York—will serve as case studies. Only students in The Cities Program are allowed to enroll in this course. (FYR1) (Enrollment limited)

Courses Originating in Other Departments

Art History 247. Renaissance and Baroque Architecture and Urbanism— View course description in department listing on p. [128](#). –Triff

Spring Term

105. Thinking About Cities Since 1800— This first-year seminar introduces Cities Program students to how a representative group of writers and artists have reflected upon urban life since 1800. Sources include texts from fiction and nonfiction, and works in the visual arts, music and film from a diverse variety of cultures. Topics include the growth of cities and urban cultures; views on experiencing urban neighborhoods, street life and other public spaces, in daytime and nighttime; the evolution of urban planning and architecture; patterns of social class, gender, racial and ethnic relations; and experiences of migration and globalization taking place since the early 1800s. Only first-year students are eligible to enroll in this class. (FYR) (Enrollment limited) –Figueroa

[200. The American City]— The course examines the evolution of American cities since the early 19th century, from early, dense centers of commerce and manufacturing to complex, sprawling metropolitan regions. It pays particular attention to Hartford as an example. Major topics include the impact of technological and economic change, attempts to control and guide development, immigration, conflicts among groups, and urban culture. The course will also track the evolution of American discourse about the cities as a social, cultural, and governance challenge, and the eternal effort to “fix” urban life. Only students in The Cities Program are allowed to enroll in this course. (FYR2) (Enrollment limited)

201. From Hartford to World Cities: Comparative Urban Dynamics— The 21st century is truly a global urban age characterized by the simultaneous decline and revival of post-industrial cities in the United States and the co-existence of boom and poverty in the rapidly industrializing cities in developing countries, as well as by how globalization is exerting a growing impact on urban places and processes everywhere. This course adopts an integrated and comparative approach to studying the local and global characteristics, conditions, and consequences of the growth and transformation of cities and communities. Using Hartford—Trinity’s hometown—as a point or place of departure, the course takes students to a set of world or global cities outside the United States, especially a few dynamic mega-cities in developing countries to explore the differences and surprising similarities among them. (GLB5) (Enrollment limited) –Chen

Economics

Ward S. Curran Distinguished Professor of Economics Ramirez●, Chair; Professor Grossberg, (Acting Chair, Fall); George M. Ferris Professor of Corporation Finance and Investments Butos, Shelby Cullom Davis Professor of American Business and Economic Enterprise Gunderson, Katherine W. Davis Professor of Economic Organizations and Innovations Stringham, G. Fox and Company Professor of Economics Zannoni; Associate Professors Ahmed, Clark, Hoag, and Stater; Assistant Professors Stillwagon†, Szembrot●, and Woolley; Senior Lecturer Schneider; Visiting Assistant Professors Helming, Jacobs, Jung, McMillen, and Xhurxhi; Visiting Lecturer O'Connor

OVERVIEW OF MAJOR

The economics curriculum: ECON 101, ECON 301, and ECON 302 together constitute the theoretical core of the economics curriculum. As such, ECON 301 and ECON 302 are different from 300-level elective courses. Students who major in economics should complete ECON 301 and ECON 302 as soon as possible after they have completed ECON 101 to ensure that they develop a sufficiently strong appreciation of the economic theory that they will be expected to apply in 300-level elective courses. Students are required to complete ECON 301, ECON 302, and ECON 431 at Trinity College. The Writing Intensive Part II requirement is fulfilled by the senior seminar (ECON 431) or the senior thesis (ECON 498-499).

REQUIREMENTS

Admission requirements and the economics major—Students who intend to declare a major in economics must do so no later than the Friday after spring break of their sophomore year. This deadline applies to students declaring economics as their first or second major. At or before this time, students who:

- have satisfactorily completed (i.e., with a grade of B- or better) ECON 101;
- have satisfactorily completed (i.e., with a grade of C- or better) an elective 200-level economics course (or, if already in their fourth semester, are currently enrolled in an elective 200-level economics course);
- and who have satisfactorily completed (i.e., with a grade of C+ or better) or are currently enrolled in either ECON 301 or ECON 302

will be admitted to the major upon submission of the declaration of major form to Professor Carol Clark. At that time, an adviser in the department will be assigned.

	Bachelor of arts in economics	Bachelor of science in economics	Interdisciplinary computing major
Required core economics courses (A grade of B- or better is required in ECON 101 and a grade of C+ is required in ECON 301 and 302) ^a	ECON 101 ECON 301 ECON 302	ECON 101 ECON 301 ECON 302	ECON 101 ECON 301 ECON 302
Required quantitative courses (A grade of C+ or better is required in ECON 218 or MATH 207)	ECON 218 (formerly ECON 109) or MATH 207	ECON 218 (formerly ECON 109) or MATH 207	ECON 218 (formerly ECON 109) or MATH 207
Electives	One 200-level economics course One any-level economics course	MATH 131 ^b One 200-level economics course ECON 312 and 318 ^c <i>or</i> ECON 318 and 328 ^c	One 200-level economics course ECON 318

	Four 300-level economics courses <i>and</i> ECON 431 <i>or</i> Three 300-level economics courses <i>and</i> ECON 498-499 ^d	Four 300-level economics courses <i>and</i> ECON 431 <i>or</i> Three 300-level economics courses <i>and</i> ECON 498-499 ^d	One 300-level economics course <i>and</i> ECON 431
Total Number of Courses	11	13	8 ^e

^a Required core economics courses may be retaken only once. If ECON 101 is retaken, a grade of B or better is required. If ECON 301 or ECON 302 is retaken, a grade of B- or better is required in the retaken course for completion of the major. For students wishing to retake ECON 301 or ECON 302, an Alternate Major Form must be submitted to the Chair of the Economics Department no later than the last day of Add/Drop of the semester following the student's first attempt at ECON 301 or 302.

^b or any course with a prerequisite of MATH 131

^c or ECON 312 and any course with ECON 312 as a prerequisite, or ECON 318 and any course with ECON 318 as a prerequisite.

^d Students who complete ECON 498-499 must also complete the 0.5 credit Senior Thesis Seminar (ECON 402-403).

^e In addition to requirements in Computer Science and Mathematics.

Number of courses, credits, and overall GPA required for the major and Concentrations/Tracks: The department provides three routes to a degree in economics: the B.A. (bachelor of arts); the B.S. (bachelor of science), which is more quantitative; and the interdisciplinary computing with economics major. Students who think they may be interested in graduate work in economics are advised to seek the B.S. degree and supplement it with additional mathematics courses as explained below under the heading "Students considering pursuing graduate studies in economics."

Important: Required core economics courses (ECON 101, ECON 301, and ECON 302) for the B.A., B.S., and interdisciplinary computing with economics majors may be retaken only once. If ECON 101 is retaken, a grade of B or better is required. If ECON 301 or ECON 302 is retaken, a grade of B- or better is required in the retaken course for completion of the major. For students wishing to retake ECON 301 or ECON 302, an Alternate Major Form must be submitted to the Chair of the Economics Department no later than the last day of Add/Drop of the semester following the student's first attempt at ECON 301 or 302.

The bachelor of arts degree

Requirements for the completion of the B.A. degree are:

- a grade of B- or better in ECON 101;
- a grade of C+ or better in ECON 301 and ECON 302;
- a grade of C+ or better in ECON 218 (formerly ECON 109) or MATH 207;
- and a grade of C- or better in each of seven other courses, including:
 - one any level economics course;
 - one 200-level economics course; and
 - four additional 300-level economic courses and ECON 431, or three additional 300-level economic courses and ECON 498-499. Students who complete ECON 498-499 must also complete the 0.5 credit Senior Thesis Seminar (ECON 402-403), which does not count for major credit.

The bachelor of science degree

Requirements for the completion of the B.S. degree are:

- a grade of B- or better in ECON 101;
- a grade of C+ or better in ECON 301 and ECON 302;
- a grade of C+ or better in ECON 218 (formerly ECON 109) or MATH 207;
- and a grade of C- or better in each of nine other courses, including:
 - one 200-level economics course;
 - ECON 312 and ECON 318, or ECON 318 and ECON 328, or ECON 312 and any course with ECON 312 as a prerequisite, or ECON 318 and any course with ECON 318 as a prerequisite;
 - MATH 131 (or any course requiring MATH 131 as a prerequisite); and
 - four additional 300-level economic courses and ECON 431, or three additional 300-level economic courses and ECON 498-499. Students who complete ECON 498-499 must also complete the 0.5 credit Senior Thesis Seminar (ECON 402-403), which does not count for major credit.

The interdisciplinary computing with economics 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 computer science, the requirements are:

- a grade of B- or better in ECON 101;
- a grade of C+ or better in ECON 301 and ECON 302;
- a grade of C+ or better in ECON 218 (formerly ECON 109) or MATH 207;
- and a grade of C- or better in ECON 318, ECON 431, and additionally
 - one 200-level economics course; and
 - one 300-level economics course.

Core courses: See OVERVIEW and REQUIREMENTS

Electives: It is recommended that students majoring in economics select cognate courses, in consultation with their adviser, in anthropology, history, philosophy, political science, public policy, and sociology. ECON 312, ECON 318, and ECON 328 are of particular value in integrating economic theory and economic applications.

Many 300-level courses have prerequisites other than ECON 101 and students are advised to consult the course descriptions below or the course listings in the Schedule of Classes for course prerequisites. Beyond ECON 101, ECON 301, and ECON 302, courses are offered in the following areas in the department:

- Economic theory and its history (202, 210, 327)
- Economic growth and fluctuations (203, 304, 323)
- Economic systems and development (214, 231, 317, 325)
- International economics (315, 316)
- Labor economics (303)
- Money and finance (243, 309, 310)
- Public policy issues (207, 209, 217, 247, 306, 307, 308)
- Quantitative economics (218, 312, 318, 328)
- Studies in social policies and economic research (431)
- Independent research (299, 399, 401, 498, 499)

Senior Seminar/Senior Thesis: The Writing Intensive Part II requirement is fulfilled by the senior seminar (ECON 431) or the senior thesis (ECON 498-499).

ADDITIONAL OPPORTUNITIES

Study away: A maximum of three credits taken away from Trinity may be earned for major credit with a maximum of two at the 300 level. Students are required to complete ECON 301, ECON 302, and ECON 431 at Trinity College. All students who wish to receive credit toward the major for courses taken away from Trinity must complete an application for transfer credit and have the course(s) approved for credit by their faculty adviser and by Professor Christopher Hoag before going abroad. In addition to having courses preapproved, students must earn grades of B+ or better to receive credit toward the major at the 300 level, and C+ or better to receive credit toward the major at the 200 level or lower, except that ECON 101 requires a higher grade to progress in the major (see above). Permission to receive credit toward the major for courses in other departments or work in special programs at Trinity must be approved in advance by the Economics Department chair.

Honors: To graduate with honors in economics a student must have (1) completed ECON 301 and ECON 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 ECON 498-499, a senior thesis, with a grade of A- or better and ECON 402-403. In exceptional cases, a student who has completed ECON 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.

Students considering pursuing graduate studies in economics: Students who are considering pursuing graduate study in economics should be aware of the emphasis that graduate programs in economics place on proficiency in mathematics. Graduate programs in economics place considerable weight on the applicant's score on the quantitative section of the Graduate Record Exam (GRE), as well as on the student's performance in undergraduate mathematics courses and quantitatively oriented courses in economics. Students considering pursuing graduate study in economics are especially urged to discuss their interests with their advisers at the earliest possible date.

Accordingly, economics majors thinking about pursuing graduate study in economics are strongly advised to complement their economics course work with additional course work in the Mathematics Department. At a minimum, course work in mathematics should include: MATH 131. Calculus I and MATH 132. Calculus II and MATH 228. Linear Algebra. Beyond these, additional recommended course work in mathematics would include: MATH 231. Calculus III, MATH 234. Differential Equations, MATH 305. Probability and Math 306. Mathematical Statistics, and MATH 331. Analysis I. Students are strongly urged to take ECON 312. Mathematical Economics and ECON 318. Basic Econometrics.

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.

Note: Effective fall 2013 a grade of B- or better is required in order to major in Economics. (If Econ 101 is retaken a grade of B or better is required if the course was originally taken during or after fall 2013.) Concurrent enrollment in Economics 101 and either Economics 301 or Economics 302 is not allowed. (SOC) (Enrollment limited) –Butos, Clark, Hoag, Jacobs

103. Fundamentals of Accounting— A review of accounting concepts and procedures, with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated. Senior economics and coordinate majors have first choice for enrollment, then junior economics and coordinate majors, then sophomores. Senior and junior non-majors need permission of instructor. (SOC) (Enrollment limited) –O'Connor

202. Contemporary Macroeconomic Issues— Is all well with modern macroeconomics? Recent events have raised many questions for macroeconomists about the way the economy works and the design of macroeconomic policy. This course examines a variety of contemporary macroeconomic issues from competing theoretical perspectives. Topics include: spending versus thrift and macroeconomic performance; the role of fiscal policy in a recession; the short and long term consequences of bailouts; and the role of money and finance in the economy. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –Jung

[203. A History of Macroeconomic Crises]— This course provides an historical perspective on financial crises, including the most recent global crisis, Japan and Sweden's post-real estate bubble experiences in the 1990's, The Asian currency crises, the S&L crisis in the 1980's, the oil crisis of the 1970's, the Great Depression, and earlier

episodes. In particular, we will focus on commonalities between the events in both their causes, and the nature of the aftermath, including issues of debt and asset prices, and the various policy responses. Supplemental reading materials will include Kindleberger's "Manias, Panics, and Crashes: A History of Financial Crises", Reinhart and Rogoff's "This Time is Different: Eight Centuries of Financial Folly", Shiller's "Irrational Exuberance", and Koo's "The Holy Grail of Macroeconomics: Lessons from Japan's Great Recession." Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited)

[207. Alternative Economic Systems]— The revolutionary events of 1989 in Eastern Europe and the collapse of the Soviet Union in 1991 led many observers to argue that socialism had failed as an economic system. These observers noted, however, that the failure of "real" socialism did not mean the end of economic debate. Rather, it re-focused the debate from socialism versus capitalism to alternative forms of capitalism. The central question thus became: do competing, viable models of capitalism exist, and, if so, what are the vision and corresponding institutions associated with each? This question is especially important today given the current challenges facing most capitalist economies. This course introduces students to alternative models of the macro-economy that exist, to varying degrees, in North America and Western Europe. Prerequisite: C- or better in Economics 101. (GLB5) (Enrollment limited)

207. Alternative Economic Systems— A comparative study of the major types of economic systems, such as markets and centrally planned economies. Also includes some case studies of smaller, stereotypical models of economic organization along with the effects of varying degrees of economic freedom. Prerequisite: C- or better in Economics 101. (GLB5) (Enrollment limited) –Stringham

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: C- or better in Economics 101. (SOC) (Enrollment limited) –Ahmed

210. Contemporary Micro Issues— This course will study the contemporary micro issues using the tools of micro economic analysis. The course will examine important economic and social policy issues in the U.S., the role of government in designing economic policy and its impact on individuals. Topics include: investment in human capital; education, earnings and the job market discrimination; income inequality, poverty and social security; health and risky behaviors, health care provision and the impact of insurance; environment and the problem of pollution. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –Xhurxhi

217. Economics of Health and Health Care— Analysis of the structure of health care markets using economic principles. Evaluation of current health care policies and their effects on cost, access and quality. Topics covered include the production of and demand for health and medical care; information asymmetries between patients, doctors, and payers; health insurance coverage; the effects of managed care (including HMOs) on competition, efficiency, and quality; training and practice of physicians; hospitals; prescription drug pricing; government regulations; Medicare and Medicaid; health care reform. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –Helming

218. Introduction to Statistics for Economics— This course is designed to familiarize students with common statistical methods used in economics. Topics will include the presentation of data, descriptive statistics, probability theory, discrete and continuous distributions, sampling distributions, estimation, and hypothesis testing. This course may be used as a substitute for Mathematics 207 Statistical Data Analysis. Students may not earn Economics major credit for both Mathematics 207 and Economics 218 (formerly Economics 109). This course and Mathematics 207 serve as equivalent prerequisites for Economics 318L Basic Econometrics. Prerequisite: C+ or better in Economics 101 or permission of instructor. (NUM) (Enrollment limited) –Xhurxhi

[231. Latin American and Caribbean Economic Development]— This course examines and evaluates the major theories and leading issues in the study of economic growth and development in Latin America and the Caribbean during the 20th century. It focuses on the region's economic and historical links to industrialized nations as a key element in understanding the nature and direction of its economic growth and development. Topics include:

theories of development; rural development and migration; state-led industrialization and structural transformation under import-substitution industrialization (ISI); debt, stabilization, and adjustment policies; neoliberal policies such as privatization and the deregulation of financial and labor markets; and trade liberalization, particularly the proliferation of preferential trading arrangements such as the North American Free Trade Agreement (NAFTA), the Southern Cone Common Market (MERCOSUR), the Caribbean Common Market (CARICOM), the Lome Convention, and the Central American Common Market (CACM). Prerequisite: C- or better in Economics 101. (GLB5) (Enrollment limited)

[247. Introduction to Policy Analysis]— This course will introduce students to the basic ingredients of policy analysis rooted in the microeconomics of externalities (social, economic, and political), public goods, common property, information failure, absence of competition, and distributional concern. This course is not open to students who have previously earned credit for Economics 306 or Economics 311. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited)

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. Prerequisite: C- or better in Economics 101. (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. Required of all majors in economics. Note: Students are reminded that a grade of C+ or better is required in Economics 301 (or B- if the course is retaken) in order to major in economics. Prerequisite: B- or better in Economics 101, and C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 301 and either Economics 101 or 302 is not allowed. (SOC) (Enrollment limited) –Ahmed, Schneider

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. Required of all majors in economics. Note: Students are reminded that a grade of C+ or better is required in Economics 302 (or B- if the course is retaken) in order to major in economics. Prerequisite: B- or better in Economics 101, and C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 302 and either Economics 101 or 301 is not allowed. (SOC) (Enrollment limited) –Woolley

303. Labor Economics— An examination of a number of important issues in modern labor economics. Topics include (but are not limited to): the determinants of labor supply, with special emphasis on the growth of women's labor supply during the last century; the demand for labor and the determination of wages; discrimination in labor markets. Prerequisite: C+ or better in Economics 301. (GLB5) (Enrollment limited) –Grossberg

[304. The Causes of and Best Responses to Recessions]— This course will examine the characteristics of past US and international recessions including common precipitating factors (including debt, trade deficits, and large run-ups in asset prices) and the effect on unemployment, production, investment, savings, and inflation. The inquiry will focus heavily on data. Monetary and fiscal policy responses to recessions and their effectiveness will be a core issue. Theoretical concepts such as the Phillips and Beveridge curves, and the natural rate hypothesis will be applied. The course will close with an overview of various schools of thought on the nature of the business cycle, and the optimal policy reaction including: Monetarist, Keynesian, Austrian, Minskyian/Post-Keynesian, and real business cycle theory, the structural slumps work of Phelps, and Koo's balance sheet recession view. Prerequisite: C+ or better in Economics 302. (SOC) (Enrollment limited)

[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: C+ or better in Economics 301. (SOC) (Enrollment limited)

308. Industrial Organization and Public Policy— The course is divided into two parts. The first part consists of an examination of the structure of American industry including a critical analysis of the empirical evidence

underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on regulation and antitrust policies. Prerequisite: C+ or better in Economics 301. (Calculus is recommended, but not required) (SOC) (Enrollment limited) –Schneider

309. Corporate Finance— Valuation, the development of the modern theory of finance; efficient market hypothesis; portfolio theory; capital budgeting; cost of capital; corporate securities; the securities markets; and other selected topics in finance. Prerequisite: C+ or better in either Economics 301 or Economics 302. Economics 218 (formerly 109) or Mathematics 207 are strongly recommended and Economics 103 is recommended. (SOC) (Enrollment limited) –Hoag

[312. Mathematical Economics]— This course is designed to introduce students to the application of mathematical concepts and techniques to economic problems and economic theory. Prerequisite: C+ or better in Economics 301 and 302, and a C- or better in Mathematics 126 or Mathematics 131. (SOC) (Enrollment limited)

315. Theories of International Trade— An examination of the major theories of international trade, beginning with the classical and neoclassical models of international trade and concluding with a survey of the various alternative models of international trade developed over the past three decades. An analysis of commercial policy, preferential trading agreements and other contemporary policy issues in the international economy will be included. Prerequisite: C+ or better in Economics 301. (GLB5) (Enrollment limited) –McMillen

[317. Development Economics]— Various hypotheses on the persistence of underdevelopment observed in most developing economies will be examined. Then the successes of some developing economies in their modernization will be discussed. Attention will also be given to such important issues as industrialization, demographic change and urbanization, growth in income and its distribution, international trade and finance, development strategies, the government role in promoting development, and the impact of foreign aid. Prerequisite: C+ or better in Economics 302 and a C- or better in one 200-level Economics course or other Social Science course that deals with developing nations. Economics 301 is strongly recommended. (GLB5) (Enrollment limited)

[318. Basic Econometrics]— The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 218 (formerly 109) or Mathematics 207 or Mathematics 306. (NUM) (Enrollment limited)

318. Basic Econometrics with Lab— 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. Students must also enroll in the required lab for this course. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 218 (formerly 109) or Mathematics 207 or Mathematics 306. (1.25 course credits) (NUM) (Enrollment limited) –Zannoni

319. The Modern Macroeconomy— This course will examine the current state of the macroeconomy in the United States and the rest of the world. Causes and consequences of recent major events (including the great moderation, the financial crisis, and the European sovereign debt crisis) will be discussed. The course will also examine new features of the economy, such as jobless recoveries and stagnation in industrialized countries, and analyze policy responses to these developments, including quantitative easing by central banks and the Troubled Asset Relief Program. Both theoretical and empirical aspects of recent macroeconomic developments will be explored. Prerequisite: C+ or better in Economics 302. (Enrollment limited) –Jung

[323. Theories of Economic Growth]— This course is concerned with the long-run economic growth of modern economies. Topics includes the measurement of real living standards, the Solow model of capital accumulation, models of technological change and innovation, the role of trade in fostering growth, the effect of population growth on economic growth, the influence of economic growth on natural resources, and questions about why some countries are affluent while others remain poor. Prerequisite: C+ or better in Economics 301 and 302. (SOC) (Enrollment

limited)

325. Advanced Topics in Comparative Economics— This course explores the institutional arrangements and philosophical principles that accompany alternative and diverse forms of capitalism. One of the central questions we will consider is: do competing, viable models of capitalism exist, and, if so, what are the vision and corresponding institutions associated with each? This question is especially important today given the current challenges facing most capitalist economies. Prerequisite: C+ or better in Economics 302. Economics 301 recommended. (SOC) (Enrollment limited) –Clark

[327. Behavioral Game Theory]— Behavioral game theory is the study of strategic interaction, built on realistic assumptions about people's capacity for strategic thinking. The course will begin with an overview of standard game theory; for this reason, no prior knowledge of game theory is necessary. Motivated by field and experimental evidence, students will study alternatives to Nash equilibrium, including cognitive hierarchy models, quantal response equilibrium, and cursed equilibrium. We will also explore the role of social preferences in explaining behavior in strategic environments. Additionally, we will apply psychological biases that are found in individual decision-making, such as framing effects and overconfidence, to strategic situations. We will use these ideas in a variety of economic applications, including auctions and school choice. Prerequisite: C+ or better in Economics 301. (SOC) (Enrollment limited)

[331. Institutional Innovation and Economic Development: The Case of Modern China]— Students will have opportunities in this course to strengthen their skill and sensitivity in applying economic analysis and research methods to contemporary economic policy issues through this case study. We choose China as the subject, both because of its importance in the world economy and the theoretical challenge it poses through its unorthodox path to reform its economic system. Focus will be on the evaluation of the gradualist approach versus the "big bang" approach, externality of the state sector and the emerging private sector, the partial privatization of its farming sector, the puzzle of the township and village enterprises and its hidden problems such as economic development and democracy and urbanization in the presence of population pressure. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

[331. Central Banking and Monetary Regimes]— This seminar provides a critical analysis of the rationale, behavior, and effectiveness of central banking and alternative monetary institutions. It will emphasize the Federal Reserve System and alternative monetary arrangements from historical and analytical standpoints, treating in detail the formulation and execution of monetary policy in the context of both domestic and international constraints. Attention also is given to the European Monetary Union and current issues in international monetary relations. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

[331. Experimental Economics]— This seminar will introduce students to applications of experiments in economic research, focusing on many well-developed areas of laboratory-tested experiments as well as experimental methodology. We will review, discuss, and analyze some of the most influential papers written in the field of Experimental Economics and conduct classroom experiments. We will examine the motivation behind experiments, their usefulness and their limitations. This course will include topics such as experiments involving individual decision making, game theory, bargaining, trust and public choice. Finally, students will be required to develop and conduct their own experiment-based research projects. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

334. Law and Economics— Legal rules of property, contract and tort law create implicit prices that incentivize individuals behavior and motivate the economic approach to the study of law. This course brings together the two disciplines of economics and law to examine fundamental rules governing an exchange economy. Topics to be covered include property law, tort law (non-criminal harm or injuries), contract law and crime. Please note, this is not a course in law but in economic analysis of the law. Prerequisite: C+ or better in Economics 301. (SOC) (Enrollment limited) –Helming

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: C+ or better in Economics

301 or Economics 302, as appropriate. (1 - 2 course credits) –Staff

401. Independent Study in Quantitative Applications— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. Prerequisite: C- or better in Economics 312 or Economics 318 (0.5 - 1 course credit) –Staff

402. Senior Thesis Seminar Part I— This seminar will address the research and thesis writing process and will include workshops on writing, data and library resources. In addition, students will be asked to present preliminary work for discussion to seminar participants, and to participate in three sets of presentations to the Department during the academic year. (0.5 course credit) (Enrollment limited) –Woolley

[431. Institutional Innovation and Economic Development: The Case of Modern China]— Students will have opportunities in this course to strengthen their skill and sensitivity in applying economic analysis and research methods to contemporary economic policy issues through this case study. We choose China as the subject, both because of its importance in the world economy and the theoretical challenge it poses through its unorthodox path to reform its economic system. Focus will be on the evaluation of the gradualist approach versus the “big bang” approach, externality of the state sector and the emerging private sector, the partial privatization of its farming sector, the puzzle of the township and village enterprises and its hidden problems such as economic development and democracy and urbanization in the presence of population pressure. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

431. Central Banking and Monetary Regimes— This seminar provides a critical analysis of the rationale, behavior, and effectiveness of central banking and alternative monetary institutions. It will emphasize the Federal Reserve System and alternative monetary arrangements from historical and analytical standpoints, treating in detail the formulation and execution of monetary policy in the context of both domestic and international constraints. Attention also is given to the European Monetary Union and current issues in international monetary relations. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Butos

431. Experimental Economics— This seminar will introduce students to applications of experiments in economic research, focusing on many well-developed areas of laboratory-tested experiments as well as experimental methodology. We will review, discuss, and analyze some of the most influential papers written in the field of Experimental Economics and conduct classroom experiments. We will examine the motivation behind experiments, their usefulness and their limitations. This course will include topics such as experiments involving individual decision making, game theory, bargaining, trust and public choice. Finally, students will be required to develop and conduct their own experiment-based research projects. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Schneider

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. Cannot be used for major credit. (0.5 - 1 course credit) –Staff

490. Research Assistant— This course is designed to provide economics students with the opportunity to undertake substantial (collaborative) economics and/or econometrics work with a full-time economics faculty member. Students need to complete a special registration form, available in the Registrar's Office and have it signed by the supervising instructor. With permission, students may apply up to one credit toward major requirements. (0.5 - 1 course 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 third Thursday 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 is 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.) Prerequisite: C+ or better in Economics 301 and 302. (2 course credits) (WEB) –Staff

Graduate Courses

[940. Independent Study]— Independent studies on selected topics are available by arrangement with the instructor and written approval of the graduate director and department chair. Contact the Office of Graduate Studies for the special approval form. (1 - 2 course credits)

[953. Research Project]— The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form.

Courses Originating in Other Departments

Mathematics 107. Elements of Statistics— View course description in department listing on p. 353. Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. Students who qualify for Mathematics 131 or 207 will not be eligible to enroll in this course. –Cunningham, Wang

Mathematics 131. Calculus I— View course description in department listing on p. 353. Prerequisite: A satisfactory score on the Mathematics Placement Examination, or a grade of C- or better in Mathematics 107, 127, or 131. –Cunningham, Khyat, Kreinbuhl, Pellico, Ray, Sandoval, Wang

Mathematics 207. Statistical Data Analysis— View course description in department listing on p. 354. Prerequisite: A satisfactory score on the Mathematics Placement Examination, or a grade of C- or better in Mathematics 107, 127, or 131. –Khyat, Lazarus, Ma

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.

Note: Effective fall 2013 a grade of B- or better is required in order to major in Economics. (If Econ 101 is retaken a grade of B or better is required if the course was originally taken during or after fall 2013.) Concurrent enrollment in Economics 101 and either Economics 301 or Economics 302 is not allowed. (SOC) (Enrollment limited) –Clark, Helming, Ramirez, Schneider, Szembrot

103. Fundamentals of Accounting— A review of accounting concepts and procedures, with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated. Senior economics and coordinate majors have first choice for enrollment, then junior economics and coordinate majors, then sophomores. Senior and junior non-majors need permission of instructor. (SOC) (Enrollment limited) –O'Connor

202. Contemporary Macroeconomic Issues— Is all well with modern macroeconomics? Recent events have raised many questions for macroeconomists about the way the economy works and the design of macroeconomic policy. This course examines a variety of contemporary macroeconomic issues from competing theoretical perspectives. Topics include: spending versus thrift and macroeconomic performance; the role of fiscal policy in a recession; the short and long term consequences of bailouts; and the role of money and finance in the economy. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –Jung

203. A History of Macroeconomic Crises— This course provides an historical perspective on financial crises, including the most recent global crisis, Japan and Sweden's post-real estate bubble experiences in the 1990's, The

Asian currency crises, the S&L crisis in the 1980's, the oil crisis of the 1970's, the Great Depression, and earlier episodes. In particular, we will focus on commonalities between the events in both their causes, and the nature of the aftermath, including issues of debt and asset prices, and the various policy responses. Supplemental reading materials will include Kindleberger's "Manias, Panics, and Crashes: A History of Financial Crises", Reinhart and Rogoff's "This Time is Different: Eight Centuries of Financial Folly", Shiller's "Irrational Exuberance", and Koo's "The Holy Grail of Macroeconomics: Lessons from Japan's Great Recession." Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –Jung

[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: C- or better in Economics 101. (SOC) (Enrollment limited)

210. Contemporary Micro Issues— This course will study the contemporary micro issues using the tools of micro economic analysis. The course will examine important economic and social policy issues in the U.S., the role of government in designing economic policy and its impact on individuals. Topics include: investment in human capital; education, earnings and the job market discrimination; income inequality, poverty and social security; health and risky behaviors, health care provision and the impact of insurance; environment and the problem of pollution. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –Xhurxhi

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

[217. Economics of Health and Health Care]— Analysis of the structure of health care markets using economic principles. Evaluation of current health care policies and their effects on cost, access and quality. Topics covered include the production of and demand for health and medical care; information asymmetries between patients, doctors, and payers; health insurance coverage; the effects of managed care (including HMOs) on competition, efficiency, and quality; training and practice of physicians; hospitals; prescription drug pricing; government regulations; Medicare and Medicaid; health care reform. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited)

218. Introduction to Statistics for Economics— This course is designed to familiarize students with common statistical methods used in economics. Topics will include the presentation of data, descriptive statistics, probability theory, discrete and continuous distributions, sampling distributions, estimation, and hypothesis testing. This course may be used as a substitute for Mathematics 207 Statistical Data Analysis. Students may not earn Economics major credit for both Mathematics 207 and Economics 218 (formerly Economics 109). This course and Mathematics 207 serve as equivalent prerequisites for Economics 318L Basic Econometrics. Prerequisite: C+ or better in Economics 101 or permission of instructor. (NUM) (Enrollment limited) –Xhurxhi

[220. British Economic History: The Rise and Fall of an Empire]— This course aims to analyze British history through the lens of economics. The focus will be on modern history, from the age of empire to the post-war welfare system. Topics include industrialization, development of financial markets, the benefits of international trade, and the workings of the gold standard. Students from both the History and Economics departments will be given opportunities to play to their relative strengths, and only a basic understanding of economics is required. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited)

243. Financial Markets Institutions— The purpose of the course is to provide a basic understanding of the role of financial institutions (intermediaries) and financial markets in facilitating the flow of funds between those who supply funds and those who demand funds. Topics include the role of banks, other financial institutions, and financial markets in this process. Special attention is also given to the European Monetary Union and other aspects of the international financial system. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –Hoag

[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. Prerequisite: C- or better in Economics 101. (1 - 2 course credits)

301. Microeconomic Theory— A study of the determination of the prices of goods and productive factors in a market economy and the role of prices in the allocation of resources. Required of all majors in economics. Note: Students are reminded that a grade of C+ or better is required in Economics 301 (or B- if the course is retaken) in order to major in economics. Prerequisite: B- or better in Economics 101, and C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 301 and either Economics 101 or 302 is not allowed. (SOC) (Enrollment limited) –Grossberg

302. Macroeconomic Theory— An analysis of aggregate income, output, and employment, which includes the following topics: national economic accounts; theories of consumption; investment and money; Keynesian and Classical models; the monetary-fiscal debate; inflation, unemployment and growth. Required of all majors in economics. Note: Students are reminded that a grade of C+ or better is required in Economics 302 (or B- if the course is retaken) in order to major in economics. Prerequisite: B- or better in Economics 101, and C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 302 and either Economics 101 or 301 is not allowed. (SOC) (Enrollment limited) –Zannoni

[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: C+ or better in Economics 301. (SOC) (Enrollment limited)

307. Health Economics— This course will study the characteristics of the U.S. health care system and the functioning of the health care market using the tools of microeconomic theory. The aim of the course will be to discuss specific topics in the economics of health, including: the analysis of the causes of health-related behaviors such as obesity and substance abuse; the characteristics of the health care industry and how it is affected by insurance and medical technology; and the impact of government policies on health related behaviors and the provision of medical care. The role of preventive measures and the efficient use of limited healthcare resources will be examined in light of the recent health care reform and in light of their broader implications for public policy. Prerequisite: C+ or better in Economics 301. (SOC) (Enrollment limited) –Xhurxhi

308. Industrial Organization and Public Policy— The course is divided into two parts. The first part consists of an examination of the structure of American industry including a critical analysis of the empirical evidence underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on regulation and antitrust policies. Prerequisite: C+ or better in Economics 301. (Calculus is recommended, but not required) (SOC) (Enrollment limited) –Schneider

[309. Corporate Finance]— Valuation, the development of the modern theory of finance; efficient market hypothesis; portfolio theory; capital budgeting; cost of capital; corporate securities; the securities markets; and other selected topics in finance. Prerequisite: C+ or better in either Economics 301 or Economics 302. Economics 218 (formerly 109) or Mathematics 207 are strongly recommended and Economics 103 is recommended. (SOC) (Enrollment limited)

[310. Money and Banking]— An analysis of monetary theory, institutions and policy including the nature, role and significance of money, financial markets and institutions, commercial banking and the money supply process, the Federal Reserve System, and the formulation and implementation of monetary policy, monetary theory, and related policy issues. Prerequisite: C+ or better in Economics 301 and 302. (GLB5) (Enrollment limited)

312. Mathematical Economics— This course is designed to introduce students to the application of mathematical concepts and techniques to economic problems and economic theory. Prerequisite: C+ or better in Economics 301 and 302, and a C- or better in Mathematics 126 or Mathematics 131. (SOC) (Enrollment limited) –McMillen

316. International Finance— This course examines the major theoretical and policy issues faced by business firms, the government, and individual investors in their international financial transactions. Topics include the following: basic theories of the balance of payments, exchange rates, and the balance of trade; interest rates and interest parity; alternative exchange rate systems; and recent developments in the international money markets. Prerequisite: C+ or better in Economics 302. (GLB5) (Enrollment limited) –Ramirez

[318. Basic Econometrics]— The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 218 (formerly 109) or Mathematics 207 or Mathematics 306. (NUM) (Enrollment limited)

318. Basic Econometrics with Lab— 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. Students must also enroll in the required lab for this course. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 218 (formerly 109) or Mathematics 207 or Mathematics 306. (1.25 course credits) (NUM) (Enrollment limited) –Stater

319. The Modern Macroeconomy— This course will examine the current state of the macroeconomy in the United States and the rest of the world. Causes and consequences of recent major events (including the great moderation, the financial crisis, and the European sovereign debt crisis) will be discussed. The course will also examine new features of the economy, such as jobless recoveries and stagnation in industrialized countries, and analyze policy responses to these developments, including quantitative easing by central banks and the Troubled Asset Relief Program. Both theoretical and empirical aspects of recent macroeconomic developments will be explored. Prerequisite: C+ or better in Economics 302. (Enrollment limited) –Jung

[323. Theories of Economic Growth]— This course is concerned with the long-run economic growth of modern economies. Topics includes the measurement of real living standards, the Solow model of capital accumulation, models of technological change and innovation, the role of trade in fostering growth, the effect of population growth on economic growth, the influence of economic growth on natural resources, and questions about why some countries are affluent while others remain poor. Prerequisite: C+ or better in Economics 301 and 302. (SOC) (Enrollment limited)

328. Applied Econometrics: Micro-econometrics— Application and extensions of basic econometric tools. Topics include analysis of panel data, maximum likelihood estimation, analysis of discrete and limited response data, analysis of count data, sample selection, and duration of models. Prerequisite: C- or better in Economics 318. (Enrollment limited) –Grossberg

[331. Moving On Up? Social Mobility and the Immigrant Experience]— This course will explore questions of social and economic mobility in historical perspective with special emphasis on the immigrant experience in Hartford, past and present. Topics will include the role of social capital, education, and labor market opportunities in understanding the dynamics of mobility. The course will open with an examination of the 19th century immigration of the Irish and Italians. The second half of the course will turn to more recent research on immigrant mobility, and will include the opportunity to conduct original fieldwork with local immigrant groups. Students will have firsthand experience in developing a research design, conducting interviews, and presenting the results of their own research. This course has a community learning component. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

[331. Behavioral Economics]— This seminar introduces students to behavioral economics, which is a field within economics that applies insights from psychology to improve our understanding of economic phenomena. We will discuss significant theoretical papers that advance our understanding of choice under uncertainty and inter-temporal choice and empirical work that is based on these theories. We will also discuss papers that have used other insights from psychology to study management, finance, health, education, and public policy. Throughout the course, students will read and take turns leading discussions of academic journal articles. Each student will also choose three articles from among those discussed in class or additional related articles and write summaries and evaluations of each article.

The final project for the course will be a written research proposal. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

[331. Drug Policy]— This course will examine U.S. policy toward narcotics such as cocaine, heroin, marijuana, and methamphetamines. The topics we study will include: current drug policies in the U.S., economic theories and empirical evidence on the determinants of drug use and how drug use affects education, labor market outcomes, and society. We will consider how the enforcement of drug prohibitions affects consumer demand and drug prices, and how it contributes to drug-related violence, property crime, and mass incarceration. We will also consider the costs and benefits of alternative policy reforms such as decriminalization, sentence reduction and modification, and legalization. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

[331. Economic Growth in Theory and Practice]— Economics has come a long way since Malthus argued that the size of an economy is limited by physical constraints of land. However, the question of why economies become more productive and standards of living improve is one that continues to fascinate. This course examines both the theoretical underpinnings of such questions and the practical experiences of actual economies. The course will be divided into two parts. The first part will focus on mastering the theoretical underpinnings of economic growth theory. It will follow a structure closely, and information will come primarily in the form of texts and lectures. The second part will focus on applying the theoretical information to a specific economy. The focus will be on developing a multi-stage project. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

333. Economics of Risk and Investment— The course considers both theoretical and empirical perspectives on risk in the context of portfolios of financial assets. Topics include standard and behavioral theories of risk, pricing risky assets, quantitative analysis of the theory of portfolio selection, and risk management. Prerequisite: A grade of C- or better in Economics 309. (SOC) (Enrollment limited) –Hoag

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: C+ or better in Economics 301 or Economics 302, as appropriate. (1 - 2 course credits) –Staff

401. Independent Study in Quantitative Applications— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. Prerequisite: C- or better in Economics 312 or Economics 318 (0.5 - 1 course credit) –Staff

403. Senior Thesis Seminar Part II— This seminar will address the research and thesis writing process and will include workshops on writing, data and library resources. In addition, students will be asked to present preliminary work for discussion to seminar participants, and to participate in three sets of presentations to the Department during the academic year. (0.5 course credit) (Enrollment limited) –Woolley

431. Topics in Urban Economics— Students will explore selected topics in Urban Economics such as crime, education, social contagion, housing, etc. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Ahmed

[431. Experimental Economics]— This seminar will introduce students to applications of experiments in economic research, focusing on many well-developed areas of laboratory-tested experiments as well as experimental methodology. We will review, discuss, and analyze some of the most influential papers written in the field of Experimental Economics and conduct classroom experiments. We will examine the motivation behind experiments, their usefulness and their limitations. This course will include topics such as experiments involving individual decision making, game theory, bargaining, trust and public choice. Finally, students will be required to develop and conduct their own experiment-based research projects. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

431. Moving On Up? Social Mobility and the Immigrant Experience— This course will explore questions of social and economic mobility in historical perspective with special emphasis on the immigrant experience in

Hartford, past and present. Topics will include the role of social capital, education, and labor market opportunities in understanding the dynamics of mobility. The course will open with an examination of the 19th century immigration of the Irish and Italians. The second half of the course will turn to more recent research on immigrant mobility, and will include the opportunity to conduct original fieldwork with local immigrant groups. Students will have firsthand experience in developing a research design, conducting interviews, and presenting the results of their own research. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Clark

431. Behavioral Economics— This seminar introduces students to behavioral economics, which is a field within economics that applies insights from psychology to improve our understanding of economic phenomena. We will discuss significant theoretical papers that advance our understanding of choice under uncertainty and inter-temporal choice and empirical work that is based on these theories. We will also discuss papers that have used other insights from psychology to study management, finance, health, education, and public policy. Throughout the course, students will read and take turns leading discussions of academic journal articles. Each student will also choose three articles from among those discussed in class or additional related articles and write summaries and evaluations of each article. The final project for the course will be a written research proposal. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Szembrot

431. Drug Policy— This course will examine U.S. policy toward narcotics such as cocaine, heroin, marijuana, and methamphetamines. The topics we study will include: current drug policies in the U.S., economic theories and empirical evidence on the determinants of drug use and how drug use affects education, labor market outcomes, and society. We will consider how the enforcement of drug prohibitions affects consumer demand and drug prices, and how it contributes to drug-related violence, property crime, and mass incarceration. We will also consider the costs and benefits of alternative policy reforms such as decriminalization, sentence reduction and modification, and legalization. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Stater

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. Cannot be used for major credit. (0.5 - 1 course credit) –Staff

[490. Research Assistant]— This course is designed to provide economics students with the opportunity to undertake substantial (collaborative) economics and/or econometrics work with a full-time economics faculty member. Students need to complete a special registration form, available in the Registrar's Office and have it signed by the supervising instructor. With permission, students may apply up to one credit toward major requirements. (0.5 - 1 course credit)

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 third Thursday 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 is 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.) Prerequisite: C+ or better in Economics 301 and 302. (2 course credits) (WEB) –Staff

Graduate Courses

[953. Research Project]— The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form.

Courses Originating in Other Departments

Mathematics 107. Elements of Statistics— View course description in department listing on p. [355](#). Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. Students who qualify for Mathematics 131 or 207 will not be eligible to enroll in this course. –Cunningham, Ray

Mathematics 131. Calculus I— View course description in department listing on p. [355](#). Prerequisite: A satisfactory score on the Mathematics Placement Examination, or a grade of C- or better in Mathematics 107, 127, or 131. –Kreinbuhl, Ray

Mathematics 207. Statistical Data Analysis— View course description in department listing on p. [356](#). Prerequisite: A satisfactory score on the Mathematics Placement Examination, or a grade of C- or better in Mathematics 107, 127, or 131. –Khyat, Skardal

Educational Studies Program

Professor Dougherty, Director; Associate Professor Dyrness†; Lecturer and Director, Urban Educational Initiatives Cotto; Visiting Lecturer Wong

PARTICIPATING FACULTY INCLUDE:

Dina Anselmi, Associate Professor of Psychology
Janet Bauer, Associate Professor of International Studies
Stefanie Chambers, Professor of Political Science
Laura Holt, Associate Professor of Psychology
Dan Lloyd, Brownell Professor of Philosophy
David Reuman, Associate Professor of Psychology
James Trostle, Professor of Anthropology
Steve Valocchi, Professor of Sociology
Johnny Williams, Associate Professor of Sociology

OVERVIEW OF MAJOR

The interdisciplinary major in Educational Studies integrates the theory, policy, and practice of schooling, as well as its broader relationship with society, through collaborative learning with classrooms and communities in the city of Hartford. The program unifies our understanding of educational institutions, learning processes, youth development, and the potential for change. In addition to core courses and electives taught by Educational Studies faculty, our majors benefit from a wide array of cross-referenced courses offered by other departments and programs, including American studies, anthropology, international studies, political science, psychology, public policy, sociology, theater and dance, and others. Although the interdisciplinary major is not a teacher certification program, we also advise students across the college on pathways to teaching. Overall, the Educational Studies major is designed for students who desire a liberal arts education blended with real-world experience and research methods, whether they aspire to become educators, activists, policymakers, or simply in their role as more informed citizens.

REQUIREMENTS

Students must earn five credits in the core, four credits in a thematic concentration, and three other electives for a total of 12 credits counted toward the major. See specific courses in the “How to Declare a Major” section of the Educational Studies Program website at <http://www.trincoll.edu/Academics/MajorsAndMinors/educational>

Core sequence:

- EDUC 200. Analyzing Schools (offered each semester)
- EDUC 300. Education Reform: Past and Present (offered each year, ordinarily taken in the sophomore or junior year)
- A research methods course selected in consultation with the director, to be completed no later than the junior year (advanced courses may require prerequisites)
- A research project course selected in consultation with the director, where students conduct primary-source research on an educational studies topic using qualitative, quantitative, and historical methods, to be completed no later than the junior year
- EDUC 400. Senior Research Seminar. To fulfill the senior exercise requirement, students carry out an independent research project that builds upon acquired skills and evolving interests. The seminar provides a thematic focus as well as a continuous forum for both support and critical feedback from peers, based on our program’s stated learning goals. At its conclusion, students present their work to an audience which includes a guest evaluator and other Educational Studies faculty, then revise and submit their final essay. This seminar is open to senior educational studies majors only.

Concentration: A student-designed thematic concentration of four courses, at least three of which must be at the 300 level or above. Previous students have designed concentrations in numerous areas (such as learning, cognition,

and development; urban education; gender and schooling; sociology of education; international education). A written proposal, which delineates the links between courses in the concentration and the student's evolving interests, must be planned in consultation with the director and submitted upon declaration of the major. A complete list of EDUC and cross-referenced courses that are eligible for the concentration is available on the program website.

Other electives: Three other electives, either in educational studies or approved cross-referenced courses, but not necessarily linked to the student's concentration. See the complete list noted above.

Overall, at least three departments or programs (i.e., educational studies and two others) must be represented in the total number of credits. No more than six courses may be drawn from any one department or program outside of educational studies. If the research project is to be double-counted toward the concentration, then the student must designate a fourth course to be counted toward the other electives section to maintain a total of 12 courses toward the major. Only courses in which the student earns a grade of at least C- may be counted toward the major.

Capstone/Senior Project: EDUC 400. The Senior Research Seminar (see above).

ADDITIONAL OPPORTUNITIES

Study away: Students are encouraged to study abroad and have a variety of options for transferring credit to the Educational Studies major. Past majors have successfully transferred courses from Trinity-in-Buenos Aires, Trinity-in-Capetown, Trinity-in-Rome, Trinity-in-Trinidad, and DIS (The Danish Institute for Study Abroad). Education-related internships are available at Trinity-in-Capetown and Trinity-in-Buenos Aires.

Teacher preparation: Students who desire to teach should consult with educational studies faculty about the various routes available to them, including the consortial teacher preparation program at University of Saint Joseph in West Hartford, as well as alternate route certification programs, graduate school programs, and independent school teaching opportunities. For more information, see the "Pathways to Teaching" section of the Educational Studies website.

Double major: Students considering a double major (such as psychology and educational studies, or sociology and educational studies) are encouraged to plan their schedules early in consultation with their advisers. Selected courses for an educational studies major may also be applied toward fulfillment of the student's other major, if listed or approved by both departments or programs.

Honors: Students must complete a senior research project with a grade A- or better, and earn a GPA of at least 3.50 in core courses in the major.

Fall Term

200. Analyzing Schools— This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States and other countries. Drawing upon psychology, we contrast theories of learning, both in the abstract and in practice. Drawing upon philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments. (1.25 course credits) (SOC) (Enrollment limited) —Wong

[305. Immigrants and Education]— This course examines the experience of immigrants in education in comparative perspective, focusing on questions of citizenship and belonging. How do schools respond to the challenges and opportunities of large-scale migration, cultural diversity, and inequality and attempt to produce national and/or global citizens? How do immigrants in schools negotiate and respond to global and national forces as they craft their own identities and forms of belonging? We will examine the experience of immigrant groups in the United States and in several countries in Europe, including France, Spain, the U.K., and Denmark. The course will include a community learning component in which students will conduct interviews with immigrants who have been involved in U.S. education institutions. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor (Enrollment limited)

[316. Education and Social Change Across the Globe]— Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments

use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? Students will conduct independent research on education in a country of their choice to contribute to the comparative framework. Prerequisite: C- or better in a prior Educational Studies or International Studies Course. (GLB5) (Enrollment limited)

320. Anthropology and Education— The anthropology of education has a rich history of investigating the links between culture, learning, and schooling. Anthropologists studying education have sought to illuminate learning and educational achievement as social processes and cultural products that cannot be understood apart from the socio-cultural contexts in which they occur. In this upper-level seminar, we will explore selected works in the anthropology of education, both classic and contemporary, in order to understand the unique contributions anthropology makes to the study of education, and in particular, the experience of minority groups in education. We will explore topics such as race, gender, and language in education and how they have been addressed by anthropologists. Students will have an opportunity to read critically a variety of detailed ethnographic and qualitative studies focusing on formal schooling and informal education in the United States and in other countries. Reviewing these studies, we will explore the central questions: What is a cultural analysis of schooling? What unique insights does ethnography (anthropology's signature method) offer into key educational problems? And finally, how can a cultural analysis of schooling inform efforts to create a more socially just educational system? Prerequisite: C- or better in Educational Studies 200 or Anthropology 101 or permission of instructor. (Enrollment limited) –Wong

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

400. Senior Research Seminar— To fulfill the senior exercise requirement, students carry out an independent research project that builds upon acquired skills and evolving interests. The weekly seminar provides a thematic focus as well as a continuous forum for both support and critical feedback from peers, in preparation for a public presentation of the student's work at the end of the semester. Each year, the seminar will be organized around a broad theme in educational studies. This seminar is open to senior Educational Studies majors only. (WEB) (Enrollment limited) –Dougherty

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 - 1 course credit) –Staff

Courses Originating in Other Departments

[**American Studies 357. Race and Urban Space**]— View course description in department listing on p. 102.

Anthropology 301. Ethnographic Methods and Writing— View course description in department listing on p. 120. Seats Reserved for Anthropology majors. –Trostle

[**Economics 318. Basic Econometrics**]— View course description in department listing on p. 189. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 218 (formerly 109) or Mathematics 207 or Mathematics 306.

[**Environmental Science 286. Theory and Application of Geographic Information Systems**]— View course description in department listing on p. 243.

History 299. What is History?— View course description in department listing on p. 269. Prerequisite: This course is open only to History majors and minors. –Elukin

Public Policy & Law 220. Research and Evaluation— View course description in department listing on p. 426. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. –Moskowitz

Public Policy & Law 323. The Legal History of Race Relations— View course description in department listing on p. 426. Prerequisite: C- or better in Public Policy and Law 123, 201, 202 or permission of instructor.

–Fulco, Stevens

[Political Science 241. Empirical Political Methods and Data Analysis]— View course description in department listing on p. 399.

Psychology 221. Research Design and Analysis— View course description in department listing on p. 414. Prerequisite: C- or better in Psychology 101. –Reuman, Senland

Psychology 246. Community Psychology— View course description in department listing on p. 414. This course is not open to first-year students. –Holt

Psychology 295. Child Development— View course description in department listing on p. 415. Prerequisite: C- or better in Psychology 101. –Anselmi

Psychology 295L. Child Development Laboratory— View course description in department listing on p. 415. Prerequisite: C- or better in Psychology 295, or concurrent enrollment. –Anselmi

Psychology 384. Cultural Psychology— View course description in department listing on p. 417. Prerequisite: C- or better in Psychology 226. –Outten

[Sociology 214. Racism]— View course description in department listing on p. 448.

Sociology 246. Sociology of Gender— View course description in department listing on p. 448. –Spurgas

Women, Gender, and Sexuality 246. Sociology of Gender— View course description in department listing on p. ???. –Spurgas

Spring Term

200. Analyzing Schools— This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States and other countries. Drawing upon psychology, we contrast theories of learning, both in the abstract and in practice. Drawing upon philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments. (1.25 course credits) (SOC) (Enrollment limited) –Wong

218. Special Education— How are children labeled (or mislabeled) as having learning and developmental disabilities, autism, or attention deficit disorder? How have definitions and diagnoses of learning disorders changed over time? How have standardized evaluations and assessments impacted those diagnoses? How does the law seek to ensure the accommodation of the needs of individuals with disabilities? Students will critically analyze research on psychology as it pertains to learners, examine special education case law and advocacy, and explore current issues in special education. Prerequisite: C- or better in Educational Studies 200 or Psychology 295 or permission of instructor. (SOC) (Enrollment limited) –Foshay

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

305. Immigrants and Education— This course examines the experience of immigrants in education in comparative perspective, focusing on questions of citizenship and belonging. How do schools respond to the challenges and opportunities of large-scale migration, cultural diversity, and inequality and attempt to produce national and/or global citizens? How do immigrants in schools negotiate and respond to global and national forces as they craft their own identities and forms of belonging? We will examine the experience of immigrant groups in the United States and in several countries in Europe, including France, Spain, the U.K., and Denmark. The course will include a community learning component in which students will conduct interviews with immigrants who have been involved in U.S. education institutions. Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor (Enrollment limited) –Staff

[307. Latinos in Education: Local Realities, Transnational Perspectives]— This course investigates the education of Latinos, the largest and fastest growing minority group in the United States. By examining both the domestic and transnational contexts, we explore these central questions: How do cultural constructions of Latinos (as immigrants and natives, citizens and non-citizens) shape educational policy and teaching practices? What views of citizenship and identity underlie school programs such as bilingual education, as well as Latino responses to them? This course fulfills the related field requirement for Hispanic studies majors. It will also include a community learning component involving a qualitative research project in a Hartford school or community organization. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or International Studies, Language and Culture Studies, Hispanic Studies, or Anthropology major, or permission of instructor. (GLB5) (Enrollment limited)

[308. Cities, Suburbs, and Schools]— How did city dwellers' dreams of better schooling, along with public policy decisions in housing and transportation, contribute to the rise of suburbia in the 20th century? How do city-suburban disparities affect teaching and learning in classrooms today? What promise do *Sheff v O'Neill* remedies for racial isolation, such as magnet schools at the Learning Corridor, hold for the future? Students will investigate these questions while developing their skills in oral history, ethnographic fieldwork, and geographical information system (GIS) software. Community learning experiences will be integrated with seminar readings and research projects. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or participation in The Cities Program or permission of instructor. (SOC) (Enrollment limited)

309. Race, Class, and Educational Policy— How do competing theories explain educational inequality? How do different policies attempt to address it? This class will consider the intersections of race, class, gender, and sexuality in the examination of educational inequality. Possible topics include economic and cultural capital, racial/gender/sexual identity formation, desegregation, multiculturalism, detracking, school choice, school-family relationships, and affirmative action. Student groups will expand upon the readings by proposing, implementing, and presenting their research analysis from a community learning project. Prerequisite: C- or better in Educational Studies 200 or permission of instructor. (SOC) (Enrollment limited) –Wong

[310. Testing: From IQ to Common Core]— Standardized testing is ubiquitous in education today. Across the globe, policymakers and the public use the results of standardized tests to draw conclusions about the educational progress of children, schools, and even entire countries. This course will examine the history, application, and mechanics of standardized testing in the United States and abroad in places such as China and Finland. Particular emphasis will be on the role of testing in educational reform efforts and movements in the city of Hartford. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or permission of instructor. (SOC) (Enrollment limited)

315. Higher Education in America— America has developed one of the largest and most diverse systems of higher education in the world, with curricula that range from the study of Greek, Latin, and antiquity to the decorating of cakes. Despite this diffuseness, American higher education enjoys an enviable global reputation and each year the number of students from around the world applying to colleges and universities in the United States far surpasses the number of American students seeking to matriculate abroad. This course will examine the forces that shaped the development of American higher education from its origins to the present, and then focus on several salient issues (such as diversity, student misbehavior, academic freedom, and athletics) that vex and enrich modern institutions. Students will be required to conduct a field research project that analyzes a current issue and compares how two or more institutions have reacted. Prerequisite: C- or better in Educational Studies 200 or permission of

instructor. (Enrollment limited) –Perez

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

[400. Senior Research Seminar]— To fulfill the senior exercise requirement, students carry out an independent research project that builds upon acquired skills and evolving interests. The weekly seminar provides a thematic focus as well as a continuous forum for both support and critical feedback from peers, in preparation for a public presentation of the student's work at the end of the semester. Each year, the seminar will be organized around a broad theme in educational studies. This seminar is open to senior Educational Studies majors only. (WEB) (Enrollment limited)

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 - 1 course credit) –Staff

Courses Originating in Other Departments

American Studies 357. Race and Urban Space— View course description in department listing on p. 111. –Baldwin

[Economics 318. Basic Econometrics]— View course description in department listing on p. 195. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 218 (formerly 109) or Mathematics 207 or Mathematics 306.

Environmental Science 286. Theory and Application of Geographic Information Systems— View course description in department listing on p. 245. –Gourley

Hispanic Studies 280. Hispanic Hartford— View course description in department listing on p. 338. Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. –Aponte-Aviles

History 299. What is History?— View course description in department listing on p. 276. Prerequisite: This course is open only to History majors and minors. –Regan-Lefebvre, Wickman

[International Studies 218. Women, Gender, and Family in the Middle East]— View course description in department listing on p. 296.

[International Studies 234. Gender and Education]— View course description in department listing on p. 296.

[International Studies 235. Youth Culture in the Muslim World]— View course description in department listing on p. 296.

[International Studies 250L. Hartford Global Migration Lab]— View course description in department listing on p. 297. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250.

[International Studies 311. Global Feminism]— View course description in department listing on p. 298.

Public Policy & Law 220. Research and Evaluation— View course description in department listing on p. 430. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. –Williamson

Philosophy 374. Minds and Brains— View course description in department listing on p. 386. –Lloyd

[Political Science 346. World Economy of Higher Education]— View course description in department listing on p. 407.

Psychology 221. Research Design and Analysis— View course description in department listing on p. [419](#). Prerequisite: C- or better in Psychology 101. –Casserly, Senland

Psychology 315. Development and Culture— View course description in department listing on p. [421](#). Prerequisite: C- or better in Psychology 226 or 295 –Anselmi

[Psychology 332. Psychological Assessment]— View course description in department listing on p. [421](#). Prerequisite: C- or better in Psychology 221L and four other courses in Psychology.

Sociology 201. Research Methods in the Social Sciences— View course description in department listing on p. [450](#). Prerequisite: C- or better in Sociology 210 or Mathematics 107, Mathematics 207, or permission of instructor. –Tiamzon

Sociology 246. Sociology of Gender— View course description in department listing on p. [451](#). –Andersson

Sociology 312. Social Class and Mobility— View course description in department listing on p. [451](#). Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. –Valocchi

Sociology 351. Society, State, and Power— View course description in department listing on p. [451](#). Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. –Williams

Theater & Dance 270. Arts in Action: Moving into the Community— View course description in department listing on p. [468](#). –Roberts

Engineering

Professor Mertens, Chair; Professors Ning[•] and Palladino; Associate Professors Blaise and Cheng; Assistant Professor Huang; Visiting Assistant Professors Duncan and Ribarov; Visiting Lecturer and Laboratory Coordinator in Engineering Fixel

OVERVIEW OF MAJOR

The mission of the Trinity College Engineering Department (ENGR) is to educate and inspire engineering students within the liberal arts environment so that they will possess the knowledge and vision to make significant contributions to the engineering profession and to society at large.

In keeping with this mission, the Engineering Department offers two four-year degrees in engineering: a bachelor of science in engineering, accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (<http://www.abet.org>), and a bachelor of arts in engineering science.

For more than a century, Trinity has offered a rigorous program in engineering within the liberal arts setting. Trinity engineering majors develop solid backgrounds in mathematics, physical science, and engineering science and design; receive a broad education that includes substantial study in the arts, humanities, and social sciences; and undertake a broad range of independent research projects and senior capstone design projects. Trinity engineering graduates have been accepted to leading engineering graduate schools, as well as professional programs in law, business, or medicine, and they have assumed leadership positions in business and industry. In addition to providing courses for the major, the department offers introductory engineering courses that engage non-majors in the study of current topics and issues in technology and introduce engineering problem-solving methods.

The Trinity engineering program affords many opportunities, both formal and informal, for close interaction among faculty and students. For example, students are encouraged to work with faculty in independent studies and senior capstone design projects, often in areas not available in formal courses. Members of the Trinity engineering faculty promote student awareness of professional issues and sponsor student chapters of the Association of Energy Engineers (AEE), 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 (TEAC), a focus group of distinguished alumni and associates, sponsors summer internships, provides advice for choosing graduate schools and career placements, and conducts annual seminars focusing on the engineering profession and on modern engineering practice.

Trinity engineering students study in the Roy Nutt Mathematics, Engineering & Computer Science Center, a modern, high-technology facility. Engineering laboratories support instruction and student projects in microprocessor system design, telecommunications, digital signal and image processing, solid state electronics, integrated circuit design, biomechanics, fluid mechanics, solid mechanics, thermal science, materials science, digital logic design, robotics, and electrophysiology. The department offers students 24-hour access to labs and computer facilities. The latter include networked workstations dedicated to the design of electronic systems and data acquisition, digital signal and image processing, computer aided design, and advanced scientific computing. All computers are connected to a high-speed, campuswide network that offers students access to a wealth of computing resources and the Internet. Student design projects are also supported by a well-equipped machine shop.

The Trinity engineering degrees are based in the formal study of mathematics, physics, and chemistry, extended by completing engineering core courses in mechanics, material science, electrical circuits, and automatic control theory, and rounded out by a senior capstone design project. Engineering electives provide depth of study in the major. Every engineering major must demonstrate proficiency in computer-aided design, data acquisition, programming, and preparation of technical reports and presentations. To ensure significant exposure to the traditional liberal arts, each student must complete at least eight course credits in the arts, humanities, or social sciences and is expected to achieve depth of study in at least one subject area within these disciplines. Independent study or internship credits are not normally counted toward a degree in engineering. Students must obtain departmental approval before enrolling in courses to be taken at other institutions and counted toward the engineering major.

The bachelor of science in engineering

The B.S. in engineering degree, accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>, requires completion of core mathematics, science, and engineering courses; engineering electives; and a yearlong senior capstone 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 capstone design project, which requires ENGR 483 and 484, engages students, working in close collaboration with their faculty advisers, in the process of creating an engineering system from inception to implementation and testing. This process requires students to consider such design criteria as economic and environmental costs and constraints, aesthetics, reliability, and complexity, and to write formal design specifications, evaluate alternatives, synthesize a system, and evaluate its performance. Firmly grounded in the traditional liberal arts, the B.S. in engineering program emphasizes a rigorous curriculum and incorporates newer fields and interdisciplinary approaches. The educational objectives of the B.S. in engineering program are the following:

- Trinity engineering graduates apply their broad liberal arts education and firm foundation in engineering fundamentals to diverse fields of endeavor.
- Early in their careers, Trinity engineering graduates pursue varied positions in industry or graduate school in engineering and related fields.
- Trinity engineering graduates demonstrate professional growth, provide leadership, and contribute to the needs of society.

Students pursuing the B.S. in engineering may choose one elective course pathway in electrical, mechanical, computer, or biomedical engineering concentrations. Concentrations provide additional engineering course selections beyond basic mathematics, science, and engineering science, to satisfy an individual's interest and prepare students to carry out the senior capstone design project. Students may design their own B.S. program in consultation with an engineering faculty adviser. Such programs must satisfy the basic mathematics and science requirements, the core engineering requirements, and include at least 13.5 Trinity course credits of engineering topics, including ENGR 483 and 484. The engineering faculty adviser works with each student in tailoring a program that includes an appropriate mix of engineering science and design.

Electrical engineering concentration—Courses emphasize semiconductor electronics, integrated circuit design, communication theory, digital signal processing, digital logic design, and microprocessor system design and interfacing.

Mechanical engineering concentration—Courses include the study of mechanical systems (statics, dynamics, solid mechanics, and fluid mechanics), and thermal systems (thermodynamics and heat transfer).

Biomedical engineering concentration—Built upon a solid foundation in the biological and physical sciences and core engineering areas, elective courses allow students to pursue particular interests in such areas as electrophysiology, biomechanics, biofluid dynamics, biosignal processing, or bioinstrumentation.

Computer engineering concentration—Courses emphasize the mathematical and physical bases for designing digital computer systems. Laboratory projects in digital logic, microprocessor systems, software design, semiconductor electronics, and integrated circuit design provide hands-on experience in integrating hardware and software.

The bachelor of arts in engineering science

The B.A. degree provides a flexible and interdisciplinary engineering experience for students who wish to broaden their learning horizons across disciplines in Trinity's liberal arts curriculum. The B.A. is different from the ABET-accredited B.S. degree in that it requires integration of engineering studies with significant study in such cognate areas as economics, international studies, environmental science, neuroscience, or public policy and law. Consequently the B.A. provides a strong background for students who wish to pursue careers in public service, management, or entrepreneurship, for example. Its mission is to educate students able to develop and convey solutions to multidimensional problems that require scientific, technological, global, and social perspectives with the following objectives:

- Trinity engineering graduates gain balanced background training in mathematics, science, engineering, and a broad spectrum of liberal arts curricula.
- Trinity engineering graduates integrate study of engineering subjects with depth of study in at least one cognate area chosen in consultation with faculty advisers.

- Trinity engineering graduates apply their broad liberal arts education and firm foundation in engineering fundamentals to diverse fields of endeavor.

REQUIREMENTS

General requirements for engineering degrees—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). The courses that satisfy this requirement are: ENGR 110, 301L, 323L, CPSC 115, 215.
- At least eight course credits in arts, humanities, or social sciences, including at least two courses chosen to achieve depth in one subject area within these disciplines.
- The Writing Intensive Part II requirement is fulfilled by one of the following courses: ENGR 200, 212L, 221L, 301L, 303L, 305L, 323L, 362L, 431, 483, or 484.

Bachelor of science in engineering

- Basic mathematics/science core: MATH 131, 132, 231, 234; CHEM 111L; PHYS 141L, 231L, and one additional science or mathematics course approved in advance by the department chair. Students must have earned credit for at least two physics courses, one chemistry course, and four math courses contributing towards a total of eight math/science courses.
- Engineering core: ENGR 200, 212L, 225, 232, and 312.
- A yearlong senior capstone design project requiring enrollment in ENGR 483 Capstone Design-I in the fall semester and ENGR 484 Capstone Design-II in the spring semester is required.
- Beyond the general requirements listed above, students pursuing the B.S. in engineering must choose one of the options below. Completion of a concentration is noted on the final transcript.

Electrical engineering concentration—ENGR 221L, 301L, 303L, 305L, 323L, plus one elective chosen from the following list: ENGR 110, 120, 226, 311, 316, 325L, 337, 353, 362L, 372, 431.

Mechanical engineering concentration—ENGR 226, 325L, 337, 362L, 372, 353 (or 431), plus one engineering elective chosen from the following list: ENGR 110, 120, 221L, 301L, 303L, 305L, 311, 316, 323L, 353, 431.

Biomedical engineering concentration—BIOL 140L (or BIOL 319L, or BIOL 182L and 183L); ENGR 301L (or 323L), 311 (or 316), 353, 357 (or BIOL 319L) plus three electives (at least two from 300 level or above) chosen in consultation with engineering faculty adviser from ENGR 221L, 226, 301L, 303L, 305L, 311, 316, 323L, 325L, 362L, 372, BEACON or University of Hartford courses, e.g., biomaterials or biomedical image processing. If BIOL 182L and BIOL 183L are substituted for BIOL 140L, BIOL 183L will satisfy the natural science elective for BME concentration. BIOL 319L can only count toward one requirement.

Computer engineering concentration—CPSC 115L, 215L, plus one appropriate upper-level computer science course, and ENGR 221L, 305L, and 323L plus one appropriate engineering course.

Without concentration—Engineering electives, bearing at least seven course credits, chosen from the following list: either ENGR 110 or 120, 221L, 226, 301L, 303L, 305L, 311, 316, 323L, 325L, 337, 353, 362L, 372, 431, and BEACON courses approved by the department chair. Electives must be chosen to ensure sufficient engineering design content.

Additional courses: Engineering majors are encouraged to select, in consultation with their faculty advisers, courses from the arts, humanities, social sciences, and natural sciences that address individual interests and broaden educational perspectives. Additional courses in physics, chemistry, biology, mathematics, and neuroscience enrich basic scientific understanding and address the special interests of students; such courses are highly recommended.

Students intending to enter graduate study in engineering are advised to elect mathematics courses beyond the four-course basic mathematics sequence. Recommended areas include probability and statistics (MATH 305, 306), linear algebra (MATH 228), numerical analysis (MATH 309), and mathematical methods of physics (PHYS 300).

Bachelor of arts in engineering science

- Basic mathematics/science core: MATH 131, 132; PHYS 141L, 231L, plus two elective courses (with approval by the department) chosen from mathematics, physics, chemistry, biology, neuroscience, or computer science.
- Engineering core: ENGR 200, 221L (or 212L), 225, 232, plus three electives (at least two must be above 100 level and at least one at 300 level, excluding ENGR 116, 341, and 342).
- ENGR 483: A one-semester senior capstone design project that integrates engineering with subjects from a chosen cognate area.
- Four courses from a cognate department or program: chosen in consultation with the faculty adviser; these courses must achieve depth of study in the cognate area.

Environmental science pathway: The B.A. elective pathway in environmental science introduces engineering students to the fundamentals of environmental science fieldwork and methods, and provides a broad understanding of the natural environment and the impact of human behavior. It requires completion of a one-semester senior capstone design project with an environmental engineering component.

Completion of the general requirements of B.A. in engineering science is required for the Environmental Science Pathway of B.A. in engineering science, with the following modifications:

- In mathematics/science core: one of the two-course combinations CHEM 111L and 230L, or BIOL 182L and 333L, or ENVS 112L and 204L.
- Two of the eight course credits in the arts, humanities, or social sciences must satisfy the social sciences and humanities requirements for the environmental science major (ECON 101 and one course chosen from the list of courses; see Environmental Science).
- ENGR 337, ENVS 149L, ENVS 375L, ENVS 401, and one additional engineering course at 200 level or higher.
- ENGR 483 Capstone Design I, including completion of a one-semester research or design project with an environmental engineering component.

ADDITIONAL OPPORTUNITIES

AP/IBO credit: AP/IBO credit is accepted, when equivalent, for the basic mathematics/science core and the arts/humanities/social science requirements for both the B.S. in engineering and the B.A. in engineering science degrees. Incoming students should consult with the department chair.

Study away: Engineering majors are encouraged to study abroad for one semester in the junior year. Students who plan to study abroad must contact the Engineering Department chair as early as possible, even before major declaration, to develop an individual four-year course plan.

Honors: To be eligible for honors for the B.S. in engineering degree the student must: (1) Earn a grade point average of at least 3.5 in all engineering courses (not including independent studies); (2) earn an overall GPA of at least 3.3; (3) earn a grade of B+ or higher on the engineering senior capstone design project. To be eligible for honors for the B.A. in engineering science degree the student must: (1) Earn a grade point average of at least 3.5 in ALL math, science, and engineering courses that could fulfill a requirement for the B.A. (not including independent studies); (2) earn an overall GPA of at least 3.3; (3) earn a grade of B+ or higher in ENGR 483.

BEACON courses: Additional courses in biomedical engineering are available through the Biomedical Engineering Alliance and Consortium (BEACON), which includes the University of Hartford, the University of Connecticut, and the University of Connecticut Health Center. For details regarding days and times courses are offered, as well as course descriptions for each semester, consult the BEACON Web site (www.beaconalliance.org).

Fall Term

200L. Measurement, Instrumentation, and Analysis— This half-credit engineering laboratory course will help engineering students acquire the fundamental laboratory, analysis, and fabrication skills that are essential to most engineering courses. Students will perform data acquisition, data analysis, and system design using modern

engineering hardware and software tools, with an emphasis on measuring physical and material properties. Prerequisite: C- or better in Physics 141 or concurrent enrollment (0.5 course credit) (Enrollment limited) –Fixel, Mertens

[212. Linear Circuit Theory]— The study of electric circuits in response to steady state, transient, sinusoidally varying, and aperiodic input signals. Basic network theorems, solutions of linear differential equations, Laplace transform, frequency response, Fourier series, and Fourier transforms are covered. Both analysis and design approaches are discussed. Lecture and laboratory. This course meets the Writing Part II requirement for the engineering major. Prerequisite: C- or better in Physics 231L, and C- or better or concurrent registration in Mathematics 234. (1.25 course credits) (NAT) (Enrollment limited)

221. Digital Circuits and Systems— An introduction to the design of digital computers. Course content includes: binary information representation, Boolean algebra, combinational circuits, sequential machines, flip-flops, registers, counters, memories, programmable logic, and computer organization. The laboratory emphasizes the design of digital networks. Lecture and laboratory. This course meets the Writing Part II requirement for the engineering major. Prerequisite: C- or better in Mathematics 126 or 131, or permission of instructor. (1.25 course credits) (NUM) (Enrollment limited) –Cheng, Huang

225. Mechanics I— This introductory course in mechanics primarily studies particle and rigid body statics. Topics include: force systems, rigid body equilibrium, analysis of structures, distributed forces, friction, and the method of virtual work. The latter part of the course studies dynamics, focusing on kinematics and kinetics of particles and introducing vibrations. Engineering design is incorporated in projects and homework assignments. Prerequisite: C- or better in Physics 131L or Physics 141L and Mathematics 132. (NAT) (Enrollment limited) –Ribarov

[232. Engineering Materials]— A study of the nature, properties, and applications of materials in engineering design. An introduction to the field of material science with topics including metals, ceramics, polymers, and semiconductors combined with the unifying principle that engineering properties are a consequence of the atomic/molecular structure of materials. Lecture and laboratory. This course meets the Writing Part II requirement for the engineering major. C- or better in Chemistry 111 or equivalent, or consent of instructor. (1.25 course credits) (NAT) (Enrollment limited)

301. Signal Processing and Applications— This course presents digital signal processing (DSP) fundamentals and their practical applications through laboratory assignments. Topics include signal representations in continuous-time and discrete-time domains, discrete-time linear systems and their properties, the Fourier transform and fast Fourier transform (FFT) algorithm, the Z-transform, and digital filter design. This course includes laboratory experiments designed to reinforce DSP theory and to expose students to modern digital signal processing techniques, e.g., creating special audio effects, power spectrum estimation, encoding and decoding touch-tone signals, synthesizing musical instruments, frequency selective filtering, and image processing. Students gain a solid theoretical background in DSP and master hands-on applications using modern development tools. Prerequisite: C- or better in Mathematics 231 and Engineering 212L. (1.25 course credits) (WEB) (Enrollment limited) –Cheng

305. Introduction to Microelectronics Circuits— An introduction to the semiconductor physics that leads to the development of bipolar junction transistors (BJT) and field effect transistors (FET). This course also covers the development and application of device models for the analysis and design of integrated circuits using CMOS technology. Design and fabrication of fundamental digital and analog circuit devices will be introduced. Laboratory exercises will emphasize “hands-on” experience in understanding the physical behavior of semiconductor devices, and the analysis and design of microelectronic circuits. Prerequisite: C- or better in Engineering 212L or permission of instructor. (1.25 course credits) (Enrollment limited) –Huang

311. 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. (NAT) (Enrollment limited) –Blaise

312. Automatic Control Systems— Automatic control systems with sensors and feedback loops are ubiquitous in modern designs. The emergence of powerful microcontrollers in recent decades makes control system implementation much easier and encourages more innovation. This course provides a broad coverage of control system theory for engineering majors. Essential mathematical tools to study control systems are reviewed. Course topics include mathematical modeling, solutions to system design specifics, performance analysis, state variable and transition matrix, compensator design using root-locus, and PID controller design. Analysis is focused on linear control systems and broad applications. Linear system modeling is broadly applied to a variety of engineering systems. MATLAB and Simulink are used in assignments and team projects. Prerequisite: C- or better in Mathematics 231 and Engineering 212L. (NAT) (Enrollment limited) –Blaise

[323. Microprocessor Systems]— A hands-on study of design and implementation of microprocessor based systems. Students learn the steps of translating application specifics to design criteria, choosing essential hardware components, creating system schematics, wiring complete microprocessor systems, and developing application software. This course introduces major topics in computer system architecture, anatomy of CPU function, system bus structure, memory mapping, interrupt and latency, real-time control and multi-tasking. Assembly and C/C++ language programming is introduced and extensively used in laboratory assignments. Lectures and laboratory experiments are tightly coordinated to help students become familiar with various application aspects and design challenges concerning the embedded system. Prerequisite: C- or better in Engineering 221L or permission of instructor. (1.25 course credits) (WEB) (Enrollment limited)

325. Mechanics of Materials— Solid mechanics of deformable bodies, focusing on the internal effects of externally applied loads. Topics include elasticity theory, stress, strain and Young's modulus, axial, torsional, and shear stresses, Mohr's circle, analysis of beams, shafts, and columns subjected to axial, torsional, and combined loading. Students will also use computational analysis in the design of various combined loaded structures. Lecture and laboratory. Prerequisite: C- or better in Engineering 225. (1.25 course credits) (NAT) (Enrollment limited) –Palladino

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: C- or better in Physics 131L or Physics 141L. (NAT) (Enrollment limited) –Ribarov

341. Architectural Drawing— Techniques of drawing required in architectural practice, including floor plans, perspectives, and shading techniques. (ART) (Enrollment limited) –Duncan

[353. Biomechanics]— This biomedical engineering core course applies principles of engineering mechanics in the examination of human physiological systems, such as the musculoskeletal and cardiovascular systems. Topics are drawn from biosolid and biofluid mechanics, including non-Newtonian fluid rheology and viscoelastic constitutive equations; and biodynamics, such as blood flow, respiratory mechanics, gait analysis and sport biomechanics. Students will be exposed to current applied biomechanics research in industry and medicine. Prerequisite: C- or better in Engineering 225. (NAT) (Enrollment limited)

399. Independent Study— Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

399. Independent Study - Robot Team— Independent research supervised by a faculty member for students participating on the Robot Team. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

431. Experimental Design and Methods— This laboratory course requires junior and senior level mechanical

engineering students to perform significant independent engineering design using skills acquired from a broad range of previous engineering courses. Simultaneously, it provides practical experience designing, testing, and using mechanical transducers for measuring displacement, velocity, acceleration, force, temperature, and pressure. Transducers are interfaced to electrical and computer subsystems for data collection and subsequent numerical analysis. CAD design, machining, and finite-element analysis of structures are introduced. These design principals are then applied in a term design project. Prerequisite: C- or better in Engineering 212L 225 or permission of instructor. (WEB) (Enrollment limited) –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. (0.5 - 1 course credit) –Staff

483. Capstone Design I— A research and design project, supervised by a member of the engineering faculty, that integrates knowledge from mathematics, science, and engineering courses taken for the major. Students must choose an area of study, survey the literature, determine feasibility, complete the design, and plan for implementation. Working either individually or as members of a team, students will submit full project documentation to the faculty supervisor and deliver a final oral presentation to the department. Normally elected in the fall semester. May not be taken concurrently with Engineering 484. This course is open to senior engineering majors only. (NAT) (Enrollment limited) –Fixel, Mertens

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

Spring Term

110. Engineering Computation and Analysis— This course introduces computational engineering analysis using programming languages MATLAB, C/C++, and FORTRAN. Programming techniques for numerical analysis and simulation will be emphasized through utilization of loops, arrays, logic controls, functions, and procedures. Programming projects will include solving linear equations, designing games, image processing, estimation and prediction. (NUM) (Enrollment limited) –Fixel

116. Introduction to Biomedical Engineering— Biomedical engineering is a diverse, interdisciplinary field of engineering that integrates the physical and life sciences. Its core includes biomechanics, biomaterials, bioinstrumentation, physiological systems, medical imaging, rehabilitation engineering, biosensors, biotechnology, and tissue engineering. This course will highlight the major fields of activity in which biomedical engineers are engaged. A historical perspective of the field and discussion of the moral and ethical issues associated with modern medical technology is included. (NAT) (Enrollment limited) –Blaise

120. Introduction to Engineering Design: Mobile Robots— An introduction to the practice of engineering design. Students will complete a project that exposes them to the conceptualization, analysis, synthesis, testing, and documentation of an engineering system. Students will consider such design issues as modularity, testability, reliability, and economy, and they will learn to use computer-aided design tools. They will use laboratory instruments and develop hands-on skills that will support further project work. Only first-year students are eligible to enroll in this class. (NAT) (Enrollment limited) –Huang

212. Linear Circuit Theory— The study of electric circuits in response to steady state, transient, sinusoidally varying, and aperiodic input signals. Basic network theorems, solutions of linear differential equations, Laplace transform, frequency response, Fourier series, and Fourier transforms are covered. Both analysis and design approaches are discussed. Lecture and laboratory. This course meets the Writing Part II requirement for the engineering major. Prerequisite: C- or better in Physics 231L, and C- or better or concurrent registration in Mathematics 234. (1.25 course credits) (NAT) (Enrollment limited) –Fixel, 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 projects and

homework assignments. Prerequisite: C- or better in Engineering 225. (NAT) (Enrollment limited) –Ribarov

232. Engineering Materials— A study of the nature, properties, and applications of materials in engineering design. An introduction to the field of material science with topics including metals, ceramics, polymers, and semiconductors combined with the unifying principle that engineering properties are a consequence of the atomic/molecular structure of materials. Lecture and laboratory. This course meets the Writing Part II requirement for the engineering major. C- or better in Chemistry 111 or equivalent, or consent of instructor. (NAT) (Enrollment limited) –Staff

[301. Signal Processing and Applications]— This course presents digital signal processing (DSP) fundamentals and their practical applications through laboratory assignments. Topics include signal representations in continuous-time and discrete-time domains, discrete-time linear systems and their properties, the Fourier transform and fast Fourier transform (FFT) algorithm, the Z-transform, and digital filter design. This course includes laboratory experiments designed to reinforce DSP theory and to expose students to modern digital signal processing techniques, e.g., creating special audio effects, power spectrum estimation, encoding and decoding touch-tone signals, synthesizing musical instruments, frequency selective filtering, and image processing. Students gain a solid theoretical background in DSP and master hands-on applications using modern development tools. Prerequisite: C- or better in Mathematics 231 and Engineering 212L. (1.25 course credits) (WEB) (Enrollment limited)

303. Analog and Digital Communication— This course introduces basic topics in modern communication theory, including characterization of signals in the time and frequency domains, modulation theory, information coding, and digital data transmission. Topics focus on modulation techniques, including amplitude modulation, frequency modulation, and pulse code modulation. Basic probability theory and statistics are presented to provide the tools necessary for design applications, for instance when binary data is transmitted over noisy channels. Computer programming in a high-level language (e.g., MATLAB) is used to solve assignment problems. Prerequisite: C- or better in Engineering 212L and Mathematics 234 or permission of instructor. (NAT) (Enrollment limited) –Cheng

[308. Semiconductor Electronics II]— A survey of digital and analog semiconductor circuits, focusing on the application of metal-oxide semiconductor and bipolar junction transistors in electronic design. The laboratory provides design experience with digital and analog circuits. Lecture and laboratory. Prerequisite: C- or better in Engineering 221L and 307L. (1.25 course credits) (WEB) (Enrollment limited)

316. Neural Engineering— This introductory course uses an integrative and cross-disciplinary approach to survey basic principles and modern theories and methods in several important areas of neural engineering. Course topics include: neural prosthetics, neural stimulation, neurophysiology, neural signal detection, and analysis and computational neural networks. The practicalities of the emerging technology of brain-computer interface as well as other research topics in neural engineering will be discussed. Students will also have the opportunity to perform hands-on computer simulation and modeling of neural circuits and systems. Open to all junior and senior life science and physical science majors. (Enrollment limited) –Blaise

323. Microprocessor Systems— A hands-on study of design and implementation of microprocessor based systems. Students learn the steps of translating application specifics to design criteria, choosing essential hardware components, creating system schematics, wiring complete microprocessor systems, and developing application software. This course introduces major topics in computer system architecture, anatomy of CPU function, system bus structure, memory mapping, interrupt and latency, real-time control and multi-tasking. Assembly and C/C++ language programming is introduced and extensively used in laboratory assignments. Lectures and laboratory experiments are tightly coordinated to help students become familiar with various application aspects and design challenges concerning the embedded system. Prerequisite: C- or better in Engineering 221L or permission of instructor. (1.25 course credits) (WEB) (Enrollment limited) –Ning

342. Architectural Design— A study of architectural design concepts including space relationship, site planning, and use of materials. The students will prepare a three-dimensional model based on their own design. The course includes field trips. Prerequisite: C- or better in Engineering 341. (ART) (Enrollment limited) –Duncan

362. Fluid Mechanics— A study of fundamental concepts in fluid mechanics, including fluid physical properties, hydrostatics, fluid dynamics, conservation of mass and momentum, dimensional analysis, pipe flow, open channel flow,

and aerodynamics. Lab experiments illustrate basic fluid dynamic concepts and introduce the student to pressure and flow instrumentation and empirical methods. Lab projects include subsonic wind-tunnel testing of aerodynamic models, mechanical instrumentation design and fabrication, and computer-aided piping design. Advanced concepts such as differential analysis (e.g., the Navier-Stokes equations) and solution of the resulting partial differential equations by numerical methods will be introduced. Lecture and laboratory. Prerequisite: C- or better in Engineering 225 and Mathematics 234 or permission of instructor. (1.25 course credits) (WEB) (Enrollment limited) –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. Prerequisite: C- or better in Engineering 212L or permission of instructor. (NAT) (Enrollment limited) –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. (0.5 - 1 course credit) –Staff

[399. Independent Study-Architectural Design]—

[401. Special Topics: Engineering Product Development]— Students in this new course will engineer a product to bring to market. This will include identification of market need, engineering design and analysis of the product, business planning for "rollout", protection of intellectual property, financial planning, and other aspects of product development necessary for entrepreneurs. Simple mathematics, computer-aided design, writing, and presentation skills will be required. The course is open to non-engineers who wish to participate in the design process. The final outcome of the course will be the completed engineering design for a patentable product and completion of an associated business plan to bring the product forward. Open only to juniors and seniors. This course is open to seniors and juniors only. (Enrollment limited)

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

484. Capstone Design II— A forum for discussing the current literature especially as it relates to issues in engineering design. Each student is required to carry out a design project and to report regularly to the seminar. This course is open to senior engineering majors only. (WEB) (Enrollment limited) –Fixel, Mertens

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

English

Associate Professor Wheatley, Chair; Charles A. Dana Professor of English Benedict[†], Professor Fisher^{••}, Allan K. Smith Professor of English Language and Literature Goldman, James J. Goodwin Professor of English Riggio, Professor Rosen, and Allan K. Smith and Gwendolyn Miles Smith Professor of English Wyss; Associate Professors Berry and Bilston, Charles A. Dana Research Associate Professor Hager, Associate Professors Paulin and Younger; Assistant Professors Bergren and Rutherford[†]; Writer-in-Residence Ferriss; Artist-in-Residence Rossini; Allan K. Smith Lecturer in English Composition and Director of the Allan K. Smith Center for Writing and Rhetoric O'Donnell; Visiting Assistant Professors Davis and Woodard; Visiting Lecturers Fox and Mrozowski; Visiting Writer Libbey

OVERVIEW OF MAJOR

By majoring in English, students set out to refine their ability to comprehend works of literature, to understand how literature and culture affect one another, and to express their interpretations in speech and in writing. In order to declare a major in English, students must meet with the department chair.

REQUIREMENTS

Number of courses, credits and overall GPA required for the major: Students may choose to concentrate in literature, in creative writing, or in literature and film, and all three concentrations are designed to equip students to achieve these goals by requiring a minimum of 12 courses divided into the categories below. A course will count toward the major if the grade earned is a C- or higher.

Concentrations/Tracks:

Requirements for the concentration in literature

- Take two Survey Courses. Courses on the 100-level examine broad sweeps of literary history, studying how genres develop over time. Class work emphasizes the close analysis of texts and the techniques of making focused arguments in writing. Students are encouraged to take these courses during their first two years. Courses counting toward this requirement are: ENGL 104, 105, 110, 111, 116, and 117. Alternately, HMTS 121 and HMTS 211 (GDST 252 and GDST 253) shall count as fulfilling the requirement.
- Take the Gateway Course required of all majors: ENGL 260: Introduction to Literary Studies. ENGL 260, by introducing students to the interpretive, writing, and research skills specific to English, provides a foundation for their advanced work in the discipline. The department strongly recommends that students take ENGL 260 before enrolling in upper-level English courses. The Writing Intensive Requirement Part II is fulfilled by ENGL 260.
- Take a 100- or 200-level elective course. These electives allow students to explore more broadly within the discipline before undertaking advanced work. Any 100- or 200-level course offered by the department may count toward this requirement. Upon petition to their advisers, students may substitute an advanced 300- or 400-level course for this requirement.
- Undertake immersive work in the traditions of American, British, and Anglophone literature. Most courses on the 300- and 400-level are small seminars emphasizing specialized study within the discipline and cultivating advanced interpretive and writing skills. Three courses counting toward this requirement must carry the designation of “research intensive.” The department requires two 300/400-level courses focusing on literature written before 1700; two 300/400-level courses in literature written between 1700 and 1900; one 300/400-level course in literature written after 1900; and one 300/400-level elective.
- Attain a critical reflexivity about the study of the literature itself. These “critical reflection” courses explore the broader ramifications of what it means to study literature and cultivate a deeper understanding of one’s relation, as an independent critic, to the discipline. Most courses in this category carry the prerequisite of ENGL 260. Students intending to write a thesis should fulfill this requirement (one course) by the end of junior year.
- Bring your experience as readers and critics to bear on a capstone project. The department requires a senior English major project, which may be a senior seminar or a senior thesis. Senior seminars are ordinarily restricted to senior English majors, but non-seniors may petition individual instructors for admission. Students seeking

consideration for Honors must complete a two-semester capstone consisting of either a two-term thesis or a senior seminar and a one-term thesis. Students who choose to write two-semester yearlong senior theses are required to enroll in ENGL 498 Senior Thesis Part 1/Senior Colloquium in the fall of their senior year. They must also register for ENGL 499 Senior Thesis Part 2 during the spring of their senior year. Students who choose to write a one-semester, one-credit thesis enroll in ENGL 497 One-Semester Senior Thesis. These students are not required to enroll in ENGL 498 Senior Thesis Part 1/Senior Colloquium, which is primarily for those doing yearlong, two-credit theses.

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding ENGL 260) must emphasize poetry.
- One advanced course must emphasize American literature.

Requirements for the concentration in creative writing

- Take one Survey Course. Courses on the 100-level examine broad sweeps of literary history, studying how genres develop over time. Class work emphasizes the close analysis of texts and the techniques of making focused arguments in writing. Students are encouraged to take these courses during their first two years. Courses counting toward this requirement are: ENGL 104, 105, 110, 111, 116, and 117. Alternately, HMTS 121 and HMTS 211 (GDST 252 and GDST 253) shall count as fulfilling the requirement.
- Take the Gateway Course required of all majors: ENGL 260: Introduction to Literary Studies. ENGL 260, by introducing students to the interpretive, writing, and research skills specific to English, provides a foundation for their advanced work in the discipline. The department strongly recommends that students take ENGL 260 before enrolling in upper-level English courses. The Writing Intensive Requirement Part II is fulfilled by ENGL 260.
- Take a 100- or 200-level elective course or a second survey. These electives allow students to explore more broadly within the discipline before undertaking advanced work. Any 100- or 200-level course offered by the department may count toward this requirement. Upon petition to their advisers, students may substitute an advanced 300- or 400-level course for this requirement.
- Undertake immersive work in the traditions of American, British, and Anglophone literature. Most courses on the 300- and 400-level are small seminars emphasizing specialized study within the discipline and cultivating advanced interpretive and writing skills. One course counting toward this requirement must carry the designation of “research intensive.” The department requires two 300/400-level courses focusing on literature written before 1700; two in literature written between 1700 and 1900; and one 300/400-level course in literature written after 1900.
- Cultivate your talents for imaginative writing. The department requires all those concentrating in creative writing to take ENGL 270 Introduction to Creative Writing. Some upper-level creative writing courses may require ENGL 270 as a prerequisite.
- Take at least one advanced creative writing workshop (ENGL 333, 334, 335, 336, 441, or THDN 305 Writing for Stage and Screen, or THDN 393 Playwrights Workshop). Each of these workshops has a literature pre- or co-requisite—see your adviser.
- Take a senior workshop (ENGL 492 or ENGL 494).
- Write a thesis (restricted to students with an A- average in the English major, or to students who have submitted a successful petition to the director of creative writing), or take a second advanced creative writing workshop (ENGL 333, 334, 335, 336, 441, or THDN 305 Writing for Stage and Screen, or THDN 393. Playwrights Workshop) in a different genre from the course taken to fulfill the advanced creative writing workshop. Each workshop has a literature pre- or co-requisite—see your adviser.

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding ENGL 260) must emphasize poetry.

- One advanced course must emphasize American literature.

Requirements for the concentration in literature and film

- Take one Survey Course. Courses on the 100-level examine broad sweeps of literary history, studying how genres develop over time. Class work emphasizes the close analysis of texts and the techniques of making focused arguments in writing. Students are encouraged to take these courses during their first two years. Courses counting toward this requirement are: ENGL 104, 105, 110, 111, 116, and 117. Alternately, HMTS 121 and HMTS 211 (GDST 252 and GDST 253) shall count as fulfilling the requirement.
- Take the Gateway Course required of all majors: ENGL 260: Introduction to Literary Studies. ENGL 260, by introducing students to the interpretive, writing, and research skills specific to English, provides a foundation for their advanced work in the discipline. The department strongly recommends that students take ENGL 260 before enrolling in any upper-level English course. The Writing Intensive Requirement Part II is fulfilled by ENGL 260.
- Cultivate an understanding of the essential problems and techniques of film interpretation. The department requires that all those concentrating in literature and film take ENGL 265 Introduction to Film Studies. Some upper-level film courses may require ENGL 265 as a pre-requisite.
- Undertake immersive work in the traditions of American, British, and Anglophone literature. Most courses on the 300- and 400-level are small seminars emphasizing specialized study within the discipline and cultivating advanced interpretive and writing skills. One course counting toward this requirement must carry the designation of “research intensive.” The department requires two 300/400-level courses focusing on literature written before 1800; and two 300/400-level courses in literature written after 1800.
- Develop and refine the interpretive theories and formal patterns students use to understand works of literature and film. The department requires that concentrators in literature and film take one of the following theory courses: ENGL 470 Film Theory: An Introduction, ENGL 401 Introduction to Literary Theory, or ENGL 301 Literature and Meaning: from Aristotle to Queer Theory.
- Become knowledgeable about the history of cinema. The department requires three advanced courses, at least two on the 300/400 level, in film studies. Of these courses, one must be specifically on literature and film (so designated in the *Bulletin*). Up to one of these courses may be taken in a coordinate department.
- Bring your experience as readers, critics, and viewers to bear on a capstone project. The department requires a senior English major project, which may be a senior thesis or a senior seminar in film or film and literature. Students seeking consideration for Honors must complete a two-semester capstone consisting of either a two-term thesis or a senior seminar and a one-term thesis.

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding ENGL 260) must emphasize poetry.
- One advanced course must emphasize British literature.
- One advanced course must emphasize American literature.

The English minor:

The student electing a minor in English will choose a concentration in either literature or creative writing. In order to declare a minor in English, the student must meet with the department chair. Only courses in which the student has received a grade of at least C- can count toward the minor in English.

Literature concentration

Six courses in literature:

- ENGL 260 Introduction to Literary Studies
- One survey (ENGL 104, 105, 110, 111, 116, or 117, or HMTS 121 or HMTS 211 [GDST 252 and GDST 253])

- One 300/400-level pre-1800 course
- One 300/400 level post-1800 course
- Two electives, at least one of which must be at the 300/400-level

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding ENGL 260) must emphasize poetry.
- One advanced course must emphasize British literature.
- One advanced course must emphasize American literature.

Creative writing concentration

Six courses—three in literature and three in creative writing:

- ENGL 260 Introduction to Literary Studies
- Two literature courses—one must be pre-1800; one must be upper-level
- ENGL 270 Introduction to Creative Writing
- Two 300-level creative writing workshops (ENGL 333, 334, 335, 336, 441, THDN 305, or THDN 393). The second workshop requirement may be fulfilled, with instructor permission only, by enrollment in a 400-level senior workshop.

ADDITIONAL OPPORTUNITIES:

AP/IB credit: One course credit, towards the Trinity total of 36 credits, for a score of 4 or 5 on either the AP Language and Composition or the Literature and Composition Exam. (Neither may be counted toward the English major.)

Study away: The English Department encourages its students to take the opportunity to study abroad, both in countries in which English is the primary language and elsewhere. Students interested in studying abroad or elsewhere in the United States should discuss questions of transferring credits, fulfilling requirements, and other related matters with the department's study-abroad adviser. The English Department accepts two courses for a semester away, and three courses for a year away toward the major. For the minor, the English department will accept one course taken abroad.

Students who have begun the English major while at Trinity may count no more than three courses originating outside the department towards fulfillment of the major. This restriction does not apply to cross-referenced courses.

Research Methods: The Trinity English Department offers several research intensive courses each semester, and majors have the opportunity to pursue intensive personal research through independent studies, senior theses, or in the context of their senior seminars.

Honors: In order to earn honors in the major, all students must attain a minimum of an A- (3.667) GPA in all English courses taken with Trinity English Department faculty counting toward major requirements. For students concentrating in creative writing, honors is earned by taking a fall-term senior workshop, and then completing a spring-term creative thesis. For literature concentrators, students must successfully complete an honors senior project, of which both semester credits will count toward the major GPA. The honors senior project in literature consists of either:

- A two-semester senior thesis.
- A senior seminar plus a one-semester senior thesis. The student may do the thesis and the seminar in either term.

Graduate studies: Students who plan to continue the study of English in graduate school should see the graduate study officer about special preparation, preferably in their sophomore year or early in their junior year.

Fall Term

Creative Writing Courses

270. Introduction to Creative Writing— An introduction to imaginative writing, concentrating on the mastery of language and creative expression in more than one genre. Discussion of work by students and established writers. This is a required course for creative writing concentrators. Beginning in the spring 2014 semester, ENGL 270 must be taken before senior year with enrollment of juniors restricted to five students per section. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. This course is not open to seniors. (ART) (Enrollment limited) –Berry, Libbey, Rossini

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. For English creative writing concentrators, this course satisfies the requirement of a 300-level workshop. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (Enrollment limited) –Davis

[441. Writing for Film]— This is a hybrid graduate/advanced undergraduate course. Coursework involves reading relevant dramatic and cinematic theory, studying three produced screenplays and one unproduced script by a major writer, and completing weekly writing assignments. While studying screenplay format, three-act story structure, character development, dialogue, action, and style, students will develop a writing process grounded in the oral tradition. Reading and listening to work aloud in class will develop a supportive “writers room.” Readings will range from John Howard Lawson’s theory of screenwriting to Ed Spiegel’s *The Innocence of the Eye*. Writing exercises will consist of short film scripts. Students will have a choice of final projects: either a feature film treatment or a fully realized screenplay for a short film. For undergraduate students, the course may be counted as an advanced Creative Writing workshop or an elective for the English major. For graduate students, this course counts as a core course in the Writing, Rhetoric, and Media Arts track and an elective in the Literary Studies track. (ART) (Enrollment limited)

492. Fiction Workshop— Advanced seminar in the writing of fiction. Class discussions devoted primarily to the analysis of student fiction, with some attention to examples of contemporary short stories. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers, and an advanced creative writing workshop. This course satisfies the requirement of a 400-level workshop for creative writing concentrators, and a senior project. Prerequisite: C- or better in English 270 and one of the following English 333, 334, 335, 336, 441, Theater and Dance 305, or Theater and Dance 393. (ART) (Enrollment limited) –Ferriss

494. Poetry Workshop— Advanced seminar in the writing of poetry. Class discussions devoted primarily to the analysis of student work, with some attention to examples of contemporary poetry. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers, and an advanced creative writing workshop. This course satisfies the requirement of a 400-level workshop for creative writing concentrators, and a senior project. Prerequisite: C- or better in English 270 and one of the following English 333, 334, 335, 336, 441, Theater and Dance 305, or Theater and Dance 393. (ART) (Enrollment limited) –Berry

Introductory Literature Courses

104. Introduction to American Literature I— This course introduces students to American literature before 1865 by surveying a wide range of texts—some very famous, some little-known—written by and about people living in the present-day United States, from the earliest Europeans’ arrival in the Americas until the time of the U.S. Civil War. The course will trace political, intellectual, and social developments as they interacted with literary culture. Students will both acquire knowledge of American cultural history and develop skills of literary analysis. For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited) –Hager

[105. Introduction to American Literature II]— This course surveys major works of American literature after 1865, from literary reckonings with the Civil War and its tragic residues, to works of “realism” and “naturalism” that contended with the late 19th century’s rapid pace of social change, to the innovative works of the modern and postmodern eras. As we read works by authors such as Mark Twain, Kate Chopin, William Faulkner, and Toni

Morrison, we will inquire: how have literary texts defined and redefined “America” and Americans? What are the means by which some groups have been excluded from the American community, and what are their experiences of that exclusion? And how do these texts shape our understanding of the unresolved problems of post-Civil War American democracy? For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited)

110. 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. For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited) –Wheatley

[116. Introduction to African American Literature, Part I]— This course surveys African American literature in a variety of genres from the 18th to the early 20th centuries. Through the study of texts by Phillis Wheatley, Frederick Douglass, Harriet Wilson, Harriet Jacobs, William Wells Brown, Julia Collins, William and Ellen Craft, Charles Chesnutt, Paul Dunbar, Ida Wells, W.E.B. Du Bois, and others, we will explore how these writers represented and influenced the history of people of African descent in the U.S., from slavery and abolition to early struggles for civil rights; how their work has intervened in racial formation and imagined the black diaspora; how literary innovations have engaged with continuing political questions of nation, gender, sexuality, and class. For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited)

[222. Victorian Short Fiction]— The Victorian period is known for its three-decker novels, but the later 19th century was a golden age for short fiction. We will examine the evolution of the short story and the novella, assessing the impact of technological advances in the printing industry, the rise of the cheap periodical, and burgeoning literacy levels. We will also look at the rapid growth of new popular genres, such as science fiction, detective fiction, adventure stories, ghost & horror stories, and feminist “New Woman” fiction. Writers to be studied include Elizabeth Gaskell, Charles Dickens, Eliza Riddell, Sheridan Le Fanu, Thomas Hardy, Mona Caird, “George Egerton,” and H.G. Wells. For English majors, this course satisfies the requirement of a 200-level elective. (HUM) (Enrollment limited)

[248. The World of Old English: Heroes, Monsters, Exiles, and More]— The earliest English literature might not even be considered English at all since it was composed in a Germanic language by Viking invaders. But this language, the ancestor of modern English, produced some extraordinary literature, from deeply psychological exile poems to obscene riddles, from sublime meditations on the new religion of Christianity to poems that play on the borders of polytheism. And, of course, the Anglo-Saxon period gave us the magnificent epic, *Beowulf*, in which heroes and monsters end up defining each other. This course will examine the spectrum of Old English literature (in translation) within the social, cultural, and artistic context of the Anglo-Saxon world. For English majors, this course satisfies the requirement of a 200-level elective. (HUM) (Enrollment limited)

260. Introduction to Literary Studies— This course introduces students to the fundamental techniques of close reading. The course will show students how to apply this critical vocabulary to a wide range of literary genres from different historical periods, and to develop the writing and research skills necessary for composing clear and compelling arguments in the interpretation of a text. Note: This course is required of all English majors. This course can be counted toward fulfillment of requirements for the literature and psychology minor. (HUM) (Enrollment limited) –Bergren, Bilston, Mrozowski, Wyss

[265. Introduction to Film Studies]— This course provides a general introduction to the study of film and focuses on the key terms and concepts used to describe and analyze the film experience. As we put this set of tools and methods in place, we will also explore different modes of film production (fictional narrative, documentary, experimental) and some of the critical issues and debates that have shaped the discipline of film studies (genre, auteurism, film aesthetics, ideology).

Note: Evening meetings of this class are for film screenings only.

For English majors, this course satisfies the requirement of a 200-level elective. It is also the gateway course for the literature and film concentration. This course can be counted toward fulfillment of requirements for the film studies minor. (HUM) (Enrollment limited)

305. Evolution of the Western Film— The course examines how the Western genre emerged from global popular

culture at the end of the 19th century to become one of the most powerful and complex forms for expressing the experience of Modernity. After careful consideration of the political and philosophical implications of the Western, we will track the development of the genre as it responds to the ideological contradictions and cultural tensions of 20th-century American history, focusing on broad trends within the mainstream, the contributions of individual directors, and the global dissemination of generic elements. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1900. Evening meeting time is for screenings only. This course is research intensive. (HUM) (Enrollment limited) –Younger

Literature Courses

[310. Postcolonial Literature and Theory]— This course provides an introduction to Anglophone literatures produced after decolonization. We will read postcolonial theory alongside novels, short stories, poetry, graphic novels, film, and drama in order to consider how these literatures represent issues of identity, nationalism, globalization, and race. The seminar will address the effects of literary form on these fraught representations, as well as the implications of approaching literature through the lens of “postcolonialism,” as opposed to globalization studies, World Literature, transnationalism, or the study of the Global South. Readings may include theory by Homi Bhabha, Franz Fanon, Edward Said, Gayatri Spivak; and literature from Anglophone Africa, South Asia, Pacific Oceania, the Caribbean and the British Isles. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1900, or a course emphasizing critical reflection. (HUM) (Enrollment limited)

345. Chaucer— A study of *The Canterbury Tales* and related writings in the context of late medieval conceptions of society, God, love, and marriage. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. This course is research intensive. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited) –Fisher

[351. Shakespeare]— In this course we will study selected Shakespeare plays, with an emphasis on understanding cultural contexts and on plays in performance. We focus on Shakespeare’s language and the language of the theater and the drama of his age, with an eye also to helping you understand why these plays and this dramatist have earned such an extraordinary place in the cultural history of so many people and places, from Russia to Africa. Plays to be studied may include: *King Lear*, *The Merchant of Venice*, *Othello*, *Titus Andronicus*, *A Midsummer Night’s Dream*, and *The Tempest*. These choices are subject to change. For English majors this course satisfies the requirement of a course emphasizing literature written before 1700. This course is not open to first-year students. (HUM) (Enrollment limited)

355. Narratives of Disability in U.S. Literature and Culture— This course introduces students to the ways in which disability has been used to represent both “normalcy” and extraordinariness in literature. We will consider how “tales told by idiots,” as framed in Shakespeare’s *Hamlet*, often supply the unique and insightful perspective that mainstream characters cannot see, hear, or experience because of their own limitations. We will look at how the notion of disability has been aligned with other aspects of identity, such as Charles Chesnut’s representation of race as a disability in his turn of the century literature or of slaves using performances of disability to escape from the horrid institution during the 19th-century. We will read a variety of genres, fiction, memoir, and some literary criticism to come to a clearer understanding of the ways in which the meaning of disability and its representation in a variety of texts echoes a broader set of beliefs and practices in the U.S. For English majors this course satisfies the requirement of a course emphasizing literature written after 1900. This course is research-intensive. (Enrollment limited) –Paulin

[359. Victorian London: Literature of a Changing City]— London grew from a city of one million in 1800 to over four million inhabitants by the year of Queen Victoria’s death. We will investigate literary responses to the rapid transformation of the city, focusing on how different urban spaces and occupations were represented. Questions to be addressed include: what were the hopes of urbanization, and what were its problems? How was the relationship between the center, the suburbs, and the slums conceptualized? How was the urban interior represented, and what about the urban garden? Writers to be studied include Charles Dickens, Wilkie Collins, Mary Elizabeth Braddon, and Jane Ellen Panton; students will complete a research paper on Victorian London at the end of the course. This is a research-intensive seminar. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. (HUM) (Enrollment limited)

[364. Literary Transformations in the 18th Century]— How do writers transform traditional literary forms to express new perceptions of identity, sexuality, society, and nature? In this course, we will examine the way the poets, playwrights, journalists, and fiction writers of Restoration and 18th-century England imitated, reworked, and finally rejected old genres to forge new kinds of literary expression. Readings include works by Aphra Behn, Dryden, Swift, Pope, Johnson, and Goldsmith. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. It is a research-intensive seminar. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

377. The Revolutionary Generations: American Literature from 1740 to 1820— Hannah Arendt suggested that the United States failed to remember its revolutionary tradition because it failed to talk about it. This course will recover those memories by reading the texts that founded the American rebellion, the writings produced in the aftermath of independence, and the creative works crafted in the wake of revolution. Our focus will be on the literature from 1740 until 1820 that struggled to define ways of being in the world that seemed specifically American; therefore, we will look beyond the context of New England to consider the roles played by Africa and the Caribbean in the cultural imagination, and we will trace how social class, race, and gender inflected the output of American writers in a post-1776 world.

For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. This course is research-intensive. (HUM) (Enrollment limited) –Mrozowski

[383. Modern British Fiction]— This is a course in British fiction between 1890 and 1945. The prose (novels and stories) of this period is characterized by tremendous ambition, radical experimentation, the questioning of old conventions and the creation of new ones. Authors will include Wilde, Conrad, Ford, Forster, Joyce, Woolf, and Beckett. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1900. It is research intensive. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

387. Ben Jonson and His World— This course will focus on the life and works of Ben Jonson (1572-1637). Rivaling his fellow-playwright William Shakespeare in his comic artistry (and far surpassing Shakespeare in his explicit representation of life in early modern London), Jonson worked in court, playhouse, and printing house to make a name for himself as England's first poet laureate. The study of his plays, poems, and masques provides insight into the dynamics of social and political change that were shaping early modern English society; study of Jonson's critical reception in turn illuminates key facets of an English literary tradition. We will be reading a range of works by Jonson, poems by the self-identified "Sons of Ben," and contemporary critical commentaries by scholars, poets, and directors. For English majors, this course fulfills the requirement for a pre-1700 course. This seminar is research-intensive. (HUM) (Enrollment limited) –Wheatley

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 chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

401. Introduction to Literary Theory— This seminar is designed to provide a perspective on varied critical vocabularies, and to explore the development of literary theories and methods from classical to contemporary times. Emphasis will be placed on a broad examination of the history and traditions of literary theory, the ongoing questions and conflicts among theorists, and practical applications to the study of works in literature. Students will compose a substantial critical essay based on research and the development of their own perspective on understanding and evaluating a literary text. (HUM) (Enrollment limited) –Rosen

[418. 17th-Century Poetry]— The poets of the early modern period made their contribution to an English literary tradition against a dynamic context of religious, political, and social change. Poets studied in this course will include Lanyer, Jonson, Donne, Herbert, Crashaw, Marvell, Philips, Bradstreet, and Milton. English 418 and English 818 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. This is a research-intensive seminar. For the English graduate program, this course fulfills the requirement of a course emphasizing English literature or a cultural context for the literary studies track. It counts as an elective for the writing, rhetoric, and media arts track. Prerequisite: C- or better in English 260 or permission of instructor. (Enrollment limited)

[422. Milton]— In this course, we will consider the works of John Milton, with attention to how his prose and poetry synthesizes long-standing intellectual and literary traditions and grapples with issues that still engage us today: the relation of men and women, the realities of loss and mortality, the concept of significant individual choice, and the power and limitations of language as the tool with which we forge an understanding of the world. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. This course is research intensive. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

448. Little Shop of Horrors: Plants in Literature and Film— This course engages with the plant world through novels, poetry, philosophy, comics, and film. We will track major trends in the human understanding of plants, beginning in the late eighteenth century-when poets were eager to consider the line between the plant and animal kingdoms-and ending in the twentieth century-when popular culture was more likely to categorize plants as monstrous and 'other.' In rethinking the being and meaning of plants we will necessarily revisit the idea of 'the human' and 'the animal,' employing these categories while attending to borderline cases where their utility falters. Readings will focus on Romantic-era texts by Erasmus Darwin, William Cowper, Charlotte Smith, Wordsworth, Shelley, and Austen, before turning to horror films like "Little Shop of Horrors," "Invasion of the Body Snatchers," "The Thing From Another World," "The Happening" and "The Ruins." English 448 and English 848 are the same course. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. This course is research-intensive. (HUM) (Enrollment limited) –Bergren

[456. The Puritan Supernatural]— The Puritans believed in a complex relationship between the visible and the "invisible" worlds. Quasi-natural phenomena like earthquakes and eclipses, and dramatic perversions of natural law (e.g. witchcraft and demonic possession) all indicated the presence of invisible influences on everyday life. In this course we will read a variety of "wonderful" texts, beginning with Puritan chronicles, sermons, spiritual histories, demonic possession narratives, and trial transcripts. Then we will consider the many ways that the "invisible world" persisted as a major theme of American fiction long after the Puritans themselves had gone. Looking at a broad sweep of eighteenth and nineteenth-century writing, we will examine genres ranging from gothic novels and short stories, to national romances, to antebellum satires. This is a research-intensive seminar. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. For the English graduate program, this course fulfills the requirement of a course emphasizing English literature. (HUM) (Enrollment limited)

466. Teaching Assistantship— Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in conceiving or revising papers; reading and helping to evaluate papers, 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 chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

470. Film Theory: An Introduction— This course introduces the most important theoretical models which have been used to explain how films function as art, ideology, language, history, politics and philosophy. Some theorists are mainly concerned with the aesthetic potentials of the cinema: How do categories such as realism, authorship and genre explain and enhance our experience of films? Other theorists are focused on the relations between films and the societies that produce them, or on general processes of spectatorship: How do Hollywood films address their audiences? How do narrative structures shape our responses to fictional characters? As the variety of these questions suggests, film theory opens onto a wide set of practices and possibilities; though it always begins with what we experience at the movies, it is ultimately concerned with the wider world that we experience through the movies. Theorists to be examined include Munsterberg, Eisenstein, Burch, Kracauer, Balazs, Bazin, Altman, Gunning, Mulvey, Metz, Wollen, Havel, Benjamin, Pasolini, Deleuze and Jameson. For English majors, this course satisfies the requirement of a 300/400-level elective, or a course emphasizing critical reflection. This course fulfills requirements toward the film studies minor. Film screenings to be discussed at the first class meeting. (HUM) (Enrollment limited) –Younger

[473. Dickens/Chaplin]— This course treats the work of Charles Dickens and Charles Chaplin from a critical perspective that recognizes their striking similarities. Charles Dickens was the most popular artist of the 19th century; the fictional world and characters he created made sense of modern life for millions around the world, and

the adjective “Dickensian” testifies to how familiar his blend of comedy and melodrama has become. Charles Chaplin is remarkably analogous to Dickens; as the 20th century’s most popular artist, his work addressed fundamental issues of contemporary social life, and also employed a blend of comedy and melodrama that merited its own adjective: “Chaplinesque”. The course examines the evolution of these two major figures over the course of their careers. This is a research-intensive seminar. For English majors, this course satisfies the requirement of a 300/400 elective. For literature and film concentrators, this course counts as a course in literature and film. For the English graduate program, this course fulfills the requirement of an elective. (HUM) (Enrollment limited)

497. One-Semester Senior Thesis— Individual tutorial in writing of a one-semester senior 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 the chairperson are required. –Staff

498. Senior Thesis Part 1/Senior Colloquium— This course is designed to teach senior English majors the techniques of research and analysis needed for writing a year-long essay on a subject of their choice. It is intended to help the students to write such year-long theses, and to encourage them to do so. It will deal with problems such as designing longer papers, focusing topics, developing and limiting bibliographies, working with manuscripts, using both library and Internet resources, and understanding the uses of theoretical paradigms. This course is required of all senior English majors who are planning to write two-semester, year-long theses. Please refer to the department’s website for more information. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and the chairperson are required. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) (Enrollment limited) –Bilston

Graduate Courses

[800. Introduction to Graduate Study English]— English 800 offers an introduction to the methods of graduate-level scholarship in literature. We will build a foundation of how to read, discuss, research, and write about individual works, genres, periods, and critical debates in literary studies. We will acquire advanced skills in interpretive analysis; summarizing and contextualizing critical positions; identifying, locating, evaluating and citing scholarly resources; developing research within a critical conversation; composing persuasive arguments; and designing and implementing research plans for larger projects. Our goal is to provide the groundwork for the M.A. in English at Trinity College.

801. Introduction to Literary Theory— This seminar is designed to provide a perspective on varied critical vocabularies, and to explore the development of literary theories and methods from classical to contemporary times. Emphasis will be placed on a broad examination of the history and traditions of literary theory, the ongoing questions and conflicts among theorists, and practical applications to the study of works in literature. Students will compose a substantial critical essay based on research and the development of their own perspective on understanding and evaluating a literary text. (HUM) –Rosen

[818. 17th-Century Poetry]— The poets of the early modern period made their contribution to an English literary tradition against a dynamic context of religious, political, and social change. Poets studied in this course will include Lanyer, Jonson, Donne, Herbert, Crashaw, Marvell, Philips, Bradstreet, and Milton. English 418 and English 818 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. This is a research-intensive seminar. For the English graduate program, this course fulfills the requirement of a course emphasizing English literature or a cultural context for the literary studies track. It counts as an elective for the writing, rhetoric, and media arts track.

[822. Milton]— In this course, we will consider the works of John Milton, with attention to how his prose and poetry synthesizes long-standing intellectual and literary traditions and grapples with issues that still engage us today: the relation of men and women, the realities of loss and mortality, the concept of significant individual choice, and the power and limitations of language as the tool with which we forge an understanding of the world. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. This course is research intensive. (HUM)

[841. Writing for Film]— This is a hybrid graduate/advanced undergraduate course. Coursework involves reading relevant dramatic and cinematic theory, studying three produced screenplays and one unproduced script by a major writer, and completing weekly writing assignments. While studying screenplay format, three-act story structure, character development, dialogue, action, and style, students will develop a writing process grounded in the oral tradition. Reading and listening to work aloud in class will develop a supportive “writers room.” Readings will range from John Howard Lawson’s theory of screenwriting to Ed Spiegel’s *The Innocence of the Eye*. Writing exercises will consist of short film scripts. Students will have a choice of final projects: either a feature film treatment or a fully realized screenplay for a short film. For undergraduate students, the course may be counted as an advanced Creative Writing workshop or an elective for the English major. For graduate students, this course counts as a core course in the Writing, Rhetoric, and Media Arts track and an elective in the Literary Studies track. (ART)

848. Little Shop of Horrors: Plants in Literature and Film— This course engages with the plant world through novels, poetry, philosophy, comics, and film. We will track major trends in the human understanding of plants, beginning in the late eighteenth century-when poets were eager to consider the line between the plant and animal kingdoms-and ending in the twentieth century-when popular culture was more likely to categorize plants as monstrous and ‘other.’ In rethinking the being and meaning of plants we will necessarily revisit the idea of ‘the human’ and ‘the animal,’ employing these categories while attending to borderline cases where their utility falters. Readings will focus on Romantic-era texts by Erasmus Darwin, William Cowper, Charlotte Smith, Wordsworth, Shelley, and Austen, before turning to horror films like “Little Shop of Horrors,” “Invasion of the Body Snatchers,” “The Thing From Another World,” “The Happening” and “The Ruins.” English 448 and English 848 are the same course. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. This course is research-intensive. (HUM) –Bergren

[856. The Puritan Supernatural]— The Puritans believed in a complex relationship between the visible and the “invisible” worlds. Quasi-natural phenomena like earthquakes and eclipses, and dramatic perversions of natural law (e.g. witchcraft and demonic possession) all indicated the presence of invisible influences on everyday life. In this course we will read a variety of “wonderful” texts, beginning with Puritan chronicles, sermons, spiritual histories, demonic possession narratives, and trial transcripts. Then we will consider the many ways that the “invisible world” persisted as a major theme of American fiction long after the Puritans themselves had gone. Looking at a broad sweep of eighteenth and nineteenth-century writing, we will examine genres ranging from gothic novels and short stories, to national romances, to antebellum satires. This is a research-intensive seminar. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. For the English graduate program, this course fulfills the requirement of a course emphasizing English literature. (HUM)

870. Film Theory: An Introduction— This course introduces the most important theoretical models which have been used to explain how films function as art, ideology, language, history, politics and philosophy. Some theorists are mainly concerned with the aesthetic potentials of the cinema: How do categories such as realism, authorship and genre explain and enhance our experience of films? Other theorists are focused on the relations between films and the societies that produce them, or on general processes of spectatorship: How do Hollywood films address their audiences? How do narrative structures shape our responses to fictional characters? As the variety of these questions suggests, film theory opens onto a wide set of practices and possibilities; though it always begins with what we experience at the movies, it is ultimately concerned with the wider world that we experience through the movies. Theorists to be examined include Munsterberg, Eisenstein, Burch, Kracauer, Balazs, Bazin, Altman, Gunning, Mulvey, Metz, Wollen, Havel, Benjamin, Pasolini, Deleuze and Jameson. (Note: English 470 and English 870 are the same course.) For undergraduate English majors, this course satisfies the requirement of a 300/400-level elective, or a course emphasizing critical reflection. This course fulfills requirements toward the film studies minor. –Younger

[873. Dickens/Chaplin]— This course treats the work of Charles Dickens and Charles Chaplin from a critical perspective that recognizes their striking similarities. Charles Dickens was the most popular artist of the 19th century; the fictional world and characters he created made sense of modern life for millions around the world, and the adjective “Dickensian” testifies to how familiar his blend of comedy and melodrama has become. Charles Chaplin is remarkably analogous to Dickens; as the 20th century’s most popular artist, his work addressed fundamental issues of contemporary social life, and also employed a blend of comedy and melodrama that merited its own adjective: “Chaplinesque”. The course examines the evolution of these two major figures over the course of their careers. This

is a research-intensive seminar. For English majors, this course satisfies the requirement of a 300/400 elective. For literature and film concentrators, this course counts as a course in literature and film. For the English graduate program, this course fulfills the requirement of an elective. (HUM)

874. Race and Realism: African American Literature Before the Harlem Renaissance— Coming of age in the ruins of Reconstruction, the encroachment of Jim Crow laws, and waves of great migration, African American writers of the early 20th century shaped American literature in powerful and often-forgotten ways. Their texts, published in the decades before the Harlem Renaissance, offer an opportunity to consider how people produce literature under the pressures of structural racism; how art might respond to the terrorism of state sanctioned violence; how genres might stretch to articulate the psychological complexities of social and self identities; and how writers appeal to audiences, construct communities, forge friendships, and speak truth to power, despite institutional ambivalence and resistance to their voices. Course readings will come from Charles Chesnutt, Pauline Hopkins, Alice Dunbar Nelson, WEB Du Bois and others. For English majors, this course satisfies the requirement of a course emphasizing literature written post-1900. (HUM) –Mrozowski

940. Independent Study— A limited number of tutorials are available for students wishing to pursue special topics not offered in the regular graduate program. Applications should be submitted to the department chairperson prior to registration. Written approval of the graduate adviser and department chairperson is required. Contact the Office of Graduate Studies for the special approval form. –Staff

953. Research Project— The graduate director, the supervisor of the project, and the department chairperson must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. –Staff

954. Thesis Part I— –Staff

955. Thesis Part II— Continuation of English 954 (described in prior section). –Staff

956. Thesis— (2 course credits) –Staff

[958. Graduate Research Colloquium]— This capstone colloquium provides instruction and guidance in producing a scholarly article in the academic field of English. Starting with written work already completed for a course or unfinished thesis project, students will learn how to identify an appropriate professional journal for their topic, test their ideas and refine their argument, conduct further research as needed, and expand their draft to a rhetorically polished and professional piece of writing of approximately 30 to 40 pages. Activities will include topic-focused library exercises, writing workshops with multiple drafts and revisions, and peer review exchanges. Faculty readers from the English Department will be chosen to evaluate the final work and assign the course grade.

Courses Originating in Other Departments

[American Studies 212. Introduction to Disability Studies: Theory and History]— View course description in department listing on p. [102](#).

[Rome Campus 215. America's Rome]— View course description in department listing on p. [??](#).

[Theater & Dance 305. Writing for Stage and Screen]— View course description in department listing on p. [465](#).

Theater & Dance 393. Playwrights Workshop— View course description in department listing on p. [465](#). Prerequisite: At least one theater and dance course or permission of instructor. –Preston

Women, Gender, and Sexuality 245. The Hollywood Musical— View course description in department listing on p. [478](#). –Corber

[Women, Gender, and Sexuality 319. The Woman's Film]— View course description in department listing

on p. 478.

Women, Gender, and Sexuality 335. Mapping American Masculinities— View course description in department listing on p. 478. –Corber

Spring Term

Creative Writing Courses

270. Introduction to Creative Writing— An introduction to imaginative writing, concentrating on the mastery of language and creative expression in more than one genre. Discussion of work by students and established writers. This is a required course for creative writing concentrators. Beginning in the spring 2014 semester, ENGL 270 must be taken before senior year with enrollment of juniors restricted to five students per section. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. This course is not open to seniors. (ART) (Enrollment limited) –Davis, Libbey, Woodard

[300. Shaping the World: Considering the Writer's Craft]— How do you get from that first scribbled note to the final draft of a story or poem? How do you use the work of other writers as a source of inspiration, a jumping off point? In this course we'll analyze the craft of fiction, non-fiction, and poetry. We'll read and discuss important recent works in all three genres as well as a mixture of essays, interviews, and articles on craft issues and the writing life. Each week we'll turn over a different topic, looking at how one aspect of craft operates across these genres. Students will respond to the readings and discussions via papers, creative work, and group work. We'll also engage established writers in our conversations through class visits and Skype sessions. For English majors, this course is open to students wishing to fulfill their 200-level elective requirements under petition. Prerequisite: C- or better in English 270. (ART) (Enrollment limited)

[333. Creative Nonfiction]— In this writing workshop, we explore the genre of creative nonfiction. The term “nonfiction” implies that the writer is telling the truth—that the reader can assume and trust that the writer is describing people who are real and events that have happened. The writer strives for accuracy, even if the nature of that accuracy remains within the bounds of human limitations. The adjective “creative” refers to the fact that in creative nonfiction there is an important transformation of life into art, through the use of poetic and fictional techniques. Our readings will enhance our understanding of how creative nonfiction essays are constructed; they will also serve as springboards for writing exercises. In writing workshops, the main focus of the course, we will produce various types of creative nonfiction. For English literature concentrators, this course satisfies the requirement of an elective. For English creative writing concentrators, this course satisfies the requirement of a 300-level workshop. For writing, rhetoric, and media arts minors, it counts as a core course. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (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. For English creative writing concentrators, this course satisfies the requirement of a 300-level workshop. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (Enrollment limited) –Goldman

[335. Literary Nonfiction Narrative]— This workshop explores the form of writing that combines the craft of fiction writing with the skills and practices of the journalist. We will read some of the foremost 20th-century and contemporary practitioners of this form of writing (V.S. Naipaul, Joseph Mitchell, Joan Didion, Gabriel Garcia Marquez, Ryszard Kapuscinski, Rory Stewart, Alma Guillermoprieto, Susan Orlean, Jon Lee Anderson, etc., and selections from some of their important precursors: Stephen Crane, Jose Marti) and discuss, often, the form's complex relation to literary fiction, the tensions and difference between journalism and imaginative works, and so on. The workshop will begin with practical writing assignments: first paragraphs, setting, character, how to develop meaning, short pieces, etc., with the final goal being to produce a New Yorker magazine-like (in length and craft) piece using some aspect of the city of Hartford. NOTE: For English majors, this course satisfies the requirement of a 300-level workshop. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (Enrollment limited)

336. Advanced Creative Writing: Poetry— Students will do in-class exercises, and write and revise their own poems. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. This course satisfies the requirement of a 300-level workshop for creative writing concentrators. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (Enrollment limited) –Berry

Introductory Literature Courses

[104. Introduction to American Literature I]— This course introduces students to American literature before 1865 by surveying a wide range of texts—some very famous, some little-known—written by and about people living in the present-day United States, from the earliest Europeans’ arrival in the Americas until the time of the U.S. Civil War. The course will trace political, intellectual, and social developments as they interacted with literary culture. Students will both acquire knowledge of American cultural history and develop skills of literary analysis. For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited)

105. Introduction to American Literature II— This course surveys major works of American literature after 1865, from literary reckonings with the Civil War and its tragic residues, to works of “realism” and “naturalism” that contended with the late 19th century’s rapid pace of social change, to the innovative works of the modern and postmodern eras. As we read works by authors such as Mark Twain, Kate Chopin, William Faulkner, and Toni Morrison, we will inquire: how have literary texts defined and redefined “America” and Americans? What are the means by which some groups have been excluded from the American community, and what are their experiences of that exclusion? And how do these texts shape our understanding of the unresolved problems of post-Civil War American democracy? For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited) –Mrozowski

111. Survey of English Literature II: 1700 to the Present— Through readings in novels, drama, poetry, and prose from the Restoration to the 20th century, this course will examine shifts in the forms, functions, and meanings of English literature in the context of cultural and historical changes. For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited) –Bergren

117. Introduction to African American Literature Part II— This course surveys African American literature in multiple genres from the 20th-century to the present. We will examine texts by both canonical and emergent writers, such as James Weldon Johnson, Angelina Weld Grimke, Jean Toomer, Nella Larsen, Langston Hughes, Zora Hurston, Ralph Ellison, Ann Petry, James Baldwin, Lorraine Hansberry, Amiri Baraka, Octavia Butler, Rita Dove, August Wilson, Alice Walker, Audre Lorde, Toni Morrison, and others. Our discussions/strategies for reading will be informed by relevant social, historical, and political contexts. In addition to discussing issues of race, nation formation, diasporic identities, class, gender, and sexuality, we will identify/trace recurring ideas/themes, as well as develop a theoretical language to facilitate thoughtful engagement with these works. For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited) –Paulin

260. Introduction to Literary Studies— This course introduces students to the fundamental techniques of close reading. The course will show students how to apply this critical vocabulary to a wide range of literary genres from different historical periods, and to develop the writing and research skills necessary for composing clear and compelling arguments in the interpretation of a text. Note: This course is required of all English majors. This course can be counted toward fulfillment of requirements for the literature and psychology minor. (HUM) (Enrollment limited) –Bilston, Hager, Wyss

265. Introduction to Film Studies— This course provides a general introduction to the study of film and focuses on the key terms and concepts used to describe and analyze the film experience. As we put this set of tools and methods in place, we will also explore different modes of film production (fictional narrative, documentary, experimental) and some of the critical issues and debates that have shaped the discipline of film studies (genre, auteurism, film aesthetics, ideology).

Note: Evening meetings of this class are for film screenings only.

For English majors, this course satisfies the requirement of a 200-level elective. It is also the gateway course for the literature and film concentration. This course can be counted toward fulfillment of requirements for the film

studies minor. (HUM) (Enrollment limited) –Younger

[277. The Strange Meaning of Things]— How important is your “stuff” to you? What does it mean? When is a thing just a thing, and when does it represent something else? In this course, students will examine the literary representations of material culture, including clothes, tools, collections of things, paintings, jewelry and books, in a range of works from the Renaissance to the present. We will analyze what different kinds of things mean at different periods of history, and how writers invest them with magical, religious, satirical and sentimental significance. Readings will include drama, novels, poetry, poltergeist tales, and journalism, as well as some history, and anthropological and literary theory. For English majors, this course satisfies the requirement of a 200-level elective. (HUM) (Enrollment limited)

[288. World Cinema]— This course provides an introduction to the study of world cinema, with a focus on cinematic cultures other than those of the USA or Europe. We will begin by considering some of the theoretical questions involved in intercultural spectatorship and introducing/reviewing critical categories we can use to discuss the films. We will then proceed through a series of units based around specific cinematic cultures, focusing on movement, genres and auteurs and on the historical, cultural, and geopolitical issues that the films illuminate. For English majors, this course satisfies the requirement of a 200-level elective. This course can be counted toward fulfillment of requirements for the film studies minor. (GLB2) (Enrollment limited)

[292. Tolkien and His Times]— J.R.R. Tolkien is rarely considered in the same breath as the great modernist writers with whom he shared the middle decades of the twentieth-century. And yet, with its explorations of war, totalitarian politics, ecology, religion, and other big issues, his work holds a fascinating mirror to its times. In this course, we will take Tolkien seriously both as a literary author and as an interpreter of twentieth-century Britain. Readings will include most of Tolkien’s published output, a handful of modernist texts, and selected readings in contemporary culture and politics. For English majors, this course satisfies the requirement of a 200-level elective. (HUM) (Enrollment limited)

Literature Courses

272. American Auteurs— This course explores and celebrates the work of classic American film directors and constitutes an introduction to the critical methodology of the auteur theory. The directors to be examined are Samuel Fuller, Howard Hawks, and Alfred Hitchcock. After an introduction to various approaches to the auteur, we will use the work of Fuller, Hawks and Hitchcock to explore the history and creative potential of these approaches. Emphasis will be given to contemporary developments that integrate a focus on auteurs with the practices of experimental cinephilia and philosophy. For English majors, this course satisfies the requirement of a 200 level elective. Evening meeting time is for film viewing only. (HUM) (Enrollment limited) –Younger

[301. Literature and Meaning: from Aristotle to Queer Theory]— This course explores the different ways in which literature has been—and can be—interpreted and justified. Students will read critical theories from Platonism to feminism and queer theory, and will apply these theories to selected texts by Shakespeare, Keats, Austen, Conrad, and others in order to define their own literary theory. For English majors, this course satisfies the requirement of a course emphasizing critical reflection. (HUM) (Enrollment limited)

310. Postcolonial Literature and Theory— This course provides an introduction to Anglophone literatures produced after decolonization. We will read postcolonial theory alongside novels, short stories, poetry, graphic novels, film, and drama in order to consider how these literatures represent issues of identity, nationalism, globalization, and race. The seminar will address the effects of literary form on these fraught representations, as well as the implications of approaching literature through the lens of “postcolonialism,” as opposed to globalization studies, World Literature, transnationalism, or the study of the Global South. Readings may include theory by Homi Bhabha, Franz Fanon, Edward Said, Gayatri Spivak; and literature from Anglophone Africa, South Asia, Pacific Oceania, the Caribbean and the British Isles. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1900, or a course emphasizing critical reflection. (HUM) (Enrollment limited) –Bergren

[320. Contemporary Americans]— This course will focus on important individual collections of contemporary or near-contemporary American poetry. Rather than scanning a selected or collected volume for highlights, we’ll look at

poems in their original context, considering the single volume as a unified project (a concept increasingly important to contemporary poets) rather than simply a gathering of miscellaneous pieces. Working at a rate of roughly one poet/collection per week, we'll consider classics such as Louise Gléck's *The Wild Iris*, C.K. Williams's *Tar*, Philip Levine's *What Work Is*, Yusef Komunyakaa's *Magic City*, and Jorie Graham's *Erosion*. We will also consider at least one very recently published collection and one first or near-to-first book. These readings will be supplemented by some theory on the state of contemporary poetry from both poets and critics. For English majors, this course would fulfill the requirement of a course emphasizing poetry and/or a course emphasizing literature written after 1900. (HUM) (Enrollment limited)

322. Social Networks of the Romantic Era— Romantic-era writers like Percy Bysshe Shelley and William Wordsworth were deeply invested in the question of genius,' of how artistic inspiration chooses and works upon an individual. This investment has affected our conception of Romanticism, most obviously in our continued focus on the "big six" male poets as defining the era's literary production. This course pivots away from Romantic individuality to approach the era through networks: friendship, collaboration, rivalry. Emphasizing the social nature of Romanticism, this course asks: How do relationships revise our ideas of Romantic authorship and authority? Is Romanticism still Romantic' when we emphasize connections over the myth of the individual genius? Readings will include works by the Wordsworths, Coleridge, Lamb, Wollstonecraft, Burke, Paine, Austen, the Shelleys, Polidori and Byron. (HUM) (Enrollment limited) –Bergren

[325. Spaghetti Westerns]— This course interweaves a comparative exploration of the global range of the genre, Westerns made in Germany, India, Thailand, China, and Brazil, with a comprehensive examination of the remarkable series of Italian Westerns that were made during the 1960s and 1970s. Working as a team, the class will develop original insights by employing the methods of experimental cinephilia, paying close attention to the aesthetics at work in individual films, while at the same time considering the films' relation to their social, cultural and political contexts; though we will begin with the guilty pleasures the Spaghetti films are known for, these pleasures shall lead us to a deeper understanding of how they function as art. This seminar is research-intensive. For English majors, this course satisfies the requirement of a 300-level elective. (HUM) (Enrollment limited)

330. Sex, Violence and Substance Abuse: Mexico by Non-Mexicans— Some of the greatest and most lasting depictions of México in fiction, non-fiction, cinema and photography have been produced by non-Mexicans. Rather than exposing any lack of significant Mexican creators in all these genres, such works reflect the strong pull, the attraction and at times repulsion, exerted by this complicated country and culture on outsiders. We will choose readings from such twentieth and twenty-first century works such as John Reed's *Insurgent México*, Malcolm Lowry's *Under the Volcano*, DH Lawrence's *The Plumed Serpent*, Graham Greene's *The Power and the Glory*, the short-stories of Katherine Anne Porter and Paul Bowles, the novels of B. Traven, Cormac McCarthy's *Blood Meridian*, the poetic meditations on Pre-Colombian México by recent French Nobel Prize winner Le Clézio, the contemporary México novels of the Chilean Roberto Bolao, and, in Ana Castillo's fiction, a U.S. Chicana's return to México, as well as other contemporary writings. Movies will be chosen from among *A Touch of Evil*, *The Treasure of Sierra Madre*, *The Wild Bunch*, *Bring me the Head of Alfredo Garcia*, *The Night of the Iguana*, *The Three Burials of Melquiades Estrada*, and *Sn Nombre*. The emphasis will be on the prose, novels especially, with three or four movies, and a class devoted to photography. We study the works themselves, their relation to their own literary-cultural traditions, their depiction of México, and the multiple issues raised by their status as works created by "foreigners." Supplemental readings, some by Mexicans. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1900. (Enrollment limited) –Goldman

[341. American Literary Modernism and the Great War]— This course will consider the impact of the Great War on American literary modernism. Grappling with apocalyptic devastation in Europe, massive shifts in global politics, and dramatic changes in technology, the Lost Generation responded with enduring and enigmatic works, haunted by wounds both psychic and spiritual. We will consider canonical writings by Ernest Hemingway and e.e. cummings, lesser-known works by Jessie Redmon Fauset and Edith Wharton, and first person accounts by combatants such as Thomas Boyd. As our focus will be on introducing the aesthetics of modernism through the context of the war itself, we will study maps, songs, photographs, newspapers, and other historical materials alongside traditional literary objects. Assignments will include a creative research project, weekly responses, and short essays. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1900. It is research intensive. (HUM) (Enrollment limited)

343. Women and Empire— This course examines women’s involvement in British imperialism in the 19th and 20th centuries. What part did ideologies of femininity play in pro-imperialist discourse? In what ways did women writers attempt to “feminize” the imperialist project? What was the relationship between the emerging feminist movement and imperialism at the turn of the 20th century? How have women writers in both centuries resisted imperialist axioms? How do women authors from once-colonized countries write about the past? How are post-colonial women represented by contemporary writers? Authors to be studied include Charlotte Brontë, Flora Annie Steel, Rudyard Kipling, Jean Rhys, Jamaica Kincaid, Jhumpa Lahiri, and Alexander McCall Smith. (HUM) (Enrollment limited) –Bilston

[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. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. This course is research intensive. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

[348. Women Writers of the Middle Ages]— This course will study works in a variety of genres, from the lyric and the romance to the autobiography and the moral treatise, written by medieval women in England, Europe, and Asia. In addition to analyzing the texts themselves, we will be examining them within their social, historical, and political contexts as we discuss such issues as medieval women’s literacy, education, and relationships to the male-authored literary traditions of their cultures. Through the term, we will be trying to determine the degree to which we can construct a recognizable woman’s literary tradition for this period. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. This course is research intensive. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

[353. Challenging Authority: Literature of the 17th Century]— The early 17th century was one of the most important and contentious periods in English history, and literature was a formative part of its rich culture of debate and innovation. The Stuart monarchy was trying to establish an absolutist culture, and the resistance to it led to the first political revolution in modern Europe. The 17th century also witnessed the movement of women into public life and print as highly vocal poets, preachers, prophetesses, and political theorists. Advances in scientific inquiry reshaped how writers thought about the cosmos and their place in it. Readings will include works by Donne, Jonson, Marvell, the women poets Lanyer and Bradstreet, the quasi-scientific writings of Bacon and Burton, and samplings from the period’s rich popular literature and pamphlet wars. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. It is research intensive. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

[360. Shakespeare on Film]— In this course, we will study selected films based on Shakespeare plays. Though we will read the Shakespeare plays as prelude to film analysis, the films will be studied as independent texts. The film script (adapted from or based on a Shakespeare play) will be treated as one aspect of the text. Students will concentrate on analyzing camera angles, mise-en-scene, lighting, sound, editing, and script as aspects of a composite text. We will also discuss film genres and look at the signature work of specific directors, such as Laurence Olivier and Kenneth Branagh. Plays may be selected from *Titus Andronicus*, *Hamlet*, *Much Ado About Nothing*, *Richard III*, *Romeo and Juliet*, *The Taming of the Shrew*, and *King Lear*. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. This course is research-intensive. This course is not open to first-year students. (HUM) (Enrollment limited)

373. Irish Poetry Since Yeats— We’ll consider the blossoming of Irish poetry in English since the foundation of the Irish Free State. Given his centrality to both the state and the art form, we’ll begin by considering the work of W.B. Yeats. From Yeats, we’ll move up through the 20th century, looking at work by Patrick Kavanagh, Louis MacNeice, John Montague, Seamus Heaney, Michael Longley, Paul Durcan, Eamon Grennan, Eavan Boland, Paul Muldoon, Ciaran Carson, Vona Groarke, and Sinéad Morrissey. We’ll consider the poems through the lens of Irish independence and cultural identity, the Troubles, tensions over religion and class, the urban/rural divide, and the place of women within the tradition. We will also consider the poems as aesthetic objects, governed by different schools and traditions within the art form, Irish or otherwise. For English majors, this course satisfies the

requirement of a course emphasizing literature after 1900 and a class that emphasizes poetry. (HUM) (Enrollment limited) –Berry

379. Melville— Though a superstar during his early career, Herman Melville watched his reputation decline as his literary ambitions escalated. One review of his seventh novel bore the headline, “Herman Melville Crazy.” Not until the 20th century did even his best-known work, *Moby Dick*, attract considerable attention, but it now stands at the center of the American literary pantheon. Melville’s work merits intensive, semester-long study not only because he is a canonical author of diverse narratives—from maritime adventures to tortured romances to philosophical allegories—but also because his career and legacy themselves constitute a narrative of central concern to literary studies and American culture. Through reading and discussion of several of his major works, we will explore Melville’s imagination, discover his work’s historical context, and think critically about literary form. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. This course is also research-intensive. (Enrollment limited) –Hager

383. Modern British Fiction— This is a course in British fiction between 1890 and 1945. The prose (novels and stories) of this period is characterized by tremendous ambition, radical experimentation, the questioning of old conventions and the creation of new ones. Authors will include Wilde, Conrad, Ford, Forster, Joyce, Woolf, and Beckett. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1900. It is research intensive. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited) –Rosen

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 chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

[412. Modern Poetry]— “It appears that poets in our civilization, as it exists at present, must be difficult.” When T. S. Eliot wrote these lines in 1921, “difficulty” was self-evidently a term of praise: it signaled a willingness to grapple with the intellectual, esthetic, moral, and erotic complexities of modernity. Today, however, that same difficulty gives poetry of the early 20th century its somewhat scary reputation. Why read tough texts when so much else goes down easily? A premise of this course is that the excitement, the beauty, and the sheer greatness of modern poetry are inseparable from the challenges it poses to the reader. Between 1885 and World War II, Eliot, Yeats, Pound, Crane, Moore, Bishop, Williams, Stevens, Frost, and Auden made poetry possible for modern life. We read their work. (Note: English 412 and English 812 are the same course.) For English majors, this course satisfies the requirement of an advanced class in literature written after 1900. It also satisfies the requirement of a poetry course. For the English graduate program, this course counts as a course in American literature or British literature for the literary studies track; it counts as an elective for the writing, rhetoric, or media arts track. This course is research intensive. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

418. 17th-Century Poetry— The poets of the early modern period made their contribution to an English literary tradition against a dynamic context of religious, political, and social change. Poets studied in this course will include Lanyer, Jonson, Donne, Herbert, Crashaw, Marvell, Philips, Bradstreet, and Milton. English 418 and English 818 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. This is a research-intensive seminar. Prerequisite: C- or better in English 260 or permission of instructor. (Enrollment limited) –Wheatley

420. Shakespeare— In this course, we will focus on a selection of Shakespeare’s plays, from early comedies to later tragedies and romances. Students will gain a broad familiarity with Shakespearean texts and contexts, from the sixteenth century to the present, deepening their understanding of Shakespeare’s drama and its cultural significance through close examination of both primary and secondary sources, as well as film and stage adaptations. This seminar is research-intensive. For English majors, it fulfills the requirement for an upper-level course in pre-1700 literature. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited) –Fox

[423. Southern Gothic Literature and Film: Case Study in Genre Theory]— Southern Gothic literature and film provide an excellent case study for exploring theories of genre. With the tools of modern genre criticism, this course will seek to define and map a controversial and disputed literary and cinematic territory, one that focuses

on a culture of terror and horror as it spins tales of murder, madness, freaks, and monsters. It is a narrative mode that pushes what Flannery O'Connor called "the limits of mystery" in attempts to deal with tragic extremes of human behavior and comic twists of the grotesque. Readings include works by Edgar Allan Poe, William Faulkner, Eudora Welty, Flannery O'Connor, Tennessee Williams, and Cormac McCarthy, along with contemporary Southern "pop-gothic" movies such as *Deliverance*, *Midnight in the Garden of Good and Evil*, and *Beasts of the Southern Wild*. English 423 and English 823 are the same course. For undergraduate English majors, this course satisfies the post-1900 distribution requirement. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. For English graduate students, this course counts as a core course in the writing, rhetoric, and media arts track; it counts as an elective in the literary studies track. (HUM) (Enrollment limited)

[424. Reading Victorian Narratives]— This course offers an advanced investigation into major writers and issues from the British Victorian period (1837-1901). We will concentrate on texts—fiction, non-fictional prose, poetry—in which notions of propriety and morality are in productive dialogue with crimes, threatening secrets, and subversive passions. In seminar sessions and in written work we will interrogate textual constructions of sexuality and gender, considering the potential for slippage between high-conservative ideals and actual lived experiences. Our readings will be informed by a range of modern critical, theoretical, and socio-historical examinations of Victorian literature and culture. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature between 1700-1900. It is research intensive. (HUM) (Enrollment limited)

[439. Special Topics in Film: The Documentary]— Documentary films chronicle varied cultural, social, and political realities, from coal miners' strikes and social revolutions to the development of musical genres. Documentary styles range from fictionalized recreations (docudramas) to narrative reenactments to non-narrative commentaries. This course will examine key documentary strategies through representative films, which may include *Harlan County USA* (Barbara Kopple, 1976) and *Shut Up and Sing* (Kopple and Cecilia Peck, 2006), *Journalist and the Jihadi: The Murder of Daniel Pearl* (Ahmad Jamal and Ramesh Sharma, 2006); segments of *The Battle of Algiers*, *Poto Mitan: Haitian Women*, *Pillars of the Global Economy* (Renee Bergan and Mark Schuller), *Jazz* (selected episodes) (Ken Burns, 2001), *Say Amen, Somebody* (George Nierenberg, 1982), *An Inconvenient Truth* (Davis Guggenheim, 2008), and *Fair Game* (Doug Liman, 2010). Note: English 439-16 and English 839-12 are the same course. For undergraduate English majors, this course satisfies a post-1900 distribution requirement, or a core course for the literature and film concentration. (HUM) (Enrollment limited)

[451. Queer Harlem Renaissance]— This course approaches the Harlem Renaissance or "the New Negro" Movement through the lens of sexuality, paying particular attention to the ways in which understandings of racial identity were filtered through representations of sex and gender. We will consider how writers of the Harlem Renaissance explored notions of sexuality and gender given the history of slavery and exploitation that generated rigid formulations of race and gender. How did cultural producers challenge, reinforce, question and imagine sexuality and its intersection with other aspects of identity, such as class, gender, and national origins. Writers/artists include, Wallace Thurman, Carl Van Vechten, Bessie Smith, Angelina Weld Grimke, Claude McKay, Countee Cullen, Alice Dunbar-Nelson, Langston Hughes, and Bruce Nugent. For English majors, this course satisfies a post-1900 distribution requirement. This course is research-intensive. (Enrollment limited)

[463. Feminist Approaches to Literature]— This course will examine the sexual politics of literature, criticism, and literary history, focusing in particular on how feminist writers have negotiated the relationship between politics, the body, and eroticism. Topics to be studied include the absence of women from conventional literary histories, the theories (and influence) of Sigmund Freud, daughterhood, adolescence, and identity, the pleasures and dangers of romance plots, and feminist explorations of sexual power dynamics. Writers to be studied include Harriet Jacobs, Charlotte Bronte, Sarah Grand, Jeanette Winterson, Helen Cixous, Monique Wittig, Andrea Dworkin, and Maxine Hong Kingston. For English majors, this course satisfies the requirement of a course emphasizing critical reflection. (HUM) (Enrollment limited)

466. Teaching Assistantship— Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in conceiving or revising papers; reading and helping to evaluate papers, 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 chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

[470. Film Theory: An Introduction]— This course introduces the most important theoretical models which have been used to explain how films function as art, ideology, language, history, politics and philosophy. Some theorists are mainly concerned with the aesthetic potentials of the cinema: How do categories such as realism, authorship and genre explain and enhance our experience of films? Other theorists are focused on the relations between films and the societies that produce them, or on general processes of spectatorship: How do Hollywood films address their audiences? How do narrative structures shape our responses to fictional characters? As the variety of these questions suggests, film theory opens onto a wide set of practices and possibilities; though it always begins with what we experience at the movies, it is ultimately concerned with the wider world that we experience through the movies. Theorists to be examined include Munsterberg, Eisenstein, Burch, Kracauer, Balazs, Bazin, Altman, Gunning, Mulvey, Metz, Wollen, Havel, Benjamin, Pasolini, Deleuze and Jameson. For English majors, this course satisfies the requirement of a 300/400-level elective, or a course emphasizing critical reflection. This course fulfills requirements toward the film studies minor. Film screenings to be discussed at the first class meeting. (HUM) (Enrollment limited)

496. Wordsworth. Rewriting Wordsworth.— How does literature change over time? How do earlier writers exercise an influence, for good or ill, over their successors, and how do those later writers grapple with their most powerful forerunners? In this seminar, you will be invited to think in the abstract, theoretically, about these large questions, which have formed a subtext to your work in the major thus far. To focus our discussion, we will concentrate on Romantic and Modern poetry. In the first half, we will read through the major works of William Wordsworth, the most influential English language poet since (at the very least) Milton. Then, in the second half, we will look at how the greatest Modern poets, both British and American, struggled with Wordsworth's legacy sometimes going so far as to rewrite specific Wordsworth poems, sometimes denying Wordsworth's importance altogether. Modernists will include Yeats, Frost, Eliot, Pound, Moore, Bishop, Stevens and Auden. In the final project, you will have the opportunity to apply our broader conclusions to your work in the major over the last four years. For English majors, this course satisfies the requirement of a senior project. For non-seniors, the course can be taken to fulfill the "critical reflection" requirement. (HUM) (Enrollment limited) –Rosen

[496. Senior Seminar: What You Should Have Read]— This is your final semester as an English major, and this senior seminar will provide you with an opportunity to reflect back on the intellectual paths you have and have not taken. What texts do you consider true classics, but have not yet read? This course will give you a chance to address those perceived gaps in your literary education, as students in the course will generate the primary reading list. What has led you to think of these specific works as central to the study of English literature? In addition to our list of selected classics, we will read critical essays that discuss issues of canonicity, the history of the English major, and the fate of literature (and literary study) in this latest "information age." Writing requirements will include weekly responses to assigned reading, class presentations, and a longer seminar paper. For English majors, this course satisfies the requirement of a senior seminar. This course is open to senior English majors only. (HUM) (Enrollment limited)

497. One-Semester Senior Thesis— Individual tutorial in writing of a one-semester senior 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 the chairperson are required. –Staff

499. Senior Thesis Part 2— Individual tutorial in the writing of a year-long thesis on a special topic in literature or criticism. Seniors writing year-long, two-credit theses are required to register for the second half of their thesis for the spring of their senior year. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) –Staff

Graduate Courses

[802. Digital Rhetoric]— This course surveys the foundational scholarship of digital writing and rhetoric beginning with the digital turn of the 1990s, with particular focus on new media pedagogy, digital literacy, and design theory.

Students will study and compose with these new technologies and practices, creating both traditional and new media texts. This course will also trace the impact of today's ever-evolving writing technologies: how they shape literacy development, engagement, and output; their potential to shift and refigure power dynamics and rhetorical agency; and their practical consequences for daily social and civic life.

[812. Modern Poetry]— “It appears that poets in our civilization, as it exists at present, must be difficult.” When T. S. Eliot wrote these lines in 1921, “difficulty” was self-evidently a term of praise: it signaled a willingness to grapple with the intellectual, esthetic, moral, and erotic complexities of modernity. Today, however, that same difficulty gives poetry of the early 20th century its somewhat scary reputation. Why read tough texts when so much else goes down easily? A premise of this course is that the excitement, the beauty, and the sheer greatness of modern poetry are inseparable from the challenges it poses to the reader. Between 1885 and World War II, Eliot, Yeats, Pound, Crane, Moore, Bishop, Williams, Stevens, Frost, and Auden made poetry possible for modern life. We read their work. (Note: English 412 and English 812 are the same course.) For English majors, this course satisfies the requirement of an advanced class in literature written after 1900. It also satisfies the requirement of a poetry course. For the English graduate program, this course counts as a course in American literature or British literature for the literary studies track; it counts as an elective for the writing, rhetoric, or media arts track. This course is research intensive. (HUM)

813. Native American Literature and Theory— We are currently in an extraordinary intellectual and artistic moment for Native American communities. In this course, we will turn our attention to forms of Native textual production from the colonial period to today. We will not only educate ourselves in the richness and variety of Native expression, we will also grapple with our assumptions about what constitutes Native American literature, using recent Native American scholarship to guide us. Along the way we will sample various forms of expression from origin stories to ledger drawings, poems, novels, autobiographies, and critical nonfiction. Our efforts in this class will be collaborative; while we will share core readings, you should expect to do several outside readings and class reports. This seminar is research-intensive. For English majors, this course satisfies the post-1900 requirement, or a course emphasizing critical reflection. (HUM) –Wyss

820. Shakespeare— In this course, we will focus on a selection of Shakespeare's plays, from early comedies to later tragedies and romances. Students will gain a broad familiarity with Shakespearean texts and contexts, from the sixteenth century to the present, deepening their understanding of Shakespeare's drama and its cultural significance through close examination of both primary and secondary sources, as well as film and stage adaptations. This seminar is research-intensive. For English majors, it fulfills the requirement for an upper-level course in pre-1700 literature. (HUM) –Fox

821. Twilight Age: British Literature of the 1890s— The 1890s was a time of literary flourishing in the face of deep cultural and social anxiety. The British Empire was hovering on the edge of collapse; the *fin de siècle* was felt to be the end of an era. Yet even as some saw degeneration at hand, others saw opportunity, experimentation, rebellion, new beginnings. “New Women” posed a vocal threat to gender roles while Oscar Wilde and his fellow “decadents” asked a nation to rethink art and brought conversations about sexuality to the breakfast table. This course examines the literature, art, and culture of a remarkable decade. Students will read fiction, prose, poetry and drama, producing two research papers, several shorter papers, and an in-class research presentation. For English majors, this course satisfies the requirement of a course emphasizing literature written from 1700-1900. This course is research-intensive. (HUM) –Bilston

[823. Southern Gothic Literature and Film: Case Study in Genre Theory]— Southern Gothic literature and film provide an excellent case study for exploring theories of genre. With the tools of modern genre criticism, this course will seek to define and map a controversial and disputed literary and cinematic territory, one that focuses on a culture of terror and horror as it spins tales of murder, madness, freaks, and monsters. It is a narrative mode that pushes what Flannery O'Connor called “the limits of mystery” in attempts to deal with tragic extremes of human behavior and comic twists of the grotesque. Readings include works by Edgar Allan Poe, William Faulkner, Eudora Welty, Flannery O'Connor, Tennessee Williams, and Cormac McCarthy, along with contemporary Southern “pop-gothic” movies such as *Deliverance*, *Midnight in the Garden of Good and Evil*, and *Beasts of the Southern Wild*. English 423 and English 823 are the same course. For undergraduate English majors, this course satisfies the post-1900 distribution requirement. For literature and film concentrators, this course fulfills the requirement of an

advanced course toward the major, and counts as a course in literature and film. For English graduate students, this course counts as a core course in the writing, rhetoric, and media arts track; it counts as an elective in the literary studies track. (HUM)

[824. Reading Victorian Narratives]— This course offers an advanced investigation into major writers and issues from the British Victorian period (1837-1901). We will concentrate on texts—fiction, non-fictional prose, poetry—in which notions of propriety and morality are in productive dialogue with crimes, threatening secrets, and subversive passions. In seminar sessions and in written work we will interrogate textual constructions of sexuality and gender, considering the potential for slippage between high-conservative ideals and actual lived experiences. Our readings will be informed by a range of modern critical, theoretical, and socio-historical examinations of Victorian literature and culture. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature between 1700-1900. It is research intensive. (HUM)

[839. Special Topics in Film: The Documentary]— Documentary films chronicle varied cultural, social, and political realities, from coal miners' strikes and social revolutions to the development of musical genres. Documentary styles range from fictionalized recreations (docudramas) to narrative reenactments to non-narrative commentaries. This course will examine key documentary strategies through representative films, which may include *Harlan County USA* (Barbara Kopple, 1976) and *Shut Up and Sing* (Kopple and Cecilia Peck, 2006), *Journalist and the Jihadi: The Murder of Daniel Pearl* (Ahmad Jamal and Ramesh Sharma, 2006): segments of *The Battle of Algiers*, *Poto Mitan: Haitian Women*, *Pillars of the Global Economy* (Renee Bergan and Mark Schuller), *Jazz* (selected episodes) (Ken Burns, 2001), *Say Amen, Somebody* (George Nierenberg, 1982), *An Inconvenient Truth* (Davis Guggenheim, 2008), and *Fair Game* (Doug Liman, 2010). Note: English 439-16 and English 839-12 are the same course. For undergraduate English majors, this course satisfies a post-1900 distribution requirement, or a core course for the literature and film concentration. (HUM)

[847. Serials]— Where most of the literature we encounter has a clear beginning, middle, and end, serial literature is open-ended and potentially infinite. What exactly is so fascinating about the prospect of “one story, told piece by piece?” In this course, we will examine American serials, beginning with early-18th and 19th-century magazine novels and ending with Sarah Koenig’s 21st-century podcast phenomenon, *Serial*. As we look at the various incarnations of serialized texts, we’ll think about their implications with the help of narrative theory. What exactly does the term serial imply? A genre? A technique? What accounts for the popularity of serialized texts? What might the next iteration look like? It is research-intensive. For English majors, this course emphasizes critical reflection. (HUM)

[861. World Cinema Auteurs]— This advanced course offers an in-depth exploration of the work of major auteur-directors from the domain of World Cinema, cinema from countries other than the United States or Europe. Three or four auteurs grouped by country, region or culture (e.g. Japan, India, Iran, Brazil, West Africa, or the Three Chinas: PRC, Hong Kong, and Taiwan) will be examined in their aesthetic, cultural and geo-political dimensions using the cutting-edge new methodologies of comparative and experimental cinephilia. Note: This advanced undergraduate/graduate hybrid course - while not required, some prior experience with film analysis, film theory, or World Cinema is strongly recommended. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1900.

This course is research-intensive. (HUM)

[863. Feminist Approaches to Literature]— This course will examine the sexual politics of literature, criticism, and literary history, focusing in particular on how feminist writers have negotiated the relationship between politics, the body, and eroticism. Topics to be studied include the absence of women from conventional literary histories, the theories (and influence) of Sigmund Freud, daughterhood, adolescence, and identity, the pleasures and dangers of romance plots, and feminist explorations of sexual power dynamics. Writers to be studied include Harriet Jacobs, Charlotte Bronte, Sarah Grand, Jeanette Winterson, Helen Cixous, Monique Wittig, Andrea Dworkin, and Maxine Hong Kingston. For English majors, this course satisfies the requirement of a course emphasizing critical reflection. (HUM)

[870. Film Theory: An Introduction]— This course introduces the most important theoretical models which have been used to explain how films function as art, ideology, language, history, politics and philosophy. Some theorists are mainly concerned with the aesthetic potentials of the cinema: How do categories such as realism,

authorship and genre explain and enhance our experience of films? Other theorists are focused on the relations between films and the societies that produce them, or on general processes of spectatorship: How do Hollywood films address their audiences? How do narrative structures shape our responses to fictional characters? As the variety of these questions suggests, film theory opens onto a wide set of practices and possibilities; though it always begins with what we experience at the movies, it is ultimately concerned with the wider world that we experience through the movies. Theorists to be examined include Munsterberg, Eisenstein, Burch, Kracauer, Balazs, Bazin, Altman, Gunning, Mulvey, Metz, Wollen, Havel, Benjamin, Pasolini, Deleuze and Jameson. (Note: English 470 and English 870 are the same course.) For undergraduate English majors, this course satisfies the requirement of a 300/400-level elective, or a course emphasizing critical reflection. This course fulfills requirements toward the film studies minor.

940. Independent Study— A limited number of tutorials are available for students wishing to pursue special topics not offered in the regular graduate program. Applications should be submitted to the department chairperson prior to registration. Written approval of the graduate adviser and department chairperson is required. Contact the Office of Graduate Studies for the special approval form. –Staff

953. Research Project— The graduate director, the supervisor of the project, and the department chairperson must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. –Staff

954. Thesis Part I— –Staff

955. Thesis Part II— Continuation of English 954 (described in prior section). –Staff

[956. Thesis]— (2 course credits)

Courses Originating in Other Departments

[American Studies 264. Representations of Autism(s)]— View course description in department listing on p. [110](#).

[Jewish Studies 222. Jewish Literature and Film]— View course description in department listing on p. [309](#).

[Theater & Dance 239. Contemporary American Theater]— View course description in department listing on p. [468](#).

[Women, Gender, and Sexuality 335. Mapping American Masculinities]— View course description in department listing on p. [479](#).

Women, Gender, and Sexuality 345. Film Noir— View course description in department listing on p. [480](#). –Corber

Environmental Science

Professor Geiss, Director; Assistant Professor Pitt; Senior Lecturer and Laboratory Coordinator Gourley[•]; Thomas McKenna Meredith '48 Postdoctoral Fellow Ehlert; Visiting Assistant Professor Weinstein; Environmental Science Coordinating Committee: Professors Chambers (Political Science), T. Curran (Chemistry), Mertens (Engineering), and Myers (Urban Studies and International Studies); Associate Professors Fulco (Public Policy and Law) and Walden (Physics); Assistant Professor Wickman (History)

OVERVIEW OF MAJOR

Environmental science is an interdisciplinary major concerned with understanding the complex interactions between processes that shape our natural environment and human influences upon them. It draws upon the fields of biology, chemistry, physics, earth science, computer science, and engineering, and has bearings on areas such as public policy, medicine, economics, and law. This integration of several sciences fosters the exchange of information and ideas on the scientific problems and issues of the environment that range from local to regional to global. These issues have an impact on economic growth, food production, human health, and the overall quality of life for all living things. Solutions require practitioners trained to comprehend both the broad functioning of the biosphere and the way in which humans, especially through economics and public policy, both respond to and effect challenges and threats to the biosphere.

Trinity College's location in the capital of Connecticut offers a wide range of opportunities for the study of a complex urban environment and direct contact with city, state, and federal regulatory agencies. Although many people equate environmental science with the natural world, most humans live in metropolitan areas. These areas have a tremendous impact on the environment: energy, water, food, housing, and transportation. A diversity of aquatic and terrestrial habitats at several local and regional sites, including Trinity-owned acreage in eastern Connecticut, also provides students with ideal field locations for comparative rural and urban environmental studies.

Goals—Study within the major can be structured to meet any of the following objectives:

- Preparation for further graduate study within the sciences
- Development of a rigorous science background from which to pursue graduate-level training in a professional program such as law, planning, medicine, business, public policy, or environmental engineering
- A thorough grounding in environmental science as the principal component of a liberal arts education

REQUIREMENTS

Fourteen courses and an integrating experience are required for the major. Only courses with a grade of C- or better may be counted toward the major.

Foundational courses: Five foundational courses are required. It is recommended that students take these courses by the end of the sophomore year. Students are encouraged to take a full year of each science, including physics and a full year of mathematics. Students who plan on attending graduate school are especially encouraged to take one full year of calculus as well as additional classes in mathematics in consultation with their adviser. One foundational course requirement may be met by one of the gateway courses, as outlined below for the B.S. and B.A. options.

Core courses: Three environmental science core courses. All three courses are required.

Integrating Experience: One integrating experience involving research or an internship. This half-credit requirement is designed to provide students with environmental problem-solving experience and can be met through library, field, or laboratory research or through an approved integrated internship or independent study. Students must have their plans for completing this requirement approved by their adviser and the program director before they begin their work. To fulfill the requirement, during the spring semester of their senior year, students submit the following to their environmental science faculty adviser: a journal of their activities and experiences, a letter from their supervisor (if work is completed outside the College), and a reflection paper. Students will also give a final, public presentation about their experience during the spring semester of their senior year as part of fulfilling this requirement. Normally, students must complete ENVS 375L before meeting this requirement.

ENVS 399. Independent Study
 ENVS 405. Internship in Environmental Science
 ENVS 419. Research in Environmental Science (Library)
 ENVS 425. Research in Environmental Science (Laboratory)
 ENVS 497. Honors Research

Two concentration courses as outlined in table below.

Two courses from the social sciences/humanities electives list. New courses may be offered as electives.

Two other elective courses from the natural sciences or social science/humanities electives lists as outlined below for the B.S. and B.A. degree options. New courses may be offered as electives.

	Bachelor of science in environmental science	Bachelor of arts in environmental science
Foundational requirement (5)	BIOL 182L CHEM 111L ENVS 112L MATH 107 or 207 or 128 or 131^a PHYS 101L or 141L or one natural science gateway course^b	BIOL 182L CHEM 111L ENVS 112L MATH 107 or 207 or 128 or 131 PHYS 101 or 141L or one natural science gateway^b or social science^c course
Core requirement (4)	ENVS 149L ENVS 375L ENVS 401 Integrating experience	ENVS 149L ENVS 375L ENVS 401 Integrating experience
Concentration requirement (2)	Any two courses: ENVS 204L ENVS 230L BIOL 333L	One course from the B.S. concentration requirement list; one course from the social science/humanities course list ^e
Social sciences requirement(2)	Two courses from the social science/humanities course list ^e	Two courses from the social science/humanities course list ^e
Other electives (2)	A minimum of two credits from the natural science electives course list ^d	A minimum of two credits in any combination from the natural science or social science/humanities course lists ^{d,e}
Total number of courses	15	15

^a Or any course in mathematics with a prerequisite of MATH 131.

^b Natural science gateway courses:

ENVS 110. The Earth's Climate
 BIOL 131. Urban Wildlife Ecology
 BIOL 141. Global Perspectives in Biodiversity and Conservation
 CHEM 141. Chemistry in Context
 ENGR 108. Science and Policies: Energy and Sustainability

^c Students pursuing a bachelor of arts in environmental science can also fulfill one foundation course requirement through one of the following social sciences gateway courses:

PBPL 123. Fundamentals of American Law
 URST 101. Introduction to Urban Studies

^d Natural sciences electives (list may change as new courses become available):

BIOL 215L. Botany
BIOL 222L. Invertebrate Zoology
BIOL 233. Conservation Biology
BIOL 308L. Microbiology
BIOL 336L. Marine and Freshwater Botany
BIOL 430. Avian Ecology and Conservation
BIOL 463L. Ecological Concepts and Methods
CHEM 211L. Elementary Organic Chemistry I
CHEM 311L. Analytical Chemistry
CHEM 312L. Instrumental Methods of Chemical Analysis
CPSC 215L. Data Structures and Algorithms
ENGR 232L. Engineering Materials
ENGR 337. Thermodynamics
ENVS 286. Theory and Application of Geographic Information Systems*
ENVS 305. Soil Science
ENVS 350. Field Study in Environmental Science (1/2 credit only)
MATH 252. Introduction to Mathematical Modeling I
MATH 254. Introduction to Mathematical Modeling II
PHYS 231L. Physics II: Electricity, Magnetism and Waves

^e Social science/humanities electives (list may change as new courses become available):

ANTH 227. Introduction to Political Ecology
ANTH 250. Mobility and Sustainability
ANTH 253. Urban Anthropology
ECON 209. Urban Economics
ECON 217 or 307. Health Economics
ECON 247. Introduction to Policy Analysis
ECON 301. Microeconomic Theory
ENGL 215. Literature and Environment
ENGL 448. Plants in Literature and Film
HIST 208. North American Environmental History
HIST 219. Planet Earth
HIST 326. Disaster Archipelago: Volcanoes, Earthquakes, Tsunamis, and the Japanese
INTS 233. Political Geography
INTS 238. Contemporary Africa: Resource Wars and Human Rights
PPBL 220. Research and Evaluation
PBPL 302. Law and Environmental Policy
PBPL 303. The Real World of Policy Implementation
PSYC 206. Environmental Psychology and Sustainability
SOCL 227. From Hartford to World Cities
URST 210. Sustainable Development

The Writing Intensive Part II requirement is fulfilled by ENVS 375L. Methods in Environmental Science and ENVS 401. Advanced Seminar in Environmental Science.

ADDITIONAL OPPORTUNITIES

Advanced placement: Students who have received an Advanced Placement exam score of 4 or 5 in environmental science will be excused from ENVS 149L and receive one credit toward the major. However, it is highly recommended that students take ENVS 149L as the course covers many specific local environmental issues.

Teaching assistantship: Students may be asked by ENVS instructors to be a teaching assistant for various courses. Students who accept this offer must register for ENVS 466. College credit, but not major credit, is given for teaching assistants, and grading is on a pass/low pass/fail basis.

Courses at other institutions: Students who wish major credit for coursework at other institutions should: (1) receive approval from the registrar for college credit, and (2) submit to the director of the Environmental Science Program the name of the institution, the number, title, and catalog description of the course and, if possible, the syllabus. This information must be submitted in writing before the work is initiated and formal permission must be obtained before the course can be credited toward the major at Trinity. Some students may also wish to participate in semester programs that focus on serious study of environmental science. Among the suitable programs in which Trinity students pursuing an environmental science major participate regularly are:

- School for Field Studies
- Marine Biological Laboratory Semester in Environmental Science, Woods Hole
- Duke University Marine Laboratory
- Sea Education Association, Woods Hole
- EcoQuest, New Zealand
- Danish Institute for Study Abroad
- Curtin University

Upon approval by the environmental science program director, up to three courses (plus a .5 credit research experience) taken away from Trinity may be counted toward the environmental science major. Under special circumstances, students may petition the program for permission to transfer additional courses; transfer students wishing to transfer more than three courses should petition at the time of admission.

Honors—Students seeking admission to the honors program in environmental science must submit a written application to the director before the sixth week of classes of their sixth semester. The Environmental Science Coordinating Committee will act on each application. Students seeking honors must have completed a minimum of five courses for the major by their fifth semester and their grade point average in these courses must be at least a B+ (3.3). Students not qualifying for the honors program after five semesters may be invited by the faculty to enter the program at a later time.

After acceptance into the honors program, students must maintain a GPA of B+ in their environmental science courses. In addition, they must perform research in environmental science (ENVS 419 or 425) for two semesters. The honors program culminates in an honors thesis (ENVS 497) and a public presentation. Upon completion of these requirements, the Environmental Science Coordinating Committee will vote to award honors to those candidates it deems qualified. Under exceptional circumstances, the coordinating committee may consider for honors research students who are not enrolled in the honors program but who produce particularly distinguished work.

Field studies in environmental science: Each year, environmental science faculty members conduct a 10- to 12-day field trip to a particular region of the U.S. or abroad. This trip introduces Trinity students to field methods in the environmental sciences. Students study the geology, ecology, and history of human impact on the region visited, which varies from year to year. Students also gain experience in basic field sampling techniques, observational skills, field note-taking, and methods for data analysis and interpretation. The trip occurs in either spring or late summer, depending on the destination; registration for ENVS 350 thus occurs in spring or fall semester, respectively.

The environmental science minor: The minor in environmental science is an option for students who do not wish to major in environmental science but wish to enhance their scientific background in conjunction with other interests in the environment. The minor provides the opportunity to apply the interdisciplinary study of environmental science across the curriculum. Specific issues addressed by courses in the minor include the conservation of biodiversity, government environmental policies, economic implications of public or private management of natural resources, ethical implications associated with human impacts on ecosystems, cultural responses to environmental change, and other environmental issues that face society in the new century. In order to declare a minor in environmental science, the student must meet with the environmental science program director.

The minor in environmental science consists of six courses requiring a grade of C- or better: The six courses must be drawn from at least three different fields, with no more than three courses from any one field. No more than three courses may be double counted toward the student's major and this minor. No more than one transfer (outside Trinity) credit may be applied to the minor. The requirements include:

- Two required environmental science core courses

ENVS 149L. Introduction to Environmental Science

ENVS 401. Advanced Senior Seminar in Environmental Science*

- One of the following course sequences:

BIOL 182L. Biology II: Evolution of Life plus BIOL 233L. Conservation Biology

CHEM 111L. Introductory Chemistry I plus ENVS 375L. Methods in Environmental Science

ENVS 112L. Introduction to Earth Science plus ENVS 204L. Earth Systems Science

PHYS 141L. Physics I - Mechanics plus PHYS 231L. Electricity and Magnetism

- Two additional electives in either natural or social sciences or humanities. No more than one additional course can be taken from the natural science electives.

Natural science electives:

BIOL 215L. Botany

BIOL 222L. Invertebrate Zoology

BIOL 333L. Ecology

BIOL 336L. Marine and Freshwater Botany

BIOL 463L. Ecological Concepts and Methods

CHEM 230L. Environmental Chemistry

ENVS 286. Theory and Application of GIS*

ENVS 305. Soil Science

Social science/humanities electives:

ANTH 227. Introduction to Political Ecology

ECON 209. Urban Economics

ECON 247. Introduction to Policy Analysis

ECON 301. Microeconomic Theory

PBPL 302. Law and Environment Policy

*Although ENVS 286 is classified as a natural science elective for the purpose of this major and minor, the course does not satisfy the natural science distribution requirement of the College. ENVS 401 also does not satisfy the natural science distribution requirement.

Fall Term

[110. The Earth's Climate]— The course will introduce students to techniques that quantify past and present climates and present a history of the earth's climate throughout geologic time. We will discuss past and future climate change, its potential causes and effects on society. (GLB3) (Enrollment limited)

112. Introduction to Earth Science— The course will introduce students to the basic principles of geology, such as rock and mineral identification, the interpretation of the geological record, and the theory of plate tectonics. These principles will allow us to reconstruct the Earth's history, to interpret sedimentary records in terms of environmental change, and to assess the impact of human activity on the Earth system. Additional topics include volcanoes and igneous rocks, sedimentary environments, the Earth's climatic history, the formation of mountain ranges and continents, and an introduction to the Earth's interior. Two one-day field trips focus on the local geology and the various rock types found within the state. (1.25 course credits) (GLB3) (Enrollment limited) –Geiss, Weinstein

141. Global Perspectives on Biodiversity and Conservation— This lecture and discussion course focuses on the current biodiversity crisis. We will discuss biological diversity and where it is found and how it is monitored, direct and indirect values of biodiversity, and consequences of biodiversity loss. Topics of discussion will also include the problems of small populations, the politics of endangered species, species invasions and extinctions, and the role of humans in these processes, design and establishment of reserves, captive breeding, and the role that the public and governments play in conserving biological diversity. Not creditable to the Bachelor of Science degree in Biology.

This course is not open to students who have already received a C- or better in Biology 233 (Conservation Biology). (GLB3) (Enrollment limited) –Pitt

[275. Methods in Environmental Science]— A field-oriented, problem-based course covering data collection and analysis methods commonly used to conduct environmental assessments and to solve environmental problems. This course includes methods for risk assessment, land management and land use history determination, habitat analysis, bio-monitoring, soil composition analysis, soil and water chemistry analysis, and GIS mapping. A strong emphasis is placed upon research design, data manipulation, and statistical analysis, and students are required to complete significant work outside the classroom. As a culminating exercise, students prepare a final report that integrates all the topics and techniques learned throughout the course and that addresses the focal problem. This course is not open to first year students. This course has a community learning component. Prerequisite: C- or better in Environmental Science 149L and Chemistry 111L. (1.25 course credits) (NAT) (Enrollment limited)

[286. Theory and Application of Geographic Information Systems]— A lecture/lab course that focuses on the theory and application of Geographic Information Systems (GIS) using the ESRI ArcGIS software package. ArcGIS is a powerful mapping tool that facilitates the compilation, analysis and presentation of spatial data for a wide variety of disciplines including the natural and social sciences and any other field that uses spatial data. This course will provide students with the fundamental skills needed to design and manage digital databases and map sets so that they may integrate GIS into future courses, research, or careers. Topics include basic and advanced navigation and functionality within the ArcGIS workspace; database management and querying; and methods of data acquisition for GIS project building. Class projects on lab computers will be an integral component of the course and will be tailored to the specific interests and goals of individual students. This course does not meet the natural science distribution requirement. (Enrollment limited)

375. Methods in Environmental Science— A field-oriented, problem-based course covering data collection and analysis methods commonly used to conduct environmental assessments and to solve environmental problems. This course includes methods for risk assessment, land management and land use history determination, habitat analysis, bio-monitoring, soil composition analysis, soil and water chemistry analysis, and GIS mapping. A strong emphasis is placed upon research design, data manipulation, and statistical analysis, and students are required to complete significant work outside the classroom. As a culminating exercise, students prepare a final report that integrates all the topics and techniques learned throughout the course and that addresses the focal problem. This course is not open to first year students. Prerequisite: C- or better in Environmental Science 149L and Chemistry 111L. (1.25 course credits) (NAT) (Enrollment limited) –Geiss, Pitt

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 course credit) –Staff

405. Internship in Environmental Science— This course allows students to meet the integrating experience requirement for the environmental science major through an approved integrated internship. Students who wish to use an internship toward the major must have their integrated internship contract approved by the Environmental Science Program director before the internship is begun. All students undertaking approved internships will be required to keep a detailed log of their activities, prepare a final written report and make an oral presentation of their work to the Environmental Science Program staff and students in order to complete the internship credit. (0.5 course credit) –Staff

419. Research in Environmental Science Library— Students will conduct library research projects under the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) –Staff

425. Research in Environmental Science Laboratory— Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating the work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Submission of the special registration

form, available in the Registrar's Office, and approval of the instructor are required for enrollment. (0.5 course credit) –Staff

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) –Staff

497. Honors Research— An extended paper on the subject of the student's two-semester research project with a professor in environmental science, to be read by three or more members of the program. This course is open only to those environmental science majors who wish to qualify for honors (See paragraph on honors in environmental science in the description of the major). Simultaneous enrollment in Environmental Science 419 or 425 during the spring semester of senior year, submission of the special registration form available in the Registrar's Office, and approval of the instructor and director are required for enrollment. (0.5 course credit) –Staff

Courses Originating in Other Departments

Biology 333. Ecology— View course description in department listing on p. 144. Prerequisite: C- or better in Biology 182L, or permission of instructor. –Ehlert

History 219. Planet Earth: Past, Present and Future— View course description in department listing on p. 267. –Cocco, Kete, Wickman

Spring Term

149. Introduction to Environmental Science— An introduction to interrelationships among the natural environment, humans, and the human environment, including the biological, social, economic, technological, and political aspects of current environmental challenges. This course focuses on building the scientific framework necessary to understand environmental issues. It explores the structure, function, and dynamics of ecosystems, interactions between living and physical systems, and how human enterprise affects natural systems. It also examines current issues regarding human impacts on environmental quality, including global warming, air and water pollution, agriculture, overpopulation, energy, and urbanization. The laboratory section, which complements lecture material, incorporates laboratory and field exercises that include a focus on Hartford and a nearby rural area. (1.25 course credits) (GLB3) (Enrollment limited) –Ehlert, Gourley

204. Earth Systems Science— Over recent centuries humans have evolved as the major agent of environmental change and are altering the global environment at a rate unprecedented in the Earth's history. This course provides the scientific background necessary for knowledgeable discussions on global change and the human impact on the environment. The major processes that affect the geo- and biosphere, as well as connections and feedback loops, will be discussed. The course also explores techniques that enable us to reconstruct short and long-term environmental changes from geological archives. Particular emphasis will be placed on climatic stability on Earth, the effects of global warming, the human threat to biodiversity, and the depletion of the ozone layer. Prerequisite: C- or better in Environmental Science 112 and Mathematics 107 or higher. (1.25 course credits) (GLB3) (Enrollment limited) –Geiss, Gourley

[220. Biological Invasions]— The spread of biological organisms around the globe has increased dramatically over the past two centuries with growing human exploration and settlement. A few of these introduced species have become invasive and caused major environmental, economic and public health problems. This course will explore several issues related to a variety of invasive organisms, including: historical and human perceptions; the ecological process of invasion; characteristics of successful invaders and vulnerable ecosystems; and, regulation, prevention and management. Prerequisite: C- or better in Environmental Science 149, Biology 140 or Biology 182, or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited)

230. Environmental Chemistry— This course will cover basic chemical concepts, such as polarity, volatility, and solubility, as they relate to chemical behavior in the environment. The ability to predict environmental behavior from chemical structure will be emphasized. Human and environmental toxicology will be discussed, and specific pollutants will be examined. Case studies will be used to illustrate concepts. The laboratory will emphasize techniques used for

environmental analysis. Prerequisite: C- or better in Chemistry 111L and 112L, or permission of instructor. (NAT) (Enrollment limited) –Curran

230L. Environmental Chemistry Lab— This course will cover basic chemical concepts, such as polarity, volatility and solubility, as they relate to chemical behavior in the environment. The ability to predict environmental behavior from chemical structure will be emphasized. Human and environmental toxicology will be discussed, and specific pollutants will be examined. Case studies will be used to illustrate concepts. The laboratory will emphasize techniques used for environmental analysis. Prerequisite: C- or better in Chemistry 111L and 112L, or permission of instructor. (0.25 course credit) (Enrollment limited) –Curran

286. Theory and Application of Geographic Information Systems— A lecture/lab course that focuses on the theory and application of Geographic Information Systems (GIS) using the ESRI ArcGIS software package. ArcGIS is a powerful mapping tool that facilitates the compilation, analysis and presentation of spatial data for a wide variety of disciplines including the natural and social sciences and any other field that uses spatial data. This course will provide students with the fundamental skills needed to design and manage digital databases and map sets so that they may integrate GIS into future courses, research, or careers. Topics include basic and advanced navigation and functionality within the ArcGIS workspace; database management and querying; and methods of data acquisition for GIS project building. Class projects on lab computers will be an integral component of the course and will be tailored to the specific interests and goals of individual students. This course does not meet the natural science distribution requirement. (Enrollment limited) –Gourley

[305. Soil Science]— After a brief introduction to the soil profile, its nomenclature and classification, the course will concentrate on the processes and factors that influence weathering and soil development. Topics to be covered include: physical and chemical weathering of rocks; the influences of parent material, topography, climate, and time on soil formation; and the relationships between soils and the biosphere. The remainder of the course will be taken up with the application of soils to geological and environmental problems. Two half-day field trips will familiarize students with the various soil types found in Connecticut. Prerequisite: C- or better in Environmental Science 112L (NAT) (Enrollment limited)

350. Field Study in Environmental Science— This 10-12 day field trip to a particular region of the U.S. introduces Trinity students to field methods in the environmental sciences. Students will study the geology, ecology, and history of human impact on the region visited, which varies from year to year. Students will also gain experience in basic field sampling techniques, observational skills, field note-taking, and methods for data analysis and interpretation. Pre-trip readings and an oral presentation given during the trip are required. Camping throughout. Permission of instructor required. Does not count toward science distribution.. (0.5 course credit) –Staff

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 course credit) –Staff

401. Advanced Seminar in Environmental Science— This capstone seminar will engage students in the interdisciplinary study of a local environmental issue. The course will include interaction with community groups and government agencies, library research, and the collection and analysis of data to explore the connections between science, public policy, and social issues. This course does not meet the natural science distribution requirement. This course is open to senior environmental science majors and minors, and others by permission of instructor. (WEB) (Enrollment limited) –Pitt

405. Internship in Environmental Science— This course allows students to meet the integrating experience requirement for the environmental science major through an approved integrated internship. Students who wish to use an internship toward the major must have their integrated internship contract approved by the Environmental Science Program director before the internship is begun. All students undertaking approved internships will be required to keep a detailed log of their activities, prepare a final written report and make an oral presentation of their work to the Environmental Science Program staff and students in order to complete the internship credit. (0.5 course credit) –Staff

419. Research in Environmental Science Library— Students will conduct library research projects under

the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) –Staff

425. Research in Environmental Science Laboratory— Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating the work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Submission of the special registration form, available in the Registrar's Office, and approval of the instructor are required for enrollment. (0.5 course credit) –Staff

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) –Staff

497. Honors Research— An extended paper on the subject of the student's two-semester research project with a professor in environmental science, to be read by three or more members of the program. This course is open only to those environmental science majors who wish to qualify for honors (See paragraph on honors in environmental science in the description of the major). Simultaneous enrollment in Environmental Science 419 or 425 during the spring semester of senior year, submission of the special registration form available in the Registrar's Office, and approval of the instructor and director are required for enrollment. (0.5 course credit) –Staff

Courses Originating in Other Departments

[Biology 302. Amphibian Ecology and Conservation]— View course description in department listing on p. 146. Prerequisite: C- or better in Biology 182L or Biology 183L, or permission of instructor.

Chemistry 230. Environmental Chemistry— View course description in department listing on p. 153. Prerequisite: C- or better in Chemistry 111L and 112L, or permission of instructor. –Curran

[History 219. Planet Earth: Past, Present and Future]— View course description in department listing on p. 274.

Film Studies

Associate Professor Younger (English), Director; Visiting Assistant Professor McCabe

OVERVIEW OF MAJOR

The interdisciplinary program in film studies at Trinity draws on courses in film studies and production taught in sixteen of the College's departments and programs. Though the program is based in core courses that emphasize the aesthetic and theoretical traditions specific to film studies, the study of film by its very nature engages other domains and disciplines. History, politics, philosophy, psychology, culture, theater, literature, music, and visual art are all potentially implicated in the experience of film, and our courses invite students to explore the multiple dimensions of cinematic experience.

The program offers students interested in filmmaking an opportunity to develop that interest through production and screenwriting courses, internships, a semester or year at a production program abroad, and the option of doing a senior production thesis. The interdisciplinary major in film studies is designed to ground students in three basic aspects of the field—film history, film theory, and film production—while at the same time providing the flexibility to allow for exploration of specific areas of interest within each of those aspects.

Anyone interested in discussing the film program is encouraged to contact the director, Prakash Younger.

REQUIREMENTS

Students interested in declaring a major in film studies should consult with Prakash Younger, the film studies program director, to review the requirements and fill out the declaration form. All interdisciplinary majors in film studies are supervised by two faculty members from different disciplines. Interdisciplinary majors in film studies include a minimum of 12 courses, drawn from at least three different disciplines. Students must earn a minimum of C- in any given course to have it count toward the major.

Core courses: Core courses for the major in film studies—Majors in film studies are required to take one course from each of the three core course subcategories and are required to take a course from subcategory A (Film History and Analysis) by the end of their second year as a prerequisite for declaring the major.

Electives: Elective courses for the major in film studies—In addition to three core courses, students doing the major in film studies are required to take a total of eight additional full course credits from the three distribution areas listed below (national cinemas and topics in film history, film theory and topics in criticism, and film production and related arts), taking no more than four and no less than two courses in any one area. At least four of the eight courses taken in the distribution areas must be at the 300 level or above.

Capstone/Senior project: Capstone requirement for the major in film studies—Students can fulfill the capstone requirement for the major in film studies either by doing a senior seminar in film studies (400-level courses designated as such will be determined each year) or by doing a one-semester senior project (FILM 497).

Approved core and elective courses for the interdisciplinary major in film studies: Please note that not all courses listed below are offered every year and that other film-related courses offered at Trinity (but not listed below) and equivalent university-level courses taken elsewhere may be approved for use as substitutes. All courses taken toward the major in film studies need to be approved in advance by the film studies program coordinator.

Category I: Core Courses

I-A. Film History and Analysis.

ENGL 265. Introduction to Film Studies

I-B. Film Theory

ENGL. 470 Film Theory: An Introduction

I-C. Film Production

FILM 201. Basic Filmmaking

FILM 301. Advanced Filmmaking

Categories II-IV: Elective Courses

Category II: National Cinemas and Topics in Film History

AHIS 105. History of World Cinema
ANTH 247. China through Film
ARAB 224. Introduction to Arab and Middle Eastern Cinemas
CLCV 239. Rome on Film
COLL 151. French Film Festival
ENGL 233. Evolution of the Western Film
ENGL 288. World Cinema
ENGL 325. Spaghetti Westerns
ENGL 495. Senior Seminar: Indian Film and Literature
FREN 320. French Cinema
GRMN 257. New German Cinema
GRMN 265. German History Through Literature and Film
GRMN 303. German Literature and Film Since 1945
HISP 226. Iberian and Latin American Film and Conversation
HISP 328. Iberian Film
HIST 393. The Past as Protest and Prophecy in Postwar Japanese Cinema
INTS 236. Japanese Crime Literature and Film
ITAL 290. Italian Cinema
JWST 219. Israeli Film and Visual Media
LACS 257. New German Cinema
LACS 265. German History Through Literature and Film
LACS 290. Italian Cinema
LACS 320. French Cinema

Category III: Film Theory and Topics in Criticism

AMST 329. Viewing the Wire Through a Critical Lens
ENGL 265. Introduction to Film Studies
ENGL 304. Cinephilia and Philosophy
ENGL 305. Evolution of the Western Film
ENGL 360. Shakespeare on Film
ENGL 439. Special Topics in Film: The Documentary
ENGL 473. Dickens/Chaplin
ENGL 870. Film Theory: An Introduction
PHIL 238. Media Philosophy
PSYC 293. Perception
PSYC 397. Psychology of Art
SOCL 241. Mass Media, Popular Culture, and Social Reality
THDN 121. Introduction to Media Studies
WMGS 245. The Hollywood Musical
WMGS 318. Hollywood Stars
WMGS 319. The Woman's Film
WMGS 335. Mapping American Masculinities
WMGS 345. Film Noir

Category IV: Film Production and Related Arts

ENGL 270. Introduction to Creative Writing
ENGL 333. Creative Nonfiction
ENGL 334. Advanced Creative Writing: Fiction
FILM 201. Basic Filmmaking
FILM 301. Advanced Filmmaking
FILM 309. Film Production

STAR 113. Visual Thinking: Design
STAR 150. Visual Thinking: Digital Photography in the Documentary Tradition
STAR 250. Art Studio: Photography and the Dark Room
THDN 103. Basic Acting
THDN 205. Intermediate Acting
THDN 225. Introduction to Interactive Media
THDN 304. Directing
THDN 305. Writing for Stage and Screen
THDN 393. Playwrights Workshop

Guidelines for senior projects (FILM 497)—Senior projects are restricted to students doing an interdisciplinary major in film studies. The senior project can either be a piece of film studies scholarship (i.e., a written thesis) or a film production (i.e., a thesis film); in either case the topic for the project is selected by the student and the project is designed in consultation with the supervising faculty member. By the end of the spring semester of their junior year, students who intend to do a senior project will consult with the film studies program coordinator to discuss the topic for the project and identify appropriate faculty members to potentially supervise and assess it. Once the topic has been developed and approved by a faculty supervisor, a proposal is submitted to the film studies program director.

ADDITIONAL OPPORTUNITIES

Study away: Study-away opportunities—Students majoring in film studies are encouraged to take advantage of Trinity's relationships with institutions abroad that offer courses in film studies and production. The Trinity-in-Trinidad program offers film courses through an exchange program that is built on a long-established relationship with The University of the West Indies. Though the full list of other sites for possible film-related study abroad is quite extensive, they include Prague, Czech Republic (through the CIEE program housed at the renowned Czech film school FAMU), and Perth, Australia (at Curtin University, where a semester program in film production ends with a study tour of Asia).

Honors: Honors—To be awarded honors for the major in film studies, students are required to take a senior seminar in film studies and do a senior project and earn a GPA of at least 3.67 in courses counted toward the major.

Global Programs (Study Away)

Trinity College is distinguished by a proud tradition of offering students best-in-class study away programs at urban and global locations both domestically and around the world. Approximately 60 percent of Trinity students study away for a summer, semester, or year, and the College strongly encourages all students to study away at least once prior to graduation. Trinity students can choose from approximately 100 international and domestic programs preapproved by the College.

Rules and procedures regarding study away are published here and in the *Guidelines for Study Away* (available from the Office of Study Away). Students may choose from programs administered by Trinity College or an affiliated or approved non-Trinity program.

Students who wish to pursue study away must read the section at the beginning of the Bulletin titled Transfer Credit and go the OSA website in order to familiarize themselves with important College policies and procedures pertaining to study away.

Students studying away on semester or full-year Trinity-administered programs in Barcelona, Buenos Aires, Cape Town, New York, Paris, Rome, Shanghai, Trinidad, or Vienna, the Baden-Württemberg Exchange in Germany, or the Twelve College Exchange pay Trinity College for participation in their program and do not pay an additional study-away fee. (Costs vary by program.) Trinity students who study away on semester or full-year approved non-Trinity programs will pay their program fees directly to the program provider plus a study-away fee to Trinity. Students should contact the OSA for more information about the study away fee.

All students on financial aid may apply their aid to any programs approved by Trinity College for credit (see the OSA website or the Office of Study Away for a complete list of approved study-away programs). Students who receive financial aid and who plan to study away should contact the Financial Aid Office with any aid-related questions.

The following programs are sponsored by Trinity or are affiliated with the College through a consortium or partnership.

Trinity-Administered Programs:

- Trinity in Barcelona (BARC)
- Trinity in Buenos Aires (BNAR)
- Trinity in Cape Town (CPTN)
- Trinity in Paris (PARI)
- Trinity in Rome (ROME)
- Trinity in Shanghai (SHAN)
- Trinity in Trinidad (TNTB)
- Trinity in Vienna (VIEN)
- Trinity/La MaMa Performing Arts Program in New York City (TLMM)

Trinity Faculty-Led Summer Programs (offerings vary by year):

- Trinity in Rome summer
- Trinity in Barcelona summer
- Trinity in Akko (Israel)
- Trinity in Shanghai summer

Trinity Faculty-Led January Term Programs (offerings vary by year)

Trinity-Administered Programs

Trinity in Barcelona

Study Away Faculty Advisers: Associate Professor of Biology and Neuroscience Guardiola-Diaz, Professor of Language and Culture Studies Harrington, and Assistant Professor of Language and Culture Studies Souto Alcalde; Trinity in Barcelona On-Site Director: Argueda Quiroga; Office of Study Away Adviser: Zachary Macinnes

Trinity's program in Barcelona offers students with beginner, intermediate, or advanced Spanish the opportunity to study away in one of the world's great cities. Students study in English or Spanish, taking classes in Spanish language, literature, art history, politics, history, classical studies, cinema, theater, and other areas. Classes in introductory

Catalan are also available. In addition, students are encouraged to pursue volunteer opportunities, sports, and other interests during their time in Barcelona.

All students take a Spanish language course for the semester and enroll in a program core course taught by Trinity in Barcelona faculty at the Trinity program site. Students take their remaining courses at Trinity's partner institution in Spain, The University of Pompeu Fabra.

Students live in student residence halls or homestays with Spanish families and have access to the Trinity College site in Barcelona, which is equipped with computers, study space, and wireless Internet. Students receive a comprehensive orientation and field trips throughout the semester that include a visit to rural Catalunya and a trip to Madrid, Seville, or another Spanish city. Students also attend a Barça soccer match, visit local museums, and participate in cultural activities.

Trinity in Barcelona is offered in both fall and spring semesters. Students can also study on the program for a full academic year, and a summer program is offered at the site periodically. Grades for all courses taken by Trinity students on the Barcelona program calculate into their GPAs in the same manner that they do in Hartford.

Trinity in Barcelona prerequisites

A 2.7 GPA or higher

Classes in Barcelona

In addition to taking a Spanish language course for the semester, all students are required to take the program's core course, BARC 300.

BARC 300. Barcelona: In Search of the Structures of Daily Life—This course is designed to help students learn to “read” the city of Barcelona in a culturally and historically informed manner. This will involve applying theories of culture-planning and identity formation to the observable reality of the city. Special attention will be given to the problematics of interlinguistic (primarily Castilian-Catalan but now also Catalan vis a vis English, Arabic Urdu and Mandarin) and interethnic (Catalan, Castilian, Arab, Pakistani and Chinese) interference within the urban space. The goal of this course is to provide the foreigner studying in Barcelona with the information needed to read the city, and from there, the comportments of its citizenry (understood here in the broadest possible sense of the term) with more indulgent or complicitous eyes, that is, with a gaze that takes into account the realities that structure the cosmovision of the more informed and reflective residents of the city. The course intends also to train students in the observation, the analysis and the explanation/interpretation of social phenomena, using the city of Barcelona as a fieldwork space.

BARC 223. Spanish Writing and Speaking in Context—This course is designed to help students of Spanish as a Foreign Language become more competent in both written expression and in their day-to-day academic interactions in Spain and beyond. Emphasis will be placed on recognizing differing registers of language and then learning to reproduce them in an accurate and culturally appropriate manner.

BARC 259. Photographing Barcelona—This course will provide students with the tools necessary for engaging in a self-critical relationship with their photographic and story-telling abilities. It will center on the transmission of basic photographic concepts and genres in the hope that this knowledge will enhance student ability to analyze the city, its inhabitants and the nature of visual representation itself. Considerable emphasis will be placed on editing as well as ensuring that the work produced is in consonance with the conceptual demands of each assignment. Students will also be provided with general understanding of the work of today's outstanding Spanish and non-Spanish photographers as part of their effort to more fully understand the “grammar” of photographic storytelling.

Trinity in Buenos Aires

Study Away Faculty Advisers: Lecturer in Language and Culture Studies Aponte-Avilés, Associate Professor of Psychology Holt, and Professor of Anthropology Trostle; Trinity in Buenos Aires Faculty-in-Residence: M. Silvina Persino; Office of Study Away Adviser: Zachary Macinnes

The Trinity in Buenos Aires program, in association with the Institute for Study Abroad at Butler University (IFSA), is a two-track program (area studies and advanced) providing students with varying Spanish language abilities an

opportunity to study and live in this vibrant Latin American city. The program offers a diversity of strong academic and co-curricular opportunities, as well as a strong cultural immersion experience.

All students are fully immersed in Argentine culture through classes in Spanish, integration in local universities, internships or independent studies, and homestays. Participants learn about the politics, rich history, arts, and literature of contemporary Argentina and experience human rights activism in action.

Students on the Area Studies track are based at the Universidad del Salvador (USAL). They take an intensive Spanish course for the semester that begins prior to the start of the semester to familiarize them with the Argentine dialect and to prepare them for the program. Once the semester begins, students take the program core course, “Buenos Aires: The Urban Experience, Human Rights and Culture,” taught by the Trinity in Buenos Aires Faculty-in-Residence. Students also enroll in an independent study course in which they explore an academic topic of interest related to their volunteer placement at a local NGO or organization. The remaining two courses will be taken at the USAL and are taught in Spanish but are tailored to foreign students (non-native Spanish speakers).

Students in the Advanced Argentine Universities track use the IFSA office as their base, but choose classes from local universities and study alongside their Argentine peers. These students take the program core course, “Buenos Aires: The Urban Experience, Human Rights and Culture,” taught by the Trinity in Buenos Aires Faculty-in-Residence. They also enroll in an internship course arranged through Trinity with a local NGO. Students must take the “Advanced Spanish and Argentine Culture” class through IFSA and one or two regular university classes at one of four Argentine universities: Universidad Católica Argentina, Universidad de Buenos Aires, Universidad del Salvador, or Universidad Torcuato Di Tella. Courses are offered in a wide range of areas, including Latin American studies, human rights, sociology, political science, Hispanic studies, music, history, psychology, and educational studies.

Students in both language tracks live with homestay families to enrich their cultural immersion.

Trinity in Buenos Aires is offered in both the fall and spring semesters or for the full year. Grades for all courses taken by Trinity students on the Buenos Aires program calculate into their GPAs in the same manner that they do in Hartford.

Trinity-in-Buenos Aires prerequisites

A minimum GPA of 2.8 is required.

Core course

BNAR 300. Buenos Aires—Human Rights and Cultural Production—This course will use the city of Buenos Aires as a spring board and laboratory to explore and test ideas and questions related to urban issues, human rights, and artistic production. Human rights will be understood in a broad sense, encompassing problems related to political dissidence, ethnicity, class, and gender. Together with theoretical readings, the students will explore these topics through the study of works of literature, visual arts, dance, music and theatre.

Internship—All students participate in an internship for credit with a local NGO, school, or organization.

Trinity in Cape Town

Study Away Faculty Advisers: Associate Professor of History and International Studies Markle and Professor of Sociology Williams; Trinity Academic Director: Subithra Moodley-Moore; Office of Study Away Adviser: Zachary Macinnes

Trinity in Cape Town provides students the opportunity to spend a semester or a full year in a vibrant city, experiencing a society engaged in extensive political and social change.

The Trinity in Cape Town program, in association with ISA, is affiliated with both the University of the Western Cape (UWC) and the University of Cape Town (UCT), two of South Africa’s premier institutions of advanced learning.

All students are required to take the program core course, “Imagining South Africa,” taught by the Trinity in Cape Town academic director. In addition, students partake in an internship for credit that places them with a local NGO or other organization. The remaining two or three courses are taken at one of the local universities, alongside South African students. University classes are taught in English, and students may select from courses in all liberal arts faculties.

Students live in apartments with other American students. Students on the program receive a comprehensive, weeklong, on-site orientation program; go on excursions in and around Cape Town; and participate in organized pro-

gram activities. All students have the opportunity to join university clubs and organizations. These are recommended to better integrate students into the university community.

Trinity in Cape Town is offered in both the fall and spring semesters or for the full year. Grades for all courses taken by Trinity students on the Cape Town program calculate into their GPAs in the same manner that they do in Hartford.

Trinity in Cape Town prerequisites

Minimum 2.5 GPA; one course in African studies is highly recommended.

Trinity in Cape Town core courses

CPTN 279. Imagining South Africa—This course provides students with an interdisciplinary frame for understanding South Africa. It is intended to encourage students to discuss their experiences while they study in Cape Town and to link them to political, cultural, and racial practices in the United States. Students are required to read a series of books, but are also involved in a community learning exercise that takes students off campus to engage in important cultural, economic, educational, and social issues with South Africans.

CPTN 199. Internship—All students participate in an internship for credit with a local NGO, school, or organization.

Trinity in Paris

Study Away Faculty Advisers: Writer-in-Residence Ferriss, Assistant Professor of Psychology Grubb, and Associate Professor of Language and Culture Studies Kippur; Centre d'Échanges Internationaux Partnership President: Guillaume Dufresne; On-Site Director: Francie Plough Seder; Office of Study Away Adviser: Lindsay Oliver

Paris is the world city par excellence and the paragon of urban living. Students at the Trinity in Paris program study the history, culture, and expression of France by experiencing the city and its mode of living through academic examination of its institutions and great past embodied in its art, architecture, and literature. Paris also provides an excellent vantage point from which to study the history, politics, culture, and economy of Europe. Trinity in Paris offers a unique program in partnership with CEI (Centre d'Échanges Internationaux) in the heart of the historic Saint-Germain des Prés quarter.

The Trinity in Paris program is open to students of all language levels and offers courses taught by Trinity faculty. The courses are approved as a regular part of the Trinity undergraduate curriculum, and students receive in-residence credit for them. They are conducted in both English and French. Students take weekly instructional walking tours to museums and monuments to supplement classroom lectures. Select students also may have the opportunity to enroll in some classes at Trinity's partner institutions, the ICP (Institut Catholique de Paris) or Sciences Po.

All students on the program take a minimum of four courses for no fewer than 4 course credits and may take up to 6 course credits. All students are required to take one course in French language or an advanced topic taught in French.

The program offers courses in art history, history, political science, sociology, English, French studies, anthropology, international studies, and urban studies. All courses are offered in English, but students who are proficient in French are encouraged to take a course or two in French at ICP.

Students may count selected academic courses to fulfill requirements in the following majors: art history, French language and studies, history, political science, international studies, English, anthropology, American studies, Urban studies, and sociology.

The Paris program operates for fall and spring terms or for a full year. No prior French language is required.

Trinity in Paris prerequisites

A 2.5 GPA; no previous French is required but is recommended.

Trinity College French language courses

All students must take a French course at the appropriate level. Sections of French language instruction will be offered as needed and based on advance testing.

PARI 101 and 102. Intensive Elementary French—Designed to develop a basic ability to read, write, understand, and speak French. Emphasis will be placed on ability to speak. For students who have had some background, this course will emphasize oral practice and consolidate basic grammar skills and the ability to read short texts. It will also introduce the ability to write short compositions. (1.5 credit)

PARI 201 and 202. Intermediate French—Review of basic grammatical concepts and development of fundamental language skills with increasing emphasis on written expression and spoken accuracy. (1.00 credit)

PARI 301. French for Advanced Students—Conducted in French. Prerequisite: **FREN 202** or higher. Development of a high level of proficiency through the reading and analysis of contemporary texts and film in idiomatic French, with considerable emphasis on attainment of grammatical accuracy. (1.00 credit)

PARI 302. French Language and Culture: Paris Theater, Literature, and Performance—Conducted in French. Pre-requisite: **FREN 241** or higher. Students will read and discuss French plays of various periods and attend theatrical performances of the plays they have studied. Students will do additional research and writing at the seminar level. This course counts for major credit in language and culture studies and in theater and dance, and fulfills the Colleges general distribution requirement in the humanities. (1.00 credit)

PARI 303. Paris Tales (spring only)—This is an upper-level French literature course designed to familiarize students with a variety of texts in French that are relevant to the experience of living in Paris. The students will make site-visits to locations in the city of Paris associated with the authors or places evoked in the stories they are reading. Depending on the area of expertise of the instructor, the course could feature a particular century, contemporary literature and culture, or the experience of francophone writers. (1.00 credit)

PARI 335: La France Rebelle à Travers les Arts (Fall Only)—This is an upper-level French course. This course explores the role the creative arts have played in the great social movements of twentieth and twenty-first century France. Through the study of media such as films, photographs, songs and literary works, this course examines artists' testimonies and political practice in three major historical moments: 1936 and the rise of the Popular Front, the profound social upheaval of "Mai '68," and contemporary rebellious movements such as "Nuit debout". Prerequisite: C- or better in French 241 or equivalent. (1.00 credit)

Trinity College Elective Courses (taught in English unless otherwise noted)

PARI 209. A Cultural History of Paris through Literature, 1700-1950 (Fall 2017 only)—From eighteenth-century coffee houses and literary salons to Sylvia Beachs Shakespeare and Company, Paris has been rich in attractions for aspiring and accomplished writers. Yet, as much as literature was influenced by the city, the history of Paris has been shaped by authors from all over the globe, and its literary treatment as the City of Lights, metropolis, capital of progress, and lovers refuge continues to determine our conceptions of Paris. This course studies the history of the city and the history of literature in the heyday of French power, from the Enlightenment to the mid-twentieth century. It pays particular attention to how Parisian authors looked at the city and at how the Parisian experience allowed foreigners—especially Americans—to reconceive of what they left behind. Key authors include Montesquieu, Voltaire, Diderot, Dumas, Balzac, Hugo, Baudelaire, Flaubert, Zola, James, Hemingway, and Baldwin. (1.00 credit)

PARI 235. A History of French Republican Values and Colonialism—France is often associated with political and social progress; Republicanism, Human Rights, Secularism, Liberty and Equality were all values promoted by philosophers of the Enlightenment that fueled the French Revolution and major reforms such as the creation of the school system, the separation of Church and State or the universal health care system. Nevertheless, some aspects of French History are more controversial and some Republican values have generated negative side-effects, such as colonialism and imperialism. The course will discuss all those aspects of the "French Experiment" since the Revolution, linking them with more contemporary debates, such as immigration and Islam. (Lecture, 1.00 credit)

PARI 237. Understanding Contemporary Paris: Urban and Global Processes—The course aims at providing a general overview of urban sociology and an introduction to core notions such as urban economics, segregation, ethnicity, stratification, crime, urban riots, local special policy, and urban politics. The class will systematically compare American and French perspectives on the same issues. Field trips in Paris will be organized to train students to match concepts and theories with everyday experience. (1.00 course credit)

PARI 240. Culture Through the Looking Glass: An Introduction to Cross-Cultural Psychology—This course aims to introduce students to the field of cross-cultural psychology by offering them an understanding of culture's impact on the psyche and various aspects of human interaction. This would include an in-depth look at

the challenges of cross-cultural relationships in such areas as parenting, education and the workplace. The course's interactive approach will combine theoretical knowledge in intercultural/cross-cultural psychology with students' direct experiences while studying abroad in Paris to give them a better framework for understanding these experiences.

PARI 251. Paris through its Art and Architecture: Renaissance to the Belle Époque—This course will cover the history of the city, investigating urban planning and architectural history from the reign of Henri IV (1594-1610) until la Belle Époque (1900). Classes will combine lectures and walking tours in Paris. The class will take sight visits that may include Ecouen, Chantilly, Vaux le Vicomte, Fontainebleau, La Roche Guyon, and Giverny. Beginning with Henri IV, considered the first urban planner for Paris, the course will move on to the development of the Palace of Versailles. Group visits to the château and gardens will study how the planning of Versailles influenced the urban growth of Paris. After examining the development of the hôtel particulier in the 18th century, the course will turn to the Napoleonic period and then will culminate with an analysis of Baron Haussmann's city planning (1854-1870) and its impact on the Belle Époque (1870-1900). (1.00 credit)

PARI 252: Paris through its Art and Architecture: French Revolution - Surrealism—Fulfills following requirements: Global, Art, 17th/18th /19th Cent. Art History Major, French Studies minor, Urban Studies. Encompassing the period between the French Revolution in 1789 to the outbreak of the Second World War, that is from neoclassicism to surrealism, this course introduces students to the major artists and the main aesthetic trends in the field of painting, sculpture, architecture and the decorative arts in the modern period. Site specific, the lecture will concentrate on the artists who worked and on the events which took place in Paris. The goal is to understand why Paris was the art capital throughout the 19th and the beginning of the 20th century and how the atmosphere of the French capital contributed to the development of the ground breaking ideas of the avant-garde, attracting artists from all over the world. (1.00 credit)

PARI 285: A City in Focus: Photographing Paris (fall only)—Fulfills following requirements: Global, French Major Plan A, French Studies Minor. This new course will introduce the students to the semiotics of photography, (the codes according to which one can analyze and compose a photograph), and study its technical aspects. Students will examine representations of Paris by major photographers and visit museums and galleries. At the same time students will express their own vision of Paris through photography and the production of a portfolio. Students' photos will be presented in a class exhibition on Trinity campus and on the Trinity in Paris website. (1.00 credit)

PARI 289. Drawing Paris: Carnet de Voyage (spring only)—In this Studio Arts course taught in Paris, students will create a Carnet de Voyage (Travel Journal). They will work with traditional media (pencils, watercolors, pastels) on their journal, following the traditions of nineteenth-century artists. The journal must accompany the students not only in class, but also on their program trips and explorations of the city. Students will begin from observing, first, the structure of the Paris and then their experience living in France. The goal is for students living in a world flooded by computers and digital images to observe and draw, learning from the senses: observing, smelling, touching, hearing, tasting and describing the city of Paris. Special emphasis will be focused on drawing after works of art in museums, especially of sculptures or details of architecture in the streets. Drawing from nature is also encouraged. (1.00 credit)

PARI 325. French and European Politics (spring only)—It is hard to think of a more different country from the USA within the Western Democratic world than France. Centralization vs. federalism, multiparty system vs. bipolar party system, regulated vs. deregulated political campaigns—everything seems to distinguish French politics and public policies from their American counterparts. This class will focus on numerous issues related to French political life, using a comparative approach with the United States: political structure, elections, parties, local powers, political sociology, and public opinion.

PARI 328. Franklin, Jefferson and Adams: The Founding Fathers in Paris 1776-1789 (spring only)—Fulfills following requirements: Global, History 300 major credit with permission of the Chair of the Department of History, American Studies Major as a 300-level course, French Studies minor, Public Policy as a 300 level. Three of America's founding fathers: Benjamin Franklin, John Adams and Thomas Jefferson lived in France in the decade marked by the Declaration of Independence and the fall of the Bastille (1776 until 1789). All three men were 'foreigners' in France, symbols of the New World; they both created and reflected the notion of 'Americans in Paris.' At the same time, the exceptional intellectual character of the Founding Fathers contributed to the political revolutions that gave birth to the sister republics of France and America. This course will examine careers of Franklin, Jefferson and Adams at the court of Versailles. The fundamental role of the Marquis de Lafayette in French and American history will be examined. The course will include visits to several museums of eighteenth century France

(Musée Carnavalet, Cognac Jay) and walking tours of the city that follow the footsteps of the eighteenth century Americans in Paris. (1.0 credit)

PARI 329: The First World War (1914-1918): A War of a New Kind, a War of Images (fall only)—On the crossroad of Art History, European history and Visual Culture, the seminar will explore the impact of the First World War on the production of images of all kinds: painting, drawing, sculpture and the relatively new media of photography, graphic design and film. The First World War was a modern war of a new kind, testing new weapons and new strategies but was also the first conflict to fully rely on visual propaganda to justify the casualties and use of chemical weapons, aerial bombardment and attacks on civilian population centers.

The seminar will study the images commissioned by the combatant governments or published in the official press to report the conflict and to shape public opinion in comparison to the independent responses to the war by artists who fought as volunteers or who experienced the inhumanity of the war and turned against it. The course will help the students understand the First World War, its impact on modern European history and how it invoked questionable values we still struggle with today including nationalism, gender determination, glamorization, and manipulation. (1.00 credit)

Trinity College Rome Campus

Study Away Faculty Advisers: Professor of Fine Arts Cadogan, Professor of Political Science Chambers, and Professor of Language and Culture Studies Del Puppo; On-site Director of Rome Campus: Stephen Marth; Office of Study Away Adviser: Melissa Scully

The Trinity College Rome Campus offers courses taught by regular and adjunct Trinity faculty members that are approved as a regular part of the Trinity undergraduate curriculum and for which students thus receive in-residence credit. Students who wish to apply courses to their major must receive approval from their department chair. The courses are conducted in English except for those in Italian language and literature. Students in art history courses (and some others) take weekly instructional walking tours to museums and monuments to supplement classroom lectures.

Trinity College/Rome Campus is offered in summer, fall, and spring semesters. (Courses vary from term to term; those listed below are frequently offered.)

Trinity in Rome prerequisites

3.0 GPA

Trinity in Rome courses

Fine Arts

ROME 120. Drawing from Masterpieces—An introduction to drawing from masterpieces of sculpture, painting, and architecture, with emphases on observation, technique, interpretation, and aesthetic emotions. Rome's museums and cityscape of ruins and monuments will be our studio. We will focus on the human figure, monumental forms, vantage points, choices of significant details, methods of composition, and techniques of linear and tonal drawing. Cost of supplies: Approx. \$150. Lucy Clink (1 course credit = 3 semester hours)

ROME 181. Introduction to the Art of Rome—A survey of Roman art from the ancient republic through the 17th century. Topics include: religious art; the basilica; monumental architecture designed to express imperial and papal power; visual narrative in sculpture and painting; the rise of perspective and illusion in pictorial space; and the classical tradition. Reserved for students new to art history. Cristiana Filippini (1 course credit = 3 semester hours)

ROME 230. Ancient Art of Rome—Art and architecture in Rome, from the Etruscan age to the late empire. Topics include: historical context; style; iconography; building typology and techniques; sculpture; painting; the development of artistic taste; and the use of art as propaganda. Fieldwork includes a trip to the Naples Archeological Museum, Pompeii, and Villa Jovis (Capri). Jan Gadeyne (1 course credit = 3 semester hours)

ROME 340. Michelangelo and His World—Seminar (Old Masters series) offered in the fall only. The life and works of Michelangelo, painter, sculptor, and architect, in historical context. Works include *Bacchus*, *David*, the early and late *Pietà*, the Sistine Chapel frescoes, the Medici Chapel, St. Peter's dome, *Moses*, and the unfinished

Slaves. Topics include Florence and Rome, genius and patronage, classicism and mannerism, and technique and neo-Platonism. The academic excursion to Florence is an integral part of the course. The focus on Michelangelo is supplemented by contextual survey elements. The seminar component consists of reports and presentations on topics chosen in consultation with the instructor. The seminar will draw connections with the course in art conservation, which includes a focus on the cleaning of the Sistine Chapel frescoes. Prerequisite: a course in art history. Enrollment is limited to 15 students. Livio Pestilli (1 course credit = 3 semester hours)

ROME 342. Bernini and His World—Seminar (Old Masters series) offered in the spring only. The course will focus on the art of Gianlorenzo Bernini in the context of late 16th- and 17th-century Italian art and society. Students will investigate the artistic evolution of the sculptor/architect, the influence he exerted on his contemporaries, the legacy he left to posterity, as well as the literary and biographical texts that shaped the image of the artist as we have come to know him. The weekly lectures will be complemented by weekly on-site visits to museums (such as the Borghese Gallery and the Palazzo Barberini), churches (such as Sant' Andrea al Quirinale and St. Peter's Basilica), and sites usually inaccessible to general visitors (such as the Oratorio del Gonfalone, the Casino Rospigliosi, and the archives of the Accademia di San Luca). The seminar component of the course consists of reports and on-site presentations by the students. Prerequisite: a course in art history. Enrollment is limited to 15 students. Livio Pestilli (1 course credit = 3 semester hours)

ROME 238/338. Splendors of Early Christian and Medieval Art—This course features the gems of early Christian and medieval art in some of the most memorable churches and museums of Rome. From the fresco palimpsest of Santa Maria Antiqua to Pietro Cavallini's *Last Judgment* in Santa Cecilia; from the spellbinding mosaics of Santa Pudenziana, Santa Prassede, and the Basilica of Santa Maria Maggiore to the shimmering apse of San Clemente; from the Museo Gregoriano Profano in the Vatican to the Catacombs of Priscilla and the Sancta Sanctorum, students will learn to analyze and understand the religious and iconographic traditions that inform these masterpieces of Western art. Open to all students. Valentino Pace (1 course credit = 3 semester hours). **ROME 338:** Art history majors may complement the course with a research component with access to specialized art-history institutes in Rome. (1.5 course credits = 5 semester hours)

Italian

ROME 101. Intensive Introductory Italian—A course designed to develop a basic ability to read, write, understand, and speak Italian. Elena Fossà (1.5 course credits = 5 semester hours)

ROME 102. Advanced Introductory Italian—Continuation of 101, emphasizing conversation, consolidation of basic grammar skills, compositions, and reading comprehension. Prerequisite: Italian 101 or equivalent. Elena Fossà (1.5 course credits = 5 semester hours)

ROME 201. Intermediate Italian I: Conversation and Composition—A course to develop conversational and writing skills. A brief review of grammar and syntax will be followed by readings from a variety of texts to foster a solid command of the written and spoken language. Prerequisite: Italian 102 or equivalent. Elena Fossà or Ivana Rinaldi (1 course credit = 3 semester hours)

ROME 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 literary genres (theater, poetry, and prose). Prerequisite: Italian 201 or equivalent. Elena Fossà or Ivana Rinaldi (1 course credit = 3 semester hours)

ROME 299. Italian Culture—Analysis and interpretation of elements of Italian culture. Topics may be drawn from literature, film, performing arts, fine arts, minor arts, anthropology, or contemporary media. Course work is in Italian. Prerequisite: Intermediate Italian or equivalent. Elena Fossà or Ivana Rinaldi (1 course credit = 3 semester hours)

Natural Sciences

ROME 224. Art Conservation—An introduction to the history, concepts, techniques, institutions, and policies of art conservation from a liberal-arts perspective. Students will deepen their understanding and appreciation of art by viewing masterpieces as complex, vulnerable artifacts that require our involvement in conservation if we are to grasp and preserve the artists' message. We will examine firsthand outstanding examples of art conservation in several media and from different periods in history. Works include ancient Etruscan tombs in Tarquinia, Egyptian paintings

of the third century, the huge Montelparo polyptych of the 15th century, Michelangelo's frescoes in the Sistine Chapel, the Casina Pio IV (a beautiful 16th-century structure in the Vatican gardens that has been comprehensively restored) and its stucco decorations, and gypsum casts of sculptures by Canova. We will consider controversies about the proper scope of art conservation and will draw comparisons and contrasts with restoration and embellishment. We will discuss criteria and policies for selecting particular works of art for conservation (and necessarily neglecting others) when resources are scarce. We will also discuss preventive conservation, particularly the importance of environment and the ideal parameters of temperature, humidity, air quality, and lighting. Slide lectures in the classroom alternate with on-site instruction at museums, monuments, and conservation workshops. Enrollment is limited to 12 students. Francesca Persegati (1 course credit = 3 semester hours)

Humanities

ROME 217. Italian Cinema—Analysis and comparison of narrative, dramatic, and technical elements of Italian cinema. Rossellini, Visconti, Antonioni, Fellini, the Taviani Brothers, Bertolucci, Moretti, Comencini, and Salvatores are among those directors whose films may be viewed in class. The course will be complemented by one or more outings to a local movie theater to view current films. Chiara Lucarelli (1 course credit = 3 semester hours)

ROME 250. The City of Rome—We will trace the profile and examine the fabric of the Eternal City from ancient to contemporary times, from insula to borgata. We will explore the city not as a showplace of famous monuments but as a complex pattern of historical, political, and social elements that have shaped its distinctive character. Classroom lectures alternate with site visits in Rome. Assignments include readings from a variety of disciplines and field research.

ROME 316. Reading Ancient Rome—An introduction to Ancient Rome through Classics in translation. Several lectures will be on site in Rome in places connected to the authors or subjects they cover. Students will read excerpts from outstanding works in a variety of genres that illuminate different aspects of Roman life. Authors include Virgil, Ovid, Livy, Tacitus, Plautus, Terence, Horace, Petronius, Cicero, Pliny the Younger, Catullus, Martial, and Apuleius. Topics include the nature of genres, the relationship between literature and propaganda, the role of rhetoric in politics, the development of theater, the role of religion (both traditional and new cults), the contrast between life in the city and in the countryside, and social distinction (the Roman elite and the plebs).

Social Sciences

ROME 208. Economics of Art—Is art just another commodity? Or is art beyond the normal laws of economics? This course will examine markets and policy in the arts to determine how and why the arts are special. Topics include the value of priceless art, the starving artist, subsidies for the arts, and the role of non-profits, patronage, and investing in art. There will be guest speakers from the Roman art world. Course offered in spring only. Prerequisite: An introductory economics course (Trinity prerequisite: ECON 101). Economics majors may do supplementary work to count the course for 300-level economics credit. There will be supplementary assignments to cover 300-level material. Prerequisite for 300-level credit: A course in microeconomic theory (Trinity prerequisite: ECON 301). Fabio Padovano (1 course credit = 3 semester hours)

ROME 228. Mussolini's Rome—Few cities have been so transformed by ideology as Rome; its current state is a direct reflection of Fascist policy and propaganda during the period between the two World Wars. This course will trace the rise and fall of Fascism, its influence upon the art and architecture of the Italian state, and its role in the physical transformation of Rome during the Fascist era. Grounding students in the history, architecture, art and politics of this dramatic period of urban change and expansion, this study of the capital under Mussolini will be contextualized within a broad analysis of Italy during the Fascist regime. Students will also examine how the reconstruction of Rome has contributed to maintaining the memory of Fascism in Italy and will be encouraged to consider the impact of the city and regime upon the Republic today.

ROME 258. Economics of Religion—The course provides deeper understanding of religious phenomena, behaviors and institutions in (post)modern societies. Economic tools of the analysis of human behavior are applied to explain individual behavior in religious contexts. Special attention will be devoted to phenomena that apparently defy the rational choice paradigm dominant in economic science, such as martyrdom. Attention will be also devoted to the impact of religious behaviors on economic performance, work ethic and market exchanges and institutions. The course offers an introduction to methods offered by economic analysis for the study of religious phenomena.

ROME 246. Childhood Development—This course will follow development from birth through adolescence,

with emphasis on the developing child in his intersubjective contexts, the interrelationship between different aspects of development (cognitive, physical, interpersonal and emotional and social), and childhood as the foundation of the adult personality. Particular attention will be given to infant research and the implications of the findings of intersubjective infant researchers on later emerging characteristics of the child. (1.0 credit)

ROME 270. Urban and Global Rome—This is an interdisciplinary course that draws on perspectives from anthropology, sociology, political science, geography, economics, and other relevant disciplines. It offers students local perspectives on globalization as it allows global perspectives on the city of Rome. The intertwined processes of globalization and localization (“glocalization”) will be addressed via an in-depth study of the city and the social, cultural, political, demographic, and economic transformations Rome is currently experiencing. On-site visits will enable students to experience alternative settings of the “Eternal City” and give them direct contact with local inhabitants and representatives of religious or ethnic minority groups. Piero Vereni (1 course credit = 3 semester hours)

ROME 285. Sports and Society in Modern Italy—This course will examine the role of sport (with an emphasis on soccer and cycling) in Italian society from historical and contemporary perspectives. The course will consider the relationship between sports and issues such as gender, race, class, ethnicity, sexuality, nationalism, nation-building, the Italian economy, and the role of the media in order to determine how developments in sports have influenced, and been influenced by Italian politics and society.

ROME/HIST 305. The Road to the First World War—This course will be an examination of the cultural, social, political, and diplomatic upheavals leading to Europe’s self-destruction in the First World War. We will also look at the war itself, how it pulled the entire world into the European conflict, and the war’s legacy. Topics will include the new nationalism and imperialism; mass politics, socialism and anarchism; cities and modern aesthetics; the practice of “total war”; and the Russian Revolution. Readings will include literature of the era as well as historical studies. (1.0 credit)

ROME 306/ECON 306. Public Finance—A course in the economics of taxation, government spending, governmental finance, and related policy issues in comparative institutional perspective. Part I is a brief overview of the role of government from positive and normative perspectives. Part II develops the economics of public choice and public finance in a range of institutional settings: majority vs. unanimity voting, presidential vs. parliamentary democracy, federal vs. centralized states, dictatorships, and supranational institutions. Part III applies the tools developed in parts I and II to special topics, which may include health-care and pension systems, taxation, appropriations, expenditures, bureaucracy, the size of government, and corruption. Empirical examples are drawn from Italy and the European Union, the United States, and developing countries. Offered in the fall only. Prerequisite: A course in intermediate microeconomic theory (Trinity prerequisite: ECON 301). Textbooks: H. Rosen, *Public Finance*, 7th edition (MacGraw Hill), and D.C. Mueller, *Public Choice III* (Cambridge University Press). Fabio Padovano (1 course credit = 3 semester hours)

ROME 327. The European Union: History, Political Economy, and Society—This course is organized around a series of controversies regarding the European Union. The EU has become the world’s largest market, with over 500 million people. It is unique in world history in creating a form of government across 27 nation states without military conquest or force. It has become an economic, diplomatic and arguably a political actor at a superpower level, though militarily it remains less important. What is Europe exactly? How far can it or should it expand? Is Europe Christian, Secular, Liberal, Socialist? Who else should join - Turkey, Russia, Israel, North African countries? Is the European Social Model an alternative to American Free Market policies? Can it Survive Globalization? Can Europe replace the US a leader of the West? How does the EU work-is it really democratic? If so, how do the citizens of 27 countries influence their continental governmental bodies? Who is in charge and how do the institutions of Europe work? Is the Euro the future reserve money for the world economy, replacing the dollar?

Latin and Greek

ROME 460. Latin and Greek Courses—The program can provide courses in Latin or Greek at any level for students whose majors require them. Inge Weustink (1 course credit = 3 semester hours)

Internship Program

ROME 146. Internship Seminar—A seminar limited to students who enroll in approved internships in Rome. Interns meet weekly or bi-weekly as a group with the TC/RC internship coordinator to review their internship

experiences and to prepare and present the academic component of their internships. A principal topic is the culture of the workplace in Italy. Credit for the internships is granted through this seminar. Elena Fossà (1.0 course credit = 3 semester hours)

Trinity in Shanghai

Study Away Faculty Advisers: Dean and Director, Center for Urban and Global Studies, and Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen, Associate Professor of History Lestz, and Associate Professor of Language and Culture Studies and International Studies Shen; Office of Study Away Adviser: Melissa Scully

The Trinity in Shanghai program offers students the exciting opportunity to live and learn in the premier economic center of China and one of the most dynamic and global megacities in the world.

The program is based at the prestigious Fudan University, one of the oldest, most prestigious universities in China. It is one of China's top-ranked universities and one of the most international universities in China. Fudan University has a modern campus and a dynamic student body, offering events that range from performances, guest lecturers, and dozens of student-run clubs and activities. Located just to the north of downtown Shanghai, the university's location provides the perfect opportunity to explore the city.

All students take the program core course, "Contemporary Shanghai: The Chinese Metropolis in Comparative Perspective," and Chinese language at the appropriate level (beginning, intermediate, or advanced). In addition, students have the option of enrolling in an internship course for academic credit.

Students complete their course selection with one to two elective courses taught in English at Fudan University. Sample courses offered may include "Political Economy of China," "Shanghai History," "The Transitional Chinese Society," and "Chinese Diplomacy." Options are subject to change each semester.

Students are housed in shared, fully furnished, modern apartments in the Tohee International Student Village located adjacent to the Fudan University campus.

Trinity-in-Shanghai is offered in both the fall and spring semesters or for the full year. Grades for all courses taken by Trinity students on the Shanghai program calculate into their GPAs in the same manner that they do in Hartford.

Trinity in Shanghai prerequisites

2.7 minimum GPA is strongly recommended; one year of Chinese and at least one previous class in Asian studies are recommended but not required.

Program core course

SHAN 301. Contemporary Shanghai: The Chinese Metropolis in Comparative Perspective (mandatory)
—The course will introduce students to the dynamic and evolving city of Shanghai and provide students with the context for understanding Chinese cities and contemporary Chinese society.

Trinity in Trinidad

Study Away Faculty Advisers: Assistant Professor of Political Science Kamola, Assistant Professor of Anthropology and Religious Studies Landry, and Associate Professor of Philosophy Marciano; On-Site Director: Roannta Dalrymple; Office of Study Away Adviser: Zachary Macinnes

The Trinity in Trinidad program offers a cultural immersion experience for either the fall or spring term or the full year, in Trinidad and Tobago, a twin-island republic located in the Caribbean, seven miles from the coast of Venezuela. The program examines Trinidad's rich culture, history, and diversity through the study of art, literature, drama, music, politics, history, economics, environmental studies, and social studies.

All students take a program core course and in addition, spring students also take "Festival Arts," both taught by Trinity in Trinidad faculty. In addition, all students enroll in an internship for credit. Internships in Trinidad are unique, as they allow students great freedom in selecting and designing an experience tailored to their academic and personal interests. Due to Trinity's strong relationships with the Lloyd Best Institute of the West Indies and with many organizations in the country, students are able to work in placements that would not be possible elsewhere.

Local cultural and political leaders mentor Trinity students in their placements. Students have the additional option of doing an independent study or enrolling in other Trinity courses such as “Work and Play: The Trinidad Experience.”

Students complete their course selection with at least one course at The University of the West Indies (UWI), which is a prestigious, highly ranked, comprehensive institution that serves 15 different countries in the West Indies. The university was founded in 1948 at the Mona campus in Jamaica as a university college affiliated with the University of London. UWI achieved independent status in 1962. The St. Augustine campus, in Trinidad, which was formerly the Imperial College of Tropical Agriculture, was started in 1960. UWI offers students a wide variety of academic departments and classes in the arts and humanities, education, social sciences, sciences, and engineering, as well as many co-curricular activities and services, and students are encouraged to join UWI athletic teams.

As part of the semester, students travel to Costa Rica on a nine-day study tour intended to serve as a comparative to the Caribbean region.

Students are housed on the university campus, in dorms. All rooms are doubles, shared with other Trinity students, and there are fully equipped kitchens for food preparation. No meal plan is available.

Trinity in Trinidad is offered in both the fall and spring semesters or for the full year. Grades for all courses taken by Trinity students on the Trinidad program calculate into their GPAs in the same manner that they do in Hartford.

Trinity in Trinidad prerequisite

2.5 minimum GPA

Program core courses

TNTB 199. Internship—A wide variety of internships are available for Trinity in-residence credit in all areas of interest, including, film, dance, photography, cinematography, human rights, education, communications, music.

TNTB 300. Caribbean Civilization (mandatory)—The course focuses on the culture, anthropology, arts, and social history of Trinidad and Tobago in the context of the Caribbean as a region. The course will introduce students to aspects of the complex ethnicity of the islands as well as their rich cultural, literary, artistic, and sociological legacies. Students will receive 1 Trinity in-residence credit for the class.

TNTB 338. Work and Play: The Trinidad Experience (optional fall semester)—Trinidad, a cosmopolitan Caribbean island with an oil and gas producing economy, privileges both work and play. One of the most racially and ethnically diverse nations in the world, Trinidad is poised between its industrialized modernity and its pre-industrial festive culture. This combination has created a unique intercultural sensibility. This course will explore the network of festivals that underlie this cultural matrix, focusing on the history of emancipation as a way of seeing, thinking, creating, and adapting. The readings will include poetry, calypsos, novels, and plays. The course will also include visiting lectures and performers, and will provide students the opportunity to explore performance traditions as observers and participants.

TNTB 339. Festival Arts as Cultural Performance (mandatory spring semester)—A composition and play-making workshop coordinated by Florence Blizzard and various Trinidad artists and students; participation in Carnival events is required. Course culminates in a festival performance. Offered in the spring only.

In addition to the Trinity in Trinidad core courses and internships, students can choose a wide variety of courses at the University of the West Indies, including engineering and sciences.

Other Trinity-in-Trinidad in-residence courses

TNTB 399. Independent Study (optional)—Students may, with consultation, tailor their own independent study, either coordinated with their internship or in other areas of interest. Such studies will be taught and supervised under normal circumstances by experts in Trinidad, working in close coordination with Trinity faculty, and will be arranged through the program coordinators.

In addition to the Trinity-in-Trinidad core courses and internships, students can choose a wide variety of courses at the University of the West Indies, including engineering and sciences.

Trinity in Vienna

Study Away Faculty Advisers: Assistant Professor of Philosophy Ewegen, Paul E. Raether Distinguished Professor of History Greenberg, and Gwendolyn Miles Smith Professor of Philosophy Vogt; On-Site Director: Gerhard Unterthurner; Office of Study Away Adviser: Lindsay Oliver

Trinity's program in Vienna offers students the opportunity to study in English at the University of Vienna, one of Europe's best institutions of higher learning. While the program is associated with the Philosophy Department, it is appropriate for all students with an interest in Central Europe. It has strong curricular options in philosophy, international studies, political science, history, American studies, English, women and gender studies, human rights, public policy and law, and other areas. The program in Vienna begins with a month long intensive German language course taught at the appropriate level. Students in the program complete the language course prior to the start of the term at the University of Vienna. This helps students with no or little previous study of German develop a solid foundation in the language. For students who have already taken German, the course improves their language skills, which may allow them to take regular courses in German (as well as in English) at the University of Vienna, depending upon their level at the conclusion of the course.

Students take the program's core course, "Thought and Culture of Vienna." This semester-long course is taught in English by Trinity in Vienna's on-site coordinator, Gerhard Unterthurner. For their remaining courses, students enroll in regular classes at the University of Vienna taught in English, German, or another language if they have the appropriate level of proficiency. All philosophy majors take a philosophy core course as one of their university classes. This course, "Issues in Contemporary Central European Philosophy," is taught by Trinity Professor and Program Faculty Director Erik Vogt. The class is optional for non-philosophy majors.

In Vienna, students live in residence halls with international students. The residences are modern and comfortable with Internet access and kitchen facilities. Students live in suite-style dorms, consisting of single bedrooms and common areas. The residences are convenient to public transportation, grocery stores, cafés, and shops.

Trinity in Vienna is offered in the spring term only. Grades for all courses taken by Trinity students in Vienna calculate into their GPAs in the same manner that they do in Hartford.

Trinity in Vienna Prerequisites

2.7 minimum GPA preferred

Language courses

Courses in German language are offered through the Vienna University International Courses Program, which is affiliated with the University of Vienna. Students can study German at all levels, from beginner to advanced. Each German language course equals 1 credit hour. In addition to the intensive German language courses that students take during their first month in Vienna, students have the option of continuing German language study throughout the semester.

Core courses

Program core course (mandatory):

VIEN 110. Thought and Culture of Vienna—This survey seminar introduces students to the breadth and complexity of Austrian culture, thought, and politics via the close reading of relevant texts and visits to the museums and cultural institutions of Vienna. The seminar is structured into the following sections that engage the city of Vienna, the Hapsburg legacy, and Austria: philosophy; psychoanalysis; cultural and art history; literature; and politics, with emphases on contemporary political questions such as human rights, immigration, multiculturalism, and racism. The course is conducted in English. (1 course credit) Gerhard Unterthurner

Philosophy core course (taken by philosophy majors and other interested students):

VIEN 341. Issues in Contemporary Central European Philosophy—This course examines issues relevant to contemporary Central European philosophy. The course is interdisciplinary; philosophical texts are studied alongside texts from literature and literary theory, psychoanalysis, and political theory. The course is conducted in English. (1 course credit) Erik Vogt

University of Vienna courses

Students have a variety of regular courses conducted in English to choose from at the University of Vienna. Typically, the university offers at least 35 classes in English each semester. Past course options have included: “Continental Feminist Philosophy in the U.S.”, “Cultural Philosophy”, “Europe as Cultural Space”, “Renaissance Philosophy”, “Global Political Economy”, “Political Philosophy of International Relations”, “Philosophy from a Gendered Perspective”, “Human Rights and Racism”, “Indigenous People and Human Rights”, “Women Writers in Modern American Literature”, “Gender Studies”, and “Race and Gender in 20th-Century Short Stories and Plays”. Students proficient in German can choose additional courses from the full curriculum of the University of Vienna. Other language courses are offered at the 300 level or above. All university courses offer one course credit. Course selection changes every semester. This listing is only to be used as a guide.

Internships in local museums or NGOs, such as the Freud Museum, and Women Without Borders, are also available.

Trinity/La MaMa Performing Arts Semester

Study Away Faculty Advisers: Associate Professor of Music Karger; On-Site Director: Michael Burke; Office of Study Away Adviser: Eleanor Emerson

The Trinity/La MaMa Performing Arts Semester in New York City provides full immersion in the NYC theater, dance, and performance communities with the goal of fostering artistic, academic, and personal growth. New York City is the laboratory for our studies and artistic explorations. Each week is dedicated to a specific theme that connects all of the ideas and artistic approaches included. The semester culminates with an original student-generated ensemble performance presented by La MaMa at one of its renowned theaters.

Two full mornings per week, students attend practice classes that respond to their particular arts interests to further their craft, studying with well-known acting instructors with extensive professional experience and diverse approaches to training. Those with a focus on dance/movement will be matched with an appropriate roster of classes at New York City dance institutions such as Dance New Amsterdam, Movement Research, Peridance, Steps, New Dance Group, Ballet Arts, Mark Morris Dance Center, Trisha Brown Dance Studio, Taylor Studios, Cunningham, or Ailey Extension.

Internships provide an excellent way to gain practical experience in the field and learn the business and logistical side of being an artist. Students work closely with the Trinity/La MaMa director and the collaborating internship sponsors to locate the best placement for the individual. Internship positions include everything from assisting individual artists in rehearsals to administrative work for an arts-presenting organization. Two full days per week are dedicated to internships. In addition to working with presenting venues and other nonprofit arts organizations such as museums and galleries, students also have the option of placements with individual artists and companies.

Core courses

TLMM 401. Performance Workshop—A participatory workshop in which students interested in performance can work on expanding their expressive vocabulary and develop physical, vocal, psycho-physical skills. This course culminates in a presentation of a final ensemble performance project previewing at Trinity and then performed at La MaMa. (2.00 credits)

TLMM 405. The Non-Profit Arts Organization—Students work at field study placements selected by the students with the director for a minimum of 20 hours each week. Additionally, there are weekly discussions with the director of the program about on-site work as well as lectures, readings and research projects. (1.00 credit)

TLMM 411. Performance Seminar—In this course, students investigate ways to evaluate and discuss performance. They attend at least three performances each week and a two-hour, bi-weekly seminar. The seminar focuses on exploring ways to articulate and write about the performances they see. (2.00 credits)

Trinity Summer Study Away Programs (Rome, Barcelona, Israel, and Shanghai)

Trinity College offers summer program options for Trinity and non-Trinity students. Programs include our Rome Campus Summer Program, the Trinity in Barcelona Summer Program, and yearly offerings that are developed by Trinity College faculty. Recent faculty-led programs include the River Cities of Asia program, sponsored by the Luce Foundation, and the Trinity in Akko, Israel, in consortia with Penn State University.

History

Associate Professor Bayliss, Chair; Professor Euraque, Paul E. Raether Distinguished Professor of History Greenberg, Charles A. Dana Professor of History Hedrick, Charles H. Northam Professor of History Kassow, Borden W. Painter, Jr., '58/H'95 Professor of European History Kete●●; Hobart Professor of Classical Languages Reger†; Associate Professors Antrim, Cocco, Elukin, Figueroa, Gac, Lestz, Markle●●, and Regan-Lefebvre; Assistant Professor Wickman; Visiting Assistant Professor Caldwell

OVERVIEW OF MAJOR

The history major—Historians examine the past to form a meaningful image of events previously hidden, partially understood, or deliberately misinterpreted. History is based on a foundation of documents, novels, maps, archival materials, memoirs, numbers, artifacts, and factual data combined with scholarly writings and analysis. It is a field of study that is part social science, part poetry, and always a humane quest for understanding. To know what is true about the past may be impossible, but the effort has its own rewards. The facility gained by students in interpreting the world historically can transform their consciousness and their lives. *Propicit qui respicit*: One who looks back looks forward.

Many approaches to history are introduced within the department's program. Courses on the ancient world, the Middle Ages, contemporary Europe and America, the Middle East, Africa, Asia, and Latin America and the Caribbean form the core of a curriculum designed to encourage a wide range of historical explorations. Social, cultural, intellectual, political, and transnational histories carry students across various areas and time periods.

Majors master the skills of critical reading, analysis, interpretation, and writing and are introduced to mutually reinforcing approaches to the past. Graduates go on to successful careers in academia, law, business, government, social service, and many other fields since the tools and worldview transmitted through the study of history creates a springboard for endeavors in many realms that rely on the skills a historian learns.

Courses at the 100 and 200 level are the foundation for the advanced seminars and writing courses of the major. Each is a portal that introduces fundamental historical perspectives, chronological ordering schemes, and the secondary literature that defines the fields surveyed. There are also methodology courses at this level that introduce ways of studying history and methods of engagement with primary-source materials.

One cardinal emphasis of the history major is original research based on primary-source materials and the creation of essays or theses that represent a synthesis of evidence and relevant historiographical materials. The upper tier of our major—the 300-level seminars—consists of small seminars whose goal is to foster original projects based on primary sources. Primary materials are also available in abundance on the Web and when not available locally can be obtained readily through the Library's Reference Department.

REQUIREMENTS

Majors are required to complete 12 approved history courses with grades of C- or better. Those who select the thesis option must complete 10 approved history courses and a 2-credit thesis with grades of C- or better. At least eight of these courses, including the senior thesis, HIST 299, and HIST 300, must be completed at Trinity or in academic programs taught or sponsored by Trinity faculty. In the interest of shaping a trajectory from lower-division to higher-division courses, students may apply a maximum of two courses at the 100 and 200 levels taken during their senior year toward the major. The award of departmental honors will be based on superior performance in history courses and in a senior thesis.

Distribution Courses (5 credits)

Students must complete five distribution courses at any level (100, 200, or 300) in order to acquire thematic, geographical, and chronological breadth in the discipline. Each requirement must be fulfilled with a distinct course:

- One course in European history
- One course in U.S. history
- One course covering a time period before 1700
- Two courses in areas other than Europe and the U.S.

Common Courses (2 credits)

These courses constitute the common experience of all history majors. They develop methodological sophistication and research skills.

- HIST 299: What is History?: This course introduces students to debate among historians and historical methods. It is expected that students will complete this course in the spring semester of their sophomore year.
- HIST 300: History Workshop: This course guides students in writing a major research paper using primary sources. It is expected that students will complete this course by the end of their junior year. History Workshop fulfills the Writing Intensive Part II requirement.

300-level seminars (4 credits)

Students are required to take a minimum of four 300-level seminars. All 300-level courses approved for the major are designated seminars and consist of intensive reading, discussion, and writing, either in the scholarly literature or the primary sources of a certain field, or in some combination of both. All 300-level courses fulfill the Writing Part II requirement.

Elective (1 credit) or Thesis Option (2 credits)

Students may apply to pursue a two-semester two-credit thesis during their senior year. They must have a minimum History GPA of 3.0 and submit a proposal and bibliography following departmental guidelines in the spring of their junior year. Students not pursuing the thesis option must take one additional elective course at any level.

Capstone/Senior Project: While not required, the capstone of intellectual achievement in history is a two-semester thesis. The thesis may be elected by any history major following a process of application described on the department's Web page. Successful completion of a thesis is a prerequisite for honors in the major. Students may apply to pursue a two-semester two-credit thesis during their senior year. They must have a minimum History GPA of 3.0 and submit a proposal and bibliography following departmental guidelines in the spring of their junior year. Students not pursuing the thesis option must take one additional elective course at any level.

Senior Thesis Application Procedure—Schedule for Spring Term of Junior Year

February 9, 2018—Submit thesis title and name of adviser;

February 23, 2018—Submit annotated bibliography to thesis adviser;

March 23, 2018—Submit bibliography of primary sources to thesis adviser;

April 2, 2018—Submit thesis proposal to History Office;

Mid-April—Departmental thesis committee issues decisions on thesis proposals.

The Thesis Application form is on the History Department home page.

The history minor—The history minor is composed of six courses:

- HIST 299: What is History?
- At least one seminar at the 300 level
- Four electives, of which only two may be at the 100 level

Students must also demonstrate competence in the historian's craft by satisfactorily completing a major research paper based on both primary and secondary sources. This is normally completed in the 300-level seminar but may also be completed by taking HIST 300: History Workshop, and one of the four electives. Each student minoring in history will be assigned a minor adviser, who will assist the student in choosing an appropriate course of study.

Students wishing to minor in history normally must declare their intention by the second semester of their junior year. Normally all courses must be taken at Trinity. Only courses in which the student has received a grade of at least C- can count toward the minor in history.

The coordinator of the history minor is the chair of the History Department.

ADDITIONAL OPPORTUNITIES

Study away: History majors are strongly encouraged to study abroad, during the academic year, summer, or both. Over 60 percent of Trinity College students take part in foreign study, and the College sponsors its own global learning sites or summer institutes abroad in many parts of the world. The Office of Study Away and its staff offer detailed information about such programs. History faculty members participate in guiding students to appropriate programs and lead such study efforts, which bear history credit, in many parts of the world.

Undergraduates intending to pursue graduate work in history should develop a reading knowledge of two foreign languages.

Fall Term

100. Modern Britain since 1750— This course surveys the profound and continuous ways in which Britain changed over the course of the eighteenth, nineteenth and twentieth centuries: in terms of its boundaries, political system, population, economy, and culture. In 1750 Britain' refers to an agrarian state composed of three countries, with a powerful monarchy, limited democracy and a growing empire. By 1900 Britain has become a United Kingdom, a highly industrialised and urbanised state with a massive empire and a broadening democratic system; by 2000, it has lost' its empire but is profoundly globalised and democratic. Why, when and how did these changes happen? This class will be as interactive lectures with particular time will be set aside for class discussions and analysis of primary sources. (HUM) (Enrollment limited) –Regan-Lefebvre

[102. Europe Since 1715]— European history from 1715 to the present. (HUM) (Enrollment limited)

115. History of the Greek World: c. 1500-200 BCE— This course covers the history of the Greek world—Greece, the Aegean islands, western Asia Minor, the Black Sea, and southern Italy and Sicily—in the period between the end of the Bronze Age and the arrival of the Romans (c. 1500-200 BCE). The emergence of the polis, the Greek city-state, as the predominant way to organize political, social, economic, religious, and cultural life, and the spread of these institutions, form the central foci of the course. There will be emphasis on the reading and interpretation of primary source material through lectures, discussions, and analytical writing. (GLB2) (Enrollment limited) –Caldwell

[135. War and Gender in Europe 1914-1945]— Between 1914 and 1945, Europe was destroyed, rebuilt and destroyed once more. All aspects of society were affected and changed by the wars, including the gender order. This course will examine the breaks, as well as the continuities, in the relationship between men and women over the course of two devastating World Wars. The wars forced women to take on jobs previously restricted to men, as well as navigate the challenges of the Home Front; meanwhile, men were tasked with reintegrating into society after facing the horrors of war, often returning to a home that was much different than the one they had left. Through memoirs, scholarly texts, and film, we will explore how the wars affected conceptions of both femininity and masculinity in Europe. (HUM) (Enrollment limited)

200. Hartford: Past and Present— Since Dutch fur traders arrived in the 1610s, Hartford and its region have been part of many core themes in American urban history. This course examines Hartford's rise as a financial and manufacturing center from the 1800s to early 1900s; the roles played by ethnicity, gender, religion, race and social class in urban and suburban politics, culture, civic institutions and neighborhoods; the evolution in urban planning, architecture, transportation and public spaces; and the impact of post--1945 suburbanization, capitalist restructuring and globalization on the social, political and cultural profile of Hartford and its suburbs. (HUM) (Enrollment limited) –Figuerola

[201. Early America]— This course introduces students to major developments in the political, economic, and social history of North America from the sixteenth to the mid-nineteenth century. We will study indigenous sovereignty, encounters between Europeans and Native Americans, the founding of European colonies, the rise of the Atlantic slave trade, the Seven Years' War, the American Revolution, the spread of human enslavement, the War of 1812, Indian removal policy, U.S. wars with Native nations, westward expansion, the U.S.-Mexican War, abolitionism, and the Civil War. Students will be challenged to imagine American history within Atlantic and global contexts and to comprehend the expansiveness of Native American homelands and the shifting nature of North American borderlands. (HUM) (Enrollment limited)

203. Urban Nightlife Since 1870— Using an array of studies, genres, and urban settings, from Havana to

Chicago, Rio de Janeiro to London, Beirut to Shanghai, and Accra to Seoul, we examine the evolution of nightlife from the late 1800s to our presently globalized world, highlighting the central roles played by all manner of gender, sexual, racial/ethnic, and class identities. Throughout the semester, we will draw heavily on the rich scholarship in Queer Studies and Critical Race Studies that has helped recast urban nightlife as more than banal entertainment and debauchery. Instead, we will rethink nightlife, from before the Jazz Age to Stonewall and today, as a social arena where class, sexual norms, and racism can/are also subverted, helping propel broader dynamics of cultural, political, and social change. (GLB2) (Enrollment limited) –Figueroa

[207. Law and Government in Medieval England]— 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. (HUM) (Enrollment limited)

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. (HUM) (Enrollment limited) –Greenberg

[213. 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 Haskalah, 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 aspect of Jewish history. (HUM) (Enrollment limited)

216. World War II— This is a survey of the political, military, social, cultural and economic aspects of the Second World War. (HUM) (Enrollment limited) –Kassow

[217. The History of Urbanism in Eastern Europe]— This course will examine the economic, social, and cultural history of East European urban development during the medieval and early modern periods. We will focus on local governance, urban landscape and planning, social and educational institutions, commercial and artisan activities, religious and ethnic communities, and a new type of citizen: the burgher. To better understand urban life in the important towns of the Grand Duchy of Lithuania (contemporary Belarus, Lithuania, and a part of Ukraine), we will draw comparison to the major centers of Danzig-Gdansk, Knigsberg-Krlewiec, and Krakw in central Europe and Russian towns like Great Novgorod and Moscow. The varied sources of information for the course include diaries, testaments, memories, private correspondence, engravings, drawings, and architectural monuments. (HUM) (Enrollment limited)

219. Planet Earth: Past, Present and Future— This course explores the effect of the natural world on human history and of humans on the natural world. Our focus is on the earth as a global system. We begin with a consideration of human and natural histories in deep time, well before the written record, and offer an argument for why those histories matter. We then examine how the historical past can be understood in the context of these planetary themes, reframing familiar events in ancient and modern history by highlighting major natural changes that accompanied them, such as the redistribution of plants and animals, the fluctuation of climate, and the development of planet-altering technologies. The course culminates in a consideration of the future planetary conditions that past and present actions may cause. (GLB2) (Enrollment limited) –Cocco, Kete, Wickman

[221. Science, Religion, and Nature in the Age of Galileo]— The astronomer Galileo Galilei's trial before the Roman Inquisition nearly four centuries ago endures as a symbol of the clash between science and religion. Undoubtedly, the rise of early modern science in 17th-century Europe provoked its share of battles, but was this the whole story? This course will lead students to consider the origin and extent of the apparently irreconcilable differences between world views. How wide was the rift between science and religion, especially before the Enlightenment? Students will be encouraged to explore this complex relationship in historical context, by weighing the coexistence of scientific curiosity and intense faith, and also by considering the religious response to the expanding horizons of knowledge. The course will highlight investigations of the heavens and the earth, thus seeking instructive

comparisons between disciplines such as astronomy, botany, and geology. A number of broad themes will be the focus. These include the understanding of God and nature, authority (classical and scriptural) versus observation, the wide range of knowledge-making practices, the place of magic, and finally the influence of power and patronage. The class seeks to present a rich and exciting picture, looking forward as well to the influence of rational thinking and scientific inquiry on the making of modernity. (HUM) (Enrollment limited)

[222. Japan from the Dawn of Human History to the 19th Century]— This course provides a broad overview of the events and themes encountered in Japan's early history, from the earliest archeological evidence of human habitation to the establishment of a stable political and social order under the Tokugawa bakufu (shogunate). The course will explore the role of diverse religious and cultural influences in shaping Japanese society and culture during the pre-modern era. Themes and topics of particular interest are the impact of Chinese civilization and the "indigenization" of imported traditions such as Buddhism and Confucianism, early political organization and the rise of the imperial clan, and civil war and the ascendance of the warrior class to political and cultural hegemony. (GLB2) (Enrollment limited)

223. Japan into the Modern World, 1840-1945— Counts as one of the survey courses for the two-semester history sequence for the Asian Studies major. This course examines the social, economic, and cultural transformations that occurred in Japan from its initial encounter with Western modernity through its rise to military superpower status in the first half of the 20th century. Students will gain a greater understanding of the problems that have shaped Japan, by exploring the challenges, conflicts, triumphs, and tragedies of modernization, industrialization, and nation-building as the Japanese experienced them in the 19th and 20th centuries. The course concludes with a detailed exploration of the road to the Pacific War and the social, political, and cultural effects of mobilization for total war followed by total defeat. (GLB2) (Enrollment limited) –Bayliss

[227. Ukraine and Belarus in Historical Perspective]— This course is designed to equip students with a detailed understanding of the critical historical events that have influenced modern Ukraine and Belarus. In the late medieval and early modern periods (fifteenth-seventeenth centuries), this region (Western Rus') underwent a series of important political, social, and cultural transformations that led to the formation of new ethnic entities and later nation-states (Ukraine and Belarus). Late medieval and early modern Ukraine and Belarus will be placed in a wider international context that linked them to Orthodox Europe and the Occident, as well as to the world of Islam. Understanding the history of these dynamic societies will help make some sense of the contemporary relations between Ukraine and Russia. (HUM) (Enrollment limited)

[230. Greek Democracy in Theory and Practice]— As we all know, the Greeks invented democracy or did they? This course explores the emergence and development of democracy in the city-states (poleis) of the ancient Greek world from roughly 1000 BCE to 300 CE. We focus especially on possible Near Eastern origins for democratic institutions and practices and the borrowing or parallel development of democracy in early Greek poleis; the features of the best-known Greek democracy, that of Athens in the fifth and fourth centuries BCE; and the adaptation of democracy to rule by Hellenistic kings and Roman emperors. We will also examine closely the treatment of democracy in Greek philosophy, especially Plato, Aristotle, and the Stoics. (HUM) (Enrollment limited)

[238. Caribbean History]— The location of the first encounter, conquest, and colonization of Native American peoples by Europeans, the Caribbean became a center of bitter rivalries between European imperial powers, and later in the 20th century a new, premiere location of the United States' own imperial thrust. The Caribbean's strategic location in relation to Atlantic Ocean trade routes and its tropical climate and fertile soils were key factors in shaping these imperial rivalries and the colonial and postcolonial societies that emerged in the region. The vast experience of African slavery, the later "indentured" migration of hundreds of thousands of Asians to some colonies, and the migration of similar numbers of Europeans (especially to the Hispanic Caribbean) have shaped deeply yet unevenly the nature of Caribbean societies since the 16th century, giving the Caribbean a complex multi-ethnic, yet also heavily "Western," cultural landscape. This course will introduce students to these and other aspects of Caribbean history, from the pre-European era, through the epics of the Haitian Revolution (1791-1804) and the Cuban Revolution of 1959, to the present. (GLB2) (Enrollment limited)

[239. Atlantic World History 1492-1815]— This course analyzes the interaction of peoples, commodities, germs, and ideas between Europe, the Americas, and Africa. We focus on the period from Columbus's "discovery" of the

Americas through the revolutions in America, France, and Haiti. Studying from an Atlantic perspective complicates traditional historical narratives concerned with national development; it also leads to a more inclusive view of the colonial period in American history. The professor will sometimes lecture, but class discussion and the seminar style will predominate. (HUM) (Enrollment limited)

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. (GLB2) (Enrollment limited) –Lestz

[252. African History, Origins to 1850]— This course is the first part of a two-part introductory survey of African history. We will explore the rich and varied civilizations and cultures in Africa, as well as how elements of these cultures have been carried throughout the world. Because “African” as a uniform term is a creation of a later time, this course seeks to distinguish between various populations and regions on this immense continent. Beginning with human origins on the continent, we will address the major social, economic, religious, and political movements in Africa through the era of the Atlantic slave trade. Topics will include the peopling of Africa; ancient societies and African empires; African technology such as tools, weapons, art, and music; African religions and the spread of Islam and Christianity; famous early Africans such as Mansa Musa, warrior queen Nzinga, and Shaka Zulu; trans-Saharan and Indian Ocean trading routes; and the development and impact of the Atlantic slave trade. (GLB2) (Enrollment limited)

[260. The Struggle for Civil Rights]— African Americans and their 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, Black Power and the notion of “race blindness.” The end of the course will be spent considering the present day. What has been resolved, and what issues remain? Are there new challenges to achieving racial equality in the U.S? Have we become “post-racial” yet, and do we want to be? (HUM) (Enrollment limited)

299. What is History?— 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. Prerequisite: This course is open only to History majors and minors. (HUM) (Enrollment limited) –Elukin

300. History Workshop— The Workshop seminar combines extensive readings on the topic of the seminar with a substantial research paper involving the use of primary source materials and original analysis. Prerequisite: At least one History Department course completed at Trinity. This course is primarily for History majors but permission of the instructor will allow other Trinity students interested to enroll. Prerequisite: C- or better in at least one History course completed at Trinity, or permission of instructor. (HUM) (Enrollment limited) –Euraque

304. Renaissance Italy— This course explores the origin, distinctiveness, and importance of the Italian Renaissance. It is also about culture, society, and identity in the many “Italies” that existed before the modern period. Art, humanism, and the link between cultural patronage and political power will be a focus, as will the lives of 15th- and 16th-century women and men. Early lectures will trace the evolution of the Italian city-states, outlining the social and political conditions that fostered the cultural flowering of the 1400s and 1500s. We will consider Florence in the quattrocento, and subsequently shift to Rome in the High Renaissance. Later topics will include the papacy's return to the Eternal City, the art of Michelangelo and Raphael, and the ambitions of the warlike and mercurial Pope Julius II. Italy was a politically fragmented peninsula characterized by cultural, linguistic, and regional differences. For this reason, other topics will include: the fortunes of Venice, the courts of lesser city-states like Mantua and Ferrara, the life of Alessandra Strozzi, and the exploits of the “lover and fighter” Benvenuto Cellini. We will also look at representations of the Renaissance in film.

(HUM) (Enrollment limited) –Cocco

311. Sense of Place in the Native Northeast— The coasts, rivers, fields, hills, villages, and cities of present-

day Rhode Island, Connecticut, Massachusetts, Vermont, New Hampshire, Maine, New Brunswick, and Nova Scotia have been home for indigenous families, communities, and nations through numerous environmental, political, and economic transformations. Students will learn about the ways that Native nations of the Northeast, from Pequots to Mi'kmaq, have adapted, recreated, and reaffirmed a deep connectedness to their homelands and territories, from the fifteenth century to the present. Fields trips to local sites and archives will facilitate original historical research. Primary sources to be assigned include autobiographies, travel narratives, war histories, maps, Native American stories, and dictionaries of indigenous place names, and secondary source readings will cover major themes in Native American studies, with special emphasis on sense of place. (HUM) (Enrollment limited) –Wickman

[315. The Pacific War: 1931-1945]— This course examines the consequences of Japan's occupation of Manchuria, Tokyo's rejection of membership in the League of Nations, and the birth of the Japanese puppet state of Manchukuo. Subsequently, Japanese expansionism in north and south China and the formation of an increasingly close relationship with Italy and Germany paved the way for the attack on Pearl Harbor on December 7, 1941. Key topics to be examined will include the Japan's response to Chinese nationalism, Japanese perceptions of Versailles order as it impinged upon East Asia, Japan's theory and practice of "total war," war in Burma and the Pacific, and the effect of the Pacific War on European colonial empires. (HUM) (Enrollment limited)

318. Gender and Sexuality in Middle Eastern History— This course takes constructions of femininity and masculinity and related representations of male and female sexuality in both the pre-modern and modern Middle East, with an emphasis on the Arab world, as its focus. Through theoretical readings and primary sources, both written and visual, we will explore the ways in which gender and sexuality have shaped political, economic, and cultural life in the Middle East. (GLB2) (Enrollment limited) –Antrim

327. World Histories of Wine— This seminar explores the history of wine, a new and growing research field in world history. We will consider how wine has been produced, traded, and consumed in both continental Europe and the "New World" since circa 1600. Topics will include: approaches to commodity history; wine, terroir and the construction of national identity; protection and global markets; technological change and modernisation; networks, trade and information exchanges; and the creation of consumers and experts. There will be a field trip to a Connecticut winery. All students will write a major research paper and it is possible to gain additional course credit for Language Across the Curriculum by undertaking foreign-language research. (HUM) (Enrollment limited) –Regan-Lefebvre

332. South Africa and the Anti-Apartheid Movement— The creation of the apartheid state in South Africa gave birth to a litany of sociopolitical movements aimed at dismantling a system of white minority rule. In what ways can a digital archive open up a window onto this rich and dynamic history of the anti-apartheid movement in South Africa between 1948 and 1994? This course will seek to answer this question by primarily utilizing Aluka's "Struggles for Freedom in Southern Africa", a collection of over 190,000 primary and secondary sources that shed considerable light on how marginalized peoples and communities sought to realize a democratic alternative to settler colonialism during the era of decolonization in Africa. Topics such as political leadership, nonviolent civil disobedience, coalition building, state repression, armed guerilla resistance, nationalism, international solidarity and truth and reconciliation will inform the ways in which we search for sources of historical evidence contained in Aluka's digital archive. (GLB2) (Enrollment limited) –Markle

334. Provinces of the Roman Empire— A history of the first two centuries of the provinces of the Roman Empire, including the processes of acquisition and Romanization and the survival of regional cultures. Important themes include social conditions, economic opportunities, and religious and political change. Extensive use of archaeological evidence. (GLB2) (Enrollment limited) –Caldwell

[342. History of Sexuality]— This course examines the ways in which notions of the body, gender, sexual desire, and sexuality have been organized over space and time. Taking as a starting point the geographical regions of the Middle East, Asia, and Latin America in the ancient and medieval periods, the course seeks to de-center discourses of Western sexual modernity. It then addresses the ways in which colonialism, racism, nationalism, and globalization have depended on and disrupted normative ideas about modern sexuality, including the hetero/homosexual binary. Throughout the course we will ask how historians use theoretical and primary sources to construct a history of sexuality. Course expectations include a final research paper. (GLB2) (Enrollment limited)

353. The Rise and Fall of American Slavery— This course covers important themes and developments in the history of slavery in the United States. From origins in indigenous communities, colonization, and the black Atlantic, human bondage shaped (and continues to shape) the legal and social framework for generations of Americans. Readings feature voices from slaveholders to the enslaved, politicians and activists, as well as some of the best work done by recent historians. (HUM) (Enrollment limited) –Gac

[354. The Civil War and Reconstruction, 1861-1877]— This course examines not only the military dimensions of the war years but also such topics as politics in the Union and the Confederacy, the presidential leadership of Lincoln and Jefferson Davis, women in the Union and Confederate war efforts, and the struggle over emancipation. The latter part of the course considers post-war political, social, and economic developments, including nearly four million African Americans' transition from slavery to freedom, the conflict over how to reconstruct the former Confederate states, the establishment of bi-racial governments in those states, and the eventual overthrow of Reconstruction by conservative white "Redeemers." Lectures and discussions. (HUM) (Enrollment limited)

[355. The Bible in History]— The Bible is arguably the most important book ever assembled. This course will explore the changing role of the Bible from Late Antiquity to the Enlightenment and its impact on society. Themes addressed in this course include: the holiness of the text, the role of the Bible in medieval culture, comparisons with the Hebrew Bible and the Koran, the impact of printing, and the critical re-conception of the Bible as a created rather than divine text. (GLB2) (Enrollment limited)

[362. The Samurai Warrior in History, Myth, and Reality]— The samurai were as important for Japan's historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since. (GLB2) (Enrollment limited)

[363. Living on the Margins of Modern Japan]— This course explores the histories and identities of groups that, for a variety of reasons, have not been considered part of "mainstream" Japanese society. Among these are ethnic minorities, such as the Ainu, Okinawans, and resident Koreans, and social minorities, such as the descendants of former outcastes groups who are referred to collectively as the Burakumin. In addition to these groups, we will also explore the nature of groups viewed as outside of the mainstream by dint of the lifestyle they lead or the circumstances that have been forced upon them, such as the yakuza (gangsters), ultra-rightwing activists, residents of slums, and others. Through such an exploration, we will come to challenge the perception, all-too-common both inside and outside of Japan, that Japanese society is homogeneous. We will also look into how this illusion of homogeneity has been constructed, and what the consequences are for those who find themselves marginalized in the process. (GLB2) (Enrollment limited)

[374. Alexander the Great]— This course covers the life and times of Alexander the Great, a man who was able to subjugate most of the known world, but failed to erect a lasting political structure. When he died at the age of 33 years, he left a vast empire to be torn to pieces by his successors. However, his achievements were more than military, and his colonists built cities in places as far from Greece as modern Afghanistan, creating a new world in which Greek culture flourished. (GLB2) (Enrollment limited)

376. The French Revolution— An exploration of the Great French Revolution of 1789 that focuses on its social and political history, beginning with the Revolution's origins in the crisis of the old regime and ending with its legacy in the nineteenth-century Europe. The course will grapple with the major historiographical debates, recently reinvigorated by an explosion of innovative scholarship on the Revolution. Topics to be examined include: the origins of the Revolution, the radicalization of the Revolution, counterrevolution, political culture and legitimacy, transformations in the civic order, the roles of different social actors (the bourgeoisie, nobles, artisans, peasants, women), the Thermidorian reaction, and the Napoleonic settlement. Students will be asked to evaluate competing

interpretations and reach their own conclusions. The course will combine lecture and discussion of interpretive works and primary sources. (HUM) (Enrollment limited) –Kete

[393. The Past as Protest and Prophecy in Postwar Japanese Cinema]— Through a variety of readings and film viewings, this course explores how Japanese directors from 1945 to the present have used the past as a setting in which to voice political and social commentary about contemporary Japan. We will explore films of a variety of genres – including war films, samurai dramas, science fiction films, documentaries, avant-garde films, and anime – created over the last 65 years by directors such as Fukasaku Kinji, Ichikawa Kon, Imamura Shohei, Kurosawa Akira, Mizoguchi Kenji, Oshima Nagisa, Suzuki Seijun, Tsuburaya Eiji, and others. The readings for the course will give students an appreciation of the historical settings that the films portray, the political and social contexts in which they were produced, and an understanding of each director's political, social, and cinematic vision. These readings will allow us to discuss selected scenes of films viewed in our class meetings in a way that will highlight how postwar discourses of pacifism, internationalism, nationalism, and anti-colonialism are reflected in these cinematic works. (HUM) (Enrollment limited)

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

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. (0.5 - 1 course credit) –Staff

498. Senior Thesis/Research Seminar— A two-semester senior thesis including the required research seminar in the fall term. Permission of the instructor is required for Part I. (2 course credits) (Enrollment limited) –Bayliss

Graduate Courses

[940. Independent Study]— Independent studies on selected topics are available by arrangement with the instructor and written approval of the graduate adviser, and department chair. Contact the Office of Graduate Studies for the special approval form.

[953. Research Project]— The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit.

[954. Thesis Part I]— Thesis Part I is an investigation and report on an original research topic. Conference hours are available by appointment. Registration for the thesis will not be considered final without the thesis approval form and the signatures of the thesis adviser, graduate adviser, and department chair. Please refer to the Graduate Studies Catalog for thesis requirements. Contact the Office of Graduate Studies for the special approval form and the thesis writer's packet. Two course credits. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits)

[955. Thesis Part II]— Continuation of History 954. Two course credits. (2 course credits)

[956. Thesis]— (2 course credits)

Courses Originating in Other Departments

American Studies 285. Born in Blood: Violence and the Making of America— View course description in department listing on p. 102. –Gac

American Studies 325. New York City and its Neighborhoods— View course description in department listing on p. 102. –Manevitz

[American Studies 423. The History of American Sports]— View course description in department listing on p. 103.

[**Classical Civilization 218. Archaeology of the Holy Land**— View course description in department listing on p. 160.

International Studies 216. Understanding the History, Culture and Politics of Latin America & the Caribbean— View course description in department listing on p. 292. –Euraque

[**International Studies 238. Contemporary Africa: Resource Wars and Human Rights**— View course description in department listing on p. 292. Prerequisite: C- or better in at least one college-level course that addresses the history of Africa before or during the colonial era, including History 252, 253, or 331.

International Studies 314. Black Internationalism— View course description in department listing on p. 293. Prerequisite: C- or better in International Studies 101, International Studies 112, History 238, or History 253. –Markle

[**Religious Studies 231. Christianity in the Making**— View course description in department listing on p. 438.

Women, Gender, and Sexuality 301. Western Feminist Thought— View course description in department listing on p. 478. Prerequisite: C- or better in one other course in Women Gender and Sexuality. –Hedrick

[**Women, Gender, and Sexuality 315. Women in America**— View course description in department listing on p. 478.

Spring Term

[**105. Nationalism in Europe's Long 19th Century**— The Nineteenth Century in Europe was the Age of Isms: Liberalism, Conservatism, Socialism and, above all, Nationalism. The course will follow the development of Nationalism and national movements from the French Revolution to the Outbreak of WWI. What began the century as a tenet of Liberalism will end it as a hallmark of a new, virulent form of Conservatism, as Nationalism was exported to the colonies. We will examine national movements among subject nationalities (Poles, Czechs and Irish, to name a few), as well as unite a country or two. Readings will consist of scholarly texts and contemporary novels. (HUM) (Enrollment limited)

[**116. The Rise and Fall of the Roman Republic**— By about 300 BCE the Roman state had in place its republican institutions, and began the expansionist process by which the Romans came to control the Mediterranean basin. Four hundred years later, the Roman empire extended from Britain to Egypt, but the state running that empire had undergone fundamental social, political, and cultural changes. This course traces the processes that created the empire and transformed the Roman world, with special emphasis on the interplay of political and social phenomena. We will look closely at primary sources on which our knowledge of these changes is based. (GLB2) (Enrollment limited)

130. Exile to Enlightenment: Jewish History Before Modernity— This course will offer an introductory survey of Jewish history beginning with the Babylonian Exile. We will trace the evolution of Jewish identity through the Second Temple period, the impact of the destruction of the Temple on Jewish religious culture, the nature of Jewish-Christian relations in medieval and early modern Europe, the Jewish experience under Islam, and the challenges confronting Jews after the Reformation and the beginning of the Enlightenment. Anti-Semitism, the varieties of Judaism in different social contexts, and the interaction of Jews and non-Jews will be major themes of the course. (HUM) (Enrollment limited) –Elukin

[**135. War and Gender in Europe 1914-1945**— Between 1914 and 1945, Europe was destroyed, rebuilt and destroyed once more. All aspects of society were affected and changed by the wars, including the gender order. This course will examine the breaks, as well as the continuities, in the relationship between men and women over the course of two devastating World Wars. The wars forced women to take on jobs previously restricted to men, as well as navigate the challenges of the Home Front; meanwhile, men were tasked with reintegrating into society after facing the horrors of war, often returning to a home that was much different than the one they had left. Through memoirs,

scholarly texts, and film, we will explore how the wars affected conceptions of both femininity and masculinity in Europe. (HUM) (Enrollment limited)

201. Early America— This course introduces students to major developments in the political, economic, and social history of North America from the sixteenth to the mid-nineteenth century. We will study indigenous sovereignty, encounters between Europeans and Native Americans, the founding of European colonies, the rise of the Atlantic slave trade, the Seven Years' War, the American Revolution, the spread of human enslavement, the War of 1812, Indian removal policy, U.S. wars with Native nations, westward expansion, the U.S.-Mexican War, abolitionism, and the Civil War. Students will be challenged to imagine American history within Atlantic and global contexts and to comprehend the expansiveness of Native American homelands and the shifting nature of North American borderlands. (HUM) (Enrollment limited) –Wickman

[210. Paris: Capital of the Nineteenth Century]— In this history of Paris we explore the revolutions in politics, culture and class which usher into being one of the most dynamic and influential spaces in European and world history. Topics include the revolutions of 1830 and 1848; the rebuilding of Paris during the Second Empire; and the invention of modern art by the Impressionists and their successors. We also discuss the Commune of 1871 (in Marx's view, the first socialist revolution), the Dreyfus Affair (which brings anti-Semitism to the center stage of European politics), and the advent of the New Woman' whose dress and behavior crystallize a feminist challenge to the masculine politics of the age. (HUM) (Enrollment limited)

[212. The Crusades and Medieval Society]— An introductory survey of the political, social, military, and religious history of the Crusades. Using primary sources, the course will also examine how aspects of the Crusades reveal broader themes in medieval history, including: European identity, pilgrimage, religious violence, technological innovation, perceptions of non-Europeans, and the influence of the Crusades on early modern voyages of discovery. Lecture and discussion format. (GLB2) (Enrollment limited)

213. 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 Haskalah, 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 aspect of Jewish history. (HUM) (Enrollment limited) –Kassow

215. Latin American Cities— Course examines the historical evolution and current dynamics of Latin American cities, from the pre-colonial (pre-1492), to the colonial (1492-1825) and post-colonial (since the 1800's) periods. A variety of sources allow us to explore specific examples from several cities, including: Buenos Aires, Bogot, Brasilia, Caracas, Havana, Mexico City, Lima, Rio de Janeiro, and So Paulo, for example. Topics include colonialism, nationalism and transnationalism; urban slavery and race; rural-urban and ethnic migrations; industrialization and the urban working-class; urbanism, urban spaces and architecture; authoritarianism, populism and democratization; and consumer cultures, sports and leisure, among others. (GLB2) (Enrollment limited) –Figuerola

[219. Planet Earth: Past, Present and Future]— This course explores the effect of the natural world on human history and of humans on the natural world. Our focus is on the earth as a global system. We begin with a consideration of human and natural histories in deep time, well before the written record, and offer an argument for why those histories matter. We then examine how the historical past can be understood in the context of these planetary themes, reframing familiar events in ancient and modern history by highlighting major natural changes that accompanied them, such as the redistribution of plants and animals, the fluctuation of climate, and the development of planet-altering technologies. The course culminates in a consideration of the future planetary conditions that past and present actions may cause. (GLB2) (Enrollment limited)

[228. Islamic Civilization to 1517]— This course surveys the transformation of the Middle East into an Islamic civilization from the life of Muhammad in the early seventh century through the collapse of the Mamluk Empire in 1517. It focuses on social, cultural, and political history and addresses regional variations from Morocco to Iran. Topics include women, religious minorities, and slavery, as well as Islamic education, mysticism, and literature. (GLB2) (Enrollment limited)

[231. Abraham's Children: Jews, Christians, and Muslims in the Middle Ages]— Jews, Christians and Muslims all claimed Abraham as the founder of their particular form of monotheism. In the Middle Ages, men and women from all three groups had to negotiate relationships in war and peace. Jews lived among Christians and Muslims. Christians and Muslims fought in the Crusades, and all three groups traded with each other in the cosmopolitan cities of the Mediterranean. What kinds of worlds did these people live in? Were they worlds of prejudice and hatred or a pragmatic tolerance? How were the identities of Jews, Christians and Muslims shaped by their interactions during the Middle Ages? Are we still living with the results of those interactions? (HUM) (Enrollment limited)

[233. (Re)Connecting the Black Atlantic: Comparing Afro-Brazilian and African-Am. Hist til the 19th Cent]— This course explores slavery, abolition, and freedom in Brazil and the United States from the 16th to the 19th century. Where only 400,000 Africans were transported to North America during this time, more than 4 million were brought to Brazil, the largest Latin American country. From such numbers, in both countries, in the United States somewhat organically through reproduction and in Brazil through importation, emerged the foundation of massive slave societies. Slavery in the U.S. relied on a highly racialized society, one that formally institutionalized a racial code; slavery in Brazil was less formalized, but no less racial. Such differences had important implications for the eradication of slavery in the two countries. (HUM) (Enrollment limited)

242. History of China, Qing to Present— A survey of modern Chinese history in the period covering the last traditional dynastic state (1644-1911) and 20th-century China. Emphasis on the collapse of the Confucian state, China's "Enlightenment," and the Chinese Revolution. (GLB2) (Enrollment limited) –Lestz

244. Strange New Worlds: Star Trek and the 1960s— For many, the 1960s were the "final frontier," as young people, African-Americans, women, conservatives, members of the "New Left" and many others struggled to re-imagine their lives and the life of their nation. Originally intended as a "Wagon Train to the Stars," Star Trek came to embody the 1960s spirit, both reflecting and reflecting on the many pressing issues of the day. This course will examine important issues in the 1960s from Vietnam to the counterculture, from race to shifting sexual norms, from new technology to workers' rights, through the television show that explored the "strange new worlds" of its time. (HUM) (Enrollment limited) –Greenberg

247. Latinos/Latinas in the United States— Who are "Latinos/Latinas" and how have they come to constitute a central ethnic/racial category in the contemporary United States? This is the organizing question around which this course examines the experiences of major Latino/Latina groups—Chicanos/Mexicanos, Puerto Ricans, and Cubans—and new immigrants from Central America and the Caribbean. We study U.S. colonialism and imperialism in the Old Mexican North and the Caribbean; migration and immigration patterns and policies; racial, gender, and class distinctions; cultural and political expressions and conflicts; return migrations and transnationalism; and inter-ethnic relations and the construction of pan-Latino/Latina diasporic identities. (HUM) (Enrollment limited) –Figueroa

[253. African History: 1850 to the Contemporary Era]— This course is the second part of a two-part introductory survey of African history. With a focus on "Black Africa" south of the Sahara, we will begin by exploring the impact of the abolition of the Atlantic slave trade on Africa and move to the establishment of - and resistance to - European colonial rule. We will then look at the impact of the two World Wars on Africa as well as the rise in nationalism and movements for independence. In the postcolonial period, we will explore Cold War policies in Africa, and address issues including the end of apartheid in South Africa, the politics of foreign aid and military interventions, global health and resource wars. (GLB2) (Enrollment limited)

256. Human Rights in Latin America and the Caribbean: A History— In the 1970s and 1980s, thousands of people were "disappeared," tortured and murdered in Latin America and the Caribbean, mostly by military regimes and by para-military death-squads. The period is often characterized as perhaps the lowest point in the modern abuse of "Human Rights" in the region. This course explores how these central notions, the human and rights, have evolved in theory and in practice in the history of the Americas. The course begins with the 16th-century debates among the Spaniards over the "humanity" of Indians and enslaved Africans; it then covers distinguishing elements of the human and rights within the legal structures of the nations created after independence from Spain in the 1820s and before the more contemporary conceptions of human rights in the aftermath of the Holocaust and the

crimes against humanity during WWII. Finally, the modern conception and practice of human rights defense and legal monitoring are explored in case studies in the region from the late 1940s to the 1980s. (GLB2) (Enrollment limited) –Euraque

[258. Hearts & Minds: America's War in Vietnam]— America's Vietnam War was a culminating event in histories and cultures of both US and Vietnam, and a defining moment of the Cold War. For the US, war was a demoralizing, bitterly contested foreign adventure, spawning huge domestic anti-war movement of 1960s and -70s, ongoing post-war disagreement over appropriate "lessons" to be drawn - even over what actually happened - and continuing debate over whether the current Global War on Terror is comparable. War ended President Johnson's political career. For Vietnam, war was destructive, an exhausting battle-to-the-death, combining elements of insurgency with civil, revolutionary, and conventional war-making, ultimately elevating Ho Chi Minh to iconic status. This course treats war's complicated racial, gender, and class issues, and features guest speakers, and pop-cultural interpretations of conflict. Professor is combat veteran of the war. (HUM) (Enrollment limited)

259. The Islamic City: Places, Pasts and Problems— This course explores the cities founded, claimed, and inhabited by Muslims over the centuries, with a particular focus on the Middle East. Scholars have long debated whether there is such a thing as a prototypical "Islamic city" shaped by religious and cultural norms. Through a combination of lectures and discussions, we will grapple with this question by situating cities in their historical contexts, examining their built environments, and considering the ways in which gender, economic and social life, political movements, and war shape urban space. (GLB2) (Enrollment limited) –Antrim

[261. World War I in History and Memory]— The First World War devastated Europe for four years, and in its wake left a new world order. Empires fell and new countries rose in their place. The social, political and gender order were all challenged during the war. This course will examine not only the war itself the major battles, the Home Fronts, the revolutions that followed but how the war has been remembered over the past century. We will examine novels and memoirs, war poetry, and popular film to discover how the war's place in history and memory has changed. (HUM) (Enrollment limited)

270. Parliamentary Debate in History and Practice— This course introduces the history of debate in the British parliamentary tradition and the practice of debate as a collegiate extra-curricular activity. The course is a dynamic mix of lecture, seminar-style discussion and experiential learning. The course has three components: historical background to and analysis of the British parliamentary system, drawing on the emerging field of the history of rhetoric; primary source analysis of historical speeches and debates; applied sessions when students will draft and practice their own debates in teams. Written exercises include developing a time-space case' based in British history. Students will complete the course with a broader understanding of British political history, a deeper sensitivity to political rhetoric, and stronger oral and written argumentation and communication skills. No debate experience is necessary. (HUM) (Enrollment limited) –Regan-Lefebvre

298. Introductory History Seminar— The Introductory History Seminars are small, discussion-rich classes for first and second-year students who are considering majoring in history or who have just declared history as their major. The class will introduce students both to the field and the department in the more supportive setting of a seminar. Seats are reserved for Sophomore and First Year Students (HUM) (Enrollment limited) –Euraque

299. What is History?— 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. Prerequisite: This course is open only to History majors and minors. (HUM) (Enrollment limited) –Regan-Lefebvre, Wickman

300. History Workshop— The Workshop seminar combines extensive readings on the topic of the seminar with a substantial research paper involving the use of primary source materials and original analysis. Prerequisite: At least one History Department course completed at Trinity. This course is primarily for History majors but permission of the instructor will allow other Trinity students interested to enroll. Prerequisite: C- or better in at least one History course completed at Trinity, or permission of instructor. (HUM) (Enrollment limited) –Elukin, Lestz

[303. Modern Ireland, Global Island]— This course explores the complicated and contentious process through which Ireland transformed from a single political entity within the British Empire to two separate entities: the Republic of Ireland, an independent state, and Northern Ireland, which remained part of the United Kingdom but has suffered decades of civil strife. Through class discussion and careful analysis of primary and secondary sources, we will look at the major political, social and economic changes on the island of Ireland since 1800. We will pay special attention to the island's interaction with the wider world, including through its diaspora, and we will examine whether Ireland's political history can be understood in terms of decolonisation and post-colonialism. (HUM) (Enrollment limited)

[312. Korea and Japan in Historical Perspective]— This course provides an overview of the history of relations between Korea and Japan, within the shifting contexts of imperialism and post-colonialism. Through extensive readings and class discussions, students will also gain a detailed understanding of the historiography of Korean-Japanese relations and the debates that still inform the ways the Japanese and Koreans both North and South view one another today. Students will produce a significant historiographical essay on a topic to be decided upon in consultation with the instructor. No prior coursework in Korean or Japanese history is required, but students with no background in the histories of Korea and Japan will be required to do additional reading to obtain a better understanding of the historical contexts encountered in the regular readings. (GLB2) (Enrollment limited)

315. The Pacific War: 1931-1945— This course examines the consequences of Japan's occupation of Manchuria, Tokyo's rejection of membership in the League of Nations, and the birth of the Japanese puppet state of Manchukuo. Subsequently, Japanese expansionism in north and south China and the formation of an increasingly close relationship with Italy and Germany paved the way for the attack on Pearl Harbor on December 7, 1941. Key topics to be examined will include the Japan's response to Chinese nationalism, Japanese perceptions of Versailles order as it impinged upon East Asia, Japan's theory and practice of "total war," war in Burma and the Pacific, and the effect of the Pacific War on European colonial empires. (HUM) (Enrollment limited) –

[319. Mapping the Middle East]— This course approaches the history of the Middle East through maps. It will look at the many different ways maps have told the story of the territory we now call the Middle East and the many different points of view that have defined it as a geographical entity. Readings will analyze maps as social constructions and will place mapmaking and map-use in a historical context. We will relate maps to questions of empire, colonialism, war and peace, nationalism, and environmental change. Students will be required to undertake an original research paper. (GLB2) (Enrollment limited)

[322. Shanghai: From Treaty Port to Megacity]— In a few decades after its forcible opening as a Treaty Port in 1842, Shanghai emerged as Asia's greatest port. It quickly grew to an international city that played a defining in China role as a catalyst for cultural, social, and economic change. After 1937, however, war, civil war, and revolution put the brakes on Shanghai's advance. After the late 1980's, Shanghai reemerged as one of the world's leading centers of trade and a meeting place of civilizations. Today the city is the linchpin of the economy of the Yangtze River basin and China's foremost gateway to the world. Using historical, literary, and documentary materials this course will reflect on the evolution of Shanghai and the role it played as a catalyst for change in various eras. (Enrollment limited)

327. World Histories of Wine— This seminar explores the history of wine, a new and growing research field in world history. We will consider how wine has been produced, traded, and consumed in both continental Europe and the "New World" since circa 1600. Topics will include: approaches to commodity history; wine, terroir and the construction of national identity; protection and global markets; technological change and modernisation; networks, trade and information exchanges; and the creation of consumers and experts. There will be a field trip to a Connecticut winery. All students will write a major research paper and it is possible to gain additional course credit for Language Across the Curriculum by undertaking foreign-language research. (HUM) (Enrollment limited) –Regan-Lefebvre

[328. Comparative Urbanism: Life Since 1850]— This course explores urban history and urban planning by focusing on how certain models of urbanism emerged alongside modernity and capitalism since Paris was transformed into the emblematic city of capitalist modernity in 1850-1870. Topics include urban spaces, urban planning and architecture; the interplay between politics and social movements; finance capital and real-estate development; and

mass consumption and sports mega-events. Examples will include cities in Europe, the Americas, Africa, and Asia. (GLB) (Enrollment limited)

[332. African Nationalism and Decolonization]— This course examines both the theoretical and empirical aspects of anticolonial nationalist movements in Africa from the end of World War II to the dismantling of the apartheid regime in South Africa in the early 1990s. Topics such as nonviolent civil disobedience, armed guerilla struggle, nationalist thought, and postcolonial state formation will inform the ways in which we seek to understand the end of European colonial rule and its social, economic, cultural, and political implications for Africa. A series of case studies will acquaint students to such themes as well as highlight the utility of an interdisciplinary approach for examining a broad array of historical developments. The second half of the course will focus on southern Africa, using the Aluka digital archive, “The Struggles for Freedom in South Africa Collection.” (GLB2) (Enrollment limited)

[334. Provinces of the Roman Empire]— A history of the first two centuries of the provinces of the Roman Empire, including the processes of acquisition and Romanization and the survival of regional cultures. Important themes include social conditions, economic opportunities, and religious and political change. Extensive use of archaeological evidence. (GLB2) (Enrollment limited)

344. America’s Most Wanted: True Crime and the American Imagination— Americans are fascinated by crime. We read detective fiction, watch police dramas, and hold murder mystery dinners. When the crimes are real, we debate guilt or innocence, punishment or rehabilitation, death penalty or life in prison at our dinner tables. Why this fascination, and what does it tell us about our culture and our concerns? In this course we examine several actual crimes and try to understand what made these crimes, and not others, so riveting. What drew us in? What kept us there? Along the way we will also discuss changing police and penal practices, how attitudes about race, class, religion, and gender play into public fixations on particular crimes, and how and why those attitudes shifted over time. (HUM) (Enrollment limited) –Greenberg

362. The Samurai Warrior in History, Myth, and Reality— The samurai were as important for Japan’s historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since. (GLB2) (Enrollment limited) –Bayliss

374. Alexander the Great— This course covers the life and times of Alexander the Great, a man who was able to subjugate most of the known world, but failed to erect a lasting political structure. When he died at the age of 33 years, he left a vast empire to be torn to pieces by his successors. However, his achievements were more than military, and his colonists built cities in places as far from Greece as modern Afghanistan, creating a new world in which Greek culture flourished. (GLB2) (Enrollment limited) –Caldwell

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

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. (0.5 - 1 course credit) –Staff

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) –Staff

Graduate Courses

[**940. Independent Study**]**—** Independent studies on selected topics are available by arrangement with the instructor and written approval of the graduate adviser, and department chair. Contact the Office of Graduate Studies for the special approval form.

[**953. Research Project**]**—** The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit.

[**954. Thesis Part I**]**—** Thesis Part I is an investigation and report on an original research topic. Conference hours are available by appointment. Registration for the thesis will not be considered final without the thesis approval form and the signatures of the thesis adviser, graduate adviser, and department chair. Please refer to the Graduate Studies Catalog for thesis requirements. Contact the Office of Graduate Studies for the special approval form and the thesis writer's packet. Two course credits. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits)

[**955. Thesis Part II**]**—** Continuation of History 954. Two course credits. (2 course credits)

Courses Originating in Other Departments

American Studies 232. Slavery and Freedom in the American Atlantic**—** View course description in department listing on p. 109. –Manevitz

[**American Studies 325. New York City and its Neighborhoods**]**—** View course description in department listing on p. 110.

American Studies 412. Popular Narratives of American History**—** View course description in department listing on p. 112. –Manevitz

[**Economics 220. British Economic History: The Rise and Fall of an Empire**]**—** View course description in department listing on p. 193. Prerequisite: C- or better in Economics 101.

[**International Studies 216. Understanding the History, Culture and Politics of Latin America & the Caribbean**]**—** View course description in department listing on p. 296.

International Studies 309. Development in Africa: From Civilizing Mission to World Bank**—** View course description in department listing on p. 298. –Myers

Italian Studies 236. Modern Italy**—** View course description in department listing on p. 343. –Alcorn

Language & Cultural Studies 236. Modern Italy**—** View course description in department listing on p. 314. –Alcorn

[**Music 211. Music from Plato through Bach**]**—** View course description in department listing on p. 366. Prerequisite: C- or better in Music 101 or permission of instructor.

Music 265. Music from Plato through Bach**—** View course description in department listing on p. 366. Prerequisite: C- or better in Music 101 or permission of instructor. –Woldu

Religious Studies 231. Christianity in the Making**—** View course description in department listing on p. 441. –Jones Farmer

Humanities Gateway Program: European Cultures

Professor Sheila Fisher and Associate Professor Chloe Wheatley, Co-Directors

The Humanities Gateway Program is a special curriculum for talented, strongly motivated students in each entering class who wish to examine the evolution of Western European cultures through an integrated, interdisciplinary study of their history, literature, and thought from classical antiquity to the present. The program concentrates on the primary issues and modes of interpretation that have shaped European cultures 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 to extend the range of the students' understanding. The program consists of six courses, arranged in a coherent sequence. Ordinarily, students complete the Humanities Gateway Program in three semesters. Students may be granted permission, when appropriate, to distribute the courses over four or five semesters.

The Humanities Gateway Program can accommodate approximately 20 students in each entering class. Admission is by invitation only. Invitations to become candidates for the program are sent to exceptionally well-qualified students accepted into the entering class at Trinity shortly after admissions notices are sent in March of each year. Applicants who do not receive an invitation but find the Humanities Gateway Program appealing should make their interest known to the co-director of the program, Professor Chloe Wheatley, no later than the end of March. A small number of sophomores and juniors may also enter the program; those interested in doing so should make application to Professor Wheatley by March 15 of the academic year preceding their intended period of enrollment.

Fall Term

[111. Philosophical Themes in Western Culture]— Through a careful study of some of the most important philosophers in the Western tradition, we shall examine some of the guiding questions that informed the development of this tradition. Our readings will include works by Plato, Aristotle, Kant, Kierkegaard, Heidegger, and Simone de Beauvoir, as well as several others. This course counts towards partial fulfillment of Humanities Gateway I: Ancient Texts and Western Traditions. It can be counted towards completion of the Philosophy major. Only students in the Humanities Gateway Program are allowed to enroll in this course. (FYR2) (Enrollment limited)

112. Homer in Antiquity— This course focuses on Homer's *Iliad*, one of the most famous texts of the western world. This epic poem, which narrates episodes from near the end of the ten-year long Trojan War, influenced cultures throughout antiquity, far beyond its original historical and cultural context. In this course, we will look at the *Iliad* and how and why later Greeks and Romans used and transformed it, including the Athenian playwright Euripides in his tragedy *Hecabe*; the *Battle of Frogs and Mice*, an animal fable that satirizes the *Iliad*; Virgil's *Aeneid*, a foundation epic of ancient Rome from the ashes of Troy; and the imperial Greek orator Dio Chrysostom's contentious *Oration 11* that claims that Homer was wrong and the Trojans actually won the war. Only students in the Humanities Gateway program are allowed to enroll in this course. (FYR2) (Enrollment limited) –Tomasso

113. Biblical Tradition— Focusing on the Biblical world up to the beginnings of Christianity, this course considers 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. This course counts towards partial fulfillment of Humanities Gateway I: Ancient Texts and Western Traditions. It can be counted towards completion of the Religion major. Only students in the Humanities Gateway Program are allowed to enroll in this course. (HUM) (Enrollment limited) –Hornung

211. Modern European Literature— Students focus on texts that reflect the interaction of European literature and history from the 18th to the 20th centuries. Topics include literary aspects of the Enlightenment, 18th-century social satire, the rise of the novel and its relationship to the development of the city and the middle classes, literature during the period of the French Revolution, the influence of industrialism, the Romantic impulse, Gothic revival, the alienation of the artist in modern culture, World War I and the Holocaust. Students will be encouraged to draw connections between modern texts and issues and the ancient, medieval, and early modern texts and ideas that precede them, with an emphasis on how concepts central to western thought have developed and changed over time. This course counts towards partial fulfillment of Humanities Gateway III: Modern Europe and the World. It can be counted toward completion of the English major. Only students in the Humanities Gateway Program are allowed to

enroll in this course. (GLB2) (Enrollment limited) –Assaiante

212. History of Modern Europe— This course focuses on an examination of the evolution of European society from the 18th to the 20th centuries, with particular attention to the French and Industrial revolutions. Students study not just the history but also the historiography of such vital questions as the origin 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. This course counts towards partial fulfillment of Humanities Gateway III: Modern Europe and the World. It can be counted toward completion of the History major. Only students in the Humanities Gateway Program are allowed to enroll in this course. (GLB2) (Enrollment limited) –Kassow

466. Teaching Assistant— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and his/her director are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

[121. European Literature of the Middle Ages and Renaissance]— This course is a survey of selected medieval and renaissance texts. Topics covered in the course will include the relationship of classical and biblical ideas to medieval and renaissance thought; the role of the artist in society; the complex interplay between historical reality and fictional representation; the identification of genres such as epic, romance, lyric, and drama; and the different functions these genres played through time. The assignments for this course are both writing- and research-intensive, and encourage students to consider the role different types of texts play in the creation of different definitions of human community. This course counts towards partial fulfillment of Humanities Gateway II: The Intellectual and Cultural Foundations of Europe. It may be counted toward the completion of the English major. Only students in the Humanities Gateway Program are allowed to enroll in this course. (HUM) (Enrollment limited)

122. European History I: From Late Antiquity to the Beginning of Modernity— A critical introduction to selected themes in the political, social, and religious history of Europe from late antiquity to the early modern period, with a particular focus upon how key developments – such as the formation of the medieval state, the evolution of the Christian Church and of Christian beliefs and practices, projects of global exploration as well as conquest, and shifts in the medieval and early modern technologies and economies – shaped conceptions about collective and individual identity. Readings will largely be drawn from primary sources, including among others, historical chronicles, saints lives, letters, journals, and court records. This course counts towards partial fulfillment of Humanities Gateway II: The Intellectual and Cultural Foundations of Europe. It may be counted toward the completion of the History major. Only students in the Humanities Gateway Program are allowed to enroll in this course. (HUM) (Enrollment limited) –Cocco

123. Major Religious Thinkers of the West: Heresy and Orthodoxy in Conflict— A study of the shared (and contested) sites of ancient and medieval Jewish, Christian, and Muslim thought. The course will focus on various topics including the construction of religious identity through the identification of the “other” as well as debates over proper interpretation of scripture, the name and the nature of God, and the relationship between reason and revelation. Readings include the Babylonian Talmud, Philo, Origen, Augustine, Maimonides, Avicenna, Averroes, Aquinas, and Luther. (HUM) (Enrollment limited) –Jones Farmer

[466. Teaching Assistant]— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and his/her director are required for enrollment. (0.5 - 1 course credit)

Human Rights

Associate Professor Markle (History and International Studies), Director; Professor of Political Science and Dean of Academic Affairs and Strategic Initiatives Cardenas (Political Science), Professors Euraque (History and International Studies) and Fisher (English), Paul E. Raether Distinguished Professor of History Greenberg (History), Professor of Language and Culture Studies and Dean of Academic Affairs Lambright (Language and Culture Studies), Professors Raskin (Psychology and Neuroscience), and Wade (Philosophy, International Studies, and Public Policy and Law); Professor Emerita Dworin; Associate Professors Bauer (International Studies)[†] and Marcano (Philosophy); Assistant Professor Ewegen (Philosophy); Visiting Assistant Professor Carbonetti (Political Science and Human Rights; Acting Director Spring); Visiting Lecturers Jones, Lanza, Lea, and Matias

OVERVIEW OF MAJOR

The study of human rights draws on multiple disciplines and perspectives to address fundamental questions relating to the humane treatment of people—theoretically, historically, and globally. Students explore the complexities underlying civil, political, economic, social, and cultural rights. For example, what are internationally recognized human rights norms, and what are their origins and controversies? Why do human rights conditions vary so widely? How and why do human rights practices change, and how can more effective human rights policies be devised? How are human rights abuses and aspirations expressed through literature and the arts? And how might we approach the study of human rights critically, questioning its assumptions and applicability across diverse contexts? Students who wish to pursue an in-depth examination of human rights issues may undertake an individually tailored, interdisciplinary major in human rights studies. Student learning in the major is supplemented by co-curricular opportunities, including lectures, films, performances, exhibits, and internships.

REQUIREMENTS

The individually tailored, interdisciplinary major in human rights studies requires 10 courses and a senior project. No more than two courses may be double-counted toward another major or minor. Students must earn a minimum of C- in any given course to receive credit for the major. Declaration forms and instructions are available from the Human Rights Program director.

Core courses (3 credits): Whenever possible, the core courses should be taken sequentially. HRST/POLS 125 is generally a prerequisite for declaring the major.

- HRST/POLS 125. Introduction to Human Rights (fall)
- PHIL 246. Human Rights: Philosophical Foundations (spring)
- POLS 369. International Human Rights Law (fall and spring)

Electives (7 credits): Electives must satisfy the following criteria: Students must take two Specialized Electives and five General Electives. No more than three electives may be from the same discipline or program, and at least four electives must be at the 300 level or above. At least one elective should focus on the United States. And at least three electives must be complementary, focusing on similar types of rights or regions of the world. Courses are selected in consultation with the program director. A full list of approved electives is available from the Human Rights Program office (70 Vernon Street) and on the HRST website. Frequently taught specialized electives include:

- HIST 256. Human Rights in Latin America and the Caribbean
- HRST 332. Understanding Civil Conflicts and its Causes and Consequences
- HRST 348. New Beginnings: Justice Alternatives and the Arts
- HRST 373. Human Rights through Performance: The Incarcerated
- INTS/LACS 245. Latin American Film and Human Rights
- INTS 307. Women's Rights as Human Rights

Capstone/Senior Project: All seniors majoring in Human Rights must complete a senior thesis or project. The senior project in Human Rights is a one-semester exercise, intended to be the culmination and integration of the coursework in the major. It can take the form of a long research paper or a performance or other artistic project. In cases in which a student chooses the latter option, the performance or artistic project still must be accompanied by approximately 20 pages of written work linking the project explicitly to human rights. Senior projects are approximately 40-50

pages in length. Students can enroll on a senior project either semester senior year. Registration requires completing a special form for theses from the Registrar's Office for enrollment in HRST 497 (Senior Project).

ADDITIONAL OPPORTUNITIES

Honors: To qualify for honors, students must have a B+ overall college GPA and an A- average in all approved courses in the major, and must complete an Honors Thesis, a year-long, two-credit project. Students who believe they qualify and are interested in writing a thesis should contact the Program director before the start of the fall semester. Senior theses are approximately 80-100 pages in length. Seniors who qualify to write an honors thesis must enroll in HRST 498 in the fall. At the end of the term, they receive an "IP" ("in Progress"). In the spring, they must enroll in HRST 499; at the end of that semester, they receive a single grade for the twocredit thesis.

Internships: The Human Rights Program is dedicated to enabling students to explore human rights issues and learn more about human rights organizations in Hartford, their hometowns, and metropolitan areas in the United States and abroad. Our goal is to provide opportunities for human rights majors and minors in pursuit of their own individual interests with financial assistance from the Human Rights Program. Each year, the Human Rights Program selects several Trinity students who have obtained a human rights internship to be awarded stipends as they work at the organization of their choice. The internships, which offer students the opportunity to translate what they have learned in their Trinity courses to hands-on professional experiences, prove to be transformative. Students return to campus with a more sophisticated understanding of human rights issues and the world of advocacy.

Research: *Andrew J. Gold and Dori Katz Fund for Human Rights.* Funding will cover pertinent research projects, travel and purchase of material. Application may be made at any time prior to the third week of the spring semester. A committee of faculty members and administrators reviews applications and awards grants. Students interested in seeking a grant should contact Professor Donna-Dale Marciano, Director of the Human Rights Program.

Study away: Human Rights courses and internships can be found in a variety of Study Away Programs including: Trinidad, Buenos Aires, Cape Town, or Vienna.

Fall Term

125. Introduction to Human Rights— This course introduces students to the key concepts and debates in the study of Human Rights. For example, what are human rights standards and how have they evolved historically? Why do human rights violations occur and why is change sometimes possible? Is a human rights framework always desirable? In tackling such questions, the course surveys competing theories, including critical perspectives, applying these to a broad range of issues and concrete cases from around the world. CD:Not open to Seniors (Enrollment limited) –Carbonetti

[332. Understanding Civil Conflict and Its Causes and Consequences]— This course surveys the many causes and consequences of civil conflict and civil war. Major themes of the course include ethnic fractionalization, natural resources, climate change, colonial legacies, institutional design, globalization, intervention, international efforts in state building, gendered violence, and human rights. The course also examines the different theoretical and methodological approaches to studying civil conflict. All seats are reserved for juniors and sophomores. (Enrollment limited)

348. New Beginnings: Justice Alternatives and the Arts— In this seminar, we will investigate the application of the arts to populations with a focus on, but not limited to, urban youth at risk; those incarcerated; families affected by incarceration; and victims of crime. We will look at the role the arts and restorative justice play in a healing and rehabilitative process with these populations, analyzing the mission, goals, action steps, and results through research and hands-on experience. In conjunction with two Hartford-based nonprofit organizations, students will do a significant fieldwork project, entitled New Beginnings, that will include research, participation, and analysis. (ART) (Enrollment limited) –Dworin, Jones, Lanza, Matias

399. Human Rights Studies— –Staff

466. Human Rights Teaching Assistant— –Staff

497. Senior 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 term project. (WEB) –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). (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

English 209. Prison Literature— View course description in department listing on p. ?? . –Fisher

[History 260. The Struggle for Civil Rights]— View course description in department listing on p. 269.

[International Studies 238. Contemporary Africa: Resource Wars and Human Rights]— View course description in department listing on p. 292. Prerequisite: C- or better in at least one college-level course that addresses the history of Africa before or during the colonial era, including History 252, 253, or 331.

[International Studies 307. Women's Rights as Human Rights]— View course description in department listing on p. 293.

[Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates]— View course description in department listing on p. 381.

Political Science 369. International Human Rights Law— View course description in department listing on p. 402. –Carbonetti

Spring Term

[254. Practices of Perception: The Question of Visibility in Contemporary Culture]— Though we are not always aware of it, we view the world through culturally established frames of understanding. In this class, we will explore how these frames are constructed and maintained as well as what individuals and groups can do to alter them. We will explore these issues through readings drawn from the fields of Religion, Political Science, Theater and Dance, literary studies, and cultural history. This course has a community learning component. Prerequisite: A grade of C- or better in HRST 348 or HRST 373. (Enrollment limited)

[255. Alienation and Empathy]— Human beings have always sought individual freedom. Most cultures, however, have also recognized that the cost of too much individuality can be isolation and alienation. What is it that most divides us: the demands of our own egos, or the walls that society constructs among us? Can empathy as a personal, emotional, social, and political goal moderate the pressures of egotism and alienation? In this course, we will examine these questions through the multiple disciplinary perspectives of political, social, artistic, literary and cultural studies. (Enrollment limited)

301. Latina/Latin American Feminist Thought— While the study of contemporary feminist theory in the U.S. often includes a limited purview of the feminist thought of women of color, Latina feminist thought is still considered something of an anomaly. This seminar aims to expand students' understanding of feminist theory through the rich and diverse lenses of Latina/Latin American Feminist philosophies, histories, and political thought. Utilizing an interdisciplinary approach, students will explore a variety of writings, both historical and contemporary, by Latina and Latin American feminists, engaging a wide range of topics including U.S colonialism, cultural and linguistic borderlands that traverse and disrupt North/South distinctions, as well as how gendered, sexual, and racial marginalization find connections across the Americas. (GLB2) (Enrollment limited) –Lambright, Marciano

[332. Understanding Civil Conflict and Its Causes and Consequences]— This course surveys the many causes and consequences of civil conflict and civil war. Major themes of the course include ethnic fractionalization, natural resources, climate change, colonial legacies, institutional design, globalization, intervention, international efforts in state building, gendered violence, and human rights. The course also examines the different theoretical and methodological approaches to studying civil conflict. All seats are reserved for juniors and sophomores. (Enrollment limited)

373. Human Rights Through Performance: The Incarcerated— In this course we will examine selected human rights issues through a multi-disciplinary approach that includes readings, discussion, journal writing, site visits and art-making. This semester's study will look at life behind the razor wire—what are the human rights issues that emerge in the world of the incarcerated? Included in our investigation will be the question of the death penalty, the notion of rehabilitation vs. punishment, gender-specific issues and the impact of the arts on prisoners and the institution of prison. (ART) (Enrollment limited) –Lea

399. Human Rights Studies— –Staff

[466. Human Rights Teaching Assistant]—

[490. Research Assistantship]— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit)

497. Senior 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 term project. (WEB) –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. (Two course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

History 256. Human Rights in Latin America and the Caribbean: A History— View course description in department listing on p. [275](#). –Euraque

[International Studies 250L. Hartford Global Migration Lab]— View course description in department listing on p. [297](#). Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250.

Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates— View course description in department listing on p. [384](#). –Marcano

Political Science 369. International Human Rights Law— View course description in department listing on p. [408](#). –Carbonetti

[Religious Studies 338. Christian Social Ethics]— View course description in department listing on p. [444](#).

InterArts Program

Associate Professors Michael Preston and Prakash Younger, Co-Directors

The InterArts Program is a special one-year curriculum for a selected group of first-year students interested in a cross-disciplinary approach to the study and practice of art. The InterArts faculty is drawn from the departments of music, theater and dance, fine arts, and creative writing. Participating students take a sequence of two seminars especially designed for the program and two arts practice courses of their own choosing (e.g., painting, dance, creative writing, etc.).

In March of each year, exceptionally well-qualified students who have been admitted to Trinity are invited to become candidates for the program. Admitted students who do not receive such an invitation, but who find the program appealing, may request to become candidates by notifying one of the co-directors identified above of their interest.

Fall Term

101. Art and Artists— How does art get made? What is the nature of the artistic process? How do emotions, themes and ideas translate into artistic form? Through readings, discussion, written reflections and art viewings, this seminar explores creativity as a dynamic process sourced in the encounter between artist and world. In addition to studying a broad range of important artists, students are encouraged to develop their imaginative and intellectual resources and to experiment with various media as they participate in creative projects that call upon the skills learned in their arts practice courses. This course is open only to students in the InterArts Program. (FYR2) (Enrollment limited) –Younger

399. Independent Study— (0.5 - 1 course credit) –Staff

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. –Staff

Courses Originating in Other Departments

Comm Learn Integrated Colloqui 299. Art and Community— View course description in department listing on p. 167. –Rossini

Spring Term

102. Art Views and Practices— What is the role of art? Who makes it and for what purpose? What are the ideas and technologies that inform the practices of art? This seminar examines the historical forces, philosophical ideas, and/or social contexts that situate art as a potent form of cultural expression. Second semester InterArts students continue their study of important artists and art movements while they engage in creative work to further develop their art-making skills and expand their expressive capacities. This course is open only to students in the InterArts Program. (ART) (Enrollment limited) –Preston

[399. Independent Study]— (0.5 - 1 course credit)

Courses Originating in Other Departments

[Comm Learn Integrated Colloqui 299. Art and Community]— View course description in department listing on p. 168.

Interdisciplinary Science Program

Lecturer and Director of the Science Center Draper, 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:

- By studying the interactions between society and the work of the scientist
- By offering early research experiences under faculty supervision
- By engaging students in science as a group activity

ISP students begin the program in the fall of the first year. The program includes three courses: the interdisciplinary science seminar, ISP research apprenticeship, and a third course selected from offerings in the humanities or social sciences that addresses some issue related to science and society. During the two-year program, ISP students are also required to take two semesters of course work in laboratory science in a single department and two semesters of mathematics (typically calculus or statistics).

The Interdisciplinary Science Program can accommodate only a limited number of students each year. Entering students or applicants for admission to the entering class who wish to be considered for enrollment in the program should notify the director of the science center by mid-February.

Fall Term

117. The Process of Discovery— This first-year seminar introduces broad scientific ideas that cross traditional disciplinary boundaries. This course will examine the scientific process from the initial concept to the published result. We will examine disciplinary differences in how discoveries are made and how research is done. We will also explore writing and reporting styles and special topics such as scientific ethics and funding of research. (FYR) (Enrollment limited) –Draper

Spring Term

118. Interdisciplinary Science Research Apprenticeship— Students select from a list of faculty research projects and apprentice with a faculty mentor and, sometimes, with a junior or senior student research mentor as well. Participation in a weekly seminar is required, and the course will culminate in poster presentations at the annual Science Symposium. Students must enroll in both ISP 118-01 and 0.5 credits of ISP 118L. Prerequisite: C- or better in Interdisciplinary Science Program 117. (0.5 course credit) (Enrollment limited) –Draper

118L. Interdisciplinary Science Research Apprentice Laboratory— (0.5 course credit) (Enrollment limited)

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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 interstate 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 members 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 *Student Handbook* and the specific guidelines on international relations given below.

Participating faculty

Sonia Cardenas, Professor of Political Science
 Carol Clark, Associate Professor of Economics
 Dario A. Euraque, Professor of History and International Studies
 Andrew Flibbert, Associate Professor of Political Science
 Samuel D. Kassow, Charles H. Northam Professor of History
 Anthony M. Messina, John R. Reitemeyer Professor of Political Science
 Miguel D. Ramirez, Ward S. Curran Distinguished 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, 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 Clark in economics, or Professor Messina in political science, or the chair of economics or political science.

Guidelines—Proposals for individually tailored, interdisciplinary majors in international relations must include:

- A total of 15 to 18 courses drawn from at least three different disciplines.
- A six-course international relations core, as follows:

ECON 101. Principles of Economics
 ECON 315. Theories of International Trade or ECON 316. International Finance
 Another pertinent economics course at the 200- or 300-level
 POLS 104. Introduction to International Relations
 POLS 322. International Political Economy
 Another pertinent political science course

- A group of at least eight courses, drawn from a minimum of three different disciplines, that examines a broad theme in international relations, such as:

Relations among industrialized nations

Relations among industrialized and post-colonial states
Relations with post-communist states
Regional conflicts
Regional integration and international regimes
Theoretical models of international relations

Typically, courses in the thematic group are chosen from the offerings in international studies, economics, history, political science, and sociology. But courses in other departments and programs may also be applicable to the student's particular thematic focus.

- A synthesizing agent, which may be either a) a one- or two-course-credit thesis, or b) an appropriate senior seminar in economics, history, or political science, or c) a general examination.

Foreign language—Students majoring in international relations must complete a minimum of two years of college-level work in a pertinent foreign language or submit evidence of equivalent preparation. Language courses do not count toward the 15 to 18 courses required for the major.

Research methods—Students of international relations are encouraged to familiarize themselves with social science research methods, typically by taking one of the following as part of the major: ECON 318L. Basic Econometrics, POLS 241/242. Political Science Research Methods, or SOCL 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.

Study away—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

Associate Professor Antrim, Director; George and Martha Kellner Chair in South Asian History and Professor of International Studies Prashad●●; Professor Baker, Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen, Professors Desmangles and Euraque, Paul E. Raether Distinguished Professor of Urban International Studies Myers, and Professor Wade; Associate Professors Bauer†, Markle●●, and Shen†; Principal Lecturer Wagoner; Visiting Assistant Professors Davis and Mitchell-Eaton

OVERVIEW OF MAJOR

The International Studies Program examines the diversity and interdependence of the world's peoples and their institutions. Since 1969, the program has trained students to analyze the variety of human experience and to consider the challenges posed to our planet by our current circumstances and history. Because of the breadth of its purview, the program asks students to choose from one of two pathways through the major: either the study of one of five world regions (Africa; Asia; Caribbean and Latin America; Middle East; or Russia and Eurasia) or the study of global interrelations with a disciplinary or thematic focus (global studies).

All majors, whether following the area studies or the global studies pathway, must take at least one course from the program's "global core" (global studies majors take three); complete a minimum of four semesters of study in a single language other than English; complete at least one semester (or summer) of college-level study abroad; and cap their major with the INTS 401. Senior Seminar in International Studies. Area studies majors must also take at least five courses relevant to their world region from across the Trinity curriculum, and global studies majors must choose between a disciplinary or thematic focus cluster and a comparative regions option.

REQUIREMENTS

Number of courses, credits and overall GPA required for the major:

Credits and grades—Students must earn 10 credits to complete the major. Language courses applied toward the four-semester minimum are not counted in the total credits required for the major. No course taken toward the 10-credit major may be taken pass/fail or completed with a grade of less than C-. No more than three credits earned away from Trinity's Hartford campus may be counted toward the major. Students who study abroad for more than one semester may be eligible for an exception upon consultation with the director. All required courses at the 300 level or above must be taken at Trinity.

Concentrations/Tracks:

African Studies
Asian Studies
Caribbean and Latin American Studies
Global Studies
Middle Eastern Studies
Russian and Eurasian Studies

Core courses: All international studies majors must fulfill the following core requirements:

- The Global Core. These courses act as the gateway to the program as well as its intellectual core. All majors must take at least one course from the core, and global studies majors must take three, one of which should be at the 300 level. See the entire listing of global core courses under the global studies heading below.
- Area Courses or Focus Cluster. Students following the area studies pathway choose among the following five world regions (Africa; Asia; Caribbean and Latin America; Middle East; or Russia and Eurasia) and take five area courses according to the guidelines listed under the appropriate heading below. One of these must be at the 300 level. In certain cases, area studies majors may be allowed to fulfill this requirement by taking a 300-level course from the global core. Students following the global studies pathway choose, in consultation with their international studies adviser, one of two options: a disciplinary/thematic focus cluster or comparative regions. The focus cluster option requires students to choose three courses from a single discipline or on a single theme, one of which must be at the 300 level. Further guidelines for the focus cluster option are supplied under the Global Studies heading below. The comparative regions option requires students to distribute six credits evenly

among the area courses listed for any two of the five world regions listed below, at least one of which must be at the 300 level.

- **Language:** International studies majors are required to engage in sustained college-level language study by completing a minimum of four semesters of credit-bearing work in a single language other than English after matriculating at Trinity. One semester (or one summer) of intensive language acquisition on a study-away program counts toward this requirement as a single semester, regardless of the number of credits earned. Language courses beyond the four semester requirement may count toward the major as electives or, in some cases, as area courses. Students following the area studies pathway should select a language from the region under study in consultation with their international studies advisers.

Electives: Students following the area studies pathway, as well as those following the global studies pathway with the focus cluster option, choose three electives, ordinarily consisting of additional area courses, global core courses, or language courses.

Capstone/Senior Project: Senior Seminar in International Studies (INTS 401). Every student must complete INTS 401, ordinarily in either the fall or spring semester of the senior year. This course fulfills the Writing Intensive II requirement for the major, and its goal is for students to complete a substantial research paper that engages critically with dominant disciplinary approaches to and public discourses about the global or international sphere. Instruction will rotate among international studies faculty, each of whom will organize the course around a particular theme and/or methodological approach.

ADDITIONAL OPPORTUNITIES

Study away: International studies majors are required to complete at least one semester (or summer) of college-level study outside of the United States, typically by completion of an accredited study-away program selected with the aid of international studies faculty and the Office of Study Away staff. In certain cases, students may, in consultation with their international studies advisers, fulfill this requirement by completing a course with a community learning component or a globally inflected internship in the United States.

Honors: Prerequisites for honors are an A- average in the 10-credit major and the completion of a one-credit honors thesis, normally in the spring semester of the senior year. These will be graded on a pass/fail basis. A committee convened in early May of each year will evaluate the theses to determine which among the eligible majors will receive honors at graduation. In certain cases, theses submitted to other departments and programs may be considered for honors in international studies. Guidelines and applications for the honors thesis are made available each year on the program website and are typically due to the director in late October.

Fall Term

[131. Modern Iran]— This course provides an introduction to 20th-century Iranian society, culture, and politics, examining secular and religious debates over gender roles, modernity, Islamism, democracy, and the West. (GLB) (Enrollment limited)

[202. Pacific Asia's Fall and Resurgence: An Economic Response to Western Challenge]— Although the prospect for many developing economies has been very dim, economics in East Asia have thrived since 1945. The next century is likely to be the Pacific century. The most recent evidence of this possibility comes from China, the awakening giant with enormous potential. In an era of accelerating integration and globalization, it is important to understand how and why the Pacific Asian economies have been able to respond to the modernization challenges from the West. Topics to be discussed include: East Asia's geographical characteristics, the early experience of interaction between this region and the West, the various modernization efforts in the region from an historical perspective, the similarities and differences in the responses of the main economies in the region to Western challenges, the competition and integration among these economies, especially between China, the emerging economic power, and its neighbors including Japan, and their interaction with the rest of the world, particularly with the U.S. today. This course is designed for non-economics majors and has no economics. (GLB5) (Enrollment limited)

207. Global South— In 1985, the South Commission reported that two-thirds of the world's people lived in distress. To rectify this, the Commission proposed a laundry list of reforms. At the same time, political and social movements in what had been the Third World grew apace. These movements and this report inaugurate the creation of the

“Global South”, which is both a place and a project. This course will investigate the contours of the Global South, the conferences held to alleviate its many problems (Beijing/Women, Johannesburg/Environment, Durban/Race), and the people who live in the “South”. (GLB) (Enrollment limited) –Davis

212. Global Politics— This discussion course, taking the entire globe and all its peoples as a unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (GLB5) (Enrollment limited) –Baker

[213. Worldly Islam, The Sacred and the Secular]— This course explores the diverse domestic, regional, and international politics of the Islamic world. A rich historical perspective illuminates contemporary political struggles for justice, democracy, and basic human rights and needs. (Also offered under Political Science and Middle Eastern Studies.) (GLB) (Enrollment limited)

216. Understanding the History, Culture and Politics of Latin America & the Caribbean— This interdisciplinary course explores major historical themes and contemporary cultural and political topics related to Latin American and Caribbean societies and cultures. The goal is for the students to acquire a panoramic view of the Latin America and the Caribbean worlds while acquiring a deeper understanding of various issues that are explored more deeply in other upper-division courses at Trinity. We will engage issues of demography, geography, basis historical periods processes, particular anthropological and cultural debates, fundamental political and gender, sociological approaches to daily life, aesthetic and literary movements, and the regions’ positions within the historic and contemporary world economy. Open to all students, this course is required of INTS majors with a Caribbean and Latin American Studies focus. (GLB2) (Enrollment limited) –Euraque

[237. 20th-Century Chinese Literature]— A survey of modern Chinese literature, 1918-2000. We will study three major periods of the 20th century: 1918-1949, 1949-1976, and 1976 to the present. The course will concentrate on the work of writers such as Lu Xun, Yu Dafu, Eileen Chang (Zhang Ailing), Xu Zhimo, Mao Dun, Shen Congwen, Bei Dao, Yu Hua, Su Tong, and Wang Anyi. Students will be introduced to the basic developmental trajectory of 20th-century Chinese literature, and will explore interactions between social-historical conditions and the production of modern Chinese literary works. Readings and discussion in English. (GLB) (Enrollment limited)

[238. Contemporary Africa: Resource Wars and Human Rights]— Human civilizations and communities have been shaped by the ability and desire to gain access to critical resources for survival. Economic globalization has created competition for resources—ranging from oil to diamonds to water—that has influenced social and political structures in the contemporary world. This course looks at the impact of modern globalization on the continent of Africa. Situating Africa historically in its relationship to “the West” through the Atlantic slave trade and European colonialism, we will explore the consequences of Africa’s unequal role in this system. We will be investigating the links between civil conflict, resource control, social justice, poverty, and international movements that attempt to address these issues. Prerequisite: C- or better in at least one college-level course that addresses the history of Africa before or during the colonial era, including History 252, 253, or 331. (GLB) (Enrollment limited)

241. Popular Politics and Revolution in Latin American and Caribbean History— This class examines popular politics, insurgency, and revolution in colonial and modern Latin America and the Caribbean. It focuses on the historical role of slaves, peasants, popular intellectuals, and workers from indigenous, African-American, and ethnically mixed backgrounds in their relations with elites and the state in different regional contexts. We will read landmark texts and primary sources on indigenous insurgencies in the central Andean region in the 1780s, the Haitian Revolution, the revolutions of independence in Spanish America, the Mexican Revolution, and other topics that illustrate the evolution of the historiography of this field. (GLB) (Enrollment limited) –Davis

[255. Chinese Modernization]— The road to modernization for China has been full of quakes, storms and struggles. The struggles are ongoing, but the most difficult times have passed. This course will explore China’s road to modernization since 1949, with a close examination of Mao Zedong, DEng Xiaoping and the social movements such as the Great Leap Forward, the Cultural Revolution, post-Mao reforms and the Tiananmen event. (GLB) (Enrollment limited)

[260. The City in African Studies: Past, Present, and Potential]— Africa is a rapidly urbanizing region of the world; the most rapidly urbanizing by World Bank standards. Contemporary urbanization in Africa has stimulated new scholarship on the history of African cities, African urban economies, urban politics and urban identities, among other topics. African urban studies has produced some of the most thoughtful and engaged work on Africa to date. In this course we will be exploring major themes in the field of African urban studies to gain deeper appreciation of the history of African cities, their contemporary iterations, and their future possibilities. (GLB) (Enrollment limited)

302. Global Cities— This seminar examines the contemporary map of interactions between cities in the world. There is now a considerable array of research analyzing what are variously termed global or world cities in the hierarchy of the world economy, and a counter-critique has emerged which seeks to analyze all cities as ordinary, moving beyond old binaries of 'developed' and 'developing' worlds of cities. We will interrogate this debate in both its theoretical and its empirical dimensions, with case studies from Africa and assessment of cultural, political, economic and environmental globalization. (GLB) (Enrollment limited) –Myers

[307. Women's Rights as Human Rights]— This course is a cross-cultural investigation of the gendered nature of human rights and of the changes in different societies that have resulted from struggles for human rights for women. Topics covered will include rights to protection against sexual abuse and gender violence (such as female genital mutilation), subsistence rights, reproductive rights, human rights and sexual orientation, and the rights of female immigrants and refugees. The course will make use of formal legal documents as well as cultural materials such as novels, films, personal testimonies, religious rituals, and folk traditions in music. (Enrollment limited)

314. Black Internationalism— This course introduces students to the history of people of African descent and their struggles for universal emancipation during the 20th century. We will begin by drawing on theoretical readings about race/blackness and the African Diaspora. The second part of the class will probe the relationship between nationalism and pan-Africanism through comparative assessments of Marcus Garvey and his UNIA organization; Rastafarianism and music; and the U.S. Black Power Movement. Over the entire course, we will also seek to locate and critically evaluate Africa's importance to these political and cultural projects. The ultimate purpose of this course is to impress upon students how struggles for self-determination were simultaneously local, national and global. Prerequisite: C- or better in International Studies 101, International Studies 112, History 238, or History 253. (GLB2) (Enrollment limited) –Markle

315. Global Ideologies— From the 1920s to the 1980s, the countries of Africa, Asia and Latin America forged a "Third World project." This project came undone in the 1980s, as debt, war and corruption overwhelmed the three continents. Along came neo-liberalism and globalization, which emerged as the dominant ideologies of the time. With the rise of Bolivarianism in Latin America, and with the financial crisis, neo-liberalism has lost its shine. This course will trace the "Third World project," neo-liberalism, and the emergent ideology of the Global South. (GLB5) (Enrollment limited) –Prashad

344. Global Hip Hop Cultures— Hip-Hop is both music and culture with a global imprint that dates back to the 1980s. This course is a reading and writing intensive course that critically examines hip-hop cultural and political formations in Africa and the African Diaspora. We begin with canonical texts that contributed to the growth of an emergent interdisciplinary field called, 'Hip-Hop Studies' in order to familiarize ourselves with a set of core concepts, discourses and frameworks that will help us assess hip-hop's global emergence. What does the globalization of African-American music and culture tell us about the power and impact of neoliberalism on post-colonial identities, culture and nation-states in the non-Western world? It is a question that will shape our discussions on race, youth, masculinity, and nationalism in contemporary urban societies. (GLB2) (Enrollment limited) –Markle

350. Empire, Race, & Immigration— This course examines the historical and contemporary relationships between race, empire, and U.S. immigration law by studying how immigration law has shaped national and imperial projects. Which immigrant groups are deemed too foreign' to become American? Which are deemed assimilable'? How do such inclusions and exclusions define citizenship, and what do they have to do with the maintenance of borders and empire? These immigration laws have always been challenged, contested, and negotiated by activists. We will also examine the impact of global social movements that generate new definitions of belonging. (GLB5) (Enrollment limited) –Mitchell-Eaton

[351. Politics of Memory: Memory, History, Decolonization]— This course introduces students to the theories, methods, and pedagogies of memories and life writings. Using feminist epistemologies, it explores women, people of color and indigenous peoples' memories as an alternative body of knowledge. The course examines the politics, aesthetics, and ethics of remembering and narrating histories of oppression, violence, and resistance. (GLB5) (Enrollment limited)

[375. Global Agitation: Art and Activism]— This course investigates the role of the artist in agitating cultural norms and participating in global social movements. We will study art as a site of contested representations, embedded in power formations whereby the artists play a critical role in challenging societies. We will look at artists and collectives from all over the world, such as Tania Bruguera, Ai Wei Wei, Shirin Neshat, Pussy Riot, Raqs Media Collective, and The Propeller Group. We will study art removed from private studio spaces, “unexhibited” on gallery walls, and displaced from temperature controlled museum halls. To that end, we will also consider art that spills into the streets, onto social media, and occupies the public sphere. (Enrollment limited)

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

401. Senior Seminar in International Studies— This writing intensive course functions as the capstone experience for all INTS majors. The instructor will guide INTS seniors through the process of completing a substantial research paper that engages critically with dominant disciplinary approaches to and public discourses about the “global” or “international” sphere. The instruction of this course will rotate among INTS faculty, each of whom will organize the course around a particular theme. This course is open only to seniors majoring in International Studies; other students may enroll only with permission of instructor. (WEB) (Enrollment limited) –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. (0.5 - 1 course credit) –Staff

490. Research Assistantship— –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. –Staff

Courses Originating in Other Departments

[American Studies 336. Globalization(s): “America” in the Modern World]— View course description in department listing on p. [102](#).

American Studies 409. Senior Seminar: American Empire— View course description in department listing on p. [103](#). –Baldwin

Anthropology 101. Introduction to Cultural Anthropology— View course description in department listing on p. [119](#). –Hussain, Landry, Notar

[Anthropology 228. Anthropology from the Margins of South Asia]— View course description in department listing on p. [119](#).

[Anthropology 241. Women in the Caribbean]— View course description in department listing on p. [119](#).

Anthropology 245. Anthropology and Global Health— View course description in department listing on p. [120](#). –Trostle

Anthropology 253. Urban Anthropology— View course description in department listing on p. [120](#). –DiVietro

[Anthropology 310. Anthropology of Development]— View course description in department listing on p. [121](#).

Economics 101. Basic Economic Principles— View course description in department listing on p. [186](#). –Butos, Clark, Hoag, Jacobs

[Educational Studies 305. Immigrants and Education]— View course description in department listing on p. [200](#). Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor

[Educational Studies 316. Education and Social Change Across the Globe]— View course description in department listing on p. [200](#). Prerequisite: C- or better in a prior Educational Studies or International Studies Course.

Educational Studies 320. Anthropology and Education— View course description in department listing on p. [201](#). Prerequisite: C- or better in Educational Studies 200 or Anthropology 101 or permission of instructor. –Wong

[English 310. Postcolonial Literature and Theory]— View course description in department listing on p. [221](#).

[Art History 207. The Arts of China]— View course description in department listing on p. [128](#).

History 223. Japan into the Modern World, 1840-1945— View course description in department listing on p. [268](#). –Bayliss

History 241. History of China, Shang to Ming— View course description in department listing on p. [269](#). –Lestz

[Jewish Studies 219. Israeli Film and Visual Media]— View course description in department listing on p. [308](#).

Russian 101. Elementary Russian I— View course description in department listing on p. [347](#). –Lahti

Hispanic Studies 222. Portuguese for Spanish Speakers— View course description in department listing on p. [335](#). Prerequisite: the equivalent of two semesters of study of any Romance Language (Spanish, French, Italian, Catalan) –Patruno

[Hispanic Studies 337. 21st Century Latin American Film]— View course description in department listing on p. [336](#). Prerequisite: C- or better in Hispanic Studies 270 or permission of instructor.

Chinese 413. Advanced Chinese III— View course description in department listing on p. [320](#). Prerequisite: C- or better in Chinese 302 or equivalent. –Wu

Political Science 103. Introduction to Comparative Politics— View course description in department listing on p. [398](#). This course is not open to seniors. –Messina

Political Science 104. Introduction to International Relations— View course description in department listing on p. [398](#). This course is not open to seniors. –Lefebvre

[Political Science 312. Politics in the Middle East and North Africa]— View course description in department listing on p. [400](#).

Political Science 322. International Political Economy— View course description in department listing on p. [400](#). –Kamola

Spring Term

[205. **War on Terror**]— 9/11 inaugurated a new epoch not only for the United States, but decidedly for the world. Tentacular wars of and on terror stretched from Afghanistan into Yemen, from Madrid into Bali. This course will offer a social history of the war on terror. We will explore the roots of the war on terror in the histories of Afghanistan and Yemen, and plot the switch from the prehistory of the War on Terror (1993-2001) to the War on Terror Part 1 (2001-2007) to the War on Terror Part 2 (2007 to the present). (GLB) (Enrollment limited)

[212. **Global Politics**]— This discussion course, taking the entire globe and all its peoples as a unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (GLB5) (Enrollment limited)

[214. **Areas and Comparison**]— Area Studies seeks to explore zones of the world as discrete cultural and political units. These zones include “South Asia,” “North Africa” and “South America.” This course will explore the construction of the zones as well as the importance of comparative research that is occasioned by the production of these political and cultural areas. (GLB5) (Enrollment limited)

[216. **Understanding the History, Culture and Politics of Latin America & the Caribbean**]— This interdisciplinary course explores major historical themes and contemporary cultural and political topics related to Latin American and Caribbean societies and cultures. The goal is for the students to acquire a panoramic view of the Latin America and the Caribbean worlds while acquiring a deeper understanding of various issues that are explored more deeply in other upper-division courses at Trinity. We will engage issues of demography, geography, basis historical periods processes, particular anthropological and cultural debates, fundamental political and gender, sociological approaches to daily life, aesthetic and literary movements, and the regions’ positions within the historic and contemporary world economy. Open to all students, this course is required of INTS majors with a Caribbean and Latin American Studies focus. (GLB2) (Enrollment limited)

[218. **Women, Gender, and Family in the Middle East**]— As an introduction to the lives of women in the men’s world’ of the Middle East, this course examines the impact of global sociopolitical and economic transformations 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). (GLB5) (Enrollment limited)

[225. **Hip Hop and Urban Arts in Southeast Asia**]— From Myanmar to Malaysia, this course takes a regional look at the emerging visual, counter-, and youth cultures within Southeast Asia. Countries like Cambodia, Vietnam, and Indonesia have experienced an unprecedented rate of urbanization and globalization that affects the growing youth population. How are communities in these countries localizing their urban arts scene and preserving a legacy of resistance emblematic of Hip Hop? How are musical and pop culture trends from nearby Korea, Japan, and China influencing Southeast Asian Hip Hop artists to remix sound and identities? (Enrollment limited)

[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. (GLB) (Enrollment limited)

[235. **Youth Culture in the Muslim World**]— Increasingly much of the Muslim world is young and with the expansion of media and cyberspace technologies, the circulation of globalized youth culture increasingly challenges taken-for-granted notions in local societies. This course examines the impact of youth and youth culture on personal, social, and political expression in a variety of Muslim communities around the world. We will examine intergenerational struggles over marriage, gender, and sexuality, the renegotiation of religion and morality, and the often ‘revolutionary’ disputes over conventional politics as conveyed through music, texts, fashion, personal memoirs, and cyberspace blogging. (GLB) (Enrollment limited)

236. Japanese Crime Literature and Film— This course examines major works of Japanese crime literature and film from the works of Edogawa Rampo, known as the father of crime fiction in Japan, to those of contemporary writers to explore social and moral issues reflected in them. While Japanese writers and filmmakers of this genre readily acknowledge Western influences, the literary and cinematic explorations of crime in Japan have also developed on a trajectory of their own, producing works that are easily distinguishable from those of other cultures. The course will also consider the mixing of the crime genre with others, such as ghost and science fiction genres. Works studied in this course include those of Edogawa Rampo, Akira Kurosawa, Miyuki Miyabe, Seicho Matsumoto, and Kobo Abe, as well as yakuza movies. Readings and discussion in English. (GLB) (Enrollment limited) –Wu

237. 20th-Century Chinese Literature— A survey of modern Chinese literature, 1918-2000. We will study three major periods of the 20th century: 1918-1949, 1949-1976, and 1976 to the present. The course will concentrate on the work of writers such as Lu Xun, Yu Dafu, Eileen Chang (Zhang Ailing), Xu Zhimo, Mao Dun, Shen Congwen, Bei Dao, Yu Hua, Su Tong, and Wang Anyi. Students will be introduced to the basic developmental trajectory of 20th-century Chinese literature, and will explore interactions between social-historical conditions and the production of modern Chinese literary works. Readings and discussion in English. (GLB) (Enrollment limited) –Wu

[240. Theories of Race and Modernity in Latin America]— Taking as a point of departure Enrique Dussel's assertion that European modernity depended (and depends) on the invention of an American otherness, this course will look at the intersection of race and discourses on/projects of modernity in the Americas and Europe. Specifically, we will examine how 20th - and 21st- century Latin American intellectuals have theorized race and its relationship to nation-building and modernizing efforts from 19th century to the present. Rather than tracing the historical development of the concept of race, we will read deeply major texts that theorize the relationship between race and modernity. The course, thus, will look to understand not only the theories, but how these Latin American intellectuals think through problems, develop arguments, converse with peers, and articulate ideas. (GLB2) (Enrollment limited)

[249. Immigrants and Refugees: Strangers in Strange Lands]— The post-cold war world is one of changing national boundaries and governments, environmental devastation and internal conflicts, resulting in an apparently unprecedented flow of people from their native homelands. At a time when multiculturalism is not a popular model for national integration, immigrants, refugees, and other sojourners find themselves in new places creating new lives for themselves. The processes by which this occurs illustrate some of the basic social, cultural, and political dilemmas of contemporary societies. Using historical and contemporary case studies from Europe and the Americas, this course looks at issues of flight, resettlement, integration, cultural adaptation, and public policy involved in creating culturally diverse nations. Questions to be raised include what are the conditions under which people leave, who can become a (authentic) member of society, what rights do non-citizens versus citizens have, are borders sacrosanct, are ethnic and racial diversity achievable or desirable, is multiculturalism an appropriate model, do people want to assimilate, what are the cultural consequences of movement, and how can individuals reconstruct their identities and feel they belong? This course includes a community learning component. (Also offered under American Studies, Public Policy & Law, and Women, Gender, & Sexuality.) This course has a community learning component. (GLB5) (Enrollment limited)

[250L. Hartford Global Migration Lab]— Optional Community Learning Component integrated with INTS249: Immigrants and Refugees and INTS250: Global Migration to provide field-based, participatory research experience with community partners on the consequences of global migration in the greater Hartford area. This course has a community learning component. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250. (0.5 course credit) (Enrollment limited)

258. The Islamic City: Places, Pasts and Problems— This course explores the cities founded, claimed, and inhabited by Muslims over the centuries, with a particular focus on the Middle East. Scholars have long debated whether there is such a thing as a prototypical "Islamic city" shaped by religious and cultural norms. Through a combination of lectures and discussions, we will grapple with this question by situating cities in their historical contexts, examining their built environments, and considering the ways in which gender, economic and social life, political movements, and war shape urban space. (GLB2) (Enrollment limited) –Antrim

[260. The City in African Studies: Past, Present, and Potential]— Africa is a rapidly urbanizing region

of the world; the most rapidly urbanizing by World Bank standards. Contemporary urbanization in Africa has stimulated new scholarship on the history of African cities, African urban economies, urban politics and urban identities, among other topics. African urban studies has produced some of the most thoughtful and engaged work on Africa to date. In this course we will be exploring major themes in the field of African urban studies to gain deeper appreciation of the history of African cities, their contemporary iterations, and their future possibilities. (GLB) (Enrollment limited)

262. Peoples and Culture of the Caribbean— A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity, and specific institutions such as the family, the schools, the church, and the political structure. (GLB5) (Enrollment limited) –Desmangles

271. New Age of Revolution— The “Age of Revolution” usually refers to the period from mid-18th century to mid-19th century, which witnessed some of the most influential revolutions in world history. This course will use the “Age of Revolution” as the starting point for exploring a new global era of protest, rebellion, and revolt. From the “Occupy Movement” to the “Arab Spring”, the course will examine the common causes, tools, ideals, and outcomes that may exist between these various social movements. Questions addressed in the course will include: is it possible that, despite their vast diversity, modern social movements are all inspired by one another? Which movements failed and which movements succeeded, and why? The course will emphasize in-class discussion and paper writing. (GLB5) (Enrollment limited) –Mabrouk

[302. Global Cities]— This seminar examines the contemporary map of interactions between cities in the world. There is now a considerable array of research analyzing what are variously termed global or world cities in the hierarchy of the world economy, and a counter-critique has emerged which seeks to analyze all cities as ordinary, moving beyond old binaries of ‘developed’ and ‘developing’ worlds of cities. We will interrogate this debate in both its theoretical and its empirical dimensions, with case studies from Africa and assessment of cultural, political, economic and environmental globalization. (GLB) (Enrollment limited)

309. Development in Africa: From Civilizing Mission to World Bank— This course examines the history of development ideas and practices in Africa. Beginning with the early colonial era, when Europeans spoke of their “civilizing mission,” and ending with present-day critiques of World Bank policies, it traces continuity and change in state and grassroots efforts to bring about development in Africa. It explores the theories behind development policies, including the ways in which experts have conceptualized African farming systems and Africa’s place in the world economy, and it asks to what extent these theories match reality. It also examines how development policies have been put into practice, how African communities have responded to and reshaped development, whether communities have a “right to development” and who should define what that development should be. Finally, it considers why so many development efforts have failed and whether past failures have led to improved practice. (Also offered under History.) (GLB) (Enrollment limited) –Myers

[311. Global Feminism]— This course examines how the struggles of diverse gender based movements (religious and secular, urban and rural, black and white), from the Americas to the Middle East and Asia, shed light on vexing social problems like the lack of sexual and reproductive rights, political and social representation, and equal opportunities. Using historical and contemporary examples of women’s organizing and theorizing, course materials interrogate the meaning of feminism’, the relationship between the gendered self and society, the impact of race, class, and cultural differences on women’s solidarity, the challenge of women’s (and gender based) activism to state and social order, the impact of women’s networking, and the possibilities for achieving a transnational, cross-cultural or global feminism.’ (GLB) (Enrollment limited)

[344. Global Hip Hop Cultures]— Hip-Hop is both music and culture with a global imprint that dates back to the 1980s. This course is a reading and writing intensive course that critically examines hip-hop cultural and political formations in Africa and the African Diaspora. We begin with canonical texts that contributed to the growth of an emergent interdisciplinary field called, ‘Hip-Hop Studies’ in order to familiarize ourselves with a set of core concepts, discourses and frameworks that will help us assess hip-hop’s global emergence. What does the globalization of African-American music and culture tell us about the power and impact of neoliberalism on post-colonial identities, culture and nation-states in the non-Western world? It is a question that will shape our discussions on race, youth,

masculinity, and nationalism in contemporary urban societies. (GLB2) (Enrollment limited)

[350. Contemporary Muslim Artists: The Body in Crisis]— How have war, violence, and crisis marked much of the current Islamic world and how are performance artists reflecting this world? This course is intended to stimulate and complicate the dialogue on Islam and contemporary “Islamic” art. We will consider the role of performance among artists who, whether Muslim by faith or not, are classified under the Islamic umbrella as a result of their political, social, or aesthetic choices. We will study the ways in which these “Muslim” artists have applied multiple lenses to their performance practices and how they invoke crisis in their works. Some artists featured in this course include Wafaa Bilal, Arahmaiani, Lida Abdul, Mos Def, Lalla Essaydi and more. (Enrollment limited)

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

401. Senior Seminar in International Studies— This writing intensive course functions as the capstone experience for all INTS majors. The instructor will guide INTS seniors through the process of completing a substantial research paper that engages critically with dominant disciplinary approaches to and public discourses about the “global” or “international” sphere. The instruction of this course will rotate among INTS faculty, each of whom will organize the course around a particular theme. This course is open only to seniors majoring in International Studies; other students may enroll only with permission of instructor. (WEB) (Enrollment limited) –Antrim

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and director are required for enrollment. (0.5 - 1 course credit) –Staff

[490. Research Assistantship]—

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. –Staff

[499. Senior Exercise Part 2]— (2 course credits)

Courses Originating in Other Departments

Anthropology 101. Introduction to Cultural Anthropology— View course description in department listing on p. [122](#). –Beebe, DiVietro, Trostle

Anthropology 228. Anthropology from the Margins of South Asia— View course description in department listing on p. [123](#). –Hussain

Anthropology 310. Anthropology of Development— View course description in department listing on p. [124](#). –Hussain

Economics 101. Basic Economic Principles— View course description in department listing on p. [192](#). –Clark, Helming, Ramirez, Schneider, Szembrot

Educational Studies 305. Immigrants and Education— View course description in department listing on p. [202](#). Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor –Staff

[English 288. World Cinema]— View course description in department listing on p. [229](#).

English 310. Postcolonial Literature and Theory— View course description in department listing on p. [229](#). –Bergren

Art History 207. The Arts of China— View course description in department listing on p. [130](#). –Sena

Art History 294. The Arts of Africa— View course description in department listing on p. [132](#). –Gilbert

History 215. Latin American Cities— View course description in department listing on p. [274](#). –Figueroa

[History 228. Islamic Civilization to 1517]— View course description in department listing on p. [274](#).

[History 231. Abraham’s Children: Jews, Christians, and Muslims in the Middle Ages]— View course description in department listing on p. [274](#).

History 242. History of China, Qing to Present— View course description in department listing on p. [275](#). –Lestz

[History 319. Mapping the Middle East]— View course description in department listing on p. [277](#).

Jewish Studies 219. Israeli Film and Visual Media— View course description in department listing on p. [308](#). –Ayalon

[Jewish Studies 220. Modern Israeli Literature and Jewish Heritage]— View course description in department listing on p. [309](#).

Russian 102. Elementary Russian II— View course description in department listing on p. [349](#). Prerequisite: C- or better in Russian 101 or equivalent. –Lahti

Hispanic Studies 223. Portuguese for Spanish Speakers II— View course description in department listing on p. [338](#). Prerequisite: the equivalent of two semesters of study of any Romance Language (Spanish, French, Italian, Catalan) –Patruno

[Hispanic Studies 326. Culture and Diplomacy in Latin America]— View course description in department listing on p. [339](#). Prerequisite: C- or better in Hispanic Studies 270 or permission of instructor.

Chinese 415. Advanced Chinese IV— View course description in department listing on p. [321](#). Prerequisite: C- or better in Chinese 413 or equivalent. –Wang

[Philosophy 223. African Philosophy]— View course description in department listing on p. [384](#).

[Political Science 103. Introduction to Comparative Politics]— View course description in department listing on p. [404](#). This course is not open to seniors.

Political Science 104. Introduction to International Relations— View course description in department listing on p. [404](#). This course is not open to seniors. –Flibbert

[Political Science 322. International Political Economy]— View course description in department listing on p. [406](#). Prerequisite: C- or better in Political Science 104.

Political Science 331. Comparative Politics of East Asia— View course description in department listing on p. [406](#). –Matsuzaki

Political Science 344. Politics of Africa— View course description in department listing on p. [407](#). –Kamola

Political Science 380. War and Peace in the Middle East— View course description in department listing on p. [408](#). All seats are reserved for juniors and sophomores. –Flibbert

[Religious Studies 258. Buddhist Texts: The Bodhisattva]— View course description in department listing on p. [442](#).

Religious Studies 282. Modern Islamic Movements Religion, Ideology, and the Rise of Fundamentalism—View course description in department listing on p. 443. —Koertner

Religious Studies 285. Religions of Africa—View course description in department listing on p. 443. —Landry

[Religious Studies 286. Islam in America]—View course description in department listing on p. 443.

[Religious Studies 318. Islamophobia / The Fear of Islam]—View course description in department listing on p. 443.

Urban Studies 210. Sustainable Urban Development—View course description in department listing on p. 475. —Staff

African Studies

Coordinator: Associate Professor Seth Markle●● (History and International Studies); Affiliated Faculty: Leslie Desmangles (Religious Studies and International Studies), Eric Galm (Music), Michelle Gilbert (Fine Arts), Shafqat Hussain (Anthropology), Isaac Kamola (Political Science), Timothy Landry (Anthropology and Religious Studies), Garth Myers (Urban Studies and International Studies), Maurice Wade (Philosophy and International Studies), Johnny Williams (Sociology), James Prakash Younger (English)

OVERVIEW OF MAJOR

The African studies major introduces students to the second-largest continent on the planet, which comprises over 50 independent nations and houses just short of a billion people. Culturally and ethnically diverse, Africa nonetheless is united by several social processes, including colonialism, transnationalism, and globalization. We tend to these formative social processes through an array of courses across disciplines (from history to literature, from art to politics).

REQUIREMENTS

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the African studies major consists of 10 credits, distributed as follows:

Global core course (one credit): See the global studies concentration.

Area courses (five credits): These may be chosen from among the offerings of any department or program, as approved by the concentration coordinator, and must include at least one course at the 300 level taken at Trinity. Normally, eligible courses will mention the area or part of the area in their title.

Electives (three credits): Electives may consist of area courses from any of the area studies majors, additional global core courses, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).

INTS 401. Senior Seminar in International Studies (one credit)

Asian Studies

Coordinator: Associate Professor Jeffrey Bayliss (History); Affiliated Faculty: Janet Bauer† (International Studies), Xiangming Chen (Sociology, Urban Studies, and International Studies), Shafqat Hussain (Anthropology), Michael Lestz (History), Reo Matsuzaki (Political Science), Beth Notar (Anthropology), Vijay Prashad●● (International Studies), Yipeng Shen† (Language and Culture Studies and International Studies), Rieko Wagoner (Language and Culture Studies and International Studies), Yunchiahn Sena (Fine Arts), James Prakash Younger (English)

OVERVIEW

The Asian studies major offers an interdisciplinary framework for the examination of the societies and cultures of Asia. Students must choose to focus on China, Japan, or South Asia. The goal of the major is a comprehensive understanding of the region of choice from historical, social, and cultural perspectives, but a thorough grasp of the interrelations among regions is also crucial.

REQUIREMENTS

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the Asian studies major consists of 10 credits, distributed as follows:

Global core course (one credit): See the global studies concentration.

Area courses (five credits): These must be chosen according to the following guidelines and include at least one course at the 300 level and taken at Trinity. In consultation with their international studies advisers, students must choose a cultural/regional concentration, ordinarily in conjunction with the Asian language they have chosen to fulfill the language requirement.

- One history survey course in a student's cultural/regional concentration:

China

HIST 241. History of China, Shang to Ming

HIST 242. History of China, Qing to Present

Japan

HIST 222. Japan from the Dawn of Human History to the 17th Century

HIST 223. Japan into the Modern World, 1840-1945

South Asia

INTS 121. Modern South Asia

- Four additional credits, distributed among three of the following four categories (two must be in the cultural/regional concentration):

Arts

AHIS 103. Introduction to Asian Art

AHIS 207. The Arts of China

AHIS 208. The Arts of Japan

INTS 225. Hip Hop and Urban Arts in Southeast Asia

RELG 253. Indian and Islamic Painting

RELG 254. Buddhist Art

Literature and culture

HIST 222. Japan from the Dawn of Human History to the 17th Century

HIST 223. Japan into the Modern World, 1840-1945

HIST 241. History of China, Shang to Ming

HIST 242. History of China, Qing to Present

HIST 312. Korea and Japan in Historical Perspective

HIST 315. The Pacific War: 1931-1945

HIST 322. Shanghai: From Treaty Port to Megacity

HIST 326. Disaster Archipelago: Volcanoes, Earthquakes, Tsunamis, and the Japanese

HIST 362. The Samurai Warrior in History, Myth, and Reality

HIST 363. Living on the Margins of Modern Japan

HIST 393. The Past as Protest and Prophecy in Postwar Japanese Cinema

INTS 121. Modern South Asia

INTS 236/JAPN 236. Japanese Crime Literature and Film

INTS 237/CHIN 237. 20th-Century Chinese Literature

INTS 395/CHIN 401. Issues in Contemporary China

Social science

ANTH 228. Anthropology from the Margins of South Asia
 ANTH 244. Borderlands of East and Southeast Asia
 ANTH 247. China through Film
 ANTH 303. Urban China
 INTS 202. Pacific Asia's Fall and Resurgence
 INTS 313/URST 313. River Cities of Asia
 POLS 353. Authoritarianism in Eurasia
 POLS 331. Comparative Politics of East Asia

Religious Studies

RELG 151. Religions of Asia
 RELG 181. Understanding Islam
 RELG 251. South Asian Religions
 RELG 256. Buddhist Thought
 RELG 258. Buddhist Texts
 RELG 259. Love in Hindu Literature
 RELG 284. The Mystic Path of Islam

Electives (three credits): Electives may consist of area courses from any of the area studies majors, additional global core courses, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).

INTS 401. Senior Seminar in International Studies (one credit)

Caribbean and Latin American Studies

Coordinator: Assistant Professor Rosario Hubert† (Language and Culture Studies); Affiliated Faculty: Sonia Cardenas (Political Science), Pablo Delano (Fine Arts), Leslie Desmangles (Religious Studies and International Studies), Darío Euraque (History and International Studies), Luis Figueroa (History), Eric Galm (Music), Francisco Goldman (English), Hebe Guardiola-Díaz (Biology and Neuroscience), Thomas Harrington (Language and Culture Studies), Anne Lambright (Language and Culture Studies), Timothy Landry (Anthropology and Religious Studies), Seth Markle●● (History and International Studies), Priscilla Meléndez (Language and Culture Studies), Miguel Ramírez● (Economics), Dan Román (Music), Kristin Triff (Fine Arts)

OVERVIEW OF MAJOR

The Latin American and Caribbean region is home to close to 600 million people, a diverse population that comprises indigenous peoples and groups that trace their origin to Europe, Africa, Asia, and the Middle East. It includes six of the 30 largest metropolitan regions in the world (Mexico City, Sao Paulo, Buenos Aires, Rio de Janeiro, Lima, and Bogotá).

The Caribbean and Latin American studies major allows students to explore this vast region from a variety of perspectives, including history, literature, music, religious studies, economics, and educational studies. Faculty expertise ranges across South America, Central America, Mexico, and the Caribbean. In addition, Hartford itself represents an excellent window into the Latin American and Caribbean world, thanks to its immigrant communities from the cultures of Puerto Rico, the West Indies (including Trinidad and Jamaica), Brazil, and Peru, among others.

Caribbean and Latin American Studies majors engage deeply in the region by spending a semester or year in two of Trinity's study-abroad programs: 1) Trinity-in-Buenos Aires, Argentina. This program provides students with both intermediate and advanced Spanish language abilities an opportunity to study and live in this vibrant Latin American city. Whether you have just begun Spanish, need to fulfill your language requirement, or are a more advanced speaker, this program has a great deal to offer; 2) the Trinity-in-Trinidad option in the English-speaking Caribbean is a great comparative contrast. This program includes an 8-10 day study-travel experience in Caribbean Costa Rica. In this option students explore Caribbean civilization via unparalleled immersion experiences in and out of the classroom in two of the Caribbean region's most dynamic, unique, and diverse societies. Students are strongly encouraged to plan a one-year sequence of study in Argentina, Trinidad, and Caribbean Costa Rica. A non-Trinity program in another Latin American or Caribbean country may be approved only if strong curricular reasons are presented.

REQUIREMENTS

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the Caribbean and Latin American studies major consists of 10 credits, distributed as follows:

Global core course (one credit): See the global studies concentration.

Area courses (five credits): These must be chosen according to the following guidelines and include at least one course at the 300 level and taken at Trinity:

- Required common course: INTS 101. Introduction to the Latin American and Caribbean World (fall 2014 or earlier) or INTS 216. Understanding the History, Culture, and Politics of Latin America and the Caribbean
- Four additional credits distributed among at least three of the following four categories:

Social science

ECON 231. Latin American and Caribbean Economic Development
 EDUC 305. Immigrants and Education
 EDUC 307. Latinos in Education: Local Realities, Transnational Perspectives

Culture

AHIS 244. Empire Building: Architecture & Urbanism in Spanish America
 ANTH 243/RELG 243. Latin American & Caribbean Religions
 BNAR 300. The Urban Experience, Human Rights, and Cultural Production (course taught in Buenos Aires)
 HISP 263. Latin American Culture I (Pre-Columbian Era to Enlightenment)
 HISP 264. Latin American Culture II (Independence to Present Day)
 HISP 270. Introduction to Cultural Analysis
 HISP 280. Hispanic Hartford
 INTS 240. Theories of Race and Modernity in Latin America
 INTS 245. Latin American Film & Human Rights
 INTS 262. Peoples and Culture of the Caribbean
 MUSC 111. Samba Ensemble (1/2 credit per semester, 2 semesters required)
 MUSC 219. Toca Brasil! (Play Brazil!)
 PHIL 247. Latin American Social and Political Thought
 TNTB 300. Caribbean Civilization (course taught in Trinidad)

History

HIST 103. Latin America & Caribbean through Film
 HIST 215. Latin American Cities
 HIST 238. Caribbean History
 HIST 247. Latinos/Latinas in the United States
 HIST 256. Human Rights in Latin America and the Caribbean: A History
 INTS 241. Popular Politics & Revolution in Latin America & Caribbean History
 INTS 383/HIST 383. Sports, Race, and Nationalism

Literature and culture—taught in Spanish

HISP 315. 21st-Century Mexican Literature
 HISP 320. Emigration and Transatlantic “Cultural Commerce”
 HISP 326. Culture & Diplomacy in Latin America
 HISP 335. Misplaced/Displaced Narratives in Latin America
 HISP 337. 21st Century Latin American Film
 HISP 342. Migration and Exile in Contemporary Latin American Theatre
 HISP 345. Fictions of China in Latin America
 HISP 352. Politics & Modernity in Hispanic Caribbean Literature and Culture

Electives (three credits): Electives may consist of additional area courses from any of the area studies majors, additional global core courses, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).

INTS 401. Senior Seminar in International Studies (one credit)

Global Studies

Coordinator: George and Martha Kellner Chair in South Asian History and Professor of International Studies Vijay Prashad●● (International Studies); Affiliated Faculty: Raymond Baker (International Studies), Janet Bauer† (International Studies), Sonia Cardenas (Political Science), Xiangming Chen (Sociology, Urban Studies, and International Studies), Leslie Desmangles (Religious Studies and International Studies), Lesley Farlow (Theater and Dance), Andrew Flibbert● (Political Science), Shafqat Hussain (Anthropology), Isaac Kamola (Political Science), Sara Kippur (Language and Culture Studies), Donna Marcano (Philosophy), Seth Markle●● (History and International Studies), Anthony Messina (Political Science), Garth Myers (Urban Studies and International Studies), Beth Notar (Anthropology), James Trostle (Anthropology), James Prakash Younger (English)

OVERVIEW OF MAJOR

The global studies major encourages students to grapple with the fundamental dynamics of our time through an interdisciplinary framework. We are interested in the social processes that cut across regions, the global flows that have local impacts, and the local initiatives that have global resonances.

REQUIREMENTS

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the global studies major consists of 10 credits, distributed as follows:

Global core courses (three credits): These must be chosen from among the INTS offerings, as approved by the director, and must include at least one course at the 300 level taken at Trinity. The following list contains a selection of regularly offered global core courses:

INTS 207. Global South
 INTS 212. Global Politics
 INTS 214. Areas and Comparisons
 INTS 249. Immigrants and Refugees
 INTS 302. Global Cities
 INTS 311. Global Feminism
 INTS 314. Black Internationalism
 INTS 315. Global Ideologies
 INTS 344. Global Hip Hop Cultures

Option 1—Disciplinary or Thematic Focus Cluster (three credits) + Electives (three credits)

- **Disciplinary or Thematic Focus Cluster (three credits):** In consultation with their international studies advisers, global studies majors must choose three courses, one at the 300 level or above and taken at Trinity, with substantial international or cross-cultural content from a single discipline (such as anthropology, economics, environmental science, history, language and culture studies, philosophy, political science, religious studies, or sociology) or on a single theme (ordinarily drawn from the approved courses for one of Trinity's interdisciplinary programs, such as education studies, human rights studies, urban studies, or women, gender, and sexuality studies). One of the three courses may be a methods or theory course.
- **Electives (three credits):** Electives may consist of area courses from any of the area studies majors, global core courses, additional courses for the disciplinary or thematic cluster, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).

Option 2—Comparative Regions (six credits): Global studies majors choosing this option must distribute six credits evenly among the area courses listed for any two of the world regions comprising the area studies pathway for the International Studies Program (Africa; Asia; Caribbean and Latin America; Middle East; Russia and Eurasia). One of the courses must be at the 300 level and taken at Trinity.

INTS 401. Senior Seminar in International Studies (one credit)

Middle East Studies

Coordinator: Zayde Antrim (History and International Studies); Affiliated Faculty: Michal Ayalon (Language and Culture Studies), Raymond Baker (International Studies), Janet Bauer† (International Studies), Andrew Flibbert• (Political Science), Kifah Hanna (Language and Culture Studies), Shafqat Hussain (Anthropology), Ronald Kiener (Religious Studies and Jewish Studies), Mareike Koertner (Religious Studies), Gary Reger† (History)

OVERVIEW OF MAJOR

The Middle East studies major engages the region extending from Morocco to Kazakhstan. Through an interdisciplinary approach, we acquaint students with the complex hopes and struggles that animate the diverse peoples and cultures of this vast territory.

REQUIREMENTS

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the Middle East studies major consists of 10 credits, distributed as follows:

Global core course (one credit): See the global studies concentration.

Area courses (five credits): These may be chosen from among the offerings of any department or program, as approved by the concentration coordinator, and must include at least one course at the 300 level taken at Trinity. Normally, eligible courses will mention the area or part of the area in their title.

Electives (three credits): Electives may consist of area courses from any of the area studies majors, additional global core courses, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).

INTS 401. Senior Seminar in International Studies (one credit)

Russian and Eurasian Studies

Coordinator: Associate Professor Katherine Lahti (Language and Culture Studies); Affiliated Faculty: Carol Any (Language and Culture Studies), Carol Clark (Economics), Samuel Kassow (History), Reo Matsuzaki (Political Science), Mitchell Polin† (Theater and Dance), Arthur Schneider (Economics)

OVERVIEW OF MAJOR

From the borders of Germany to the eastern coastline of Russia, from the North Pole to the border of Afghanistan, the vast area and diverse peoples of Russia and Eastern Europe are central to an understanding of the 21st century. Energy and geopolitics clash in this crucible of modern literature and theater. The Russian and Eurasian studies major engages this enormous area culturally, socially, economically, and politically.

REQUIREMENTS

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the Russian and Eurasian studies major consists of 10 credits, distributed as follows:

Global core course (one credit): See the global studies concentration.

Area courses (five credits): These may be chosen from among the offerings of any department or program, as approved by the concentration coordinator, and must include at least one course at the 300 level taken at Trinity. Normally, eligible courses will mention the area or part of the area in their title.

Electives (three credits): Electives may consist of area courses from any of the area studies majors, additional global core courses, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).

INTS 401. Senior Seminar in International Studies (one credit)

Jewish Studies Program

Professor Kiener, Director (Religious Studies). Participating Faculty: Charles H. Northam Professor of History Kas-sow (History); Associate Professor Risser (Classics); Visiting Professor Feinstein (Jewish Studies); Visiting Assistant Professor Hornung (Religious Studies); Lecturer Ayalon (Language and Culture Studies)

OVERVIEW OF MAJOR

Jewish Studies is a multi-disciplinary, College-wide investigation of Jewish civilization in its many historical and geographical manifestations. The scope of the Jewish studies curriculum covers Jewish civilization from its ancient Near Eastern origins through the contemporary history and culture in Israel and the Diaspora communities around the world. It is a secular, academic program with diverse, cross-cultural emphases. For more details on the programs faculty, requirements and sources, visit our Web site at: www.trincoll.edu/Academics/MajorsAndMinors/Jewish/.

REQUIREMENTS

Majors are required to complete, with grades of C- or better, 12 course credits in the Jewish Studies Program.

Core courses:

RELG 109. The Jewish Tradition

RELG 211. Introduction to the Hebrew Bible

HIST 213. Modern Jewish History

And one course dealing with pre-modern Jewish history and society, to be approved by the Program Director

Language: All participants in Jewish studies must satisfactorily arrive at the intermediate level of Hebrew language acquisition (Biblical or modern), or pass an examination demonstrating that level of competence. Language study beyond the intermediate level can be counted as elective work.

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

CLCV 300. Archaeological Excavation

JWST 206. The Arab-Israeli Conflict

JWST 399. Independent Study

RELG 209. Religion in the Contemporary Middle East

RELG 214. Jews in America

RELG 307. Jewish Philosophy

RELG 308. Jewish Mysticism

Capstone/Senior project: In their senior year, majors will complete JWST 497, a one-semester, one-credit senior thesis research tutorial under the primary supervision of a participating faculty member of the Jewish Studies Program. This thesis should be initially planned in consultation with the director. In exceptional circumstances, the director can be petitioned to allow a yearlong, two-credit thesis. The course meets the Writing Intensive Part II requirement.

ADDITIONAL OPPORTUNITIES

Study away: Majors are strongly encouraged to pursue foreign study, normally through either the Hebrew University in Jerusalem or Tel Aviv University.

Honors: The award of honors in Jewish studies will be based on excellence in the senior independent project or thesis and a grade point average of A- or better in the courses for the major.

Minor: Information regarding the Jewish Studies minor can be found in the Interdisciplinary Minors section of the Bulletin.

Fall Term

206. 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. (GLB5) (Enrollment limited) –Kiener

[219. Israeli Film and Visual Media]— Israeli film from the heroic nationalist sentiments of the 1950s to the conflicted alienation of the 21st century, offers a unique window into the history and society of the modern state. This course uses visual media to promote a wide variety of perspectives on Israeli culture and society, and assumes no previous knowledge about Israel. In addition to commercial movies and TV, assigned readings will address Israeli cinema as well as related historical and social issues. (HUM) (Enrollment limited)

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. (0.5 - 1 course credit) –Staff

497. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (WEB) –Staff

Courses Originating in Other Departments

[Classical Civilization 218. Archaeology of the Holy Land]— View course description in department listing on p. 160.

Hebrew 101. Elementary Modern Hebrew I— View course description in department listing on p. 330. –Ayalon

[Hebrew 102. Elementary Modern Hebrew II]— View course description in department listing on p. 330. Prerequisite: C- or better in Hebrew 101 or equivalent.

Hebrew 201. Intermediate Modern Hebrew I— View course description in department listing on p. 330. Prerequisite: C- or better in Hebrew 102 or equivalent. –Ayalon

Hebrew 301. Advanced Modern Hebrew I— View course description in department listing on p. 330. Prerequisite: C- or better in Hebrew 202 or equivalent. –Ayalon

[History 213. Modern Jewish History]— View course description in department listing on p. 267.

[History 355. The Bible in History]— View course description in department listing on p. 271.

Religious Studies 109. Jewish Tradition— View course description in department listing on p. 437. –Kiener

[Religious Studies 209. Religions in the Contemporary Middle East]— View course description in department listing on p. 438.

Religious Studies 211. Introduction to the Hebrew Bible— View course description in department listing on p. 438. –Hornung

Spring Term

[206. 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. (GLB5) (Enrollment limited)

219. Israeli Film and Visual Media— Israeli film from the heroic nationalist sentiments of the 1950s to the conflicted alienation of the 21st century, offers a unique window into the history and society of the modern state. This course uses visual media to promote a wide variety of perspectives on Israeli culture and society, and assumes no previous knowledge about Israel. In addition to commercial movies and TV, assigned readings will address Israeli cinema as well as related historical and social issues. (HUM) (Enrollment limited) –Ayalon

[220. Modern Israeli Literature and Jewish Heritage]— Artists, and especially writers and poets, are the seismographs and mirrors of society, anticipating and reflecting its many forces and movements. During the past two hundred years Jewish life has been profoundly affected by such forces and movements as emancipation, the Enlightenment, assimilation, Zionism, and the Holocaust. A primary focus of modern Israeli writers is the birth of the State of Israel and its ongoing struggles, internally as well as with its Arab neighbors. One of the main ways Hebrew literature captures these significant changes is through the use of biblical themes, images and archetypes which resonate through the generations.

This course will examine the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel. (HUM) (Enrollment limited)

[222. Jewish Literature and Film]— This course explores adaptation of modern Jewish literature to the motion picture. We will explore representations of Jewish life, culture, religion and history in literature and films dealing with the American experience, the Holocaust, and Israel. Mixing history and representation, we will examine how Jews and Jewish history have been represented and misrepresented in films which seek to translate literature into film. We will also explore what these changes can tell us about how Jews sought to present themselves to America, the world, and each other. We will also ask questions such as: What makes a film Jewish? What can films tell us about Jewish experience in the twentieth century and beyond? Weekly reading and film viewing are required. (HUM) (Enrollment limited)

[240. Jews and Muslims in France]— Students will be invited to challenge many commonly held stereotypes, and explore the implications of the often forgotten reality that the Jews and Arab Muslims share a common culture, a history as victims of French colonialism, and many personal and social trials as seen in minority and immigrant narratives in the postcolonial era. (HUM) (Enrollment limited)

[245. Holocaust and Film History]— This is an introductory course to the history of the Holocaust and its representation in film. We will explore the events of 1933-1945 and beyond from a variety of perspectives and geographical locations. As we grapple with this difficult history, we will also consider how it has been represented on screen. Aided by the work of contemporary scholars, we will examine film as document, testimony, propaganda, artistic representation, and consumer product. The Holocaust was a complex phenomenon. And Holocaust films are not an exact reproduction of those events. This course will challenge preconceived notions about the Holocaust and expand students' knowledge through the lens of historian, filmmaker, and consumer. (HUM) (Enrollment limited)

[261. Abraham's Children: Jews, Christians, and Muslims in the Middle Ages]— Jews, Christians and Muslims all claimed Abraham as the founder of their particular form of monotheism. In the Middle Ages, men and women from all three groups had to negotiate relationships in war and peace. Jews lived among Christians and Muslims. Christians and Muslims fought in the Crusades, and all three groups traded with each other in the cosmopolitan cities of the Mediterranean. What kinds of worlds did these people live in? Were they worlds of prejudice and hatred or a pragmatic tolerance? How were the identities of Jews, Christians and Muslims shaped by their interactions during the Middle Ages? Are we still living with the results of those interactions? (HUM) (Enrollment limited)

Courses Originating in Other Departments

Hebrew 102. Elementary Modern Hebrew II— View course description in department listing on p. 331. Prerequisite: C- or better in Hebrew 101 or equivalent. –Ayalon

Hebrew 202. Intermediate Modern Hebrew II— View course description in department listing on p. 331. Prerequisite: C- or better in Hebrew 201 or equivalent. –Ayalon

History 213. Modern Jewish History— View course description in department listing on p. [274](#). –Kassow

[Religious Studies 109. Jewish Tradition]— View course description in department listing on p. [440](#).

Religious Studies 214. Jews in America— View course description in department listing on p. [441](#). –Kiener

Religious Studies 307. Jewish Philosophy— View course description in department listing on p. [443](#). Prerequisite: C- or better in Religion 109. –Kiener

[Religious Studies 308. Jewish Mysticism]— View course description in department listing on p. [443](#). Prerequisite: C- or better in Religion 109.

Language and Culture Studies

Professor Del Puppo●●, Chair; Professor J. Evelein (Acting Chair, spring); Professor Harrington, Associate Chair; Professor Lambright; Adjunct Professor Meléndez; Associate Professors Any, Hanna, Kehrès, Kippur, Lahti, and Shen†; Assistant Professors Hubert† and Souto Alcalde; Principal Lecturers Alcorn, Humphreys●●, Palma, and Wagoner; Senior Lecturer Wang; Lecturers Aponte-Avilés, Goesser Assaiante, and Ayalon; Visiting Associate Professors Solomon and Morales; Visiting Assistant Professors Aldrete, Doerre, Patruno, and Wu; Visiting Lecturers Chmielewska, di Florio, I. Evelein, Flores, King, Mabrouk, and Miyazaki

OVERVIEW OF MAJOR

The Department offers three majors: Plan A, Plan B, and World Literature and Culture Studies. Students who major in other areas of the curriculum, but wish to develop their linguistic skills and knowledge of foreign cultures, may choose to minor in a foreign language.

Course work completed for the major under Plans A or B, or the minor, must receive C- or better, and students must demonstrate oral and written proficiency in the appropriate language(s). First-year students planning to take a language course (other than 101) must take the placement test, administered during first-year orientation.

Upper-level courses are conducted in the foreign language unless otherwise indicated.

REQUIREMENTS

Plan A major: Under this plan, students major in a single foreign language (French, German studies, Hispanic studies, Italian studies, or Russian). Please see listings and descriptions of respective majors. Credit acquired through the Language across the Curriculum program may be applied to the cognate requirements. Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates. Except under exceptional circumstances, this project will be undertaken in the language section's 401. Senior Seminar; it must be done at Trinity College. See full descriptions under individual language headings.

Plan B major: Under this plan, students may combine any two of the languages taught in the Department of Language and Culture Studies and the Classics Department. 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 primary language section's 401 Senior Seminar, which must be done at Trinity College. See full descriptions under individual language headings.

World Literature and Culture Studies: This major is for students who wish to study literature across regional boundaries. Students take four to six language courses; however, literature/culture courses may be chosen from among the department's courses offered in English translation. Also required is LACS 299. Foundations of Language and Culture Studies and three related courses in another department. Please see complete description of requirements and list of courses at the end of the department listing.

Course work completed for the major under Plans A or B, or the minor, must receive C- or better, and students must demonstrate oral and written proficiency in the appropriate language(s). First-year students planning to take a language course (other than 101) must take the placement test, administered during first-year orientation.

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 and culture studies minor must be obtained from the department chair.

Any student wishing to enroll for credit in a lower-level language sequence after having been granted credit for a course in the same language at a higher level must first obtain the written permission of the department chair.

All language skill courses may require extra lab or drill sessions at the discretion of the instructor.

Core courses: Please see listings and descriptions of respective majors.

Capstone/Senior Project: Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates. Except under exceptional circumstances, this project will be undertaken in the language

section's 401. Senior Seminar; it must be done at Trinity College. See full descriptions under individual language headings.

ADDITIONAL OPPORTUNITIES

Study away: Majors and other students are urged to spend at least one semester abroad, or to enroll in a summer study-abroad program or a recognized summer language institute in North America. Special attention is called to the Trinity College programs in Barcelona, Buenos Aires, Paris, Rome, Shanghai, Vienna, and Tokyo. The departmental contacts for these programs are, respectively, Professors Harrington, Hubert, Kehrès, Del Puppo, Shen, Evelein, and Wagoner. Brochures describing each of these programs in detail are available both through the department and the Office of Study Away.

Honors: Departmental honors are awarded to seniors who have maintained an A- average in all courses to be counted toward their major (including cognate courses). A minimum grade of A- is furthermore required in the senior exercise (401).

Language Across the Curriculum: In addition to majoring in a language through Plan A or Plan B, or choosing a minor, there is also the opportunity to apply language skills to a wide array of courses across the entire college curriculum through the Language Across the Curriculum Program.

This option is generally open to all students who have completed the intermediate level (fourth semester, or equivalent) in any foreign language currently taught at Trinity and who are enrolled in any course outside the department in which the instructor, in collaboration with a member of the language and culture studies 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 in the course in question. For further information, see any member of the department.

Blume Language and Culture Learning Center: Language faculty and students at Trinity College have at their disposal a vast array of technology resources to create engaging learning experiences in the classroom and through online environments. The Blume Language and Culture Learning Center provides a 20-seat, dual-platform (Macintosh and Windows) computer laboratory that can be scheduled for instructional purposes on a regular basis or for specific sessions as needed.

The Blume Center staff works closely with the language and culture studies faculty to promote innovative approaches toward the teaching and learning of language and culture. The Blume Center's driving goal is to contribute to a greater understanding of instructional technology and learning theories in order to foster their integration into educational practices and language instruction at all levels.

Through informal discussions and professional collaborations, the Blume Center provides information about and facilitates access to various instructional resources for the language faculty and the larger Trinity community. As an example of such collaborations, the Blume Center partners with academic computing to support teaching and learning on campus by co-sponsoring workshops, via the Student Technology Assistant Program, and collaborating on technology-based projects.

Courses designated with the LACS department prefix are conducted in English.

Fall Term

255. Exile from Nazi Germany— In the 1930s, thousands of writers, scientists, filmmakers, philosophers, historians, musicians, architects, and artists were driven into exile by the Nazi regime. The majority of émigrés, many of whom were Jewish, settled in the United States and went on to make significant contributions to the country's intellectual and cultural life. The purpose of this course is threefold: to introduce the concept of exile; to study the particular circumstances and stories of exile from Nazi Germany and Nazi-occupied Europe; to become familiar with the accomplishments of exiles in the fields of literature, film, music, and culture studies. Special emphasis will be placed on the impact of German and Austrian filmmakers in Hollywood and on the stamp of exiles on the U.S. academic world. (WEA2) (Enrollment limited) –Evelein

[266. Marx, Nietzsche, Freud]— This survey of German intellectual history from 1848 to the present will acquaint students with writings of Marx, Freud, Nietzsche, and the many others who shaped subsequent western culture and thought. Drawing upon close readings of excerpts from pivotal works, we will examine the relevance

of such works in the matrix of artistic trends and historical circumstances from which they emerge. Short literary pieces (Franz Kafka, Thomas Mann) will be included. (GLB2) (Enrollment limited)

[268. Inside the Third Reich: Culture, Politics, and the Everyday in Nazi Germany]— What was the Third Reich? Through the examination of various primary and secondary texts, this course takes an in-depth look at life inside Nazi Germany. Themes include the role of propaganda in the media and entertainment industries, Volk, anti-Semitism, race, narratives of the persecuted, the aesthetics of fascism, gender, youth organizations, resistance, and collapse. (GLB2) (Enrollment limited)

272. Mafia— In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists, and political scientists. It has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: seminar reports, several short papers, and full attendance and participation. (Listed as both LACS 272 and ITAL 272.) (GLB2) (Enrollment limited) –Alcorn

[282. Dostoevsky]— (Conducted in English.) Reading and discussing Dostoevsky's literary works, we will try to answer the social, psychological, philosophical, and religious questions that tortured him. We will examine Dostoevsky's reaction to social problems he saw in 19th-century Russia: family breakdown, alienation and powerlessness in the workplace, the daily humiliations of living in a system that ranks people according to their salary; and we will try to answer the underlying question: how can people connect with each other in the modern age? Modernity's preference for science and social science also troubled Dostoevsky. If human actions are scientifically predictable, can people ever be free? We will examine the unsavory solutions Dostoevsky offered: spite, game-playing, crime, radical nihilism, and others. Do religions, with all their glaring contradictions, offer a viable answer? The search for answers to these and other questions will open up new vistas and will educate students about one of the most influential world writers, the author of such classics as *Notes from Underground*, *Crime and Punishment*, and *The Brothers Karamazov*. (Listed as LACS 333-10 and under the Russian and Eurasian studies concentration of the International Studies program.) (GLB2) (Enrollment limited)

284. Fantasy and Realism in Russian Literature— All readings and discussion will be in English. Through the enduring traditions of fantasy and realism, Russian literature has probed human dilemmas and invited self-examination. We shall read these works as art and entertainment, and also for what they help us learn about ourselves. A disturbing world of the uncanny, populated by murderous doubles, human snakes, talking dogs, ghosts, and other diabolical creatures will open up to us and haunt our imaginations. As we consider the realist and fantastic streams, we shall ultimately ask the question: can we really define the difference between them? Authors to be read include Gogol, Dostoevsky, Chekhov, and others. This course will introduce the students to some of the greatest works in the Russian literary canon. (Listed as both LACS 233-36 and RUSS 233-01; and under the Russian and Eurasian Studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Lahti

[285. Love, Sex, and War in Tolstoy]— This course offers a detailed and varied exploration of Tolstoy's greatest fiction. Writer and prophet, aristocrat and socialist, moralist and hedonist, Tolstoy contained a bundle of contradictions in a mind of artistic genius. As we seek to uncover the aesthetic workings of his stories and novels, we will have ample opportunity to discuss the subjects of these works—romantic love, sexual expression, family life, war as military theory and as human experience, and the individual's search for meaning in relation to the works themselves and to our own lives. Tolstoy's youth, military service, marriage, religious conversion, and contentious relations with those around him will be discussed in connection with his literary art. (Listed as both LACS 285 and RUSS 285; under the Russian and Eurasian studies concentration of the International Studies Program; and under the Women, Gender, and Sexuality Program.) (GLB2) (Enrollment limited)

320. French Cinema— This course is designed to familiarize students with the development and art of the French cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant

literary and critical texts will accompany each film. Lectures and coursework will be in English. (Listed as both LACS 320-01 and FREN 320-01.) (GLB2) (Enrollment limited) –Humphreys

335. 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. (Listed as both LACS 335 and ITAL 335.) (GLB2) (Enrollment limited) –Del Puppo

399. Independent Study— Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 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.

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

[224. Introduction to Arab and Middle Eastern Cinemas]— This course offers an overview of the social and artistic role of cinema in the Arab world. It presents a historical outlook on the rise and development of cinema in the broader Middle East and North Africa through an investigation of this genre and the use of critical and cultural theory. It examines the artistic and cultural relationship of cinema to the societies it represents by utilizing a variety of structured thematic viewpoints such as the configuration of society and community, children in times of war, feminist discourse, and homosexuality, in order to explore cinema as an integral part of Arabic popular culture. The lectures will be organized around weekly screening of films in addition to related critical readings. No previous knowledge of Arabic language is required. This course is also listed under the African studies concentration and Middle Eastern studies concentration of the International Studies program and under the Women, Gender, and Sexuality program. (HUM) (Enrollment limited)

226. Writing the Body in Contemporary Arabic Literature— This course offers detailed analyses of gendered perceptions of sexuality in contemporary Arabic literature. It examines literary and cinematic trends of portraying sexuality in the Arab Middle East. Through close readings of several prominent Arab authors, students will investigate topics related to writing the body, sexuality and love, the ethics and aesthetics of morality, homosocial relations, sexual performances, and homoerotic practices. These themes will be explored against the background of major historical, political, and social events in the modern Middle East and supported by a number of theoretical readings, films, and documentaries. No knowledge of Arabic language is required. (HUM) (Enrollment limited) –Hanna

236. Japanese Crime Literature and Film— This course examines major works of Japanese crime literature and film from the works of Edogawa Rampo, known as the father of crime fiction in Japan, to those of contemporary writers to explore social and moral issues reflected in them. While Japanese writers and filmmakers of this genre readily acknowledge Western influences, the literary and cinematic explorations of crime in Japan have also developed on a trajectory of their own, producing works that are easily distinguishable from those of other cultures. The course will also consider the mixing of the crime genre with others, such as ghost and science fiction genres. Works studied in this course include those of Edogawa Rampo, Akira Kurosawa, Miyuki Miyabe, Seicho Matsumoto, and Kobo Abe, as well as yakuza movies. Readings and discussion in English. (GLB) (Enrollment limited) –Wu

236. Modern Italy— An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both LACS 236 and ITAL 236-01; and under the History Department.) (GLB2) (Enrollment limited) –Alcorn

243. The 18th Century in Literature/Film/Music— The French 18th century has never been so popular with film-makers. In this course, we will study a selection of films whose subject is the history and cultural life of 18th-century France and examine the relevance of 18th-century issues for the contemporary world. Attention will be paid to literary texts and other documents upon which the films are based and to questions of historical interpretation and film technique. The films studied include *Que la fête commence* by Bertrand Tavernier, *La Religieuse* by Jacques Rivette, *Les Amants* by Louis Malle, *Dangerous Liaisons* by Stephen Frears, *The Affair of the Necklace* by Charles Shyer, *Ridicule* by Patrice Leconte, and *L'Anglaise et le duc* by Eric Rohmer. (GLB2) (Enrollment limited) –Kehres

[250. Divided Germany and the Cold War]— In this course students explore life in divided Germany as portrayed in literature and film from both sides of the border. Against the backdrop of Nazi Germany's defeat, the daunting task of rebuilding the country—free market or soviet style—and the ebb and flow of Cold War tension, students become familiar with major writers and filmmakers taking the pulse of the German people. Featured prominently are the city of Berlin as the epicenter of the Cold War, the nuclear arms' race and peace efforts, coming to terms with Germany's Nazi past, the dream of "normalcy", and the fall of the Berlin Wall.—Taught in English (GLB2) (Enrollment limited)

259. The Postwar German Film— This course will explore the social and political landscape of postwar Germany from 1945 to the present by looking at a broad range of films from East and West Germany, and Austria, that encompass a wide variety of genres, filmmakers, and movements. The themes examined will include, but not be limited to, the creation of a new cinema after World War II, filmmaking during the Cold War, avant-garde cinema, German history through film, socially critical cinema, and Germany today. Directors will include Wolfgang Staudte, Volker Schlöndorff, R.W. Fassbinder, Werner Herzog, Margarethe von Trotta, Fatih Akin, and Christian Petzold. (HUM) (Enrollment limited) –Doerre

[261. Berlin to Hollywood]— Through close examination of films and readings, this course will explore the influence that filmmaking during the Weimar Republic period of German history had on Hollywood and American popular culture. By looking closely at films and filmmakers, we will examine the continuities and breaks between German film and classic Hollywood film. Starting with the expressionism and new objectivity styles in Germany during the 1920s, we will move on to emigration of filmmakers from the Third Reich and their work in Hollywood. Among others, we will examine genres such as the anti-Nazi film, film noir, and comedies, as well as explore questions regarding race, gender, and ideology. (GLB2) (Enrollment limited)

264. Literature and the Law— In literature and in law, language shapes rhetorical worlds that seek to represent, constitute and interpret the actions of human beings and their world. Therefore, examining how the law is represented in literature gives insight both into how this representation shifts to accommodate historical and cultural differences, and how central the role of narrative is to legal institutions. This course will focus on representations of the law in German-language literature from the late 18th century onward, to examine how literature relates the human condition to law, to other central cultural values (love, honor and justice), and how literature can put the law itself into question. The course will emphasize literary interrogations of National Socialist law, which take up these questions in their most urgent form. Taught in English. (HUM) (Enrollment limited) –Assaiante

272. Mafia— In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists, and political scientists. It has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: seminar reports, several short papers, and full attendance and participation. (Listed as both LACS 272 and ITAL 272.) (GLB2) (Enrollment limited) –Alcorn

[274. Food in Italian History, Society, and Art]— The saying, "A tavola non s'invecchia" ("One does not age at the supper table"), expresses the importance of food and eating for Italians. In this course, we will examine the relationship between food and culture in Italy, from the Romans to the present, through a variety of readings and

tasting experiences. Topics include: the importing and exporting of different foods in antiquity as an instance of cultural and economic exchange; medieval beliefs about intellectual and physical aptitudes associated with diet; the representation of food in art, literature, and cinema; regional cuisines and cultural identities; and the language of food. We will also discuss Italian and Italian-American cuisine as the reflection of related, yet very different, cultures. Students may opt to undertake a Community Learning Initiative in consultation with the course instructor. (Listed as both LACS 274 and ITAL 274.) (GLB2) (Enrollment limited)

285. Love, Sex, and War in Tolstoy— This course offers a detailed and varied exploration of Tolstoy's greatest fiction. Writer and prophet, aristocrat and socialist, moralist and hedonist, Tolstoy contained a bundle of contradictions in a mind of artistic genius. As we seek to uncover the aesthetic workings of his stories and novels, we will have ample opportunity to discuss the subjects of these works—romantic love, sexual expression, family life, war as military theory and as human experience, and the individual's search for meaning in relation to the works themselves and to our own lives. Tolstoy's youth, military service, marriage, religious conversion, and contentious relations with those around him will be discussed in connection with his literary art. (Listed as both LACS 285 and RUSS 285; under the Russian and Eurasian studies concentration of the International Studies Program; and under the Women, Gender, and Sexuality Program.) (GLB2) (Enrollment limited) –Any

288. Who Am I and Where Am I Going?— How many personal identities do you have? Lover, friend, brother or sister, gambler, worshipper, skeptic, liar, outsider, psychotic—we may play all of these parts simultaneously or at different times in our lives. Through discussion of short literary texts, with some forays into religion and psychology, we will consider the ways in which our multiple identities shape our self-image as well as how others see us. Readings will be chosen from, among others, Tennessee Williams, Dostoevsky, Freud, and the Bible. (GLB2) (Enrollment limited) –Any

[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, Lina Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. Students wishing to apply this course toward the major in Italian must secure permission of the instructor. They will complete their assignments in Italian and meet with the instructor in supplementary sessions. Faithful attendance is required. (Listed as both LACS 290 and ITAL 290.) (GLB2) (Enrollment limited)

299. Foundations of Language and Culture Studies— This course (taught in English) starts from the premise that all language acts are culturally based. The main topics of the course fall into three categories: what is language; critical approaches to culture studies with an emphasis on literary texts; translation. We will also explore what happens when a literary text is translated from one language into another. Students will have a chance to do individualized work that bears upon their own language of study. The course features regular guest lectures by faculty from a range of languages and fields. (HUM) (Enrollment limited) –Harrington

399. Independent Study— Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

401. Senior Project— The capstone project for the World Literature and Culture Studies major. To enroll, students must submit a completed special registration form available from the Registrar's Office. (WEB) –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. (0.5 - 1 course credit) –Staff

Courses Originating in Other Departments

College Course 151. French Film Festival— View course description in department listing on p. 164. –Kehres, Kippur

English 330. Sex, Violence and Substance Abuse: Mexico by Non-Mexicans— View course description in department listing on p. 230. –Goldman

Arabic

FACULTY

Associate Professor Hanna; Visiting Lecturer Mabrouk

REQUIREMENTS

Core courses: Students choosing a Plan B major in Language and Culture Studies may elect Arabic as their secondary language. Students who do so are required to take five courses in Arabic beyond ARAB 101, including at least one course in Arabic literature and culture (ARAB 224, 225, 226).

Capstone/Senior Project: Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates. Except under exceptional circumstances, this project will be undertaken in the language section's 401. Senior Seminar; it must be done at Trinity College.

ADDITIONAL OPPORTUNITIES

Honors: Departmental honors are awarded to seniors who have maintained an A- average in all courses to be counted toward their major (including cognate courses). A minimum grade of A- is furthermore required in the senior exercise (401).

The minor in Arabic: For students who wish to minor in Arabic, this is a sequence of five courses: ARAB 101, 102, 201, 202, and 301, designed to develop linguistic skills and to give an appreciation of Arab culture and civilization. In addition, students are required to take either ARAB 224, 225, 226, or LING 101. Introduction to Linguistics, or a course in the Middle East section of the International Studies Program. No more than one transfer credit may be applied to the minor.

To declare a minor in Arabic, contact Associate Professor Kifah Hanna. Students interested in cross-disciplinary approaches to the study of Middle Eastern culture are referred to the Middle Eastern studies concentration.

Arabic

Fall Term

101. Intensive Elementary Arabic I— Designed to develop fundamental skill in both spoken and written Arabic. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic grammatical structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour per week. (Also listed under the African Studies concentration of the International Studies Program.) (1.5 course credits) (HUM) (Enrollment limited) –Mabrouk

201. Intermediate Arabic I— Continuation of Arabic 102, with an introduction to Arabic composition as well as further grammatical study and conversation practice. Required lab work. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: C- or better in Arabic 102 or equivalent. (HUM) (Enrollment limited) –Hanna

301. Intermediate Arabic III— Continuation of Arabic 202, introducing increasingly complex grammatical structures through culturally based materials and literary texts, with a programmed expansion of vocabulary to 1,500 words. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: C- or better in Arabic 202 or equivalent. (GLB2) (Enrollment limited) –Hanna

399. Independent Study— Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

401. Advanced Arabic I: Conversation and Composition— This course builds on grammatical concepts acquired in elementary and intermediate courses (101-302). It introduces alternative stylistic tools for oral, aural, and writing skills with a vigorous expansion of vocabulary related to contemporary Arab culture and daily events in the Middle East. We will focus on two key areas of Arabic grammar: the root and pattern system, and complex sentence structure. Students will gain knowledge of grammatical aspects such as active and passive participles, geminate verbs, passive voice, circumstantial clauses, and nouns of place and time (to name a few) and learn more on idafas, broken plurals and superlatives and comparative forms. We will read and discuss authentic texts (short stories, newspapers, and magazine articles) and view films and various news clips in Arabic. Prerequisite: C- or better in Arabic 302 or equivalent. (HUM) (Enrollment limited) –Hanna

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

102. Intensive Elementary Arabic II— Designed to develop basic language skills learned in Arabic 101. Four hours of class work, plus one required drill hour per week. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: C- or better in Arabic 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Mabrouk

202. Intermediate Arabic II— Continuation of Arabic 201, leading to a completion of essential basic grammatical constructions as well as further conversational practice. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: C- or better in Arabic 201 or equivalent. (GLB2) (Enrollment limited) –Hanna

[224. Introduction to Arab and Middle Eastern Cinemas]— This course offers an overview of the social and artistic role of cinema in the Arab world. It presents a historical outlook on the rise and development of cinema in the broader Middle East and North Africa through an investigation of this genre and the use of critical and cultural theory. It examines the artistic and cultural relationship of cinema to the societies it represents by utilizing a variety of structured thematic viewpoints such as the configuration of society and community, children in times of war, feminist discourse, and homosexuality, in order to explore cinema as an integral part of Arabic popular culture. The lectures will be organized around weekly screening of films in addition to related critical readings. No previous knowledge of Arabic language is required. This course is also listed under the African studies concentration and Middle Eastern studies concentration of the International Studies program and under the Women, Gender, and Sexuality program. (HUM) (Enrollment limited)

226. Writing the Body in Contemporary Arabic Literature— This course offers detailed analyses of gendered perceptions of sexuality in contemporary Arabic literature. It examines literary and cinematic trends of portraying sexuality in the Arab Middle East. Through close readings of several prominent Arab authors, students will investigate topics related to writing the body, sexuality and love, the ethics and aesthetics of morality, homosocial relations, sexual performances, and homoerotic practices. These themes will be explored against the background of major historical, political, and social events in the modern Middle East and supported by a number of theoretical readings, films, and documentaries. No knowledge of Arabic language is required. (HUM) (Enrollment limited) –Hanna

302. Intermediate Arabic IV— Continuation of Arabic 301, presenting alternative stylistic tools for oral and written communication, with a vigorous expansion of vocabulary. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: C- or better in Arabic 301 or equivalent. (GLB2) (Enrollment limited) –Hanna

399. Independent Study— Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

402. Advanced Arabic II: Composition and Style— This course is a continuation of Arabic 401. We will closely read and analyze complex authentic texts in order to develop a high level of proficiency and grammatical accuracy in Modern Standard Arabic and colloquial Levantine. We will continue to vigorously focus on the root and pattern system. Students will study new grammatical aspects such as the imperative, the prohibitive, hollow and weak verbs, assimilation in and basic meanings of certain awzan, and the different types of grammatical objects (to name a few). Students will learn different styles of narration and significantly expand their vocabulary repertoire. Prerequisite: C- or better in Arabic 401 or equivalent. (HUM) (Enrollment limited) –Hanna

[466. Teaching Assistantship]— Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit)

Chinese

FACULTY

Associate Professor Shen†; Senior Lecturer Wang; Visiting Assistant Professor Wu

REQUIREMENTS

Core courses: Students choosing a Plan B major in language and culture studies may elect Chinese as the primary or secondary language.

Students who choose Chinese as the primary language are required to take seven courses beyond the 101 level. These seven courses must include at least one course from offerings in Chinese literature and culture (INTS/CHIN 237), and CHIN 401/INTS 395. Special Topics in Chinese. 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 CHIN 401/INTS 395.

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 and culture (INTS/CHIN 237).

Capstone/Senior Project: 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; it must be done at Trinity College.

The Writing Intensive Part II requirement in this major is fulfilled by one of the following courses: CHIN 401/INTS 395. Special Topics in Chinese or INTS/CHIN 237. 20th Century Chinese Literature.

ADDITIONAL OPPORTUNITIES

Honors: Departmental honors are awarded to seniors who have maintained an A- average in all courses to be counted toward their major (including cognate courses). A minimum grade of A- is furthermore required in the senior exercise (401).

The minor in Chinese: Students who do not wish to major in Chinese Plan B can minor in Chinese. Students minoring in Chinese take five courses beyond CHIN 101. One of the five courses must be INTS/CHIN 237. The other four courses should be chosen from CHIN 102, 201, 202, 301, 302, 401, 413, and 415. The minor will include an additional half credit of academic work to be fulfilled in one of the following three ways:

- a .5-credit *Language Across the Curriculum* unit (Please see the description of *Language Across the Curriculum* at the head of this Department's listings). A course taken abroad may count as a *Language Across the Curriculum* unit with the adviser's approval.
- a one-semester teaching assistantship (via enrollment in CHIN 466 for a half credit)
- a .5-credit integrating paper (via enrollment in CHIN 399 for a half credit)

No more than one transfer credit may be applied to the minor in Chinese. In order to successfully complete the minor, students must achieve a grade of B or above in the highest level language course or pass the proficiency test administered by the language concentration coordinator.

To declare a minor in Chinese, contact Professor Shen. Students interested in cross-disciplinary approaches to the study of Asian cultures are referred to the Asian studies interdisciplinary minor.

Chinese
Fall Term

101. Intensive Elementary Chinese I— Designed to develop fundamental skill in both spoken and written Mandarin. About 300 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Students with previous training and background in Chinese should consult the instructor for proper placement. (Also listed under the Asian Studies concentration of the International Studies Program.) (1.5 course credits) (HUM) (Enrollment limited) –Wang

201. Intensive Intermediate Chinese I— This course emphasizes the continued development of skill in spoken and written Mandarin. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take both 201 and 202 in sequence. Four hours of class work, plus one required drill hour. (Also listed the Asian Studies concentration of the International Studies Program.) Prerequisite: C- or better in Chinese 102 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Wang

[237. 20th-Century Chinese Literature]— A survey of modern Chinese literature, 1918-2000. We will study three major periods of the 20th century: 1918-1949, 1949-1976, and 1976 to the present. The course will concentrate on the work of writers such as Lu Xun, Yu Dafu, Eileen Chang (Zhang Ailing), Xu Zhimo, Mao Dun, Shen Congwen, Bei Dao, Yu Hua, Su Tong, and Wang Anyi. Students will be introduced to the basic developmental trajectory of 20th-century Chinese literature, and will explore interactions between social-historical conditions and the production of modern Chinese literary works. Readings and discussion in English. (GLB) (Enrollment limited)

301. Advanced Chinese I— Further development of skill in written and spoken Mandarin, with increasing emphasis on longer texts, additional characters, and extensive discussion. In order to secure maximum proficiency, students should plan to take both 301 and 302 in sequence. (Also listed under the Asian Studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Wu

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

413. Advanced Chinese III— Students will further develop skills 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 413 and 415 in sequence. Prerequisite: C- or better in Chinese 302 or equivalent. (GLB2) (Enrollment limited) –Wu

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

102. Intensive Elementary Chinese II— Continuation of Chinese 101, with increased emphasis on conversational practice. An additional 300 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: C- or better in Chinese 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Wang

202. Intensive Intermediate Chinese II— Continuation of Chinese 201, with further emphasis on written and spoken development of the current idiom. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: C- or better in Chinese 201 or equivalent. (1.5 course credits) (GLB2) (Enrollment limited) –Wang

237. 20th-Century Chinese Literature— A survey of modern Chinese literature, 1918-2000. We will study

three major periods of the 20th century: 1918-1949, 1949-1976, and 1976 to the present. The course will concentrate on the work of writers such as Lu Xun, Yu Dafu, Eileen Chang (Zhang Ailing), Xu Zhimo, Mao Dun, Shen Congwen, Bei Dao, Yu Hua, Su Tong, and Wang Anyi. Students will be introduced to the basic developmental trajectory of 20th-century Chinese literature, and will explore interactions between social-historical conditions and the production of modern Chinese literary works. Readings and discussion in English. (GLB) (Enrollment limited) –Wu

302. Advanced Chinese II— Concentration on advanced writing and speaking skills, further acquisition of compound characters, and further extensive practice in complex reading. (Also listed under the Asian Studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Wu

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

415. Advanced Chinese IV— Students will improve skills in written and spoken Mandarin for formal occasions and conversations. Focuses will be given to students' ability to use the language formally and idiomatically. Prerequisite: C- or better in Chinese 413 or equivalent. (GLB2) (Enrollment limited) –Wang

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

French

FACULTY

Associate Professors Kehrès and Kippur; Principal Lecturer Humphreys; Visiting Associate Professor Solomon; Visiting Lecturers Evelein and Mabrouk

OVERVIEW OF MAJOR

Students may major in French (Plan A major) or French and a second language (Plan B major).

REQUIREMENTS

Plan A majors in French are required to have 11 courses beyond FREN 102.

Plan B majors whose primary concentration is French are required to have seven courses in French beyond FREN 102.

Plan B majors whose secondary concentration is French are required to have five courses in French beyond FREN 102.

Plan A majors:

Core Courses: All Plan A majors in French are required to have 11 courses beyond FREN 102. The following five are required: FREN 241. Advanced Composition and Style; FREN 251. French Literature I: From the Middle Ages to Romanticism; FREN 252. French Literature II: Modern French Literature (no more than one of these three may be by transfer credit); at least one FREN 355 course from the special topics cycle to be taken at Trinity College, and FREN 401.

Electives: Six electives are required. Three electives be taken in another discipline (numbered at other than the 100 level), focusing on France or on some aspect of Francophone studies. These courses may be found, for example, among the offerings of such departments or programs as English, history, fine arts, international studies, music, philosophy, political science, the other sections of the Language and Culture Studies Department, or the equivalents of such offerings in any approved foreign study program.

Plan B majors:

Plan B majors whose primary concentration is French are required to have seven courses in French beyond FREN 102; the following are required: FREN 241, FREN 251 and 252, at least one French 300-level course (to be taken at Trinity College), and FREN 401. Among the remaining two elective courses, one course not offered under a French

rubric (numbered at other than the 100 level) focusing on France or on some aspect of Francophone study may be counted toward the major (see examples under Plan A major above).

Plan B majors whose secondary concentration is French are required to have five courses in French beyond FREN 102; the following are required: FREN 241, FREN 251, and FREN 252.

Capstone/Senior Project: The Writing Intensive Part II requirement for Plan A majors and Plan B majors whose primary concentration is French is fulfilled by FREN 401: Senior Seminar. This course culminates in a 20-25 page research paper. Students double-majoring in French and another discipline are encouraged to combine research interests; however, no part of their senior project can be translated material from coursework in another department.

The Writing Intensive Part II requirement for Plan A majors and Plan B majors whose primary concentration is French is fulfilled by FREN 401: Senior Seminar. This course culminates in a 20-25 page research paper. Students double-majoring in French and another discipline are encouraged to combine research interests; however, no part of their senior project can be translated material from coursework in another department.

ADDITIONAL OPPORTUNITIES

Study away: All Plan A and Plan B majors are encouraged to study in an approved program in some part of the Francophone world.

Honors: Students qualifying for honors in their French majors must attain a cumulative average of A- or better in all courses counting toward the major, including FREN 401.

The minor in French: For students who wish to minor in French, this is a sequence of 5.5 credits beyond **FREN 102** designed to develop linguistic skills and to give an appreciation of Francophone culture and civilization. The five required courses in French must include **FREN 281. Conversational French: Current Events** and can include, but are not limited to, **FREN 250, 251, 252**, or a 300-level course in French. The additional .5 credit can be achieved through the French Film Festival course (with written work done in French), or another 1-credit French course. A maximum of one course taught in English under the Language and Culture Studies rubric may be counted toward the minor, only if written work done in French. No more than one transfer credit taken in a program other than Trinity-in-Paris may be applied to the minor.

To declare a minor in French, contact Karen Humphreys, Jean-Marc Kehrès, or Sara Kippur. Students interested in cross-disciplinary approaches to the study of Francophone culture are referred to the French studies interdisciplinary minor.

French Fall Term

101. Intensive Elementary French I— Designed to develop a basic ability to read, write, understand, and speak French. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Meets 4 times a week. Students with three or more years in high school French may not enroll in this course. (1.5 course credits) (HUM) (Enrollment limited) –Evelein, Solomon

102. Intensive Elementary French II— Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: C- or better in French 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Mabrouk

201. Intermediate French I— Review of basic grammatical concepts and development of fundamental language skills, with increasing emphasis on written expression and spoken accuracy. Use is made of video-based presentations. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: C- or better in French 102 or equivalent. (HUM) (Enrollment limited) –Humphreys, Kehres

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: C- or better in French 201 or equivalent, or permission of instructor. (GLB2) (Enrollment limited) –Solomon

241. Advanced Composition and Style— Development of a high level of proficiency through the reading and analysis of texts and films in contemporary idiomatic French, with considerable emphasis on attainment of grammatical accuracy. Prerequisite: C- or better in French 202 or equivalent, or permission of instructor. (GLB2) (Enrollment limited) –Humphreys

247. Introduction to Francophone Studies— This course provides an introduction to the history, literature and culture of the Francophone world. Through a range of texts and films hailing from French-speaking countries in Africa, the Caribbean, and the Americas, we explore the legacy of colonialism and post-colonialism, and pay particular attention to issues of race, identity, language, and nationhood. Conducted in French. Prerequisite: C- or better in French 241 or equivalent. (GLB2) (Enrollment limited) –Kippur

251. French Literature I: From the Middle Ages to Romanticism— This course is designed to introduce the student to the major authors of French literature from the Middle Ages to the 19th century. Representative works will be read in chronological order to foster a sense of literary history. Special emphasis will be placed on techniques of literary appreciation. Class conducted entirely in French. Prerequisite: C- or better in French 241 or equivalent. (GLB2) (Enrollment limited) –Kehres

281. Conversational French: Current Events— This course is designed for students who want to acquire greater proficiency in their oral expression and are interested in current events. We will examine current political, social, historical and educational issues as they appear in French newspapers and magazines such as *L'Express*, *Le Monde*, *Le Nouvel Observateur* and other online resources. Students will participate in class discussions, prepare oral reports and conduct presentations on the issues under study. Prerequisite: C- or better in French 241 or equivalent. (GLB2) (Enrollment limited) –Evelein

320. French Cinema— This course is designed to familiarize students with the development and art of the French cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant literary and critical texts will accompany each film. Lectures and coursework will be in English. (Listed as both LACS 320-01 and FREN 320-01.) (GLB2) (Enrollment limited) –Humphreys

[355. 18th-Century Enlightenment]— The Enlightenment can be defined as a movement of political, social, and philosophical contestation advocating the reign of reason and progress. This course will examine the manifestations of this questioning through the study of the dominant genres of the periods: plays, philosophical tales, dialogues, novels. We will also study a selection of films whose subject is the history and cultural life of 18th-century France and examine the relevance of 18th-century issues to the contemporary world. Sample reading list, *L'le des esclaves*, Marivaux, *Le Neveu de Rameau*, Diderot *Candide*, Voltaire, *Le Mariage de Figaro*, Beaumarchais, *Les Infortunes de la vertu*, Sade. Films: *Que la fte commence*, Bertrand Tavernier, *Ridicule*, Patrice Leconte, *L'Anglaise et le duc*, *ric Roemer*. Prerequisite: C- or better in French 251 or 252, or permission of instructor. (GLB2) (Enrollment limited)

355. French Radicals— Radical, irreverent, and trailblazing: such terms typify an uncanny number of French writers and intellectuals of the 20th century, who inspired political and literary movements across the globe. From the Dreyfus Affair to Charlie Hebdo, and by way of feminism, existentialism, postcolonialism, French theory, and current debates on the burqa and secularism, we will study critical moments when French and Francophone thinkers changed the history of modern thought. We will examine a range of materials (novels, radio broadcasts, films, political treatises, comics, graffiti and street art). At every turn, we will consider both how literature is political, and how politics becomes the stuff of literature. Readings by Barthes, Beauvoir, Camus, Fanon, Houellebecq, Sansal, Sartre, Wittig, and Zola. Prerequisite: C- or better in French 251 or 252, or permission of instructor. (GLB2) (Enrollment limited) –Kippur

[355. Special Topics in French Literature: Writing Life Stories in the 20th Century]— Why write stories about our lives? How do authors put into writing the personal, traumatic, and often unbelievable experiences they've had in life? This course considers how authors construct fictional and autobiographical selves in French and Francophone literature of the 20th century. By looking at first-person narratives as presented in novels, memoirs, war testimonies, and journals, we will examine the often tenuous boundary between truth and fiction, probe the assumptions we bring to reading autobiographical texts, and pay close attention to the representation of national identity, trauma, and loss. Among the authors to be considered are Proust, Leiris, Beckett, Sartre, Duras, Sarraute,

Camus, Chraïbi, Conde, Berr, and Federman Prerequisite: C- or better in French 251 or 252, or permission of instructor. (HUM) (Enrollment limited)

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. (0.5 - 1 course credit) –Staff

Spring 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. Meets 4 times a week. Students with three or more years in high school French may not enroll in this course. (1.5 course credits) (HUM) (Enrollment limited) –Solomon

102. Intensive Elementary French II— Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: C- or better in French 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Evelein, Mabrouk

201. Intermediate French I— Review of basic grammatical concepts and development of fundamental language skills, with increasing emphasis on written expression and spoken accuracy. Use is made of video-based presentations. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: C- or better in French 102 or equivalent. (HUM) (Enrollment limited) –Evelein

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: C- or better in French 201 or equivalent, or permission of instructor. (GLB2) (Enrollment limited) –Solomon

241. Advanced Composition and Style— Development of a high level of proficiency through the reading and analysis of texts and films in contemporary idiomatic French, with considerable emphasis on attainment of grammatical accuracy. Prerequisite: C- or better in French 202 or equivalent, or permission of instructor. (GLB2) (Enrollment limited) –Solomon

243. The 18th Century in Literature/Film/Music— The French 18th century has never been so popular with film-makers. In this course, we will study a selection of films whose subject is the history and cultural life of 18th-century France and examine the relevance of 18th-century issues for the contemporary world. Attention will be paid to literary texts and other documents upon which the films are based and to questions of historical interpretation and film technique. The films studied include *Que la fte commence* by Bertrand Tavernier, *La Religieuse* by Jacques Rivette, *Les Amants* by Louis Malle, *Dangerous Liaisons* by Stephen Frears, *The Affair of the Necklace* by Charles Shyer, *Ridicule* by Patrice Leconte, and *L'Anglaise et le duc* by ric Rohmer. (GLB2) (Enrollment limited) –Kehres

252. Modern French Literature— This course will be a survey of the major texts of the 19th and 20th century France. Principles of literary history and literary appreciation will be emphasized. Prerequisite: French 241 or equivalent (GLB2) (Enrollment limited) –Kippur

305. Modern Culture and Civilization— A study of modern France through its history, arts, politics, and

social structures. This course is designed to help students understand why the French think the way they do and why their societal concepts are often very different from those of the Americans. To do so we will see that for the French the presence of the past deeply informs the present and how this historical phenomenon has shaped, at least in part, the concept of the family, the government, the educational system, and the position of women in France. We will also examine the important issue of immigration, which is one of France's major social issues today. Finally, we will look at the role that France is playing in the shaping of European unity. Prerequisite: C- or better in French 241 or equivalent. (GLB2) (Enrollment limited) –Kehres

[355. The World of Marcel Proust]— Marcel Proust is arguably the most iconic and influential French author of the twentieth century. The proustian gaze reaches into every aspect of social, intellectual and artistic life of the period from 1870 to 1920. In this course, a close reading of *Du côté de chez Swann*, provides an initiation to the world of Proust and *À la recherche du temps perdu*. Substantial extracts from other parts of the epic seven volume novel will allow a more in-depth understanding of the author's ideas and of the narrative arch of his work. We will also study a number of adaptations of Proust's novel in film and other media. (Enrollment limited)

[355. Dandyism, Decadence, and the Cult of the Self]— This course explores the developments and intersections of style, fashion, and the self in 19th-century French culture. Baudelaire answers his own question in reference to dandyism—"what is this unofficial institution which has formed so haughty and exclusive a sect?"— he claims, it is "the burning need to create for oneself a personal originality." In the age of industrial revolution and mechanical reproduction, the place of the individual in society—particularly urban society—is wrought with paradoxes. We will examine many of these contradictions in a variety of fictional, poetic, and critical texts as well as through visual media. Authors include but are not limited to Balzac, Baudelaire, Barbey d'Aureville, J-K Huysmans, Oscar Wilde, Rachilde, Renée Vivien, Michel Foucault, Pierre Bourdieu, and Roland Barthes. Prerequisite: C- or better in French 251 or 252, or permission of instructor. (GLB2) (Enrollment limited)

359. Crime Stories— Conducted in French, this course will explore the detective novel and the roman noir genres exemplified in major francophone novels and their cinematographic adaptations. Texts studied include Georges Simenon's *L'Affaire Saint-Fiacre*, Didier Daeninckx's *Play-Back* and Jean-Patrick Manchette's *La Position du tireur couché*. Emphasis will be placed upon narratological, social and political analysis. Prerequisite: C- or better in French 241 or equivalent. (HUM) (Enrollment limited) –Kehres

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. Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major or minor, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author, or genre in French studies. Prerequisite: C- or better in at least one 300-level course in French literature or the equivalent, and permission of instructor. (WEB) (Enrollment limited) –Kippur

[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. (0.5 - 1 course credit) –Staff

German Studies

Professor J. Evelein; Lecturer Goesser Assaiante; Visiting Lecturer Doerre. Additional faculty associated with the German Studies major: Butos (Economics), K. Curran (Art History), Kassow (History), Platoff (Music), Smith (Political Science), and Vogt (Philosophy)

OVERVIEW OF MAJOR

The major in German studies offers an interdisciplinary and interdepartmental approach to the study of the German-speaking world. Its goal is to develop students' German language skills, to explore German literature both in original German and in translation, and to foster the study of a broad array of subjects in which the influences and contributions of German-speaking peoples are evident, including philosophy, history, religion, art history, performing arts, music, politics, and economics. A background in German studies provides preparation for the exploration of many fields. Knowledge of the German language may also be helpful for graduate study in a number of disciplines of the humanities, the sciences, music, and art history.

Students are encouraged to design programs of study that are coherent and meaningful, as well as diverse and innovative. They have to work closely with the adviser in planning their program.

REQUIREMENTS

Students are required to take a total of 11 credits, seven of which must be earned within the German studies section of the Department of Language and Culture Studies. Students counting both introductory German language courses (GRMN 101 and 102) toward the major must earn a total of 12 credits, eight of which in the German studies section.

Core courses:

- Students are required to take a total of 11 credits, seven of which must be earned within the German studies section of the Department of Language and Culture Studies. Students counting both introductory German language courses (GRMN 101 and 102) toward the major must earn a total of 12 credits, eight of which in the German studies section.
- Required courses are GRMN 201, 202, at least one 200-level course taught in English, two 300-level GRMN courses, and 401, which serves as the senior exercise; students may enroll in a second course, GRMN 200-level course taught in English, GRMN 250, or LACS 299 in lieu of one 300-level GRMN course.
- GRMN 200-level taught in English may be applied toward the major if a substantial portion of the assignments is completed in German and the student meets regularly with the instructor.
- The remaining credits shall be earned in other departments with the major adviser's approval and with no more than two credits chosen from the same department.
- As an alternative to the credits taken in other departments, students are encouraged to enroll in the Trinity-approved program with Baden-Württemberg (Heidelberg, Tübingen, Freiburg, Konstanz, and other universities), Trinity-in-Vienna or Trinity-in-Berlin summer. Courses taken in Baden-Württemberg or Vienna count toward the major with the condition that their content be relevant to German studies and approved in advance by the major adviser. For courses to be approved, they must require a substantial amount of reading and writing in German.
- The Writing Intensive Part II requirement in the German major is fulfilled by: Any GRMN 200-level course taught in English, any 300-level GRMN course, or GRMN 401. Senior Seminar: Special Topics.

ADDITIONAL OPPORTUNITIES

Study away: To maximize exposure to German language and culture, students are strongly encouraged to spend at least one semester at the Trinity-approved program of study in Baden-Württemberg or at Trinity's Global Learning Site in Vienna. Both study-abroad programs provide opportunities for language immersion at a major German university, as well as the chance to pursue independent study or community service while residing in a culturally and historically rich Germanic setting. For more information, visit the Baden-Württemberg Web site at <http://bwgermany.uconn.edu/> or Trinity-in-Vienna at www.trincoll.edu/UrbanGlobal/StudyAway/programs/TrinityPrograms/V

Honors: Students qualifying for honors in the German studies major must attain a cumulative average of A- or better in all courses required for the major, including GRMN 401. The topic for the final project for GRMN 401 will be agreed upon in consultation with the adviser.

Language across the Curriculum: German studies majors are encouraged to take advantage of the Language Across the Curriculum opportunity and earn an additional .5 credit toward the major. In collaboration with a member of the department, students may select supplementary readings in German that complement one or more of the courses below. Enrollment in Language across the Curriculum follows the guidelines for independent study registration.

AHIS 261. 19th Century Painting and Sculpture
 AHIS 265. 19th Century Architecture
 AHIS 286. Modern Architecture: 1900-Present
 HIST 102. Europe Since 1715
 HIST 135. War and Gender in Europe: 1914-1945
 HIST 213. Modern Jewish History
 MUSC 266. Beethoven: His Life and Music
 MUSC 312. 18th and 19th Century Music: From Mozart to Brahms
 PHIL 306. 20th Century Continental Philosophy
 PHIL 325. Nietzsche
 POLS 220. History of Political Thought II
 POLS 237. Building the European Union
 POLS 313. National and European Foreign Policies
 POLS 339. Contemporary and Post-Modern Thought
 POLS 357. Hannah Arendt
 RELG 223. Major Religious Thinkers of the West
 THDN 345. Tanztheater. German Dance

The minor in German: For students who wish to minor in German, this is a sequence of six German courses designed to develop linguistic skills and to give an appreciation of the culture and civilization of German-speaking countries. In addition, the minor will include either a .5-credit Language Across the Curriculum unit or a .5-credit integrating paper, typically written in conjunction with the last course taken for the minor. Courses that count toward the German minor are GRMN 101, 102, 201, 202, any 200-level course taught in English, any 300-level GRMN course. No more than one transfer credit may be applied to the minor.

To declare a minor in German, contact Professor Johannes Evelein. Students interested in cross-disciplinary approaches to the study of German culture are referred to the German studies interdisciplinary minor.

In the major, and in the German minor, students must demonstrate oral and written proficiency by earning the minimum grade of B in one 300-level GRMN course.

German Fall Term

101. Intensive Elementary German I— This is a basic four-skill (understanding, speaking, reading, and writing) course with emphasis on developing facility in reading and speaking German within a cultural and historical context. Students with prior German language study must obtain the permission of the instructor. Students taking this course should plan to take German 102 in order to complete the study of essential vocabulary and grammar and to gain practice in speaking and in reading original texts. (1.5 course credits) (HUM) (Enrollment limited) –Doerre

201. Intermediate German I— This course will aim for intermediate-level proficiency in understanding, speaking, and writing contemporary idiomatic German with emphasis on conversation. Essential grammar review, exercises, and oral reports will be based on the reading and discussion of such materials as edited TV broadcasts, letter-writing, and short essays. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: C- or better in German 102 or equivalent. (HUM) (Enrollment limited) –Doerre

255. Exile from Nazi Germany— In the 1930s, thousands of writers, scientists, filmmakers, philosophers, historians, musicians, architects, and artists were driven into exile by the Nazi regime. The majority of émigrés, many of whom were Jewish, settled in the United States and went on to make significant contributions to the country's intellectual and cultural life. The purpose of this course is threefold: to introduce the concept of exile; to study the particular circumstances and stories of exile from Nazi Germany and Nazi-occupied Europe; to become familiar with the accomplishments of exiles in the fields of literature, film, music, and culture studies. Special emphasis will be placed on the impact of German and Austrian filmmakers in Hollywood and on the stamp of exiles on the U.S. academic world. (WEA2) (Enrollment limited) –Evelein

[266. Marx, Nietzsche, Freud]— This survey of German intellectual history from 1848 to the present will acquaint students with writings of Marx, Freud, Nietzsche, and the many others who shaped subsequent western culture and thought. Drawing upon close readings of excerpts from pivotal works, we will examine the relevance of such works in the matrix of artistic trends and historical circumstances from which they emerge. Short literary pieces (Franz Kafka, Thomas Mann) will be included. (GLB2) (Enrollment limited)

[268. Inside the Third Reich: Culture, Politics, and the Everyday in Nazi Germany]— What was the Third Reich? Through the examination of various primary and secondary texts, this course takes an in-depth look at life inside Nazi Germany. Themes include the role of propaganda in the media and entertainment industries, Volk, anti-Semitism, race, narratives of the persecuted, the aesthetics of fascism, gender, youth organizations, resistance, and collapse. (GLB2) (Enrollment limited)

[303. German Literature and Film Since 1945]— Through close readings and comparative discussions of short prose, poetry, and film from 1945 until the present, students will improve their German comprehension (listening as well as reading), speaking, and writing skills. There will be texts from Austria, Switzerland, the Federal Republic of Germany, and the former German Democratic Republic, by authors such as Günter Grass, Heinrich Böll, Max Frisch, Friedrich Schlegel, and Christa Wolf, as well as many well-known poets and film directors. Some grammar review will be offered. All work will be done in German. Prerequisite: C- or better in German 202 or equivalent. (WEB) (Enrollment limited)

[324. German Literature and Film Today]— Through close readings and discussions of literature, film, and essays from the contemporary German-speaking world, this course seeks to develop students' reading, writing and speaking skills. Beginning with the fall of the Berlin Wall in 1989, this course will examine German, Austrian, and Swiss culture in the last decades right up to the present. We will examine some of the most impactful contemporary works of literature and film, from authors and filmmakers such as Daniel Kehlmann, Zafer Senocak, Herta Müller, Fatih Akin, and Christian Petzold, as well as current topics such as Germany's image in the world, immigration, Europe and more. All work will be done in German. Prerequisite: C- or better in German 202 or equivalent. (GLB2) (Enrollment limited)

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 in German Studies]— This interdisciplinary seminar, devoted to guided, individual research, is required of all seniors majoring in German Studies Plan A or Plan B (German as primary language). Each student may work on any aspect of the history, society, or culture of the German-speaking world. Coursework is conducted in German. The grade is based on seminar participation and a research project. Prerequisite: One 300 level German course and permission of instructor. (WEB) (Enrollment limited)

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

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

102. Intensive Elementary German II— Continuation of German 101, with completion of the study of essential grammar, further vocabulary building through oral and written practice, practice in reading, and discussions of cultural contexts. Prerequisite: C- or better in German 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Doerre, Evelein

202. Intermediate German II— Continuation of German 201, with the addition of expository material on German life and culture for discussion and writing practice. Prerequisite: C- or better in German 201 or equivalent. (GLB2) (Enrollment limited) –Assaiante

[250. Divided Germany and the Cold War]— In this course students explore life in divided Germany as portrayed in literature and film from both sides of the border. Against the backdrop of Nazi Germany's defeat, the daunting task of rebuilding the country—free market or soviet style—and the ebb and flow of Cold War tension, students become familiar with major writers and filmmakers taking the pulse of the German people. Featured prominently are the city of Berlin as the epicenter of the Cold War, the nuclear arms' race and peace efforts, coming to terms with Germany's Nazi past, the dream of "normalcy", and the fall of the Berlin Wall.—Taught in English (GLB2) (Enrollment limited)

259. The Postwar German Film— This course will explore the social and political landscape of postwar Germany from 1945 to the present by looking at a broad range of films from East and West Germany, and Austria, that encompass a wide variety of genres, filmmakers, and movements. The themes examined will include, but not be limited to, the creation of a new cinema after World War II, filmmaking during the Cold War, avant-garde cinema, German history through film, socially critical cinema, and Germany today. Directors will include Wolfgang Staudte, Volker Schlöndorff, R.W. Fassbinder, Werner Herzog, Margarethe von Trotta, Fatih Akin, and Christian Petzold. (HUM) (Enrollment limited) –Doerre

[261. Berlin to Hollywood]— Through close examination of films and readings, this course will explore the influence that filmmaking during the Weimar Republic period of German history had on Hollywood and American popular culture. By looking closely at films and filmmakers, we will examine the continuities and breaks between German film and classic Hollywood film. Starting with the expressionism and new objectivity styles in Germany during the 1920s, we will move on to emigration of filmmakers from the Third Reich and their work in Hollywood. Among others, we will examine genres such as the anti-Nazi film, film noir, and comedies, as well as explore questions regarding race, gender, and ideology. (GLB2) (Enrollment limited)

264. Literature and the Law— In literature and in law, language shapes rhetorical worlds that seek to represent, constitute and interpret the actions of human beings and their world. Therefore, examining how the law is represented in literature gives insight both into how this representation shifts to accommodate historical and cultural differences, and how central the role of narrative is to legal institutions. This course will focus on representations of the law in German-language literature from the late 18th century onward, to examine how literature relates the human condition to law, to other central cultural values (love, honor and justice), and how literature can put the law itself into question. The course will emphasize literary interrogations of National Socialist law, which take up these questions in their most urgent form. Taught in English. (HUM) (Enrollment limited) –Assaiante

302. Small Masterpieces of Modern German Literature— Through close readings and comparative discussions of novellas and short prose fictions of major German authors, students will improve German comprehension and speaking skills. Frequent writing assignments will be required. Some grammar review will be offered. All work will be done in German. Prerequisite: C- or better in German 202 or equivalent. (GLB2) (Enrollment limited) –Doerre

[312. German Crime Stories]— The crime story, or the Krimi, has long held an esteemed place in the literature of the German-speaking countries. While working on improving students' speaking, writing, reading, and listening skills in German, this course will introduce students to the world of crime fiction. The materials will include both literary and filmic examples of the Krimi that span a broad period of time. In addition to some works from classic German authors, we will also look at more contemporary examples that include films, television series, and short stories. Prerequisite: C- or better in German 202 or equivalent. (HUM) (Enrollment limited)

[315. Becoming Animal/Becoming Human]— The notion that there is a fundamental difference between humans and animals is well enshrined in Western culture Yet in certain literary forms-e.g. fables, fairy tales and poetry-this distinction is regularly transgressed: Animals are depicted with "human" traits like speech or reason while humans assume attributes of particular animals. In this course, we will discuss such zoological boundary crossings in German literature and film from the eighteenth to the twenty-first century. The course will also serve as an introduction to German literary history and allow students to practice reading and communicating in German. Literature and film by Lessing, the Grimms, Heine, Rilke, Kafka, Brecht, Herzog and others. Taught in German. Prerequisite: C- or better in German 202 or equivalent. (Enrollment limited)

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 in German Studies— This interdisciplinary seminar, devoted to guided, individual research, is required of all seniors majoring in German Studies Plan A or Plan B (German as primary language). Each student may work on any aspect of the history, society, or culture of the German-speaking world. Coursework is conducted in German. The grade is based on seminar participation and a research project. Prerequisite: One 300 level German course and permission of instructor. (WEB) (Enrollment limited) –Assaiante

Hebrew

FACULTY

Lecturer Ayalon

REQUIREMENTS

Core courses: Students choosing a Plan B major in language and culture studies may elect Modern Hebrew as their secondary language. Students who do so are required to take five courses in Modern Hebrew beyond the 101 level, including at least one course from the literature and culture offerings (such as JWST 219. Israeli Film and Visual Media or JWST 220. Modern Israeli Literature and Jewish Heritage).

Capstone/Senior Project: Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates. Except under exceptional circumstances, this project will be undertaken in the language section's 401. Senior Seminar; it must be done at Trinity College.

Honors: Departmental honors are awarded to seniors who have maintained an A- average in all courses to be counted toward their major (including cognate courses). A minimum grade of A- is furthermore required in the senior exercise (401).

ADDITIONAL OPPORTUNITIES

The minor in Modern Hebrew: For students who wish to minor in Modern Hebrew, this is a sequence of five Hebrew courses: HEBR 101, 102, 201, 202, and 301, designed to develop linguistic skills. To give a deeper and broader appreciation of Israeli culture and civilization, students are required to take a Language Across the Curriculum unit as well as either JWST 219. Israeli Film and Visual Media or JWST 220. Modern Israeli Literature and Heritage. No more than one transfer credit may be applied to the minor.

To declare a minor in Hebrew, contact Lecturer Ayalon. Students interested in cross-disciplinary approaches to the study of Jewish culture are referred to the Jewish studies interdisciplinary minor.

Hebrew

Fall Term

101. Elementary Modern Hebrew I— A comprehensive introduction to the basic vocabulary and grammatical rules of Modern Hebrew will be systematically presented and reviewed. Designed to develop a basic ability to read, write, understand, and speak modern Hebrew, this course will also include exposure to appropriate cultural materials. (Also offered under the Middle Eastern studies and Jewish studies programs.) (HUM) (Enrollment limited) –Ayalon

[102. Elementary Modern Hebrew II]— A continuation of Hebrew 101 with emphasis on increasing vocabulary, understanding, writing and speaking skills with widening exposure to appropriate cultural materials. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 101 or equivalent. (HUM) (Enrollment limited)

201. Intermediate Modern Hebrew I— This course continues the development of skills in conversation, composition, and reading. Advanced grammar and syntax are introduced, as well as expanded readings from Israeli newspapers and literature. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 102 or equivalent. (HUM) (Enrollment limited) –Ayalon

301. Advanced Modern Hebrew I— Emphasis on written essays as well as on comprehension through readings and class discussion of short stories, articles, and poetry. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 202 or equivalent. (GLB2) (Enrollment limited) –Ayalon

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

Spring Term

102. Elementary Modern Hebrew II— A continuation of Hebrew 101 with emphasis on increasing vocabulary, understanding, writing and speaking skills with widening exposure to appropriate cultural materials. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 101 or equivalent. (HUM) (Enrollment limited) –Ayalon

202. Intermediate Modern Hebrew II— A continuation of Hebrew 201 with more advanced grammar and increased emphasis on composition and speaking as well as exposure to appropriate cultural materials. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 201 or equivalent. (GLB2) (Enrollment limited) –Ayalon

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. (0.5 - 1 course credit) –Staff

Hispanic Studies

FACULTY

Professors Harrington and Lambright; Assistant Professors Hubert† and Souto Alcalde; Adjunct Professor Meléndez; Lecturer Aidali Aponte-Avilés; Visiting Assistant Professors Aldrete and Patruno; Visiting Lecturers Chmielewska and Flores

OVERVIEW OF MAJOR

The major in Hispanic Studies is designed to engender a detailed understanding of the vast and complex mix of cultural systems that make up the so-called Hispanic World, a space that includes the United States of America. In pursuing this goal, students work with a wide range of creative traditions. While most of the textual artifacts we work with are in Spanish, Portuguese is an increasingly important element of this corpus. The overarching aim of this analytical work is to enhance students' ability to understand the many forms of Hispanic cultural production and from there, the many other forms of cultural production that fill their lives in terms of the social and historical conditions in which they arose.

REQUIREMENTS

Number of courses, credits and overall GPA required for the major:

Plan A majors are required to have a total of 12.5 courses (beyond HISP 202).

The Plan B majors whose primary concentration is in Hispanic studies are required to take the courses listed below (totaling 7.5 credits beyond HISP 102):

Plan B majors whose secondary concentration is in Hispanic studies are required to take a total of five courses in Hispanic studies beyond the 202 level.

Core courses:

The Plan A major: Plan A majors are required to have a total of 12.5 courses (beyond HISP 202). The required courses (totaling 9.5 credits) are to be distributed in the following manner: two courses at the 260-level; HISP 270;

HISP 280; HISP 290 (0.5); one course on an aspect of Hispanic culture taught by another department (related field); three courses at the 300 level and HISP 401: Senior Seminar. In this final exercise, students will engage theoretical and critical readings around a common theme related to the Spanish-speaking world and require an analytical research paper on a specific topic related to the common theme.

The rest of the credits within the major are earned through elective courses. No more than three courses taken during one semester abroad are valid for the major. Only one 300-level course taken during one semester abroad is valid for the major. Students spending two semesters studying in Barcelona, Buenos Aires, or other approved program in a Spanish-speaking country may count six courses (of which two make apply to the 300 level) towards the major. All other required courses within the major must be taken with faculty at Trinity's Hartford campus. Electives could include 221, 224, 226, extra 260-level courses, certain approved courses taken abroad, or extra 300-level courses.

Required courses for the Plan A major

- Three electives beyond HISP 201 (HISP 202 and above)
- One related field course
- Two culture courses (HISP 261, 262, 263 or 264)
- HISP 270. Introduction to Cultural Analysis
- HISP 280. Hispanic Hartford
- HISP 290. Studying in the Hispanic World Colloquium (0.5 credits)
- Three HISP 300 level (upper-level seminars in Spanish)
- HISP 401 (senior seminar)
- Study abroad (usually in Barcelona or Buenos Aires)

The Plan B major: Plan B majors whose primary concentration is in Hispanic studies are required to take the following courses (totaling 7.5 credits beyond HISP 102): two courses at the 260 level, HISP 270, HISP 280, HISP 290 (0.5), three courses at the 300 level, and HISP 401. In this final exercise, if possible, the student will engage in in-depth study of a theme that integrates material from the primary and secondary fields of linguistic and cultural competence. The remaining five credits for the major will be taken in the student's secondary area of linguistic and cultural competence. Students who do not study abroad in a Spanish-speaking country must take an extra 300-level course to substitute for HISP 290.

Majors whose primary competence is Spanish are expected to study in one of the official Trinity sites: Trinity-in-Buenos Aires or Trinity-in-Barcelona. Requests to study elsewhere will be given consideration and approval will depend on solid academic reasons for requesting an alternative site. All students wishing to receive credit toward the major for courses taken abroad in Argentina must have taken at least one thematically appropriate (Iberian or Latin American) civilization and culture course (HISP 261, HISP 262, HISP 263, HISP 264) before their departure. Careful planning in coordination with the student's adviser and the department's faculty sponsors of the sites is therefore essential.

Requirements for the Plan B major with primary competence in Hispanic studies

- Two culture courses (HISP 261, 262, 263, or 264)
- HISP 270. Introduction to Cultural Analysis
- HISP 280. Hispanic Hartford
- HISP 290. Studying in the Hispanic World Colloquium (0.5 credits)
- Two HISP 300-level courses (upper level seminars in Spanish)
- HISP 401 (Senior Seminar)

Plan B majors whose secondary concentration is in Hispanic studies are required to take a total of five courses in Hispanic studies beyond the 202 level. Of these, the following must be taken with faculty at Trinity's Hartford campus: two courses in civilization and culture and two 300-level courses. In certain cases, students may request that one upper-level course taken at an approved study-abroad program count toward the required number of 300-level courses. Certain prerequisites for 300-level courses may be waived for Plan B majors with secondary competency in Hispanic studies at instructor's discretion.

Plan B major with secondary competence in Hispanic studies

- One elective
- Two culture courses (HISP 261, 262, 263 or 264)
- Two HISP 300 level courses (upper level seminars in Spanish)

Electives:

The Plan A major: The rest of the credits within the major are earned through elective courses. No more than three courses taken abroad are valid for the major. Only one 300-level course taken abroad is valid for the major. All other required courses within the major must be taken with faculty at Trinity's Hartford campus. Electives could include 202, 221, 224, 226, extra 260-level courses, certain approved courses taken abroad, or extra 300-level courses.

Approved courses in Portuguese or Catalan may be counted as electives toward the major. Teaching assistant credits may not count toward the major or minor.

Capstone/Senior Project:

The Writing Intensive Part II requirement for students in either the Plan A or plan B Hispanic studies major is fulfilled by HISP 401. Senior Seminar.

Plan A Majors: HISP 401: Senior Seminar. In this final exercise, students will engage theoretical and critical readings around a common theme related to the Spanish-speaking world and require an analytical research paper on a specific topic related to the common theme. (NB: Students in the classes of 2016 and 2017 who declared the major with the expectation of being able to write an individual senior theses under the former HISP 401: Senior Thesis Seminar may petition to write an individual thesis. Please speak with your advisor about this option).

The Plan B major (primary concentration is in Hispanic studies)—HISP 401. In this final exercise, if possible, the student will engage in in-depth study of a theme that integrates material from the primary and secondary fields of linguistic and cultural competence.

ADDITIONAL OPPORTUNITIES

Study Away:

Plan A Majors are expected to study in one of the official Trinity sites: Trinity-in-Buenos Aires or Trinity-in-Barcelona. We also offer a one-month study abroad experience in Barcelona (see HISP 227). Requests to study elsewhere will be given consideration, and approval will depend on solid academic reasons for requesting an alternative site. All students wishing to receive credit toward the major for courses taken at Trinity's global sites in Barcelona or Buenos Aires must have taken at least one civilization and culture course (HISP 261, HISP 262, HISP 263, HISP 264) before their departure. Careful planning in coordination with the student's adviser and the department's faculty sponsors of the two global sites (Visiting Assistant Professor Aldrete or Lecturer Aponte-Avilés for Buenos Aires; Professor Harrington for Barcelona) is therefore essential.

Courses taken abroad will generally count as electives or "related fields" credits. Students may request that one upper-level course taken at an approved study-abroad program count toward the required number of 300-level courses.

Students who are unable to study abroad must take an extra 300-level course to substitute for HISP 290. Approved courses in Portuguese or Catalan may be counted as electives toward the major. Teaching assistant credits may not count toward the major or minor.

Plan B Majors whose primary competence is Spanish and who wish to study abroad are expected to study in one of the official Trinity sites: Trinity-in-Buenos Aires or Trinity-in-Barcelona. Requests to study elsewhere will be given consideration and approval will depend on solid academic reasons for requesting an alternative site. All

students wishing to receive credit toward the major for courses taken at Trinity's global sites in Barcelona or Buenos Aires must have taken at least one thematically appropriate (Iberian or Latin American) civilization and culture course (HISP 261, HISP 262, HISP 263, HISP 264) before their departure. Careful planning in coordination with the student's adviser and the department's faculty sponsors of the sites is therefore essential.

Research Methods: The Hispanic Studies section of the Department of Language and Culture Studies presumes the constructed and dynamic nature of most forms of culture, including entities as large and important as nations and states. This leads us, on one hand, to place a great deal of emphasis on the role mediating institutions play in shaping our sense of social reality, and on the other, to focus on the many, if often frequently overlooked, instances of "cultural commerce" between historical periods and national traditions, areas of inquiry that appear, at first glance, to have very little in common.

Honors: To qualify for honors in Hispanic Studies majors must attain a cumulative average of A- or better in all courses counting toward the major and achieve an A- or better in the HISP 401.

The minor in Spanish language: Students who wish to minor in Spanish take 6.5 or 7 credits beyond the HISP 202 level to develop linguistic skills and to incur a deeper understanding of Spanish and Latin American culture and civilization.

The 6.5 credits (at the HISP 221 level and beyond) must be distributed in the following ways:

If a student studies abroad in a Spanish-speaking country, he or she must take:

- four courses at Trinity (in Hartford), which must include one HISP 260-level culture course, HISP 270, and one HISP 300-level seminar ;
- two courses abroad taken in Spanish and on a topic related to Hispanic cultures; and
- HISP 290: Studying in the Hispanic World Colloquium (0.5 credits)

If the student does not study abroad in a Spanish-speaking country, he or she must take 6.5 or 7 credits distributed as follows:

- 6 credits at or above the HISP 221 level, which must include two culture courses (260 level), HISP 270, and at least one 300-level seminar
- One 0.5 credit internship with a Hartford-area organization that works with the local Hispanic community, or a second seminar at the 300 level.

No course in English under the language and culture studies rubric can be counted toward the course total. No more than two transfer courses (taken abroad or at another institution) may be applied to the Spanish minor.

To declare a minor in Spanish, contact any Hispanic studies faculty member.

Hispanic Studies

Fall Term

101. 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. Generally for students with minimal or no previous experience studying Spanish. Students with 3 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Aponte-Aviles, Chmielewska, Flores

102. Elementary Spanish II— Continuation of Hispanic Studies101, emphasizing oral practice, consolidation of basic grammar skills, compositions, and reading comprehension. Generally for students with 2-3 years or equivalent of high school Spanish. Students with 4 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic 101 or equivalent. (HUM) (Enrollment limited) –Aponte-Aviles, Flores, Patrino

201. Intermediate Spanish I— An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. Generally for students with 3-4 years or equivalent of high school Spanish. Students with 5 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean Studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 102 or equivalent. (GLB2) (Enrollment limited) –Aldrete, Aponte-Aviles, Chmielewska, Morales

202. Intermediate Spanish II— The review of grammar begun in Hispanic Studies 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American literature, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression. Generally for students with 4 years or equivalent of high school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 201 or equivalent. (GLB2) (Enrollment limited) –Aponte-Aviles, Morales, Souto Alcalde

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. Generally for students with 5+ years or equivalent of high school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 202 or equivalent. (GLB2) (Enrollment limited) –Melendez

222. Portuguese for Spanish Speakers— An introductory language course designed for students with any prior knowledge of a Romance Language (Spanish, Italian, French, Catalan). Along with the fundamental communication skills—understanding, speaking, reading and writing—the course will focus on those features of Portuguese that are most difficult for Romance Languages speakers: pronunciation, idioms and grammatical structures particular to Portuguese. Students will be introduced to the cultures of the Portuguese-speaking world through readings and authentic materials, including films, music and videotapes. Prerequisite: the equivalent of two semesters of study of any Romance Language (Spanish, French, Italian, Catalan) (GLB2) (Enrollment limited) –Patrino

[224. Spanish for Heritage Students]— A comprehensive course for bilingual students who demonstrate spoken ability in Spanish but whose formal education has been in English. The course will cover all basic language skills while targeting the particular needs of bilingual students, including accentuation, homonyms, and usage of complex sentence structure. Special emphasis will be placed on reading and writing. Permission of the instructor is required. Prepares students for Hispanic Studies 221 or more advanced Hispanic studies course. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) (GLB2) (Enrollment limited)

[226. Iberian and Latin American Film and Conversation]— In this course students will analyze landmarks of Spanish/Latin American cinema in terms of social, historical, and cultural questions they raise, as well as in terms of ideological, aesthetic, and cinematographic movements to which they belong. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations, and critique. Heritage speakers, students who have studied in a Spanish speaking country, or students who have taken a course at a higher level (Hispanic Studies 261 or above) are not eligible to enroll. Prerequisite: C- or better in Hispanic Studies 202 or equivalent. (GLB2) (Enrollment limited)

261. Iberian Culture I (Middle Ages to the 19th Century)— The course is designed to provide a broad understanding of the primary cultural dynamics of the Iberian Peninsula from the Middle Ages to the 19th century. We will pay special attention to the more important cultural developments during this crucial era of Spanish history. Prerequisite: C- or better in Hispanic Studies 221, or permission of instructor. (GLB2) (Enrollment limited) –Souto Alcalde

263. Latin American Culture I (Pre-Columbian Era to Enlightenment)— This course examines the history,

societies, and cultures of the various regions that today are known as Latin America. The course moves from the major pre-Columbian civilizations, through the first encounter between Europe and these peoples, the subsequent conquest and colonization, and the first manifestations of the desire for independence. The course will concentrate specifically on how the peoples of these various regions and periods explored their social and political concerns through art, literature, and music. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 221, or permission of instructor. (GLB2) (Enrollment limited) –Melendez

270. Introduction to Cultural Analysis— This course serves as a transition to advanced courses in Spanish language, culture, and literature. Students will develop analytical skills through an intense exploration of cultural production in the Hispanic world and through an examination of diverse literary genres, film, and current events. The focus will be on improving the necessary linguistic and critical thinking skills that are the fundamental foundation for literary and cultural analysis in advanced Spanish study. Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. (GLB) (Enrollment limited) –Melendez

290. Studying in the Hispanic World Colloquium— This course is designed to provide students returning from study abroad in Barcelona, Buenos Aires, and other Spanish-speaking venues (summer, semester, or year-long programs) with a forum within which they can share, compare, and process analytically and historically the difficulties, conflicts, absences, and discoveries that they experienced in their time abroad. They will then be asked to investigate how these experiences have affected their view of the social and cultural norms of U.S. culture. (Prerequisite: Study abroad in an approved program in a Spanish-speaking country.) (0.5 course credit) (GLB2) (Enrollment limited) –Aldrete

315. 21st Century Mexican Literature and Popular Culture— This course examines readings by Mexican authors of the 21st century. Readings will include (but are not limited to) short stories, poetry, critical essays, blogs, film, and novel. Some focus will be given to issues of violence, human rights, globalization, and neoliberalism, and their contribution to the current sociopolitical fabric of Mexico. Some references to important historical characters and cultural motifs will be explored; however, emphasis will be on the examination of modern Mexico. There will also be particular attention to the social and the political use of technologies such as Twitter and Facebook, which have served as a tool for social movements as well as a literary tool as seen with the “twitteratura” trend (the fusion of Twitter and literature). Taught in Spanish. Prerequisite: C- or better in Hispanic Studies 270 or permission of instructor. (GLB2) (Enrollment limited) –Aldrete

324. The Spanish Post-War Literature and Film— The Spanish Civil War (1936-1939) severely damaged Spain’s social and cultural fabric. In the seven decades since the end of the war, however, Spaniards have demonstrated that violence, poverty, and political oppression are no match for a vital literary and cultural tradition. In this course we will analyze a number of the more important literary works and films of the post-war era with an eye toward gaining an understanding the social problems and transformations that have taken place in the country during this period. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited) –Harrington

[337. 21st Century Latin American Film]— This course examines the most current trends, movements, and themes in Latin American film from 2000 to the present. We contemplate how contemporary film produced in Latin America or abroad, by Latin American directors, explores such topics as transitional justice and human rights, violence, urbanism, identity issues, and globalization, through films produced in traditional film hotbeds (Argentina, Brazil, Cuba, Mexico), as well as emerging film industries. We will also look closely at key filmmakers whose significant body of work is garnering worldwide attention (Cuarn, Gonzalez Irritu, Laran, Llosa, Reygadas). In an era of intense global interaction and international intervention in filmmaking, we ponder what it means to be a “Latin American” filmmaker and to make a “Latin American” film. Course taught in Spanish. Prerequisite: C- or better in Hispanic Studies 270 or permission of instructor. (GLB2) (Enrollment limited)

[345. Special Topics: Fictions of China in Latin America]— China and Latin America have for long exchanged peoples, and together with that, political ideologies, artistic sensibilities, and cultural imaginaries. By scrutinizing a variety of sources (fiction, travel writing, poetry, journalism, cinema, painting, documentary film and comics) from Hispanic America and Brazil, this course proposes an interdisciplinary approach to representations of

China in Latin America. Along with the reading of literary, historical and anthropological texts we will consider how discourses of globalization and the Global South help us frame the discussion of cultural difference and explore constructions of Asian spaces from a Latin American point of view. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (Enrollment limited)

[352. Politics and Modernity in Hispanic Caribbean Literature and Culture]— This course will center on the literary and cultural production of the Hispanic Caribbean—Cuba, Dominican Republic, and Puerto Rico—during the twentieth and twenty-first centuries in the light of the region's complex political development and its attempt at modernization. Through literature and film we will examine the social, economic, and political history of the Caribbean—colonialism, plantation economy, mestizaje, sexuality, imperialism, nationalism, revolution—, aspects that will allow us to study the artistic production of this region. The problematics of diversity vs. unity in terms of history, race, language, and culture, as well as within the countries themselves, will be considered. Arriv, Bosch, Carpentier, Bentéz Rojo, Ena Luca Portela, Belaval, Snchez, Alcntara Almnzar, Santos Febres, Ferré, Ana Lydia Vega, Aurora Arias, Rita Indiana Hernndez. Prerequisite: C- or better in Hispanic Studies 263, 264 or 270, or permission of instructor (GLB2) (Enrollment limited)

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]— Required for graduation with a major in Spanish (Plan A) or Plan B with Spanish as primary language. In this final exercise, students will engage theoretical and critical readings around a common theme related to the Spanish-speaking world and will write a 25-page analytical research paper on a specific topic related to the common theme. This course is open to seniors only. (WEB) (Enrollment limited)

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

102. Elementary Spanish II— Continuation of Hispanic Studies101, emphasizing oral practice, consolidation of basic grammar skills, compositions, and reading comprehension. Generally for students with 2-3 years or equivalent of high school Spanish. Students with 4 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic 101 or equivalent. (HUM) (Enrollment limited) –Aponte-Aviles, Flores

201. Intermediate Spanish I— An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. Generally for students with 3-4 years or equivalent of high school Spanish. Students with 5 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean Studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 102 or equivalent. (GLB2) (Enrollment limited) –Aponte-Aviles, Chmielewska, Morales

202. Intermediate Spanish II— The review of grammar begun in Hispanic Studies 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American literature, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression. Generally for students with 4 years or equivalent of high school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 201 or equivalent. (GLB2) (Enrollment limited) –Aponte-Aviles, Souto Alcalde

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. Generally for students with 5+ years or equivalent of high school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 202 or equivalent. (GLB2) (Enrollment limited) –Aldrete

223. Portuguese for Spanish Speakers II— A continuation of Hispanic Studies/Portuguese 222, designed for students with any prior knowledge of a Romance Language (Spanish, Italian, French, Catalan). Along with the fundamental communication skills—understanding, speaking, reading and writing—the course will focus on those features of Portuguese that are most difficult for Romance Languages speakers: pronunciation, idioms and grammatical structures particular to Portuguese. Students will be introduced to the cultures of the Portuguese-speaking world through readings and authentic materials, including films, music and videotapes. Prerequisite: the equivalent of two semesters of study of any Romance Language (Spanish, French, Italian, Catalan) (GLB2) (Enrollment limited) –Patrino

224. Spanish for Heritage Students— A comprehensive course for bilingual students who demonstrate spoken ability in Spanish but whose formal education has been in English. The course will cover all basic language skills while targeting the particular needs of bilingual students, including accentuation, homonyms, and usage of complex sentence structure. Special emphasis will be placed on reading and writing. Permission of the instructor is required. Prepares students for Hispanic Studies 221 or more advanced Hispanic studies course. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Aponte-Aviles

226. Iberian and Latin American Film and Conversation— In this course students will analyze landmarks of Spanish/Latin American cinema in terms of social, historical, and cultural questions they raise, as well as in terms of ideological, aesthetic, and cinematographic movements to which they belong. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations, and critique. Heritage speakers, students who have studied in a Spanish speaking country, or students who have taken a course at a higher level (Hispanic Studies 261 or above) are not eligible to enroll. Prerequisite: C- or better in Hispanic Studies 202 or equivalent. (GLB2) (Enrollment limited) –Aldrete

262. Iberian Culture II (The 20th Century)— This course introduces students to the set of cultural problems that have shaped Spain's contemporary development. It will do so through the study of novels, films, and historical narrative. Special emphasis given to the cultural history of the Franco years (1939-1975) and the country's more recent transition to democracy (1975-1992). Prerequisite: C- or better in Hispanic Studies 221, or permission of instructor. (GLB2) (Enrollment limited) –Harrington

264. Latin American Culture II (Independence to Present Day)— This course focuses on the social, political, economic, and cultural development of the Latin American nations. Emphasis will be on to the construction of national identities during the 19th century as well as main historic-political events of the 20th century. Discussions will be based on readings, documentaries, and feature films. Latin American newspapers on the Internet are used to inform our debates of current events. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 221, or permission of instructor. (GLB2) (Enrollment limited) –Chmielewska

270. Introduction to Cultural Analysis— This course serves as a transition to advanced courses in Spanish language, culture, and literature. Students will develop analytical skills through an intense exploration of cultural production in the Hispanic world and through an examination of diverse literary genres, film, and current events. The focus will be on improving the necessary linguistic and critical thinking skills that are the fundamental foundation for literary and cultural analysis in advanced Spanish study. Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. (GLB) (Enrollment limited) –Melendez

280. Hispanic Hartford— This course seeks to place Trinity students in active and informed dialogue with the Hartford region's large and diverse set of Spanish-speaking communities. The course will help student recognize and analyze the distinct national histories (e.g. Peruvian, Puerto Rican, Chilean, Honduran, Cuban, Colombian, and Mexican) which have contributed to the Hispanic diaspora in the city and the entire northeastern region of the

United States. Students will undertake field projects designed to look at the effects of transnational migration on urban culture, institution-building, and identity formation. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. (GLB2) (Enrollment limited) –Aponte-Aviles

290. Studying in the Hispanic World Colloquium— This course is designed to provide students returning from study abroad in Barcelona, Buenos Aires, and other Spanish-speaking venues (summer, semester, or year-long programs) with a forum within which they can share, compare, and process analytically and historically the difficulties, conflicts, absences, and discoveries that they experienced in their time abroad. They will then be asked to investigate how these experiences have affected their view of the social and cultural norms of U.S. culture. (Prerequisite: Study abroad in an approved program in a Spanish-speaking country.) (0.5 course credit) (GLB2) (Enrollment limited) –Aldrete

[320. Emigration and Transatlantic “Cultural Commerce”]— Since the middle of the 19th century, the Iberian nations have produced a constant stream of emigrants to the Americas. The new arrivals from Spain and Portugal have often exercised significant influence on the development of their countries of adoption. Similarly, the channels of communication opened by these emigrants to the New World have allowed citizens from countries such as Argentina, Cuba, Mexico, Venezuela, and the United States to play important roles in the development of contemporary Spanish and Portuguese life. After studying the prime “push” and “pull” factors in these transatlantic emigrations, we will examine literary, cinematic, and artistic manifestations of this transatlantic “cultural commerce” during the contemporary era. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited)

[326. Culture and Diplomacy in Latin America]— While the term “cultural diplomacy” has only recently been established formally as the branch of international relations that deals with the exchange of ideas, values, traditions and other aspects of culture or identity to strengthen relationships, enhance socio-cultural cooperation and promote national interests, evidence of its practice can be seen throughout history. Explorers, travelers, traders, teachers and artists can all be considered living examples of “informal ambassadors” or early “cultural diplomats”. This course explores the many articulations of cultural diplomacy in Latin America in the XX century. By looking into the experience of travelling writers, policymakers and global revolutionaries, we will inquire into topics such as the relationship between culture and politics, state interventions on culture and cosmopolitanism in Latin America. Prerequisite: C- or better in Hispanic Studies 270 or permission of instructor. (GLB2) (Enrollment limited)

[342. Migration and Exile in Contemporary Latin American Theatre]— This course explores the development of twentieth and twenty first-century Latin American theater as it becomes more experimental, independent, and self-reflexive in dialogue with social, political, performative, and aesthetic issues. This frequently transgressive conversation deals with non-Aristotelian theatrical forms in both Europe and Latin America, such as Brechtian Theater, the theater of cruelty, “teatro campesino,” “teatro colectivo,” and Theater of the Oppressed. Latin American theater often features issues of class, race, exile, repression and oppression, violence, marginality, and also ironic and devastating humor as it searches not necessarily for solutions but for the unmasking of multiple and contradictory realities. Discussion topics can include: Politics, Violence, and Memory; Theater of Exile; Historical Theater; Sex and Politics; Torture and Performance; Humor and Politics. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB) (Enrollment limited)

[345. Special Topic: Politicizing Aesthetics, Aestheticizing Politics - Lit. & Politics-Spain & Latin Amer]— This class studies the sociopolitical place of poetry in Transatlantic Hispanic culture. We will read works tackling different crises of the public realm with a special emphasis on works produced after the rise of totalitarian regimes. We will study the transformations of literature and the idea of literature in relation to the loss of a public space accessible to all citizens (war, dictatorship, exile, concentration camps). Does the poetic preserve a space of autonomy through language? Does it become a disruptive presence? Does it betray a politically disempowering melancholia? We will emphasize a transnational paradigm in which the idiom and the figure of the poet are sites where social relations meet literature and where their confrontation reveals conflicts of identity, class, gender, and race. Prerequisite: C- or better in Hispanic Studies 270 or permission of instructor. (GLB2) (Enrollment limited)

345. Special Topic— To be offered occasionally on a special topic of consideration in Spanish American or Iberian literatures and cultures. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited) –Patrino

356. (Counter)Imperial Subjects in Early Modern Spain:In Defense of Human Equality, Nature,Sustainability— During the 16th and 17th centuries Spain was a Global Empire, which following an imperial logic of endless expansion, implemented policies that put human beings and nature under siege, causing an ecological and political crisis. In this course, we will scrutinize the strategies of resistance employed by imperial subjects through the exploration of a number of topics such as the emergence of an early-modern ecological consciousness, the early-modern boom of debates on equality (debates on the right to self-preservation, on the ways to fight poverty, monetary inflation, etc.) and the revolutionary side of early modern counter-heroes (the rogue, the mystic, the bandit, the pirate.) Materials include literature works, fragments of religious and political treatises, New World Chronicles, Inquisitorial records and visual and musical works. Prerequisite: C- or better in Hispanic Studies 221, or permission of instructor. (GLB2) (Enrollment limited) –Souto Alcalde

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— Required for graduation with a major in Spanish (Plan A) or Plan B with Spanish as primary language. In this final exercise, students will engage theoretical and critical readings around a common theme related to the Spanish-speaking world and will write a 25-page analytical research paper on a specific topic related to the common theme. This course is open to seniors only. (WEB) (Enrollment limited) –Melendez

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Italian Studies

FACULTY

Professor Del Puppo ●●; Principal Lecturer Palma; Visiting Lecturers King, di Florio, and Albanese

REQUIREMENTS

Plan A majors in Italian are required to have 12 courses in Italian language, literature, and civilization.

Plan B majors whose primary concentration is Italian are required to have seven courses.

Plan B majors whose secondary concentration is Italian are required to have five courses.

Plan A Majors:

Core courses: The following is a list of required courses for the major:

- Five language courses: ITAL 101, 102, 201, 202, and 228.
- Two 200-level interdisciplinary courses on Italian culture and civilization that are taught in English. These courses may be applied toward the major if a substantial portion of the assignments is completed in Italian.
- Two courses from the literature offerings: ITAL 314 and 333.
- Two courses, one of which is at the 300 level, from other departments on an Italian-related subject. Students must consult with their faculty adviser as to which courses they can count toward the major.
- Senior seminar, ITAL 401. Special Topics.

In consultation with the faculty adviser in Italian, students matriculating at Trinity College who have background in Italian language will enroll at a more advanced level than first-year Italian (101 and 102). Students must take three interdisciplinary courses on Italian culture and civilization and three literature survey courses to complete the required 12 courses.

Capstone/Senior Project: The capstone/senior project is completed in ITAL 401.

All majors are required to pass an Italian language proficiency examination. This requirement is waived for students gaining a B or better in one of the Italian 300-level courses.

The Writing Intensive Part II requirement is fulfilled by: ITAL 314. Contemporary Italian Literature (in Italian), ITAL 335. Dante (also LACS 335), or ITAL 401. Senior Seminar: Topics in Italian Studies (in Italian).

Plan B majors:

If Italian is the primary language, students are required to take seven courses, including ITAL 228, a 300-level literary survey, and ITAL 401. Special Topics.

If Italian is the secondary language, students are required to take five courses. ITAL 228 is required. For students with prior background in Italian, at least one 300-level survey course is required.

All majors are required to pass an Italian language proficiency examination. This requirement is waived for students gaining a B or better in one of the Italian 300-level courses.

The Writing Intensive Part II requirement is fulfilled by: ITAL 314. Contemporary Italian Literature (in Italian), ITAL 335. Dante (also LACS 335), or ITAL 401. Senior Seminar: Topics in Italian Studies (in Italian).

ADDITIONAL OPPORTUNITIES

AP/IB credit: Advanced Placement Students with Advanced Placement credit in Italian may count AP credit toward general degree requirements, but not for the Italian major or the Italian minor. AP credit serves as an indicator for placing students in the appropriate level courses.

Study away: Students majoring in Italian are encouraged to attend one of the programs at the Trinity College Rome Campus; they can apply courses taken at the Rome Campus toward the Italian major subject to approval of the faculty adviser. Please see the Rome Campus program and course descriptions in the global programs section.

Honors: Students qualifying for honors in the Italian major must attain a cumulative average of A- or better in all courses counting toward the major, including ITAL 401.

The Minor in Italian: For students who wish to minor in Italian, this is a sequence of six courses designed primarily to develop linguistic skills and an appreciation of Italian culture and civilization. These courses include, but are not limited to, the language acquisition courses (ITAL 101, 102, 201, 202), ITAL 228. Italian Language and Society, and literary survey courses. In consultation with the minor adviser, Dario Del Puppo, students may also count culture and civilization courses taught in English if they do a significant amount of the course work in Italian. In addition to the six courses, students must complete a .5 credit of Language Across the Curriculum.

To declare a minor in Italian, contact Professor Dario Del Puppo. Students interested in cross-disciplinary approaches to the study of Italian culture are referred to the Italian studies interdisciplinary minor.

Italian Studies

Fall Term

101. Intensive Elementary Italian I— Designed to develop a basic ability to read, write, understand, and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1.5 course credits) (HUM) (Enrollment limited) –Albanese, King

102. Intensive Elementary Italian II— Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: C- or better in Italian 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Palma, di Florio Gula

201. Intermediate Italian I: Conversation and Composition— A review of basic grammar learned in the first-year intensive Italian courses (101 and 102) is integrated with oral and writing practice on topics intended to introduce students to contemporary Italian culture. There will be readings of short stories, newspaper, and magazine

articles, viewings of film and video presentations, and weekly compositions and other writing assignments. In order to achieve competence in Italian, students should plan to take 201 and 202 in sequence. Prerequisite: C- or better in Italian 102 or equivalent. (HUM) (Enrollment limited) –di Florio Gula

228. Italian Language and Society— This course will examine the relationship between language and society in contemporary Italy and in countries with high levels of Italian migration, while also developing students' linguistic skills. Topics include: geographical, class, and generational differences in language, the effects of mass media on language, and the Italian of immigrants to the United States. As part of their coursework, students will conduct interviews with Italian Americans in the Hartford area. Prerequisite: C- or better in Italian 202 or equivalent. (GLB2) (Enrollment limited) –Palma

272. Mafia— In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists, and political scientists. It has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: seminar reports, several short papers, and full attendance and participation. (Listed as both LACS 272 and ITAL 272.) (GLB2) (Enrollment limited) –Alcorn

335. 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. (Listed as both LACS 335 and ITAL 335.) (GLB2) (Enrollment limited) –Del Puppo

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. (0.5 - 1 course credit) –Staff

Spring Term

101. Intensive Elementary Italian I— Designed to develop a basic ability to read, write, understand, and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1.5 course credits) (HUM) (Enrollment limited) –King, Palma

102. Intensive Elementary Italian II— Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: C- or better in Italian 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –King, Palma

[201. Intermediate Italian I: Conversation and Composition]— A review of basic grammar learned in the first-year intensive Italian courses (101 and 102) is integrated with oral and writing practice on topics intended to introduce students to contemporary Italian culture. There will be readings of short stories, newspaper, and magazine articles, viewings of film and video presentations, and weekly compositions and other writing assignments. In order to achieve competence in Italian, students should plan to take 201 and 202 in sequence. Prerequisite: C- or better in Italian 102 or equivalent. (HUM) (Enrollment limited)

202. Intermediate Italian II: Composition and Literature— The review of grammar begun in Italian 201

will be completed in this course. Students' oral and writing skills will be enhanced by further exploration of aspects of Italian culture, through a variety of texts and media. While emphasizing students' communication skills, this course aims to provide them with the basis for linguistic competence in Italian. Prerequisite: C- or better in Italian 201 or equivalent. (GLB2) (Enrollment limited) –di Florio Gula

236. Modern Italy— An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both LACS 236 and ITAL 236-01; and under the History Department.) (GLB2) (Enrollment limited) –Alcorn

272. Mafia— In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists, and political scientists. It has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: seminar reports, several short papers, and full attendance and participation. (Listed as both LACS 272 and ITAL 272.) (GLB2) (Enrollment limited) –Alcorn

[274. Food in Italian History, Society, and Art]— The saying, “A tavola non s’invecchia” (“One does not age at the supper table”), expresses the importance of food and eating for Italians. In this course, we will examine the relationship between food and culture in Italy, from the Romans to the present, through a variety of readings and tasting experiences. Topics include: the importing and exporting of different foods in antiquity as an instance of cultural and economic exchange; medieval beliefs about intellectual and physical aptitudes associated with diet; the representation of food in art, literature, and cinema; regional cuisines and cultural identities; and the language of food. We will also discuss Italian and Italian-American cuisine as the reflection of related, yet very different, cultures. Students may opt to undertake a Community Learning Initiative in consultation with the course instructor. (Listed as both LACS 274 and ITAL 274.) (GLB2) (Enrollment limited)

[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, Lina Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. Students wishing to apply this course toward the major in Italian must secure permission of the instructor. They will complete their assignments in Italian and meet with the instructor in supplementary sessions. Faithful attendance is required. (Listed as both LACS 290 and ITAL 290.) (GLB2) (Enrollment limited)

314. Contemporary Italian Literature— A critical reading of selected novels, short stories, poetry, and plays from the turn of the 20th century to the present. Authors include: Pirandello, Svevo, Aleramo, Montale, Ungaretti, Morante, Calvino, Petrucci, Fo, and other contemporary authors. Emphasis is on the historical and cultural context of the works and on recent trends in Italian literature. Topics include: literature during both world wars and under Fascism, modernism and postmodernism in literature, contemporary women writers, and the role of Italian intellectuals in society. All work is done in Italian. (GLB2) (Enrollment limited) –di Florio Gula

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: Topics in Italian Studies— This seminar is required of all seniors majoring in Italian:

Plan A, Plan B (Italian as primary language.) An interdisciplinary seminar devoted to guided, individual research. Each student may work on any aspect of the history, society, or culture of Italy or of Italians in other lands. Coursework is conducted in Italian. The grade is based on seminar participation and a research project. Prerequisites: At least one 300-level course in Italian literature or equivalent and permission of the instructor. Prerequisite: C- or better in Italian 228 or equivalent. (WEB) (Enrollment limited) –di Florio Gula

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Japanese

FACULTY

Associate Professor Shen†; Principal Lecturer Wagoner; Visiting Lecturer Miyazaki

REQUIREMENTS

Core courses: Students choosing a Plan B major in language and culture studies 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 and culture (INTS 236 and above), and JAPN 401. Special Topics in East Asian Literatures. 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 JAPN 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 and culture (JAPN 211 and above).

Capstone/Senior Project: The Writing Intensive Part II requirement for a Japanese Plan B major is fulfilled by JAPN 401. Senior Seminar: Special Topics (in Japanese).

ADDITIONAL OPPORTUNITIES

Study away: Students in the Japanese program are urged to spend a semester or a year studying in Japan. Trinity exchanges one to two students annually with Rikkyo University in Tokyo. IES Japan programs are also approved for credit transfer. <http://www.trincoll.edu/UrbanGlobal/StudyAway/programs/AffiliatePrograms/Pages/non-trinity.aspx>

Honors: Departmental honors are awarded to seniors who have maintained an A- average in all courses to be counted toward their major (including cognate courses). A minimum grade of A- is furthermore required in the senior exercise (401).

The minor in Japanese: For students who wish to minor in Japanese, this is a sequence of five courses beyond JAPN 101 designed to develop linguistic skills as well as a basic understanding of Japanese culture and society. In addition, the minor will include another credit to be fulfilled through either a .5 credit Language Across the Curriculum unit, one semester of teaching assistantship, or a .5 credit integrating paper, typically written in conjunction with the last course taken for the minor. The five courses should be chosen from JAPN 102, 201, 202, 311, 312, 411, 412, and INTS 236. No more than one transfer credit may be applied to the minor.

To declare a major or minor in Japanese, contact Principal Lecturer Rieko Wagoner. Students interested in cross-disciplinary approaches to the study of Asian cultures are referred to the Asian studies interdisciplinary minor.

Japanese

Fall Term

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

have the permission of the instructor. (Also offered under the Asian studies program.) (1.5 course credits) (HUM) (Enrollment limited) –Wagoner

201. Intensive Intermediate Japanese I— This course emphasizes the continued development of skill in spoken and written Japanese. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take both 201 and 202 in sequence. Four hours of classwork, plus one required drill hour. (Also offered under the Asian studies program.) Prerequisite: Japanese 102 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Miyazaki

311. Advanced Readings in Japanese I— This course aims at building students' skills and speed in reading Japanese. It will draw materials from primary sources in various genres such as novels, poems, newspapers, essays, and instructional materials. Students will develop sentence analysis strategies as well as expand their knowledge of advanced vocabulary and kanji. An appropriate level of oral communication skill is required. (Since the content of this course varies from year to year to focus on the most contemporary materials, students may enroll for credit more than once.) (Also offered under the Asian studies program.) Prerequisite: Japanese 202 or equivalent. (GLB2) (Enrollment limited) –Wagoner

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

411. Advanced Reading in Japanese II— The course aims at further training in reading Japanese above JAPN 311. Students will read a variety of materials taken mostly from primary sources, such as novels, news articles, instructions, etc., at an accelerated rate. The goal is to develop speed, accuracy, and efficiency in students' reading skills in Japanese. Class activities focus on analyzing the given texts and translation them into English. A total accumulation of kanji is expected to be 1,100-1,200. Prerequisite: C- or better in Japanese 311. (HUM) (Enrollment limited) –Wagoner

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

102. Intensive Elementary Japanese II— Continuation of Japanese 101, with increased emphasis on conversational practice. An additional 120 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of class work, plus one required drill hour. (Also offered under the Asian studies program.) Prerequisite: Japanese 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Wagoner

202. Intensive Intermediate Japanese II— Continuation of Japanese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. (Also offered under the Asian studies program.) Prerequisite: Japanese 201 or equivalent. (1.5 course credits) (GLB2) (Enrollment limited) –Miyazaki

236. Japanese Crime Literature and Film— This course examines major works of Japanese crime literature and film from the works of Edogawa Rampo, known as the father of crime fiction in Japan, to those of contemporary writers to explore social and moral issues reflected in them. While Japanese writers and filmmakers of this genre readily acknowledge Western influences, the literary and cinematic explorations of crime in Japan have also developed on a trajectory of their own, producing works that are easily distinguishable from those of other cultures. The course will also consider the mixing of the crime genre with others, such as ghost and science fiction genres. Works studied in this course include those of Edogawa Rampo, Akira Kurosawa, Miyuki Miyabe, Seicho Matsumoto, and Kobo Abe, as well as yakuza movies. Readings and discussion in English. (GLB) (Enrollment limited) –Wu

312. Advanced Spoken Japanese I— This course aims to develop students' listening and speaking skills in Japanese. The first half of the course focuses on basic tasks and social situations covered in Japanese 101 through Japanese 202, bringing students' performance to a more natural and practical level. The latter half will introduce

new conversational strategies and diverse topics and situations mostly drawn from current and culture-specific topics. (Since the content of this course varies from year to year to focus on the most contemporary materials, students may enroll for credit more than once.) Prerequisite: Japanese 202 or equivalent. (GLB2) (Enrollment limited) –Wagoner

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

412. Advanced Spoken Japanese II— This course is also listed under Asian Studies in the International Studies Program. The aim of this course is to further students' acquisition of listening and speaking skills in Japanese through study and discussion of films, TV shows, and other audio-visual sources. It aims to enhance students' ability to express their personal responses and opinions, while exposing them to more culturally specific concepts and topics. Prerequisite: C- or better in Japanese 312. (HUM) (Enrollment limited) –Wagoner

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Linguistics

Spring Term

[101. Introduction to Linguistics]— A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial question of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, and to the ways language determines and reflects the structures of society. (HUM) (Enrollment limited)

Russian

FACULTY

Associate Professors Any and Lahti

OVERVIEW OF MAJOR

Students may major in Russian (Plan A major) or Russian and a second language (Plan B major).

REQUIREMENTS

Plan A majors are required to complete 12 credits in Russian.

Plan B majors whose primary concentration is Russian are required to complete nine courses in Russian.

Plan B majors whose secondary concentration is Russian are required to complete seven courses in Russian.

The Plan A Major: Plan A majors are required to complete 12 credits in Russian as follows:

- Seven courses in Russian, to be chosen from among the following: RUSS 101, 102, 201, 202, 270, 301, 302, 303, 304, 305, 320.
- Two courses in Russian literature and culture (284, 285, 286, 288).
- A senior thesis, RUSS 497.
- Two cognate courses in Russian studies from outside the department.

Credit acquired through the Language Across the Curriculum program may also count toward the cognate requirement. Students who begin Russian in their sophomore year are encouraged to do summer work off campus at an approved program.

The Plan B Major: Plan B majors whose primary concentration is Russian are required to complete nine courses in Russian, as follows:

- Seven courses from the language sequence.
- One literature and culture course in translation (RUSS 284, 285, 286, 288, 357).
- The senior exercise (RUSS 497. Senior Thesis). The thesis must explore a topic that joins Russia with the student's secondary concentration.

Plan B majors whose secondary concentration is Russian are required to complete seven courses in Russian, as follows:

- Six courses from the language sequence.
- One literature and culture course, either in Russian or in translation (258, 284, 285, 286, 288, 304, 320, 357).

Please note that some aspect of Russian literature or culture must be an integral part of the senior exercise required for the student's primary concentration.

All Russian majors (Plan A and Plan B) are required to pass the department's Russian language proficiency examination.

The Writing Intensive Part II requirement for the Plan A or Plan B Russian major is fulfilled by RUSS 497. Senior Thesis (in Russian).

ADDITIONAL OPPORTUNITIES

Honors: To qualify for honors in the Russian major students must attain a cumulative average of A- or better in all courses counting toward the major, including RUSS 497.

The Minor in Russian: The minor in Russian develops linguistic skills as well as an appreciation of Russian culture and civilization. Students take six courses in the Russian language. In exceptional circumstances and with consent of the faculty adviser for the minor, up to two of these courses may be replaced by a course in English on Russian culture.

Russian Fall Term

101. Elementary Russian I— This course for beginners emphasizes active command of Russian through speaking, listening, reading, and writing. A web component enhances knowledge of the living language and illustrates cultural differences. This class meets three hours a week and carries one credit. (HUM) (Enrollment limited) –Lahti

201. Intermediate Russian I— In this course students will gain intermediate proficiency in understanding, speaking, reading, and writing Russian. They will learn how to express themselves in Russian through regular conversation practice on topics such as the world of Russian emotions, love and marriage, music and entertainment, and other practical subjects. They will read real Russian literary texts and learn to write about their thoughts and opinions. They will learn about Russian culture by direct experience, including working with the Russian Internet. Students who take this and the next course in the series, Russian 202, will be ready to go on a study abroad program in Russia. Conducted in Russian. (Also listed under the Russian and Eurasian studies concentration of the International Studies Program.) Prerequisite: C- or better in Russian 102 or equivalent. (HUM) (Enrollment limited) –Any

284. Fantasy and Realism in Russian Literature— All readings and discussion will be in English. Through the enduring traditions of fantasy and realism, Russian literature has probed human dilemmas and invited self-examination. We shall read these works as art and entertainment, and also for what they help us learn about ourselves. A disturbing world of the uncanny, populated by murderous doubles, human snakes, talking dogs, ghosts, and other diabolical creatures will open up to us and haunt our imaginations. As we consider the realist and fantastic streams, we shall ultimately ask the question: can we really define the difference between them? Authors to be read include Gogol, Dostoevsky, Chekhov, and others. This course will introduce the students to some of the greatest works in the Russian literary canon. (Listed as both LACS 233-36 and RUSS 233-01; and under the Russian and Eurasian Studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Lahti

[285. Love, Sex, and War in Tolstoy]— This course offers a detailed and varied exploration of Tolstoy's greatest fiction. Writer and prophet, aristocrat and socialist, moralist and hedonist, Tolstoy contained a bundle of contradictions in a mind of artistic genius. As we seek to uncover the aesthetic workings of his stories and novels, we will have ample opportunity to discuss the subjects of these works—romantic love, sexual expression, family life, war as military theory and as human experience, and the individual's search for meaning in relation to the works themselves and to our own lives. Tolstoy's youth, military service, marriage, religious conversion, and contentious relations with those around him will be discussed in connection with his literary art. (Listed as both LACS 285 and RUSS 285; under the Russian and Eurasian studies concentration of the International Studies Program; and under the Women, Gender, and Sexuality Program.) (GLB2) (Enrollment limited)

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: C- or better in one 300 level Russian course, or permission of instructor (GLB2) (Enrollment limited) –Lahti

[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 the instructor. (This course is also offered under the Russian and Eurasian Studies program.) (HUM) (Enrollment limited)

[320. Gogol]— We will begin with Gogol's Ukrainian stories ("Ivan Shponka and his Aunt," "The Tale of How Ivan Ivanovich Argued with Ivan Nikiforovich"). The Petersburg tales ("Diary of a Madman," "Nevsky Prospect," "The Overcoat") will be particularly exciting. We will also read Gogol's plays "The Inspector General" and "Marriage" as well as his great novel "Dead Souls." Attention will be paid to Gogol's biography, especially given that he wrote a number of these Russian classics in Rome. Prerequisite: C- or better in Russian 202 or permission of instructor. (GLB2) (Enrollment limited)

[357. Dostoevsky]— (Conducted in English.) Reading and discussing Dostoevsky's literary works, we will try to answer the social, psychological, philosophical, and religious questions that tortured him. We will examine Dostoevsky's reaction to social problems he saw in 19th-century Russia: family breakdown, alienation and powerlessness in the workplace, the daily humiliations of living in a system that ranks people according to their salary; and we will try to answer the underlying question: how can people connect with each other in the modern age? Modernity's preference for science and social science also troubled Dostoevsky. If human actions are scientifically predictable, can people ever be free? We will examine the unsavory solutions Dostoevsky offered: spite, game-playing, crime, radical nihilism, and others. Do religions, with all their glaring contradictions, offer a viable answer? The search for answers to these and other questions will open up new vistas and will educate students about one of the most influential world writers, the author of such classics as *Notes from Underground*, *Crime and Punishment*, and *The Brothers Karamazov*. (Listed as LACS 333-10 and under the Russian and Eurasian studies concentration of the International Studies program.) (GLB2) (Enrollment limited)

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. (0.5 - 1 course credit) –Staff

497. Senior Thesis— –Staff

Spring Term

102. Elementary Russian II— A continuation of Russian 101. Students increase their speaking, reading and writing ability through vocabulary building and learning further grammar structures. This class meets three hours a week and carries one credit. Prerequisite: C- or better in Russian 101 or equivalent. (HUM) (Enrollment limited) –Lahti

202. Intermediate Russian II— A continuation of Russian 201 in which students will develop a proficiency in Russian that will be adequate for most practical purposes. They will continue to develop their ability to converse on topics such as computers and work, dating, talking about nature, and others. They will start reading and discussing more complex literary and journalistic texts, including works by classic Russian authors. Regular writing assignments will help reinforce what they are learning. Students will continue their examination of the many sides of Russian culture, including Russian etiquette, gesture, music, television, film, etc. Successful completion of this course gives students the Russian they need in order to go to Russia for work or study. Conducted in Russian. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Prerequisite: C- or better in Russian 201 or equivalent. (GLB2) (Enrollment limited) –Any

270. Russian Poetry— Readings in Russian poetry, including verse of the Golden and Silver Ages (the nineteenth century through 1920). Texts will be discussed from the viewpoint of their aesthetic and historical significance. Students will become familiar with the classics of Russian poetry while also developing the critical skills of being able to analyze poetry linguistically and write about it. Stylistic analysis will refine students' knowledge of grammar; extensive discussion of texts will enhance oral proficiency. All readings and discussion in Russian. Prerequisite: C- or better in Russian 201 or equivalent. (GLB2) (Enrollment limited) –Lahti

285. Love, Sex, and War in Tolstoy— This course offers a detailed and varied exploration of Tolstoy's greatest fiction. Writer and prophet, aristocrat and socialist, moralist and hedonist, Tolstoy contained a bundle of contradictions in a mind of artistic genius. As we seek to uncover the aesthetic workings of his stories and novels, we will have ample opportunity to discuss the subjects of these works—romantic love, sexual expression, family life, war as military theory and as human experience, and the individual's search for meaning in relation to the works themselves and to our own lives. Tolstoy's youth, military service, marriage, religious conversion, and contentious relations with those around him will be discussed in connection with his literary art. (Listed as both LACS 285 and RUSS 285; under the Russian and Eurasian studies concentration of the International Studies Program; and under the Women, Gender, and Sexuality Program.) (GLB2) (Enrollment limited) –Any

288. Who Am I and Where Am I Going?— How many personal identities do you have? Lover, friend, brother or sister, gambler, worshipper, skeptic, liar, outsider, psychotic—we may play all of these parts simultaneously or at different times in our lives. Through discussion of short literary texts, with some forays into religion and psychology, we will consider the ways in which our multiple identities shape our self-image as well as how others see us. Readings will be chosen from, among others, Tennessee Williams, Dostoevsky, Freud, and the Bible. (GLB2) (Enrollment limited) –Any

[304. Current Russian Media]— A survey of current Russian newspaper and magazine articles, radio and television broadcasts, and the Internet. Subjects covered will include popular culture, home and family life, environmental issues, economics, and politics. Students will strive to master the special type of Russian used in the media as well as describe how these media reflect or distort the state of Russian society. Prerequisite: Russian 222 or permission of the instructor. (This course is also offered under the Russian and Eurasian Studies program.) (GLB2) (Enrollment limited)

[497. Senior Thesis]—

World Literature and Culture Studies

OVERVIEW OF MAJOR

Under this track, students major broadly in literary studies, and may draw upon a wide range of courses on literature

and culture in translation. Using methods of literary criticism, students situate texts within their original cultural context, and also probe the act of linguistic and cultural translation that occurs when these same texts are read across cultural boundaries. Students furthermore join their study of literature to another mode of inquiry (philosophy, religion, history, psychology, or others), understanding literature in dialogue with intellectual currents, and gaining other methodological tools to help in analyzing literary texts.

To receive a proper grounding in the role of language and culture in the production and reception of literature, all students are required to take LACS 299. Foundations of Language and Culture Studies. Study of texts need not be done in the original language; however, since all culture is languagebased, students undertake language study in order to become informed interpreters of literary and cultural texts. Through language study and the foundational course, students will learn to identify blind spots in translated texts and gain the tools for an informed study of literature. The amount of required language study varies from four to six semesters and is determined by the adviser in accordance with the student's program of study. Students with strong foreign language skills are encouraged to do some or all of their textual study in the original.

Note: All courses with the LACS prefix are offered "in translation"—all readings and class sessions are in English—and no foreign language knowledge is required. Courses with prefixes such as FREN, HISP, CHIN, RUSS, etc., require foreign language knowledge.

REQUIREMENTS

Twelve courses in fulfillment of categories A through E below:

- A. LACS 299. Foundations of Language and Culture Studies.
- B. Four to six language courses in a single language, the exact number to be determined in consultation with the adviser. (Two upper-level courses focusing on textual study may be double-counted toward the requirement C.)
- C. Three courses in literature/culture in the Department of Language and Culture Studies.
- D. Three appropriate courses in one of the following departments: philosophy, religion, psychology, English or history. Courses in other departments may be possible with the approval of the adviser. Normally all three courses will be in a single department, but one course from another department may be approved at the discretion of the adviser.
- E. LACS 401. Senior Project

Note: At least three of the courses taken in the Department of Language and Culture Studies must be at the 300 level or higher.

Students may double major within the Department of Language and Culture Studies, but no more than two courses may be double counted.

ADDITIONAL OPPORTUNITIES

Honors: Students qualifying for honors must attain a cumulative average of A- or better in all courses counting toward the major, including LACS 401.

Mathematics

Professor Mauro, Chair; Professors Georges and Stein; Associate Professors Russo†, Sandoval, and Wyshinski; Assistant Professor Skardal; Harold L. Dorwart Visiting Assistant Professors Lazarus and Wang; Visiting Assistant Professors Khyat, Kreinbuhl, Ma, Pellico, and Ray; Visiting Lecturer Cunningham; Aetna Quantitative Center Director and Lecturer Gingras

OVERVIEW OF MAJOR

The mathematics major is designed to expose students to the fundamentals of mathematics and to give students a solid mathematical foundation. The major is designed with enough flexibility to accommodate students who want to major in mathematics but whose postbaccalaureate plans may not be math-related and students who want to double major in physics, engineering, economics, computer science, or other fields, as well as students who intend to pursue graduate study in mathematics, statistics, or computer science, or students interested in careers requiring a strong mathematical background. Students intending to pursue graduate study in mathematics should supplement the basic major requirements with as many additional 300-level mathematics courses as possible and should consult with their adviser or with the department chair at the earliest possible date in order to plan their course of study.

REQUIREMENTS

For students who declare a mathematics major during the spring 2018 semester and beyond, the following major requirements will apply. Students who declare a mathematics major during the fall 2017 semester have the option of following the former major requirements (see the AY2016/17 Bulletin at: <http://adsvm19.cc.trincoll.edu/bulletin/2016-2017/bulletin.pdf>) or the requirements listed below.

To complete a major in mathematics, students must complete a total of nine courses of at least one credit at the 200-level or above. These courses must be selected so as to satisfy each of the following criteria. In addition, students must earn a grade of C- or better in all courses that count for the major.

- **Calculus requirement**

Math 231

- **Linear Algebra requirement**

Either Math 228 or Math 229. A student may take both courses for college credit but only one may be counted towards the nine courses required for the math major.

- **Introduction to Proof requirement**

- Students who satisfy the linear algebra requirement by taking Math 228 may use 228 to satisfy this requirement as well.
- Students choosing to take 229 to satisfy the linear algebra requirement, must also take either 205 or 241. These may also count as electives. (see below)

- **Writing Intensive requirement**

Math 307 and 331. At least one of these courses *must* be taken at Trinity.

- **Electives**

- Students must take three elective courses at the 200-level or above. Each course must carry a minimum of one credit. At most one course may be chosen from the list of cognate courses below.
- Students must take one additional elective mathematics courses at the 300-level.

- **Capstone requirement**

Math 400

List of Approved Cognate Courses (for students declaring a major after September 1, 2017)

CHEM 309L. Physical Chemistry I
CHEM 310. Physical Chemistry II

CHEM 316L. Physical Biochemistry
 CPSC 320L. Analysis of Algorithms
 ECON 312L. Mathematical Economics
 ENGR 212L. Linear Circuit Theory
 ENGR 225L. Mechanics I
 ENGR 301L. Signal Processing and Applications
 ENGR 303L. Analog and Digital Communication
 ENGR 312L. Automatic Control Systems
 ENGR 362L. Fluid Dynamics
 ENGR 337L. Thermodynamics
 PHIL 390L. Advanced Logic
 PHYS 232L. Physics III: Optics and Modern Physics
 PHYS 300L. Mathematical Methods of Physics
 PHYS 301L. Classical Mechanics
 PHYS 302L. Electrodynamics
 PHYS 304L. Statistical and Thermal Physics
 PHYS 313L. Quantum Mechanics
 PHYS 325L. Condensed Matter Physics
 PSYC 221L. Research Design and Analysis

Not all mathematics courses are offered each year. To help students to plan their schedules, the following describes the frequency with which each course at the 200-level and above is offered.

Courses offered every semester: Math 205, 207, 228, 231, 400

Courses offered every year: Math 229, 234, 252/54, 307, 331

Courses offered every other year: Math 241, 253, 305, 306, 308, 309, 314, 316, 318, 326, 332, 341

Although a student may begin the mathematics major as late as the fall semester of the sophomore year, the department recommends that prospective majors who have no prior calculus credit adopt the following typical schedule:

Year	Fall	Spring
First	131	132
Sophomore	231, 205	228, elective
Junior	307 or 331	two electives
Senior	307 or 331	400

The Writing Intensive Part II requirement is fulfilled by taking either MATH 307 or MATH 331. In order to fulfill the requirement, one of these courses must be taken at Trinity.

ADDITIONAL OPPORTUNITIES

Study away: Students of mathematics have many opportunities to study abroad, but all of them require a certain amount of early planning. Students are encouraged to discuss their plans with their advisers or the department chair as soon as possible since many courses in the Mathematics Department are not offered every year. Well-prepared students should consider the Budapest semester in mathematics; more information on this program can be found on the study-away website.

Many study-abroad programs in English-speaking countries offer a wide range of mathematics courses that will count toward the major. For specific advice, please consult the department chair. Students who feel they are sufficiently proficient in a language to take mathematics courses in a foreign language should discuss this with their advisers. Students who take mathematics courses while abroad should be aware that universities that follow the European model cover the material in a somewhat different order than is done in the United States and that classes

are primarily lectures with far less feedback from the instructor than is typical at Trinity.

Honors: Honors in mathematics, granted by departmental vote in the spring of the honor candidate's senior year, is earned by:

- receiving a grade of at least a B- in any mathematics course taken at the 200 level and above,
- receiving a grade of A- or better in at least four 300-level courses excluding MATH 497, and
- writing and presenting a suitable thesis on an area of mathematics that the student finds particularly interesting.

The student must apply to the department chair for honors candidacy in the second semester of the junior year. Upon acceptance, the candidate, together with the department chair, will select an honors adviser who will supervise the honors thesis. The student will then submit a thesis proposal by the last day of classes for the spring semester of the junior year.

Honors theses need not be one of newfound mathematical results, but it 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 polished draft to the honors adviser no later than one week before the last day of classes of the spring semester. A formal presentation will be given by the candidate prior to the day on which senior grades are due. Complete guidelines for the completion of the honors thesis may be obtained from the department chair.

Fall Term

Quantitative Literacy courses that were formerly designated with the MATH prefix (such as MATH 101) are now given the prefix QLIT and can be found in the schedule of classes.

Courses offered through the Mathematics Department

107. Elements of Statistics— A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals, and hypothesis testing. This course is not open to students with credit for Mathematics 131 or above, or who have placed into Mathematics 207 on the Mathematic Placement Examination. Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. Students who qualify for Mathematics 131 or 207 will not be eligible to enroll in this course. (NUM) (Enrollment limited) –Cunningham, Wang

114. Judgment and Decision Making— In this course, we consider the application of elementary mathematical analysis to various procedures by which societies and individuals make decisions. Topics may include weighted and unweighted voting, fair division of resources, apportionment of goods and representatives, and personal decision-making algorithms based upon utility, risk, probability, expectation, and various game-theoretic strategies in general. Examples may be drawn from medicine, law, foreign policy, economics, psychology, sports, and gambling. Prerequisite: A suitable score on the Mathematics Placement Exam and completion of QLIT101 with a grade of C- or better. (NUM) (Enrollment limited) –Mauro, Sandoval

123. Mathematical Gems— An introduction to mathematical topics from number theory, geometry, game theory, infinity, chaos, and more. Not open to students who have received credit for Mathematics 131. Prerequisite: A suitable score on the Mathematics Placement Exam and completion of QLIT101 with a grade of C- or better. (NUM) (Enrollment limited) –Ray

131. Calculus I— The real number system, functions and graphs, continuity, derivatives and their applications, antiderivatives, definite integrals, and the fundamental theorem of calculus. Mathematics, natural science, and computer science majors should begin the Mathematics 131, 132 sequence as soon as possible. Not open to students who have received credit for Mathematics 126 or who have received credit by successful performance on the Advanced Placement Examination of the CEEB (see Catalogue section “Advanced Placement for First-Year Students”). Prerequisite: A satisfactory score on the Mathematics Placement Examination, or a grade of C- or better in Mathematics 107, 127, or 131. (1.25 course credits) (NUM) (Enrollment limited) –Cunningham, Khyat, Kreinbihl, Pellico, Ray, Sandoval, Wang

132. Calculus II— Topics concerning the Riemann integral and its applications, techniques of integration, first-order ordinary differential equations, and sequences and series. Prerequisite: C- or better in Mathematics 126 or 131, or an appropriate score on the AP Examination or Trinity's Mathematics Qualifying Examination. (1.25 course credits) (NUM) (Enrollment limited) –Skardal, Wyshinski

[142. Accelerated Calculus II]— This course is an accelerated version of Mathematics 132, which will cover in greater depth topics from that course, along with selected other topics from single-variable calculus. It is intended for those with strong Calculus I backgrounds; in particular, first-year students who have received credit via the Calculus AB Advanced Placement Examination should register for this course. Open to other students with permission of the instructor. See the description of Mathematics 132. Prerequisite: C- or better in Mathematics 126 or 131, or an appropriate score on the AP Examination or Trinity's Mathematics Qualifying Examination. (1.25 course credits) (NUM) (Enrollment limited)

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. This course is recommended for distribution credit only for non-majors with a strong mathematical background. (NUM) (Enrollment limited) –Georges

207. Statistical Data Analysis— An introductory course in statistics emphasizing modern techniques of data analysis: exploratory data analysis and graphical methods; random variables, statistical distributions, and linear models; classical, robust, and nonparametric methods for estimation and hypothesis testing; analysis of variance and introduction to modern multivariate methods. Students with a strong mathematical background are advised to take Math 207 in place of Math 107. Those who successfully complete Math 107 may take Math 207 for credit due to its increased depth of coverage and breadth of topics. Prerequisite: A satisfactory score on the Mathematics Placement Examination, or a grade of C- or better in Mathematics 107, 127, or 131. (NUM) (Enrollment limited) –Khyat, Lazarus, Ma

228. Linear Algebra— A proof-based course in linear algebra, covering systems of linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations, eigenvalues, and eigenvectors. Students may not count both Mathematics 228 and Mathematics 229 for credit towards the Math major. Prerequisite: C- or better in Mathematics 132, 142, 205, 231 or 253, or consent of instructor. (NUM) (Enrollment limited) –Ray

231. Calculus III: Multivariable Calculus— Vector-valued functions, partial derivatives, multiple integrals, conic sections, polar coordinates, Green's Theorem, Stokes' Theorem, and Divergence Theorem. Prerequisite: C- or better in Mathematics 132 or 142. (1.25 course credits) (NUM) (Enrollment limited) –Lazarus, Ma

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, hypergeometric, and normal. Prerequisite: C- or better in Mathematics 231. (NUM) (Enrollment limited) –Pellico, Wyshinski

307. Abstract Algebra I— An introduction to group theory, including symmetric groups, homomorphism and isomorphisms, normal subgroups, quotient groups, the classification of finite abelian groups, the Sylow theorems. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (WEB) (Enrollment limited) –Georges, Sandoval

[318. Topics in Geometry]— Differential geometry, projective geometry, non-Euclidean geometry, combinatorial topology, or such topics as the department may specify. May be repeated for credit with different topics. Prerequisite: C- or better in Mathematics 228 and 231. (NUM) (Enrollment limited)

[325. Special Topics in Mathematical Biology]— This course provides an introduction to the development, application, and evaluation of biological models. Both deterministic and stochastic models will be developed through a case-study based approach at the molecular, cellular, and population levels. Topics include current application areas such as neurophysiology, cardiology, cellular dynamics and gene expression, spread of infectious diseases, conservation

of endangered species, and cancer growth. Theory from differential equations, statistics, scientific computing, and linear algebra will be introduced as needed with topics to include basic modeling principles, discrete-time models, matrix models, dynamical systems techniques, Markov chains, pattern formation, and agent-based models. When necessary, students will implement models using a high-level programming language as well as engage with current biology research literature. Prerequisite: C- or better in a 200 level Mathematics course and permission of instructor. (NAT) (Enrollment limited)

[331. Analysis I]— Properties of the real number system, elementary topology, limits, continuity, uniform convergence, differentiation and integration of real-valued functions, sequences, and series of functions. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (WEB) (Enrollment limited)

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

400. Senior Exercise— A capstone course for senior math majors. Prerequisites: permission of instructor. (NUM) (Enrollment limited) –Georges

466. Teaching Assistant— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 course credit) –Staff

497. Senior Thesis— Required of, but not limited to, honors candidates. –Staff

Courses Originating in Other Departments

Computer Science 219. Theory of Computation— View course description in department listing on p. 173. Prerequisite: C- or better in Computer Science 115L and Computer Science 203 –Miyazaki

Spring Term

Courses offered through the Mathematics Department

107. Elements of Statistics— A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals, and hypothesis testing. This course is not open to students with credit for Mathematics 131 or above, or who have placed into Mathematics 207 on the Mathematic Placement Examination. Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. Students who qualify for Mathematics 131 or 207 will not be eligible to enroll in this course. (NUM) (Enrollment limited) –Cunningham, Ray

[118. Mathematics of Games and Gambling]— We introduce at an elementary level the mathematics necessary to analyze and understand games of strategy and chance, including: lotteries, poker, craps, tournaments, the prisoner's dilemma, and the Monte Hall problem. Prerequisite: A suitable score on the Mathematics Placement Exam and completion of QLIT101 with a grade of C- or better. (NUM) (Enrollment limited)

131. Calculus I— The real number system, functions and graphs, continuity, derivatives and their applications, antiderivatives, definite integrals, and the fundamental theorem of calculus. Mathematics, natural science, and computer science majors should begin the Mathematics 131, 132 sequence as soon as possible. Not open to students who have received credit for Mathematics 126 or who have received credit by successful performance on the Advanced Placement Examination of the CEEB (see Catalogue section "Advanced Placement for First-Year Students"). Prerequisite: A satisfactory score on the Mathematics Placement Examination, or a grade of C- or better in Mathematics 107, 127, or 131. (1.25 course credits) (NUM) (Enrollment limited) –Kreinbuhl, Ray

132. Calculus II— Topics concerning the Riemann integral and its applications, techniques of integration, first-order ordinary differential equations, and sequences and series. Prerequisite: C- or better in Mathematics 126 or 131, or an appropriate score on the AP Examination or Trinity's Mathematics Qualifying Examination. (1.25 course

credits) (NUM) (Enrollment limited) –Khyat, Kreinbuhl, Wang

205. Abstraction and Argument— This course deals with methods of proof and the nature of mathematical argument and abstraction. With a variety of results from modern and classical mathematics as a backdrop, we will study the roles of definition, example, and counterexample, as well as mathematical argument by induction, deduction, construction, and contradiction. This course is recommended for distribution credit only for non-majors with a strong mathematical background. (NUM) (Enrollment limited) –Pellico

207. Statistical Data Analysis— An introductory course in statistics emphasizing modern techniques of data analysis: exploratory data analysis and graphical methods; random variables, statistical distributions, and linear models; classical, robust, and nonparametric methods for estimation and hypothesis testing; analysis of variance and introduction to modern multivariate methods. Students with a strong mathematical background are advised to take Math 207 in place of Math 107. Those who successfully complete Math 107 may take Math 207 for credit due to its increased depth of coverage and breadth of topics. Prerequisite: A satisfactory score on the Mathematics Placement Examination, or a grade of C- or better in Mathematics 107, 127, or 131. (NUM) (Enrollment limited) –Khyat, Skardal

228. Linear Algebra— A proof-based course in linear algebra, covering systems of linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations, eigenvalues, and eigenvectors. Students may not count both Mathematics 228 and Mathematics 229 for credit towards the Math major. Prerequisite: C- or better in Mathematics 132, 142, 205, 231 or 253, or consent of instructor. (NUM) (Enrollment limited) –Lazarus

231. Calculus III: Multivariable Calculus— Vector-valued functions, partial derivatives, multiple integrals, conic sections, polar coordinates, Green's Theorem, Stokes' Theorem, and Divergence Theorem. Prerequisite: C- or better in Mathematics 132 or 142. (1.25 course credits) (NUM) (Enrollment limited) –Sandoval

234. Differential Equations— An introduction to the theory of ordinary differential equation and their applications. Topics will include analytical and qualitative methods for analyzing first-order differential equations, second-order differential equations, and systems of differential equations. Examples of analytical methods for finding solutions to differential equations include separation of variables, variation of parameters, and Laplace transforms. Examples of qualitative methods include equilibria, stability analysis, and bifurcation analysis, as well as phase portraits of both linear and nonlinear equations and systems. Prerequisite: C- or better in Mathematics 132 or 142. (NUM) (Enrollment limited) –Ma, Skardal

241. Mathematics of Finance— An introduction to the basic mathematical tools used in the financial world. Topics may include simple and compound interest, periodic loans, present and future value, amortization, sinking funds, bonds and money market funds, tax-exempt, and tax-deferred investments. Life annuities, perpetual annuities, and the mechanics of life insurance. Students may also do calculations and modeling using spreadsheets; instructions on their use will be given as needed. Basic ideas from probability theory will also be introduced as needed. Additional topics may include linear programming, finite differences, and some actuarial mathematics. However, this course does not prepare students for the examinations of the Society of Actuaries. Prerequisite: C- or better in Mathematics 132 or 142 and Mathematics 107 or permission of instructor. (NUM) (Enrollment limited) –Ma

252. Introduction to Mathematical Modeling, I— Application of elementary mathematics through first-year calculus to the construction and analysis of mathematical models. Applications will be selected from the natural sciences and social sciences, with an emphasis on the natural sciences. Several models will be analyzed in detail, and the computer will be used as necessary. The analysis will consider the basic steps in mathematical modeling: recognition of the non-mathematical problem, construction of the mathematical model, solution of the resulting mathematical problems, and analysis and application of the results. Both Mathematics 252 and 254 may be taken for credit. Prerequisite: C- or better in Computer Science 115L and Mathematics 132 or 142. (NUM) (Enrollment limited) –Lazarus

[253. Number Theory and Its Application]— An introduction to the standard topics in number theory. Topics will include congruences, representation of integers, number theoretic functions, primitive roots, continued fractions and Pythagorean triples. Applications may include cryptology, primality testing, and pseudorandom numbers.

Prerequisite: C- or better in Mathematics 132 or 142. (NUM) (Enrollment limited)

[254. Introduction to Mathematical Modeling, II]— A companion to Mathematics 252, with an alternate set of topics and an emphasis on applications selected from the social sciences, especially economics. See description of Mathematics 252. Both Mathematics 252 and 254 may be taken for credit. Prerequisite: C- or better in Computer Science 115 and one year of calculus, or permission of instructor. (NUM) (Enrollment limited)

306. Mathematical Statistics— We consider confidence intervals and hypothesis testing from a theoretical viewpoint, with emphasis on sufficiency, completeness, minimum variance, the Cramer-Rao lower bound, the Rao-Blackwell theorem, and the Neyman-Pearson theorem. Other topics as time permits. Prerequisite: C- or better in Mathematics 305. (NUM) (Enrollment limited) –Pellico

[307. Abstract Algebra I]— An introduction to group theory, including symmetric groups, homomorphism and isomorphisms, normal subgroups, quotient groups, the classification of finite abelian groups, the Sylow theorems. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (WEB) (Enrollment limited)

308. Abstract Algebra II— A continuation of Mathematics 307. Further topics from group, ring, and field theory. Prerequisite: C- or better in Mathematics 307. (NUM) (Enrollment limited) –Kreinbihl

[309. Numerical Analysis]— Theory, development, and evaluation of algorithms for mathematical problem solving by computation. Topics will be chosen from the following: interpolation, function approximation, numerical integration and differentiation, numerical solution of nonlinear equations, systems of linear equations, and differential equations. Treatment of each topic will involve error analysis. Prerequisite: C- or better in Computer Science 115, either MATH 132 or MATH 142, and any mathematics course numbered 200 or higher. (NUM) (Enrollment limited)

[325. Special Topics in Graph Theory]— (NUM) (Enrollment limited)

[325. Special Topics in Geometry]— (NUM) (Enrollment limited)

[326. Graph Theory with Applications]— Introduction to the theory of graphs, with applications to real world problems. Topics may include, but are not necessarily restricted to: connectivity, paths and cycles, trees as information structures, digraphs and depth-first search, stability and packing problems, matching theory and schedules, transportation networks, Max-Flow-Min-Cut Theorem, planar graphs, color ability, and the four color problem. Admission to this course is usually contingent upon a student's having credit for Mathematics 228. Offered in alternate years. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (NUM) (Enrollment limited)

331. Analysis I— Properties of the real number system, elementary topology, limits, continuity, uniform convergence, differentiation and integration of real-valued functions, sequences, and series of functions. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (WEB) (Enrollment limited) –Mauro

[332. Analysis II]— Further topics which may include Fourier analysis, general integration theory, and complex analysis. Prerequisite: C- or better in Mathematics 331. (NUM) (Enrollment limited)

341. Complex Analysis— Algebra of complex numbers, analytic functions and conformal mappings, integrals of analytic functions and Cauchy's theorem, expansion of analytic functions in series, calculus of residues. Prerequisite: C- or better in Mathematics 231. (NUM) (Enrollment limited) –Wyshinski

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

400. Senior Exercise— A capstone course for senior math majors. Prerequisites: permission of instructor. (NUM) (Enrollment limited) –Sandoval

497. Senior Thesis— Required of, but not limited to, honors candidates. –Staff

Courses Originating in Other Departments

[Computer Science 219. Theory of Computation]— View course description in department listing on p. [175](#).
Prerequisite: C- or better in Computer Science 115L and Computer Science 203

Middle East Studies

See International Studies Program, p. [305](#)

Music

Associate Professor Galm, Chair; Professors Moshell, Platoff, and Woldu; Associate Professor Román; Professor Emeritus Johnson; Visiting Lecturers Allen, Greenidge, and Tanguay; Guest Director Kiley; Music Staff Accompanist and Instructor Melson; Instrumental Ensembles Coordinator Curran

REQUIREMENTS

Thirteen courses, with grades of C- or better, are required.

Core courses: For all music majors, the following core courses are required:

- MUSC 113. Introduction to World Music
- MUSC 201. Diatonic Harmonic Practice
- MUSC 202. Chromatic Harmonic Practice
- MUSC 218. American Popular Music
- MUSC 265. Music from Plato through Bach
- MUSC 312. 18th and 19th-Century Music: From Mozart to Brahms
- MUSC 313. 20th and 21st-Century Music: From Stravinsky to John Adams
- At least four semesters of participation in department performance courses with a maximum of two semesters of MUSC 107. Music Lessons.
- MUSC 400. Senior Project Tutorial and Colloquium. A Senior Project is required of all majors. The Senior Project may emphasize performance or research. It may be a recital, creative project, or thesis. Every senior enrolls in MUSC 400. The Senior Project will be determined in consultation with the student's departmental adviser or chair.

Electives: Choose any three one-credit courses offered by the Music Department, subject to approval by the student's departmental adviser or chair.

All music majors must work closely with their adviser to arrange for a proper choice of electives and sequencing of courses. Below is a possible sequential list of courses:

- in the first year, take MUSC 101. Basic Musicianship; Other first-year core course options include MUSC 113, MUSC 218, and MUSC 265. Students with extensive knowledge in music theory can request permission to begin the music theory core courses in their first year.
- in the sophomore year, take MUSC 201, MUSC 202, and MUSC 265 or MUSC 312 and MUSC 313.
- in the junior year, take MUSC 312 and MUSC 313.
- in the senior year, take MUSC 400.
- Ensembles and electives may be taken in any year.

Credit for musical performance will be granted in the following courses:

- MUSC 102. Trinity College Choir
- MUSC 105. Instrumental Ensemble
- MUSC 107. Music Lessons
- MUSC 108. Steel Pan Ensemble
- MUSC 109. Jazz Ensemble
- MUSC 111. Samba Ensemble
- MUSC 119. Musical-Theater Production

All these invite repeated enrollment. No more than two course credits in musical performance may be counted toward fulfillment of the credit requirement for the major in music.

The Writing Intensive Part II requirement is fulfilled by one of the following courses:

- MUSC 133. Blues Women to Nicki Minaj
- MUSC 222. Investigating Music and Culture
- MUSC 265. Music from Plato through Bach
- MUSC 312. 18th- and 19th-Century Music: From Mozart to Brahms

Cognate Courses—Because of the diversity inherent in the discipline, study, and practice of music, there are many distinct areas that can be isolated as being preferentially cognate. For example, those students interested in music's relations to other performing arts would be directed toward courses in theater and dance; those concerned with music as a force in society might consider courses in sociology, anthropology, educational studies, or international studies; those fascinated by music's acoustical properties or its application to computers should investigate courses in physics, mathematics, or engineering; those pursuing liturgy-related studies should seek courses in religious studies. Appropriate cognate courses should be determined in consultation with the adviser at the time a student decides to declare the major.

Particularly helpful to any music major's curriculum would be an understanding of foreign languages (especially Spanish, German, French, Italian, or Latin) and a basic grounding in world history.

ADDITIONAL OPPORTUNITIES

Internships: Music-related internships can be arranged through the Career Development Center.

Study away: Opportunities to pursue interests in music may be explored at a variety of study away programs.

Consortium Courses: Students wishing to participate in classes at the Hartt School of Music, as well as perform in an orchestra or large wind ensemble, may enroll through the Hartford Consortium for Higher Education.

Honors: Honors in music are awarded based on distinguished performance in the major, as evaluated by the entire music faculty.

The Minor in Music: The minor in music is designed to introduce students to a range of topics in music that includes the fundamentals of music theory as well as traditions in world, Western, and American popular music. Students who elect the minor in music will also perform in one of the department's numerous ensembles for at least two semesters.

The minor consists of six courses:

- One course in music practices and musicianship
 - MUSC 101. Basic Musicianship
 - MUSC 201. Diatonic Harmonic Practice
- One course in music history and literature or repertoire and listening
 - MUSC 121. Listen!
 - MUSC 264. Mozart and 18th-Century Music
 - MUSC 266. Beethoven: His Life and Music
- One course in music's intersection with culture, class, gender, or politics
 - MUSC 113. Introduction to World Music
 - MUSC 133. Blues Women to Nicki Minaj
 - MUSC 150. Women in Music
 - MUSC 218. American Popular Music
 - MUSC 219. Toca Brasil! (Play Brazil!)
 - MUSC 274. Jazz: 1900 to the Present
- Two elective courses in the department, approved by the adviser or chair
- Two semesters of departmental performance activities with a maximum of one semester of MUSC 107. Music Lessons.

Fall Term

101. Basic Musicianship— An introduction to the melodic, rhythmic, and harmonic structure of tonal music, with the emphasis on the development of a chordal vocabulary equally adaptable to classical and popular music. A required weekly practicum will stress ear-training (recognition of intervals, chords, rhythms, etc.) and its practical applications at the keyboard. Prerequisite for Music 201, may not be counted toward the major in music. (1.25 course credits) (ART) (Enrollment limited) –Melson, Platoff

[102. Trinity College Choir]— The Trinity College Choir performs varied and challenging choral repertoire, in concert, each semester. Singers will also work on vocal techniques and related musicianship. Membership is by permission of instructor. (0.5 course credit) (ART) (Enrollment limited)

105. Instrumental Ensemble— Coached by Hartford-area professionals, chamber music ensembles are formed as a result of placement auditions with the Coordinator. Every effort is made to group students with others at the same skill level. Ensembles perform at least once each semester. Ensembles repertoire includes works from Western art musical traditions as well as arrangements of popular music songs and world music traditions. (0.5 course credit) (ART) (Enrollment limited) –Curran

107. Lessons— Individual instruction in voice or an instrument 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 coordinator. Students must contact an instructor and schedule lessons before permission can be granted to register for the course. Lessons require an extra fee. Fees for Lessons are \$600 for eleven one-hour lessons, payable directly to the instructor. Financial aid to cover instructors' fees is available on a limited basis to Trinity Grant students. Decisions on grant awards will be made on Friday of the first week of classes. Prerequisite: C- or better in Music 101, which may be taken concurrently, and permission of the coordinator. (0.5 course credit) (ART) (Enrollment limited) –Allen, Kennedy

108. Steel Pan Ensemble— Students will learn the history and social significance of steel pan music in Trinidad. Additionally, students will understand the musical roles of each instrument in the ensemble and learn the techniques associated with playing each of them. Students will be expected to learn and memorize arrangements of classical, popular, and traditional calypso music. The music will be taught aurally and by rote by an instructor from Trinidad. (0.5 course credit) (ART) (Enrollment limited) –Greenidge

109. Jazz Ensemble— Jazz is America's own art form! The Jazz Ensemble studies and performs the compositions of Ellington, Monk, Coltrane, Hancock, and others, as well as original works by Professor Allen and the group members. Styles span the gamut of jazz history, from traditional swing to fusion and jam band funk. We will work hard on improving individually and as a group, with focus on creative improvising, group interplay, and solid grooves. There are usually two performances per semester at various venues on campus. (0.5 course credit) (ART) (Enrollment limited) –Allen

111. Samba Ensemble— Emphasis is on the study and performance of the Brazilian samba drumming tradition. Related musical styles and musical genres are also included. Previous performance experience is not required, and students may take this course for more than one semester. Membership by permission of the instructor. Also listed under International Studies Latin American and Caribbean. (0.5 course credit) (GLB1) (Enrollment limited) –Galm

113. Introduction to World Music— A comprehensive survey of global musical traditions that encompasses rural and urban music from Africa, Latin America, and the Caribbean, India, Asia, 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. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in International Studies-African studies, International Studies-Asian studies, and International Studies-Latin American and Caribbean studies. (GLB1) (Enrollment limited) –Galm

119. Musical-Theater Production— For departmental musical-theater productions, students may enroll on a

show-by-show basis at the beginning of the show's production process. To do so, contact the instructor. Offered only pass/fail. (0.25 course credit) (ART) (Enrollment limited) –Kelly

121. Listen!— This course is intended for students who love listening to a range of music but who have had little or no formal instruction. Although rooted in classical music and its traditions, the course also explores other genres, including popular song, jazz standards, blues, rock and roll, and hip-hop. We will attend concerts on campus and in Hartford, and we will develop the language to talk knowledgeably about the music in our daily lives. Most importantly, we will do exactly what the title says: we will listen to a lot of music! (ART) (Enrollment limited) –Moshell

[150. Women in Music]— A broad survey of the music and music-making traditions of European and North American women from antiquity to the present. We explore the work and lives of women active as composers and performers in a range of genres, including the classical traditions, blues, jazz, and hip hop. No previous training or experience in music is required. (ART) (Enrollment limited)

[166. Stravinsky: Music, Theater, and Dance]— Though Igor Stravinsky is almost universally acknowledged to be the greatest 20th-century composer, he has generally been insufficiently recognized for the immense contributions that his dramatic/choreographic works have made to the history of artistic modernism. Some of these are operas and ballets pure and simple, but many of the more innovative ones have forged new hybrids of music, dance, and the spoken word – influencing countless composers, playwrights, and choreographers. This course will examine, with the aid of audio recordings and videos, 13 of these works, from such ballets as *Firebird* and *Rite of Spring* to such operas as *Rake's Progress* and *Mavra*, to such mixed-genre works as *Histoire du soldat* and *Oedipus Rex*. No prerequisites; no previous training in music required. (ART) (Enrollment limited)

175. Introduction to Recording Arts— This is a course in the basics of recording and producing music. Students learn to use the basic tools of the production studio, including an exploration of recording techniques and standard practices encountered at professional facilities. The course also incorporates connections between listening to professional recordings and making technical decisions when capturing a musical performance. (ART) (Enrollment limited) –Tanguay

201. Diatonic Harmonic Practice— Study of the harmonic practices of the 18th and 19th centuries, through exercises and the analysis of typical works. An intensive course with integrated practicum sessions, which focus on the development of skills in sight-singing, dictation, and keyboard proficiency, and written exercises modeled after those works. Prerequisite: C- or better in Music 101 or equivalent preparation. (1.5 course credits) (ART) (Enrollment limited) –Melson, Roman

[234. Music as Protest]— This course examines the ways in which social and political issues are expressed in music. We will look at music that was written, composed, and performed in Paris, Harlem, and Hartford in the 18th, 19th, and 20th centuries, and explore the ramifications of the social and political issues for the music. Topics to be covered include: the music of the French Revolution; music of urban black America, 1960 to the present; Hector Berlioz, Ludwig van Beethoven, Claude Debussy, and “protests” in classical music. No previous experience in music is required. (ART) (Enrollment limited)

248. The Psychology of Music— A broad survey of human responses to music, from the physics and psychophysics of how we perceive musical sounds to the question of how and why music is emotionally powerful. Through reading from the primary literature in both music and psychology, students will develop an understanding of the cognitive processes by which we understand music; musical meaning and the formation of musical taste; the social and cultural factors that influence musical preferences; and the similarities and differences in music across cultures. Students **MUST** have the ability to read music. (ART) (Enrollment limited) –Platoff

[266. Beethoven: His Life and Music]— An introduction to the life and work of Ludwig van Beethoven, who after more than 200 years is still the most loved and admired of all composers of classical music. This course will focus both on Beethoven's masterpieces—his symphonies, piano sonatas, string quartets, and other works—and on the effect they had on audiences and the musicians who tried to follow in Beethoven's footsteps. No previous training in music is required. (ART) (Enrollment limited)

272. Contemporary Musical Theater— An appreciation of the corpus of Broadway musicals that, beginning with 1968's *Hair*, 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*, *Spring Awakening*, *The Book of Mormon*, *Hamilton*, and many others. No previous training in music is required. (ART) (Enrollment limited) –Moshell

275. The Business of Music— The music business is a changing and dynamic concept, ranging from individual entrepreneurs to multinational conglomerates. It encompasses single performances, tours, publishing and recording, promotion, management, and legal issues. This course will introduce you to an overview of the recording and music industry through a variety of hands-on projects. Since digital technologies have dramatically transformed music production, distribution, and consumption, this course will explore legal, technical, financial, and social issues of the music business. (ART) (Enrollment limited) –Allen

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

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

Spring Term

101. Basic Musicianship— An introduction to the melodic, rhythmic, and harmonic structure of tonal music, with the emphasis on the development of a chordal vocabulary equally adaptable to classical and popular music. A required weekly practicum will stress ear-training (recognition of intervals, chords, rhythms, etc.) and its practical applications at the keyboard. Prerequisite for Music 201, may not be counted toward the major in music. (1.25 course credits) (ART) (Enrollment limited) –Melson, Roman

105. Instrumental Ensemble— Coached by Hartford-area professionals, chamber music ensembles are formed as a result of placement auditions with the Coordinator. Every effort is made to group students with others at the same skill level. Ensembles perform at least once each semester. Ensembles repertoire includes works from Western art musical traditions as well as arrangements of popular music songs and world music traditions. (0.5 course credit) (ART) (Enrollment limited) –Curran

107. Lessons— Individual instruction in voice or an instrument 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 coordinator. Students must contact an instructor and schedule lessons before permission can be granted to register for the course. Lessons require an extra fee. Fees for Lessons are \$600 for eleven one-hour lessons, payable directly to the instructor. Financial aid to cover instructors' fees is available on a limited basis to Trinity Grant students. Decisions on grant awards will be made on Friday of the first week of classes. Prerequisite: C- or better in Music 101, which may be taken concurrently, and permission of the coordinator. (0.5 course credit) (ART) (Enrollment limited) –Allen, Kennedy

108. Steel Pan Ensemble— Students will learn the history and social significance of steel pan music in Trinidad. Additionally, students will understand the musical roles of each instrument in the ensemble and learn the techniques associated with playing each of them. Students will be expected to learn and memorize arrangements of classical, popular, and traditional calypso music. The music will be taught aurally and by rote by an instructor from Trinidad. (0.5 course credit) (ART) (Enrollment limited) –Greenidge

109. Jazz Ensemble— Jazz is America's own art form! The Jazz Ensemble studies and performs the compositions of Ellington, Monk, Coltrane, Hancock, and others, as well as original works by Professor Allen and the group members. Styles span the gamut of jazz history, from traditional swing to fusion and jam band funk. We will work hard on improving individually and as a group, with focus on creative improvising, group interplay, and solid grooves. There are usually two performances per semester at various venues on campus. (0.5 course credit) (ART) (Enrollment limited) –Allen

111. Samba Ensemble— Emphasis is on the study and performance of the Brazilian samba drumming tradition. Related musical styles and musical genres are also included. Previous performance experience is not required, and students may take this course for more than one semester. Membership by permission of the instructor. Also listed under International Studies Latin American and Caribbean. (0.5 course credit) (GLB1) (Enrollment limited) –Galm

[112. Contemporary Music Ensemble]— The Trinity Contemporary Music Ensemble invites students to perform some of the most unique, eclectic, fascinating, and provocative music written over the past 50 years. Students will study, learn, and perform a wide range of styles that may include rock, jazz, hip-hop, crossover, and electronic dance music. Singers, instrumentalists, and people who play live electronics using computers and other electronic devices are encouraged to participate. Music 101 or equivalent knowledge of music notation and score reading are strongly recommended. An audition is required. (0.5 course credit) (ART) (Enrollment limited)

119. Musical-Theater Production— For departmental musical-theater productions, students may enroll on a show-by-show basis at the beginning of the show's production process. To do so, contact the instructor. Offered only pass/fail. (0.25 course credit) (ART) (Enrollment limited) –Kelly

[120. Acting in the Musical Theater]— Musical-theatre acting is, in many ways, different from the technique and concerns of acting in non-musical plays. This course will train students in: the art of examining scripts and delivering dialogue onstage; utilizing one's singing abilities most effectively in the rendering of vocal material; handling oneself onstage, with respect to stage movement/awareness as well as the use of props and costumes; and issues involving auditioning and the selection of appropriate material. No previous training in music is required. Enrollment limited. (ART) (Enrollment limited)

[121. Listen!]— This course is intended for students who love listening to a range of music but who have had little or no formal instruction. Although rooted in classical music and its traditions, the course also explores other genres, including popular song, jazz standards, blues, rock and roll, and hip-hop. We will attend concerts on campus and in Hartford, and we will develop the language to talk knowledgeably about the music in our daily lives. Most importantly, we will do exactly what the title says: we will listen to a lot of music! (ART) (Enrollment limited)

133. Blues Women to Nicki Minaj— This course explores the music of black American women in music from the era of blues queens of the 1920s through Nicki Minaj. Along the way we will listen to and read about the music of blues greats Ma Rainey and Bessie Smith; trailblazer Marian Anderson; jazz legends Billie Holiday, Ella Fitzgerald, and Dinah Washington; Motown superstar Dina Ross and the fabulous Supremes; disco queen Donna Summer; gospel and soul diva Aretha Franklin; rocker Tina Turner; and, ultimately, women in hip-hop, among them Queen Latifah, Lil Kim, and Nicki Minaj. Because context is critical to understanding of the music of these women, course readings will situate the women in their social and musical times. (ART) (Enrollment limited) –Woldu

202. Chromatic Harmonic Practice— Further study of the harmonic practices of the 18th and 19th centuries, through exercises and the analysis of typical works. Weekly practicum sessions focus on the consolidation of skills in sight singing, dictation, and keyboard proficiency. Simultaneous enrollment in the one-hour practicum is required. Prerequisite: C- or better in Music 201 or permission of instructor. (1.25 course credits) (ART) (Enrollment limited) –Melson, Roman

[208L. Electronic MIDI and Computer Music]— This course is intended for music students who want to acquire skills in the creation and production of modern electronic music through the use of computer hardware and software, including the incorporation of MIDI sequencing, electronic score editing, basic audio recording and mixing procedures, and audio sampling editing and manipulation. Prerequisite: C- or better in Music 101 or permission of

instructor. (ART) (Enrollment limited)

[211. Music from Plato through Bach]— This course explores music from the time of Plato and Aristotle through Baroque composers Bach, Vivaldi, and Handel. We will consider the most significant traditions, trends, genres, innovations, and historical developments in the history of music in Europe as we discover, listen to, and write about key works by composers whose music is the cornerstone for much of today's music. Prerequisite: C- or better in Music 101 or permission of instructor. (ART) (Enrollment limited)

218. American Popular Music— A broad survey of popular music in the United States from the late 19th century to the present. We will explore blackface minstrelsy, the music of Tin Pan Alley, ragtime and big band jazz, early blues and country music, post-war pop singers, the evolution of rock and roll, rhythm and blues and soul, folk music, alternative music, hip-hop, and MTV and the popular mainstream. Themes of music and identity, multi-cultural sources, the business of music, and the influence of technology will be followed throughout the course. No previous background in music is required. Also listed in American Studies. (ART) (Enrollment limited) –Woldu

219. Toca Brasil! (Play Brazil!)— A comprehensive, interactive exploration of Brazilian music, this course will present an integrated approach through hands-on performance of Brazilian percussion music, combined with academic study of Afro-Brazilian culture, religion, and dance. Beginning with an overview of traditional Brazilian forms of musical expression, we will then analyze how these forms were incorporated into popular musical styles from the 1960s to the present. In recent years, fusions of new styles derived from traditional Brazilian and non-Brazilian music have emerged that reflect contemporary processes of globalization. The multi-faceted approach to be integrated into this course will include hands-on musical performance, readings, and audio/video recordings. No previous experience in music is required. Also listed under International Studies-Latin American and Caribbean studies. (GLB1) (Enrollment limited) –Galm

[222. Investigating Music and Culture]— This course is an in-depth introduction to the study of music and culture. This course will focus on the gathering of primary-source materials and relate them to broader historical and cultural contexts. Through this process, students will develop interviewing techniques, learn how to document with video and audio recording equipment, and practice incorporating data into comprehensive research projects. Students will develop these techniques through participation with a Hartford-based arts organization. Also listed under Anthropology. (ART) (Enrollment limited)

252. The Beatles and Rock 'n' Roll in the '60s— The Beatles were at the center of a revolution in rock 'n' roll in the 1960s, affecting music in the US and around the world. This course will explore the enormous changes in rock music in that decade, seeking to understand them both musically and in terms of the important political and social changes that defined the 1960s. Our focus will combine detailed, critical listening (to musicians including Bob Dylan, the Beach Boys, the Byrds, the Supremes, and many others) with exploration of the numerous connections between the music and the rapidly changing society in which it was produced. (ART) (Enrollment limited) –Platoff

260. Advanced Recording Arts— Building on the knowledge and techniques learned in MUSC-175 Introduction to Recording Arts, students will engage in recording projects of multiple musical genres. This class will incorporate more advanced recording and mixing philosophies and will continue development of technical critical listening skills in a studio environment. Prerequisite: C- or better in Music 175, or permission of instructor. (ART) (Enrollment limited) –Tanguay

264. Mozart and 18th-Century Music— An introduction to the life and music of Wolfgang Amadeus 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. (ART) (Enrollment limited) –Platoff

265. Music from Plato through Bach— This course explores music from the time of Plato and Aristotle through Baroque composers Bach, Vivaldi, and Handel. We will consider the most significant traditions, trends, genres, innovations, and historical developments in the history of music in Europe as we discover, listen to, and write about key works by composers whose music is the cornerstone for much of today's music. Prerequisite: C- or better in Music 101 or permission of instructor. (ART) (Enrollment limited) –Woldu

[**274. Jazz: 1900 to the Present**]
Through listening, discussion, and reading, this course will survey the development of jazz from ragtime and pre-jazz through New Orleans swing, be-bop, and modern jazz. Among composers and performers to be studied include Louis Armstrong, John Coltrane, Miles Davis, Duke Ellington, Scott Joplin, Thelonious Monk, Charles Parker, and Woody Shaw. No previous training in music is required. Also listed under American Studies. (ART) (Enrollment limited)

312. 18th and 19th-Century Music: From Mozart to Brahms
A study of European and American art music from the mid-1700s to the turn of the 20th century, focusing on the greatest composers of the era in their historical, political, and social contexts. Composers studied will include Haydn, Mozart, Beethoven, Schubert, Rossini, Chopin, Liszt, Berlioz, Wagner, Verdi, Tchaikovsky, and Brahms. Prerequisite: C- or better in Music 202, or permission of instructor. (ART) (Enrollment limited) –Platoff

[**313. 20th and 21st Century Music: From Stravinsky to John Adams**]
A study of contemporary art music from the late-1890s to the present, focusing on the greatest composers of the era in their historical, political, and social contexts. Composers studied will include Mahler, Debussy, Stravinsky, Bartk, Schoenberg, Shostakovich, Ives, Copland, Gershwin, Ellington, Bernstein, Reich, and Adams. Prerequisite: C- or better in Music 202. (ART) (Enrollment limited)

399. Independent Study
Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

400. Senior Project Tutorial and Colloquium
A Senior Project is required of all music majors. The Senior Project may emphasize performance or research. It may be a recital, creative project, or thesis. This course is a seminar to develop senior research and/or performance projects. Students will develop research skills and participate in a colloquium series featuring research by the faculty of the Department of Music. Enrollment limited to Music majors. (ART) (Enrollment limited) –Galm

407. Senior Recital
The preparation and presentation of a full-length program. Enrollment is subject to the approval of the Music faculty. Interested students must meet with the department chairperson and obtain a copy of the senior recital guidelines in the spring semester of the junior year if planning a recital for the senior year. The course is open to both majors and non-majors. If the student is concurrently enrolled in Music 107 Music Lessons for 0.5 credit, then the senior recital will count for 0.5 credit. Submission of an independent study form, available in the Registrar's Office, and the approval of the department chair, are required for enrollment. (0.5 - 1 course credit) (ART) –Staff

415. Special Studies in Music
Individual or group study and research on a selected topic under the guidance of a member of the Music faculty. Permission is 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. (0.5 - 1 course credit) (ART) –Staff

[**420. Advanced Topics in Music History**]
This course will focus on the analytical and historical exploration of one or more specific repertoires in Western music (such as Baroque sacred music, or the string quartets of Beethoven), along with a consideration of the relevant musicological literature. Topics will vary from year to year. Prerequisite: C- or better in Music 312. (ART) (Enrollment limited)

466. Teaching Assistantship
Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

[**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.

Neuroscience

Professor Raskin (Psychology and Neuroscience), Director; Neuroscience Coordinating Committee: Thomas S. Johnson Distinguished Professor of Biology Blackburn (Biology), Charles A. Dana Research Professor Dunlap (Biology), Brownell Professor of Philosophy Lloyd (Philosophy), Vernon Roosa Professor of Applied Science Masino (Psychology and Neuroscience); Associate Professors Blaise (Engineering), Church (Chemistry and Neuroscience), and Guardiola-Diaz (Biology and Neuroscience); Assistant Professors Casserly (Psychology), Grubb (Psychology), Helt• (Psychology and Neuroscience), Martinez (Neuroscience), and Theurer (Philosophy); Senior Lecturer and Laboratory Coordinator Swart

OVERVIEW OF MAJOR

Neuroscience is a broad, multidisciplinary field concerned with the nervous system, its components, and functional activities, including behavior and consciousness. How do nerve cells function and develop, and how do they communicate? How do brains work, and how have they evolved? What is the nature of consciousness, and the neural basis for behaviors and for human brain dysfunction? These are among the many questions being answered by contemporary neuroscience.

Neuroscience at Trinity involves faculty from the Departments of Biology, Chemistry, Engineering, Neuroscience, Philosophy, and Psychology. The major is designed to give students a fundamental grounding in the sciences, and the flexibility to direct their studies towards cellular/molecular, systems/behavioral or cognitive/clinical aspects of neuroscience. A major in neuroscience can lead to a career in scientific research, the health professions, education, business, law, or government. The Trinity major also prepares students for further study in graduate school and medical school.

REQUIREMENTS

The major requires 14 course credits, including nine core courses and five courses from the list of electives. Electives must be selected from at least three different departments (biology, chemistry, engineering, neuroscience, philosophy, or psychology).

Lab Requirement: Students must take eight courses with a laboratory component, which can include NESC 301. Introduction to Neuroscience Methodology. The lab course options also include those listed in the core course requirements, core electives, or cognate electives. However, two must be designated NESC.

No course grade of less than C- may be counted toward the major.

Core courses:

BIOL 182L. Evolution of Life
BIOL 183L. The Cellular Basis of Life
CHEM 111L. Introductory Chemistry I
CHEM 112L. Introductory Chemistry II
MATH 107. Elements of Statistics or MATH 131. Calculus I or MATH 207. Statistical Data Analysis
- or PSYC 221L. Research Design and Analysis
NESC 201L. Principles of Neuroscience
NESC 388. Current Issues in Neuroscience (senior year only)
PSYC 261L. Brain and Behavior

Electives—Must take a total of five electives, at least four must be core electives:

Core electives—Must take a minimum of four of these:

BIOL 456L. The Biology of Communication
BIOL 473. Sensory Biology
ENGR 311. Electrophysiology of the Central Nervous System
ENGR 316. Neural Engineering
NESC 210L. Neuroendocrinology
NESC 301L. Introduction to Neuroscience Methodology
NESC 320. Developmental Neuroscience

NESC 325. Hormones and Social Behavior
NESC 362. Neuroethology
NESC 401. Neurochemistry
NESC 402. Cellular and Molecular Neurobiology
NESC 432. Nutrition and Brain Health
PHIL 374. Minds and Brains
PSYC 293L. Perception
PSYC 302. Behavioral Neuroscience
PSYC 334. Current Issues in Cognition
PSYC 348. Focusing the Mind: The Psychology of Attention
PSYC 364. Neuropsychopharmacology
PSYC 365. Cognitive and Social Neuroscience
PSYC 391. Psychology of Language
PSYC 392. Human Neuropsychology

Cognate electives—Must take one additional elective (this can be either from the core electives above or from the following):

BIOL 120. Genes, Clones and Biotechnology
BIOL 140. Biological Systems
BIOL 211L. Electron Microscopy
BIOL 224. Genetics
BIOL 227L. Cell Biology
BIOL 317. Biochemistry
BIOL 319L. Animal Physiology
CHEM 211L. Elementary Organic Chemistry I
NESC 101. The Brain
NESC 120. Nervous Connections
NESC 425. Research in Neuroscience(1.0 credit)*
PHIL 226. Neuroscience, Ethics, and Agency
PHIL 244. The Music of Thought
PHIL 378. Philosophy of Mind
PSYC 255L. Cognitive Psychology
PSYC 265. Drugs and Behavior
PSYC 339. Developmental Psychopathology

*HFPR 202. Health Care Research may substitute for NESC 425 provided the research is done in a neurological, neurosurgical, neuropsychiatric, or basic neuroscience laboratory setting. This substitution must be approved by the program director.

The Writing Intensive Part II requirement is fulfilled by one of the following courses:

NESC 325. Hormones and Social Behavior
NESC 362. Neuroethology
NESC 401. Neurochemistry
NESC 402. Cellular and Molecular Neurobiology
NESC 432. Nutrition and Brain Health
PHIL 374. Minds and Brains
PSYC 302. Behavioral Neuroscience
PSYC 334. Current Issues in Cognition
PSYC 339. Developmental Psychopathology
PSYC 348. Focusing the Mind: The Psychology of Attention
PSYC 365. Cognitive and Social Neuroscience
PSYC 392. Human Neuropsychology

Breadth requirement—Electives must cover three departments (NESC, PSYC, BIOL, CHEM, ENGR, PHIL)

Capstone/Senior Project: NESC 388. Current Issues in Neuroscience

Concentrations/Tracks:

Depth option: In order to be designated as fulfilling a concentration in one area of neuroscience, students who choose to do so (in addition to fulfilling the breadth requirements above) must complete four electives as listed below. This will be indicated on their transcript (e.g., Neuroscience: Cellular/Molecular Concentration).

Four electives fulfill depth in one area:

Cellular/Molecular

BIOL 224. Genetics
BIOL 317L. Biochemistry
ENGR 311. Electrophysiology of the Central Nervous System
ENGR 316. Neural Engineering
NESC 320. Developmental Neuroscience
NESC 401. Neurochemistry
NESC 402. Cellular and Molecular Neurobiology
NESC 432. Nutrition and Brain Health

Systems/Behavioral

BIOL 319L. Animal Physiology
BIOL 456L. The Biology of Communication
BIOL 473. Sensory Biology
NESC 210L. Neuroendocrinology
NESC 325. Hormones and Social Behavior
NESC 362. Neuroethology
PSYC 302. Behavioral Neuroscience

Clinical/Cognitive

PHIL 226. Neuroscience, Ethics, and Agency
PHIL 244. The Music of Thought
PHIL 374. Minds and Brains
PHIL 378. Philosophy of Mind
PSYC 293L. Perception
PSYC 334. Current Issues in Cognition
PSYC 339. Developmental Psychopathology
PSYC 348. Focusing the Mind: The Psychology of Attention
PSYC 364. Neuropsychopharmacology
PSYC 365. Cognitive and Social Neuroscience
PSYC 391. Psychology of Language
PSYC 392. Human Neuropsychology

To double major in neuroscience and another major, a maximum of three courses with a designation of 200 or above can be double-counted in both majors.

ADDITIONAL OPPORTUNITIES

Independent Studies: Neuroscience students are encouraged to perform independent research in one of the many active labs on campus. In addition, opportunities exist to perform research or get clinical experience at the University of Connecticut Health Center, Hartford Hospital, the Institute of Living and Connecticut Children's Medical Center. A special research program is available through the Ayers Neuroscience Institute. See the program director to learn how to apply for these opportunities.

Study away: Neuroscience students who wish to study abroad should meet with their adviser and the program director in advance of the semester they intend to go abroad. Professor Raskin is currently the study-abroad adviser

for the Neuroscience Program and can advise students regarding specific study-abroad options. There are many study-abroad locations that allow for course work in neuroscience as well as internship experiences. Students who wish to take a course for major credit while abroad must have this approved by the program director before going abroad.

Courses at other institutions: Students who wish to earn major credit for course work at other institutions should submit to the director the name of the institution and the number, title, and catalog description of the course. This information must be submitted in writing before the work is initiated and formal permission must be granted before the courses can be credited toward the major at Trinity, following the usual procedures established by the Office of Study Away.

Honors: Honors in the major will be awarded to students who attain a B+ average in courses in the major at the 200 level and above (not including the research project) and who also demonstrate superior performance in a research project, culminating in a two-semester thesis, an oral proposal and final presentation, and a poster at the spring science symposium.

Fall Term

301. Introduction to Neuroscience Methodology— A laboratory course that will introduce the student to current methods and techniques used in neuroscience research. The course consists of three-week rotations in the laboratories of staff members. Among the topics to be covered will be radioligand binding assays, neurochemical assays, electrophysiology, psychobiological techniques, experiments in perception, and methods in cognitive science. This course is normally taken in the junior year. (NAT) (Enrollment limited) –Church, Dunlap, Martinez, Swart

[325. Hormones and Social Behavior]— This course will examine how hormones act within the brain to ultimately influence the expression of social behaviors. We will address how hormones drive the development and function of specific brain areas, with a particular focus on sex differences in these processes. We will consider a wide range of behaviors with implications for our social lives, including sexual attraction, bonding/affiliation, aggression, and social cognition, within the context of both normative and disease states. Although this course will be approached from the human perspective, discussions will be informed by primary research conducted in both human and non-human models. Consequently, course materials will draw upon primary research articles as well as assigned readings from the text. Prerequisite: C- or better in Neuroscience 201 or Psychology 261 (NAT) (Enrollment limited)

362. Neuroethology— This course will explore the control of animal behavior by the nervous system from an evolutionary perspective. Topics to be covered include motor control (orientation, navigation, pursuit and escape behavior), communication systems (mate searching, territoriality, and social interactions), resource location and ingestion, circadian and other rhythmic behaviors and learning and memory. Examples will be drawn from a wide variety of vertebrate and invertebrate animals as appropriate to the topic. For select topics special attention will be paid to experimental design and data analysis. Text readings and selected primary research articles will guide discussion of each topic. In addition to exams and quizzes, students will write several short essays and one term paper during the course of the semester. Prerequisite: C- or better in Neuroscience 201 or Psychology 261 (WEB) (Enrollment limited) –Swart

362L. Neuroethology Lab— The field of neuroethology examines discrete behaviors of a diverse animals with the goal of an intimate understanding of the neural control of natural animal behavior. In this lab we will use a variety of laboratory techniques to explore the anatomy and physiology underlying repeatable behaviors in several model research animals. I will work with the students to design experiments based on our discussion of the scientific literature. Potential lab exercises will include experiments on the visual system including electroretinography and tract tracing, recording rhythmic activity generated during locomotion, video recording and analysis of avoidance behavior, field observation of territorial behavior, and memory assays among others. Experimental design, data analysis and scientific writing will be stressed. (0.25 course credit) (Enrollment limited) –Swart

364. 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. (WEB) (Enrollment limited) –Martinez

388. Current Issues in Neuroscience— This half-credit course considers current neuroscience research on topics ranging from clinical research to molecular biology. Students will attend presentations by neuroscience researchers and read and discuss pertinent research literature prior to each presentation. Some special scheduling arrangements will be necessary for activities outside of the regular class meeting time. Prerequisite: Senior Neuroscience major, and a C- or better in Neuroscience 201, or permission of instructor. (0.5 course credit) (NAT) (Enrollment limited) –Masino

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 2 course credits) –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 are required for enrollment. (0.5 - 1 course credit) –Staff

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 1 course credit) –Staff

498. Senior Thesis Part 1— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor 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). Prerequisite: permission of the instructor. (2 course credits) (WEB) –Staff

548. Focusing the Mind: the Psychology of Attention— More than 100 years ago, William James famously declared, "Everyone knows what attention is. It is the taking possession by the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought." And while James' conception of attention resonates with a colloquial understanding of the term that's still in use today, empirical treatment of attention in the psychological and neuroscientific literature suggests that consensus on what attention is and what attention does has not yet been reached. Using primary sources, scholarly reviews, and popular science pieces, we will work toward a more nuanced understanding of what attention is and delve deeply into what it means to selectively focus the mind in a world full of distraction. (SOC) (Enrollment limited) –Grubb

Graduate Courses

800. Graduate Seminar in Neuroscience— This half-credit seminar will cover current topics in neuroscience, including issues in research methodology, ethics in research and public policy issues. In addition, time will be spent reviewing the literature and methodology of the theses of enrolled students. The course will be structured like a journal club with students preparing a discussion of one to two articles each week to be shared. Many of the articles may be drawn from the background literature of the thesis topic. Students will also attend presentations by neuroscience researchers and read and discuss pertinent research literature prior to each presentation. (0.5 course credit) –Raskin

834. Current Issues in Cognition— This seminar will explore current "hot topics" in cognitive research. For example, we'll investigate how our minds interface with our bodies (How do we learn new skills like swinging a bat or doing gymnastics? How do people control the movement of artificial limbs or wheelchairs?) and how the different "pieces" of cognition interact (Can how well we hear impact memory? How does lack of sleep change the way we pay attention?). In class and in writing, we will analyze behavioral, neurological, and philosophical research in cognition and evaluate the impact of these issues for psychologists and for people's lives in the "real world." (WEB) –Casserly

862. Neuroethology— This course will explore the control of animal behavior by the nervous system from an evolutionary perspective. Topics to be covered include motor control (orientation, navigation, pursuit and escape behavior), communication systems (mate searching, territoriality, and social interactions), resource location and ingestion, circadian and other rhythmic behaviors and learning and memory. Examples will be drawn from a wide variety of vertebrate and invertebrate animals as appropriate to the topic. For select topics special attention will be paid to experimental design and data analysis. Text readings and selected primary research articles will guide

discussion of each topic. In addition to exams and quizzes, students will write several short essays and one term paper during the course of the semester. (WEB) –Swart

864. 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. (WEB) –Martinez

951. Independent Research— Under the guidance of a faculty member, graduate students may do an independent research project on a topic in neuroscience. Written approval of the graduate adviser and the program director are required. Contact the Office of Graduate Studies for the special approval form. (0.5 - 2 course credits) –Staff

953. Thesis Part 1— First credit of a two semester, two credit thesis in Neuroscience. Written approval of the graduate adviser and the program director are required. Contact the Office of Graduate Studies for the special approval form. –Staff

954. Thesis Part II— A continuation of NESC 953. Second credit of a two semester, two credit thesis in Neuroscience. Written approval of the graduate adviser and the program director are required. Contact the Office of Graduate Studies for the special approval form. –Staff

956. Thesis— Two credit thesis in Neuroscience. Written approval of the graduate adviser and the program director are required. Contact the Office of Graduate Studies for the special approval form. (2 course credits) –Staff

Courses Originating in Other Departments

[Biology 120. Genes, Clones, and Biotechnology]— View course description in department listing on p. [141](#).

[Biology 140. Biological Systems]— View course description in department listing on p. [142](#).

Biology 182. Evolution of Life— View course description in department listing on p. [142](#). –Blackburn, Dunlap, Fournier, O'Donnell, Schneider

Biology 224. Genetics— View course description in department listing on p. [142](#). Prerequisite: C- or better in Biology 182L or Biology 183L, or permission of instructor. –Fleming

Biology 224L. Genetics Laboratory— View course description in department listing on p. [142](#). Prerequisite: C- or better in BIOL 224-01, or concurrent enrollment. –Fleming

Biology 317. Biochemistry— View course description in department listing on p. [143](#). Prerequisite: C- or better in Chemistry 212L, Biology 182L and Biology 183L. –Guardiola-Diaz

Biology 319. Animal Physiology— View course description in department listing on p. [143](#). Prerequisite: C- or better in Biology 182 and Biology 183, or Biology 140 and Physics 141, or permission of instructor. –Dunlap

Engineering 311. Electrophysiology of the Central Nervous System— View course description in department listing on p. [210](#). –Blaise

Psychology 261. Brain and Behavior— View course description in department listing on p. [414](#). Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. –Raskin

Psychology 261L. Brain and Behavior Laboratory— View course description in department listing on p. [415](#). Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment. –Swart

Psychology 265. Drugs and Behavior— View course description in department listing on p. 415. –Gockel

[Psychology 302. Behavioral Neuroscience]— View course description in department listing on p. 415. Prerequisite: C- or better in Psychology 261 or Neuroscience 201.

Psychology 334. Current Issues in Cognition— View course description in department listing on p. 416. Prerequisite: C- or better in Psychology 255 or Psychology 293, or permission of instructor –Casserly

[Psychology 339. Developmental Psychopathology]— View course description in department listing on p. 416. Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295.

Psychology 364. Neuropsychopharmacology— View course description in department listing on p. 416. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. –Martinez

Spring Term

101. The Brain— Recent developments in neuroscience have revolutionized our views of familiar human experiences such as locomotion, substance abuse, mental illness, sleep, and memorization. Through highly enjoyable and selected readings, presentations by visiting faculty, demonstrations and other activities, we will explore the foundations of this field as well as recent discoveries. The overall objective of this course is to provide students with a basic understanding of neuroscience, enabling them to make important decisions that may affect their lives. (NAT) (Enrollment limited) –Church

120. Nervous Connections— Recent scientific research indicates that a worm has 302 neurons, snails have long-term memory, and elephants can hear through their feet. This course will draw on current research in neuroscience to explain why information about other animals is relevant to our lives. Selected readings, lectures and class discussions will provide a basic understanding of the human nervous system and how research on animal systems has yielded this knowledge. Laboratory exercises will introduce the students to nervous system anatomy and function through dissection and experimental techniques. A basic understanding of biology and chemistry will be helpful, but this course has no pre-requisites. First-year students are given preference. (NAT) (Enrollment limited) –Swart

201. Principles of Neuroscience— A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 182 and 183 and Psychology 261 or Permission of Instructor. (NAT) (Enrollment limited) –Church, Helt, Martinez, Masino

201L. Principles of Neuroscience Laboratory— A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 183L or permission of instructor. (0.25 course credit) (Enrollment limited) –Swart

210. Neuroendocrinology— This course will explore how the brain interacts with neuroendocrine/endocrine glands to control aspects of our physiology and behavior. The development, organization, and function of neuroendocrine systems underlying energy use and metabolism, growth and development, biological rhythms, stress and arousal, and reproduction will be examined. In order to facilitate a broad understanding of this field from its historical origins to present day findings, course materials will draw from textbook readings, review articles, and primary research articles. The associated laboratory will utilize surgical, pharmacological, behavioral and neuroanatomical techniques to examine the neuroendocrine regulation of reproduction using a rodent model of sexual behavior. Prerequisite: C- or better in Biology 183. (NAT) (Enrollment limited) –Martinez

210L. Neuroendocrinology Lab— Introduction to Neuroendocrinology Laboratory This is an optional laboratory that supplements the lecture component of Introduction to Neuroendocrinology. This laboratory will highlight the specific mechanisms whereby hormones regulate reproductive system function and reproductive behaviors, using a rodent model of sexual behavior. A combination of surgical, pharmacological, behavioral and neuroanatomical approaches will be utilized to address this topic. Concurrent enrollment in NESC 210 lecture is required. Concurrent

Enrollin NESC210 (0.25 course credit) (NAT) (Enrollment limited) –Martinez

[320. Developmental Neuroscience]— This course will provide an overview of the developmental assembly of a complex nervous system. We will investigate the relations between developmental changes in the brain (morphology, neurochemistry, connectivity), and developmental changes in perceptual, cognitive, and social abilities (e.g., attention, executive function, empathy) throughout the lifespan. We will also address fundamental theoretical issues in the field of developmental neuroscience, such as the role of experience versus innate biological predisposition, the range of plasticity, and the functional degree of specialization in the brain. Part of this course will be devoted to gaining a better understanding of experimental methods utilized in the field of developmental neuroscience, in order to both critically analyze such studies, and, as a final paper, design your own study. Prerequisite: C- or better in Neuroscience 201 or Psychology 261 (NAT) (Enrollment limited)

388. Current Issues in Neuroscience— This half-credit course considers current neuroscience research on topics ranging from clinical research to molecular biology. Students will attend presentations by neuroscience researchers and read and discuss pertinent research literature prior to each presentation. Some special scheduling arrangements will be necessary for activities outside of the regular class meeting time. Prerequisite: Senior Neuroscience major, and a C- or better in Neuroscience 201, or permission of instructor. (0.5 course credit) (NAT) (Enrollment limited) –Helt

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 2 course credits) –Staff

[401. Neurochemistry]— An interdisciplinary course investigating the chemical processes involved in central nervous system functioning and communication. Emphasis will be placed on the chemical aspects of synthesis, metabolism, and release of neurotransmitters. The role of neurochemistry in behavioral and neurological disease states will be evaluated. Current research topics in this area will also be presented. Prerequisite: C- or better in Neuroscience 201, Chemistry 211, or permission of instructor. (WEB) (Enrollment limited)

[402. Cellular and Molecular Neurobiology]— An advanced study of individual cells and small networks of cells in the nervous system. Specific topics include the development of neurons and glia, the cellular physiology of communication in the nervous system, and characterization of molecules responsible for unique properties of neurons. These cellular and molecular processes will be examined through lectures, student-led presentations, and laboratory experiments. Prerequisite: C- or better in Neuroscience 201, Biology 317L, or permission of instructor. (WEB) (Enrollment limited)

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 are required for enrollment. (0.5 - 1 course credit) –Staff

432. Nutrition and Brain Health— An exploration of the critical role of the brain in the regulation of food intake and of the effect of dietary nutrients in brain function. This seminar will highlight metabolic requirements for optimal brain health and will critique nutritional approaches to manage neurological disorders. Students will analyze, discuss and present relevant literature in physiology, cellular and molecular biology, and neuroscience. This seminar meets the Writing Emphasis 2 requirements in the biology and neuroscience major. (WEB) (Enrollment limited) –Guardiola-Diaz

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 1 course credit) –Staff

499. Senior Thesis Part 2— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor 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). Prerequisite: permission of the instructor. (2 course credits) (WEB) –Staff

Graduate Courses

800. Graduate Seminar in Neuroscience— This half-credit seminar will cover current topics in neuroscience, including issues in research methodology, ethics in research and public policy issues. In addition, time will be spent reviewing the literature and methodology of the theses of enrolled students. The course will be structured like a journal club with students preparing a discussion of one to two articles each week to be shared. Many of the articles may be drawn from the background literature of the thesis topic. Students will also attend presentations by neuroscience researchers and read and discuss pertinent research literature prior to each presentation. (0.5 course credit) –Raskin

[801. 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. (WEB)

[802. Cellular and Molecular Neurobiology]— An advanced study of individual cells and small networks of cells in the nervous system. Specific topics include the development of neurons and glia, the cellular physiology of communication in the nervous system, and characterization of molecules responsible for unique properties of neurons. These cellular and molecular processes will be examined through lectures, student-led presentations, and laboratory experiments. (WEB)

[803. Behavioral Neuroscience]— A selective exploration of dynamic biological and psychological mechanisms and underlying anatomy associated with various behaviors. It will explore behavior in the framework of brain health versus brain disease and include neurological disorders and their treatments as well interactions between the environment and behavior. (NAT)

[816. Neural Engineering]— This introductory course uses an integrative and cross-disciplinary approach to survey basic principles and modern theories and methods in several important areas of neural engineering. Course topics include: neural prosthetics, neural stimulation, neurophysiology, neural signal detection, and analysis and computational neural networks. The practicalities of the emerging technology of brain-computer interface as well as other research topics in neural engineering will be discussed. Students will also have the opportunity to perform hands-on computer simulation and modeling of neural circuits and systems.

874. 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. (NAT) –Lloyd

[892. Human Neuropsychology]— This course will examine the effects of disorders on human cognitive and affective functioning. Using first person accounts, case studies, and primary research articles, we will explore a series of neurological disorders including agnosia, hemispatial neglect, amnesia, and aphasia, among others. We will analyze these disorders both to understand current assessment and treatment options, and to see what these disorders can teach us about the typical attention, memory, language, executive and emotional functioning of the healthy brain. (WEB)

[940. Independent Study]—

[951. Independent Research]— Under the guidance of a faculty member, graduate students may do an independent research project on a topic in neuroscience. Written approval of the graduate adviser and the program director are required. Contact the Office of Graduate Studies for the special approval form. (0.5 - 1 course credit)

[953. Thesis Part 1]— First credit of a two semester, two credit thesis in Neuroscience. Written approval of the graduate adviser and the program director are required. Contact the Office of Graduate Studies for the special approval form.

[954. Thesis Part II]— A continuation of NESC 953. Second credit of a two semester, two credit thesis in Neuroscience. Written approval of the graduate adviser and the program director are required. Contact the Office

of Graduate Studies for the special approval form.

[956. Thesis]— Two credit thesis in Neuroscience. Written approval of the graduate adviser and the program director are required. Contact the Office of Graduate Studies for the special approval form. (2 course credits)

Courses Originating in Other Departments

[Biology 140. Biological Systems]— View course description in department listing on p. 145.

Biology 183. Cellular Basis of Life— View course description in department listing on p. 145. –Bush, Fleming, Fournier, Guardiola-Diaz

Biology 211. Electron Microscopy— View course description in department listing on p. 145. Prerequisite: C- or better in Biology 182 or Biology 183 and consent of instructor –Blackburn

[Biology 227. Cell Biology]— View course description in department listing on p. 146. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor.

[Biology 319. Animal Physiology]— View course description in department listing on p. 146. Prerequisite: C- or better in Biology 182 and Biology 183, or Biology 140 and Physics 141, or permission of instructor.

[Biology 473. Sensory Biology]— View course description in department listing on p. 148. Prerequisite: C- or better in Biology 182, and Biology 183L, and Biology 319L or Neuroscience 201, or permission of instructor.

Engineering 316. Neural Engineering— View course description in department listing on p. 213. Open to all junior and senior life science and physical science majors. –Blaise

Health Fellows Program 201. Topics in Health Care— Prerequisite: Acceptance into the Health Fellows Program. –McGuire

Health Fellows Program 202. Health Care Research— Prerequisite: Acceptance into the Health Fellows Program. –Draper, McGuire

Philosophy 374. Minds and Brains— View course description in department listing on p. 386. –Lloyd

Psychology 255. Cognitive Psychology— View course description in department listing on p. 420. Prerequisite: C- or better in Psychology 101. –Casserly

Psychology 255L. Cognitive Psychology Laboratory— View course description in department listing on p. 420. Prerequisite: C- or better in Psychology 255, or concurrent enrollment. –Casserly

Psychology 261. Brain and Behavior— View course description in department listing on p. 420. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. –Masino

Psychology 261L. Brain and Behavior Laboratory— View course description in department listing on p. 420. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment. –Masino

Psychology 293. Perception— View course description in department listing on p. 420. Prerequisite: C- or better in Psychology 101. –Grubb

Psychology 293L. Perception Laboratory— View course description in department listing on p. 420. Prerequisite: C- or better in Psychology 293, or concurrent enrollment. –Grubb

[Psychology 302. Behavioral Neuroscience]— View course description in department listing on p. 421. Prerequisite: C- or better in Psychology 261 or Neuroscience 201.

Psychology 339. Developmental Psychopathology— View course description in department listing on p. [421](#). Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. –Helt

Psychology 365. Cognitive and Social Neuroscience— View course description in department listing on p. [422](#). Prerequisite: C- or better in Psychology 255, 256, or 261, or Neuroscience 201. –Raskin

[Psychology 392. Human Neuropsychology]— View course description in department listing on p. [422](#). Prerequisite: C- or better in Psychology 255, 256, or 261, or Neuroscience 201.

Philosophy

Professor Wade, Chair; Brownell Professor Lloyd, and Gwendolyn Miles Smith Professor Vogt†; Associate Professors Marciano and Ryan; Assistant Professors Ewegen and Theurer; Affiliated with the Philosophy Department: Professor Smith

OVERVIEW OF MAJOR

As a discipline, philosophy reflects on the nature and foundations of every other discipline.

For more details on the department's faculty, requirements, and sources, visit our Web site at www.trincoll.edu/Academics/MajorsAndMinors/Philosophy/.

REQUIREMENTS

Twelve credits in philosophy (or eleven credits and a two-semester, two-credit senior thesis) with a grade of at least C- in each, including at least one course that satisfies the logic requirement, and a total of at least six upper-level courses are required. Normally, courses in this latter category must be taken at Trinity. Three of the upper level courses should be courses in the History of Philosophy—Philosophy 281. Ancient Greek Philosophy, Philosophy 283. Early Modern Philosophy, and Philosophy 288. Modern Philosophy.

Majors are strongly urged to take PHIL 101 at an early stage of their philosophical development. Senior majors are also required to complete the senior exercise, for which instructions will be provided by the department.

Concentrations/Tracks: The departmental offerings are divided into five categories:

Introductory courses: These courses have no prerequisite. There is no single or best way to be introduced to philosophy, and the department offers a number of different introductory courses. All 100-level courses are introductory, as are courses numbered 200 through 250. If you are in doubt as to the best course for you, see a member of the department.

Courses satisfying the logic requirement: either PHIL 205. Symbolic Logic or PHIL 255. Philosophy of Logic (a student may not receive credit for both). PHIL 390. Advanced Logic also satisfies the requirement.

Courses in the history of philosophy:

PHIL 281. Ancient Greek Philosophy

PHIL 283. Early Modern Philosophy

PHIL 288. Modern Philosophy

Upper-level courses: These courses are appropriate for students who have progressed beyond introductory level study of philosophy.

PHIL 282. Medieval Philosophy

PHIL 306. 20th-Century Continental Philosophy

PHIL 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, Dewey, Heidegger, Wittgenstein, Sartre, Adorno, and Foucault.

PHIL 340 to 389. These will include other historically oriented courses on topics such as American philosophy, metaphysics of Plato and Aristotle, and rationalism, German idealism, and the Frankfurt School.

PHIL 350 to 369. Courses in topical studies: these will include courses such as philosophy of language or philosophy of history.

PHIL 370 to 389. Seminar in philosophical problems: A study of some important philosophical problems such as the freedom of the will, the concept of space or time, the mind-body problem, the nature of meaning.

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.

PHIL 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.

PHIL 466. Teaching Assistantship: Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the 11 total required for the major, but will not count as one of the six required “upper-level” (300 and above) courses.

PHIL 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.

The Writing Intensive Part II requirement is fulfilled by one of the following courses: PHIL 281, 282, 283, 288, or 306.

Electives: 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 or Latin, 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 Ancient Greek or Latin or French or German is especially recommended.

A student of philosophy should have a broad understanding of modern science. Any good science course (including the behavioral sciences) is suitable, but courses in the natural sciences and mathematics should be given first consideration.

Equally important is a familiarity with the humanistic culture of the West. Most philosophers are also scholars they are educated people. In order to understand them, one has to have read widely in non-philosophical books. Hence courses in literature, history, and the arts should be elected. We recommend that the student find out which courses require the most reading, and take those.

We require no particular non-departmental courses as part of the major. Rather, we encourage all students who are interested in a philosophical education to talk to one or more 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.

Capstone/Senior Project: The senior exercise in the philosophy department consist of a Senior Philosophy Conference. During the conference each senior major will present a paper (20–25 minutes long) on some philosophical topic of his or her choice. The paper might be a chapter from a senior thesis, a revised version of a paper submitted for a course, or something composed especially for the conference. The conference will give each senior the opportunity not only to share your ideas with fellow students and faculty, but also to find out what other senior majors have been working on this year.

Philosophy minor

A minor in philosophy allows students to deepen engagement with any major. The philosophy minor consists of six courses in philosophy with a grade of at least C- in each, of which at least three are upper level (PHIL 280 and above). Consult with any member of the department to identify courses that offer a sound overview of the breadth of philosophy, as well as its application to the rest of one’s academic career and life.

ADDITIONAL OPPORTUNITIES

Study away: The Philosophy Department strongly recommends study abroad as an important contribution to a philosophical education. The Global Learning Site in Vienna is especially recommended for its strong philosophical, language, and human rights offerings.

Honors: In order to qualify for honors, students must write a two-semester senior thesis and achieve a grade of A- or better. They must also achieve a departmental average (based on all philosophy courses taken) of at least A-. Note: the senior thesis does not count towards the six required upper-level courses.

Fall Term

101. Introduction to Philosophy— An introduction to fundamental topics and concepts in the history of philosophy, e.g., rationality, wisdom, knowledge, the good life, the just society, and the nature of language. This course is especially appropriate for first-year students or students beginning the college-level study of philosophy. Students contemplating majoring in philosophy are strongly urged to make this their first philosophy course. (HUM) (Enrollment limited) –Lloyd

205. Symbolic Logic— An introduction to the use of symbols in reasoning. 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. Students cannot receive credit for this course and Philosophy 255, Philosophy of Logic. (NUM) (Enrollment limited) –Ryan

[221. Science, Reality and Rationality]— 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. (HUM) (Enrollment limited)

222. Existentialism— A study of the philosophical background of existentialism and of a number of principal existentialistic texts by such writers as Kierkegaard, Heidegger, Camus, and Sartre. (HUM) (Enrollment limited) –Marcano

226. Neuroscience, Ethics, and Agency— In this course, we will consider whether and how recent findings in neuroscience should inform our answers to traditional questions in metaethics concerning the nature and origins of morality, as well as our concepts of freedom, moral motivation, moral agency, and moral responsibility. (HUM) (Enrollment limited) –Theurer

[238. Media Philosophy]— In the wake of the increasing significance of media technologies in all realms of society, media theory has moved to the center of discussion within the humanities. This course will introduce philosophical theories and texts that take a broad approach to the new media and communication technologies. (HUM) (Enrollment limited)

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

[246. Human Rights: Philosophical Foundations, Issues, and Debates]— This course will survey and critically assess arguments in favor of the existence of human rights, arguments about the legitimate scope of such rights (who has human rights and against whom such rights can legitimately be claimed), and arguments about which rights ought to be included in any complete account of human rights. Specific topics will include (but not necessarily be limited to) the philosophical history of human rights discourse, cultural relativist attacks on the universality of human rights, debates concerning the rights of cultural minorities to self-determination, and controversies concerning whether human rights should include economic and social rights. (GLB2) (Enrollment limited)

[247. Latin American Social and Political Thought]— An historical survey of important Latin American social and political thinkers. Thinkers covered may include las Casas, Sepulveda, Bolivar, Sarmiento, Marti, Mariategui, Vasconcelos, Jose Gracia, Enrique Dussel, Linda Alcoff, and Ofelia Schutte among others. No knowledge of Spanish or Portuguese is required. All texts are available translated into English. (HUM) (Enrollment limited)

[254. Shakespeare as Philosopher]— Was Shakespeare a philosopher? The practice of philosophy entails sustained argument surrounding propositions of universal importance. We will examine selected plays and poetry of Shakespeare in search of coherent philosophical discourse, considering specifically Shakespearean treatments of themes in metaphysics, epistemology, philosophy of mind, and ethics. This seminar is open to students in all disciplines, with

no prerequisites. Background knowledge about Shakespeare or Elizabethan literature is not presupposed, however students should be capable of close reading of the original texts. (HUM) (Enrollment limited)

281. Ancient Greek Philosophy— This course looks at the origins of western philosophy in the Presocratics, Plato, and Aristotle. Students will see how philosophy arose as a comprehensive search for wisdom, then developed into the “areas” of philosophy such as metaphysics, ethics, and political philosophy. This course fulfills part two of the writing intensive (WI) requirement for the Philosophy major. (HUM) (Enrollment limited) –Ewegen

[282. Medieval Philosophy]— 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. (HUM) (Enrollment limited)

[306. 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. (HUM) (Enrollment limited)

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. (HUM) (Enrollment limited) –Ewegen

[316. Hume and the Limits of Reason]— David Hume was one of the greatest and most influential of Enlightenment thinkers. Yet he was also one of its most idiosyncratic. Driven by an uncompromising empiricism, Hume raised profound skeptical worries concerning causation, the external world, the existence of an enduring self and even reason itself. Hume was an equally trenchant critic of moral objectivism and the pretensions of both natural and revealed religion. Yet Hume’s philosophy does not end with this negative assessment of human reason. Rather, Hume attempts to construct a more positive vision of human nature and society, developing an ethical system based on benevolence and utility, and a vision of society freed from its dependence on religious belief. In this course we will look at both sides of Hume’s thought. (HUM) (Enrollment limited)

[324. Sartre’s Political Thought]— This course will explore the political thought and essays of Jean-Paul Sartre. We will look at Sartre’s writings on Communism, colonialism, race, and racism, Sartre’s turn to materialism and his debate with fellow existentialist, Merleau-Ponty. The aim of this class is to examine the theoretical continuity, if there is any, between Sartre’s existential texts and his political thought as well as his activism. (HUM) (Enrollment limited)

339. The Birth of Modern Ethics: Selfishness, Reason and Sentiment— The seventeenth- and eighteenth-centuries were an extraordinarily fruitful period in the development of modern ethics. As philosophy began to free itself from traditional religious belief, thinkers were led to pose such fundamental questions as what motivates human behavior? Are all of our actions ultimately selfish or do we have a natural concern for the well-being of others? Are there objective moral truths knowable by reason or do we judge human behavior based on feeling? What reason do we have to be moral even when doing so appears not to be in our own self-interest? Among the authors to be discussed are Hobbes, Mandeville, Hutcheson, Butler and Hume. (HUM) (Enrollment limited) –Ryan

[351. Aesthetics]— This course will provide both a survey and close readings of some of the most significant thinkers in the tradition of philosophical aesthetics. Its scope will include 19th-, 20th-, and 21st-century positions in aesthetics; moreover, texts interrogated in the course will engage different artistic fields such as literature, painting, music, cinema, and new media. (HUM) (Enrollment limited)

355. Moral Theory and Public Policy— The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society’s continuing debates over moral issues

of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered. (HUM) (Enrollment limited) –Wade

378. Philosophy of Mind— In this course we will investigate classical and contemporary theories of mind, such as dualism, logical behaviorism, materialism, and functionalism. Among the issues we will consider are what is the nature of the mental? Is the mind identical with or distinct from the body? What is the nature of consciousness? Is the mind a genuine cause? What, if anything, do contemporary investigations in cognitive science and artificial intelligence have to teach us about the nature of the mind? (HUM) (Enrollment limited) –Theurer

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. (0.5 - 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 11 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. (0.5 - 1 course credit) –Staff

498. Senior Thesis Part 1— 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. 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 the first semester, and two course credits will be awarded for completion in the second semester.) (2 course credits) –Staff

499. Senior Thesis Part 2— 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) –Staff

Courses Originating in Other Departments

[Classical Civilization 234. Greek Comedy: Aristophanes and his Influence]— View course description in department listing on p. 160.

[Political Science 105. Introduction to Political Philosophy]— View course description in department listing on p. 399. This course is not open to seniors.

[Political Science 329. Political Philosophy and Ethics]— View course description in department listing on p. 401. Prerequisite: C- or better in Political Science 105, 219, or 220.

[Political Science 339. Contemporary and Post-Modern Thought]— View course description in department listing on p. 401. Prerequisite: C- or better in Political Science 105, 219 or 220.

Spring Term

101. Introduction to Philosophy— An introduction to fundamental topics and concepts in the history of philosophy, e.g., rationality, wisdom, knowledge, the good life, the just society, and the nature of language. This

course is especially appropriate for first-year students or students beginning the college-level study of philosophy. Students contemplating majoring in philosophy are strongly urged to make this their first philosophy course. (HUM) (Enrollment limited) –Theurer

103. Ethics— An introductory study of values, virtues, and right action. Major concepts of ethical theory (goodness, responsibility, freedom, respect for persons, and morals) will be examined through a study of Aristotle, Kant, and Mill. The course is not primarily a historical survey, but rather attempts to clarify in systematic fashion both moral concepts and moral action. (HUM) (Enrollment limited) –Wade

205. Symbolic Logic— An introduction to the use of symbols in reasoning. 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. Students cannot receive credit for this course and Philosophy 255, Philosophy of Logic. (NUM) (Enrollment limited) –Theurer

212. Philosophy of Religion— A discussion of some of the philosophical problems that arise out of reflection on religion; the nature of religion and its relation to science, art, and morality; the nature of religious and theological language, the concept of God; the problem of evil; and the justification of religious belief. (HUM) (Enrollment limited) –Ryan

[223. African Philosophy]— What is African philosophy? Currently, among the scholars addressing this question, no single answer prevails. Some hold that philosophy, by its nature, transcends race, ethnicity, and region and hence that terms such as “African philosophy,” “European philosophy,” and “Asian philosophy,” are all rooted in misunderstanding what philosophy fundamentally is. Some argue that prior to the very recent work of African scholars trained in formal (often European) departments of philosophy, African philosophy did not (and could not) exist. Others argue that while (many of) the peoples of Africa have little or no tradition of formal (written) philosophizing, the differing worldviews embodied in the myths, religions, rituals, and other cultural practices of ethnic Africans constitute genuine African philosophy. Yet others find African philosophy in the critical musings of indigenous African (so-called) wise men or sages. In this course we will critically examine the variety of possibilities, forms, and practices in Africa and elsewhere that might be referred to appropriately as “African philosophy” and attempt to understand why the notion of “African philosophy” is so especially contentious. (May be counted toward African Studies.) (GLB2) (Enrollment limited)

228. Who’s the Animal, Here? Animal Rights, Human Responsibilities— Who is the animal? In an effort to explore this and related questions this course will serve as a philosophical investigation into the essence of non-human animals. Major philosophical and political theories regarding the status, value, and autonomy of non-human animals will be explored. Additional efforts will be made to address the discourse of animal rights, animal husbandry, and animal suffering, as well as broader issues of human rights insofar as they relate to and affect the non-human animal. Through a philosophical inquiry into the nature of animality, we will see that our understanding of animals bears immediately upon our understanding of the human being and of human rights. Thus, the question ‘who is the animal’ will lead us directly into the most pressing of philosophical questions – who is the human being? (HUM) (Enrollment limited) –Ewegen

[237. Representations of Death in 20th-Century Philosophy, Literature, and Art]— This course surveys different philosophical, literary, and artistic representations and conceptions of death in the 20th century. Our material will be drawn from different disciplines and cultural contexts. (HUM) (Enrollment limited)

244. The Music of Thought— What is music? What is thought? Could these concepts be usefully combined? In philosophy and cognitive science, language and thinking are perennially linked. But language is not the only deeply human cognitive capacity; music is equally universal across cultures. This course will examine the philosophical concept of music along with some ideas from cognitive musicology, exploring whether these ideas can apply to consciousness in general and whether a form of “mind music” can be empirically discovered in the dynamics of the brain. The course is offered without prerequisites, nor is prior training in musicianship required. (HUM) (Enrollment limited) –Lloyd

246. Human Rights: Philosophical Foundations, Issues, and Debates— This course will survey and

critically assess arguments in favor of the existence of human rights, arguments about the legitimate scope of such rights (who has human rights and against whom such rights can legitimately be claimed), and arguments about which rights ought to be included in any complete account of human rights. Specific topics will include (but not necessarily be limited to) the philosophical history of human rights discourse, cultural relativist attacks on the universality of human rights, debates concerning the rights of cultural minorities to self-determination, and controversies concerning whether human rights should include economic and social rights. (GLB2) (Enrollment limited) –Marcano

247. Latin American Social and Political Thought— An historical survey of important Latin American social and political thinkers. Thinkers covered may include las Casas, Sepulveda, Bolivar, Sarmiento, Marti, Mariategui, Vasconcelos, Jose Gracia, Enrique Dussel, Linda Alcoff, and Ofelia Schutte among others. No knowledge of Spanish or Portuguese is required. All texts are available translated into English. (HUM) (Enrollment limited) –Wade

255. Philosophy of Logic— This course will introduce students to propositional and (first order) predicate logic, while engaging in philosophical reflection on a range of issues related to modern formal logic. In particular students will first study techniques for representing and analyzing arguments using the symbolism of each formal system. We will then consider some of the many philosophical issues surrounding formal logic, such as the nature of truth and inference, semantic paradoxes, and the attempt by Russell and others to use advances in formal logic to resolve traditional problems in metaphysics and epistemology. Students cannot receive credit for both this course and Philosophy 205, Symbolic Logic. (NUM) (Enrollment limited) –Ryan

283. Early Modern Philosophy— The history of Western philosophy from approximately 1600 to 1750, with major attention given to Descartes, Spinoza, Leibniz, Locke, Berkeley and Hume. This course fulfills part two of the writing intensive (WI) requirement for the Philosophy major. (HUM) (Enrollment limited) –Ryan

[285. 20th-Century Analytic Philosophy]— Philosophy, said Wittgenstein, is the “bewitchment of the intelligence by means of language,” and in his later work he sought to counter the thralldom of language by investigating its many uses. So have other writers from Russell, Ayer, and Ryle to the American philosophers Quine and Goodman. Their approach to philosophy, influenced by spectacular developments in logic and science, was largely “analytic,” but their aims were traditional: to limn the prospect of human knowledge and release human intelligence from confusion and superstition. We will study their writings to understand their approach and to assess what it is to do philosophy in the 20th century. (HUM) (Enrollment limited)

288. Modern Philosophy— This course will provide a survey of 18th century European philosophy; to be more precise, we will examine texts by representatives of both French and German Enlightenment thought. The first section of the course will focus on Rousseau’s and Diderot’s contributions to political and aesthetic thought; the second section will be concerned with Kant’s epistemology and with some of his shorter texts on political and aesthetic thought. The goal of this course consists in both defining Enlightenment thought and unearthing the fateful dialectic at its very heart. Methodologically, this course will employ an approach owed to the tradition of Critical Theory. This course fulfills part two of the writing intensive (WI) requirement for the Philosophy major. (HUM) (Enrollment limited) –Ewegen

301. Latina/Latin American Feminist Thought— While the study of contemporary feminist theory in the U.S. often includes a limited purview of the feminist thought of women of color, Latina feminist thought is still considered something of an anomaly. This seminar aims to expand students’ understanding of feminist theory through the rich and diverse lenses of Latina/Latin American Feminist philosophies, histories, and political thought. Utilizing an interdisciplinary approach, students will explore a variety of writings, both historical and contemporary, by Latina and Latin American feminists, engaging a wide range of topics including U.S colonialism, cultural and linguistic borderlands that traverse and disrupt North/South distinctions, as well as how gendered, sexual, and racial marginalization find connections across the Americas. (GLB2) (Enrollment limited) –Lambright, Marcano

[325. Nietzsche]— Nietzsche is one of those thinkers whose influence on our culture has been far wider than the number of people who have actually read him. Through a careful study of this 19th-century thinker’s major works we shall examine his own claim of thinking the most challenging thoughts of the next century. (HUM) (Enrollment limited)

[329. Dennett]— Contemporary philosophy of mind, cognitive science, philosophy of evolution, and even philosophy of religion have all been usefully and creatively rocked by the thought of Daniel Dennett. This course will explore selected writings of Dennett and critical responses. Prerequisite: C- or better in at least one course at the 200-level or above in Philosophy, Neuroscience, or Psychology. (Enrollment limited)

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. (HUM) (Enrollment limited) –Ewegen

[361. Metaphysics]— What is a person? What makes you the same person as your past and future selves? Are some human actions free? What is the nature of time? Is the passage of time an objective feature of reality or only a product of our subjective experience? What does it mean to say that something that did not happen might have happened? In this course we shall consider some of the central metaphysical puzzles in contemporary western philosophy, such as the nature of time, freedom and determinism, personal identity and theories of possible worlds. (HUM) (Enrollment limited)

374. Minds and Brains— The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. (NAT) (Enrollment limited) –Lloyd

466. Teaching Assistantship— Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the 11 total required for the major, but will not count as one of the six required "upper-level" (300 and above) courses. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Courses Originating in Other Departments

[Classical Civilization 223. Roman Philosophy]— View course description in department listing on p. 161.

Political Science 105. Introduction to Political Philosophy— View course description in department listing on p. 404. This course is not open to seniors. –Terwiel

Political Science 329. Political Philosophy and Ethics— View course description in department listing on p. 406. –Smith

Religious Studies 307. Jewish Philosophy— View course description in department listing on p. 443. Prerequisite: C- or better in Religion 109. –Kiener

[Religious Studies 308. Jewish Mysticism]— View course description in department listing on p. 443. Prerequisite: C- or better in Religion 109.

Physical Education

Interim Athletic Director Noone; Assistant Director of Recreation Johnson; Professors Assaiante, Bartlett, and Parmenter; Associate Professors Acquarulo, Bowman, Devanney, Hitchcock, Sutor, and Williams; Assistant Professors Adamski, Barney, Cosgrove, Dissinger, Garner, Greason, Melnitsky, Shulman, and Vega; Instructors MacDermott, Maurice, Pilger, Smith, and Tarnow

The physical education program is designed to meet individual interests and needs. A variety of activities are available to augment health and physical fitness, develop recreational and leisure skills, initiate and facilitate functional and aesthetic body movement, and impart knowledge in the areas of skills performance, game strategy and rules.

With the exception of Outdoor Leadership I, which is a full semester course, 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 .25 course credit for successful completion. All courses are graded on a pass/fail basis. Classes are offered on the same starting time schedule as all academic classes, but end earlier due to dressing time. Students may not repeat the same course activity for an additional .25 course credit.

Specific courses include options in the following areas:

- Aquatics: beginning swimming, intermediate swimming
- Racquets: squash I, squash II, beginning tennis, intermediate tennis, badminton I, badminton II
- Fitness: fitness I, fitness II
- Other courses: beginning ice skating, coaching seminar, golf, outdoor leadership, rock climbing, recreational rowing

Registration—Attire appropriate to each activity and attendance requirements will be determined by the individual class instructor and handed out the first day of class.

Fees—Charges for protective eyewear and/or other equipment will be assessed in squash and swimming classes

Just prior to and during the first week of each quarter, students may drop or add courses. 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 listed in the *Schedule of Classes*, and course listing and registration for physical education courses is done at the same time as academic course registration.

Fall Term

101L. Beginning Swimming I— This course is primarily for non-swimmers. Covers water acclimatization, floating, treading water, bobbing, lead-up strokes, human stroke, and sculling. (0.25 course credit) (Enrollment limited) –McDevitt, Vega

107L. Beginning Ice Skating— Held in the Koepfel Community Sports Center. Basic Fundamentals of skating techniques for the recreational skater. (0.25 course credit) (Enrollment limited) –Maurice, Munroe, Ostrom

111L. Squash I— Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Racquets available. (0.25 course credit) (Enrollment limited) –Binnie, Dissinger, Hitchcock, Tarnow

112L. Beginning Tennis— Instruction will concentrate on the fundamental tennis strokes: forehand, backhand, serve, and volley. Knowledge of rules, game procedures, and tennis etiquette will be emphasized. Racquets available. (0.25 course credit) (Enrollment limited) –Bartlett, Shulman

113L. Badminton I— Emphasis will be on the basic strokes and strategy of badminton, and its rules and etiquette. Students will have the opportunity to play both singles and doubles. (0.25 course credit) (Enrollment limited) – Goulet, Malhotra

124L. Fitness I— Instruction for a beginning fitness and conditioning program. It will involve proper warm-up and stretching techniques, cardiovascular training involving heart rates, and an introduction to safe and effective strength training. It will include basic concepts of anatomy and physiology. (0.25 course credit) (Enrollment limited) –Adamski, Carroll, Crowe, Doherty, Flores, Gales, Garner, MacDermott, Mason, Scheckel, Skjold

131L. Golf— Instruction to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Golf clubs available. (0.25 course credit) (Enrollment limited) –Adamski, Greason, Higgins

144L. Recreational Rowing— (0.25 course credit) (Enrollment limited) –Barney, Brady

155L. Outdoor Leadership I— This course will develop competent student leaders using field experiences to study effective leadership practices. This course will engage students in discussions and practical experiences focused on leadership skills necessary to effectively lead in the outdoor field. Student leaders will work to develop their personal leadership skills through a series of lectures, labs, and group activities. This course will culminate with a final field-based expedition where students will plan, facilitate, and lead each other. Leadership topics will be taught in three categories including: Hard Skills, Soft Skills, and Meta Skills. (0.5 course credit) (Enrollment limited) –Johnson

201L. Intermediate Swimming— This is a course designed for the swimmer of limited skill and experience. It will have as an objective the development of aquatic skills and attitudes which will encourage the enjoyment of swimming as a lifelong recreational activity. Stroke correction and instruction will concentrate on selected basic strokes. Instruction on turns and entering the water will also be given. (0.25 course credit) (Enrollment limited) –McDevitt

211L. Squash II— A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot. Control of ball and court position emphasized. Racquets available. (0.25 course credit) (Enrollment limited) –Bartlett, Binnie, Dissinger, Hitchcock, Mali

212L. Intermediate Tennis— This course is designed to increase proficiency by reviewing and modifying the basic ground strokes in tennis, develop individual and new strokes (lob and overhead) and to introduce basic singles and doubles strategy. Racquets available. (0.25 course credit) (Enrollment limited) –Clark, Higgins, Murphy

213L. Badminton II— A review of the skills introduced in Physical Education 113. Emphasis will be placed on advanced-level strokes, footwork, and strategy. Play will be at a higher competitive level. (0.25 course credit) (Enrollment limited) –Suitor

224L. Fitness II— Instruction towards a more sophisticated conditioning program. A continuation of stretching and cardiovascular fitness, but more advanced training techniques and principles will be introduced including goal-setting and individual sport specific programs. (0.25 course credit) (Enrollment limited) –Carroll, Cosgrove, Dellinger, Grimm, Kloeckener, Lipsher, MacDermott, Mason, Scheckel, Skjold, Szymanski, Washburn, Zall

Spring Term

101L. Beginning Swimming I— This course is primarily for non-swimmers. Covers water acclimatization, floating, treading water, bobbing, lead-up strokes, human stroke, and sculling. (0.25 course credit) (Enrollment limited) –McDevitt, Vega

105L. Rock Climbing I— Introduction to Rock Climbing. The class would take place at the Glastonbury Rock climbing Gym. Students will learn how to use a harness, tie knots and belay a climber. All equipment will be provided by the Glastonbury gym. Introduction to movement skills in the indoor environment will be introduced.

Safety is one of the main focuses of the course. Students will become belay certified, so they can continue to climb at the gym on completion of the course. (0.25 course credit) (Enrollment limited) –Johnson, Parmenter

107L. Beginning Ice Skating— Held in the Koeppel Community Sports Center. Basic Fundamentals of skating techniques for the recreational skater. (0.25 course credit) (Enrollment limited) –Maurice

111L. Squash I— Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Racquets available. (0.25 course credit) (Enrollment limited) –Acquarulo, Devanney, Pilger, Smith

112L. Beginning Tennis— Instruction will concentrate on the fundamental tennis strokes: forehand, backhand, serve, and volley. Knowledge of rules, game procedures, and tennis etiquette will be emphasized. Racquets available. (0.25 course credit) (Enrollment limited) –Bartlett, Shulman, Williams

113L. Badminton I— Emphasis will be on the basic strokes and strategy of badminton, and its rules and etiquette. Students will have the opportunity to play both singles and doubles. (0.25 course credit) (Enrollment limited) –Staff, Suitor

124L. Fitness I— Instruction for a beginning fitness and conditioning program. It will involve proper warm-up and stretching techniques, cardiovascular training involving heart rates, and an introduction to safe and effective strength training. It will include basic concepts of anatomy and physiology. (0.25 course credit) (Enrollment limited) –Bowman, Carroll, Davis, Kukesh, Lipsher, McGann, Melnitsky, Scheckel, Staff, Washburn

131L. Golf— Instruction to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Golf clubs available. (0.25 course credit) (Enrollment limited) –Devanney, Greason, Pilger

152. Coaching Seminar— Primarily for students who anticipate the possibility of coaching in private school. An in-depth study of fundamentals, staff organization, practice planning, and different coaching philosophies and styles. (0.25 course credit) (Enrollment limited) –Cosgrove

[155. Outdoor Leadership I]— This course will develop competent student leaders using field experiences to study effective leadership practices. This course will engage students in discussions and practical experiences focused on leadership skills necessary to effectively lead in the outdoor field. Student leaders will work to develop their personal leadership skills through a series of lectures, labs, and group activities. This course will culminate with a final field-based expedition where students will plan, facilitate, and lead each other. Leadership topics will be taught in three categories including: Hard Skills, Soft Skills, and Meta Skills. (0.5 course credit) (Enrollment limited)

201L. Intermediate Swimming— This is a course designed for the swimmer of limited skill and experience. It will have as an objective the development of aquatic skills and attitudes which will encourage the enjoyment of swimming as a lifelong recreational activity. Stroke correction and instruction will concentrate on selected basic strokes. Instruction on turns and entering the water will also be given. (0.25 course credit) (Enrollment limited) –McDevitt

205L. Rock Climbing II— Upon successful completion of Rock Climbing I, students can enroll in Rock Climbing II, which will introduce students to the more advanced techniques of lead climbing in the indoor environment. If the weather permits, this class may have the opportunity to go outside. Students must be belay certified and have already completed Rock Climbing I to be enrolled in this course. Prerequisite: Physical Education 105, Rock Climbing I (0.25 course credit) (Enrollment limited) –Johnson, Parmenter

211L. Squash II— A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot. Control of ball and court position emphasized. Racquets available. (0.25 course credit) (Enrollment limited) –Acquarulo, Assaiante, Smith

212L. Intermediate Tennis— This course is designed to increase proficiency by reviewing and modifying the basic

ground strokes in tennis, develop individual and new strokes (lob and overhead) and to introduce basic singles and doubles strategy. Racquets available. (0.25 course credit) (Enrollment limited) –Mali, Williams

213L. Badminton II— A review of the skills introduced in Physical Education 113. Emphasis will be placed on advanced-level strokes, footwork, and strategy. Play will be at a higher competitive level. (0.25 course credit) (Enrollment limited) –Staff

224L. Fitness II— Instruction towards a more sophisticated conditioning program. A continuation of stretching and cardiovascular fitness, but more advanced training techniques and principles will be introduced including goal-setting and individual sport specific programs. (0.25 course credit) (Enrollment limited) –Bowman, Carroll, Grimm, Lipsher, McGann, Melnitsky, Scheckel, Skjold, Staff, Washburn

Physical Sciences

The physical sciences major—Suggested for those who are preparing to teach science in the secondary schools, the major requires 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 chairs of the departments in which a majority of the work is to be completed. Students desiring a physical sciences major must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

Physics

Associate Professor Branning, Chair; Professor Geiss and Jarvis Professor Silverman; Associate Professor Walden; Lecturer Palandage

OVERVIEW OF MAJOR

Physics is the study of energy, matter, and the interactions that govern their behavior. It is a wide-ranging and fundamental field of inquiry that links together all of the physical sciences. Research in physics addresses questions as seemingly diverse as how atoms are put together, how galaxies form and evolve, and why some balls bounce better than others. Although the everyday world with which we are familiar differs enormously in scale from the atomic and galactic domains, all of these examples share common unifying principles, such as the conservation of mass-energy, that the physicist seeks to uncover and understand. These basic principles and their most significant applications form the focus of an undergraduate program in physics.

Physics is also an interdisciplinary science, providing the theoretical underpinnings for the concepts and technologies fundamental to major fields such as chemistry, biology, medicine, electronics, and geology, and to the applied fields of optics, nanotechnology, computer science, and engineering. Lasers, MRI, and high-speed computing are but a few of the technological advances made possible by the applications of the principles of physics. An education in physics provides students with a solid understanding of basic modern science and trains them to solve complex problems. This training prepares undergraduate majors in physics for a wide variety of careers, many of which take them well outside the boundaries of what is traditionally considered “physics.”

REQUIREMENTS

Eleven courses and a senior exercise are required for the major. Students must earn grades of C- or better in all of these courses. It is strongly recommended that students intending to pursue graduate study take at least eight courses in physics at the 300+ level and at least one year of 300+ level mathematics courses. Most upper-level courses are offered on an every-other-year basis. The Writing Intensive Part II requirement is fulfilled by PHYS 320 and by PHYS 316.

- Three foundational courses in physics. It is strongly recommended that students begin this sequence in the fall semester of their first year.

PHYS 141. Physics I: Mechanics

PHYS 231L. Physics II: Electricity and Magnetism and Waves

PHYS 232L. Physics III: Optics and Modern Physics

- Two upper-level courses in mathematical and experimental methods. Students should take PHYS 300 as early as possible, preferably in the spring semester of their sophomore year.

PHYS 300. Mathematical Methods of Physics

PHYS 320. Modern Physical Measurements

- Two of the following three core courses. Students may take the third as the upper-level elective course.

PHYS 301. Classical Mechanics

PHYS 302. Electrodynamics

PHYS 313. Quantum Mechanics

- One upper-level physics elective; either the remaining core course or a course chosen from the list below.

PHYS 304. Statistical and Thermal Physics

PHYS 315. Contemporary Optics

PHYS 316. Experimental Laser Optics

PHYS 317. Relativity and Fundamental Particles

PHYS 325. Condensed Matter Physics

- Senior integrating experience

PHYS 405. Senior Exercise

- Three courses in cognate departments.

MATH 231. Calculus III, Multivariable Calculus (prerequisite: MATH 132 or 142)

MATH 234. Differential Equations (prerequisite: MATH 132 or 142)

CHEM 111L. Introductory Chemistry I

NOTE: Exceptionally well-prepared students who are exempt from PHYS 141 and from both MATH 131 and MATH 132/142 may contact the chair of the department and request to take PHYS 232L prior to PHYS 231L so that they may start physics in the fall semester. See the “Advanced Placement” section below.

ADDITIONAL OPPORTUNITIES

Laboratory research: The courses PHYS 490 and PHYS 399 provide qualified students with the opportunity to carry out laboratory research or independent study under the direct supervision of an individual faculty member.

The interdisciplinary computing major in physics: See the “Interdisciplinary Computing Major” section of the *Bulletin*. Students contemplating the interdisciplinary computing major in physics should contact the chair of the Physics Department, who will direct them to appropriate faculty members for guidance and assistance in setting up a plan of study.

Study Away: Physics majors with an interest in studying abroad should plan well in advance of the semester they will be away. This is particularly important since most upper-level physics courses at Trinity are offered biennially. Students wishing to use courses taken abroad in partial fulfillment of the requirements for the physics major must obtain the prior approval of the department chair.

Honors: Students seeking honors in physics at graduation must complete at least one additional physics course beyond the minimum required for the physics major. This course may be a semester of independent research (PHYS 399 or 490). Honors candidates must attain an average of at least a B+ in all physics courses. Honors are awarded to qualified students by a vote of the faculty.

Sigma Pi Sigma is the national physics honor society. To be eligible for membership, students must have completed at least four courses which count towards the Physics major, have earned an overall GPA of not less than 3.5 with at least an A- average in physics courses taken at Trinity, and have participated in some additional way in physics activities. Membership is awarded to qualified students by a vote of the faculty, and is not restricted to physics majors.

AP credit: Students who have earned a sufficiently high advanced placement exam grade in physics may receive up to two course credits. See the Advanced Placement section of the *Bulletin* (p.47) for details.

NOTE: Students who wish to obtain advanced standing in physics but lack advanced placement credit may contact the chairperson of the Department of Physics and request to take a qualifying exam. Students who perform satisfactorily on this exam may, at the discretion of the department, receive placement in PHYS 231 or PHYS 232 (but no course credit).

Fall Term

101. 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 lecture periods and one laboratory period per week. A student taking Physics 101 cannot earn credit for Physics 131 or Physics 141. (1.25 course credits) (NAT) (Enrollment limited) –Branning, Palandage

141. Physics I - Mechanics— This course is the first part of a three-term calculus-based introduction to physics for students intending to major in physics or one of the physical sciences. It is taught in an interactive studio format, which emphasizes collaborative problem solving, hands-on experimentation, and data analysis. This course is designed to provide the student with a working knowledge of the language and the analytical tools of Newtonian mechanics. Topics include kinematics, forces, conservation laws, work and energy, momentum, gravity, and rigid-body motion. Time permitting, the course will conclude with the study of the first two laws of thermodynamics and their application to the prototypical thermodynamics system, the ideal gas. Three two-hour class meetings per week. The laboratory is integrated into the course. Prerequisite: C- or better in Math 131, or concurrent enrollment.

Students may not earn credit for both Physics 101 and Physics 141. (1.25 course credits) (NAT) (Enrollment limited) –Walden

232. Physics III: Optics and Modern Physics— Concluding the three-term calculus-based introductory physics sequence, this course begins with the study of interference and diffraction, which provide compelling evidence for the wave nature of light. We then turn to geometrical optics to understand the properties of lenses, mirrors, and optical instruments. 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 a brief introduction to the theory of special relativity and to nuclear physics. Three class meetings and one laboratory per week. Prerequisite: C- or better in Physics 231L and either Mathematics 132 or 142, with concurrent registration in Mathematics 231 strongly recommended. (1.25 course credits) (NAT) (Enrollment limited) –Palandage, Silverman

301. Classical Mechanics— A detailed analytical treatment of Newtonian mechanics. Lagrange's and Hamilton'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 a central force is formulated and applied to problems of planetary motion and to Rutherford scattering of particles. Other topics to be treated include the dynamics of rigid bodies, oscillations of systems of masses connected by springs and elements of the mechanics of continuous media such as fluids. Prerequisite: C- or better in Physics 231 and either Mathematics 231 or 234. (NAT) (Enrollment limited) –Silverman

[304. Statistical and Thermal Physics]— This course provides an intermediate-level presentation of basic principles of statistical physics with applications to scientific inference, stochastic phenomena, and thermodynamics. Classical thermodynamics describes the equilibrium properties and phase transformations of macroscopic physical systems in terms of relations independent of any atomic model of matter. Statistical physics, by contrast, provides a fundamental theoretical foundation for the thermodynamic relations in terms of the specific statistical laws obeyed by the elementary particles of matter and general considerations of probability theory. Together, thermodynamics and statistical physics provide the tools for studying the behavior of aggregates of particles far too numerous to be analyzed by solving directly the equations of motion of either classical or quantum mechanics. Among the concepts, systems, and processes to be discussed are heat, work, temperature, pressure, energy, entropy, chemical potential, chemical equilibria, gases, liquids, solids, solutions, neutron stars, and fluctuation phenomena (not necessarily in that order and subject to time constraints). Prerequisite: C- or better in Physics 131L or Physics 141L and Mathematics 132. (NAT) (Enrollment limited)

[313. Quantum Mechanics]— A thorough study of the general formalism of quantum mechanics together with some illustrative applications, including 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; and elements of the quantum theory of angular momentum. Prerequisite: C- or better in Physics 232L. (NAT) (Enrollment limited)

315. Contemporary Optics— A survey of current techniques and applications for classical and nonclassical light. Topics may include Fourier optics, nonlinear optics, statistical optics, holography, polarization, interferometry, quantum cryptography, optoelectronics, and ultrafast optics. Prerequisite: C- or better in Physics 231L and 232L (NAT) (Enrollment limited) –Branning

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. (1 - 2 course credits) –Staff

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 or research project 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. This course is open only to senior Physics majors. (0.5 course credit) –Staff

490. Research Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

102. Principles of Physics II— A continuation of Physics 101L, this course covers topics such as electricity and magnetism, 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: C- or better in Physics 101L or Physics 131L or Physics 141L. (1.25 course credits) (NAT) (Enrollment limited) –Palandage

[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 the historical development of various energy sources and their technologies, the physical principles underlying these sources, the limitations imposed by pollution and resource exhaustion on the continued growth of energy use, the effect of the development of new energy sources on the quality of life, and the alternatives. (NAT) (Enrollment limited)

231. Physics II: Electricity, Magnetism, and Waves— This second part of the three-term calculus-based introductory sequence is devoted primarily to the study of electromagnetism. The emphasis is on the description of electric and magnetic phenomena in terms of fields. Topics to be covered include electrostatics and magnetostatics, electromagnetic induction, Maxwell's equations, electromagnetic waves, and the characterization of energy and momentum in the electromagnetic field. The remainder of the course is taken up with basic properties of waves in general: wave kinematics, standing waves and resonance, and the Doppler effect. Three lecture periods and one laboratory period per week. Prerequisite: C- or better in Physics 131L or Physics 141L and concurrent registration in or previous completion of Mathematics 132 or 142 with a C- or better. (1.25 course credits) (NAT) (Enrollment limited) –Branning, Geiss, Palandage, Silverman, Walden

300. Mathematical Methods of Physics— This course focuses on mathematical methods essential to the expression and application of the laws of physics. It is designed to provide a mathematics background for other upper-level physics courses and for physics research, and thus ideally should be taken in the spring of the sophomore year. Topics to be discussed may vary somewhat from year to year depending on the emphasis of the instructor, but will ordinarily include elements of vector analysis, differential geometry, linear algebra, functions of a complex variable, Fourier analysis, and some of the special functions of mathematical physics. Additional topics, such as probability theory, the calculus of variations, or an introduction to group theory, may be taken up if time permits. Prerequisite: C- or better in Physics 231L and Mathematics 231. (NAT) (Enrollment limited) –Silverman

[302. Electrodynamics]— A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential form. The scalar and vector potentials, multipole expansions, boundary value problems, propagation of electromagnetic waves, radiation from accelerated charges. Prerequisite: C- or better in Physics 231L and Mathematics 231 (concurrent registration in Mathematics 234 is strongly recommended). (NAT) (Enrollment limited)

[316. Experimental Laser Optics]— A project-oriented laboratory course in laser optics. Students will build a laser starting from basic electrical and optical components. Additional experiments will be chosen from areas such as ultrafast lasers, fiber optics, holography, quantum optics, geometrical optics, interference and diffraction. Prerequisite: C- or better in Physics 231L and 232L (WEB) (Enrollment limited)

317. Relativity and Fundamental Particles— The theories of special and general relativity describe space, time, mass, and the gravitational force. The standard model describes subatomic particles and their interactions via the strong nuclear, weak nuclear, and electromagnetic forces. Together, these theories embody all that is known today about matter and energy at the largest and smallest scales, and they form the basis of modern cosmology the study of the history and structure of the universe. Prerequisite: C- or better in Physics 231L and 232L (Enrollment limited) –Branning

320. Modern Physical Measurements— A series of measurements in a focused area of modern experimental physics, this course is designed to offer an in-depth exposure to and understanding of instruments and techniques employed in current experimental investigations. It also provides experiences pertinent to participation in experimental research typified by Physics 490. The series of experiments to be performed will be determined in advance by the student(s) and the instructor(s). Prerequisite: C- or better in Physics 232L. (WEB) (Enrollment limited) –Walden

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. (1 - 2 course credits) –Staff

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 or research project 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. This course is open only to senior Physics majors. (0.5 course credit) –Staff

490. Research Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Political Science

Professor Chambers, Chair; Professors Cardenas and Evans●●, John R. Reitemeyer Professor McMahon, John R. Reitemeyer Professor Messina; Professor Smith●; Associate Professors Flibbert ● and Maxwell†; Assistant Professors Kamola, Matsuzaki, and Williamson; Visiting Assistant Professors Carbonetti, Dudas, Laws, Regan-Lefebvre, and Terwiel

REQUIREMENTS

For students who declare a political science major during the spring 2018 semester and beyond, the following major requirements will apply. Students who declare a political science major during the fall 2017 semester have the option of following the former major requirements (see the AY2016/17 Bulletin at: <http://adsvm19.cc.trincoll.edu/bulletin/2016-2017/bulletin.pdf>) or the requirements listed below.

Students majoring in political science are required to complete a minimum of 10 courses, each with a grade of C- or higher.

The major requirements consist of three lower-level courses (200-level and below), of which only *one* may be a 100-level course; six 300-level courses, of which *one* must be a sophomore/junior seminar; and a senior capstone course.

Lower Level Courses: Three courses at the 200 level or below, only one of which may be a 100-level course; all three of which to be preferably taken by the end of the sophomore year. Enrollment in 200-level courses is closed to seniors. Enrollment in 100-level courses is closed to both juniors and seniors.

Electives: Six 300-level courses, one of which must be a sophomore/junior seminar.

Methods: Either POLS 241, POLS 242, ANTH 301, ECON 318, HIST 300, PBPL 220, SOCL 201, *or* two methodologically-focused courses (at any level), must be completed before the senior seminar or senior thesis.

Senior Capstone: One senior seminar (400 level) *or* the completion of a senior thesis. (The senior capstone course satisfies the Writing Intensive Part II requirement.)

For breadth in the discipline, majors must complete one course in each of the four subfields (the senior capstone course does not satisfy this requirement). Students who wish to declare a concentration in one of the four subfields of political science (American politics, international relations, comparative politics, or political theory) may identify a concentration when meeting with the department chair at the time of major declaration. A list of courses in the various concentrations can be found here <http://www.trincoll.edu/Academics/MajorsAndMinors/Political/Documents/POLISCONCENTRATIONS.pdf>.

No new majors will be accepted into the Department after the College deadline for major declarations in the second semester of the sophomore year.

The Department *does not* recognize AP credit toward the minimum 10 course major requirement; however, a minimum score of 4 on the AP exam in American Government allows entry into upper level American politics courses that have POLS 102 as a prerequisite.

Any majors, regardless of GPA, can apply to the department to write a senior thesis by submitting a thesis proposal. However, honors in the major will be awarded to students with both a GPA of 3.67 or higher in the major and an A- or better on the thesis.

All senior theses will be two-semester, two-credit theses. In the first semester, students will enroll in a thesis colloquium. In the second, students will continue to write independently in consultation with their advisers. The senior thesis colloquium will satisfy the senior capstone course requirement, though thesis students are still welcome to enroll in a senior seminar. Thus, the colloquium counts among the 10 minimum credits required for the major, while the spring semester of the thesis must be taken in addition to the 10 credits.

The thesis proposal will normally be due in late March of the junior year. Juniors studying abroad may request an extension for submitting the proposal, but the proposal must be submitted and approved by early September, in time to enroll in the fall thesis colloquium.

In the thesis proposal, students may apply for funding to support their research. Typical awards will range up to

\$1,500.

ADDITIONAL OPPORTUNITIES

AP/IB credit: The Department does not recognize AP credit toward the minimum 10 course major requirement; however, a minimum score of 4 on the AP exam in American Government allows entry into upper-level American politics courses that have POLS 102 as a prerequisite.

Internships: There are a range of internships students in the major may pursue for credit. Although internships supervised by POLS faculty do not count toward the POLS credit requirement, there is one exception—the Legislative Internship Program. Through this unique program, students may earn POLS major credits for their participation.

The Trinity College Legislative Internship is a special program designed for those students who want to observe politics and government firsthand. Student interns work either part-time or full-time for individual legislators and are eligible for two course credits for part-time interns and four credits for full-time interns. For full-time interns, three credits are graded and one is pass/fail. One of the graded credits is a political science credit for both part-time and full-time interns. In addition to working approximately 16 hours per week (part-time) to 32 hours per week (full-time) for a legislator, interns participate in a seminar on state legislatures. 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 September.

Study away: Students are encouraged to take advantage of appropriate study-abroad programs, for which the department will grant up to two credits toward the major. Students who study abroad for a full year at approved study-away sites may transfer up to three courses for the major. There is, however, no limit on credits from the Rome program, as it is considered part of the Trinity campus.

Honors: Honors in the major will be awarded to students with both (1) a GPA of 3.67 or greater in the major and (2) an A- or better on the thesis.

Fall Term

102. American National Government— How do the institutions of American national government shape our politics and policies? This introductory course examines the nation's founding documents (including the Declaration of Independence, Constitution, and Federalist Papers), the goals they sought to achieve, and the institutional framework they established (including Congress, the Presidency, and the courts). It then evaluates the extent to which these institutions achieve their intended aims of representing interests and producing public goods, taking into account the role of parties, interests groups, and the media. Throughout the course, we will attend to the relevance of race, class, religion, and gender. We will draw on the example of the 2012 presidential election and other current events to illustrate the functioning of American government and politics. This course is not open to seniors. (SOC) (Enrollment limited) –Chambers

103. Introduction to Comparative Politics— This course introduces the study of comparative politics which is a subfield of political science. More specifically, it introduces many of the key concepts and theoretical approaches that have been adopted in comparative politics and surveys the political institutions and politics of select foreign countries. Students of comparative politics primarily focus on the political processes and institutions within countries (whereas students of international relations primarily, but not exclusively, study interactions among countries). Inspired by current world events and puzzles, comparativists investigate such major questions as: Why are some countries or regions more democratic than others? How do different countries organize their politics, i.e., how and why do their political party systems, electoral rules, governmental institutions, etc. differ? This course is not open to seniors. (GLB5) (Enrollment limited) –Messina

104. Introduction to International Relations— This course offers an introduction to international relations (IR), addressing fundamental questions in the fields of international security, international political economy, and international law & organization. We learn about the leading theoretical perspectives in political science—Realism, Liberalism, and Constructivism—as well as a range of alternatives rooted in domestic politics, political psychology, postmodernism, Marxism, and feminism. The course serves as a foundational introduction to the IR subfield, with equal emphasis on substantive issues and theoretical concerns. This course is not open to seniors. (GLB5) (Enrollment

limited) –Lefebvre

[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. Topics include environmentalism, ancients and moderns, male and female, nature and nurture, race and ethnicity, reason and history, and reason and revelation. This course is not open to seniors. (SOC) (Enrollment limited)

219. The History of Political Thought I— This course provides the historical background to the development of Western political thought from Greek antiquity to the end of the Middle Ages. Readings from primary sources (Plato, Aristotle, Augustine, Aquinas, etc.) will help the students to comprehend the foundations of Western political philosophy and the continuity of tradition. (SOC) (Enrollment limited) –Dudas

[222. Social Inequality in the United States]— This course considers the implications of social inequalities for American politics. Income and wealth disparities in the United States have grown rapidly since the 1970s, overlapping with social exclusions based on race, gender, and sexual orientation. The course explores the causes, consequences, and solutions to rising economic inequality at the national and local levels, examining particular instances from Connecticut and contextualizing them within a broader global context. We will pay particular attention to the role of public policies in creating or potentially mitigating inequalities among citizens. Throughout the course we will consider the implications of social inequality for American politics and discuss how the persistence of different forms of inequality squares with enduring ideals of equality and equal opportunity in the American political system. This course has a community learning component. Prerequisite: C- or better in Political Science 102 or permission of instructor. (SOC) (Enrollment limited)

[225. American Presidency]— An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the courts. The nature of presidential leadership and personality is also explored. (SOC) (Enrollment limited)

238. Prisons and Justice in America— This political theory course examines prisons and justice in the US. We will pursue two large questions: How did the prison come to exemplify criminal justice? And how does mass incarceration affect our understanding of the US as a liberal democracy? We will examine the theoretical underpinnings of the prison in rights discourse; the prison's productive role in shaping conceptions of freedom and citizenship; and its relation to racism, biopower, and neoliberalism. We will also consider alternative visions of criminal justice: abolition democracy and restorative and transformative justice. Readings will include work by John Locke, Alexis de Tocqueville, Michel Foucault, Angela Davis, Michelle Alexander, Philip Pettit, and Andrew Dilts. (SOC) (Enrollment limited) –Terwiel

[241. Empirical Political Methods and Data Analysis]— An introduction to the design and execution of empirical political research involving computer analysis. The course covers the normative and empirical arguments at the foundation of the science of politics and the methods evolving from these arguments, and it trains students in the use of computers and statistical software. Course work includes reading, discussion, and completion of a research project in which the theory learned in class is put into practice. No programming experience required. This course has a community learning component. (NUM) (Enrollment limited)

242. Political Science Research Methods— Why do people participate in politics? Which government policies best serve the public good? What prevents wars between nations? Political scientists employ a toolbox of research methods to investigate these and other fundamental questions. By learning the strengths and weaknesses of various qualitative and quantitative methods, students in this course will identify how best to answer the political questions about which they feel most passionate. They will apply these practical skills in assignments that ask them observe, analyze, and report on political phenomena. Research skills will include field observation, interviewing, comparative case studies, and data analysis using statistical software. No previous statistical or programming experience is necessary. (NUM) (Enrollment limited) –Laws

[250. Political Freedom]— In this political theory course, we will examine the experience and dilemmas of political freedom as thematized in political theory and practice. While philosophers have traditionally defined freedom as a

problem of will or consciousness, this course will focus on how these philosophical framings of freedom may obscure our understanding of the specificity of the problems and promise of political freedom. Drawing from an eclectic mix of genres—literature, political theory, memoir, and theatre—we will ask what political freedom is, what it means, how it arises, what blocks it, and how we might sustain it. Readings will include texts by Sophocles, Hannah Arendt, Frederick Douglass, Vaclav Havel, Alexis de Tocqueville, and Fyodor Dostoevsky. (SOC) (Enrollment limited)

265. Understanding Conflict in Africa—Many Americans claim to know certain truths about Africa when, in reality, such understandings rely heavily upon ahistorical representations of the continent. In recent decades, the portrayal of Africa as conflict-prone and violent has become the predominant way of “knowing” Africa. This course disarms such limited understandings by engaging, historicizing, and contextualizing political violence in Africa. The course starts with recent conflicts, including wars in Somalia, Rwanda, Congo, Sudan, and Libya. We then situate these conflicts within the legacy of colonialism, the Cold War, and the contemporary reorganization of the world economy. The class concludes by debating possible solutions, including foreign intervention (peacekeeping, AFRICOM, the International Criminal Court) as well as responses crafted by African-led organizations and movements (ECOWAS, African Union, and Arab Spring). (GLB5) (Enrollment limited) –Kamola

301. American Political Parties—An analysis of American political parties, including a study of voting behavior, party organization and leadership, and recent and proposed reforms and proposals for reorganization of existing party structures. Prerequisite: C- or better in Political Science 102. (SOC) (Enrollment limited) –Evans

[305. International Organizations]—This course explores the dynamics of international organizations, examining a broad range of institutions in world politics. In particular, we draw on a variety of perspectives—from mainstream International Relations theory to organizational analysis—to understand questions of institutional emergence, design, and effectiveness. Using case studies and simulations, students are encouraged to think concretely about the challenges facing international organizations. Prerequisite: C- or better in Political Science 104. (GLB5) (Enrollment limited)

307. Constitutional Powers and Civil Rights—An analysis and evaluation of US Supreme Court decision-making with a focus on judicial review; federalism and the regulation of the economy and morality; equal protection and the evolving concept of democracy; and presidential powers. (SOC) (Enrollment limited) –McMahon

[312. Politics in the Middle East and North Africa]—This course offers an introduction to the comparative analysis of politics in the Middle East and North Africa. Organized thematically and conceptually, we examine topics ranging from state formation, nationalism, and civil-military relations, to oil and economic development, democratization efforts, political Islam, and regional concerns. (GLB5) (Enrollment limited)

313. National and European Foreign Policies—This course will investigate the relationship between European Union member states and EU foreign policy. It will question how EU member states reconcile their independent foreign policies with their membership in the European Union as well as their relationship with NATO. Students will have the opportunity to assess to what extent EU member states have Europeanized their foreign affairs policies in order to build a more coherent Common Security and Defense Policy (CDSP). (Enrollment limited) –Lefebvre

[316. Civil Liberties]—An analysis and evaluation of US Supreme Court decisions (and related materials) dealing principally with freedom of expression; the right to privacy; freedom of religion; and, liberty and security. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science 102, and permission of instructor. (SOC) (Enrollment limited)

[317. 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; and current theories of conservatism, liberalism, and the Left. (SOC) (Enrollment limited)

322. International Political Economy—This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia, and Africa; economic relations in the industrialized world and between the

north and the south; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. (GLB5) (Enrollment limited) –Kamola

[329. Political Philosophy and Ethics]— This course will engage the literature of ethical theory and ethical debate. The course attempts to enlighten the place ethical reasoning plays in political science, political life and the tradition of political philosophy. Readings in the course will differ from year to year but may include such authors as Aristotle, Cicero, Aquinas, Kant, Mill, Rawls, Nietzsche. In different years the course may focus on various themes which could include topics such as feminism, gentlemanliness, Eudaimonism, utilitarianism and deontology, ethics and theology, legal and business ethics, or the place of ethics in the discipline of Political Science. Prerequisite: C- or better in Political Science 105, 219, or 220. (Enrollment limited)

332. Understanding Civil Conflict and Its Causes and Consequences— This course surveys the many causes and consequences of civil conflict and civil war. Major themes of the course include ethnic fractionalization, natural resources, climate change, colonial legacies, institutional design, globalization, intervention, international efforts in state building, gendered violence, and human rights. The course also examines the different theoretical and methodological approaches to studying civil conflict. (Enrollment limited) –Carbonetti

[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, neo-Marxism, hermeneutics, feminism, deconstructionism, and postmodernism. Readings will be from primary sources. Prerequisite: C- or better in Political Science 105, 219 or 220. (SOC) (Enrollment limited)

345. Debt and American Citizenship— This course considers the connections between debt and American citizenship, historically and in the present. We begin by examining the important role of debt in the form of indentured servitude as a key means for populating the American colonies. We then explore the gradual transformation of debt from a highly stigmatized condition to a routine part of life for most Americans through home mortgages, student loans and credit card debt. We consider how debt has been associated with decreased status-from debtors' prisons to low credit scores-yet also linked to creating opportunity, as with political movements demanding credit access for disadvantaged populations. Throughout the course we will be attentive to the role of politics and public policy in creating, mediating, and shaping debt relationships. (Enrollment limited) –Laws

[350. State-Building and Collapse in the Developing World]— What are states and nations and where do they come from? What key mechanisms, institutions, and actors participate in the state-building process? What are some of the major challenges to state-building and stability? Is the state declining in capacity and importance today? This seminar examines the central debates and dilemmas surrounding the modern state through a fusion of theory and real-life examples from around the world. Case studies are drawn from Eastern Europe, Africa, the Middle East, and Latin America. The course places particular emphasis on the limitations and even failure of the state in a rapidly changing and unstable world. This course is only open to sophomores and juniors. (Enrollment limited)

353. Authoritarianism in Eurasia— More than half of the countries in the world are authoritarian or mixed regimes. Yet the study of authoritarianism—specifically, how authoritarian regimes function, and sources of their resilience and collapse—has long been neglected in political science. Authoritarian regimes in Tunisia, Egypt, and Syria, all widely regarded as models of resilience right up until their demise, turned out to be strikingly and unexpectedly fragile. Conversely, analysts have predicted the collapse of North Korea for decades, only to witness its survival through war, famine, economic collapse, and potentially destabilizing leadership transitions. In this course, we will examine the nascent scholarship on authoritarianism, especially as it pertains to Eurasia—namely, Eastern Europe, the Middle East, and East and Southeast Asia. (GLB5) (Enrollment limited) –Matsuzaki

359. Feminist Political Theory— This course examines debates in feminist political theory. Topics will include liberal and socialist feminist theory, as well as radical, postcolonial, and postmodern feminist theory. We will also consider feminist perspectives on issues of race and sex, pornography, law and rights, and “hot button” issues like

veiling. We will pay particular attention to the question of what feminism means and should mean in increasingly multicultural, global societies. Readings will include work by Mary Wollstonecraft, Carol Gilligan, Catherine MacKinnon, Chandra Mohanty, Wendy Brown, Audre Lorde, Patricia Williams, & Judith Butler. (SOC) (Enrollment limited) –Terwiel

369. International Human Rights Law— This course offers a comprehensive survey of the evolution of international human rights law, focusing on the major actors and processes at work. Which rights do individual human beings have vis-a-vis the modern state? What is the relationship between domestic and international legal processes? Are regional human rights mechanisms like the European system more influential than international ones? More generally, how effective is contemporary international human rights in securing accountability and justice? We use specific cases and contemporary debates to study a range of treaties and emerging institutions, including ad hoc war crimes tribunals and the International Criminal Court. (GLB5) (Enrollment limited) –Carbonetti

370. External Relations of the European Union— This course will investigate the various forms of external relations of the European Union. Among others, it will survey the relationships established by the EU such as the European Economic Area, Stabilization and Association Agreements, EU-Swiss bilateral and association agreements with European and non-European non-member states such as Moldova, Ukraine, Egypt, etc. In addition, the course will survey the treaty negotiation process involving the Transatlantic Trade and Investment Partnership between the EU and the US and the Comprehensive Economic and Trade Agreement between the EU and Canada. These case studies will help to best understand the evolving role of the European Union as a regional and global actor. (SOC) (Enrollment limited) –Lefebvre

[379. American Foreign Policy]— This course offers an examination of postwar American foreign policy. After reviewing the major theoretical and interpretive perspectives, we examine the policymaking process, focused on the principal players in the executive and legislative branches, as well as interest groups and the media. We then turn to contemporary issues: the “war on terror,” the Iraq war, humanitarian intervention, U.S. relations with other major powers, and America’s future prospects as the dominant global power. (GLB5) (Enrollment limited)

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. This course is open only to senior Political Science majors. (WEB) (Enrollment limited) –Evans

[406. Senior Seminar: Why Political Philosophy?]— This seminar will be devoted to a close reading of a major political philosopher in the Western tradition. This course is open only to senior Political Science majors. (WEB) (Enrollment limited)

[408. Senior Seminar: Racial and Ethnic Politics]— This course examines the role of African Americans, Asian Americans, Latinos, and Native Americans in all areas of the American political system. We study each group and their roles as voters, party activists, candidates and public officials. By exploring the socio-historical context within which each group acts, we will also consider the non-traditional forms of political participation embraced by some of these groups and the reasons that minority groups have resorted to such strategies. The process of political socialization will also be considered, as will the political behavior, attitudes, and public policy opinions of these groups. Finally, we will also explore theories of racial and ethnic political coalitions and conflict. This course has a community learning component. This course is open only to senior Political Science majors. (WEB) (Enrollment limited)

418. Sr. Sem: State Formation and State-Building— This seminar is organized around two themes. First, it will examine the origins of the modern state in China and Western Europe, as well as the cause of diversity in state institutions across the globe. In particular, the consequences of Western imperialism on the development of African

and Asian states will be explored. Second, we will discuss historic and contemporary attempts at transferring Western institutions to the global periphery—a phenomenon commonly known as state-building. Students will debate the strategic, developmental, and humanitarian merits and shortcomings of this policy. Questions that will be discussed include the following: What explains variation in the structure of political authority across different states? What is the legacy of colonialism? Can stable democracies be built through foreign occupation? This course is open only to senior Political Science majors. (WEB) (Enrollment limited) –Matsuzaki

426. Senior Seminar: Who Are We? Citizenship, Identity, and Immigration in Comparative Perspective— Citizenship historically has been defined as a set of rights and obligations that are exclusive to formal members, or “citizens,” of territorially bounded nation states. Transnational migration challenges this assumption by creating citizens outside of and foreign residents or “denizens” inside of traditional nation state territories. Some scholars have suggested that globalization generally – and migration specifically – undermines the salience of citizenship and fosters conflict and confusion about who “we” are. This senior seminar will explore the major political and social challenges posed by transnational migration for notions of who “belongs” and who doesn’t within the major immigration-receiving countries, including the United States. This course is open only to senior Political Science majors. (WEB) (Enrollment limited) –Messina

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

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

496. Senior Thesis Colloquium— This is a required colloquium for senior political science majors writing theses. The class will proceed in part through course readings about research methods and aims, and in part through offering students the opportunity to present and discuss their thesis projects. All students will be required to write a (non-introductory draft) chapter by semester’s end. (WEB) (Enrollment limited) –Williamson

497. Senior Thesis— For honors candidates (see description of Honors in Political Science following the “Areas of Concentration” section). 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 honors. (WEB) –Staff

Courses Originating in Other Departments

Formal Organizations 201. Formal Organizations and Market Behavior— –Gunderson

Human Rights Studies 125. Introduction to Human Rights— View course description in department listing on p. 283. CD:Not open to Seniors –Carbonetti

International Studies 212. Global Politics— View course description in department listing on p. 292. –Baker

[International Studies 213. Worldly Islam, The Sacred and the Secular]— View course description in department listing on p. 292.

International Studies 315. Global Ideologies— View course description in department listing on p. 293. –Prashad

Public Policy & Law 251. The Judicial Process: Courts and Public Policy— View course description in department listing on p. 426. Prerequisite: C- or better in Political Science102 or Public Policy and Law 201 or 202, or permission of instructor. –Fulco

Spring Term

102. American National Government— How do the institutions of American national government shape our politics and policies? This introductory course examines the nation’s founding documents (including the Declara-

tion of Independence, Constitution, and Federalist Papers), the goals they sought to achieve, and the institutional framework they established (including Congress, the Presidency, and the courts). It then evaluates the extent to which these institutions achieve their intended aims of representing interests and producing public goods, taking into account the role of parties, interests groups, and the media. Throughout the course, we will attend to the relevance of race, class, religion, and gender. We will draw on the example of the 2012 presidential election and other current events to illustrate the functioning of American government and politics. This course is not open to seniors. (SOC) (Enrollment limited) –Laws

[103. Introduction to Comparative Politics]— This course introduces the study of comparative politics which is a subfield of political science. More specifically, it introduces many of the key concepts and theoretical approaches that have been adopted in comparative politics and surveys the political institutions and politics of select foreign countries. Students of comparative politics primarily focus on the political processes and institutions within countries (whereas students of international relations primarily, but not exclusively, study interactions among countries). Inspired by current world events and puzzles, comparativists investigate such major questions as: Why are some countries or regions more democratic than others? How do different countries organize their politics, i.e., how and why do their political party systems, electoral rules, governmental institutions, etc. differ? This course is not open to seniors. (GLB5) (Enrollment limited)

104. Introduction to International Relations— This course offers an introduction to international relations (IR), addressing fundamental questions in the fields of international security, international political economy, and international law & organization. We learn about the leading theoretical perspectives in political science—Realism, Liberalism, and Constructivism—as well as a range of alternatives rooted in domestic politics, political psychology, postmodernism, Marxism, and feminism. The course serves as a foundational introduction to the IR subfield, with equal emphasis on substantive issues and theoretical concerns. This course is not open to seniors. (GLB5) (Enrollment limited) –Flibbert

105. Introduction to Political Philosophy— An introduction to the philosophical study of political and moral life through a consideration of various topics of both current and historical interest. Topics include environmentalism, ancients and moderns, male and female, nature and nurture, race and ethnicity, reason and history, and reason and revelation. This course is not open to seniors. (SOC) (Enrollment limited) –Terwiel

[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. (SOC) (Enrollment limited)

220. History of Political Thought II— This course focuses on the development of modern political philosophy. All readings will be from primary sources that include, among others, Machiavelli, Descartes, Bacon, Hobbes, Locke, Rousseau, Kant, Hegel, Nietzsche, and Marcuse. Enrollment limited. (SOC) (Enrollment limited) –Smith

[237. Building the European Union]— As an intergovernmental and supranational union of 27 democratic member countries, the contemporary European Union is arguably the boldest experiment in inter-state economic and political integration since the formation of the contemporary nation-state system during the mid-17th century. Against this backdrop, this course considers the project for greater economic, political, and security integration within its appropriate historical context, its current economic and political setting, and its projected future ambitions. As such, it will very much be concerned with recent events and important events-in-the-making, including the continuing conflict over the Lisbon Treaty and the EU's projected enlargement by several new members. (GLB5) (Enrollment limited)

238. Prisons and Justice in America— This political theory course examines prisons and justice in the US. We will pursue two large questions: How did the prison come to exemplify criminal justice? And how does mass incarceration affect our understanding of the US as a liberal democracy? We will examine the theoretical underpinnings of the prison in rights discourse; the prison's productive role in shaping conceptions of freedom and citizenship; and its relation to racism, biopower, and neoliberalism. We will also consider alternative visions of criminal justice: abolition democracy and restorative and transformative justice. Readings will include work by John Locke,

Alexis de Tocqueville, Michel Foucault, Angela Davis, Michelle Alexander, Philip Pettit, and Andrew Dilts. (SOC) (Enrollment limited) –Terwiel

242. Political Science Research Methods— Why do people participate in politics? Which government policies best serve the public good? What prevents wars between nations? Political scientists employ a toolbox of research methods to investigate these and other fundamental questions. By learning the strengths and weaknesses of various qualitative and quantitative methods, students in this course will identify how best to answer the political questions about which they feel most passionate. They will apply these practical skills in assignments that ask them observe, analyze, and report on political phenomena. Research skills will include field observation, interviewing, comparative case studies, and data analysis using statistical software. No previous statistical or programming experience is necessary. (NUM) (Enrollment limited) –Williamson

256. State and Society in Comparative Perspective— This methodologically focused course examines the various ways government officials and social forces interact as both collaborators and competitors in the exercise of political power and authority across the globe. First, we will examine the role of society in the maintenance of governance within democratic and authoritarian regimes. Second, students will investigate why some countries are able to achieve social cohesion and unity, while others fragment along ethnic and racial lines. The final portion of the course will focus on societies in conflict: We will explore how individuals may successfully challenge the authority of the state and force change in government policy through collective action, as well as the causes of civil wars and the factors that determine the timing and nature of their resolution. (SOC) (Enrollment limited) –Matsuzaki

265. Understanding Conflict in Africa— Many Americans claim to know certain truths about Africa when, in reality, such understandings rely heavily upon ahistorical representations of the continent. In recent decades, the portrayal of Africa as conflict-prone and violent has become the predominant way of “knowing” Africa. This course disarms such limited understandings by engaging, historicizing, and contextualizing political violence in Africa. The course starts with recent conflicts, including wars in Somalia, Rwanda, Congo, Sudan, and Libya. We then situate these conflicts within the legacy of colonialism, the Cold War, and the contemporary reorganization of the world economy. The class concludes by debating possible solutions, including foreign intervention (peacekeeping, AFRICOM, the International Criminal Court) as well as responses crafted by African-led organizations and movements (ECOWAS, African Union, and Arab Spring). (GLB5) (Enrollment limited) –Kamola

305. International Organizations— This course explores the dynamics of international organizations, examining a broad range of institutions in world politics. In particular, we draw on a variety of perspectives—from mainstream International Relations theory to organizational analysis—to understand questions of institutional emergence, design, and effectiveness. Using case studies and simulations, students are encouraged to think concretely about the challenges facing international organizations. (GLB5) (Enrollment limited) –Lefebvre

[309. Congress and Public Policy]— A study of the structure and politics of the American Congress. This course examines the relationship between Congress members and their constituents; the organization and operation of Congress; the relationship between legislative behavior and the electoral incentive; and the place of Congress in national policy networks. Prerequisite: C- or better in Political Science 102. (SOC) (Enrollment limited)

[313. National and European Foreign Policies]— This course will investigate the relationship between European Union member states and EU foreign policy. It will question how EU member states reconcile their independent foreign policies with their membership in the European Union as well as their relationship with NATO. Students will have the opportunity to assess to what extent EU member states have Europeanized their foreign affairs policies in order to build a more coherent Common Security and Defense Policy (CDSP). (Enrollment limited)

316. Civil Liberties— An analysis and evaluation of US Supreme Court decisions (and related materials) dealing principally with freedom of expression; the right to privacy; freedom of religion; and, liberty and security. (SOC) (Enrollment limited) –McMahon

[317. 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; and current theories of conservatism, liberalism, and the Left. (SOC) (Enrollment

limited)

[322. International Political Economy]— This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia, and Africa; economic relations in the industrialized world and between the north and the south; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: C- or better in Political Science 104. (GLB5) (Enrollment limited)

325. 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. (SOC) (Enrollment limited) –McMahon

329. Political Philosophy and Ethics— This course will engage the literature of ethical theory and ethical debate. The course attempts to enlighten the place ethical reasoning plays in political science, political life and the tradition of political philosophy. Readings in the course will differ from year to year but may include such authors as Aristotle, Cicero, Aquinas, Kant, Mill, Rawls, Nietzsche. In different years the course may focus on various themes which could include topics such as feminism, gentlemanliness, Eudaimonism, utilitarianism and deontology, ethics and theology, legal and business ethics, or the place of ethics in the discipline of Political Science. (Enrollment limited) –Smith

331. Comparative Politics of East Asia— This seminar examines East Asian countries through the lens of major themes found within the comparative politics subfield of political science. With an empirical emphasis on Japan, South Korea, North Korea, Taiwan, and China, topics covered in this course include the following: evolution of political power and authority in modern East Asia; Japanese colonialism and its legacies on postcolonial economic development and contemporary international relations; dynamics of regime change and democratization in South Korea and Taiwan; and the nature and durability of authoritarian governance within North Korea and China. (SOC) (Enrollment limited) –Matsuzaki

332. Understanding Civil Conflict and Its Causes and Consequences— This course surveys the many causes and consequences of civil conflict and civil war. Major themes of the course include ethnic fractionalization, natural resources, climate change, colonial legacies, institutional design, globalization, intervention, international efforts in state building, gendered violence, and human rights. The course also examines the different theoretical and methodological approaches to studying civil conflict. (Enrollment limited) –Carbonetti

333. Global Food Politics— This course investigates the fast-paced environment of global food politics, from the impact of states and international organizations on global food production and distribution, to international trade negotiations such as the Transatlantic Trade and Investment Partnership (T-TIP). It also considers the roles of corporations and NGOs, and the dispute resolution mechanisms such as the World Trade Organization (WTO) and arbitration of Investor-State Dispute Settlements (ISDS). (FYR5) (Enrollment limited) –Lefebvre

337. Building the European Union— As an intergovernmental and supranational union of 27 democratic member countries, the contemporary European Union is arguably the boldest experiment in inter-state economic and political integration since the formation of the contemporary nation-state system during the mid-17th century. Against this backdrop, this course considers the project for greater economic, political, and security integration within its appropriate historical context, its current economic and political setting, and its projected future ambitions. As such, it will very much be concerned with recent events and important events-in-the-making, including the continuing conflict over the Lisbon Treaty and the EU's projected enlargement by several new members. (GLB5) (Enrollment limited) –Messina

[343. Theory and Politics of African Decolonization]— The process of African decolonization was among the most important political events of the 20th century-in just three decades more than fifty new countries won independence from European imperial powers. This class reads the diverse group of African intellectuals writing

during this period, whose work shaped how people thought about the anti-colonial project and world politics more generally. The course starts with an overview of colonialism's historical and intellectual legacy before examining how these theorists tackled three central political questions, namely: how to forge an independent African nation-state, how to create a post-colonial African identity, and how to establish an independent economy. Readings will include Aime Cesaire, Franz Fanon, Steve Biko, Amilcar Cabral, Walter Rodney, Albert Memmi, Léopold Sédar Senghor, Julius Nyerere, Thomas Sankara, among others. Prerequisite: C- or better in Political Science 103 or 104. (GLB5) (Enrollment limited)

344. Politics of Africa— Political Scientists often study Africa as a distinct place, defined by a unique set of crises, which set the continent apart from the rest of the world. This class, in contrast, starts from the assertion that Africa is not a discrete location to be studied in isolation but instead a site of active and dynamic human practices that intersect and define the political and economic lives of all people across the world. "Africa" is, in the words of James Ferguson, a "category through which a 'world' is structured." We first examine the colonial and Cold War histories shaping the modern world, and how they played out in Africa specifically. We then study contemporary issues that tie Africa to the rest of the world, including: civil conflict and the "responsibility to protect"; debt, structural adjustment, aid, and development; Chinese/Africa economic cooperation; "the land question"; and the Arab Spring. (Enrollment limited) –Kamola

[346. World Economy of Higher Education]— Colleges and universities are commonly understood as "ivory towers" removed from the economic pressures of "the real world." However, higher education has always been an important dimension of the world economy. Universities and colleges train employees, develop human capital, design marketable goods, and sometimes sell education for profit. This class examines theorists of higher education, the rise of the American-style university, the Cold War politics of higher education, the World Bank's reconceptualization of higher education as key to economic development, the reframing of education as an exportable service, and branch campuses in the Middle East. In short, this course helps students better understand various pressures and dynamics of the contemporary world economy through an examination of the particular institution of which we are a part. (Enrollment limited)

[347. Immigration in Contemporary Europe]— Why do people migrate? How do host states and societies react to an increasingly multicultural and diverse foreign population? What impacts the political, economic and socio-cultural incorporation of Europe's immigrants? How has migration changed the meaning of membership in the Western European nation-state? This course explores the central debates in immigration studies through a survey of contemporary Europe, with cases comprising immigrant populations in both traditional immigrant receivers (e.g., Algerians in France or Turks in Germany) and "new" immigration countries (e.g. Ecuadorians in Spain or Poles and Nigerians in Ireland). Particular interest is placed on how the relationship between the immigrant and the receiving state transforms both. (SOC) (Enrollment limited)

[356. Philosophy and Religion]— The course will study the interpenetration of Early Christianity and the Philosophical Tradition in the period especially from Tertullian, through Ambrose and Jerome to Augustine. Readings from the Gospels and the Letters of Paul will be supplemented by historical works by Downing, Johnson, Copleston, Jonas and others, finishing with significant selections from Cicero and Augustine. Walking tours will include trips to St. Peters and the Vatican, plus the Vatican library, the Arch of Constantine, San Clemente, San Pietro in Vincoli, Domine Quo Vadas, Castel Sant' Angelo, various catacombs and other possibilities to be announced. (GLB) (Enrollment limited)

[357. Hannah Arendt]— This seminar focuses on the work of the 20th century Jewish German émigré thinker, Hannah Arendt. Arendt's work begins from the premise that the rise of totalitarianism reveals the breakdown of traditional western categories of moral and political thought categories that were unable to generate challenges or resistance to the rise of Nazism. Arendt's work fills the gap left by the "explosion" of our old categories of thought by pressing us to understand our contemporary predicament and to ask how we might guide ourselves anew. Among the questions raised is: what kinds of "guideposts," historical examples, and practices of political action might serve as new forms of guidance for citizens interested in generating and sustaining freedom, equality, diversity, human rights, and the rule of law? (WEB) (Enrollment limited)

[359. Feminist Political Theory]— This course examines debates in feminist political theory. Topics will

include liberal and socialist feminist theory, as well as radical, postcolonial, and postmodern feminist theory. We will also consider feminist perspectives on issues of race and sex, pornography, law and rights, and “hot button” issues like veiling. We will pay particular attention to the question of what feminism means and should mean in increasingly multicultural, global societies. Readings will include work by Mary Wollstonecraft, Carol Gilligan, Catherine MacKinnon, Chandra Mohanty, Wendy Brown, Audre Lorde, Patricia Williams, & Judith Butler. (SOC) (Enrollment limited)

369. International Human Rights Law— This course offers a comprehensive survey of the evolution of international human rights law, focusing on the major actors and processes at work. Which rights do individual human beings have vis-a-vis the modern state? What is the relationship between domestic and international legal processes? Are regional human rights mechanisms like the European system more influential than international ones? More generally, how effective is contemporary international human rights in securing accountability and justice? We use specific cases and contemporary debates to study a range of treaties and emerging institutions, including ad hoc war crimes tribunals and the International Criminal Court. (GLB5) (Enrollment limited) –Carbonetti

[370. External Relations of the European Union]— This course will investigate the various forms of external relations of the European Union. Among others, it will survey the relationships established by the EU such as the European Economic Area, Stabilization and Association Agreements, EU-Swiss bilateral and association agreements with European and non-European non-member states such as Moldova, Ukraine, Egypt, etc. In addition, the course will survey the treaty negotiation process involving the Transatlantic Trade and Investment Partnership between the EU and the US and the Comprehensive Economic and Trade Agreement between the EU and Canada. These case studies will help to best understand the evolving role of the European Union as a regional and global actor. (SOC) (Enrollment limited)

[372. The American Welfare State]— The American government provides a social safety net to its citizens through a number of direct social programs, including Social Security, Medicare, Medicaid, unemployment insurance, public assistance, and a variety of other social provisions. However, the role that federal and state governments should play in providing a robust social safety net remains a highly contested issue in American politics. This course contextualizes the contemporary debate by examining the historical development of the peculiar American welfare state from the earliest social programs in the nineteenth century to the New Deal and Great Society programs to the scaling back of direct social programs during the 1980s and 1990s. (SOC) (Enrollment limited)

380. War and Peace in the Middle East— This course addresses the causes and consequences of nationalist, regional, and international conflict in the Middle East. We use theoretical perspectives from political science to shed light on the dynamics of conflict, the successes and failures of attempts to resolve it, and the roles played by the United States and other major international actors. The course is organized on a modified chronological basis, starting with the early phases of the Arab-Israeli conflict and ending with current developments in Iraq. All seats are reserved for juniors and sophomores. (GLB5) (Enrollment limited) –Flibbert

385. Crossing Borders: Logics and Politics of Transnational Migration— This course investigates the primary economic, humanitarian, and political forces that are driving and sustaining the complex phenomenon of contemporary transnational migration. Within this context, several key questions are addressed: Have the forces of globalization and the entanglements of international commitments and treaty obligations significantly compromised the policy-making prerogatives of the traditional nation state? What are the benefits and costs of migration for the immigration receiving countries? Is a liberal immigration regime desirable and, if so, can it be politically sustained? (GLB5) (Enrollment limited) –Messina

390. Theories of International Political Economy— This course asks a number of core questions concerning international political economy: What explains inequality between nations? How do countries develop? What can states, international institutions, and other political actors do to advance economic prosperity? How one answers these questions, however, depends upon where one stands regarding various fundamental principles of political economy. We start the class with the work of Adam Smith and Karl Marx. We then examine how this debate plays out in the work of early twentieth century thinkers debating the cause of the Great Depression and the two world wars (including Polanyi, Schumpeter, Keynes, Hayek, and Friedman). We conclude by examining various contemporary economic issues. (GLB5) (Enrollment limited) –Kamola

392. Trinity College Legislative Internship Program— The Trinity College Legislative Internship is a special program designed for those students who want to observe politics and government firsthand. Student interns work full time for individual legislators and are eligible for up to four course credits, three for a letter grade and one pass/fail. One of the graded credits is a political science credit. In addition to working approximately 35 to 40 hours per week for a legislator, each intern participates in a seminar in which interns present papers and discuss issues related to the legislative process. Although there are no prerequisite courses for enrollment in this program, preference will be given to juniors and seniors. Students majoring in areas other than political science are encouraged to apply. Candidates for this program, which is limited to 14 students, should contact the Political Science Department in April or September. The program will accommodate some students who wish to work part time (20 hours per week) for two graded course credits. (Enrollment limited) –Chambers

[394. Legislative Internship]— (Enrollment limited)

[396. Legislative Internship]— (Enrollment limited)

[398. Legislative Internship]— (Enrollment limited)

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

406. Senior Seminar: Why Political Philosophy?— This seminar will be devoted to a close reading of a major political philosopher in the Western tradition. This course is open only to senior Political Science majors. (WEB) (Enrollment limited) –Smith

[408. Senior Seminar: Racial and Ethnic Politics]— This course examines the role of African Americans, Asian Americans, Latinos, and Native Americans in all areas of the American political system. We study each group and their roles as voters, party activists, candidates and public officials. By exploring the socio-historical context within which each group acts, we will also consider the non-traditional forms of political participation embraced by some of these groups and the reasons that minority groups have resorted to such strategies. The process of political socialization will also be considered, as will the political behavior, attitudes, and public policy opinions of these groups. Finally, we will also explore theories of racial and ethnic political coalitions and conflict. This course has a community learning component. This course is open only to senior Political Science majors. (WEB) (Enrollment limited)

[412. Comparative Constitutional Conflicts]— This course first considers civil rights movements in three different nations: Canada, Northern Ireland, and the United States. In doing so, it explores why some movements—given the dynamics of their quest and the nature of governmental resistance—resorted to violence and armed conflict while others were largely peaceful, usually because they embraced a judicial strategy. Additionally, we consider the similarities of these movements in which ethnic/language, racial, and religious minorities battled for equal standing. Secondly, the course explores the concept of the political construction of law. Here, we consider the interconnectedness of law and politics, largely by focusing on politics “outside” the judicial realm and assessing how politics shapes and is shaped by judicial decisions, both in the US and around the world. (WEB) (Enrollment limited)

[414. Senior Seminar: Global Environmental Politics]— Environmental issues have attracted the increasing attention of scholars of international relations. As globalization continues to accelerate, it is clear that environmental problems do not adhere to national borders and require international efforts to remedy them. This introduces student to the international dimensions of environmental politics through an in-depth analysis of both the theory and practice of international attempts to tackle growing environmental challenges. The course also includes discussion of, among other subjects, the relationship between global environmental issues and international law, international organizations, international political economy, war, and human rights. This course is open only to senior Political Science majors. (WEB) (Enrollment limited)

416. Senior Seminar: Biopolitics— In the 1970s, Michel Foucault developed the concept of “biopower” to describe a distinctly modern form of power that governs the biological life of individuals and populations. This seminar takes Foucault's work as its point of departure to ask how and why bodily existence—health and illness,

life and death matters for politics. Are we political beings insofar as we are “more than” animals? Conversely, what might it mean to assert that our bodies are political? We will examine these questions through influential theoretical texts (by Hannah Arendt, Michel Foucault, Nikolas Rose, Judith Butler, Achille Mbembe, and others) as well as case-studies involving hunger strikes, access to medicine, and struggles around new reproductive technologies. (WEB) (Enrollment limited) –Terwiel

[426. Senior Seminar: Who Are We? Citizenship, Identity, and Immigration in Comparative Perspective]— Citizenship historically has been defined as a set of rights and obligations that are exclusive to formal members, or “citizens,” of territorially bounded nation states. Transnational migration challenges this assumption by creating citizens outside of and foreign residents or “denizens” inside of traditional nation state territories. Some scholars have suggested that globalization generally – and migration specifically – undermines the salience of citizenship and fosters conflict and confusion about who “we” are. This senior seminar will explore the major political and social challenges posed by transnational migration for notions of who “belongs” and who doesn’t within the major immigration-receiving countries, including the United States. This course is open only to senior Political Science majors. (WEB) (Enrollment limited)

[427. Senior Seminar: Politics of Ethnicity, Religion, and Immigration in Western Europe]— This seminar surveys the politics of ethnicity, religion, and immigration in contemporary Western Europe. It thus includes both traditional ethnic or ethnoterritorial conflict (e.g., Spanish Basque separatism) and more recent manifestations of ethnic/religious tensions arising from the migration after 1950 of millions of Third World immigrants and asylum seekers to the major immigration-receiving countries (e.g., Turks in Germany, Algerians in France). Equal attention will be paid in the course to the effects of politics on the political and social incorporation of ethnic minorities as well as how their presence and demands are transforming the domestic politics of Western Europe. This course is open only to senior Political Science majors. (WEB) (Enrollment limited)

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

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. Senior Thesis— For honors candidates (see description of Honors in Political Science following the “Areas of Concentration” section). 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 honors. (WEB) –Staff

Courses Originating in Other Departments

Formal Organizations 201. Formal Organizations and Market Behavior— –Gunderson

[International Studies 212. Global Politics]— View course description in department listing on p. 296.

Public Policy & Law 331. Becoming American: Immigration and Integration Policy— View course description in department listing on p. 431. Prerequisite: C- or better in either Political Science 102 or Public Policy and Law 201, or permission of instructor. –Williamson

[Public Policy & Law 377. Law, Gender, and the Supreme Court]— View course description in department listing on p. 432. Prerequisite: C- or better in Public Policy 201, or permission of instructor

Psychology

Associate Professor Anselmi, Chair; Vernon Roosa Professor of Applied Science Masino and Professor Raskin; Professor Emeritus Mace; Associate Professors Reuman♦♦, Holt, and Director, Counseling Center Lee; Assistant Professors Casserly, Grubb, Helt♦, and Outten; Senior Lecturer and Laboratory Coordinator Swart; Lecturer and Laboratory Coordinator Senland; Research Associate Professor Ruskin; Visiting Assistant Professor Gockel; Visiting Lecturer McGrath; Lecturer and Assistant Director, Counseling Center Kennen

OVERVIEW OF MAJOR

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.

REQUIREMENTS

For either the B.A. or B.S. degree, students are required to take 11 courses in psychology and one in biology or neuroscience (BIOL 140 or BIOL 182L or NESC 120) and earn a grade of C- or better in each. Any student who must repeat a required course to attain the required grade of at least C- will be allowed only one opportunity to do so. Students should consult with their adviser to choose a set of courses that is consistent with the students' 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 cognate courses in the humanities, arts, and natural and social sciences that enhance topics and issues in psychology that interest them. Students are expected to arrange their course work according to the following system:

Foundation Courses: PSYC 101. Introduction to Psychology, PSYC 221L. Research Design and Analysis, PSYC 261. Brain and Behavior, and BIOL 140. Biological Systems, BIOL 182L. Evolution of Life, or NESC 120. Nervous Connections are required foundation courses. Students are advised to complete these courses by the end of their sophomore year, but must have taken PSYC 261 by the end of their junior year.

Core Courses: Students must complete three core courses, two of which must include a laboratory. The labs of PSYC 261 and PSYC 332 may be counted toward the lab requirement. (See the reference to laboratory courses under the section for advanced courses below.) 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 PSYC 270 and PSYC 273 as core courses. The following core courses count for this requirement:

PSYC 226. Social Psychology*

PSYC 255. Cognitive Psychology*

PSYC 270. Clinical Psychology or PSYC 273. Abnormal Psychology

PSYC 293. Perception*

PSYC 295. Child Development*

* These courses are ordinarily offered with laboratories.

Advanced Courses: Students must complete three advanced courses that have as prerequisites core courses from the section immediately above. Students are required to select these courses from three different categories listed below (listed A through H). A course may appear in more than one category. The psychology prerequisites that apply to an advanced course within a specific category are in parentheses. The Writing Intensive Part II requirement is fulfilled by one of the following advanced courses in categories A through H below. The following advanced courses apply:

A. Neuroscience

PSYC 302. Behavioral Neuroscience (261)

PSYC 339. Developmental Psychopathology (261)

PSYC 364. Neuropsychopharmacology (261)

PSYC 365. Cognitive Neuroscience (261)

PSYC 392. Human Neuropsychology (261)

B. Social/Personality

PSYC 315. Development and Culture (226)

PSYC 324. Stereotyping, Prejudice, and Discrimination (226)

PSYC 346. Intergroup Relations (226)

PSYC 384. Cultural Psychology (226)

C. Cognition

PSYC 334. Current Issues in Cognition (255 or 293)

PSYC 365. Cognitive and Social Neuroscience (255)

PSYC 391. Psychology of Language (255)

PSYC 392. Human Neuropsychology (255)

D. Development

PSYC 315. Development and Culture (295)

PSYC 339. Developmental Psychopathology (295)

E. History

PSYC 314. History of Psychology (five courses in psychology)

F. Clinical

PSYC 339. Developmental Psychopathology (270 or 273)

PSYC 344. Evaluation and Treatment of Addictive Behavior (270 or 273)

PSYC 370. Psychotherapy (270 or 273)

G. Assessment

PSYC 332L. Psychological Assessment (221L and four other courses in psychology)

H. Perception

PSYC 334. Current Issues in Cognition (255 or 293)

PSYC 348. Focusing the Mind: Psychology of Attention (293)

Specialized/Electives: Students must complete one specialized course from the following options.

PSYC 206. Environmental Psychology and Sustainability

PSYC 218. Special Education

PSYC 236. Adolescent Psychology

PSYC 237. Health Psychology

PSYC 241. Interpersonal Relationships

PSYC 246. Community Psychology

PSYC 265. Drugs and Behavior

PSYC 275. Introduction to the Psychology of Human Sexuality

PSYC 294. Forensic Psychology

PSYC 297. Child Development and Public Policy

PSYC 310. Psychology of Gender Differences

PSYC 390. Research Internship

PSYC 399. Independent Study

PSYC 490. Research Assistantship

CPSC 352. Artificial Intelligence

ENGR 311. Electrophysiology of the Central Nervous System

HFPR 201. Health Fellows Program: Topics in Health Care

MUSC 248. Psychology of Music

MUSC 249. Music Therapy Principles and Practices
NESC 101. The Brain

From time to time new courses will be added or substituted for those in the above listings. Students should consult with the chair concerning courses taken at other institutions or other matters pertinent to requirements for the major.

Capstone/Senior Project: To fulfill the senior exercise requirement, students must complete a senior seminar (PSYC 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.

Senior seminar: Each senior seminar will adopt an integrative perspective to examine major issues in several different subdivisions of psychology. 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 three core courses and most of the other requirements of the major.

Thesis: The senior thesis is a two-semester research project sponsored by a member of the Psychology Department. The senior thesis also entails enrolment in the two semester Senior Thesis Colloquium and a prospectus presentation during the fall and a poster presentation at the all-college science symposium in early May.

ADDITIONAL OPPORTUNITIES

Internships: The College's beautiful campus in a metropolitan setting offers the opportunity for testing cutting-edge theories and practices learned in the classroom. Trinity is only blocks from Connecticut's state court system, as well as city offices and health-care providers—such as Hartford Hospital and Connecticut Children's Center and the Institute of Living—ensuring rich ground for internships and independent study and research in walking distance of the College. For example, internships at the Institute of Living have involved the teaching and counseling of adolescents, involvement in a variety of research studies on different aspects of mental health and the testing of individuals with brain damage using fMRI. Classroom experience is also enhanced by collaboration with the community through the Community Learning Initiative, in courses such as Community Psychology, Child Development, Human Neuropsychology, Psychology of Aging and various first year and senior seminars.

Study away: The Psychology Department encourages its majors to study abroad. With careful planning, it should be possible for most students to study abroad, if they so choose. Students wishing to count psychology courses from an approved study-abroad site must get the approval of the chair of the Psychology Department. Typically, the department will allow up to two courses to be counted toward the major—one course from the core category and one course from the specialized category.

Research opportunities: Trinity undergraduates conduct research with faculty members in courses, course labs, independent studies, research assistantships, summer research, the Interdisciplinary Science Program (ISP – a First Year program), and senior theses. These research opportunities often result in joint conference presentations or publications with faculty. Research conducted during the school year is presented in the all-college science symposium poster session in early May. Summer research is presented in September.

Honors: Students with at least a B+ average in psychology, an overall grade point average of B or better, and six courses (of at least one credit each, taken at Trinity) toward the psychology major with a grade of A- or better (excluding PSYC 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 PSYC 498-499 and earn a grade of A- or better. Students must also enroll in the two- semester Senior Thesis Colloquium (PSYC 491-492) and receive a grade of P. Honors students will present a preliminary account of their work during the fall semester and a summary of their thesis results during the spring semester to the Psychology Department. They must also present their work at the all-college science symposium poster session in early May. Honors students will present a summary of their thesis at a departmental meeting during the spring semester. Students who believe that they have attained eligibility for honors should consult with their adviser during the spring semester of their junior year to plan for enrollment in PSYC 498-499. The two course credits earned from this sequence fulfill the requirements for the senior exercise and the specialized course.

Fall Term

101. Introduction to 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, memory, personality, child development, 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. (SOC) (Enrollment limited) –Grubb, McGrath, Outten

206. Environmental Psychology & Sustainability— This course examines questions of how environments affect humans, as well as what factors motivate people to act in pro-environmental ways. It also serves to introduce students to a range of environmental challenges faced by contemporary humans, while presenting theory and research that can be applied to our understanding of environmental sustainability. This class is very much interdisciplinary. While psychological perspectives are abundant, the content is also informed by other areas of study like human factors, ecology, geography and sociology, just to name a few. Some important topics include: environmental stress, the health benefits of nature, constructing environments that promote well-being, risk perception, social influence, norms, persuasion, consumption, environmental inequality and environmental justice. (SOC) (Enrollment limited) –Outten

221. Research Design and Analysis— An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, and analysis of variance. Enrollment in lecture and each laboratory limited. Prerequisite: C- or better in Psychology 101. (1.25 course credits) (NUM) (Enrollment limited) –Reuman, Senland

226. Social Psychology— Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Reuman

226L. Social Psychology Laboratory— Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Laboratory can be taken concurrent or subsequent to Psychology 226. Prerequisite: C- or better in Psychology 226, or concurrent enrollment. (0.25 course credit) (SOC) (Enrollment limited) –Reuman

[237. Health Psychology]— This course examines psychological and behavioral processes of health and illness and treatment related to human wellness. It will focus on understanding how psychological, biological, behavioral, social, and cultural factors contribute to physical health and illness and how to best promote and maintain health and prevent illness. (SOC) (Enrollment limited)

246. Community Psychology— In this course we will explore the major theories and principles of community psychology, a branch of psychology that explores how societal, cultural, and environmental factors impact people's psychological well-being. Topics will include community-based prevention of psychological disorders, health promotion, citizen participation and empowerment, the value of diversity, and the role of social support in buffering stress. We will also examine the goals and methods of community research, with an emphasis on the development, implementation, and evaluation of community-based programs. Given our proximity to numerous vibrant organizations in Hartford, this course requires that students participate in a community learning activity so that they may gain first-hand experience with community collaboration and put their classroom learning into practice. Enrollment limited. This course is not open to first-year students. (SOC) (Enrollment limited) –Holt

261. Brain and Behavior— A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Enrollment in laboratory limited. (1.25 course credits with optional laboratory) The course is designed for declared or intended psychology and neuroscience majors. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. (NAT) (Enrollment limited) –Raskin

261L. Brain and Behavior Laboratory— A diverse laboratory experience focused on the nervous system. Topics may include neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, cognition, and language. The course is designed for declared or intended psychology neuroscience majors. Laboratory can be taken concurrent or subsequent to PSYC 261. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Swart

265. Drugs and Behavior— A broad overview of the use and abuse of psychopharmaceuticals. We will study the classification of psychoactive drugs, their history, and the methodological research techniques used on humans and animals. The course emphasizes physiological mechanisms of drug actions, drug effects on psychological functioning including therapeutic and toxic effects. – Hartman (NAT) (Enrollment limited) –Gockel

270. Clinical Psychology— A survey of the concepts, methods, and theoretical issues of clinical psychology, with a focus on current and classical research and theory. Students will explore such areas as personality development from a clinical perspective, assessment, pathology, diagnosis, clinical research, and some preventative and therapeutic modes of intervention. Emphasis will also be placed upon evolving models of clinical psychology and their relationship to other areas of psychology and the life sciences. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Kennen

[273. Abnormal Psychology]— This course explores how “abnormal” behavior is defined and assessed, and focuses on the epidemiology, etiology (causes), and diagnostic criteria for a range of psychological disorders (e.g., depression, substance abuse, eating disorders, personality disorders), as well as biopsychosocial treatments for these disorders. Students also are introduced to controversial issues in the field. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited)

[275. Introduction to the Psychology of Human Sexuality]— This course will explore the relevant theories and research related to the study of human sexuality, primarily from a psychological perspective. Specific topics to be covered include the conceptualization of gender and sexuality, development of sexuality through the life span, how we define and understand sexually “deviant” behaviors, the conceptualization of sexuality through various cultural lenses, and the expression of sexuality in relationships. (Enrollment limited)

295. Child Development— A survey of the biological, cognitive, and social factors that influence the process of development. The course will focus on both theoretical and empirical issues in child development and will include topics such as attachment, emotion regulation, language, cognition, and socialization. The course will highlight how cultural factors, along with biology interact to influence both the process and the outcomes of development. This course includes a community learning component, where students will choose a problem of interest and after talking with community experts, propose a solution to that problem. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Anselmi

295L. Child Development Laboratory— An introduction to the major scientific methods of observation, interviews, and experimentation that are used to study developmental questions in the areas of language, memory and concept development, sex-role stereotyping, prosocial development and play. Students will study infant and preschool children at the child care center located on campus. Laboratory can be taken concurrent or subsequent to Psychology 295. Prerequisite: C- or better in Psychology 295, or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Anselmi

[297. Child Development and Public Policy]— This class will feature 6-8 current topics in Child Development that are influencing public policy in Connecticut and beyond. The class will begin with an overview of child development theory and research that has affected public policy and programs over the past three decades. Students will then investigate new trends in public policy, linked to current research in areas like early brain development, social-emotional development, and child trauma. The class will include discussion, weekly readings and reflection, and a research project and paper. (SOC) (Enrollment limited)

[302. Behavioral Neuroscience]— A selective exploration of dynamic biological and psychological mechanisms and underlying anatomy associated with various behaviors. It will explore behavior in the framework of brain health versus brain disease and include neurological disorders and their treatments as well interactions between the

environment and behavior. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. (NAT) (Enrollment limited)

314. 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? Prerequisite: C- or better in five psychology courses (WEB) (Enrollment limited) –Mace

334. Current Issues in Cognition— This seminar will explore current “hot topics” in cognitive research. For example, we’ll investigate how our minds interface with our bodies (How do we learn new skills like swinging a bat or doing gymnastics? How do people control the movement of artificial limbs or wheelchairs?) and how the different “pieces” of cognition interact (Can how well we hear impact memory? How does lack of sleep change the way we pay attention?). In class and in writing, we will analyze behavioral, neurological, and philosophical research in cognition and evaluate the impact of these issues for psychologists and for people’s lives in the “real world.” Prerequisite: C- or better in Psychology 255 or Psychology 293, or permission of instructor (WEB) (Enrollment limited) –Casserly

[339. Developmental Psychopathology]— This course studies the development in humans and animals of selected psychopathological disorders such as schizophrenia, depression, anxiety disorders, and somatoform disorders. The use of drugs and their neurochemical bases at different stages of the disorders will be explored. Clinical case studies and films will be used throughout the course to illustrate each of the disorders discussed. -Averna Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. (SOC) (Enrollment limited)

344. Evaluation and Treatment of Addictive Behavior— This course will provide an overview of theory and research on alcohol, drug, and tobacco use and dependence, in addition to other compulsive behaviors such as gambling. Specifically, we will compare theoretical models of the development of these behaviors; models of how people with an addiction change; methods to assess these behaviors; and different modalities of treatment. As part of this course, students will complete a “self-change” project, whereby they apply relevant assessment and intervention techniques to a behavior they wish to change. Prerequisite: C- or better in Psychology 270 or 273. (WEB) (Enrollment limited) –Holt

348. Focusing the Mind: the Psychology of Attention— More than 100 years ago, William James famously declared, “Everyone knows what attention is. It is the taking possession by the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought.” And while James’ conception of attention resonates with a colloquial understanding of the term that’s still in use today, empirical treatment of attention in the psychological and neuroscientific literature suggests that consensus on what attention is and what attention does has not yet been reached. Using primary sources, scholarly reviews, and popular science pieces, we will work toward a more nuanced understanding of what attention is and delve deeply into what it means to selectively focus the mind in a world full of distraction. Prerequisite: C- or better in Psychology 293. (SOC) (Enrollment limited) –Grubb

364. Neuropsychopharmacology— This seminar will examine how drugs act upon, amplify, and modify neural functions, ultimately affecting mood and behavior. It will provide an introduction to the principles of pharmacology and neurochemistry. An in-depth study of the brain and behavioral mechanisms of drugs of abuse, such as cocaine, heroin, LSD, and alcohol, and the neurobiology of addiction. Additionally, we will examine the effects of prenatal exposure to these drugs. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. (WEB) (Enrollment limited) –Martinez

[370. Psychotherapy]— This course is taught as a seminar with limited enrollment and assumes some background. Through study of original theoretical source material, students investigate the nature of psychotherapy, with attention given to its evolution, the therapeutic relationship and communication, and the integrative aspects of diverse methods

and theories, such as client-centered, rational-emotive, behavioral, psychoanalytic, Jungian, Gestalt, and group psychotherapy. Films will illustrate various styles of psychotherapy. Prerequisite: C- or better in Psychology 270 or 273. Open only to Psychology majors or Literature & Psychology minors. (WEB) (Enrollment limited)

384. Cultural Psychology— Cultural psychology focuses on how sociocultural contexts and cultural practices affect and reflect the human psyche. Our understanding of cultural influences on psychological processes related to topics like the self, emotion, relationships, perception, multicultural issues, and health, will be informed by theoretical and empirical research. We will explore various cultural contexts, including Latino, Asian, African, European, and North American cultures. We will examine major issues in cultural psychology, including the methodological challenges that researchers face when trying to bring a cultural level of analysis to psychological processes. Prerequisite: C- or better in Psychology 226. (WEB) (Enrollment limited) –Outten

390. Psychology Research Internship— Internship or field work placement, with a required academic component to be determined by the faculty sponsor and student. This internship is for students pursuing research at a field placement. Students need to complete an internship contract with Career Services. –Staff

[391. Psychology of Language]— A survey of the questions asked by researchers working in different areas of psycholinguistics and the methods used to address those questions. We will cover a wide range of issues, from motor control in speech production to online sentence parsing to typical and atypical language acquisition. Focus will be on analytic discussions of readings from textbooks, scholarly reviews, and original research reports. Perspectives from neuroscience, linguistics, and psychology will be considered. Prerequisite: C- or better in Psychology 255, 256, or 293. (WEB) (Enrollment limited)

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 (Holt, Lee); neuropsychology (Masino, Raskin); cultural psychology (Chang); social psychology (Chang, Reuman); personality and assessment (Reuman); perception (Mace); psychology of art (Mace); history of psychology (Mace); and language (Anselmi, Mace). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 1 course credit) –Staff

[401. Senior Seminar: Psychology of Deafness]— Hearing plays a surprisingly fundamental role in many aspects of daily life. We take for granted the fact that we can talk over the phone, listen to music, multitask with our hands or eyes during conversation, and use our voices to express happiness, empathy, sadness, or humor. In this seminar, we will explore all the ways in which a lack of hearing (deafness) affects the human experience from the biological basis of deafness and hearing to the cultural pride deaf individuals often feel regarding their identities. Through readings, discussions, and projects we will examine questions like: How do deaf individuals experience music and humor? How does deafness impact neurological and social development? Do deaf infants still coo and babble as they grow? (Enrollment limited)

[401. Senior Seminar: Self-Regulation: Theory and Application]— Many of the personal and social problems we face today such as substance abuse, obesity, excessive debt, crime, and violence can be linked to a failure of self-regulation, or one's "willpower" over his or her thoughts, emotions, and impulses. Through regular student-led discussions, we will explore the topic of self-regulation, drawing on numerous areas of psychology including social, clinical, cognitive, consumer, educational, and developmental psychology. Specifically, we will compare and contrast different models of self-regulation and we will explore current questions and debates related to this concept, such as whether self-control is a limited resource and the role of self-regulation in social relationships. We will examine the development of self-regulation early in the lifespan and investigate ways in which individual and environmental influences can subsequently enhance or impede one's efforts to self-regulate. Finally, we will consider how theoretical models of self-regulation can be applied to promote behavior change and inform prevention efforts across a variety of settings. Working in groups, students will design a targeted intervention aimed at enhancing self-regulation in a specific area of interest (e.g., increasing prosocial behavior in school age children, decreasing disruptive behavior in adolescents with attention deficit/hyperactivity disorder). This course is open only to senior Psychology majors. (Enrollment limited)

401. Senior Seminar: Big Beautiful Brain— This senior seminar will explore emerging research across the

disciplines of psychology on the “what”, “when”, and “why” for optimal neurological function. Is bigger better? What makes and keeps a brain healthy? How does diet influence brain health and disease? Starting now, you can achieve and maintain the best brain possible, and learn specific strategies that may enhance your brain and reduce your chances of neurological disease. This course is open only to senior Psychology majors. (SOC) (Enrollment limited) –Masino

[401. Senior Seminar: The Psychology of the Human Face]— This seminar will present an overview of the major areas of psychology - social, clinical, cognitive, perceptual, developmental, and biological - as revealed in research and theory concerning faces. Representative topics will include facial expression, facial aesthetics, memory and recognition of faces, atypicalities in face processing, stereotyping, and the psychology of the selfie. Through student-led presentations and discussions, we'll cover a range of original empirical articles, scientific reviews, and popular science write-ups to probe the many ways in which the face, be it one's own or that of another, impacts the human experience. This course is open only to senior Psychology majors. (SOC) (Enrollment limited)

[401. Senior Seminar: The Social Self]— This course will examine how we construct a sense of self as a social being. We will integrate research from various areas of psychology to address the following questions (among others): How did you, as a baby, learn that you were separate from your mother? Who is in charge of your actions and how do we figure that out? To what extent are you shaped by your circumstances and the way others view you? What happens when there is a breakdown of boundaries between the self and others, and what does this tell us about conditions such as autism and psychopathy? (Enrollment limited)

401. Senior Seminar: Psychology of Aging— This course will examine the process of human aging from a number of psychological perspectives. These perspectives include neuropsychology, personality, social psychology, sensation and perception, and psychopathology. In addition, common disorders of aging will be reviewed, including senile dementia of the Alzheimer's type, depression and age-associated memory loss. (SOC) (Enrollment limited) –Raskin

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 1 course credit) –Staff

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 are required for enrollment. (0.5 - 1 course credit) –Staff

491. Senior Thesis Colloquium Part 1— Senior Thesis Colloquium is a year-long colloquium series for students completing senior theses in psychology. Topics include navigating one's thesis, preparing Thesis Prospectus presentations, building a strong Introduction section, communicating results, and preparing a poster presentation. Goals of this colloquium series include fostering a sense of community, building relevant skills, and helping students develop critical abilities for graduate school and/or future jobs. The course will meet 4 times a semester, specific dates to be determined. (.25 course credit is considered pending in the first semester; .25 credit will be awarded for completion in the second semester). Required for senior thesis students. (0.25 course credit) (Enrollment limited) –Senland

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— The thesis is a year-long research project sponsored by a member of the Psychology Department. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (2 course credits) –Staff

499. Senior Thesis Part 2— The thesis is a year-long research project sponsored by a member of the Psychology Department. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) Submission of the special registration form, available in the Registrar's Office,

and the approval of the instructor are required for enrollment. (2 course credits) –Staff

Courses Originating in Other Departments

[Biology 140. Biological Systems]— View course description in department listing on p. [142](#).

Engineering 311. Electrophysiology of the Central Nervous System— View course description in department listing on p. [210](#). –Blaise

Music 248. The Psychology of Music— View course description in department listing on p. [363](#). –Platoff

Spring Term

101. Introduction to 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, memory, personality, child development, 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. (SOC) (Enrollment limited) –Kennen, McGrath, Outten, Senland

[206. Environmental Psychology & Sustainability]— This course examines questions of how environments affect humans, as well as what factors motivate people to act in pro-environmental ways. It also serves to introduce students to a range of environmental challenges faced by contemporary humans, while presenting theory and research that can be applied to our understanding of environmental sustainability. This class is very much interdisciplinary. While psychological perspectives are abundant, the content is also informed by other areas of study like human factors, ecology, geography and sociology, just to name a few. Some important topics include: environmental stress, the health benefits of nature, constructing environments that promote well-being, risk perception, social influence, norms, persuasion, consumption, environmental inequality and environmental justice. (SOC) (Enrollment limited)

[218. Special Education]— How are children labeled (or mislabeled) as having learning and developmental disabilities, autism, or attention deficit disorder? How have definitions and diagnoses of learning disorders changed over time? How have standardized evaluations and assessments impacted those diagnoses? How does the law seek to ensure the accommodation of the needs of individuals with disabilities? Students will critically analyze research on psychology as it pertains to learners, examine special education case law and advocacy, and explore current issues in special education. (SOC) (Enrollment limited)

221. Research Design and Analysis— An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, and analysis of variance. Enrollment in lecture and each laboratory limited. Prerequisite: C- or better in Psychology 101. (1.25 course credits) (NUM) (Enrollment limited) –Casserly, Senland

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. (SOC) (Enrollment limited) –Holt

237. Health Psychology— This course examines psychological and behavioral processes of health and illness and treatment related to human wellness. It will focus on understanding how psychological, biological, behavioral, social, and cultural factors contribute to physical health and illness and how to best promote and maintain health and prevent illness. (SOC) (Enrollment limited) –McGrath

[241. Interpersonal Relationships]— Interpersonal relationships - whether with peers or family members - are fundamental to human experience and a key site of psychological development This course will provide an in-

depth discussion of the major theories and ideas that have guided researchers of human relationships, introducing students to research demonstrating the health-promoting as well as unhealthy patterns that can occur in interpersonal relationships with friends, romantic partners, and family members. In the course we will explore questions such as whether romantic partners change the ways we see the world, how our early relationships affect our later ones, and how friendships influence our decisions and behaviors. The course will challenge students to consider the many ways that close relationships matter for psychological development and health, and will invite them to find new ways of looking at relationships in everyday life. (SOC) (Enrollment limited)

255. Cognitive Psychology— The study of knowledge and how people use it, for example, in recall and recognition, controlling attention and dealing with distractions, solving real-world problems, and spoken or written communication. We will emphasize how each piece of our mental abilities fits together with other skills such as perception and language, along with the ways in which our minds and thoughts can diverge from what we subjectively experience of them. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Casserly

255L. Cognitive Psychology Laboratory— A hands-on introduction to the methods used in behavioral cognitive science research. We will briefly explore a survey of methods and the process used to create a “program of research” rather than isolated experiments. Students will then develop a big-picture question and research program of their own, designing, executing, and analyzing two experiments with related motivations and methods. The relationship between experimental design and the research report paper will also be emphasized. Laboratory can be taken concurrent or subsequent to Psychology 255 Prerequisite: C- or better in Psychology 255, or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Casserly

261. Brain and Behavior— A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Enrollment in laboratory limited. (1.25 course credits with optional laboratory) The course is designed for declared or intended psychology and neuroscience majors. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. (NAT) (Enrollment limited) –Masino

261L. Brain and Behavior Laboratory— A diverse laboratory experience focused on the nervous system. Topics may include neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, cognition, and language. The course is designed for declared or intended psychology neuroscience majors. Laboratory can be taken concurrent or subsequent to PSYC 261. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Masino

[270. Clinical Psychology]— A survey of the concepts, methods, and theoretical issues of clinical psychology, with a focus on current and classical research and theory. Students will explore such areas as personality development from a clinical perspective, assessment, pathology, diagnosis, clinical research, and some preventative and therapeutic modes of intervention. Emphasis will also be placed upon evolving models of clinical psychology and their relationship to other areas of psychology and the life sciences. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited)

273. Abnormal Psychology— This course explores how “abnormal” behavior is defined and assessed, and focuses on the epidemiology, etiology (causes), and diagnostic criteria for a range of psychological disorders (e.g., depression, substance abuse, eating disorders, personality disorders), as well as biopsychosocial treatments for these disorders. Students also are introduced to controversial issues in the field. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Holt

293. Perception— With a simple opening of the eyes, a vividly colorful, object-filled world effortlessly appears before you. With remarkable ease, you recognize individual voices or unique melodies. And without even trying, you know immediately if you have over salted your food. But how does all of this happen? This foundational course will provide an introduction to our current scientific understanding of the psychology and neuroscience of perception. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Grubb

293L. Perception Laboratory— The perception laboratory provides students with an opportunity to experience

and manipulate perceptual effects, to learn necessary concepts and basic methodology. Students will learn how to manipulate computer graphics to make displays, design and execute psychophysical procedures, analyze psychophysical data, and write experimental reports. Topics include perception of size, depth, color, proportion, binocular vision, apparent motion, and “biological motion.” Laboratory can be taken concurrent or subsequent to Psychology 293. Prerequisite: C- or better in Psychology 293, or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Grubb

294. Forensic Psychology— This course will focus on the application of clinical psychology within the legal system. Students will develop an understanding of the role psychologists play in various legal settings including criminal and civil proceedings, police evaluations, and custody evaluations. Areas of focus will include eye witness testimony, criminal psychopathology, psychological assessment and malingering, competency evaluations, the insanity defense, expert witness testimony, and criminal profiling. (SOC) (Enrollment limited) –Gockel

[302. Behavioral Neuroscience]— A selective exploration of dynamic biological and psychological mechanisms and underlying anatomy associated with various behaviors. It will explore behavior in the framework of brain health versus brain disease and include neurological disorders and their treatments as well interactions between the environment and behavior. This course has a community learning component. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. (NAT) (Enrollment limited)

315. Development and Culture— This seminar will look at current issues in developmental and social psychology including attachment, emotions, cognition, personality, biculturalism, gender, language, socialization and psychopathology from the perspective of cultural psychology. We will focus on the role culture, along with biology play in the outcome of development, as well as influencing our definitions of the process of development. Questions we will address include: How do we define the process of development? Can we integrate development, culture and biology into a coherent model of development? Are there cultural universals? Are current psychological models and methods sufficient to account for the role of culture in development? Prerequisite: C- or better in Psychology 226 or 295 (WEB) (Enrollment limited) –Anselmi

[324. Stereotyping, Prejudice, and Discrimination]— This course will focus on classic and contemporary psychological theories and research related to stereotyping, prejudice, and discrimination. We will analyze these phenomena at the level of individuals, small groups, and institutions, with applications to forms of prejudice and discrimination based on several status characteristics, including race/ethnicity, gender, sexual orientation, religion, and health. Approaches to reducing prejudice and discrimination will be examined and evaluated.

Prerequisite: C- or better in Psychology 226. (WEB) (Enrollment limited)

[332. Psychological Assessment]— The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing, intelligence and achievement testing, projective techniques, objective test construction, and behavioral observation. Prerequisite: C- or better in Psychology 221L and four other courses in Psychology. (1.25 course credits) (WEB) (Enrollment limited)

339. Developmental Psychopathology— This course studies the development in humans and animals of selected psychopathological disorders such as schizophrenia, depression, anxiety disorders, and somatoform disorders. The use of drugs and their neurochemical bases at different stages of the disorders will be explored. Clinical case studies and films will be used throughout the course to illustrate each of the disorders discussed. -Averna Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. (SOC) (Enrollment limited) –Helt

346. Intergroup Relations— This course will provide students with a basic understanding of the psychological study of intergroup relations—how people of different groups relate to one another. The area of intergroup relations focuses on the psychological processes involved with how individuals perceive, judge, reason about, feel, and behave toward people in other groups. Social groups can take many forms, ranging from classic social groups (e.g., race, gender, age, ethnicity, religion, class, sexual orientation), not so classic social groups (e.g., weight, mental ability, physical ability, physical attractiveness) to minimal groups. We will examine some of the causes and consequences of intergroup inequality, and explore ways in which the psychological study of intergroup relations can inform attempts

at social change. Prerequisite: C- or better in Psychology 226. (SOC) (Enrollment limited) –Outten

365. Cognitive and Social Neuroscience— This course examines the way in which brain function influences mental processes and overt action. We will consider a range of cognitive and social functions, primarily from the perspective of neuroscience and draw on such related disciplines as cognitive psychology, social psychology, and computational analysis as needed. The functions to be reviewed include perception, attention, memory, thinking, emotional processing, group behavior, stereotyping and empathy. We will apply these to consider topics such as substance abuse, discrimination, child development, and mental illness. Prerequisite: C- or better in Psychology 255, 256, or 261, or Neuroscience 201. (WEB) (Enrollment limited) –Raskin

370. Psychotherapy— This course is taught as a seminar with limited enrollment and assumes some background. Through study of original theoretical source material, students investigate the nature of psychotherapy, with attention given to its evolution, the therapeutic relationship and communication, and the integrative aspects of diverse methods and theories, such as client-centered, rational-emotive, behavioral, psychoanalytic, Jungian, Gestalt, and group psychotherapy. Films will illustrate various styles of psychotherapy. Prerequisite: C- or better in Psychology 270 or 273. Open only to Psychology majors or Literature & Psychology minors. (WEB) (Enrollment limited) –Lee

390. Psychology Research Internship— Internship or field work placement, with a required academic component to be determined by the faculty sponsor and student. This internship is for students pursuing research at a field placement. Students need to complete an internship contract with Career Services. –Staff

[391. Psychology of Language]— A survey of the questions asked by researchers working in different areas of psycholinguistics and the methods used to address those questions. We will cover a wide range of issues, from motor control in speech production to online sentence parsing to typical and atypical language acquisition. Focus will be on analytic discussions of readings from textbooks, scholarly reviews, and original research reports. Perspectives from neuroscience, linguistics, and psychology will be considered. Prerequisite: C- or better in Psychology 255, 256, or 293. (WEB) (Enrollment limited)

[392. Human Neuropsychology]— This course will examine the effects of disorders on human cognitive and affective functioning. Using first person accounts, case studies, and primary research articles, we will explore a series of neurological disorders including agnosia, hemispatial neglect, amnesia, and aphasia, among others. We will analyze these disorders both to understand current assessment and treatment options, and to see what these disorders can teach us about the typical attention, memory, language, executive and emotional functioning of the healthy brain. Prerequisite: C- or better in Psychology 255, 256, or 261, or Neuroscience 201. (WEB) (Enrollment limited)

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 (Holt, Lee); neuropsychology (Masino, Raskin); cultural psychology (Chang); social psychology (Chang, Reuman); personality and assessment (Reuman); perception (Mace); psychology of art (Mace); history of psychology (Mace); and language (Anselmi, Mace). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 1 course credit) –Staff

402. Senior Seminar: The Social Self— This course will examine how we construct a sense of self as a social being. We will integrate research from various areas of psychology to address the following questions (among others): How did you, as a baby, learn that you were separate from your mother? Who is in charge of your actions and how do we figure that out? To what extent are you shaped by your circumstances and the way others view you? What happens when there is a breakdown of boundaries between the self and others, and what does this tell us about conditions such as autism and psychopathy? (Enrollment limited) –Helt

402. Senior Seminar: Self-Regulation: Theory and Application— Many of the personal and social problems we face today such as substance abuse, obesity, excessive debt, crime, and violence can be linked to a failure of self-regulation, or one's "willpower" over his or her thoughts, emotions, and impulses. Through regular student-led discussions, we will explore the topic of self-regulation, drawing on numerous areas of psychology including social, clinical, cognitive, consumer, educational, and developmental psychology. Specifically, we will compare and contrast different models of self-regulation and we will explore current questions and debates related to this concept, such

as whether self-control is a limited resource and the role of self-regulation in social relationships. We will examine the development of self-regulation early in the lifespan and investigate ways in which individual and environmental influences can subsequently enhance or impede one's efforts to self-regulate. Finally, we will consider how theoretical models of self-regulation can be applied to promote behavior change and inform prevention efforts across a variety of settings. Working in groups, students will design a targeted intervention aimed at enhancing self-regulation in a specific area of interest (e.g., increasing prosocial behavior in school age children, decreasing disruptive behavior in adolescents with attention deficit/hyperactivity disorder). This course is open only to senior Psychology majors. (Enrollment limited) –Holt

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 1 course credit) –Staff

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 are required for enrollment. (0.5 - 1 course credit) –Staff

492. Senior Thesis Colloquium Part 2— Senior Thesis Colloquium is a year-long colloquium series for students completing senior theses in psychology. Topics include navigating one's thesis, preparing Thesis Prospectus presentations, building a strong Introduction section, communicating results, and preparing a poster presentation. Goals of this colloquium series include fostering a sense of community, building relevant skills, and helping students develop critical abilities for graduate school and/or future jobs. The course will meet 4 times a semester, dates and time to be determined. (.25 course credit is considered pending in the first semester; .25 credit will be awarded for completion in the second semester). Required for senior thesis students. (0.25 course credit) (Enrollment limited) –Senland

[498. Senior Thesis, Part 1]— The thesis is a year-long research project sponsored by a member of the Psychology Department. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (2 course credits)

499. Senior Thesis Part 2— The thesis is a year-long research project sponsored by a member of the Psychology Department. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (2 course credits) –Staff

Courses Originating in Other Departments

[Biology 140. Biological Systems]— View course description in department listing on p. [145](#).

Health Fellows Program 201. Topics in Health Care— Prerequisite: Acceptance into the Health Fellows Program. –McGuire

Health Fellows Program 202. Health Care Research— Prerequisite: Acceptance into the Health Fellows Program. –Draper, McGuire

Neuroscience 101. The Brain— View course description in department listing on p. [374](#). –Church

Public Policy and Law

Associate Professor Fulco, director; Professor Wade; Assistant Professors Moskowitz and Williamson; Adjunct Professor Falk; Visiting Professor Bangser; Visiting Assistant Professors Chambers and Weiner; Visiting Lecturer Stevens; Ann Plato Fellow Outlaw; Participating faculty: Myers (Urban Studies), Power (Theater and Dance), Silk (Religion), and Smith (Political Science)

OVERVIEW

The public policy and law major is an interdisciplinary program in which students learn and practice methods and modes of thinking required to understand and become actively engaged in the analysis of legal and public policy issues. Grounded in the liberal arts, the program provides students with the tools of analysis in social science, law, and the humanities needed to understand the substance of public policy concerns. Trinity College is a particularly appropriate place to study public policy and law because students have ready access to state, regional, and local governments, as well as to lobbyists and numerous nonprofit and advocacy organizations involved in the making of law and policy.

For more details on the program's faculty, requirements, and sources, visit its Web site at <http://www.trincoll.edu/Academics/MajorsAndMinors/Policy/>.

REQUIREMENTS

The public policy and law major requires 14 courses consisting of:

- three foundation courses
- four core courses
- three courses and a one-credit academic internship in a chosen concentration
- two electives chosen from an approved list
- one senior seminar.

Only courses passed with a grade of C- or better will count toward the major.

Students considering the public policy major are strongly urged to take ECON 101. Basic Economic Principles, PBPL 123. Fundamentals of American Law, and POLS 102. American National Government prior to declaring the major. These three 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.

Foundation courses (three courses): All students must take the following courses. They are not sequential, but it is recommended that students take PBPL 201 first.

PBPL 201. Introduction to American Public Policy
PBPL 202. Law, Argument, and Public Policy
PBPL 220. Research Methods and Evaluation

Core courses (four courses): All students must take a course in each of four core areas.

- Ethics (PHIL 246, PHIL 355, or another appropriate course approved in advance by the program director)
- Statistics (MATH 107, MATH 207 or another appropriate course approved in advance by the program director)
- Legal history (POLS 316, PBPL 302, PBPL 377, or another appropriate course approved in advance by the program director)
- Institutions of American government (PBPL 251, PBPL 264, POLS 309, or another appropriate course approved in advance by the program director)

Concentrations (three courses and a one-credit academic internship): All students must select one of the concentrations specified below and take three courses from an approved list that are chosen in consultation with their adviser. Students must also complete an integrated internship in their area of concentration. One senior thesis credit may count as a concentration course.

- Arts policy
- Educational policy
- Environmental policy
- Health policy
- Human rights and international policy
- Law and society
- Policy analysis
- Urban Policy

Alternatively, students may, with the approval of their adviser and the director of the program, pursue a self-designed concentration.

The Writing Intensive Part II requirement is fulfilled by one of the following courses: PBPL 201, PBPL 202, PHIL 355, PBPL 401, PBPL 498.

Electives(two courses): One empirically-focused, policy-oriented elective and one cross-cultural, policy-oriented elective must be selected from a list of courses made available to students each term.

Senior seminar: All students will take the 400-level senior seminar, which serves as the senior exercise. The specific topics for the seminar will vary from year to year.

ADDITIONAL OPPORTUNITIES

Thesis work and Honors: Students who maintain an average of at least A- in courses counted toward the major and an overall 3.0 GPA will be invited to write a senior thesis. Program faculty will review thesis proposals and determine whether students can pursue thesis work. Students must earn an A- or higher on the thesis in order to graduate with honors. Only students who write a thesis are eligible for honors in the major. Students who fall just below the A- average may petition the program director to write a thesis on the basis of exceptional circumstances.

Study away: While the Trinity programs in Barcelona, Paris, and Rome offer excellent study abroad opportunities, public policy majors interested in foreign study should also 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 at Maastricht, the Danish Institute for Study Abroad, and Washington Semester at American University also offer programs that are particularly well suited to Public Policy and Law majors. For additional information students should refer to the updated study abroad listings available at the Office of Study Away.

Fall Term

123. Fundamentals of American Law— This course introduces students to the fundamentals of the United States legal system. Core topics covered include: sources of law; the role of the legislative, executive, and judicial branches in the creation, implementation, and interpretation of laws ; state and federal judicial systems; civil and criminal cases; trial and appellate process; criminal law and procedure; elements of due process; safeguarding the rights of the accused; current issues confronting the criminal justice system; and an overview of torts, contracts and alternate dispute resolution. The course will also focus on legal ethics and emerging trends in the legal profession. Students will learn to read and analyze case law and statutes and acquire substantive techniques for legal writing and oral presentations. (Enrollment limited) –Fulco, Weiner

201. Introduction to American Public Policy— This course introduces students to the formal and informal processes through which American public policy is made. They will study the constitutional institutions of government and the distinct role each branch of the national government plays in the policy-making process, and also

examine the ways in which informal institutions-political parties, the media, and political lobbyists-contribute to and shape the policy process. (SOC) (Enrollment limited) –Moskowitz

220. Research and Evaluation— Which policy interventions actually work and which fail to meet their goals? Answering this question is essential to improving public and non-profit services and securing further funding for worthwhile projects. This course aims to give students the ability to comprehend policy research and evaluation, as well as the tools to design and conduct basic qualitative and quantitative analysis. Students will apply these practical skills in assignments that ask them to design evaluations or analyze data to assess the effectiveness of policies. Topics will include data analysis using statistical software, but no previous programming experience is necessary. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. (NUM) (Enrollment limited) –Moskowitz

245. Title IX: Changing Campus Culture— This course will explore the legal and policy implications of the new Title IX federal guidelines as they apply to equity in athletics and sexual misconduct on college campuses. During the course of the term we will consider how best to devise and implement effective policies aimed at: increasing equity in college athletics; reducing incidents of sexual misconduct on college campuses; protecting the legal rights of all parties to administrative hearings; ensuring that institutions of higher education are in full compliance with new federal and state mandates. Trinity's Title IX Coordinator, will periodically join in our class discussions. C- or better in Public Policy and Law 123 or 201, or permission of instructor (Enrollment limited) –Fulco

251. The Judicial Process: Courts and Public Policy— This course examines the evolution of the judicial process in America and the role of the courts as policy makers. We will study civil and criminal courts at both the state and federal level as well as the functions of judges, lawyers, litigants, and other actors. We will also consider how the courts make policy in areas such as the war on terrorism, the right to privacy, gay and lesbian rights, and the rights of the accused. Prerequisite: C- or better in Political Science102 or Public Policy and Law 201 or 202, or permission of instructor. (SOC) (Enrollment limited) –Fulco

264. Urban Policy and Politics in America— This course focuses on the development of urban policies and politics and their impact on urban America. Adopting both a historical and contemporary perspective on these issues will help us understand how the historical development of cities and specific policy choices shaped the urban problems and conflicts we see today. We will also study how the distribution of urban power affects urban policy outcomes. In addition, we will explore many contemporary urban policy issues, including public education, criminal justice, public housing, neighborhood decline, preservation, and gentrification, as well as downtown economic redevelopment. Central to these urban challenges are issues of race, ethnicity, equality, and fairness. We will consider how current policies may generate both potential solutions and new unintended problems for urban America. Prerequisite: C- or better in Public Policy 201, or permission of instructor (SOC) (Enrollment limited) –Moskowitz

321. American Legal History— This course focuses on key themes in law and American history from the colonial era to the early twentieth century. Topics include the English origins of American legal institutions; land, law and Native Americans; the framing of the Constitution; the emergence of the Supreme Court; slavery, westward expansion and constitutional conflict in the new republic; the rise of corporations, railroads and modern tort law; civil rights in Reconstruction; the treatment of immigrants and labor under the law. The course analyzes landmark Supreme Court decisions but also considers legal history from the bottom up, e.g., the participation of slaves, free people of color and women in the legal system of the antebellum South. Previous courses in American history and an introduction to law are strongly suggested. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. (Enrollment limited) –Falk

323. The Legal History of Race Relations— This course will examine the interaction between the American social and legal systems in the treatment of race relations. The seminar will analyze major Supreme Court cases on equal rights and race relations with an emphasis on the historical and social contexts in which the decisions were rendered. The Socratic method will be used for many of the classes, placing importance on classroom discussion among the students and the lecturer. The goals of the course are to expose the students to the basis of the legal system and the development of civil rights legislations sharpen legal and critical analysis, improve oral expression, and develop a concise and persuasive writing style. Prerequisite: C- or better in Public Policy and Law 123, 201, 202 or permission of instructor. (SOC) (Enrollment limited) –Fulco, Stevens

[328. Constitutional Foundation of Public Policy]— This course will examine the history, methods, and types of successful, formal, written argumentation in policy advocacy. Among the arenas explored will be courts of law, legislative bodies, and the broader field of public opinion. Most course material will be drawn from case studies. Prerequisite: Political Science 102, Public Policy and Law 201, or Public Policy and Law 202. (SOC) (Enrollment limited)

332. Social Advocacy and Ethical Life— This course addresses the relationship between ethics and oral forms of expression in a variety of socio-political contexts. Students in the course will have an opportunity to investigate theories of ethics and principles of rhetoric, and to apply their inquiry in a cumulative series of exercises. Both critical and practical, the work undertaken in this course offers a chance for students to: 1) question the meaning and importance of contemporary calls for civility and engaged citizenship; 2) investigate the roots and limits of ethical discourse relevant to social and political decision-making; and 3) develop an understanding of the principles of social advocacy and the ways in which rhetoric remakes the grounds of ethical interaction. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. (SOC) (Enrollment limited) –Outlaw

334. Journalism and the Public Good in America— Alexis de Tocqueville considered newspapers essential to democracy in America, but from the days of Cotton Mather and John Peter Zenger to those of Fox News and WikiLeaks' Julian Assange, the news media have been a source of controversy and contention. This seminar will explore the place of journalism in American civic life by examining both the history of the law governing journalistic enterprise and the evolution of the news media as social and political actors. Topics to be discussed will include the nature of news, libel law, national security as a basis for censorship, public reason, the economics of journalism, and the new media environment. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. (Enrollment limited) –Silk

[343. Topics in Bioethics]— The aim of this seminar is to reflect critically on the ethical dimensions of rapid and profound developments in medicine and biotechnology and on the public policies that are evolving to deal with them. Topics will be chosen from among the following: the doctor-patient relationship, genetic research, therapy and enhancement, reproductive rights and technology, the ownership of human biological materials, medical decisions at the beginning and end of life, and the allocation of scarce medical resources. Prerequisite: C- or better in Public Policy 201, or permission of instructor (SOC) (Enrollment limited)

352. Art and the Public Good— Is art a public good? Is government good for art? Students will explore these questions by examining what happens when U.S. taxpayer dollars are used to fund the arts. Course topics will include: the depression era federal arts projects and the dream of a “cultural democracy” that inspired them; the State Department’s export of art across the globe during the Cold War era; the legal and congressional battles over offensive art that threatened to shut down the National Endowment for the Arts during the 1990s; and former Mayor Giuliani’s attempt to withdraw funding from the Brooklyn Museum of Art following public outcry over a provocative depiction of the Virgin Mary. (ART) (Enrollment limited) –Power

[354. The Politics of Education Policy]— How do politics shape the development of education policy-making at all levels of government in the United States? What roles do the public, interest groups, community groups, and elected officials play in the creation of education policy? These questions will guide this course as we examine the highly political environment of education policy and the simultaneously diffuse nature of power. We will begin by studying the history and federalist structure of education in the United States. We will then explore the influence of politics on some longstanding education policy debates. These issues will guide our inquiries as we turn to an exploration of the modern era and consider some of the major policy debates of today. Prerequisite: C- or better in Public Policy 201, or permission of instructor (SOC) (Enrollment limited)

398. Public Policy and Law Internship and Seminar— The required internship is designed to: (1) To provide students with the opportunity to apply what they have learned in the classroom to the work of an organization concerned with the making of public policy; (2) To engage students in academic projects directly linked to the internship experience and their areas of concentration in the major. To enroll in the internship students need the permission of a faculty member, who will supervise the academic work. (Enrollment limited) –Bangser, Fulco

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 Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 - 1 course credit) –Staff

490. Research Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. –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.) (WEB) –Staff

498. Public Policy and Law Thesis and Colloquium— This course is designed to teach senior Public Policy and Law majors how to write a year long honors thesis. The course is designed to provide support and structure to the process of writing a thesis. Students will formulate a research question, undertake a review of the literature, develop strategies to organize their work, and familiarize themselves with the appropriate Library and Internet sources. Students will also make oral presentations of their work. This course is required of all senior Public Policy and Law majors who are writing an honors thesis. (2 course credits) (WEB) (Enrollment limited) –Fulco

Students must consult with their adviser to discuss the appropriateness of particular graduate courses.

Graduate Courses

800. Public Policy: Principles and Practice— This course will focus on both micro- and macro-level elements of the public policy process, from problem identification through post-implementation evaluation. In addition to core theoretical text-based discussion, students will be exposed to models of research and reporting used in the various fields of public policy. Students will apply their learning through case-study analysis. They will be required to complete an independent research project through which they will examine a particular area of policy (e.g., healthcare, education, housing, etc.) and to analyze a specific program through one or more of the lenses discussed in class. –Ellis

[808. Constitutional Foundations of Public Policy]— This course will examine the history, methods, and types of successful, formal, written argumentation in policy advocacy. Among the arenas explored will be courts of law, legislative bodies, and the broader field of public opinion. Most course material will be drawn from case studies.

[827. Education Law]— This course is designed for those interested in an introduction to and overview of education law. It will provide a survey of statute and case law related to the structure and organization of schools and districts, constitutional law in schools, teacher and student rights, special education, and school finance. Our discussions will focus not only on the legal foundations but the social implications of education law. Of particular note will be the ways in which law can both help and inhibit efforts to build greater equity in education.

[832. Contemporary Issues in Education Policy]— Education policy is constantly shifting and is influenced by myriad social and political factors. This course examines the role of public education in American society and employs a sociological lens to the various factors influencing public education. It will follow contemporary trends in education policy at the national, state, and local level. Frequent guest speakers will provide context and perspectives on how contemporary issues are affecting various stakeholders in the area of public education.

836. Moral Theory and Public Policy— The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered. (HUM) –Wade

[840. Budget Management and Public Policy]— This course will focus on the practical aspects of public budgeting, finance, and financial management in the policy making process. It will begin with the "how to's" of

budget development, from estimating and projecting revenues to deconstructing expenditures in order to develop the best estimates. Where appropriate, elements of public finance theory will be introduced and discussed as it relates to practical budget and financial management. Both the bonding process and the complications related to third party service provision will be addressed. We will utilize practical tools for budget and financial management, such as results-based accountability, performance contracting, and reviewing budget to actual data together with projected to actual service data on a regular basis.

846. Policy Analysis— In policy analysis, we focus on the problems of empirical policy analysis: defining the problem, framing the questions to be answered, picking the location and scope of the study, selecting the metrics of analysis, aligning metrics with public values, collecting evidence, and transforming the evidence into data. The readings and weekly discussions are avenues for students to query themselves on the problems they must solve to advance their own research agendas. Students will complete a major project in empirical policy analysis. Enrollment limited. –Fotos III

849. Health Care Regulation and Policy— This course will offer an overview of the basic concepts and principles of health care regulation and policy that are necessary to understand the health care sector in the United States. This course will focus on the purposes of health care regulation, the key components of regulation and the processes by which regulation is developed and implemented. Various spheres of health care regulation will be analyzed, including both governmental and private parties involved in the regulatory process. Emphasis will be on policy issues and conflicts that underlie health care regulation. –Gaul

[865. The Media and the Presidential Election]— In this course, students will use the current presidential election as a living laboratory as they explore the role of the media in shaping perceptions, presenting content, and providing criticism. Students will follow the election in each news medium (including the Internet), interview consultants and “spin doctors,” analyze television broadcasts, including television election ads, and prepare a talk radio show. The course will focus also on such issues as media bias, corporate ownership, and FCC regulation. We will also look at the nature of “content” in the political process and how it corresponds (or doesn’t) to literary notions of “text.”

[891. Health Policy]— This course addresses current major U.S. health policy issues and the critical processes and forces that shape them. Major health policy issues addressed include: Medicare, Medicaid, the uninsured, public health, the impact of welfare policy on health care, managed care development and regulation, state and federal health care reform and others. The course discusses the politics of health policy in terms of legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff and public agencies.

940. Independent Study— Selected topics in special areas are available by arrangement with the instructor and written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. (1 - 2 course credits) –Staff

953. Research Project— A research project on a special topic approved by the instructor and with the written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. –Staff

954. Thesis Part I— Two credit thesis: start time-approval of idea, initial bibliography, and sketch of the project by pre-registration time for graduate students in the term prior to registration for the credit; first draft by reading week of the second semester, “final” first draft by end of spring vacation week; final copy due one week before the last day of classes. –Staff

955. Thesis Part II— –Staff

956. Thesis— (2 course credits) –Staff

Courses Originating in Other Departments

Economics 217. Economics of Health and Health Care— View course description in department listing on p. 187. Prerequisite: C- or better in Economics 101. –Helming

[Economics 247. Introduction to Policy Analysis]— View course description in department listing on p. 188. Prerequisite: C- or better in Economics 101.

Economics 334. Law and Economics— View course description in department listing on p. 190. Prerequisite: C+ or better in Economics 301. –Helming

[Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates]— View course description in department listing on p. 381.

[Political Science 225. American Presidency]— View course description in department listing on p. 399.

Political Science 301. American Political Parties— View course description in department listing on p. 400. Prerequisite: C- or better in Political Science 102. –Evans

[Political Science 316. Civil Liberties]— View course description in department listing on p. 400. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science 102, and permission of instructor.

[Religious Studies 267. Religion and the Media]— View course description in department listing on p. 439.

Women, Gender, and Sexuality 301. Western Feminist Thought— View course description in department listing on p. 478. Prerequisite: C- or better in one other course in Women Gender and Sexuality. –Hedrick

Spring Term

123. Fundamentals of American Law— This course introduces students to the fundamentals of the United States legal system. Core topics covered include: sources of law; the role of the legislative, executive, and judicial branches in the creation, implementation, and interpretation of laws ; state and federal judicial systems; civil and criminal cases; trial and appellate process; criminal law and procedure; elements of due process; safeguarding the rights of the accused; current issues confronting the criminal justice system; and an overview of torts, contracts and alternate dispute resolution. The course will also focus on legal ethics and emerging trends in the legal profession. Students will learn to read and analyze case law and statutes and acquire substantive techniques for legal writing and oral presentations. (Enrollment limited) –Weiner

201. Introduction to American Public Policy— This course introduces students to the formal and informal processes through which American public policy is made. They will study the constitutional institutions of government and the distinct role each branch of the national government plays in the policy-making process, and also examine the ways in which informal institutions-political parties, the media, and political lobbyists-contribute to and shape the policy process. (SOC) (Enrollment limited) –Moskowitz

202. Law, Argument, and Public Policy— In this course, students will study legal reasoning and the myriad ways in which legal arguments influence the making of American public policy. They will learn how to structure a legal argument and identify key facts and issues, analyze the formal process through which legal cases unfold (including jurisdiction, standing, and the rules of evidence), and examine how rules of law, which define policy choices and outcomes, develop out of a series of cases. Prerequisite: C- or better in Public Policy and Law 201 or Economics 247, or Public Policy and Law majors, or permission of instructor. (SOC) (Enrollment limited) –Falk

220. Research and Evaluation— Which policy interventions actually work and which fail to meet their goals? Answering this question is essential to improving public and non-profit services and securing further funding for worthwhile projects. This course aims to give students the ability to comprehend policy research and evaluation, as well as the tools to design and conduct basic qualitative and quantitative analysis. Students will apply these practical skills in assignments that ask them to design evaluations or analyze data to assess the effectiveness of

policies. Topics will include data analysis using statistical software, but no previous programming experience is necessary. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. (NUM) (Enrollment limited) –Williamson

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: C- or better in Public Policy and Law 201 or 202, or permission of instructor. (SOC) (Enrollment limited) –Chambers

[303. The Real World of Policy Implementation]— Implementation, sometimes called the hidden chapter in public policy, will be explored primarily using case studies describing the practical realities of what happens after a statute is passed, a regulation is issued, a court decision is handed down, or a public or nonprofit agency decides on a course of action. The cases will be drawn primarily from areas such as education, health care, children’s issues, housing and economic development, and civil rights. They will include examples from the Hartford area and around the country in which the professor and/or guest speakers have participated. Class discussions and related exercises will emphasize students’ ability to frame the salient policy and implementation challenges, identify the strengths and weaknesses of potential solutions, and present and defend their recommendations to decision makers (e.g., legislators, agency officials, and judges). Permission of the instructor is required for enrollment. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. (Enrollment limited)

304. Capital Punishment in America: Legal and Moral Dimensions— The course will examine the legal and moral controversies surrounding the application of capital punishment (i.e., the death penalty) as a punishment for homicide. We will consider whether capital punishment is state sanctioned homicide or good public policy. Topics include: capital punishment through history, U.S. Supreme Court decisions and contemporary problems with the application of the death penalty. We will analyze the nature, extent, and distribution of criminal homicide and critically review current innocence project work. Prerequisite: C- or better in Public Policy and Law 123, 201, 202 or permission of instructor. (SOC) (Enrollment limited) –Dunn

331. Becoming American: Immigration and Integration Policy— Critics of immigration argue that a growing foreign-born population endangers economic health, threatens democratic traditions, and undermines cultural unity. Proponents respond that immigration is central to America’s national identity and crucial for prosperity. This course examines popular and scholarly debates over immigration and immigrant adaptation and analyzes the efficacy of U.S. policies aimed at managing this process. Topics include U.S. border security, the increased state and local regulation of immigration, and the DREAM Act, a proposal that would offer certain undocumented youth a path toward legal status. Course assignments will emphasize persuasive writing and communication for a policymaking audience, including memos and briefings. Prerequisite: C- or better in either Political Science 102 or Public Policy and Law 201, or permission of instructor. (SOC) (Enrollment limited) –Williamson

[351. Diversity in the City]— Drawing on literature related to federalism, urban politics, and state and local policy, this course will examine how cities have responded to diverse newcomers, from the early twentieth century’s machine politics, through the Great Migration of African-Americans to northern cities, to the dispersion of new immigrant populations since the late 1980s. Using this historical perspective, we will consider how local policies shape processes of social and political incorporation, as well as how the presence of newcomers shapes the on-going development of local policies. The course will incorporate case studies of policy decision-making, devoting particular attention to the city of Hartford. This course has a community learning component. Prerequisite: C+ or better in Political Science 102 or Public Policy and Law 201, or consent of instructor. (SOC) (Enrollment limited)

365. Crime, Punishment, and Public Policy— This course will introduce students to the public policy dimensions of crime and punishment in America. We will examine theories of punishment, the structure of the criminal justice system, and the role of the courts in defining the constitutional rights of the accused. Course materials will include novels, policy texts, films, and court cases. Prerequisite: C- or better in Public Policy 201,

Public Policy 202, or Political Science102, and permission of instructor. (Enrollment limited) –Fulco

[377. Law, Gender, and the Supreme Court]— This course introduces students to contemporary gender issues as they have been 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: sex discrimination, marriage equality, reproductive rights, and Title IX. Prerequisite: C- or better in Public Policy 201, or permission of instructor (Enrollment limited)

[398. Public Policy and Law Internship and Seminar]— The required internship is designed to: (1) To provide students with the opportunity to apply what they have learned in the classroom to the work of an organization concerned with the making of public policy; (2) To engage students in academic projects directly linked to the internship experience and their areas of concentration in the major. To enroll in the internship students need the permission of a faculty member, who will supervise the academic work. (Enrollment limited)

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

401. Current Issues: The Supreme Court and Public Policy— This seminar will focus on the Supreme Court in transition. We will explore competing theories of constitutional interpretation that have characterized the Rehnquist court and examine specific cases that are representative of the court's work. We will study contending theories of the Supreme Court's role in our constitutional framework, and we will consider how new appointees to the court may shift the balance in important areas of jurisprudence that have become increasingly contentious, especially with respect to issues of personal autonomy, affirmative action, and national security. This course is only open to senior Public Policy and Law majors. (Enrollment limited) –Fulco

[406. Current Issues in US Immigration Policy]— Today, immigrants and their children comprise a quarter of the US population. Thus, the presence of immigrants influences nearly all areas of US policymaking. This capstone senior seminar examines current issues in immigration and immigrant incorporation policies. Topics include US border security, the increased state and local regulation of immigration, and policies to address unauthorized immigrant status. Course assignments will emphasize persuasive writing and communication for a policymaking audience, including memos and briefings based on independent student research. Students will develop and present a final research paper drawing on analysis of federal administrative data. (SOC) (Enrollment limited)

414. Current Issues: Localism & States' Rights in the Age of Trump— This seminar will explore questions about the development and purpose of federalism, states' rights, and localism. We will consider competing ideological frameworks around support and opposition of local and state power for example, from the notion of laboratories of democracy to states' rights resistance in the face of claims of federal overreach. We will study state and local policies in the current political era and pay particular attention to the development of policies as both progressive resistance to and conservative support of the Trump administration. In this context, we will study battles not just between states or localities and the federal government, but also conflicts between states and cities. We will also consider the role of other institutions, like the media and the courts, in these conflicts. (SOC) (Enrollment limited) –Moskowitz

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 - 1 course credit) –Staff

490. Research Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. –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.) (WEB) –Staff

[498. Public Policy and Law Thesis and Colloquium]— This course is designed to teach senior Public Policy and Law majors how to write a year long honors thesis. The course is designed to provide support and structure to the process of writing a thesis. Students will formulate a research question, undertake a review of the literature,

develop strategies to organize their work, and familiarize themselves with the appropriate Library and Internet sources. Students will also make oral presentations of their work. This course is required of all senior Public Policy and Law majors who are writing an honors thesis. (2 course credits) (WEB) (Enrollment limited)

[499. **Senior Thesis Part 2**]— (2 course credits) (WEB)

Graduate Courses

802. 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. (SOC) –Chambers

[**802. Global Cities**]— This seminar examines the contemporary map of interactions between cities in the world. There is now a considerable array of research analyzing what are variously termed global or world cities in the hierarchy of the world economy, and a counter-critique has emerged which seeks to analyze all cities as ordinary, moving beyond old binaries of ‘developed’ and ‘developing’ worlds of cities. We will interrogate this debate in both its theoretical and its empirical dimensions, with case studies from Africa and assessment of cultural, political, economic and environmental globalization. (GLB)

806. Methods of Research— This course is intended to empower students to evaluate common forms of research critically, and to give them some experience in conducting research. Through a series of weekly assignments and class projects, students will be introduced to the shaping of research questions; hypothesis testing, writing a research paper, conducting interviews and surveys, giving a professional presentation, and presenting simple tabular data to prove a point. The course does not require an extensive mathematics background. Regular attendance and access to a computer, e-mail, and the Internet are expected. –Ellis

808. Constitutional Foundations of Public Policy— This course will examine the history, methods, and types of successful, formal, written argumentation in policy advocacy. Among the arenas explored will be courts of law, legislative bodies, and the broader field of public opinion. Most course material will be drawn from case studies. –Horowitz

[**815. The Policy and Politics of Education Finance**]— One of the most important and contentious elements of education policy involves finance. Funding battles at the federal, state, and local levels have a direct impact on students, teachers, and schools. The sources of revenue, funding formulas, and budget priorities have implications not only for the operation of schools but for equity and social justice. This course will examine the legal, practical, and moral/ethical elements of education finance and efforts to reform the system. It will blend traditional seat time with online components and field work.

820. Creating Policy and Programs to Achieve Health Equity— The course will study the intersection of contemporary public health topics with societal factors and policies that influence the health of populations. A review of current U.S. policy approaches that address health care and social determinants of health will be covered. The key social determinants of health include: economic stability, neighborhoods and physical environment, education, food, race/ethnicity, social engagement and the health care system. Through case studies, collaborative learning projects and class seminars, students will understand how these social determinants affect the health outcomes of populations and policy as well as program mechanisms that can improve outcomes. An overarching focus of this course will be on policy changes that can eliminate health inequalities. –McGuire

[**822. American Economic History and Public Policy**]— This course attempts to provide the student with a basic yet thorough understanding of the growth and development of the American economy. At the outset of the course, we will discuss the role and importance of economic history and the methodology of economic historians. We will then study the colonial economy, the early national and antebellum years, the reunification era, the emergence

of a modern U.S. economy, and the development of the post-WWII economy up to the present. The analysis will focus on key economic sectors - agriculture, commerce, money and banking, labor, government - and their growth and development.

[825. Policy Implementation]— Implementation is the action step in the public policy process that arguably is the most challenging and complex to do. It is the key to making something happen and is often the gauge the public uses to determine the overall effectiveness of government, in its broadest terms. This course is devoted exclusively to the study of policy implementation from the relevant literature, theoretical constructs, and the practical issues of attempting to implement public policy that often has vague and conflicting policy goals and inadequate resources. Students will examine a current public policy that was adopted by a town/city government in the Greater Hartford area, will ascertain whether the policy was implemented, analyze the challenges involved in the implementation, and meet and question government leaders involved in the policy implementation effort. The class will be conducted as a seminar, with fieldwork as necessary. A major research paper that reviews and analyzes the success of the town/city government in implementing the adopted policy studied during the semester comprises an important end product of the course.

[827. Education Law]— This course is designed for those interested in an introduction to and overview of education law. It will provide a survey of statute and case law related to the structure and organization of schools and districts, constitutional law in schools, teacher and student rights, special education, and school finance. Our discussions will focus not only on the legal foundations but the social implications of education law. Of particular note will be the ways in which law can both help and inhibit efforts to build greater equity in education.

828. Institutions and Public Policy— The course applies social choice theory to the study of four components of democratic policy making; voting, political strategy, theories of governance, and bureaucracy. The course emphasizes weekly readings and in-class discussion of central themes in the literature. Examination of the formal properties of voting rules leads to a deeper understanding of representation and political outcomes. The analysis of institutions offers lessons on the problems of delegation, policy design, implementation, and democratic administration. –Fotos III

840. Budget Management and Public Policy— This course will focus on the practical aspects of public budgeting, finance, and financial management in the policy making process. It will begin with the “how to’s” of budget development, from estimating and projecting revenues to deconstructing expenditures in order to develop the best estimates. Where appropriate, elements of public finance theory will be introduced and discussed as it relates to practical budget and financial management. Both the bonding process and the complications related to third party service provision will be addressed. We will utilize practical tools for budget and financial management, such as results-based accountability, performance contracting, and reviewing budget to actual data together with projected to actual service data on a regular basis. –Jacobs

940. Independent Study— Selected topics in special areas are available by arrangement with the instructor and written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. (1 - 2 course credits) –Staff

953. Research Project— A research project on a special topic approved by the instructor and with the written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. –Staff

954. Thesis Part I— Two credit thesis: start time-approval of idea, initial bibliography, and sketch of the project by pre-registration time for graduate students in the term prior to registration for the credit; first draft by reading week of the second semester, “final” first draft by end of spring vacation week; final copy due one week before the last day of classes. –Staff

955. Thesis Part II— –Staff

956. Thesis— (2 course credits) –Staff

Courses Originating in Other Departments

[Economics 217. Economics of Health and Health Care]— View course description in department listing on p. [193](#). Prerequisite: C- or better in Economics 101.

Educational Studies 309. Race, Class, and Educational Policy— View course description in department listing on p. [203](#). Prerequisite: C- or better in Educational Studies 200 or permission of instructor. –Wong

Formal Organizations 271. Intellectual Property: Creating and Employing Social Wealth— –Curtis

History 270. Parliamentary Debate in History and Practice— View course description in department listing on p. [276](#). –Regan-Lefebvre

[International Studies 249. Immigrants and Refugees: Strangers in Strange Lands]— View course description in department listing on p. [297](#).

[International Studies 250L. Hartford Global Migration Lab]— View course description in department listing on p. [297](#). Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250.

Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates— View course description in department listing on p. [384](#). –Marcano

Political Science 316. Civil Liberties— View course description in department listing on p. [405](#). –McMahon

Political Science 325. American Presidency— View course description in department listing on p. [406](#). –McMahon

Political Science 344. Politics of Africa— View course description in department listing on p. [407](#). –Kamola

[Political Science 412. Comparative Constitutional Conflicts]— View course description in department listing on p. [409](#).

Religious Studies

Professor Kiener, Chair; Professor Desmangles; Assistant Professors Jones, Koertner, and Landry; Visiting Assistant Professors Hornung and Fifield; Professor of Religion in Public Life Silk

OVERVIEW OF MAJOR

Religion explores the meaning of life in every culture and in every historical period. It manifests itself in a variety of forms including oral traditions, scriptures, art, material culture, beliefs, rituals, and institutions. The academic study of religion encompasses many disciplines—e.g., textual study, history, philosophy, and social sciences—and it applies these to the broad range of phenomena found in the world's religious traditions. In addition, it fosters a critical appreciation of the ethical and cultural values of these traditions and, thereby in time, of one's own values.

The major is designed to help the student develop a sophisticated and nuanced appreciation of religion in the human experience. It does this by (a) providing a sound acquaintance with at least two significant religious traditions, (b) investigating one or more topics in depth through at least one departmental seminar, (c) gaining an understanding in the theories, methods, and/or comparative approaches used in Religious Studies, and (d) bringing to fruition in a senior thesis or integrative capstone paper the skills and knowledge acquired in the major.

Students interested in majoring are asked to consult with the department chair as early as possible, in order to clarify the major requirements and to plan carefully for their course of study.

For more details on the department's faculty, requirements, and sources, visit our Web site at <http://www.trincoll.edu/Academics/MajorsAndMinors/Religion/>.

REQUIREMENTS

Eleven courses with a grade of C or better are required for the major.

Concentrations/Tracks: The concentrations available for study on a regular basis are: Buddhism, Christianity, Hinduism, Indigenous Religions, Islam, and Judaism. Students interested in other specific religious concentrations should see the departmental chair. The following courses are examples of courses meeting the category requirements:

- Buddhism: RELG 151, 254, 256**, 258
- Christianity: RELG 110**, 211, 212, 223, 226, 231, 312, 324
- Hinduism: RELG 151, 253, 259
- Indigenous Religions: RELG 184, 243, 281**, 285, 288
- Islam: RELG 181**, 280, 282, 284, 286, 318
- Judaism: RELG 109**, 211, 213, 214, 229, 307, 308

** To concentrate in a tradition, students must take this course.

No course may count for more than one concentration. Students may request tutorials or independent studies to fulfill the concentration requirement. Normally the department accepts up to three courses from outside the department as counting toward the Religious Studies major. However, the department will consider petitions asking for credit for additional courses taken outside the department.

Core courses:

Among the 11 courses required for the major, the student must include:

- RELG 101. Introduction to Religion
- Three courses in a primary religious concentration
- Two courses in a secondary religious concentration
- One course in Comparative Approaches, Methodology, and Theory
 - Current options are RELG 209, 248, 265, 267, 309, ANTH 324

- Four elective courses
 - (One of these must be a senior capstone course.)

Senior Capstone Course Options:

1. A 300 level course taken in the department during the senior year for which the student writes, and presents in colloquia, a 15-20 page integrative paper. This option *does not allow* for the possibility of Honors.
2. A senior thesis course, at the 400 level, in which a student writes, and presents in colloquia, a thesis of 10,000 words (see guidelines). This option *allows* for the possibility of Honors.

ADDITIONAL OPPORTUNITIES

Foreign language: In addition, students are encouraged to study foreign languages, especially those that would enable them to read primary religious texts, for example, Arabic, Chinese, Greek, Hebrew, Japanese, Latin, and Sanskrit. Language courses may be counted for the Religious Studies major only if the course covers significant textual exegesis of religious literature.

Senior thesis research grant: Thanks to the generosity of Trinity alumnus Tom Chappell, the Theodor Mauch Fund has been established to provide a \$1,000 award for the best senior Religious Studies thesis as determined by the faculty of the Religious Studies Department. The fund also provides approximately \$1,000 for assisting one or more persons in doing research on their senior theses. The recipient of this research grant will be determined by the faculty in the department upon receipt of a grant proposal on the last day prior to the Spring Break in the student's junior year.

Study away: There are many study-away opportunities available for the Religious Studies major. In addition to the Trinity Rome Program, and Trinity Global Sites in Barcelona and Trinidad, students may opt to go on Trinity-approved programs, such as to India, Israel, Thailand, Tibet, and the United Kingdom. Religious Studies majors may also petition the Office of Study Away to go on other programs, so long as they consult their departmental advisers about their options.

Honors: Students qualify for honors in Religious Studies by earning a Distinction on their senior thesis, and by maintaining a grade point average of A- or higher.

The Religious Studies minor: Students interested in minoring in Religious Studies are encouraged to consult the department chair. A minor in Religious Studies consists of six courses, with two courses in a primary concentration, one course in a secondary concentration, and three elective courses. All students completing a minor in Religious Studies will write an eight-to-twelve page integrating paper. All courses counted toward the minor must be taken for a letter grade. Students should declare their minor by the beginning of their senior year. Minor declaration forms can be obtained at the Registrar's Office.

Fall Term

101. Introduction to Religion— This course introduces students to the academic study of religion by focusing on those major themes that connect religious experiences from around the world. We will explore the complex ways in which issues in religion relate to topics such as spiritual beings, birth, death, ritual, the afterlife, ethics, and the good-life. Through a range of classical, modern, and ethnographic sources, students will gain an understanding of the ways in which scholars have sought to understand the social, political, economic, and cultural contexts in which various religious traditions are embedded. (Enrollment limited) –Landry

109. Jewish Tradition— A thematic introduction to the major concepts, ritual cycles, holidays, and beliefs of Judaism. Readings and course material will be taken from classic Jewish texts as well as modern secondary sources. (May be counted toward International Studies, Middle Eastern Studies and Jewish Studies.) (GLB2) (Enrollment limited) –Kiener

110. Introduction to Christianity— How is Jesus of Nazareth understood throughout Christian history: martyr, zealot, insurgent, Marxist, capitalist, emperor, social worker, general, or savior? How is Christianity connected to both colonialism and liberation movements, the Inquisition and Civil Rights, anti-Semitism and religious tolerance,

witch-hunts and female leadership? This course will offer a broad introduction to the diverse traditions and identities of global Christianity through a range of sources: literary, historical, and philosophical texts, art and architecture, as well as ethnography and film. We consider the ways in which Christianity is both a religion of protest, revolt and liberation, as well as a religion of empire and conquest. (HUM) (Enrollment limited) –Jones Farmer

151. Religions of Asia— An introduction to the major religions of Asia: Hinduism, Buddhism, Daoism, and Confucianism, with special emphasis on how each of these modes of thought gives rise to a special vision of man in the universe, a complex of myth and practice, and a pattern of ethical behavior. (May be counted toward international studies/Asian studies.) (GLB2) (Enrollment limited) –Fifield

181. Understanding Islam— This survey course explores the diversity of Muslim experiential and intellectual approaches to the key sacred sources of the religion, the Qur'an, and the figure of the Prophet. The course addresses pre-Islamic Arabia and the rise of Islam; Muhammad and the Qur'an; prophetic traditions and jurisprudence; theology and mysticism; art and poetry; basic beliefs and practices of the Muslim community; responses to colonialism and modernity; and Islam in the United States. (GLB2) (Enrollment limited) –Koertner

184. Myth, Rite, and Sacrament— A phenomenological approach to the study of religion through an examination of the nature of religious consciousness and its outward modes of expression. Special emphasis is placed on the varieties of religious experience and their relations to myths, rites, and sacraments. Enrollment limited. (May be counted toward international studies/African studies and international studies/comparative development studies.) (HUM) (Enrollment limited) –Desmangles

[209. Religions 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. (May be counted toward International Studies and Middle Eastern Studies.) (HUM) (Enrollment limited)

211. Introduction to the Hebrew Bible— Where did the Bible come from? This class will examine the Hebrew Bible (Old Testament) in its evolution and complexity. We will pay careful attention to the text's many powerful voices and striking literary features, its great figures such as Abraham, Moses, and David, and its relationship with the major historical events which shaped the life of ancient Israel and later Jewish and Christian tradition. (May be counted toward Jewish Studies and International Studies/Middle Eastern Studies.) (HUM) (Enrollment limited) –Hornung

[231. Christianity in the Making]— This course will examine the philosophical, cultural, religious and political contexts out of which Christianity emerged from the time of Jesus through the 5th century. Emphasis will be placed on the complexity and diversity of early Christian movements, as well as the process that occurred to establish Christianity as a religion that would dominate the Roman Empire. Topics to be covered will include the writings of the New Testament, Gnostics, martyrdom, desert monasticism and asceticism, the construction of orthodoxy and heresy, women in the early Church, the formation of the biblical canon, and the identity and role of Jesus of Nazareth. (HUM) (Enrollment limited)

248. Women, Gender, and Sexuality in Religion— Why do particular embodiments render some people "other" within their religion? How are women represented in religious texts and images? How does gender determine what counts for religiously-sanctioned behavior? This course provides an overview of topics where issues of gender and sexuality intersect with particular religious traditions (including Judaism, Christianity, Islam, Hinduism, Buddhism, and Native American traditions). Topics include: purity and power, celibacy and virginity, marriage and reproduction, veiling and eating practices, violence and sacrifice, as well as the issue of religious leadership and ordination. This course may count towards the Women, Gender and Sexuality major. (GLB2) (Enrollment limited) –Jones Farmer

[253. Indian and Islamic Painting]— A survey of the history of miniature painting from the Persian, Mughal, and Rajput schools, with emphasis on their religious and cultural backgrounds. (May be counted toward art history, international studies/Asian studies, international studies/comparative development studies, and international

studies/Middle Eastern studies.) (GLB1) (Enrollment limited)

259. Love in Hindu Literature— The ancient authorities of the Hindu tradition articulated four goals for human life: love, work, duty, and liberation. This course will examine the first-love-and the classical literature of love from pre-modern India, such as the Ramayana, the Kamasutra, and stories of Krishna. These great works of literature defined classical India and continue to influence its diverse cultures today. We will examine these texts from literary and theological perspectives, learning how to appreciate and critically engage with Sanskrit literature. (GLB2) (Enrollment limited) –Fifield

[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 today. (May be counted toward American studies and public policy studies.) (HUM) (Enrollment limited)

[281. Anthropology of Religion]— Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft, and divination. (May be counted toward anthropology and international studies/comparative development.) (GLB5) (Enrollment limited)

284. The Mystic Path of Islam— For over a thousand years, Sufism has been a dynamic expression of the inner quest for God-consciousness in Islam. Sufis have often expressed their devotion in literary form: from poetry and ecstatic utterances to metaphysical theoretical prose works. This class explores the emergence of Sufism from the Qur'an and the life and words of the Prophet Muhammad, and traces its historical development from the formative period to the age of trans-national Sufi orders. The course will study key constructs of this tradition: the relationship between God and humankind, the stages of the spiritual path, contemplative disciplines, the idea of sainthood, ethical perfection, the psychology of love, the idea of the feminine, and Sufi aesthetics. It also considers the modern expression (and transformation) of Sufism in the United States. (GLB2) (Enrollment limited) –Koertner

[288. Magic, Possession, and Spiritual Healing]— An anthropological approach to religion and magic. A cross-cultural analysis of the forms of spiritual healing in traditional cultures. Emphasis is given to the manifestations of spiritual power, the role of possession, magic, shamanistic utterances, and hallucinogens in the process of spiritual healing. (May be counted toward international studies/comparative development studies.) (GLB5) (Enrollment limited)

[301. Religion in Chinese Society]— This course is designed to introduce students to the sociological study of religion in traditional Chinese society and in the late modern world. The course offers the student differing perspectives in understanding the significant role of Chinese religion in both the traditional and the contemporary worlds. One goal of the course is to develop scholarly resources in support of intellectual dialogue and mutual understanding between China and the West. (Enrollment limited)

312. Jesus— This course explores the central figure in Christianity, Jesus of Nazareth. What are his major theological innovations? How did his religious messages diverge from the Judaism practiced at the time? Why did his followers understand him to be the founder of an entirely new religion? By examining the New Testament Gospels and some non-canonical literature from the period, we will study both the historical Jesus and the powerful religious movement he began. (Enrollment limited) –Hornung

369. The Cradle of Voodoo— This course is a survey of Vodun, the West African religious complex known commonly as “Voodoo.” With a focus on the Republic of Bénin students will examine the ebb and flow of Dahomey, the country’s most powerful and famous African empire. Students will explore the ways in which Vodunists mobilize

the spirit worlds to heal their families; use complex systems of magic and witchcraft to overcome obstacles; and venerate their dead using elaborate masquerades during which the dead are reanimated to dance in spectacular displays of power. This course is designed as a precursor to the J-term course, “West Africa Abroad” where students will travel to Bénin to explore the topics of this course first hand. (Enrollment limited) –Landry

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. (0.5 - 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. (0.5 - 1 course credit) –Staff

497. Senior Thesis— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment in this single-semester thesis. (1 - 2 course credits) (WEB) –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 yearlong thesis. (two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –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. (two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

[Classical Civilization 218. Archaeology of the Holy Land]— View course description in department listing on p. 160.

[History 355. The Bible in History]— View course description in department listing on p. 271.

[Philosophy 282. Medieval Philosophy]— View course description in department listing on p. 382.

Spring Term

[109. Jewish Tradition]— A thematic introduction to the major concepts, ritual cycles, holidays, and beliefs of Judaism. Readings and course material will be taken from classic Jewish texts as well as modern secondary sources. (May be counted toward International Studies, Middle Eastern Studies and Jewish Studies.) (GLB2) (Enrollment limited)

[181. Introduction to Islam]— This survey course explores the diversity of Muslim experiential and intellectual approaches to the key sacred sources of the religion, the Qur’an, and the figure of the Prophet. The course addresses pre-Islamic Arabia and the rise of Islam; Muhammad and the Qur’an; prophetic traditions and jurisprudence; theology and mysticism; art and poetry; basic beliefs and practices of the Muslim community; responses to colonialism and modernity; and Islam in the United States. (GLB2) (Enrollment limited)

212. New Testament— An examination of the New Testament in the context of the first century C.E. to study the formation and themes of these early Christian writings. The course will stress the analysis of texts and discussion of their possible interpretations. How did the earliest writings about Jesus present him? Who was Paul? Is it more accurate to call him the founder of Christianity instead of Jesus? How do we understand Gospels that are not in

the New Testament? We will attend to these and other social, political, and historical issues for studying the New Testament and Early Christianity. (HUM) (Enrollment limited) –Hornung

213. The David Story— Although David is often lauded as ancient Israel’s greatest king, his character is one of deep flaws. By exploring the many and often conflicting depictions of the founder of the ancient Israelite monarch, this course will probe this most important moment in biblical history: What are the theological implications of David’s divine election? How do the king’s painful missteps ricochet forward and influence later events? By focusing mainly on the Old Testament story, we will examine the historical institution David initiated and the religious problems it engendered. (Enrollment limited) –Hornung

214. Jews in America— A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and “Americanization,” the course will focus on the ethnic, religious, and social structures of American Judaism: the community center, the synagogue, and the federation. (May be counted toward American studies and Jewish studies.) (HUM) (Enrollment limited) –Kiener

223. Major Religious Thinkers of the West: Heresy and Orthodoxy in Conflict— A study of the shared (and contested) sites of ancient and medieval Jewish, Christian, and Muslim thought. The course will focus on various topics including the construction of religious identity through the identification of the “other” as well as debates over proper interpretation of scripture, the name and the nature of God, and the relationship between reason and revelation. Readings include the Babylonian Talmud, Philo, Origen, Augustine, Maimonides, Avicenna, Averroes, Aquinas, and Luther. This course is only open to Religion majors or Guided Studies students. (HUM) (Enrollment limited) –Jones Farmer

[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, Jacob Boehme, George Herbert, Simone Weil, and contemporary mystics. (HUM) (Enrollment limited)

[229. Short Story in the Hebrew Bible (Old Testament)]— A close reading of several “short stories” in the Hebrew Bible with attention given to literary artistry and theological insight. Along with gaining understanding for the rich texture and subtlety of the texts, students will be expected to master the data of the stories (who, what, where, when etc.). Questions of political, cultural, and compositional history will also be treated. Among the stories we shall consider are the Joseph “Novella,” David’s Fall, Esther, Ruth, Jonah, Judith. (HUM) (Enrollment limited)

[230. The Bible, Creation, and Evolution]— The Bible has different and even conflicting accounts of creation. We will explore the creation myths in the Bible, how they relate to other ancient creation mythologies, and what social and political effects these myths had. We will also examine the social, political, and legal contours of the Bible, Creationism, and debates about evolution in American culture and public policy. What is going on when people talk about God, creation, and human origins whether in biblical times or in American culture? (Enrollment limited)

231. Christianity in the Making— This course will examine the philosophical, cultural, religious and political contexts out of which Christianity emerged from the time of Jesus through the 5th century. Emphasis will be placed on the complexity and diversity of early Christian movements, as well as the process that occurred to establish Christianity as a religion that would dominate the Roman Empire. Topics to be covered will include the writings of the New Testament, Gnostics, martyrdom, desert monasticism and asceticism, the construction of orthodoxy and heresy, women in the early Church, the formation of the biblical canon, and the identity and role of Jesus of Nazareth. (HUM) (Enrollment limited) –Jones Farmer

[243. Latin American and Caribbean Religions]— This course explores the ways in which global trends in religious practice have affected, inspired, and forever changed Latin American and Caribbean religion. Students will explore a variety of Latin American and Caribbean religions such as those of the Afro-Caribbean, so-called “folk Catholicism,” and the Amazon’s great Ayahuasca religions. In so doing, students will develop an appreciation for religious diversity and an understanding of the ways in which race, capitalism, colonialism, nationality, and emerging trends in global tourism continue to affect the ways Latin American and Caribbean peoples experience religion from

across the region. (GLB5) (Enrollment limited)

246. Religion in the Roman World— This course examines the practice of Roman religion at Rome and in the provinces from the Archaic Period through the emergence of Christianity in the Empire. Where did the Roman pantheon emerge from? What kinds of buildings did the Romans use to practice cult? And what did it mean to worship the living empire? Through literary sources and material culture, we will develop a framework for understanding the tenets, beliefs, and places of worship when it came to religious practice in the Roman world. (GLB2) (Enrollment limited) –Ramgopal

251. South Asian Religions and Marginal Beings— Religions articulate zones of concern within which notions of care and ethics take shape, such as the self, the family, and the community. Zones have boundaries that push others towards the edges: they become marginal beings. This course will examine zones of concern and marginal beings in South Asian religions, including studies of caste, poverty, animals, and disability. The goal is to move from learning about South Asian religions to learning from them, bringing our own concerns about marginality and social justice to the table. (GLB2) (Enrollment limited) –Fifield

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. (May be counted toward international studies/Asian studies, art history, and international studies/comparative development studies.) (GLB1) (Enrollment limited) –Fifield

256. Buddhist Thought— An examination of fundamental concepts in Buddhist philosophy as they reflect an ongoing conflict between faith and reason: the non-self, dependent origination, karma, and nirvana. Special emphasis will be placed on the meaning of these concepts for the Buddhist way of life. Readings from classical Theravada and Mahayana texts. (May be counted toward international studies/Asian studies.) (GLB2) (Enrollment limited) –Fifield

[258. Buddhist Texts: The Bodhisattva]— An exploration of the Bodhisattva ideal as found in classical Asian texts, focusing on the recognition of enlightenment, the practice of perfections, and the dynamics of skillful means. Central to our discussion will be the use of compassion to realize wisdom, and we will pay special attention to Avalokiteshvara, Tara, Manjushri, and Jizo. We will use select Indian, Tibetan, and Japanese texts. (GLB2) (Enrollment limited)

[262. Religion in America]— The historical role of religion in shaping American life and thought, with special attention to the influence of religious ideologies on social values and social reform. (May be counted toward American Studies.) (HUM) (Enrollment limited)

265. Religion and American Politics— Since the earliest days of the American republic, religion has played a significant role in the country's politics. This course will trace that role, beginning with the Constitution's proscription of religious tests for office to the current "God Gap" between the Democratic and Republican parties. Subjects to be covered include ethno-religious voting patterns, social movements, American civil religion, and religion in wartime. (HUM) (Enrollment limited) –Silk

280. Muhammad and the Qur'an— What is the Qur'an? Which role did Muhammad play for the development of Islam's sacred text? This course introduces the historical and social context, thematic and literary features, and major doctrines of the Qur'an. We will focus on the history of the text through a close reading of English translations of the Qur'an and the life of the Prophet Muhammad, and explore methods of interpretation through various exegetical texts. Topics will also include the relation to pre-Islamic biblical figures and other faith traditions, questions of Islamic law and ethics including sexuality, gender roles, notions of justice, peace, and war, the use of violence, and the role of the Qur'an as a living text in Muslim devotional life. (HUM) (Enrollment limited) –Koertner

281. Anthropology of Religion— Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination

of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft, and divination. (May be counted toward anthropology and international studies/comparative development.) (GLB5) (Enrollment limited) –Landry

282. Modern Islamic Movements Religion, Ideology, and the Rise of Fundamentalism— This course examines the rise and ideological foundation of modern Islamic movements, including the Muslim Brotherhood, Hizbollah, Hamas, al-Qa'ida, and ISIS. We will study the emergence of Islamic fundamentalism in its historical and political context as well as major intellectual figures of these movements, and take a close look at the notion of jihad in classical and modern legal contexts. (HUM) (Enrollment limited) –Koertner

285. Religions of Africa— This course is an exploration of the ways in which Africans make sense of their worlds through religion. By reading a wide range of ethnographic and historical texts, students will consider the challenges that post-colonial politics present to understanding religion in Africa and in the diaspora. Students will examine a variety of African religious traditions ranging from indigenous practices to the ways in which Christianity and Islam have developed uniquely African beliefs. In so doing, students will frame African religions as global phenomena while considering the historical and contemporary salience of the many canonical themes found in African religion such as spirit possession, divination, healing, magic, witchcraft, sorcery, and animal sacrifice. (GLB2) (Enrollment limited) –Landry

[286. Islam in America]— Islam has become the fastest growing and most ethnically diverse religious group in the United States. This course is divided into two parts: the first provides an historical survey of Islam in America, from its discovery to the present; the second part examines contemporary issues of Muslim American communities and their interactions with American society at large. Topics include religious movements among African-American and immigrant groups, educational, cultural and youth initiatives, Sufism, civil rights groups, progressive Muslims, women's and feminist movements, and Islam in popular culture and in the media. (HUM) (Enrollment limited)

307. Jewish Philosophy— This course provides an introduction to the major themes and thinkers of medieval and modern Jewish philosophy. We will study how Plato, Aristotle, and other non-Jewish philosophers found their Jewish voice in the likes of Philo, Saadia Gaon, Judah Halevi, Maimonides, and Mendelssohn. Issues to be considered are the relationship between reason and revelation, the concept of monotheism, the nature of prophecy and the Jewish tradition, and the problem of evil. Extensive use of original sources in translation will be complemented by interpretive studies. (May be counted toward Philosophy.) Prerequisite: C- or better in Religion 109. (GLB2) (Enrollment limited) –Kiener

[308. Jewish Mysticism]— An examination of the secret speculative theologies of Judaism from late antiquity to the present. The course will touch upon the full range of Jewish mystical experience: visionaries, ascetics, ecstasies, theosophists, rationalists, messianists, populists, and pietists. Readings will include classical texts (such as the Zohar) and modern secondary studies. Prerequisite: C- or better in Religion 109. (HUM) (Enrollment limited)

[309. Material Religion]— This course explores the ways in which individuals from a variety of religious traditions experience religious belief, enact religious practice, and relate to the so-called "Divine" through material culture. Students will examine themes such as relics, clothing, bodies, blood, architecture, shrines, and charms. By reading ethnographic and theoretical texts, this course helps students to consider the role that material religion plays in enhancing or complicating prayer, ritual, and everyday religious piety. (Enrollment limited)

[312. Jesus]— This course explores the central figure in Christianity, Jesus of Nazareth. What are his major theological innovations? How did his religious messages diverge from the Judaism practiced at the time? Why did his followers understand him to be the founder of an entirely new religion? By examining the New Testament Gospels and some non-canonical literature from the period, we will study both the historical Jesus and the powerful religious movement he began. (Enrollment limited)

[318. Islamophobia / The Fear of Islam]— This survey course explores the historical roots and contemporary forms of Western anxieties toward Muslims and Islam by critically engaging the following questions: What are the theological, historical, political, and cultural forces that have given rise to perceptions of Islam as inherently violent, intolerant, misogynist, and backwards? How does Islamophobia differ from legitimate disagreements with specific

Islamic beliefs and practices? How has the fear of Islam translated into concrete acts of exclusion, discrimination, and psychological and physical harm? What do negative perceptions of Muslims and Islam reveal about Western assumptions concerning religion and the religious Other? (Enrollment limited)

324. Suffering Religion: Pain and its Transformations— What does religion have to say about suffering and its function in the spiritual life is it a “natural” part of human existence, divine gift or punishment, or a preventable tragedy? What does it mean when religion is experienced as suffering or as trauma? This course explores these questions within the Greco-Roman, Jewish and Christian traditions. After introducing some of the classic texts on suffering, the course examines suffering as both a logical and a moral problem for religious thought. It then considers some of the resources that religious traditions have brought to bear on different kinds of suffering physical pain, trauma, grief or loss, and mental suffering or depression. (HUM) (Enrollment limited) –Jones Farmer

[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. (GLB2) (Enrollment limited)

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. (0.5 - 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. (0.5 - 1 course credit) –Staff

497. Senior Thesis— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment in this single-semester thesis. (1 - 2 course credits) (WEB) –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. (two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

[Anthropology 324. Religion in the City]— View course description in department listing on p. [124](#).

[Classical Civilization 308. The Art, Architecture, and Archaeology of Ancient Greek Religion]— View course description in department listing on p. [162](#).

[History 231. Abraham’s Children: Jews, Christians, and Muslims in the Middle Ages]— View course description in department listing on p. [274](#).

[Jewish Studies 220. Modern Israeli Literature and Jewish Heritage]— View course description in department listing on p. [309](#).

[Jewish Studies 261. Abraham’s Children: Jews, Christians, and Muslims in the Middle Ages]— View course description in department listing on p. [309](#).

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 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 that 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 members 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

CPSC 115L. Introduction to Computing
ECON 318L. Basic Econometrics
MATH 107. Elements of Statistics
PHIL 205. Symbolic Logic
PHIL 255. Philosophy of Logic
POLS 241. Empirical Political Methods and Data Analysis
POLS 242. Political Science Research Methods
PSYC 221L. Research Design and Analysis
SOCL 201L. Research Methods in the Social Sciences
SOCL 210. Statistics for the Social Sciences

Advanced courses

ECON 328. Applied Econometrics
MATH 305. Probability
MATH 306. Mathematical Statistics
PHIL 390. Advanced Logic
PSYC 332L. Psychological Assessment

Russian and Eurasian Studies

See International Studies Program, p. [306](#)

Sociology

Professor Valocchi, Chair; Dean and Director of the Center for Urban and Global Studies and Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen; Associate Professor Williams•; Assistant Professor Spurgas; Visiting Assistant Professor Andersson; Visiting Lecturers Rosino and Tiamzon

OVERVIEW OF MAJOR

The sociology major at Trinity College is designed to provide students with the theoretical and methodological tools to analyze the reciprocal relationship between the individual and society.

REQUIREMENTS

Students are required to take 11 courses in sociology, including SOCL 101, 201, 202, 210, 410, or 420, and at least three courses at the 300 level. Students are encouraged to take SOCL 201. Research Methods in the Social Sciences prior to taking SOCL 210. Statistics for the Social Sciences. These courses must add up to at least 11.0 credit hours. It is recommended that sociology majors take SOCL 101, 201, 202, and 210 as early in the major as possible. Students who qualify and choose to write a two-credit honors thesis (see below) are exempted from taking 410 or 420, the senior seminar requirement. SOCL 201, 202, 210, and 300-level courses must be taken at Trinity College. A grade of at least a C- must be earned in each course that is to count toward the major. Senior thesis credit counts as two elective courses for the major.

Course credit transfers from other institutions—Permission to receive credit toward the major for courses taken at other higher education institutions must be approved in advance by the Sociology Department chair. Petitioners for transfer of credit must submit to the chair the name of the institution and course number, title, and catalog description before formal permission is granted. Upon approval, a maximum of two sociology courses shall count toward the sociology major (all required courses must be taken at Trinity with the exception of SOCL 101; these include SOCL 201, 202, 210, 410 and three 300-level courses).

ADDITIONAL OPPORTUNITIES

Study away: A period of study away can enrich students' knowledge of sociology by exposing them to the diversity and complexity of human interaction. Therefore, majors are strongly encouraged to incorporate into their studies international or domestic study away. While there are many general programs of study away for Trinity students, sociology majors have regularly participated in the programs listed below:

- Australia, University of Melbourne
- Trinity Global Sites (Barcelona, Spain; Cape Town, South Africa; Buenos Aires, Argentina; Paris, France; Trinidad-Tobago; Rome, Italy)
- United Kingdom, London School of Economics
- International Honors Program
- Domestic Programs (Twelve-College Exchange Program, National Theater Institute, Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, Williams, and Williams-Mystic)

For additional guidance on study-away options for sociology majors, please see the department's study-away liaison, Professor Johnny Williams.

Honors: In order to be granted honors in sociology, a student must attain a college average of at least B and an average of at least B+ in sociology courses and write a two-credit senior thesis that earns the grade of A- or better (only candidates for honors are eligible to write a thesis). Students who hope to attain honors should consult with their adviser during the spring semester of their junior year. Students who write a thesis are exempted from taking 410 or 420, the senior seminar.

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. (SOC) (Enrollment limited) –Andersson, Valocchi

202. Classical and Contemporary Theory— Critical examination of the major theoretical perspectives current in sociology (structure functionalism, interactionism, conflict theory, exchange theory, and ethnomethodology) and consideration of their implications for core problems: such as social order and social change that concern all sociologists. Also, emphasis upon the methods of theory construction, the relationship between theory and research, and the significance of the classic (e.g., Durkheim's *Suicide*) for sociologists now. Prerequisite: C- or better in a prior Sociology course or permission of instructor. (SOC) (Enrollment limited) –Spurgas

210. Statistics for the Social Sciences— This course is an introduction to statistical methods, their conceptual underpinnings, and their use in analyzing social science data. Topics include basic presentation and graphing of data, descriptive statistics, probability theory, the normal distribution, one and two sample t-tests and tests of proportions, confidence intervals and hypothesis testing, chi-square tests, and an introduction to linear regression. The course will emphasize the logic and practice of statistical analysis as it applies to the social sciences. Students will also learn to carry out basic statistical analysis with the aid of computer software. This course is intended for students who want a practical introduction to statistical methods and who plan to major in a social science. Prerequisite: C- or better in a prior Sociology course or permission of instructor. (NUM) (Enrollment limited) –Andersson

[214. Racism]— 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; and the issues and facts regarding assimilation and pluralism in different societies. (SOC) (Enrollment limited)

[227. From Hartford to World Cities: Comparative Urban Dynamics]— The 21st century is truly a global urban age characterized by the simultaneous decline and revival of post-industrial cities in the United States and the co-existence of boom and poverty in the rapidly industrializing cities in developing countries, as well as by how globalization is exerting a growing impact on urban places and processes everywhere. This course adopts an integrated and comparative approach to studying the local and global characteristics, conditions, and consequences of the growth and transformation of cities and communities. Using Hartford—Trinity's hometown—as a point or place of departure, the course takes students to a set of world or global cities outside the United States, especially a few dynamic mega-cities in developing countries to explore the differences and surprising similarities among them. (GLB5) (Enrollment limited)

246. Sociology of Gender— Sex and gender are used as principles of social organization in all known societies. This course surveys research in the sociological study of gender with the goal of providing students with a theoretical grounding for analyzing gender from a sociological perspective. We will explore how our lives and the world around us are shaped by gender and how gender has been constructed over time. We will further examine how sociological research on gender helps us to understand power and inequality at various levels—institutional, organizational, and interactional—by examining various topics such as gender socialization, reproduction, education, work, and violence. We will also pay attention to how gender reinforces and builds upon other areas of inequality such as social class, race, ethnicity, and age. (SOC) (Enrollment limited) –Spurgas

[260. Sexual Diversity and Society]— Sexuality has often been considered to be a natural, biological instinct—a drive that is fueled by hormones, genes or deep psychic impulses. During the last twenty years, however, scholars (including sociologists) have challenged this view of sexuality. Instead, they argue that how we organize our sexuality—our desires, ideas, value systems, practices and identities—are profoundly shaped by social and cultural influences. Although this course focuses on the social construction of homosexuality, we will also examine the many ways that normative as well as nonnormative sexualities are socially constructed. We will also examine the many ways that the social construction of sexuality is informed by class, gender, race and ethnicity. Using materials from sociology

and from the many other disciplines that are working in the areas of lesbian and gay studies and queer theory, we will explore the impact that history, economics, social structure and cultural logics have had on sexual behaviors, identities, and belief systems. Enrollment limited. (SOC) (Enrollment limited)

[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. (SOC) (Enrollment limited)

[280. Selected Topics on Chinese Culture]— This is a course on Chinese culture and society as practiced in the traditional and contemporary social contexts. Through reading the assigned readings and other materials, participating presentations and discussions, and writing papers, we will explore several major themes of Chinese culture. Topics to be covered include: Ancient Civilization, Confucian tradition and its vitality in Chinese modernity; some Chinese social institutions (the keju system and traditional festivals); self, Guanxi and social network; and religions and spirituality in Chinese society. This course requires all participants highly involved in the readings and class discussions. While this is a course on traditional Chinese culture and its expression in the present Chinese society, we encourage cross-cultural perspectives throughout the course, which would help deepen our understanding of both Chinese and non-Chinese cultures. (Enrollment limited)

316. Global Gender Inequalities— This course broadly addresses women's low status and power worldwide. Topics include issues such as son preference, gendered violence, maternal health and reproductive rights, sexual rights, work and household labor, globalization, politics, human rights, and women's global activism. Utilizing a transnational sociological feminist perspective, students learn how gender inequality intersects with not only culture but also nationalism, racism, and economic injustice in various countries and regions of the world (Southeast Asia, Africa, Eastern Europe, the Middle East, and South America). At several key points, students engage in critical comparison between examples of gender oppression and exploitation observed in both the United States and other societies (i.e., gendered violence), which reveal a false binary in the discourse of progress often drawn between "us" and "them." (GLB5) (Enrollment limited) –Andersson

322. The Sociology of Food— The way we experience food—what we eat, where it comes from, how we eat, who we eat with, why we eat what we do—is social and cultural. This course will introduce and utilize some key cultural perspectives in sociology to help us address these questions about the food/society relationship. In particular we will focus on the development of tastes, the construction of good' and bad' food', the role of food in identity, and the global food system. Our approach will be both theoretical and empirical as we investigate social meanings, practices, and structural conditions surrounding the food/society relationship. As part of the course, students will conduct their own research. Prerequisite: C- or better in Sociology 101 or permission of instructor (SOC) (Enrollment limited) –Tiamzon

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: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. (GLB5) (Enrollment limited) –Rosino

[342. Sociology of Religion]— An examination of the significance of religion for social life, using major sociological theories of religion, supplemented by material from anthropology and psychology. The course focuses on how religious beliefs and practices shape the world views and behavior of humans and influence the development of social structure. The following topics are examined: the origins of religion, magic and science, rituals, religion and the economy, women

and religion, and religions of Africans in diaspora. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. (SOC) (Enrollment limited)

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. (0.5 - 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. (0.5 - 1 course credit) –Staff

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

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. (SOC) (Enrollment limited) –Spurgas, Tiamzon

201. Research Methods in the Social Sciences— An introduction to social sciences inquiry, stressing what is common as well as what is different in the techniques and procedures employed in the different disciplines. The course seeks to develop the student's skill in designing original research and in evaluating the significance of already published research findings. Topics include: the interdependence of theory and research; ways of formulating research problems and hypotheses; the variety of research designs (introducing the ideas of statistical as well as experimental control); and an overview of the major procedures of instrument construction, measurement, data collection, sampling, and data analysis. Required laboratory sessions offer experience in each step of the research process. Prerequisite: C- or better in Sociology 210 or Mathematics 107, Mathematics 207, or permission of instructor. (1.25 course credits) (NUM) (Enrollment limited) –Tiamzon

[202. Classical and Contemporary Theory]— Critical examination of the major theoretical perspectives current in sociology (structure functionalism, interactionism, conflict theory, exchange theory, and ethnomethodology) and consideration of their implications for core problems: such as social order and social change that concern all sociologists. Also, emphasis upon the methods of theory construction, the relationship between theory and research, and the significance of the classic (e.g., Durkheim's *Suicide*) for sociologists now. Prerequisite: C- or better in a prior Sociology course or permission of instructor. (SOC) (Enrollment limited)

227. From Hartford to World Cities: Comparative Urban Dynamics— The 21st century is truly a global urban age characterized by the simultaneous decline and revival of post-industrial cities in the United States and the co-existence of boom and poverty in the rapidly industrializing cities in developing countries, as well as by how globalization is exerting a growing impact on urban places and processes everywhere. This course adopts an integrated and comparative approach to studying the local and global characteristics, conditions, and consequences of the growth and transformation of cities and communities. Using Hartford—Trinity's hometown—as a point or place of departure, the course takes students to a set of world or global cities outside the United States, especially a few dynamic mega-cities in developing countries to explore the differences and surprising similarities among them.

(GLB5) (Enrollment limited) –Chen

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. (SOC) (Enrollment limited) –Williams

246. Sociology of Gender— Sex and gender are used as principles of social organization in all known societies. This course surveys research in the sociological study of gender with the goal of providing students with a theoretical grounding for analyzing gender from a sociological perspective. We will explore how our lives and the world around us are shaped by gender and how gender has been constructed over time. We will further examine how sociological research on gender helps us to understand power and inequality at various levels—institutional, organizational, and interactional—by examining various topics such as gender socialization, reproduction, education, work, and violence. We will also pay attention to how gender reinforces and builds upon other areas of inequality such as social class, race, ethnicity, and age. (SOC) (Enrollment limited) –Andersson

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. (SOC) (Enrollment limited) –Spurgas

312. Social Class and Mobility— This course is an introduction to the theory and research on stratification and mobility in modern societies. Every society distributes resources unequally. This distribution affects not only economic outcomes such as wages, profits, and material well being, but also social and political outcomes such as protest, voting behavior, and self-esteem. This course will explore why this occurs, the types of inequalities that exist, and the consequences of inequality for the distribution of power and for democratic processes in American society. Specific topics include class, occupational, race and gender inequalities, and the social, psychological, and cultural consequences of inequality. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. (SOC) (Enrollment limited) –Valocchi

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: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. (SOC) (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. (SOC) (Enrollment limited) –Andersson

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: Guided Research— This course provides a capstone to the sociology major by guiding students through the various stages of the research process. Students develop a research topic, situate that topic in

the relevant substantive areas of the discipline, refocus that topic in light of past research and theoretical thinking on the topic, develop a research design best suited to the questions to be addressed, and collect and analyze data to answer those questions. In the process of this guided research, students review and assess the state of the discipline as it pertains to their particular interests, conduct literature reviews before the data collection process to focus their questions and after the data collection process to situate their specific findings in the discipline. In conjunction with the social science data specialist, students explore different methodologies to address their questions and analyze the data. This course is open only to senior Sociology majors. (WEB) (Enrollment limited) –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. (0.5 - 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. (0.5 - 1 course credit) –Staff

499. Senior Thesis Part 2— 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) (2 course credits) (WEB) –Staff

Student-Designed Interdisciplinary Majors

The self-designed, interdisciplinary major is for students whose exceptional intellectual interests cross disciplinary boundaries. These majors should reflect a plan of study that cannot be replicated through one of the College's existing majors. Like other majors, a student-designed one must be coherent, provide curricular depth, and include a writing-intensive course and capstone project. It must represent a clearly defined field of study, more than a narrow research topic; and it cannot be pre-professional in orientation. Because students designing their own major are not attached to a particular department or program, they must be self-motivated academically and capable of working independently.

The **deadline** for proposing a student-designed **major** is *October 1* for approval in the fall semester and *March 1* for approval in the spring semester. Proposals should be submitted no later than in the first semester of the junior year. The form for the **major** must be completed and submitted electronically to the Curriculum Committee.

Additional requirements for student-designed majors are as follows:

- **GPA Requirement.** Students proposing a self-designed major must have a minimum GPA of 3.0.
- **Number of Courses.** A student-designed major should consist of 12-18 courses.
- **Interdisciplinarity.** A student-designed major must include courses from at least two different disciplines; no more than half of all courses for the *major* should be from a single discipline.
- **Advanced Courses.** At least 6 courses in a student-designed major must be at the advanced level (300-level or above).
- **Structure of the Major.** Each student-designed major must include a set of foundational courses; advanced courses that give coherence and depth to the major; and a capstone project, which synthesizes and integrates learning in the major. Generally, the capstone project will be writing-intensive; if this is not feasible (e.g., some projects in the arts), a writing-intensive course must be part of the major.
- **"Double Majors/Minors".** For students who will have two majors, a maximum of three courses may be counted toward both fields of study. In general, if a student has more than one major and/or minor, these should not be in closely allied fields.
- **Transfer Credits.** A maximum of three courses not taken at Trinity may be counted towards a self-designed major.
- **Advisers.** Two faculty members from different disciplines must support the proposal, serve as academic advisers to the student, and agree to oversee the capstone project.
- **Honors.** The two faculty sponsors may decide jointly to award honors to a student in a self-designed major, based on academic performance and the quality of the synthesizing project. All candidates for honors must have at least an A- (3.67) grade point average in all courses taken towards the self-designed major.

Students interested in proposing a self-designed, interdisciplinary major should consult as soon as possible with their current academic adviser and both prospective sponsors of the self-designed major. Department chairs and/or program directors of the prospective sponsors will be contacted via e-mail to confirm their support of the proposed student-designed major.

The committee reserves the right to limit resubmissions of denied proposals.

Studio Arts

Professor Delano, Director (fall); Professor Byrne, Director (spring); Professor Kirschbaum; Associate Professor Tillman; Visiting Assistant Professors Correa-Carlo, Dougherty, Price, Reeds, and Wertz; Visiting Lecturer Beck

OVERVIEW OF MAJOR

The Studio Arts major consists of ten courses in Studio Arts and two courses in Art History. It is structured to provide a foundation in visual thinking within and across the traditional and new disciplines, as well as opportunities for advanced study. Instruction focuses on critical thinking, understanding the integrity of materials, and the relationship between studio arts practice and theory.

REQUIREMENTS

Ten courses in studio arts and two courses in art history are required for the major. A grade of C+ or above is required for major credit.

Core courses:

Two *Visual Thinking* designated courses. These 100-level courses serve to introduce students to the basic concepts of studio art practice. They require no prerequisite.

Five *Art Studio* designated courses. These courses are offered at the 200 and 300 level. They allow students with a fundamental grasp of visual vocabulary to explore intensely a particular studio discipline, combination of disciplines, or special topics with an emphasis on the relationship between studio arts practice and theory. At least one *Art Studio* course must be taken at the 300 level. Generally, *Art Studio* courses require one *Visual Thinking* course as a prerequisite.

Two semesters of *Concept and Process in Studio Art*, must be taken; one at the 300 level and one at the 400 level. This is an interdisciplinary course geared toward students with studio art experience. It focuses on the development of personal content and generating a thematically consistent body of work. *Concept and Process in Studio Art* requires a prerequisite of three Art Studio courses.

Electives: Two Art History courses at the 200 level or higher.

Capstone/Senior Project: STAR 497. Senior Thesis in Studio Arts. The thesis is conceived as an independent studio project that has as its goal the production of a solo exhibition reflecting the student's grasp of content and critical issues. The thesis project is conceived as the integration mechanism for the major. It consists of works presented as a solo exhibition; any additional artwork created within the prearranged parameters of the project; an 8- to 10-page paper that should address the artwork created, its antecedents, and the structure, ideas, and issues presented in the work; and participation in the weekly seminar involving group critiques, workshops, and discussions. The Writing Intensive Part II requirement is fulfilled by the thesis.

ADDITIONAL OPPORTUNITIES

Honors: The awarding of departmental honors in studio arts will be based on superior performance in the major, as evaluated by the full-time studio faculty.

The minor in studio arts: The studio arts minor consists of six courses, as follows:

One *Visual Thinking* designated course, *Concepts and Process in Studio Art* and any other studio art courses chosen in consultation with minor adviser, based on the student's areas of interest.

Fall Term

113. Visual Thinking: Design— This studio design course is an investigation of the fundamentals of visual language, with an introduction into the principles of design, with research into color theory, composition and sequencing, including the development of writing, typography and reproduction, communication and data visualization. The studio course is experiential and process-oriented. (ART) (Enrollment limited) –Dougherty

[135. Visual Thinking: Building Pictures—Collage and Assemblage]— This course centers on the activity of thinking visually through physical materials. You will use materials such as paper, cloth, cardboard, metals, or wood, some new, but most old, discarded and recycled. All will be explored and exploited for their particular material,

physical, and visual qualities and characteristics, to discover how they can be combined into new contexts in ways that transform the materials into an entirely new reality. Assignments will be structured with a particular theme or concept as its motivation. You will experiment with various options for adhesives and constructing technique, including the addition of paint. Expect to work on average six hours per week on assigned work outside of class. (ART) (Enrollment limited)

140. Visual Thinking: Drawing from Observation— This course is an introduction to the fundamental problems involved in drawing from observation. We will develop the skill to “see” freshly and purposefully, and the ability to interpret that perception onto paper. We will learn to transform a flat piece of paper into a container of light and air, in which can be created the illusion of space and 3-dimensional form. The course identifies and explores the full vocabulary of visual thinking through drawing, utilizing a variety of observational subjects. The goal is to help you develop a personal commitment to drawing—to your own way of seeing—and to help you express it with control and authenticity. Expect to spend around six hours each week on assigned work between classes. (ART) (Enrollment limited) –Kirschbaum, Tillman

145. Visual Thinking: Drawing in Space— This course introduces students to the formal language of art while exploring interconnections between the mediums of drawing and sculpture. Students will use wire and other materials to explore three-dimensional design problems as well as avenues of personal expression. Projects will involve using drawing as an exploratory process to discover parallels with sculpture including surface, structure, scale and content. (ART) (Enrollment limited) –Tillman

150. Visual Thinking: Digital Photography in the Documentary Tradition— An introduction to the practice of digital photography as a means to document or comment on the world around us. We will learn the functions of the DSLR camera, basic digital editing skills, and the grammar and syntax of visual thinking as a vehicle to articulate a personal point of view. This class focuses on visual narrative and engagement with ideas and forms beyond the photographic process itself. You should expect to work a minimum of six hours per week in addition to class time and spend significant time photographing off-campus. You must have access to a DSLR camera. (ART) (Enrollment limited) –Delano

155. Visual Thinking: Introduction to Printmaking— Utilizing traditional and experimental printmaking media, students will explore line, tone, form and space, working primarily in black and white. The reproductive qualities of printmaking will be used to encourage developing images and ideas in a serial manner. As students develop skills and a working knowledge of the formal language of picture-making, they will be encouraged to pursue their own vision, culminating in a body of related images. (ART) (Enrollment limited) –Kirschbaum

[200. Art Studio: Hand Papermaking, Image and Community]— Making paper by hand is a collaborative process: papermakers create art in a community space; they work together in forming sheets; they share their studio discoveries with one another. Papermaking as an art form is thus frequently used in community projects, including social practice, which blends the line between artifact and social engagement. This course introduces students to hand papermaking, and discusses its application in both artistic and social contexts. Students will gain skills in hand papermaking and imagery development and use these skills to both develop their own artwork and engage in community-based projects. (ART) (Enrollment limited)

201. Art Studio: Artist's Books— Explore the confluence of language, image, sequence, motion, and structure in the form of artists' books. Thinking conceptually about the possibilities inherent in the book form will go hand in hand with investigating techniques and materials. Students will complete group and individual projects using a variety of media. (ART) (Enrollment limited) –Price

230. Art Studio: Metalsmithing for Sculpture— This course introduces basic methods of forming and construction techniques in metals including forging, soldering, riveting, texturing, and polishing both ferrous and non-ferrous metals. A brief history of metallurgy will be covered as well as design and application of metalsmithing to making sculpture. (ART) (Enrollment limited) –Beck

235. Art Studio: Oil Painting for Today— This course focuses on the techniques and processes of traditional oil painting as a vehicle for contemporary, personal expression. You will learn the basic methodology of western

oil painting; the innovations of modern painting in the 20th Century; the structures of color theory and the all-encompassing importance of compositional design. Throughout this learning process the goal is to find your own voice as a painter, to develop a personal esthetic. Prerequisite: Students must complete one unit in a Visual Thinking Course, preferably STAR 140: Drawing from Observation. (ART) (Enrollment limited) –Byrne

241. Art Studio: Life Studies/Life Drawing— This course focuses on intense visual study of life—in this case defined as human life. In the studio, most classes will center on rigorous life drawing sessions with models, both clothed and nude, in order to fully comprehend the anatomical form, proportional relationships, and gestural dynamics of the human body. Outside of class, and the studio, work will involve the observation and study of life situations, people in various settings and different degrees of interaction. There will be experimentation with varied drawing materials, including inter-mixing them, and a range of scales from small to large will be worked with. On average, you should expect to work six hours per week outside of class on assigned drawings. Suggested prerequisite course: Observational Drawing, STAR-140. Prerequisite: C- or better in Studio Arts 140 or permission of instructor (ART) (Enrollment limited) –Byrne

250. Art Studio: Photography and the Darkroom— This class focuses on using traditional photographic processes (non-digital) as a means of personal expression. Students focus on developing a personal esthetic while learning the photographic techniques that dominated the 20th Century film processing and darkroom printing. Students must have access to a fully functional film camera. It is helpful, but not required, for students to have some familiarity with the basic concepts of the photographic process. Suggested prerequisite: Digital Doc Photography, STAR-150. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited) –Wertz

258. Art Studio: Etching and Relief Printing— The printmaking methods collectively known as “intaglio” etching, aquatint, drypoint, and related methods will be presented, along with other methods, collectively known as “relief” – woodcut, linoleum cut, relief etching. Students will be encouraged to experiment with new and innovative approaches to these traditional media while developing their personal ideas and vision. (ART) (Enrollment limited) –Reeds

[260. Art Studio: Metal Sculpture]— An exploration of ideas about 3D form utilizing the medium of metal. A variety of personal approaches will be encouraged in several introductory exercises (using mild steel). Students will be introduced to art historical examples of the use of metal in sculpture in the history of art ranging from assemblage to large-scale site-specific works. The final project will be a medium to large-scale sculpture in metal. May be repeated for credit. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited)

301. Concept and Process in Studio Art— This is an advanced-level studio practice course. Students may work in any medium, or combination of media. Emphasis is placed on creating a consistent body of work that draws upon the students’ life experience or concerns, related readings and research. It is open to STAR majors and non-majors but recommended that STAR majors take this course in their junior year. Prerequisite: Any two 200/300 level Studio Art courses. (ART) (Enrollment limited) –Kirschbaum

335. Art Studio: Oil Painting for Today II— This course is a continuation of Oil Painting for Today. It continues to focus on the techniques and processes of traditional oil painting as a vehicle for contemporary, personal expression. You will expand your technical knowledge, expressive range, and conceptual understanding of painting as a visual vocabulary. You will work toward developing a sustained, individual project in the latter part of the semester. Prerequisite: A grade of C- or better in STAR235. (ART) (Enrollment limited) –Byrne

[341. Art Studio: Life Studies/Life Drawing II]— This course is a continuation of Life Studies / Live Drawing. In the studio, most classes will center on rigorous life drawing sessions with models, both clothed and nude, in order to fully comprehend the anatomical form, proportional relationships, and gestural dynamics of the human body. Outside of class, and the studio, work will involve the observation and study of life situations, people in various settings and different degrees of interaction. There will be experimentation with varied drawing materials, including inter-mixing them, and a range of scales from small to large will be worked with. On average, you should expect to work six hours per week outside of class on assigned drawings. Prerequisite: A grade of C- or better in STAR241

(ART) (Enrollment limited)

350. Art Studio: Photography and the Darkroom II— This course is a continuation of Photography and the Darkroom. This class focuses on using traditional photographic processes (non-digital) as a means of personal expression. Students focus on developing a personal esthetic while learning the photographic techniques that dominated the 20th Century film processing and darkroom printing. Students must have access to a fully functional film camera. Prerequisite: A grade of C- or better in STAR 250 (ART) (Enrollment limited) –Wertz

[360. Art Studio: Metal Sculpture II]— This course is a continuation of Art Studio: Metal Sculpture. An exploration of ideas about 3D form utilizing the medium of metal. A variety of personal approaches will be encouraged in several introductory exercises (using mild steel). Students will be introduced to art historical examples of the use of metal in sculpture in the history of art ranging from assemblage to large-scale site-specific works. The final project will be a medium to large-scale sculpture in metal. May be repeated for credit. Prerequisite: A grade of C- or better in STAR260. (ART) (Enrollment limited)

399. Independent Study— Independent research and the execution of a project with the guidance of a faculty member, as per the College curriculum. (1 - 2 course credits) –Staff

401. Concept and Process in Studio Art II— This is a continuation of Concept and Process. This is an advanced-level studio practice course. Students may work in any medium, or combination of media. Emphasis is placed on creating a consistent body of work that draws upon the students' life experience or concerns, related readings and research. It is open to STAR majors and non-majors but recommended that STAR majors take this course as early as possible, preferably in sophomore or junior year. (ART) (Enrollment limited) –Kirschbaum

466. Teaching Assistant— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

497. Thesis in Studio Arts— Independent studio work toward the completion of a sustained project in the student's chosen area of concentration that is the basis for an exhibition in the Broad Street Gallery, and is accompanied by a 6-10 page paper outlining their process conceptually, technically, and formally placing their work within the context of both contemporary and historical art practice. This will involve regular individual meetings with the professor of this course, as well as several group critiques, workshop, and discussions. (WEB) (Enrollment limited) –, Byrne

Spring Term

113. Visual Thinking: Design— This studio design course is an investigation of the fundamentals of visual language, with an introduction into the principles of design, with research into color theory, composition and sequencing, including the development of writing, typography and reproduction, communication and data visualization. The studio course is experiential and process-oriented. (ART) (Enrollment limited) –Dougherty

[132. Visual Thinking: On Demand: Books for One, Books for All!]— In this course we will look at the process by which ideas are communicated in printed books, and use what we learn to produce our own books through the processes of digital desktop publishing and print-on-demand services like Blurb. By studying a variety of printed books, from the earliest printed examples to contemporary artist's books, we will devise strategies for telling our own stories. Students will learn about page composition and typography, and use those skills to design their own book, with their own personal content. Each student will produce at least one book. This course is open to students from any major who have already created source material upon which they can draw for the content of the book(s) they will make.–Segovia (ART) (Enrollment limited)

135. Visual Thinking: Building Pictures—Collage and Assemblage— This course centers on the activity of thinking visually through physical materials. You will use materials such as paper, cloth, cardboard, metals, or wood, some new, but most old, discarded and recycled. All will be explored and exploited for their particular material, physical, and visual qualities and characteristics, to discover how they can be combined into new contexts in ways that transform the materials into an entirely new reality. Assignments will be structured with a particular theme

or concept as its motivation. You will experiment with various options for adhesives and constructing technique, including the addition of paint. Expect to work on average six hours per week on assigned work outside of class. (ART) (Enrollment limited) –Correa-Carlo

140. Visual Thinking: Drawing from Observation— This course is an introduction to the fundamental problems involved in drawing from observation. We will develop the skill to “see” freshly and purposefully, and the ability to interpret that perception onto paper. We will learn to transform a flat piece of paper into a container of light and air, in which can be created the illusion of space and 3-dimensional form. The course identifies and explores the full vocabulary of visual thinking through drawing, utilizing a variety of observational subjects. The goal is to help you develop a personal commitment to drawing—to your own way of seeing—and to help you express it with control and authenticity. Expect to spend around six hours each week on assigned work between classes. (ART) (Enrollment limited) –Kirschbaum, Tillman

145. Visual Thinking: Drawing in Space— This course introduces students to the formal language of art while exploring interconnections between the mediums of drawing and sculpture. Students will use wire and other materials to explore three-dimensional design problems as well as avenues of personal expression. Projects will involve using drawing as an exploratory process to discover parallels with sculpture including surface, structure, scale and content. (ART) (Enrollment limited) –Tillman

150. Visual Thinking: Digital Photography in the Documentary Tradition— An introduction to the practice of digital photography as a means to document or comment on the world around us. We will learn the functions of the DSLR camera, basic digital editing skills, and the grammar and syntax of visual thinking as a vehicle to articulate a personal point of view. This class focuses on visual narrative and engagement with ideas and forms beyond the photographic process itself. You should expect to work a minimum of six hours per week in addition to class time and spend significant time photographing off-campus. You must have access to a DSLR camera. (ART) (Enrollment limited) –Delano

155. Visual Thinking: Introduction to Printmaking— Utilizing traditional and experimental printmaking media, students will explore line, tone, form and space, working primarily in black and white. The reproductive qualities of printmaking will be used to encourage developing images and ideas in a serial manner. As students develop skills and a working knowledge of the formal language of picture-making, they will be encouraged to pursue their own vision, culminating in a body of related images. (ART) (Enrollment limited) –Kirschbaum

[200. Art Studio: Hand Papermaking, Image and Community]— Making paper by hand is a collaborative process: papermakers create art in a community space; they work together in forming sheets; they share their studio discoveries with one another. Papermaking as an art form is thus frequently used in community projects, including social practice, which blends the line between artifact and social engagement. This course introduces students to hand papermaking, and discusses its application in both artistic and social contexts. Students will gain skills in hand papermaking and imagery development and use these skills to both develop their own artwork and engage in community-based projects. (ART) (Enrollment limited)

[201. Art Studio: Artist’s Books]— Explore the confluence of language, image, sequence, motion, and structure in the form of artists’ books. Thinking conceptually about the possibilities inherent in the book form will go hand in hand with investigating techniques and materials. Students will complete group and individual projects using a variety of media. (ART) (Enrollment limited)

235. Art Studio: Oil Painting for Today— This course focuses on the techniques and processes of traditional oil painting as a vehicle for contemporary, personal expression. You will learn the basic methodology of western oil painting; the innovations of modern painting in the 20th Century; the structures of color theory and the all-encompassing importance of compositional design. Throughout this learning process the goal is to find your own voice as a painter, to develop a personal esthetic. Prerequisite: Students must complete one unit in a Visual Thinking Course, preferably STAR 140: Drawing from Observation. (ART) (Enrollment limited) –Dougherty

[250. Art Studio: Photography and the Darkroom]— This class focuses on using traditional photographic processes (non-digital) as a means of personal expression. Students focus on developing a personal esthetic while

learning the photographic techniques that dominated the 20th Century film processing and darkroom printing. Students must have access to a fully functional film camera. It is helpful, but not required, for students to have some familiarity with the basic concepts of the photographic process. Suggested prerequisite: Digital Doc Photography, STAR-150. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited)

[255. Art Studio: Printmaking Workshop]— An open studio workshop. Students with prior knowledge of some printmaking or book arts techniques will propose, and carry out, a semester-long project as outlined in consultation with the instructor at the beginning of the semester. Students may work in any printmaking or printmaking-related medium, to develop a body of work related in both form and content. Students are expected to pursue independent research, as directed by the instructor to deepen their understanding of the ideas and concepts utilized in their work. Prerequisite: Any studio arts class in printmaking or book arts (Introduction to Printmaking, Printmaking in Full Color, Etching and Relief Printing, Artist's Books) or demonstrable prior knowledge of printmaking processes. (ART) (Enrollment limited)

[258. Art Studio: Etching and Relief Printing]— The printmaking methods collectively known as “intaglio” etching, aquatint, drypoint, and related methods will be presented, along with other methods, collectively known as “relief” – woodcut, linoleum cut, relief etching. Students will be encouraged to experiment with new and innovative approaches to these traditional media while developing their personal ideas and vision. (ART) (Enrollment limited)

260. Art Studio: Metal Sculpture— An exploration of ideas about 3D form utilizing the medium of metal. A variety of personal approaches will be encouraged in several introductory exercises (using mild steel). Students will be introduced to art historical examples of the use of metal in sculpture in the history of art ranging from assemblage to large-scale site-specific works. The final project will be a medium to large-scale sculpture in metal. May be repeated for credit. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited) –Tillman

301. Concept and Process in Studio Art— This is an advanced-level studio practice course. Students may work in any medium, or combination of media. Emphasis is placed on creating a consistent body of work that draws upon the students' life experience or concerns, related readings and research. It is open to STAR majors and non-majors but recommended that STAR majors take this course in their junior year. Prerequisite: Any two 200/300 level Studio Art courses. (ART) (Enrollment limited) –Delano

335. Art Studio: Oil Painting for Today II— This course is a continuation of Oil Painting for Today. It continues to focus on the techniques and processes of traditional oil painting as a vehicle for contemporary, personal expression. You will expand your technical knowledge, expressive range, and conceptual understanding of painting as a visual vocabulary. You will work toward developing a sustained, individual project in the latter part of the semester. Prerequisite: A grade of C- or better in STAR235. (ART) (Enrollment limited) –Byrne

[350. Art Studio: Photography and the Darkroom II]— This course is a continuation of Photography and the Darkroom. This class focuses on using traditional photographic processes (non-digital) as a means of personal expression. Students focus on developing a personal esthetic while learning the photographic techniques that dominated the 20th Century film processing and darkroom printing. Students must have access to a fully functional film camera. Prerequisite: A grade of C- or better in STAR 250 (ART) (Enrollment limited)

[355. Art Studio: Printmaking Workshop II]— This course is a continuation of Printmaking Workshop. An open studio workshop. Students with prior knowledge of some printmaking or book arts techniques will propose, and carry out, a semester-long project as outlined in consultation with the instructor at the beginning of the semester. Students may work in any printmaking or printmaking-related medium, to develop a body of work related in both form and content. Students are expected to pursue independent research, as directed by the instructor to deepen their understanding of the ideas and concepts utilized in their work. Prerequisite: A grade of C- or better in STAR255 (ART) (Enrollment limited)

360. Art Studio: Metal Sculpture II— This course is a continuation of Art Studio: Metal Sculpture. An exploration of ideas about 3D form utilizing the medium of metal. A variety of personal approaches will be encouraged

in several introductory exercises (using mild steel). Students will be introduced to art historical examples of the use of metal in sculpture in the history of art ranging from assemblage to large-scale site-specific works. The final project will be a medium to large-scale sculpture in metal. May be repeated for credit. Prerequisite: A grade of C- or better in STAR260. (ART) (Enrollment limited) –Tillman

399. Independent Study— Independent research and the execution of a project with the guidance of a faculty member, as per the College curriculum. (1 - 2 course credits) –Staff

401. Concept and Process in Studio Art II— This is a continuation of Concept and Process. This is an advanced-level studio practice course. Students may work in any medium, or combination of media. Emphasis is placed on creating a consistent body of work that draws upon the students' life experience or concerns, related readings and research. It is open to STAR majors and non-majors but recommended that STAR majors take this course as early as possible, preferably in sophomore or junior year. (ART) (Enrollment limited) –Delano

466. Teaching Assistant— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

497. Thesis in Studio Arts— Independent studio work toward the completion of a sustained project in the student's chosen area of concentration that is the basis for an exhibition in the Broad Street Gallery, and is accompanied by a 6-10 page paper outlining their process conceptually, technically, and formally placing their work within the context of both contemporary and historical art practice. This will involve regular individual meetings with the professor of this course, as well as several group critiques, workshop, and discussions. (WEB) (Enrollment limited) –Byrne

Theater and Dance

Associate Professor Karger, Chair; Associate Professors Farlow, Polin†, Power, and Preston; Visiting Assistant Professors Cadrette, Hendrick, and Roberts; Visiting Lecturers Agrawal, Couloute, and Matias; Guest Director Pinchin; Director of Trinity/La MaMa Performing Arts Semester in New York City Burke

OVERVIEW OF MAJOR

The Theater and Dance Department is committed to the integration of the two disciplines of theater and dance. The department's curriculum supports both the specific areas of training required in each discipline as well as the ways in which each informs the other, in both theory and in practice, over time and across cultures.

To this end, the Theater and Dance Department offers students the choice of six suggested concentrations, as well as the opportunity to design their own concentration in the major.

The 100-, 200-, and some 300-level courses in the department are designed for students with a general interest as well as for those students intending to become majors.

No more than three full credits in techniques and applications of theater and dance courses (THDN 109, THDN 209, and THDN 309) may be counted toward fulfillment of the general credit requirement for the bachelors degree.

The last term of the senior year must be in residence.

REQUIREMENTS

Number of courses, credits and overall GPA required for the major:

Students are required to complete 12 course credits for the major. Students who choose the two-credit thesis option will complete 13 course credits for the major. A grade of C- or higher must be obtained in all courses for the major.

Concentrations/Tracks: There is a choice of six concentrations within the Theater and Dance major:

- Acting
- Dance and Choreography
- Media and Performance
- History and Dramaturgy
- Performing Arts in the Community
- Writing and Directing

Core courses:

- THDN 103. Basic Acting
- THDN 123. Intro to Ballet or THDN 132. Intro to Modern Dance or THDN 218. Principles of Movement
- THDN 233. Critical Views/Critical Values
- THDN 496. Senior Thesis Part 1 and THDN 497. Senior Thesis Part 2 (one credit) or THDN 498. Senior Thesis Part 1 and THDN 499. Senior Thesis Part 2 (two credits)
- One design course in lighting, scene, or costume design

The Writing Intensive Part II requirement is fulfilled either by the one-credit THDN 496-497. Senior Thesis, or by the two-credit THDN 498-499. Senior Thesis.

In addition to completing the required core courses, all theater and dance department majors must complete a concentration. Students choose one of six suggested concentrations listed below or design their own concentration in the major subject to departmental approval:

Acting

- THDN 205. Intermediate Acting
- THDN 235. Voice
- THDN 304. Directing
- THDN 393. Playwrights Workshop
- One 300-level theater techniques course

- Two electives, one of which may be a course in another arts discipline and one of which must be a departmental theater history course. Courses outside the Theater and Dance Department must be approved by the department.

Dance and Choreography

- THDN 215. Making Dances
- THDN 236. Contemporary Dance History
- THDN 324. Advanced Choreography Workshop*
- Two credits in dance technique
- Two electives, one of which may be a course in another arts discipline. Courses outside the Theater and Dance Department must be approved by the department.

Media and Performance

- THDN 121. Intro to Media Studies
- THDN 225. Intro to Interactive Media
- THDN 304. Directing or THDN 215. Making Dances
- THDN 305. Writing for Stage and Screen or THDN 393. Playwrights Workshop
- THDN 363. Philosophy and Performance*
- Two electives, one of which may be a course in another arts discipline and one of which must be a departmental theater history course. Courses outside the Theater and Dance Department must be approved by the department.

History and Dramaturgy

- THDN 215. Making Dances or THDN 304. Directing
- THDN 393. Playwrights Workshop
- THDN 404. Dramaturgy*
- Two departmental history/theory courses
- Two electives, one of which must be a history/theory course in another arts discipline. Courses outside the Theater and Dance Department must be approved by the department.

Performing Arts in the Community

- THDN 215. Making Dances or THDN 304. Directing
- THDN 270. Arts in Action: Moving into the Community
- THDN 345-12. Improv Theater and Social Change
- PBPL 352. Art and the Public Good
- One one-credit internship (TBD with departmental advisor)
- Two electives, one of which may be a course in another arts discipline and one of which must be a departmental theater history course. Courses outside the Theater and Dance Department must be approved by the department.

Writing and Directing

- THDN 304. Directing
- THDN 393. Playwrights Workshop
- THDN 493. Advanced Playwriting* or THDN 494. Advanced Directing*
- Two theater and dance department theater history courses
- Two electives, one of which may be a course in another arts discipline. Courses outside the Theater and Dance Department must be approved by the department.

* Taught as an independent study for a small group of advanced level majors

Theater and dance majors are required to participate in at least three departmental productions, one of which must be a THDN 309. Stage Production. In addition, all majors are required to complete 90 hours of design/production work in the Department of Theater and Dance. Upon declaring the major, the student will develop a plan with the performing arts technical director. It is recommended that students complete their production hours in 30-hour segments over the course of three semesters.

Capstone/Senior Project: There are two options for the senior thesis:

The one-credit THDN 496-497. Senior Thesis and the two-credit THDN 498-499. Senior Thesis.

ADDITIONAL OPPORTUNITIES

Internships: Students have the opportunity to do internships at different Hartford theater organizations such as Hartford Stage, HartBeat Ensemble, TheaterWorks, etc. under the guidance of a faculty advisor from the department.

Study away: Trinity/La MaMa Performing Arts Program in New York City—Sponsored by the Department of Theater and Dance, this semester program utilizes the landscape and history of New York City as a catalyst for an intensive study in theater, dance, and performance. Based at the historic and critically acclaimed La MaMa Experimental Theater Club (E.T.C.), the program offers students an immersion experience in the unique and vibrant New York arts scene. Occurring in the fall semester, the program is designed for both major and non-major arts students. The program includes a comprehensive academic seminar, an internship at a nonprofit arts organization, performance practice classes, attendance at multiple performances each week, and multi-arts exploration of NYC as a field-study site. The program culminates with a performance presented both at Trinity and at La MaMa E.T.C. In order to foster dynamic academic and artistic growth, the interdisciplinary learning approach includes group and individualized study and research. Further information is available from Professor Michael Burke, program director, by telephone at (212) 598-3058 or by e-mail: Michael.Burke@trincoll.edu; or from Associate Professor Barbara Karger of the Department of Theater and Dance, at Barbara.Karger@trincoll.edu. Students earn five course credits for the program, not more than two of which may be counted toward the major in the Department of Theater and Dance. See course descriptions for TLMM 401. Performance Workshop, TLMM 405. The Nonprofit Arts Organization, and TLMM 411. Performance Analysis.

Honors: Typically, departmental honors are awarded to students who have at least an A- average in courses required for the major and earn at least an A- in a two-credit thesis. Students who complete an exceptional one-credit thesis and have an A- average in courses required for the major may also be considered for honors.

Fall Term

103. Basic Acting— An introduction to the basic elements of acting. Students will work on releasing tension, developing their powers of concentration, promoting spontaneity through improvisation, and exploring a systematic approach to preparing a role for performance. This course is a prerequisite for all upper-level acting courses. (ART) (Enrollment limited) –Hendrick

109. Performance— Major performance participation in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit) (ART) (Enrollment limited) –Staff

109. Production— Major technical role in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's technical director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit) (ART) (Enrollment limited) –Staff

121. Introduction to Media Studies— This course is designed to examine the language and iconography of mediated forms of communication through an interdisciplinary historical and theoretical framework. To this end we will define "media" broadly as including practices ranging from print and theatrical, to cinematic and digital forms and practices. Through the readings, lectures, and discussions, as well as their own writing, students will have the opportunity to analyze various media texts and critically explore the role of media in their own lives. (ART) (Enrollment limited) –Cadrette

123. Introduction to Ballet— Designed for the beginning-level dancer. This course combines an introduction to the fundamentals of ballet dance technique with an integrating seminar on the history and aesthetics of classical and contemporary ballet. (ART) (Enrollment limited) –Power

130. Jazz Dance Technique I— For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to jazz dance movement vocabulary. (0.5 course credit) (ART) (Enrollment limited) –Matias

[209. African Dance]— Energetic and vibrant, African dance embodies joyful expression of the spirit through the physical body. This class provides an introduction to West African dance and culture. Students will learn steps from traditional dances from Guinea, West Africa; the role dance plays in Guinean culture; and develop an understanding of the communication between the drum and the dancer. The class includes a performance requirement, but no previous dance experience is necessary. Also listed under international studies/African studies. (0.5 course credit) (GLB1) (Enrollment limited)

[209. Indian Dance: Kathak Tradition]— Expressive, sharp, alluring, and precise, Kathak lives today as an important school of classical dance that originated over 2,000 years ago. Evolving from a blend of Middle Eastern styles and Indian temple dance, Kathak combines dance, drama, and music to tell a story. Modern Kathak emphasizes geometrical patterns and design with special emphasis on footwork and intricate rhythmic patterns. The course covers specific techniques as well as the cultural context from which they evolved. Also listed under international studies/Asian studies. (0.5 course credit) (GLB1) (Enrollment limited)

[209. Modern Ballet]— A studio course designed for intermediate-level dancers emphasizing contemporary approaches to ballet technique and vocabulary. Open to students with experience in ballet, modern, jazz, or lyrical. (0.5 course credit) (Enrollment limited)

209. Hip Hop— This course in Hip Hop is open to students of all levels. It is designed to develop a knowledge of Hip Hop movement as well as an understanding of the history and the cultural context of the dance. The class will provide an understanding of how the music and dance moves have evolved from their origins up to the present. (0.5 course credit) (ART) (Enrollment limited) –Couloute

[209. Movements Fundamentals: Ballet]— An introduction to ballet movement vocabulary with emphasis on alignment, balance, extension, and physical presence. (0.5 course credit) (ART) (Enrollment limited)

215. Making Dances— An introduction to the principles of choreography using a variety of improvisational and compositional structures. In addition to making their own dances, students will study the working methods and dances of several major contemporary choreographers. Concurrent enrollment in a technique class, either for credit or as an auditor, is recommended. (ART) (Enrollment limited) –Farlow

218. Principles of Movement— An introduction to body alignment, flexibility, and the basic principles of movement. The course will introduce students to the study of the musculoskeletal structure and basic kinesiology. It will include a physical practice based on yoga, Pilates, and stretching, along with some basic choreographic structures. For dancers, actors, athletes and all those interested in understanding and experiencing how and why the body moves. (ART) (Enrollment limited) –Farlow

[229. Jazz Dance Technique II]— Designed for intermediate level dancers with previous training in modern, jazz, lyrical, or ballet. This course deepens the dancer's understanding of the principles of jazz dance, with an emphasis on rhythmic complexity and performative style. (0.5 course credit) (ART) (Enrollment limited)

231. Modern Dance Technique II— For the dancer with some experience; a continued exploration and deepening of the dancer's understanding of the principles of modern dance movement and a strengthening of technical skills. (0.5 course credit) (ART) (Enrollment limited) –Farlow

[232. Intermediate/Advanced Modern Dance Technique]— Designed for intermediate and advanced-level dancers with previous training in modern, jazz, lyrical, or ballet. This course deepens the dancer's understanding

of the principles of modern dance, with an emphasis on alignment, breath, and dynamic range. (0.5 course credit) (ART) (Enrollment limited)

235. Voice— This course examines vocal production for performance and public speaking. Students explore the connection between body, breath, voice, imagination, language, and presence. The class is based in Fitzmaurice Voicework, an approach which encourages vibrant voices that communicate intention and feeling without excess effort. (ART) (Enrollment limited) –Karger

[236. Contemporary Dance History: Global Perspectives]— A study of the origins and development of dance in various world cultures. Students will explore how the Western modern dance aesthetic has evolved concurrently with the development of non-Western dance forms and will address questions of crossover of form and content, the transmission of cultural values, and the implications for contemporary choreography. Also listed under international studies-global studies. (GLB1) (Enrollment limited)

[303. Acting: Physical Theater]— The use of masks goes back to the origins of theater and has been a vital element of advanced actor training. Through practical exercises that are designed to open up the expressiveness of the actor's body we will explore the world of masks and contemporary physical theatre. Readings will focus on the historical aspects of masks and their importance as a means of expression. Prerequisite: C- or better in Theater and Dance 103 or 207. (ART) (Enrollment limited)

[305. Writing for Stage and Screen]— The course covers the essentials of playwriting, and the specific demands of different media for dramatic writing. It is designed to introduce students to the fundamentals of developing and writing scripts for film/television, and the live stage. Students will explore examples of both genres of dramatic writing and learn to write effectively in each. NOTE: This course satisfies the requirement of a 300-level workshop for English Department creative writing concentrators. (ART) (Enrollment limited)

309. Stage Production— Major performance or design participation in a faculty-directed Theater and Dance Department production. Cast members will enroll at the first rehearsal. Design students will enroll with the technical director. All students participating in the production will receive .5 credit and will be graded. Do not register for this course during regular Trinity College registration. (0.5 course credit) (ART) (Enrollment limited) –Farlow, Pinchin

[345. Tanztheater: German Dance-Theater 1920s to the Present]— This course examines the development of a unique form of performance, known as Dance/Theater, or “Tanztheater,” which had its genesis in Expressionist Dance in Germany after World War I and that continues worldwide today. We will look at the work of Rudolf Laban, Kurt Jooss, Pina Bausch, Susannah Linke, and Johann Kresnik, among others. In addition, we will experiment with creating some tanztheater work in the studio. (GLB1) (Enrollment limited)

393. Playwrights Workshop— An introduction to different styles and techniques of playwrighting through the study of selected plays from various world theater traditions. Assignments and exercises will lead to the development of short plays scripted by students. Prerequisite: At least one theater and dance course or permission of instructor. (ART) (Enrollment limited) –Preston

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

401. Performance Workshops/Trinity/La MaMa/New York City Performing Arts Program— A participatory workshop in which students interested in performance can work on expanding their expressive vocabulary and develop physical, vocal, psycho-physical skills. Classes include sessions in movement, improvisation, acting, image work, text, scene and ensemble work and field study in the city of New York. This course culminates in a presentation of final performance projects at Trinity and La MaMa ETC. Only students accepted in the Trinity/La MaMa Performing Arts Semester can enroll in this course. (2 course credits) (Enrollment limited) –Burke Jr., Emerson

405. The Nonprofit Arts Organization/Trinity/La MaMa/New York City Performing Arts Program— Students will work at field study placements selected by the students and the director for a minimum of 20 hours

each week. In addition, they will have weekly discussions with the director of the program about their on-site work, as well as hear lectures, do readings, and discuss how non-profit arts organizations are structured and function. Only students accepted in the Trinity/La MaMa Performing Arts Semester can enroll in this course. (Enrollment limited) –Burke Jr., Emerson

411. Performance Analysis/Trinity/La MaMa/New York City Performing Arts Program— In this course, students will investigate ways to evaluate and discuss performance. Each week, they will attend three performances and a two-hour seminar. The seminar will focus on exploring ways to articulate and write about the performances they see. In addition, students will do readings, view videotapes, read reviews, and discuss together with guest artists the historical and cultural context of the performance works they attend. Only students accepted in the Trinity/La MaMa New York City Performing Arts Program can enroll in this course. (2 course credits) (Enrollment limited) –Burke Jr., Emerson

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

496. Senior Thesis Part 1— The first semester of a capstone exercise for all theater and dance majors who do not elect the two-credit thesis option. Students will be required to present an original theatrical piece and to submit an accompanying paper as the culmination of their work in the Theater and Dance Department. (WEB) –Staff

497. Senior Thesis Part 2— The second semester of a capstone exercise for all theater and dance majors who do not elect the two-credit thesis option. Students will be required to present an original theatrical piece and to submit an accompanying paper as the culmination of their work in the Theater and Dance Department. (WEB) –Staff

498. Senior Thesis Part 1— Year-long independent study. An option available only to students with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

[**English 441. Writing for Film**]**—** View course description in department listing on p. 219.

Spring Term

103. Basic Acting— An introduction to the basic elements of acting. Students will work on releasing tension, developing their powers of concentration, promoting spontaneity through improvisation, and exploring a systematic approach to preparing a role for performance. This course is a prerequisite for all upper-level acting courses. (ART) (Enrollment limited) –Hendrick

109. Performance— Major performance participation in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit) (ART) (Enrollment limited) –Staff

109. Production— Major technical role in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's technical director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit) (ART) (Enrollment limited) –Staff

[123. Introduction to Ballet]— Designed for the beginning-level dancer. This course combines an introduction to the fundamentals of ballet dance technique with an integrating seminar on the history and aesthetics of classical and contemporary ballet. (ART) (Enrollment limited)

[130. Jazz Dance Technique I]— For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to jazz dance movement vocabulary. (0.5 course credit) (ART) (Enrollment limited)

132. Introduction to Modern Dance— Designed for the beginning-level dancer. This course combines an introduction to the fundamentals of modern dance technique with an integrating seminar on the history and aesthetics of contemporary dance and choreography. (ART) (Enrollment limited) –Farlow

205. Intermediate Acting— Students will continue to refine their ability to portray character through movement and gesture, incorporating both classical and contemporary methods of performance training. Prerequisite: C- or better in Theater and Dance 103 or permission of instructor. (ART) (Enrollment limited) –Staff

209. African Dance— Energetic and vibrant, African dance embodies joyful expression of the spirit through the physical body. This class provides an introduction to West African dance and culture. Students will learn steps from traditional dances from Guinea, West Africa; the role dance plays in Guinean culture; and develop an understanding of the communication between the drum and the dancer. The class includes a performance requirement, but no previous dance experience is necessary. Also listed under international studies/African studies. (0.5 course credit) (GLB1) (Enrollment limited) –Staff

[209. Indian Dance: Kathak Tradition]— Expressive, sharp, alluring, and precise, Kathak lives today as an important school of classical dance that originated over 2,000 years ago. Evolving from a blend of Middle Eastern styles and Indian temple dance, Kathak combines dance, drama, and music to tell a story. Modern Kathak emphasizes geometrical patterns and design with special emphasis on footwork and intricate rhythmic patterns. The course covers specific techniques as well as the cultural context from which they evolved. Also listed under international studies/Asian studies. (0.5 course credit) (GLB1) (Enrollment limited)

[209. Capoeira, Brazilian Martial Arts Dance Form]— Capoeira is an Afro-Brazilian art form, a mixture of dance, self-defense, and gymnastics. It is a living tradition on the streets of Brazil - an integral part of the Brazilian culture. Capoeira is music for the ears, rhythm for the body, and wonder for the eyes. While learning how to play the berimbau, how to sing in Portuguese, or how to do a cartwheel, the students become familiar with a beautiful art form that was born out of the human desire for freedom. (0.5 course credit) (GLB1) (Enrollment limited)

[209. Movement Fundamentals: Modern Dance]— A basic movement course with emphasis on alignment, breath, gesture, and physical presence. (0.5 course credit) (ART) (Enrollment limited)

[211. Introduction to T'ai Chi]— T'ai chi is a Chinese movement practice that emphasizes a fluid flow of energy based on the dynamic interplay of yin(yielding)-yang(asserting) forces. This studio-based course will introduce students to the basic movement vocabulary of T'ai chi as well as to techniques designed to enhance balance, gestural articulation, postural alignment, centeredness and presence. (0.5 course credit) (ART) (Enrollment limited)

213. Theatrical Lighting: Design and Production— This course will, through careful examination and experimentation with the controllable properties of light, expose the students to the theories, processes, and technologies of designing and working with light. (ART) (Enrollment limited) –Staff

[218. Principles of Movement]— An introduction to body alignment, flexibility, and the basic principles of movement. The course will introduce students to the study of the musculoskeletal structure and basic kinesiology. It will include a physical practice based on yoga, Pilates, and stretching, along with some basic choreographic structures. For dancers, actors, athletes and all those interested in understanding and experiencing how and why the body moves. (ART) (Enrollment limited)

220. Kathak: Philosophy and Practice of North Indian Dance— This course emphasizes the practice,

theory, and philosophy of Kathak, a classical dance of India, which originated over 2,000 years ago. Evolving from a blend of Middle Eastern dance styles and ancient Indian storytelling art form, Kathak combines dance, drama, and music to convey ideas and emotions. Modern Kathak emphasizes geometric patterns and design with special emphasis on footwork, pirouettes and intricate rhythms. The course covers specific techniques as well as the cultural context from which they evolved. The course also includes analyses of philosophical, economic, political, and gender issues that facilitated the development of Kathak. Also listed under international studies/Asian studies. (GLB1) (Enrollment limited) –Agrawal

225. Introduction to Interactive Media— Cyberspace is merging with physical space as new technologies and applications make their way into almost every phase of artistic practice and root themselves in our day-to-day lives. This course is designed to provide students with an overview of new media history as well as hands-on experience using various interactive technologies towards application in live art and performance practice. Areas to be covered include: remix practice, online communities, sound/video art, and interactive audio and video programming. The forms and uses of the new technologies are explored in a studio context of experimentation and discussion. Assignments will take the form of experimental paper writing, assemblages, installations, sound mash-ups, and interactive art projects. (ART) (Enrollment limited) –Staff

[227. Stage Design for Theater and Dance]— This course explores the art of stage setting from conceptual development to visual realization in the theater. The visual and dynamic relationships between the performer and the space in which he or she performs will be examined in theatrical and dance contexts. (ART) (Enrollment limited)

229. Jazz Dance Technique II— Designed for intermediate level dancers with previous training in modern, jazz, lyrical, or ballet. This course deepens the dancer's understanding of the principles of jazz dance, with an emphasis on rhythmic complexity and performative style. (0.5 course credit) (ART) (Enrollment limited) –Matias

[232. Intermediate/Advanced Modern Dance Technique]— Designed for intermediate and advanced-level dancers with previous training in modern, jazz, lyrical, or ballet. This course deepens the dancer's understanding of the principles of modern dance, with an emphasis on alignment, breath, and dynamic range. (0.5 course credit) (ART) (Enrollment limited)

233. Critical Views/Critical Values— Why are we profoundly moved by a particular performance we see? Why are we perplexed? Or disturbed? What is going on in a performance that we should understand in order to come to terms with our own values about art and life? And how have others come to such terms? These are the questions that students will consider as they examine a broad array of critical perspectives on performances both present and past as a means to developing their own criteria for critical elevation. (ART) (Enrollment limited) –Power

[235. Voice]— This course teaches students how to use the voice in performance by expanding their expressive range through structured exercises that develop resonance and articulation and that free specific tension points. The approach to vocal work developed by Kristin Linklater will be the foundation for this investigation. (ART) (Enrollment limited)

[239. Contemporary American Theater]— This course will provide a detailed study of the plays, performances, and techniques of major figures in American theater from the early 20th century to the present day. Artists examined include: Arthur Miller, Tennessee Williams, The Group Theater, Edward Albee, Guillermo Gomez-Pena, and the Wooster Group, among others. Also listed under American studies and English. (ART) (Enrollment limited)

247. Post War American Theater— This course offers a survey of prominent plays and choreographies authored by American theater artists during the post-war period (1945-1965). Playwrights such as Arthur Miller, Lorraine Hansberry, and Tennessee Williams, along with selected choreographers, including Martha Graham and Alvin Ailey will be discussed with reference to the House Committee on Unamerican Activities; the popularity of Freudian and Jungian psychoanalysis; the emergence of a civil rights movement; and the social and political forces of "containment" that defined the early years of the Cold War era. (ART) (Enrollment limited) –Power

270. Arts in Action: Moving into the Community— In this course we will examine the way the arts in

general and movement in particular both engage a community and are engaged in the community. Using Hartford and the region as a field for our inquiry, we will look at the role the arts play in contributing to the overall health of a community with a particular focus on schools for at-risk youth, correctional institutions, homes for the elderly, specialized magnet schools, after-school programming and performance that utilizes the community as a generative resource. In addition to readings, films, guest speakers and discussions, there will be applied observation and study in the city of Hartford and beyond. (ART) (Enrollment limited) –Roberts

[302. Horror and the Culture of Excess]— Zombies, vampires, and werewolves appear across the landscape of contemporary film, television, and theater. Monsters reveal the limits of the imagination and have traditionally symbolized the domains beyond rationality and the terrors of the unconscious. This course will examine the horror genre, paying particular attention to such topics as: psychopathology and private worlds; fear of imperfection and impurity; and the performance of excess. Students in the course will examine films (including *The Ring* and *Videodrome*); television shows (including *Walking Dead*, *True Blood*, and *Twin Peaks*); and performance events such as haunted houses, ghost tours, séances, and other phantasmagoria. (ART) (Enrollment limited)

304. Directing— This course explores the fundamentals of stage directing. Students will read texts by and about major 20th-century directors. In addition, students will direct a scene for each class, focusing on and combining different directing skills, including the understanding of stage space, movement, and text. The class will culminate in a presentation of one-act plays directed by the students. Prerequisite: C- or better in THDN 103 or 107, or Permission of the Instructor (1.5 course credits) (ART) (Enrollment limited) –Karger

[306. Advanced Acting]— This course will focus on advanced physical, vocal, psychological, and imaginative actor training through a combination of exercises, improvisations, scene and monologue preparation, and/or work towards a performance. Prerequisite: C- or better in Theater and Dance 103 or permission of instructor. (ART) (Enrollment limited)

309. Stage Production— Major performance or design participation in a faculty-directed Theater and Dance Department production. Cast members will enroll at the first rehearsal. Design students will enroll with the technical director. All students participating in the production will receive .5 credit and will be graded. Do not register for this course during regular Trinity College registration. (0.5 course credit) (ART) (Enrollment limited) –Farlow, Preston

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 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 chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

497. Senior Thesis Part 2— The second semester of a capstone exercise for all theater and dance majors who do not elect the two-credit thesis option. Students will be required to present an original theatrical piece and to submit an accompanying paper as the culmination of their work in the Theater and Dance Department. (WEB) –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 registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending for Part 1 in the first semester; 2 course credits will be awarded for completion of Part 2 in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

Classical Civilization 244. Ancient Roman Comedy: Literature, Society, and Stagecraft— View course description in department listing on p. 161. –Safran

[Hispanic Studies 342. Migration and Exile in Contemporary Latin American Theatre]— View course

description in department listing on p. [339](#). Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor.

Urban Studies

Paul E. Raether Distinguished Professor of Urban International Studies Myers, Director; Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology and Dean and Director of the Center for Urban and Global Studies Chen; Executive Director, SINA, Colon; Visiting Assistant Professor Annino; Visiting Lecturer Lash; Postdoctoral Fellow Cummins

OVERVIEW OF MAJOR

The urban studies major provides a broadly interdisciplinary understanding of how urban dynamics shape both global interdependence and local spaces. The major stresses the way in which cities and communities are critical to the organization of economic, social, and cultural activities that shape and transform human experiences. Students can take full advantage of the College's strong and diverse academic resources in the urban field through courses at the Trinity campus and local partner schools, community learning in Hartford, study-away opportunities in international cities, as well as internships in a variety of urban settings.

REQUIREMENTS

To complete the major, students will take a total of at least 12 courses and:

- All courses that count toward the major must earn a grade of C- or better.
- Courses that count toward the major cannot be taken pass/fail.
- No more than one 100-level course or first-year seminar other than URST 101 can be counted toward the major.
- Community Learning Initiative Requirement: At least one of the courses must be a Community Learning Initiative course or the community learning research colloquium.
- Comparative and Global Perspective Requirement: At least one of the elective courses must be either (A) a study-away course or (B) an approved domestic internship that will expand the student's capacity for awareness of global urbanism.
- At least one of the courses in each cluster must be at the 300 level. If an appropriate 300-level course is not available, students may substitute a research-based independent study with comparable rigor.
- By permission of the faculty coordinator, up to two courses from a student's study-away experience may be counted toward the major.
- By permission of the faculty coordinator, up to three courses from the Cities Program may be counted toward the major.
- No more than three courses are allowed to double-count between urban studies and another major.
- Students must complete an integrating exercise that synthesizes earlier urban studies work in the major through URST 401, unless they choose to get honors in the major which will require them to complete a one-semester thesis through URST 497, or a two-semester thesis through URST 498 (fall) and URST 499 (spring).

Concentrations/Tracks:

Urban Architecture and the Built Environment:

This cluster focuses upon the role of architecture, planning, and infrastructure in shaping the social and built environment of cities and urban space through art history, history, classics, engineering, and the Cities Program at Trinity.

Urban Culture, History, Society, and Economy:

This cluster includes different paths for creating an urban-focused concentration of four courses. In consultation with their adviser, students may shape a cluster with a social science or humanities focus or thread these two strands together with courses in urban history, urban sociology, and urban economics.

Environmental Policy and Sustainable Urban Development:

This cluster provides students with a focal understanding of critical topics and issues, including environmental degradation, the ecological footprint of cities, relationships between cities and climate change, urban political ecology, renewable energy, and sustainable urban development. This cluster builds on courses in environmental science

and public policy as well as selected policy- or environment-focused courses with urban content in anthropology, economics, and political science.

Core courses:

- Four core courses

URST 101. Introduction to Urban Studies or another 200-level comparative urban course

URST 201. From Hartford to World Cities

URST 401. Senior Seminar

A Community Learning Initiative course or the community learning research colloquium

Electives:

- Four other courses in urban studies

A sequence of four courses in a thematic cluster. At least one course in the thematic cluster must be at the 300 level, and no courses at the 100 level can be counted toward the cluster. This sequence, developed in consultation with the student's adviser, provides a concentration within the interdisciplinary realm of urban studies beyond the content of the core courses.

- Four other courses in urban studies including either the Capstone Project or Thesis

Capstone Senior Project/Thesis:

Students must complete an integrating exercise that synthesizes earlier urban studies work in the major through URST 401, unless they choose to get honors in the major which will require them to complete a one-semester thesis through URST 497, or a two-semester thesis through URST 498 (fall) and URST 499 (spring).

ADDITIONAL OPPORTUNITIES

Community Learning Initiative: What is community learning? At Trinity, we define it as a type of experiential learning, an academic course in which the faculty member works in partnership with a person or group from the local community to involve students in an experience they could not get in the classroom alone. Our community learning program involves almost all of our academic departments, more than 80 community organizations, and about half of our students.

Levy Urban Curricular Fund: The Steven D. Levy '72 Fund for Urban Curricular Programs supports student investigations of a broad range of key urban issues confronting humankind in the 21st century. Of special interest are projects that highlight the urban realities of the city of Hartford. Examples of such issues include diasporic communities, educational and health policy, residential segregation, environmental problems, urban art/culture, human rights, and the creation and maintenance of public spaces (both physical and social).

Grossman Global Studies Fund: The Kenneth S. Grossman '78 Global Studies Fund, established in honor of Professor Eugene E. Leach, supports student investigations of global issues that confront humankind in the 21st century. Examples of such issues include human rights, peacekeeping, the preservation of the ecosphere, migrations and diasporas, international health standards, and the consequences of revolutionary advances in information technology and bioengineering.

Tanaka Research Fund: In 2002 Trinity was awarded a generous grant by the Tanaka Memorial Foundation establishing an endowed fund to allow students to pursue formal research projects abroad, with a special focus on Asia, during the months of July and August. Typically, one grant, ranging from \$3,000 to \$4,000 in total, is awarded each year for the proposal deemed most feasible and relevant to the wider academic interests of the applicant.

Henry Luce Foundation Grant: In 2012, the Henry Luce Foundation approved a four-year implementation grant of \$400,000 to Trinity through its Luce Initiative on Asian Studies and the Environment (LIASE). The four-year grant, which began in academic year 2013, came on the heels of a previous, yearlong \$50,000 exploration grant through LIASE, bringing the total amount to \$450,000 over five years. The funds are being used to fully implement an integrated program linking Asian studies, environmental science, and urban studies by creating innovative strategies to support faculty development, teaching, research, and experiential learning. Thus far more than a dozen Trinity

students with interests in urban studies and environmental science have been awarded a summer research grant to carry out field research in various cities in China and Southeast Asia.

Davis Projects for Peace: Davis Projects for Peace is an initiative for all students at the Davis United World College Scholars Program schools to design their own grassroots projects for peace that they themselves will implement anywhere in the world during the summer months. Through a competition on more than 90 campuses, 100 projects will be selected for funding at \$10,000 each.

Study Away:

River Cities in China and Southeast Asia: For ten years, the Center for Urban and Global Studies has taken students to cities in China (and, on several occasions, Southeast Asia) for an intensive summer course that investigates critical historical, socioeconomic, and environmental questions confronting the river cities of the region. Studying these dynamic cities offers urban studies students a fascinating way to glimpse and access the various facets of sustainable urban development. The program carries 1.5 course credits and .5 in Chinese language credit through the initial classroom learning and field visits in Hartford and subsequent traveling instruction by Trinity professors and local experts.

Technos Japan Tour: One faculty or staff member and two students are invited for a two-week trip to Japan to participate in Technos International Week held in Tokyo every year in June. Technos International Week is an event organized by Technos International College of Japan. Its goal is to promote international exchange and understanding between the international guests and the members of the host institution, as well as to offer the guest group the opportunity to experience and appreciate Japanese life and culture.

Honors: To receive honors in Urban Studies a student must complete a one-semester or a two-semester thesis with a grade of A- or better and earn a GPA of at least 3.5 in courses counted toward the major.

Fall Term

101. Introduction to Urban Studies— This course provides a general introduction to the interdisciplinary field of urban studies. Using a variety of Western and non-Western cities as illustrative examples, the course aims to give a broad survey and understanding of the distinctive characteristics of urban places. Students will learn definitions, concepts, and theories that are fundamental to the field. Topics covered include the role of planning in shaping cities, the economic structure and function of cities, the evolution of urban culture, community organization and development, gentrification and urban renewal, and urban governance policy. (SOC) (Enrollment limited) –Cummins, Myers

200. Hartford: Past and Present— Since Dutch fur traders arrived in the 1610s, Hartford and its region have been part of many core themes in American urban history. This course examines Hartford's rise as a financial and manufacturing center from the 1800s to early 1900s; the roles played by ethnicity, gender, religion, race and social class in urban and suburban politics, culture, civic institutions and neighborhoods; the evolution in urban planning, architecture, transportation and public spaces; and the impact of post-1945 suburbanization, capitalist restructuring and globalization on the social, political and cultural profile of Hartford and its suburbs. (HUM) (Enrollment limited) –Figueroa

[201. From Hartford to World Cities: Comparative Urban Dynamics]— The 21st century is truly a global urban age characterized by the simultaneous decline and revival of post-industrial cities in the United States and the co-existence of boom and poverty in the rapidly industrializing cities in developing countries, as well as by how globalization is exerting a growing impact on urban places and processes everywhere. This course adopts an integrated and comparative approach to studying the local and global characteristics, conditions, and consequences of the growth and transformation of cities and communities. Using Hartford—Trinity's hometown—as a point or place of departure, the course takes students to a set of world or global cities outside the United States, especially a few dynamic mega-cities in developing countries to explore the differences and surprising similarities among them. (GLB5) (Enrollment limited)

203. Urban Nightlife Since 1870— Using an array of studies, genres, and urban settings, from Havana to Chicago, Rio de Janeiro to London, Beirut to Shanghai, and Accra to Seoul, we examine the evolution of nightlife from the late 1800s to our presently globalized world, highlighting the central roles played by all manner of gender, sexual, racial/ethnic, and class identities. Throughout the semester, we will draw heavily on the rich scholarship in

Queer Studies and Critical Race Studies that has helped recast urban nightlife as more than banal entertainment and debauchery. Instead, we will rethink nightlife, from before the Jazz Age to Stonewall and today, as a social arena where class, sexual norms, and racism can/are also subverted, helping propel broader dynamics of cultural, political, and social change. (GLB2) (Enrollment limited) –Figueroa

206. Organizing by Neighborhood: An Internship/Seminar Experience— Have you ever wondered why some neighborhoods thrive and others appear to fail? Are you mystified about what can be done to stem deterioration and provide decent, affordable housing and clean and safe neighborhoods? One way to explore answers to these questions is to intern with a community-based organization dedicated to working with a community as it defines and responds to its problems. In this seminar each student will do a community learning project/ internship at such an organization in Hartford. Equally important is a way to understand and interpret your experiences at the organization. The rich theoretical literature that you will read in this seminar on how neighborhoods are organized and function and on models of community responses to neighborhood conditions provides a lens through which to evaluate your experiences with your organization and community. This course is not open to first-year students. (Enrollment limited) –Lash

[217. The History of Urbanism in Eastern Europe]— This course will examine the economic, social, and cultural history of East European urban development during the medieval and early modern periods. We will focus on local governance, urban landscape and planning, social and educational institutions, commercial and artisan activities, religious and ethnic communities, and a new type of citizen: the burgher. To better understand urban life in the important towns of the Grand Duchy of Lithuania (contemporary Belarus, Lithuania, and a part of Ukraine), we will draw comparison to the major centers of Danzig-Gdansk, Knigsberg-Krlewiec, and Krakw in central Europe and Russian towns like Great Novgorod and Moscow. The varied sources of information for the course include diaries, testaments, memories, private correspondence, engravings, drawings, and architectural monuments. (HUM) (Enrollment limited)

302. Global Cities— This seminar examines the contemporary map of interactions between cities in the world. There is now a considerable array of research analyzing what are variously termed global or world cities in the hierarchy of the world economy, and a counter-critique has emerged which seeks to analyze all cities as ordinary, moving beyond old binaries of 'developed' and 'developing' worlds of cities. We will interrogate this debate in both its theoretical and its empirical dimensions, with case studies from Africa and assessment of cultural, political, economic and environmental globalization. (GLB) (Enrollment limited) –Myers

[320. Urban Research Practicum]— This research seminar is designed to prepare students for conducting urban research, in Hartford or in any city. The course will include an in-depth survey of methods and approaches in the field. Students will develop research proposals and conduct research projects for term papers. The seminar is geared both for seniors working to produce honors theses and urban studies majors and minors planning on conducting independent study projects. The aim is to foster skill development and enhance training in research methodologies and techniques, including projects with applied components, community learning connections, and/or pure research endeavors. Prerequisite: A grade of C- or better in URST 101 and URST201 (Enrollment limited)

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. Prerequisite: Urban Studies 101 or permission of instructor. (0.5 - 1 course credit) –Staff

466. Teaching Assistantship— (0.5 - 1 course credit) –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 enrollment. (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

American Studies 325. New York City and its Neighborhoods— View course description in department listing on p. 102. –Manevitz

American Studies 409. Digital City— View course description in department listing on p. 103. –Giesecking

Classical Civilization 111. Introduction to Classical Art and Archaeology— View course description in department listing on p. 159. –Foster

[International Studies 255. Chinese Modernization]— View course description in department listing on p. 292.

Spring Term

101. Introduction to Urban Studies— This course provides a general introduction to the interdisciplinary field of urban studies. Using a variety of Western and non-Western cities as illustrative examples, the course aims to give a broad survey and understanding of the distinctive characteristics of urban places. Students will learn definitions, concepts, and theories that are fundamental to the field. Topics covered include the role of planning in shaping cities, the economic structure and function of cities, the evolution of urban culture, community organization and development, gentrification and urban renewal, and urban governance policy. (SOC) (Enrollment limited) –Annino

201. From Hartford to World Cities: Comparative Urban Dynamics— The 21st century is truly a global urban age characterized by the simultaneous decline and revival of post-industrial cities in the United States and the co-existence of boom and poverty in the rapidly industrializing cities in developing countries, as well as by how globalization is exerting a growing impact on urban places and processes everywhere. This course adopts an integrated and comparative approach to studying the local and global characteristics, conditions, and consequences of the growth and transformation of cities and communities. Using Hartford—Trinity's hometown—as a point or place of departure, the course takes students to a set of world or global cities outside the United States, especially a few dynamic mega-cities in developing countries to explore the differences and surprising similarities among them. (GLB5) (Enrollment limited) –Chen

210. Sustainable Urban Development— With the era in which city dwellers comprise a majority of the world's population has come a new urgency for understanding the balance between urban development and the environment. This course introduces students to the sub-field of urban studies which deals with sustainable development, including exploration of the debates on the meanings of sustainability and development in cities. Taking a comparative approach and a global perspective, topics to be examined may include the ecological footprint of cities, urban programs for sustainable urban planning, urban transportation and service delivery, energy issues, and the critical geopolitics of urban sustainability around the world. May be counted toward INTS major requirements. (GLB) (Enrollment limited) –Staff

[215. Latin American Cities]— Course examines the historical evolution and current dynamics of Latin American cities, from the pre-colonial (pre-1492), to the colonial (1492-1825) and post-colonial (since the 1800's) periods. A variety of sources allow us to explore specific examples from several cities, including: Buenos Aires, Bogot, Brasilia, Caracas, Havana, Mexico City, Lima, Rio de Janeiro, and So Paulo, for example. Topics include colonialism, nationalism and transnationalism; urban slavery and race; rural-urban and ethnic migrations; industrialization and the urban working-class; urbanism, urban spaces and architecture; authoritarianism, populism and democratization; and consumer cultures, sports and leisure, among others. (GLB2) (Enrollment limited)

301. Community Oriented Development Strategies to Address Urban Decline in the United States— In this course we will explore the causes of neighborhood decline, examine the history, current practice and guiding policies of community development, and see firsthand selected community development strategies at work in the local communities surrounding Trinity College. We will pay close attention to the influence of ideas in good currency in the field of urban development such as smart growth, transit oriented development, land-banking and place-making. The course is organized around four questions: What are the underlying forces behind neighborhood decline? How and why did community development emerge? How has community development practice reconciled itself with current concepts that guide urban development such as new urbanism, smart growth, place-making and land-banking. What does the future hold for disinvested communities and for community development practice? Prerequisite: Urban Studies 101 or permission of instructor. (Enrollment limited) –Cummins

[302. Global Cities]— This seminar examines the contemporary map of interactions between cities in the world. There is now a considerable array of research analyzing what are variously termed global or world cities in the hierarchy of the world economy, and a counter-critique has emerged which seeks to analyze all cities as ordinary, moving beyond old binaries of 'developed' and 'developing' worlds of cities. We will interrogate this debate in both its theoretical and its empirical dimensions, with case studies from Africa and assessment of cultural, political, economic and environmental globalization. (GLB) (Enrollment limited)

[328. Comparative Urbanism: Life Since 1850]— This course explores urban history and urban planning by focusing on how certain models of urbanism emerged alongside modernity and capitalism since Paris was transformed into the emblematic city of capitalist modernity in 1850-1870. Topics include urban spaces, urban planning and architecture; the interplay between politics and social movements; finance capital and real-estate development; and mass consumption and sports mega-events. Examples will include cities in Europe, the Americas, Africa, and Asia. (GLB) (Enrollment limited)

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. Prerequisite: Urban Studies 101 or permission of instructor. (0.5 - 1 course credit) –Staff

401. Senior Seminar— This course serves as a capstone seminar with two purposes. First, it provides a comparative and integrated treatment of the urban scholarship through an intensive and interdisciplinary reading of advanced books and articles, rigorous discussions, and in-depth writing. This course allows students to widen and deepen the cumulative content and experience they have gained from previous urban courses, study abroad programs, and urban engagement and internship projects. Secondly, by connecting and even tailoring some of the seminar's content to individual students, the course prepares and guides students to undertake and successfully complete a senior thesis for the Urban Studies major. Prerequisite: Urban Studies 201, Sociology 227 or permission of instructor. (WEB) (Enrollment limited) –Chen, Staff

[466. Teaching Assistantship]— (0.5 - 1 course credit)

[497. Single Semester Thesis]— Submission of special registration form, available in the Registrar's Office, and the approval of the director are required for enrollment. (WEB)

499. Senior Thesis, Part 2— Written report and formal presentation of a research project. Required of all students who wish to earn honors in Urban Studies. 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 course credits) (WEB) –Staff

Courses Originating in Other Departments

[American Studies 325. New York City and its Neighborhoods]— View course description in department listing on p. 110.

History 259. The Islamic City: Places, Pasts and Problems— View course description in department listing on p. 276. –Antrim

International Studies 258. The Islamic City: Places, Pasts and Problems— View course description in department listing on p. 297. –Antrim

Women, Gender, and Sexuality Program

William R. Kenan, Jr. Professor in American Institutions and Values Robert Corber, Director; Charles A. Dana Professor of History Joan Hedrick; Professor of Sociology Stephen Valocchi; Associate Professor of History and International Studies Zayde Antrim; Associate Professor of International Studies Janet Bauer†; Associate Professor of Political Science Lida Maxwell†; Associate Professor of English and American Studies Diana Paulin

OVERVIEW OF MAJOR

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

Curricular options—Students may either major or minor in women, gender, and sexuality. The requirements for both are listed below.

REQUIREMENTS

Majors are required to complete, with grades of C- or better, 11 course credits in women, gender, and sexuality, which must include the following:

Core courses: Three core courses

- WMGS 101. Women, Gender, and Sexuality
- WMGS 359. Feminist Political Theory or
- WMGS 369. Queer Studies: Issues and Controversies
- WMGS 401, or a departmental senior seminar cross-listed with women, gender, and sexuality

Electives: Eight other courses in women, gender, and sexuality (one course credit of a 2-credit thesis may count toward the elective total. Four of these courses must be at the upper level (300 and above; one of which must originate in the women, gender, and sexuality program). Two of them must be from the arts and humanities and two from the social and natural sciences. Two of them must have a transnational focus, and two must have a multicultural focus.

Capstone/Senior Project: WMGS 401, or a departmental senior seminar cross-listed with women, gender, and sexuality.

ADDITIONAL OPPORTUNITIES

Minor: Information regarding the Women, Gender and Sexuality minor can be found in the Interdisciplinary Minors section of the Bulletin.

Internships: A one-credit internship may be counted toward the major.

Honors: The award of honors in women, gender, and sexuality will be based on a grade point average of 3.5 or better in the courses for the major and a completion of a senior thesis with a grade of A- or better. Application to complete a senior thesis should be made to the director of women, gender, and sexuality the semester before the thesis is undertaken.

Fall Term

Course Core to WMGS Major

101. Women, Gender, and Sexuality— This course introduces students to the study of women, gender, and sexuality, paying attention to issues of power, agency, and resistance. Using a variety of 19th- and 20th-century

American materials, the course seeks to understand: women's experiences and the way they have been shaped, normative and nonnormative alignments of sex, gender, and sexuality across different historical periods, and the intersection of gender, sexuality, race, class, and nation. This course is not open to seniors. (HUM) (Enrollment limited) –Hedrick

245. The Hollywood Musical— Perhaps more than any other genre, the musical epitomized Hollywood's "golden age." This course traces the development of the enormously popular genre from its emergence at the beginning of the Great Depression to its decline amid the social upheavals of the 1960s. It pays particular attention to the genre's queering of masculinity and femininity, as well as its relationship to camp modes of reception. Readings by Jane Feuer, Rick Altman, Richard Dyer, Janet Staiger, and Steven Cohan. (Enrollment limited) –Corber

301. Western Feminist Thought— An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) women's historical subordination to man and put forward various explanations and strategies for change. Readings in J.S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Adrienne Rich, bell hooks, Mary Daly, Audre Lorde, and others. This course is not open to First-Year students. Prerequisite: C- or better in one other course in Women Gender and Sexuality. (HUM) (Enrollment limited) –Hedrick

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

[401. Senior Seminar]— The goals of this seminar are to sharpen critical thinking and to afford an opportunity for synthesis of student work in women, gender, and sexuality. Towards these ends we will examine the construction of race, class, and sexuality in America as they intersect with gender. The capstone of the course is a twenty-five-page research paper. There will be opportunities to share work in progress with seminar members and to involve the wider campus community in the issues. This course is open only to senior Women Gender and Sexuality majors and minors. (WEB) (Enrollment limited)

Other WMGS Courses

[319. The Woman's Film]— In the 1930s Hollywood created a new genre, the woman's picture or "weepie," designed specifically for female audiences. This course examines the development of this enormously popular genre from the 1930s to the 1960s, including important cycles of women's pictures such as the female gothic and the maternal melodrama. It pays particular attention to the genre's exploration of female sexuality and its homoerotic organization of the look. It also considers the genre's role in the formation of contemporary theories of female spectatorship. Film screenings include both versions of *Imitations of Life*, *These Three*, *Stage Door*, *Blonde Venus*, *Stella Dallas*, *Mildred Pierce*, *Rebecca*, *Suspicion*, *Gaslight*, *The Old Maid*, *Old Acquaintance*, *The Great Lie*, *Letter from an Unknown Woman*, *All that Heaven Allows*, and *Marnie*. Readings by Doane, Williams, Modleski, de Lauretis, Jacobs, and White. (Enrollment limited)

335. Mapping American Masculinities— This course examines the construction of masculinity in American society starting with Theodore Roosevelt's call at the turn of the twentieth century for men to revitalize the nation by pursuing the "strenuous life." Through close readings of literary and filmic texts, it considers why American manhood has so often been seen as in crisis. It pays particular attention to the formation of non-normative masculinities (African-American, female, and gay) in relation to entrenched racial, class, and sexual hierarchies, as well as the impact of the feminist, civil rights, and gay liberation movements on the shifting construction of male identity. In addition to critical essays, readings also include *Tarzan of the Apes*, *The Autobiography of an Ex-Colored Man*, *The Great Gatsby*, *The Sun also Rises*, *Native Son*, *Another Country*, and *Kiss Me Deadly* (Spillane). Film screenings include *Kiss Me Deadly* (Aldrich), *Shaft*, *Magnum Force*, *Philadelphia*, *Brokeback Mountain*, *Cleopatra Jones*, and *Boys Don't Cry*. (Enrollment limited) –Corber

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 Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 - 1 course credit) –Staff

497. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term thesis. (WEB) –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. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester). (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

[American Studies 212. Introduction to Disability Studies: Theory and History]— View course description in department listing on p. [102](#).

[Classical Civilization 224. Sex and Sexualities in Ancient Greece and Rome]— View course description in department listing on p. [160](#).

English 307. Early American Women's Literature— View course description in department listing on p. [??](#). –Wyss

History 203. Urban Nightlife Since 1870— View course description in department listing on p. [266](#). –Figuerola

[International Studies 131. Modern Iran]— View course description in department listing on p. [291](#).

[International Studies 307. Women's Rights as Human Rights]— View course description in department listing on p. [293](#).

[International Studies 351. Politics of Memory: Memory, History, Decolonization]— View course description in department listing on p. [294](#).

[Music 150. Women in Music]— View course description in department listing on p. [363](#).

Political Science 359. Feminist Political Theory— View course description in department listing on p. [401](#). –Terwiel

Religious Studies 248. Women, Gender, and Sexuality in Religion— View course description in department listing on p. [438](#). –Jones Farmer

[Sociology 260. Sexual Diversity and Society]— View course description in department listing on p. [448](#).

[Sociology 272. Social Movements]— View course description in department listing on p. [449](#).

Urban Studies 203. Urban Nightlife Since 1870— View course description in department listing on p. [473](#). –Figuerola

Spring Term

Other WMGS Courses

[335. Mapping American Masculinities]— This course examines the construction of masculinity in American society starting with Theodore Roosevelt's call at the turn of the twentieth century for men to revitalize the nation by pursuing the "strenuous life." Through close readings of literary and filmic texts, it considers why American manhood

has so often been seen as in crisis. It pays particular attention to the formation of non-normative masculinities (African-American, female, and gay) in relation to entrenched racial, class, and sexual hierarchies, as well as the impact of the feminist, civil rights, and gay liberation movements on the shifting construction of male identity. In addition to critical essays, readings also include *Tarzan of the Apes*, *The Autobiography of an Ex-Colored Man*, *The Great Gatsby*, *The Sun also Rises*, *Native Son*, *Another Country*, and *Kiss Me Deadly* (Spillane). Film screenings include *Kiss Me Deadly* (Aldrich), *Shaft*, *Magnum Force*, *Philadelphia*, *Brokeback Mountain*, *Cleopatra Jones*, and *Boys Don't Cry*. (Enrollment limited)

345. Film Noir— This course traces the development of film noir, a distinctive style of Hollywood filmmaking inspired by the hardboiled detective fiction of Dashiell Hammett, James Cain, and Raymond Chandler. It pays particular attention to the genre's complicated gender and sexual politics. In addition to classic examples of film noir, the course also considers novels by Hammett, Cain, and Chandler. (Enrollment limited) –Corber

[369. Queer Studies: Issues and Controversies]— This broadly interdisciplinary course examines the impact of queer theory on the study of gender and sexuality in both the humanities and the social sciences. In positing that there is no necessary or causal relationship between sex, gender, and sexuality, queer theory has raised important questions about the identity-based understandings of gender and sexuality still dominant in the social sciences. This course focuses on the issues queer theory has raised in the social sciences as its influence has spread beyond the humanities. Topics covered include: queer theory's critique of identity; institutional versus discursive forms of power in the regulation of gender and sexuality; the value of psychoanalysis for the study of sexuality; and lesbian and gay historiography versus queer historiography. (GLB) (Enrollment limited)

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

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 - 1 course credit) –Staff

497. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term thesis. (WEB) –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. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester). (2 course credits) (WEB) –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. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

[American Studies 341. Spectacle of Disability in American Culture]— View course description in department listing on p. 111.

American Studies 409. Queer America— View course description in department listing on p. 112. –Giesecking

Anthropology 207. Anthropological Perspectives on Women and Gender— View course description in department listing on p. 122. –Nadel-Klein

[Arabic 224. Introduction to Arab and Middle Eastern Cinemas]— View course description in department listing on p. 318.

Classical Civilization 224. Sex and Sexualities in Ancient Greece and Rome— View course description

in department listing on p. [161](#). –Ramgopal

[**Classical Civilization 228. Golden Ages and Utopian Dreams**]
— View course description in department listing on p. [161](#).

[**Classical Civilization 232. Ancient Greece on Film and TV**]
— View course description in department listing on p. [161](#).

[**Classical Civilization 241. Classical Ideals: Representations of the Human Body in Ancient Mediterranean Art**]
— View course description in department listing on p. [161](#).

[**Classical Civilization 330. Vergil's Aeneid and the Making of Roman Myth**]
— View course description in department listing on p. [162](#).

Educational Studies 309. Race, Class, and Educational Policy— View course description in department listing on p. [203](#). Prerequisite: C- or better in Educational Studies 200 or permission of instructor. –Wong

English 343. Women and Empire— View course description in department listing on p. [231](#). –Bilston

[**English 348. Women Writers of the Middle Ages**]
— View course description in department listing on p. [231](#). Prerequisite: C- or better in English 260 or permission of instructor.

[**English 451. Queer Harlem Renaissance**]
— View course description in department listing on p. [233](#).

[**English 463. Feminist Approaches to Literature**]
— View course description in department listing on p. [233](#).

History 247. Latinos/Latinas in the United States— View course description in department listing on p. [275](#). –Figueroa

[**International Studies 218. Women, Gender, and Family in the Middle East**]
— View course description in department listing on p. [296](#).

[**International Studies 234. Gender and Education**]
— View course description in department listing on p. [296](#).

[**International Studies 249. Immigrants and Refugees: Strangers in Strange Lands**]
— View course description in department listing on p. [297](#).

[**International Studies 311. Global Feminism**]
— View course description in department listing on p. [298](#).

[**Language & Cultural Studies 224. Introduction to Arab and Middle Eastern Cinemas**]
— View course description in department listing on p. [314](#).

[**Political Science 359. Feminist Political Theory**]
— View course description in department listing on p. [407](#).

Sociology 272. Social Movements— View course description in department listing on p. [451](#). –Spurgas

Writing and Rhetoric Program

Director of the Allan K. Smith Center for Writing and Rhetoric O'Donnell; Principal Lecturer Papoulis; Lecturers Frymire and Marino; Visiting Lecturers Davis, Dion, Hasan, and Wettersten

The Program in Writing and Rhetoric offers students the opportunity to develop expertise in writing for academic, professional, community, and personal purposes. The course work provides practice in writing in a range of genres and styles, and digital media. Courses also investigate rhetoric, information technology, the politics of language use, and language and identity. For the minor in Writing, Rhetoric, and Media Arts, please see p. 91 under Interdisciplinary Minors.

Fall Term

[101. College 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. This course is not open to juniors or seniors. (Enrollment limited)

[103. Multimodal Writing]— This course invites connections between academic writing and writing outside of the classroom. The course is designed to help students think critically about writing and the workplace and other public writing contexts that they might someday participate in. Students will learn how academic writing skills can be used to create user-centered documents through a series of writing projects that will teach students how to effectively collect, analyze, summarize, interpret, and translate materials from one context to another. (WEA) (Enrollment limited)

103. College 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. This course is not open to juniors or seniors. (Enrollment limited) –Davis, Dion, Frymire, Hasan, Marino, Papoulis, Wettersten

125. Writing for a Digital World— As reading and writing shift from pages to screens, images and other visual elements are becoming increasingly important to successful writing. This course is designed to help students think critically about the role of the visual in written communication today. Using digital design tools in combination with academic writing skills such as research and drafting, students will develop strategies and skills for blending images and words effectively in a range of genres and contexts - both digital and printed, academic and professional. (WEA) (Enrollment limited) –Marino

202. Intermediate Writing Workshop— Students will write in a variety of common professional and contemporary genres, culminating in a final project combining elements of multiple genres focused on a topic of issue of the writer's choice. Students will focus on developing stylistic strategies and techniques when writing for numerous genres and audiences. This intermediate workshop is designed for students who have achieved mastery in introductory-level college writing and who want to refine their writing abilities. (WEA2) (Enrollment limited) –Frymire

[225. The Rhetoric of Broad Street]— This course combines community learning and writing as a means of discovering how we define others and ourselves through journals, diaries, essays, and stories. Students explore Broad Street as a social and cultural metaphor, with a wide variety of readings depicting “the other” and reflecting the voices of members of underprivileged and privileged classes throughout history. Students perform community service as a part of course activities. (WEA2) (Enrollment limited)

[300. The Art of the Essay]— An advanced writing workshop intended to help students find their own subjects and styles as essayists. We will read and write personal essays that express authors' unique responses to ideas and experiences in deeply reflective ways. Our study will include essays by Seneca, Montaigne, Woolf, Dillard, and others from various historical periods that have explored their responses to the world in engaging and complex detail. (HUM) (Enrollment limited)

302. Writing Theories and Practices— This course investigates the theories and practices of writing consultation in North American university writing centers as informed by studies in composition pedagogy, literacy, and rhetoric. Students will be introduced to the broad range of topics found at the intersection of practice and theory in writing centers, including socio-cultural dynamics, grammar instruction, English as a Second Language, learning disorders, critical reading, writing processes, and interpersonal communication. The course will encourage students to create new knowledge about writing and tutor research. By invitation only. For students admitted to the Writing Associates Program. (HUM) (Enrollment limited) –O'Donnell

[315. Writing in the Public Sphere: Theory and Practice]— This course is a writing workshop in which students will explore the theory as well as the practice of language in the public sphere. Students will write and revise long and short essays aimed at various sources of news and information; they will also analyze those sources. Possible questions include: How do written words affect the process by which public opinion is formed? How can writing best promote public dialogue and deliberation? How is our concept of “writing” evolving in a changing digital landscape? How do various personalities and perspectives gain cultural prominence? How can we best participate as writers in the public sphere? Students will follow current issues with a goal of participating through writing in public conversations. (WEA2) (Enrollment limited)

395. Academic Internship— Internship or field work placement, with a required academic component to be determined by the faculty sponsor and student. Students need to submit a completed internship contract form to Career Services. Students will not be enrolled until the contract has been approved. –Staff

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and Writing Center director are required for enrollment. (0.5 - 1 course credit) –Staff

466. Teaching Assistant— Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in conceiving or revising papers; reading and helping to evaluate papers, 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 chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

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

Spring Term

[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. This course is not open to seniors. (Enrollment limited)

[103. Autobiography and Activism]— A writing workshop focusing on autobiographical writing that is informed by an interest in the world at-large. We will read various writers who combine their personal stories with their political, environmental, and social activism, such as Terry Tempest Williams, Bill McKibben, and Angela Davis. Students will write their own reflective autobiographical essays. (WEA) (Enrollment limited)

103. College 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. This course is not open to juniors or seniors. (Enrollment limited) –O'Donnell

[103. The Rhetoric of Narrative]— In this course, we will look at the rhetoric of narrative, with an emphasis on narratives that cut across cultures to see how people in different places use narrative structures to construct their realities from their everyday lives, imagined lives, and the presumed lives of others. We will write our own narratives and analyze them to see how we create our reality from the essentially chaotic matter of everyday life. Readings will

include prison diaries, war journals, film and television scripts, and hypertexts. (WEA) (Enrollment limited)

[103. Analytical Thinking and Writing]— This writing workshop is designed for students who would like to improve their ability to read texts in many disciplines actively and critically and to write strong, thoughtful analytical papers. Students will focus on developing strategies for discovering meaning, identifying analytical elements, and evaluating claims and evidence. Writing assignments will allow students to practice these strategies by writing critical analyses and responses to texts, current events, lectures, and films. (WEA) (Enrollment limited)

125. Writing for a Digital World— As reading and writing shift from pages to screens, images and other visual elements are becoming increasingly important to successful writing. This course is designed to help students think critically about the role of the visual in written communication today. Using digital design tools in combination with academic writing skills such as research and drafting, students will develop strategies and skills for blending images and words effectively in a range of genres and contexts - both digital and printed, academic and professional. (WEA) (Enrollment limited) –Marino

127. Thoughts of Peace and War— This class is a writing workshop, focusing on writing and revising academic essays. The readings will involve issues of peace and war, and will lead us into the following sorts of questions: Why do countries go to war? What are the effects of war on people? How have people worked for peace, and how can they/we continue to do so? What role does gender play in war? Readings include personal stories like Ishmael Beah's *A Long Way Gone* as well as writings by philosophers, psychologists, and others about the causes and effects of war and peace. (WEA) (Enrollment limited) –Papoulis

140. The Rhetoric of Narrative— In this course, we will look at the rhetoric of narrative, with an emphasis on narratives that cut across cultures to see how people in different places use narrative structures to construct their realities from their everyday lives, imagined lives, and the presumed lives of others. We will write our own narratives and analyze them to see how we create our reality from the essentially chaotic matter of everyday life. Readings will include prison diaries, war journals, film and television scripts, and hypertexts. (WEA) (Enrollment limited) –Frymire

[145. Autobiography and Activism]— A writing workshop focusing on autobiographical writing that is informed by an interest in the world at-large. We will read various writers who combine their personal stories with their political, environmental, and social activism, such as Terry Tempest Williams, Bill McKibben, and Angela Davis. Students will write their own reflective autobiographical essays. (WEA) (Enrollment limited)

202. Intermediate Writing Workshop— Students will write in a variety of common professional and contemporary genres, culminating in a final project combining elements of multiple genres focused on a topic of issue of the writer's choice. Students will focus on developing stylistic strategies and techniques when writing for numerous genres and audiences. This intermediate workshop is designed for students who have achieved mastery in introductory-level college writing and who want to refine their writing abilities. (WEA2) (Enrollment limited) –Marino

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. (WEA2) (Enrollment limited) –Frymire, O'Donnell

226. Writing about Places— This class is a workshop for students interested in writing about "place", which can refer to nature, rooms, buildings, streets, public squares, landscapes, towns, cities, countries, or any physical worlds. Students will write essays in various forms, from travel writing to many other reflections about issues arising from the interactions between people and places. Readings include a range of essays exploring diverse approaches to place. (WEA2) (Enrollment limited) –Papoulis

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and Writing Center director are required for enrollment. (0.5 - 1 course credit) –Staff

466. Teaching Assistant— Students may assist professors as teaching assistants, performing a variety of duties

usually involving assisting students in conceiving or revising papers; reading and helping to evaluate papers, 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 chairperson are required for enrollment. (0.5 - 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 is required. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) –Staff

Special Instructions for Enrolling in Independent Studies, Tutorials, Teaching Assistantships, Open Semester, and Internships

Independent Study or Tutorial

An independent study, sometimes known as a tutorial, is an individually tailored program of study, for one or two course credits, arranged between a student and an instructor and with the approval of the instructor's chair. Exploratory and academic internships are one type of independent study. First-year students are not eligible to take independent study. However, first-year students may petition the Curriculum Committee for special permission to take an independent study (although not an internship) for cause in the second semester. The Registrar's Office has the appropriate form that needs to be submitted to register for an independent study.

Student-Taught Courses

Information for Students Preparing Proposals

1. Procedures and deadlines for application: A student who desires to offer his/her own course as provided by the curriculum (see *Bulletin*) should take the following steps:
 - (a) Draw up a proposal according to the format below.
 - (b) Obtain a faculty supervisor to assist in developing the proposal and to oversee the teaching of the course.
 - (c) Obtain an examiner to evaluate the work of the students enrolled in the course. The examiner must be someone other than the faculty supervisor.
 - (d) Submit one copy of the proposal to the Curriculum Committee's coordinator of student-taught courses (see below). The deadlines are the end of the last week of September for a course to be given in the following spring term, and the end of the last week of February for a course to be given in the following fall term.
 - (e) Submit to the coordinator of student-taught courses:
 - i. a written statement from the faculty supervisor indicating his/her approval of the course as proposed and the way he/she intends to supervise it,
 - ii. a written statement from the examiner indicating his/her willingness to evaluate the students who take the course, and
 - iii. a written comment from the chairperson or director if the course falls within the boundaries of a department or program.
 - iv. A completed course proposal form, available from the Curriculum Committee's coordinator of student-taught courses.
2. Format of the proposal: This proposal should be specific and detailed in its presentation. The Curriculum Committee will only approve courses that combine worthwhile subject matter, carefully conceived structure, and thorough preparation of the teacher.

- (a) Date:
 - (b) Name of student:
 - (c) Class:
 - (d) Campus address:
 - (e) Title of proposed course:
 - (f) Name of faculty supervisor:
 - (g) Name (and address) of examiner:
 - (h) Course description
 - i. Objectives of the course
 - ii. Outline of the course including a timetable
 - iii. Conduct of the course (lecture, seminar, etc.)
 - (i) Materials and resources: Careful account should be taken of the adequacy of the College facilities to support the course and any expenses that the College might be expected to sustain. In addition, regard should be given to expenditures required of students.
 - i. Books and/or projects to be assigned
 - ii. Special assignments (labs, field experiences, trips, etc.)
 - iii. Special lecturers and/or consultants
 - iv. Materials to be used by student-teacher in preparation of the course, including a bibliography
 - (j) Evaluation
 - i. Written work (examinations, term paper, etc.) to be required of students
 - ii. Relative weight of each factor to be used in evaluating the students (e.g., examination, 50 percent; term paper, 30 percent; discussion, 20 percent)
 - (k) Arrangements
 - i. Number of class meetings and their length
 - ii. Limits of student enrollment (the maximum enrollment is 15 students)
 - iii. Amount of course credit recommended for students successfully completing the course (maximum of one course credit).
 - (l) Justification
 - i. Why do you want to teach this course?
 - ii. What would this course contribute to the curriculum of Trinity College?
 - (m) Signature of the student:
 - (n) Signature of the faculty supervisor:
 - (o) Signature of the examiner:
 - (p) Completed course proposal form available from the CC coordinator.
3. Responsibilities of the student-teacher: Once a course is approved, the student-teacher is solely responsible for all aspects of that course, other than final evaluations, including:
- (a) arrangements for meeting time and place (contact the registrar);
 - (b) preparation of book lists for library reserve and the ordering of library books, if necessary, at least two months before the course is to be offered (see the librarian);
 - (c) submission of book orders to the bookstore by the beginning of the registration period for the semester in which the course will be offered (see the manager of the bookstore);
 - (d) timely arrangements with the Computing Center for any computing services needed for the course; and
 - (e) signing of permission slips for registration.

4. Responsibility of the faculty supervisor: The supervisor will assume the same responsibility for the student-taught course that a department chairperson does when an instructor in his or her department must withdraw from a course before it is completed.

Anne Lambright, Dean of Academic Affairs, is the coordinator of student-taught courses for the Curriculum Committee. Procedures for application and preparation of a proposal should be discussed with her before submission to the committee.

Teaching Assistants

Students may be eligible for either of two types of teaching assistantships: those involving a significant amount of academic work, for which the student earns academic credit, and those of a predominantly clerical nature, for which the student receives monetary compensation. Students may not earn academic credit as teaching assistants in physical educational courses. The following guidelines govern academic teaching assistantships.

Guidelines on the Award of Credit to Teaching Assistants

1. Since academic credit for teaching assistants (TAs) is analogous to credit for regular course work, it is awarded only when the TA's responsibilities are such that he or she acquires sizable amounts of new knowledge and/or deepens significantly his or her grasp of previously learned subjects. Students may qualify for credit as TAs by undertaking some combination of the following activities:
 - (a) Working with the instructor to prepare the course.
 - (b) Assisting the instructor in making up examinations.
 - (c) Reading and commenting on (but not grading) interpretive papers and essay examinations (as opposed to performing such essentially mechanical tasks as checking multiple-choice tests).
 - (d) Serving with the instructor as co-leader of classroom discussions.
 - (e) Conducting review sessions or otherwise helping to explain course material to students.
 - (f) Assisting in the preparation and teaching of laboratories.
 - (g) Aiding the instructor with the evaluation of the course and of students' progress.
2. Credit should not be granted when the TA's duties are primarily non-academic, such as scoring objective tests, performing clerical work, photocopying, looking up references, etc. However, a TA receiving academic credit may, from time to time, be asked by the instructor to perform such non-academic tasks.
3. A TA's overall academic record should be superior.
4. A TA should have demonstrated competence beyond the level of the course in which he or she is assisting.
5. A student may not be enrolled in a course and serve concurrently as the TA for it.
6. A TA can receive credit only once for assisting in a particular course. If the instructor wishes to have a TA assist in the course a second time, the instructor should apply for pay for the TA.
7. A TA can receive a maximum of one course credit per course for successful completion of his or her TA duties; some teaching assistantships carry only fractional course credit (typically one-half credit).
8. In their role as TAs, students will sometimes have access to privileged information (e.g., how well or poorly particular students in the course are doing). They are not to divulge such information to other students, or any other parties. Instructors should provide their TAs with clear instructions about confidentiality at the start of the course.
9. A TA's work may be graded either with a letter grade or on a pass/fail basis, at the discretion of the instructor. The instructor shall specify the grading system of choice on the form the student uses to register for the teaching assistantship. When a TA is graded pass/fail, the teaching assistantship shall not count against the four-course limit on pass/fail courses.

10. A TA must be approved by the instructor of the course and by the department chairperson or program director. Such approval is signified by their signatures on the teaching assistantship registration form.
11. A student may count no more than two TA course credits toward the 36 credits required for the baccalaureate degree. In exceptional circumstances, a student may, with the endorsement of both his or her adviser and the instructor of the course, petition the Curriculum Committee for permission to count a third TA course credit toward the degree. The committee will consider such petitions *only* if they are submitted no later than one week after registration for the semester in which the proposed teaching assistantship would be taken.
12. An instructor using TAs should indicate that fact in the course description or on the syllabus.

Open Semester

An open semester is a full term of independent work or internship, either on campus or away, supervised and evaluated by a member of the Trinity faculty. Only one open semester may be counted toward the 36 credits required for the bachelor's degree.

Open Semester Procedures

1. Discuss your program with a faculty member who will be your open semester adviser. Decide with him/her on a method of evaluation of your work. Whether or not you have an off-campus adviser, your faculty open semester adviser has the final responsibility for the evaluation of your work for academic credit.
2. Meet with Anne Lundberg, the coordinator of open semesters, to discuss your project and secure application materials.
3. Define clearly and commit to writing your educational objectives in undertaking an open semester, your specific program (including a timetable), and your schedule of contacts with your open semester adviser.
4. Seek the approval of the appropriate department chairperson if you wish open semester course credits to be counted toward your major requirements. An open semester applicant should make sure he/she can fulfill all of the requirements for the major either through using course credits from the open semester or through completing necessary courses in the remaining semesters.
5. Consult with the director of financial aid if you receive financial aid and if you will live off campus during your open semester. Any earnings gained during open semester will be taken into account in awarding financial aid.
6. Consult the assistant director of campus life if you wish Trinity housing for part of your open semester. Open semester students desiring housing for the entire term of their open semester retain the eligibility they would have as students enrolled in four individual courses.
7. Observe the following deadlines for submission of the open semester application and your narrative to the coordinator: for off-campus open semesters, midterm of the immediately preceding semester. All arrangements for on-campus open semesters must be completed prior to the end of the term immediately preceding that in which the open semester will be undertaken.
8. Every student participating in an open semester will pay full tuition and fees.
9. No advance registration is necessary provided that Ms. Lundberg is aware of your open semester plans. Once your application has been approved, it will be sent to the registrar, who will enroll you in the open semester.
10. An open semester during the regular academic year is taken for four course credits. Other courses may not be enrolled in concurrently without special permission obtained through the coordinator. Open semesters may also be taken in the summer, but ordinarily for only three course credits.
11. Open semesters are graded either pass/fail or with a letter grade at the discretion of the student's open semester faculty adviser, who will specify the means of grading at the time the open semester is approved. If the student's work for the open semester proves to be less substantial than planned, the open semester adviser may award only one, two, or three credits, instead of the usual four.

12. The open semester application—reflecting objectives, program, and evaluation—will serve as a catalog course description and will be placed in the student's folder in the Registrar's Office. In addition, the title you provide for your open semester will be entered on your transcript. At the conclusion of an open semester, the description may be rewritten (with the open semester adviser's approval) to reflect more closely the work of the open semester.
13. Final eligibility is contingent upon the elimination of all incomplete grades prior to the start of the open semester period. Approval for an open semester will be withdrawn if the student has not met this eligibility standard.
14. The following elements ought to be included as part of any open semester proposal:
 - (a) Structured, periodic contact with your open semester faculty adviser and the submission of periodic reports or appropriate written materials for evaluation.
 - (b) Some contact between any off-campus advisers or supervisors and your open semester faculty adviser.
 - (c) Time for rewriting if the culmination of your open semester is to be a written exercise (there should be a due date established for this).
 - (d) Copies of assignments done under the direction of an off-campus supervisor should be sent or given to your open semester faculty adviser.
 - (e) An understanding with any off-campus supervisor that your work will be of substance and will include the possibility for the exercise of your own initiative, creativity, imagination, and responsibility.

Internships

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. Exploratory internships carry one-half course credit and are graded on a pass/fail basis. Students may count up to four exploratory internships for a total of two course credits as elective credits for graduation. In certain circumstances, students may do an academic internship through the sponsorship of a department or program. These internships carry one course credit and earn a letter grade. All academic internships must originate in an academic department and be approved by the sponsoring academic department prior to submitting an internship contract to the Career Development Center.

Exploratory Internships

These internships enable the student to explore a particular interest by working for a semester in a public or private agency, business enterprise, a cultural institution (e.g., a museum), or the like. In such internships, the emphasis is on the field experience, which is supplemented by work of a more conventionally academic nature. Exploratory internships may be directly related to the student's other studies in that they afford him or her an opportunity to apply skills and knowledge, or to test ideas and theories, learned in courses. In some instances, the relationship between the internship and the student's other academic work will be less direct.

Exploratory internships are valued at one-half of a course credit and are graded pass/fail. Before beginning such an internship, a student must file a contract with the Career Development Center using the form provided by that office.

Each exploratory internship requires the student to spend a minimum of eight hours a week at the field placement, where his or her work will be overseen by an appropriate staff member of the agency, business, or institution; this staff member is designated as the field supervisor. In addition, the student is required to prepare suitable written work under the supervision of the faculty sponsor; this work often takes the form of a journal or log involving analytic summation. In the written work, the student is encouraged to reflect on the significance of the field experience and to draw interpretation and meaning from it. Finally, the student meets periodically with the faculty sponsor to report on his or her field activities. Whenever feasible, the student and the faculty sponsor also meet at least once with the field supervisor to discuss the student's work.

Each undergraduate degree candidate is entitled to earn up to two course credits through exploratory internships. Such credit may not be counted toward fulfillment of the requirements of a major. A student may exercise the pass/fail option in a regular course during the same semester as the internship. First-year students may not enroll in exploratory internships, just as they may not take independent studies. As with other forms of independent study,

all exploratory internships require the written approval of both the faculty sponsor and the sponsor's department chair or program director.

Field placements are arranged through the College's Career Development Center. Because one of the purposes of an internship is to afford students extramural experience, on-campus internships (i.e., those based in a department, office, or other institutional unit of the College) are generally not permitted. If questions arise about the suitability of a placement, they may be referred to the Curriculum Committee for a decision. Career Development ordinarily will not approve repeated internships at the same placement and with the same field supervisor. However, a second internship at the same placement may be acceptable if the work is substantially different than that done in the first internship.

Academic Internships

In certain circumstances, some departments and programs will sponsor academic internships, allowing the student to earn credit toward a major, minor, or other program. As the term suggests, these academic internships assume a high degree of integration between what the student is doing in the field and what he or she has learned in courses and is learning from the reading component of the project. Such internships may be undertaken only with the approval of an academic department or program.

An academic internship requires the student to undertake a minimum of 100 hours of fieldwork, do a substantial amount of related reading, and prepare suitable written work under the supervision of the faculty sponsor.

Such internships presuppose that the student has previously taken one or more courses germane to the internship. In designing academic internships, the student and the faculty sponsor will follow the guidelines developed by the Curriculum Committee and approved by the faculty (see below).

Academic internships are taken for letter grades. Though they ordinarily are valued at one course credit, more elaborate projects may carry as many as two credits, just as other types of independent study may. Such internships may be counted toward the fulfillment of requirements of a major or interdisciplinary minor only upon the written permission of the department chair, program director, or minor coordinator. Academic internships will be offered under the department's independent study number, unless the department has established a specific course to use for internships.

As with other forms of independent study, all academic internships require the written approval of both the faculty sponsor and the sponsor's department chair or program director.

Students undertaking academic internships may receive financial compensation for the work they do in the field, as may students taking open semesters. Placements for the fieldwork component of internships must be arranged through the College's Career Development Center. The Career Development Center ordinarily will not approve repeated internships at the same placement and with the same field supervisor. However, a second internship at the same placement may be acceptable if the work is substantially different than that done in the first internship.

Guidelines for Academic Internships

The following guidelines are to be observed in planning and carrying out academic internships:

1. Before registering for an academic internship, the student must complete, in consultation with the faculty sponsor, a contract, using the form provided by the Career Development Center. This contract is to be filed with Career Development by the third day of classes each term, with copies provided to the faculty sponsor and the field supervisor. The application shall include:
 - (a) a statement of the student's educational objectives for the internship
 - (b) a description of the student's anticipated fieldwork activities
 - (c) an explanation of how integration between the field work and academic work is to be achieved
 - (d) a preliminary bibliography of books, articles, and other reading material the student expects to consult
 - (e) a statement of substantial written work the student will prepare for evaluation by the faculty sponsor, including a schedule of due dates and
 - (f) a statement of the previous course or courses the student has taken to qualify for the proposed internship.
2. Career Development shall review all contracts on behalf of the Curriculum Committee to ensure that they meet committee guidelines. Incomplete or insufficient contracts shall be returned to the student for revision.

3. The student and the faculty sponsor shall meet regularly to discuss the progress of the student's work—both the academic and the field components. Whenever feasible, there shall be at least one meeting of the sponsor, the student, and the student's field supervisor (i.e., the person who oversees the student's work at the institution, agency, or business where the fieldwork is conducted). At the completion of the project, the field supervisor will provide Career Development with an evaluation of the student's performance in the field. This evaluation will be forwarded to the faculty sponsor for inclusion in the student's final grade.
4. In order to qualify for an academic internship, the student must take at least one course that the faculty sponsor judges to be germane to the subject of the internship. This course must be specified on the application/contract.
5. If the academic internship is to count toward the fulfillment of the requirements of a major or an interdisciplinary minor, the department chair, program director, or minor coordinator involved shall so indicate on the contract. It is the student's responsibility to secure authorization of major or minor credit prior to the start of the internship.
6. Ordinarily, the academic internship is awarded one course credit. Internships approved by a department or program for major credit may receive up to two course credits. However, more than one course credit for a nonmajor internship will be awarded only if the Curriculum Committee grants prior approval. Any student seeking such approval shall submit a completed contract and a credit approval form to the committee for review no later than two weeks before the last day of classes in the semester preceding the proposed internship. This regulation does not apply to CityTerm or to the Legislative Internship Program offered by the Political Science Department.

Fellowships

Except where otherwise noted, further information regarding the following fellowships may be obtained from Anne Lundberg, Director of Fellowships and Special Projects.

The H. E. Russell Fellowships, endowed by a legacy from Henry E. Russell of New York, pay to each recipient \$5,000 annually. One is awarded each year by vote of the faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of full-time, non-professional graduate study at Trinity College or at some American or foreign university approved by the faculty. The incumbent holds the fellowship for three years and may not be married.

The Mary A. Terry Fellowships, endowed by a legacy from Miss Mary A. Terry of Hartford, pay to each recipient \$5,000 annually. One is awarded annually by the president upon the recommendation of the faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of full-time graduate study in the arts and sciences at Trinity College or at some other college or university approved by the faculty. The incumbent holds the fellowship for three years.

The W. H. Russell Fellowships, endowed by a gift from William H. Russell of Los Angeles, California, pay to each recipient \$2,500 annually. Two are awarded each year by vote of the faculty to members of the graduating class who give evidence of superior ability and of a desire to continue full-time study after graduating from Trinity College. Incumbents hold the fellowship for three years.

The William R. Cotter Memorial Congressional Intern Fund was established in 1981 in memory of William R. Cotter, Class of 1949, who served in the United States House of Representatives from 1970 to 1981. Proceeds of the fund are used to support student interns in the offices of United States senators and representatives, with preference given to interns in Washington, D.C., and to those working for Connecticut senators and representatives. Interested students should contact Career Services.

The Andrew J. Gold and Dori Katz Fund for Human Rights was established by two members of the faculty in 1998 to honor Andrée Guelen Herscovici, the Reverend Father Bruno, and the Walschots, a Flemish family, all of whom were instrumental in saving Belgian children (including one of the donors) from the Nazis during World War II, and also to honor countless others who sacrificed in civil rights struggles against racial, religious, and ethnic intolerance in American society and abroad. The income is used to support student research and academic activity in the areas of anti-Semitism, racism, and intolerance leading to violations of fundamental human rights. Students may apply for support from the fund for pertinent research projects, travel, purchase of material, and internships. Application may be made at any time prior to the third week of the spring semester. A committee of faculty members and administrators reviews applications and awards grants. Students interested in seeking a grant should contact either Professor Donna Marciano, director of the Human Rights Program, or Dean of Academic Affairs Melanie Stein.

Scholarships

In general, scholarship grants are awarded only on evidence of financial need. Applications for financial aid must be made on forms required by the Office of Financial Aid, and, in the case of students in college, must be submitted by their published due dates. Complete details concerning financial aid and the continuation of scholarship grants will be found in the Financial Aid section.

Scholarships

ALA Bantam Bold Scholarship—Gift of Rose G. and Peter D. Edwards '78 of Chevy Chase, MD to support the tuition and expenses of a graduate of the African Leadership Academy.

Alpha Delta Phi Scholar—Annually funded by gifts from Phi Kappa Educational Foundation. The fund is to be used for scholarship purposes for qualified Trinity students with preference given to members of Alpha Delta Phi (ADP).

Agnes K. Ahern Scholarship—Gift from the estate of Edward F. Ahern III in memory of Agnes K. Ahern for qualified Trinity students with preference given to those pursuing studies at the Center for Caribbean Studies.

George I. Alden—gifts from the George I. Alden Trust of Worcester, MA.

Alpha Chi Rho—two scholarships with preference to children of past fraternity members.

American Society of Mechanical Engineers (ASME)—awarded annually by the Hartford Section of the ASME to a full-time Trinity College engineering major, concentrating in mechanical engineering, with above average academic standing.

Anonymous—given by an anonymous alumnus in 2002.

Anonymous—given by an anonymous donor in 2006.

Walker Breckinridge Armstrong—bequest of Walker Breckinridge Armstrong '33 of Darien, CT.

Arrow-Hart & Hegeman Electric Company—given by Arrow-Hart, Inc., of Hartford, with preference to sons and daughters of company employees.

Clinton J., Jr. and Gertrude M. Backus—given by Gertrude M. and Clinton J. Backus, Jr., 1909, of Long Beach, CA.

Bancroft Family—gifts of Barbara S. and Thomas M. Bancroft, Jr. P'93, '10, of East Norwich, NY.

William Pond Barber—bequest of William P. Barber, Jr. '13 of St. Petersburg, FL.

Robert W. Barrows Memorial—bequest and gifts in memory of Robert W. Barrows '50 of West Hartford, CT. Preference is given to minority students from greater Hartford.

Robert A. and Ruth A. Battis—gifts in honor of the retirement of Dr. Robert A. Battis, Professor of Economics at the College, with preference given to students majoring in economics.

Joel, Thelma, and Florence Beard—gift of Mrs. Florence Beard of Kihei, HI, in memory of her husband, Joel Beard '22.

Isbon Thaddeus Beckwith—bequest of the Rev. Isbon Thaddeus Beckwith, Hon. 1898, of Atlantic City, NJ.

Edward Beirponch—bequest of Edward Beirponch. Awarded annually to a student ranking in the upper quarter of his or her class, and who majors in or intends to major in economics.

James F. Belfiore '66—given by Harper and Whitfield, P.C. of Simsbury, CT, friends, classmates, and family in loving memory of James F. Belfiore '66.

Charles J. Bennett Memorial/Hartford Rotary—given by the Trustees of the College, the Rotary Club of Hartford, family, and other friends in memory of Charles J. Bennett, Engineer, of Hartford, for students majoring in engineering or the natural sciences with preference for students from the Hartford area.

James E. and Frances W. Bent—bequests of James E. Bent '28 and Frances W. Bent for deserving students who have exhibited academic excellence.

Walter Berube—bequest of Mr. Walter Berube '23, of West Hartford, CT.

Bessette Family—gifts of Andy F. Bessette P'10, of Orono, MN. Mr. Bessette served as a Trustee of the College from 2007 to 2012.

Bethlehem Steel Corporation—given by Bethlehem Steel Corporation.

Bishop of Connecticut—given by The Rt. Rev. Walter H. Gray, D.D., Hon. '41, of Hartford, former Trustee of the College, for students from the greater Hartford area.

Black American Alumni—gifts from alumni, with preference given to Black American students.

Grace Edith Bliss—given by Grace Edith Bliss of Hartford for students from the greater Hartford area.

Blume Family—gifts from Dr. and Mrs. Marshall E. Blume '63, of Villanova, PA. Dr. Blume was a Trustee of the College from 1980 until 1986.

Robert A. and Suzanne E. Boas—gifts of Robert A. Boas '67 and Suzanne E. Boas of Atlanta, GA.

Henry E. Bodman Memorial—given by Mrs. William K. Muir of Grosse Pointe Farms, MI, in memory of her father, Henry E. Bodman.

Kathleen O'Connor Boelhouwer '85 Memorial—given by family, friends, classmates, and colleagues in loving memory of Kathleen O'Connor Boelhouwer '85 of Farmington, CT. Awarded with preference for students who attended Miss Porter's School in Farmington prior to matriculation at Trinity.

Bogle Family—gifts of Emily Latour Bogle '79 and Harold W. Bogle of Bronxville, NY. Ms. Bogle served as a Trustee of the College from 2006 to 2014.

George Meade Bond—bequest of Mrs. Ella Kittredge Gilson of Hartford, in memory of George Meade Bond, Hon. '27.

Michael E. Borus—gifts of family, friends, and colleagues in memory of Dr. Michael E. Borus '59 of South Orange, NJ.

Bob '67 and Barb Bose—gifts of Barbara W. and Robert A. Bose, '67 of Hertford, NC. Income from the fund to be used for scholarship purposes for qualified Trinity students with no restrictions.

Mark C. Boulanger Memorial—gifts from family and friends in memory of Mark Christopher Boulanger '82 of Glastonbury. Awarded to juniors and seniors majoring in computing or involved in the work of the computer center.

Garrett D. Bowne—bequest of Mary Gormly Bowne of Pittsburgh, PA, in memory of her husband, Garrett D. Bowne 1906.

John F. Boyer Memorial—given by Francis Boyer, Hon. '61, of Philadelphia, PA, in memory of his son, John Francis Boyer '53. Preference will be given to juniors and seniors of the Delta Psi fraternity.

Lucy M. Brainerd Memorial—given by Lyman B. Brainerd '30, Hon. '71, of Hartford, Trustee Emeritus of the College, in memory of his mother.

C. B. Fiske Brill—proceeds from a life income fund established by Col. C. B. Fiske Brill '17, of Tallahassee, FL.

Thomas Brodsky '05 Family—given by Estrellita and Daniel Brodsky of New York City, in honor of their son, with preference for students from urban areas.

Harriet E. and David H. Bromberg '44—gifts from the children of David H. Bromberg '44, with preference given to students from the greater Hartford area.

Susan Bronson—bequest of Miss Susan Bronson of Watertown, CT.

Gladys Brooks Fund for Presidential Scholars—gift of the Gladys Brooks Foundation to support Presidential Scholars.

Brownell Club—gift from the Alumni Association of the Brownell Club for needy and deserving students from the Hartford area.

Daniel S. Buchholz '98 Memorial—given by Alan and Donna Carty Buchholz P'98 of Naples, FL, in memory of Daniel Buchholz '98 and in honor of his involvement in the Mathematics Department. Awarded with preference for students who are majoring in mathematics and who have completed their first year at Trinity.

Elfert C., Billie H., and Alfred C. Burfeind Memorial—gifts of Alfred C. Burfeind '64 and Lynne O. Burfeind MA '82 of Hartford, in memory of his parents, and augmented by gifts from family, friends, and colleagues in memory of Mr. Burfeind.

J. Wendell and Ruth Burger Memorial—gifts in memory of Professor and Mrs. J. Wendell Burger of West Hartford, CT. Dr. Burger was Chairman of the Biology Department.

Peter M. Burns, Jr. '97 Memorial—gifts of Timothy Walsh, 1985, and Mary Casner Walsh of Westport, CT, with a preference given to students who have demonstrated leadership skills.

Raymond F. Burton—gift of Raymond F. Burton '28, of East Canaan, CT.

John Mark Caffrey Memorial—gift from Dr. James M. Caffrey, Jr. '41 in memory of his son. Preference is given to residents of the greater Hartford area.

Donald E. Callaghan '68, P'96—gifts of Donald E. Callaghan '68 P'96, of Bryn Mawr, PA.

Franca Trinchieri Camiz Memorial—gifts from sisters Camilla Trinchieri and Carol T. Sutherland, in memory of Franca T. Camiz, a faculty member of Trinity College's Rome Campus, to provide assistance to students in the Rome Program who have an excellent academic record in Art History.

John E. Candelet—gifts of John D'Luhy '55, of Spring Lake, NJ, in memory of John E. Candelet, George M. Ferris Lecturer in Corporation Finance and Investments from 1946 until his death in 1959. Provides scholarship aid to a student majoring in economics with a grade point average of 3.5 or higher in economics, and who aspires to play a leadership role in business or academic life in economics post-graduation.

Frederic Walton Carpenter—given by members of the family of Frederic Walton Carpenter, J. Pierpont Morgan Professor of Biology, for students in biology.

Cazenovia District High School—gift from Nicholas J. Christakos '52 and Harriet Hart Christakos for worthy and deserving student(s) from Cazenovia High School located in Cazenovia, NY.

Charles G. Chamberlin "A"—bequest of Charles G. Chamberlin 1907, of West Haven, CT, awarded to resident of West Haven or New Haven County.

Thomas M. Chappell '66 Bantam Bold 1823 Scholarship Fund—Gifts of Thomas M. Chappell '66 of Kennebunk, ME. These gifts will be used for scholarship purposes for qualified Trinity students who are participants in the 1823 Scholarship Program at the College.

Professor John H. Chatfield '64—Gifts of Robert J. Aiello '81, of Maspeth, NY; Peter J. Whalen '81, of Northampton, MA; and others, in honor of John H. "Jack" Chatfield '64, professor of history, on the occasion of his retirement from Trinity in 2011.

Samuel and Tillie D. Cheiffetz—bequest of Samuel Cheiffetz of West Hartford, CT.

Harold N. Christie—bequest of Harold N. Christie, Class of 1911, of Point Pleasant, NJ.

Irene, Lester, and Stephen Clahr '60—bequest of Stephen D. Clahr, Class of 1960, of London, England, to provide tuition assistance for financially needy students.

Andrew J. Clancy '07 Memorial—given by Bernard and Janice Clancy of Lowell, MA in memory of Andrew J. Clancy '07 and his grandmother Aurore Clancy.

Class of 1916 Memorial—given by the Class of 1916 at their 40th Reunion and subsequently, with affection and gratitude to Alma Mater, and in memory of their deceased classmates.

Class of 1918 Memorial—established initially in 1964 by a gift from Joseph Buffington, Jr. '18, of Sewickley, PA, and substantially increased by gifts from members and friends of the Class at their 50th Reunion in 1968, in memory of deceased classmates and of Laurence P. Allison, Jr., a friend of the Class.

Class of 1926 Memorial—given by the Class of 1926 at their 50th Reunion and subsequently, with affection and gratitude to Alma Mater, and in memory of their deceased classmates.

Class of 1934—established in 1959 by Nathaniel Clark '34 and subsequently augmented by gifts from class members and accumulated income. Designated for scholarship purposes by members of the Class of 1934 at their 50th Reunion.

Class of 1935 Memorial of William Henry Warner—given by the Class of 1935 at their 25th Reunion in honor of their classmate who was killed in World War II.

Class of 1939 Memorial—gifts from members and friends of the Class of 1939 at their 50th Reunion in memory of their deceased classmates.

Class of 1940—given by the Class of 1940 at their 25th Reunion and designated for scholarship purposes by the Class at their 50th Reunion.

Class of 1952 William J. Goralski '52—gifts of classmates and friends in honor of William J. Goralski '52.

Class of 1957—gifts from the Class of 1957 in anticipation of their 30th Reunion in June 1987. Preference given to direct or ancillary descendants of the Class of 1957.

Class of 1959—given by members of the Class of 1959 to provide financial aid to qualified Trinity students who experience a sudden need for special or increased financial assistance in order to continue their studies without undue stress or interruption.

Class of 1960 Fund for Presidential Scholars—gifts from members of the Class of 1960 on the occasion of their 50th Reunion in 2010, to support financial aid for Presidential Scholars at the College.

Class of 1961—given by members of the Class of 1961 in celebration of their 50th Reunion.

Class of 1962—given by members of the Class of 1962 in celebration of their 50th Reunion.

Class of 1963—gifts from members of the Class of 1963 on the occasion of their 25th Reunion in 1988 and augmented by subsequent gifts. Provides an annual grant aid supplement and a summer stipend to undergraduates exhibiting exceptional financial need and unusually strong academic and personal qualities.

Class of 1964—given by members of the Class of 1964 in celebration of their 50th Reunion, for students with demonstrated financial need and demonstrated scholastic excellence.

Class of 1965 President James F. Jones, Jr.—given by members of the Class of 1965 on the occasion of their 50th Reunion in honor of President James F. Jones, Jr., twenty-first president of the College, and his distinguished service to Trinity.

Class of 1966—gifts from members of the Class of 1966. Income from the fund is to be used for scholarship purposes for qualified Trinity students who demonstrate scholastic excellence. In celebration of their 50th Reunion in 2016, the members released the income for scholarship purposes.

Class of 1967—given by members of the Class of 1967 for students with demonstrated financial need and demonstrated scholastic excellence. In celebration of their 50th Reunion in 2017, the members released the income for scholarship purposes.

Martin W. Clement—given by his wife, Elizabeth W. Clement, and children, Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement 1901, Hon. '51, of Philadelphia, PA, a former Trustee of the College, with preference given to students from the Delaware Valley region.

Samuel Barbin Coco—gift of Hannalou and Samuel B. Coco in honor of their daughter, Caroline S. Coco '85, for a rising junior to spend the fall or spring semester at the Trinity College Rome Campus. Preference will be given to students pursuing Italian Studies.

Archibald Codman—given by Miss Catherine A. Codman, the Rt. Rev. Robert Codman 1900, and Edmund D. Codman of Portland, ME, in memory of their brother, the Rev. Archibald Codman, Class of 1885, for students nominated by the Bishop of Maine or by the College if no nominations are made by the Bishop.

David L. and Marie-Jeanne Coffin—gift of David L. Coffin, Hon. '86, of Sunapee, NH, a former Trustee of the College, with preference to students from the Windsor Locks area.

Jan Kadetsky Cohn Memorial—gifts of members of the Trinity College community, family, and friends of Jan Kadetsky Cohn, G. Keith Funston Professor of American Literature and American Studies and first woman Dean of the Faculty at Trinity College. Awarded with preference to an upper-class student in the humanities.

Richard H. Cole—given by Richard H. Cole of Hartford.

Martin and Kathryn Coletta—bequest of Martin M. Coletta, Esq. '26, of West Hartford, CT.

Collegiate—gifts for scholarship purposes where a special scholarship was not designated.

Concordia Foundation—given by the Concordia Foundation Trust.

Connecticut Alpha Chapter of Phi Kappa Psi—preference given to children of alumni members from Trinity's Chapter of Phi Kappa Psi.

Connecticut General Insurance Corporation (CIGNA)—given by the Connecticut General Insurance Corporation, now known as CIGNA. Preference given to minority students.

E. C. Converse—bequest of Edmund C. Converse of Greenwich, CT.

Thomas W. Convey—gift of Thomas W. Convey '32, of Gorham, ME. Awarded with a preference to residents of the state of Maine.

Harold L. Cook—bequest of The Rt. Rev. Monsignor Harold L. Cook '47, of Plymouth, IN, for pre-medical or pre-theological students.

Charles W. Cooke Memorial—bequest of Irene T. Cooke of Wethersfield, CT in memory of her husband Charles W. Cooke '14, with preference for students majoring in engineering.

Cornerstone Campaign for Trinity College—established with contributions to the Cornerstone Campaign for Trinity College (2006-2012) for scholarship aid.

Linley R. and Helen P. Coykendall—gifts of Robert D. Coykendall '59, of East Hartford, CT in honor of his parents, with preference to students from East Hartford and Manchester.

Craig Family Memorial—established in memory of Philip D. Craig '55 and Douglas W. Craig '64 by their parents, Edgar H. Craig '34 and Elizabeth Pelton Craig. Augmented by gifts in memory of Edgar from his son Roger and six grandchildren. Preference for students with disadvantaged backgrounds.

Dr. Sidney L. and Mrs. Beatrice K. Cramer, Class of 1937—bequest of Dr. Sidney L. Cramer '37. Income to provide an annual scholarship of (up to) \$5,000 to a student (preferably a graduate of Hartford High) who is pursuing a pre-med course of study at Trinity.

William and Adeline Croft—bequest of Adeline R. Croft of Washington, D.C., a long-time friend and client of George M. Ferris, Sr., Class of 1916. Mrs. Croft was a concert pianist and gave recitals in many cities along the East Coast during her active lifetime. Preference is given to students majoring in music.

Cuminale Family—gifts of Cynthia A. and James W. Cuminale, '75, P'09, of Darien, CT and their daughter, Jennifer A. Cuminale, 2009. Income from the fund is to be used for scholarship purposes for qualified Trinity students with no restrictions.

William E. Cunningham, Jr. '87 and Sandra Cunningham Family—gifts of William E. Cunningham, Jr. '87 and Sandra Cunningham of Cheshire, CT. Mr. Cunningham presently serves as a Trustee of the College.

Jerome C. Cuppia, Jr. and Doris White Cuppia Memorial—proceeds from a life income trust in the names of Jerome C. Cuppia, Jr. '43 and Doris White Cuppia.

Clara S. and Nathaniel B. Curran—gift of Dr. Ward S. Curran '57 of West Hartford, CT in honor of his parents.

Ward S. Curran—gift from Mitchell M. Merin '75 in honor of Professor Ward S. Curran '57, Curran Distinguished Professor of Economics at the College, for meritorious students. Mr. Merin served as a Trustee of the College from 2002 until 2010.

Lemuel Curtis—bequest of Lemuel J. Curtis of Meriden, CT.

Louise C. Cushman—bequest of Mrs. Louise Cogswell Cushman of West Hartford, CT, a devoted friend of the College.

D & L—gifts from the D & L Foundation, Inc., of New Britain, CT, and Mr. Philip T. Davidson '48 of Simsbury, CT, for minority students.

Charles F. Daniels—bequest of Mrs. Mary C. Daniels of Litchfield, CT, in memory of her son.

Harvey Dann—gifts of Harvey Dann '31 of Pawling, NY, increased by gifts from Mrs. Dann and their son, Harvey Dann '72, with preference to a student from Dutchess County, NY.

Darling, Spahr, Young—gifts from members of the Darling family, with preference to students who have significant talent and interest in the performing arts, particularly in music.

Arthur Vining Davis—grant from the Arthur Vining Davis Foundations of Jacksonville, FL.

J. H. Kelso Davis Memorial—gifts of J. H. Kelso Davis 1899, Hon. '23, of Hartford, a former Trustee of the College, and augmented by memorial gifts from family and friends.

Robert V. Davison—bequest of William B. Davison of Pittsburgh, PA in honor of his son, Robert V. Davison '65.

Albert T. and Jane N. Dewey—bequest of Albert T. and Jane N. Dewey of Manchester, CT. Awarded to full students who have been permanent residents of one of the 29 towns of the capitol region of Connecticut with preference given to minority students who meet this criteria.

Jane N. Dewey—gift of Jane N. Dewey of Manchester, CT.

Edward H. and Catherine H. Dillon—bequest of Catherine H. Dillon of Hartford.

Edward S. and Bertha C. Dobbin—given by James C. Dobbin of Inglewood, CA, in memory of his parents, Edward S. Dobbin 1899 and Bertha C. Dobbin.

Matthew Dominski, Sr.—gifts of Matthew S. Dominski, Jr. '76, of Winnetka, IL, in loving memory of his father, for qualified public school students from the state of Connecticut, with a strong preference for students who reside in Connecticut communities that rank in the lower 50 percent in per capita income based on the latest current data available.

Donovan Family—gifts of Peter F. Donovan '75, P'15 of Westwood, MA, to provide scholarships to students with demonstrated financial need, with preference to be given, when possible, to graduates of Nativity Preparatory School in Boston, MA.

Ida Doolittle Memorial—gift of Dr. Howard D. Doolittle '31, of Stamford, CT, with preference for students who have “open minds and are interested in working on city problems.”

George William Douglas—given by the Rev. George William Douglas 1871 M.A. 1874, Hon. 1895, of New York City.

Peter W. Duke '77 Memorial—gifts received from the family of Peter W. Duke '77, with preference for students from the greater Denver area. If in any particular year there are no students who fit this description, preference will be given to students from the West Coast.

Fern McHan Duncan—gift of Debbie F. Cook of New Britain, CT, in celebration of the life and memory of her mother, Fern McHan Duncan. Mrs. Cook has been a long-time employee of Trinity and presently serves as the College's switchboard operator.

Lyon H. Earle, Jr., M.D. Memorial—gifts from the family of Lyon H. Earle, Jr., M.D. '42 of West Hartford, CT, with preference for junior and senior students actively involved in the life of the College community and who are intending to become medical doctors.

Alfred J. and Elizabeth E. Easterby—given by Charles T. Easterby '16 of Philadelphia, PA, in memory of his father and mother.

William S. Eaton Memorial—given by Mrs. Julia Allen Eaton of Hartford and others, in memory of her husband, William S. Eaton 1910.

Jacob W. Edwards Memorial—given by relatives and friends in memory of Jacob W. Edwards '59, MA'64, for a student who has completed the freshman year.

Rose and Peter D. Edwards '78—given by Rose and Peter D. Edwards '78, of Chevy Chase, MD, in memory of Professor of Sociology Norman Miller and in honor of Professor of English James A. Miller.

Egan Family—gift from Raymond C. Egan '66, of Princeton, NJ, for deserving minority students at the College.

William C. Egan '68 Family—gift of William C. Egan '68 of Skillman, NJ with a preference for students from Princeton, NJ, and surrounding communities.

Leonard A. Ellis—bequest of Leonard A. Ellis 1898 of San Diego, CA.

Elizabeth Elting '87 Bantam Bold 1823 Scholarship Fund—Gifts of Elizabeth Elting '87 of New York, NY. These gifts will be used for scholarship purposes for qualified Trinity students who are participants in the 1823 Scholarship Program at the College.

James S. and John P. Elton—given by James S. Elton and John P. Elton 1888, of Waterbury, CT, a former Trustee of the College.

Emily and Jerome Farnsworth '60 Prize in Education—gift of anonymous donors for students who demonstrate all-around ability and who possess those qualities necessary to make a significant contribution to the College and to society, regardless of any other financial resources available to such students.

Betty Foster Feingold and Bertram E. Feingold '64 Family—given by Dr. and Mrs. Bertram E. Feingold '64 of Scottsdale, AZ, with preference for students who have demonstrated a commitment to public service in their high school years, students who were participants in the Boys & Girls Club of America, and/or students interested in the study of math and science.

Gustave A. Feingold—bequest of Dr. Gustave A. Feingold 1911, of Hartford.

Rabbi and Mrs. Abraham J. Feldman—given by the Trustees of the Congregation Beth Israel of Hartford, for students from the greater Hartford area.

Thomas F. Ferguson '51 Memorial—gifts of Thomas F. Ferguson '51 and Walter R. Ferguson '52, of Manchester, CT, in memory of their father, Ronald H. Ferguson '22.

Fernandez Family Bantam Bold 1823 Scholarship Fund—Gifts of Luis A. Fernandez '11 and Alfonso G. Fernandez '13 of New York, NY. These gifts will be used for scholarship purposes for qualified Trinity students who are participants in the 1823 Scholarship Program at the College.

S. P. and Barr Ferree—bequest of Mrs. Annie A. Ferree in memory of her husband, S. P. Ferree, and her son, Barr Ferree. Augmented with a bequest from her daughter, Annie D. Ferree.

George M. Ferris—gifts of George M. Ferris '16, Hon.'74, of Chevy Chase, MD, Trustee Emeritus of the College.

Maxime C. and Margherita A. Fidaó—proceeds of a life income fund from Margherita A. and Maxime C. Fidaó '35 of Longmont, CO.

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, a graduate of Lafayette College, with preference for students from the Diocese of Harrisburg or Bethlehem, PA.

Edward Octavus Flagg, D.D.—bequest of Miss Sarah Peters Flagg of Woodcliff Lake, NJ, in memory of her father, a member of the Class of 1848.

James R. Foster '52 and Family—gift of James R. Foster '52, of Highland Park, IL. Awarded with preference for students pursuing the study of political science or the arts.

Andrew H. and Anne L. Forrester—proceeds of a charitable gift annuity from Mrs. Andrew H. Forrester, widow of Andrew H. Forrester '27, and mother of Andrew H. Forrester '61. Augmented by gifts from Andrew '61 and Robert H. Forrester.

Andrew Forrester '61 Scholarship for Entrepreneurial Students—Annually funded by gifts from Andrew H. Forrester '61 of Katonah, NY, and awarded annually to one or more undergraduates with demonstrated need, and who show evidence and inclination for entrepreneurialism in their secondary school records or as current Trinity undergraduates.

Fraternity of I.K.A.—two scholarships with preference to children or grandchildren of alumni members of Trinity's chapter of I.K.A.

William O. Frawley '60—given by Marlynn and William P. Scully '61 of Vero Beach, FL, to honor the memory of Naval pilot William O. Frawley '60.

Anna D. and Malcolm D. Frink—gift of Mr. and Mrs. Malcolm D. Frink of Northampton, MA.

Frank Roswell Fuller—bequest of Frank Roswell Fuller of Hartford.

Elizabeth and Keith Funston—given by G. Keith Funston '32, Hon. '62, of Greenwich, CT, a former President and Trustee of the College, for students who show potential to be "enlightened and self-reliant citizens of American Democracy."

Richard E. Gager '43—gift of the Liana Foundation of Far Hills, NJ, in loving memory of Richard E. Gager '43.

Elbert H. Gary—bequest of Elbert H. Gary, Hon. '19, of Jericho, NY.

Albert L. E. Gastmann—bequest of Albert L. E. Gastmann, who served the College for nearly 40 years as a professor of political science and as a faculty member of Trinity's Rome Campus, with preference for students from the Netherlands or the Netherlands Antilles.

John Curry Gay—bequest of Rev. John Curry Gay of the Archdiocese of Hartford with a preference for undergraduates who have selected American studies as their major area of study.

E. Selden Geer—gifts and bequest of E. Selden Geer, Jr. 1910 of Wethersfield, CT, in memory of the Rev. Flavel Sweeten Luther 1870, a former President of the College, and his wife, Isabel Ely Luther.

James Hardin George—bequest of Mrs. Jane Fitch George of Newtown, CT, in memory of her husband, James Hardin George 1872.

Raymond S. George—bequest of Raymond S. George of Waterbury, CT, for students of the Senior Class who are members of any Episcopal Church or Sunday School in Waterbury.

Joseph V. Getlin—gift from Michael D. Loberg '69, P'00 and Melinda F. Loberg P'00, of Bedford, MA, with preference to qualified St. Louis, Missouri-based students.

Michael P. Getlin '62—given by Marlynn and William P. Scully '61, of Vero Beach, FL, to honor the memory of Marine Captain Michael P. Getlin '62.

George Shepard Gilman—given by the family of George Shepard Gilman 1847 of Hartford.

Louis J. Glaubman '39 Memorial—gifts from family members and friends of Louis J. Glaubman '39, with preference for students from the greater Hartford area.

Alexander A. Goldfarb Memorial—gift of the Alexander A. Goldfarb Memorial Trust. Awarded to a student who is a resident of Hartford. Mr. Goldfarb was a member of the Class of 1946.

Estelle E. Goldstein—bequest of Estelle E. Goldstein of Hartford.

Bishop Gooden Memorial—gift of H. Richard Gooden '63, of Los Angeles, CA, and The Rt. Rev. R. Heber Gooden, S.T.D., Hon. D.D. '63, of Shreveport, LA, in honor of The Rt. Rev. Robert B. Gooden 1902 M.A. 1904, Hon. D.D. '22, with preference for a student from the Harvard-Westlake School, Los Angeles.

Manley J. Goodspeed—gift of Manley J. Goodspeed '45, of Leawood, KS.

Daniel Goodwin—bequest of Daniel Goodwin of Hartford.

Grabfield Family—gifts of Philip W. Grabfield '81, of Weston, CT, to provide scholarship aid to a student from the city of Hartford, with preference given to a student of Hispanic descent.

Charles Z. Greenbaum—given by relatives and friends in memory of Charles Zachary Greenbaum '71, of Marblehead, MA, with preference to students majoring in the sciences.

Jacob and Ethel Greenberg—bequest of Jacob Greenberg of Hartford for students in a pre-medical course of study.

Griffith—bequests of John E. Griffith, Jr. '17 and George C. Griffith '18.

David M. Hadlow—gifts from family and friends in memory of David M. Hadlow '25, of Sherman, CT.

Thomas J. and Frank A. Hagarty—Bequest of Thomas J. Hagarty, Esq., '35, of West Hartford, CT, in honor of his brother Frank A. Hagarty '38 to provide scholarship assistance based on consideration of financial need and academic merit, with preference for upper-class students.

Herbert J. Hall—gift of Herbert J. Hall '39, of Skillman, NJ. Awarded with preference to students majoring in the sciences or a fellowship for post-graduate study.

Karl W. Hallden Engineering—given by Karl W. Hallden 1909, Hon. '48 and Hon. '55, of Thomaston, CT, for students in engineering. Mr. Hallden served as a Trustee of the College from 1951 to 1970.

Ernest A. Hallstrom—bequest of Ernest A. Hallstrom '29, of Hartford, CT.

Jeremiah Halsey—bequest of Jeremiah Halsey, Hon. 1862, of Norwich, CT.

Florence S. and Muriel Harrison—given by The Rev. A. Palmore Harrison '31, of Dallas, TX, and friends and family, in memory of his wife and daughter. Increased by gifts in memory of Mr. Harrison.

James Havens—given anonymously in honor of Mr. Havens.

Dorothy Haynes Family—bequest from Dorothy F. Haynes of West Hartford, CT, with preference to students pursuing study in fine arts.

William Randolph Hearst—gift from the Hearst Foundation, Inc.

Nancy T. Hector '78 Family—gift of Nancy T. Hector, 1978, of Coral Gables, FL with preference given to students studying in the humanities.

Anna C. Helman—gift of Rabbi Leonard A. Helman '48, of Santa Fe, NM. Awarded to students from the Hartford area who commute to Trinity.

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.

Maurice J. Hoffman/Bernard H. Rosenfield—gifts of Peter A. Hoffman '61, and other members and friends of the Hoffman family to assist students who have earned at least one full year of college academic credit at Trinity College and who experience a sudden need for special or increased financial assistance in order to continue their studies at Trinity without undue stress or interruption.

Albert E. Holland Memorial—gifts from family and friends of the late Albert E. Holland '34, M'58, Hon. '66, a valued member of the Trinity administration for 20 years, concluding his tenure as vice president in 1966.

Thomas Holland—bequest of Mrs. Frances J. Holland of Hartford, daughter of Bishop Brownell, the founder of the College, in memory of her husband, Thomas Holland, for three modest stipends to the students attaining the highest rank in the junior, sophomore, and freshman classes. Funds from the bequest also support needy students with outstanding academic achievement.

Marvin E. Holstad—gift of Mrs. Audrey Holstad of West Hartford, CT, in memory of her husband, Marvin E. Holstad M.A. '65, with preference given to disadvantaged minority students.

Thurman L. Hood—given by the family and friends in memory of Dr. Thurman L. Hood, former dean and professor in the Department of English.

Richard K. Hooper—given by Richard K. Hooper '53, of New York City.

Rex J. Howard—bequest of J. Blaine Howard in memory of his son, Rex J. Howard '34, for a student in the Department of English.

Illinois—a special fund established in 1948 for young men and women who reside in the state of Illinois. Awarded on the basis of intellectual distinction, character, leadership ability, and need.

Charles and Winifred Jacobson Memorial—given by Charles E. Jacobson, Jr., M.D. '31, of Manchester, CT in memory of his parents.

Karen A. Jeffers '76—gifts of Karen A. Jeffers '76, with preference for students from the city of Bridgeport, CT. If a qualified student cannot be identified, preference will be given to students from other urban areas. Ms. Jeffers served as a Trustee of the College from 1992 to 1998.

Daniel E. Jessee—given by Carl W. Lindell '37 in memory of Daniel E. Jessee, a former football, baseball, and squash racquets coach at the College.

Christian A. Johnson—gift of the Christian A. Johnson Endeavor Foundation of New York City.

Dorothy A. and Glover Johnson—given by Dorothy A. and Glover Johnson '22, Hon. '60, of New Rochelle, NY, Trustee of the College from 1962 to 1973.

Harry E. Johnson—bequest of Katherine W. Johnson of Hartford in memory of her husband.

Oliver F. Johnson Memorial—gifts from family and friends in memory of Oliver F. Johnson '35 of West Hartford, CT, for students from the greater Hartford area. Mr. Johnson was a loyal and active alumnus of Trinity College.

R. Sheldon Johnson Family—gift from R. Sheldon Johnson, parent of Robert S. Johnson III '00 of Rowayton, CT, with preference given to students from New York City.

James F. Jones, Jr.—gifts of an anonymous donor in honor of James F. Jones, Jr., Trinity's 21st President. Provides unrestricted financial aid.

Joslin Family Scholarship in Memory of Joseph C. Clarke—gifts from the family of Raymond E. Joslin '58. Awarded in memory of Joseph C. Clarke to graduates of public school systems.

Katzman Family—gift of Elliot M. and Donna M. Katzman P'05, of North Andover, MA.

George A. Kellner '64—gift of George A. Kellner '64 of New York City, with a preference to children of employees of not-for-profit educational or research institutions. Mr. Kellner served as a Trustee of the College from 1990 to 2000 and again from 2003 to 2011.

George A. Kellner '64 Fund for Presidential Scholars—gift of George A. Kellner '64, of New York, NY, to support the College's Presidential Scholars. Mr. Kellner served as a Trustee of the College from 1990 to 2000 and again from 2003 to 2011.

Frank A. Kelly 41 and Florence Sullivan Kelly—Life-income gift of Frank A. Kelly, 1941, and Florence Sullivan Kelly of Newington, CT.

Timothy Kelly '90 Memorial—gifts from friends and family of Timothy Kelly, a member of the Class of 1990, who died of cancer and did not graduate from the College.

Timothy Peter Kelly Memorial—gift in memory of Timothy Peter Kelly from his father, Brian W. Kelly, mother, Susan Kelly, and brother, Brian T. Kelly. Awarded to a student who has graduated from Farmington High School in Farmington, CT, with preference for a member of Trinity's freshman class. If there is no qualifying freshman, then to a sophomore, then a junior, then a senior, respectively.

Betty W. Kelsey—bequest of Mrs. Betty W. Kelsey of West Chatham, MA, mother of Ward T. Kelsey '65.

Kelter Family—gift of Jeffrey E. Kelter '76, of Glen Cove, NY to encourage diversity in all its forms, with preference given to students from western Long Island, NY. Mr. Kelter presently serves as a Trustee of the College.

Lewis S. Keyes—bequest of Lewis S. Keyes '58, M'60, of Norfolk, VA, to provide tuition assistance with a preference for chemistry majors.

Kirk Family—gifts of J. Alexander Kirk '81, of New York, NY.

Kleinert Family—gifts of Christine Kleinert, '82 and Robert Kleinert of Greenwich, CT. Income from the fund is to be used for scholarship purposes for qualified Trinity students who meet the highest scholastic requirements of academic excellence. The recipient will be a female student who has achieved Faculty Honors.

George Kneeland—given by Miss Adele Kneeland and Miss Alice Taintor, both of Hartford, in memory of George Kneeland 1880.

Korengold/Dippell Family—gifts of Daniel L. Korengold '73 and Martha Lyn Dippell of Chevy Chase, MD, with preference given to students hailing from metropolitan Washington, DC.

Jill and Peter S. Kraus '74 Fund for Presidential Scholars—gifts of Jill G. and Peter S. Kraus '74, of New York, NY, for support of the Presidential Scholars. Mr. Kraus served as a Trustee of the College from 1998 to 2006.

Vernon K. Kriebel Memorial—given by relatives and friends in memory of Dr. Vernon K. Kriebel, Scovill Professor of Chemistry, and increased substantially by a bequest and gifts in memory of Mrs. Laura C. Kriebel in 1991.

Josh P. Kupferberg—gift of Dorothy and Jack Kupferberg, in memory of their son Josh P. Kupferberg '73, to encourage the study of the natural sciences and mathematics at the College and to assist academically talented students who intend to study, or are studying, as their major the natural sciences and/or mathematics.

Lenn Kupferberg '73, P'07, Karen Kupferberg '73, P'07 and Beth Kupferberg '07—gifts from the Jack and Dorothy Kupferberg Family Foundation of Flushing, NY.

Karl Kurth—gifts from friends and associates of Karl Kurth in honor of his 30-year tenure in the Athletic Department, for a student who best exemplifies the qualities of sportsmanship, leadership, integrity, and dedication which Professor Kurth so ably demonstrated while at the College.

Kurz Family—given by the Kurz family of Philadelphia, PA, with preference for juniors and seniors majoring in religion.

"Thank You, Dean Lacy" William P. Scully '61—given by William P. Scully '61, of Vero Beach, FL, in honor of O.W. Lacy, who served as Dean of Students from 1958 to 1964. Awarded with preference to students who have returned to the College after an interruption in their studies of one or more semesters.

Larsson Family—gift of Jan L. Larsson '77, of Franklin Lakes, NJ, and members of the Larsson Family. Awarded to a rising junior or senior engineering major who has demonstrated: 1.) excellence in engineering, 2) personal integrity, and 3) dedication to community service activities during his or her college career.

Susanna and Solon Lawrence—gift of an anonymous donor, with preference for students who have thrived in the face of physical disabilities.

Pamela and Nicholas W. Lazares—gift of Pamela and Nicholas Lazares '73, P'08, P'10, of Milton, MA, with a preference for qualified international students from Greece, Cyprus, Turkey, and the Balkans, or to first generation American students whose families emigrated from the regions described.

Jonathan Levin—established by Trinity College in memory of Jonathan Levin '88, for a graduating senior from the William Taft High School. If a qualified candidate cannot be found at Taft, preference will be given to a deserving student from another public high school in New York City.

John Levy and Gail Rothenberg—gifts of John Levy '69, P'04 and Gail Rothenberg P'04 with preference to students from the city of Boston, MA.

Charles W. Lindsey Memorial—gifts from colleagues, friends, and family members of Charles W. Lindsey III following his death in 1992. Awarded with preference to economics majors for study abroad in developing countries, or to students from developing countries for study at Trinity. Professor Lindsey joined the Trinity faculty in 1975 and was a member of the Economics Department.

George Thomas Linsley—bequest of Mrs. Helen L. Blake of Farmington in memory of her first husband, The Rev. George Thomas Linsley, D.D.

Littauer Family—gifts of Mr. and Mrs. Andrew A. Littauer P'09, '12, of Princeton, NJ.

David J. Logan—gift from Gerber Scientific, Inc. of South Windsor, CT, to honor David J. Logan '55, for his outstanding contributions to the company during his 35-year career, Awarded to students intending to study engineering, with preference to students from the greater Hartford area and second preference to students from Connecticut.

Alexander A. Mackimmie, Jr.—given by the family and friends of Alexander A. Mackimmie, Jr., professor of education at the College from 1962 to 1971. Awarded with preference to graduates of Bulkeley High School, Hartford, CT.

Henry F. MacLean Memorial—given by Alison Barbour Fox, Trustee of the College from 1977 to 1986, in memory of her husband, Henry F. MacLean. Awarded with preference for students from Northwestern Regional High School No. 7 in Winsted, CT, where Mrs. Fox once taught. If no students meet this criterion, preference given to students majoring in English.

David and Kathleen Foye MacLennan P '17 '20 Bantam Bold 1823 Scholarship Fund—Gifts of David and Kathleen Foye MacLennan P '17 '20 of Edina, MN. These gifts will be used for scholarship purposes for qualified Trinity students who are participants in the 1823 Scholarship Program at the College.

G. David M. Maletta II Memorial—given by family and friends in memory of G. David M. Maletta '72, P'02, '05, '10, of Greenwich, CT.

Morris M. and Edith L. Mancoll—given by Dr. and Mrs. Morris M. Mancoll '24 of West Hartford, CT.

Stanley J. Marcuss—gifts from Stanley J. Marcuss '63, of Washington, D.C., Trustee of the College from 1982 to 1987, in honor of his father, for students who demonstrate high standards of academic achievement or potential and exhibit a strong interest in world affairs.

John G. Martin—gift from Heublein, Inc., in memory of John G. Martin, for students from the greater Hartford area.

Mathematics—gifts from Betty N. and E. Finlay Whittlesey of West Hartford. Dr. Whittlesey served on the Trinity faculty from 1954 until his retirement in 1998. Increased by a gift in Professor Whittlesey's honor from Irving H. LaValle '60. Awarded with preference for students majoring in mathematics.

Arthur N. Matthews—bequest of Arthur N. Matthews '21, of Windsor, CT. Increased by memorial gifts from family and friends.

Maynard Family—gift of Sarah and Frederick Maynard, parents of Elizabeth A. Maynard, Class of 2007.

McAleer Family—Gifts of Valerie and Andrew A. McAleer, 1980, P'14 of Greenwich, CT. Income from the fund is to be used for scholarship purposes for qualified Trinity students studying in the humanities, with a preference given to English majors.

McArdle Family—gifts of Sonia Flanders McArdle '85, of Chicago, IL.

McBride Family—gift of Mr. and Mrs. Paul F. McBride '78, P'10, of Baltimore, MD. Awarded with preference for students who hail from Baltimore, MD.

George Sheldon McCook Memorial—given by family members in memory of George Sheldon McCook, Class of 1897.

Joseph F. McCrindle—bequest of Joseph F. McCrindle, friend of the College, of New York, NY.

Raymond W. McKee—gifts from Raymond W. McKee '70.

McKittrick-Walker Memorial—bequest from Evelyn O. Walker W'35 of South Lyme, CT.

Donald L. McLagan—gift of Donald L. McLagan '64, of Sudbury, MA, who served as Trustee of the College from 1982 to 1988 and again from 1991 to 2001. Awarded with preference given to minority students.

Donald L. McLagan Fund for Presidential Scholars—gift of Donald L. McLagan '64, of Sudbury, MA, to support financial aid for the Presidential Scholars. The Presidential Scholars are selected yearly from the College's highest rated applicants and receive financial aid based on academic merit. Mr. McLagan served as Trustee of the College from 1982 to 1988 and again from 1991 to 2001.

George Payne McLean—given by Mrs. Juliette McLean of Simsbury, CT, in memory of her husband, George Payne McLean, Hon. '29, former Governor of Connecticut and U.S. Senator.

Arthur "Skip" McNulty '62—gifts from classmates and friends in memory of Arthur "Skip" McNulty '62, with preference given to Trinity students who are children of Episcopal clergy.

Gary W. McQuaid Memorial—gifts from family and friends of Gary W. McQuaid '64, of Hershey, PA.

Caroline Sidney Mears—bequest of J. Ewing Mears 1858, of Philadelphia, PA, in memory of his mother, Caroline Sidney Mears.

Meehan Family—gifts of Peter J. Meehan '62, of Chapel Hill, NC, for qualified Trinity students who are residents of an inner city. Preference will be given to those who are residents of the city of Hartford.

Memorial—gifts in memory of alumni and friends.

Merin Scholarship for Hartford Students—gifts of Mitchell M. Merin '75, of Madison, CT, to aid Trinity students who are residents of Hartford. Mr. Merin served as a Trustee of the College from 2002 until 2010.

Donald Miller—gifts from family, alumni, and friends of retiring football coach Donald Miller.

Mirsky—bequest of Mrs. H. Sarah Mirsky, widow of Aron L. Mirsky '36.

Moak-Trinity—given by C. B. Moak of Miami, FL, with preference for students from Florida.

Dr. Robert A. Moran '85 Scholarship Fund—gift of Dr. Robert A. Moran, 1985 of Delray Beach, FL. Income from the fund is to be used for scholarship purposes for qualified Trinity students studying in the humanities.

Michael A. Moraski '72 Memorial—given by the family and friends in memory of Michael A. Moraski '72, with preference for students from Gilbert High School, Torrington High School, or Litchfield County.

Frank R. Mori Scholarship Fund—Gift of Frank R. Mori P'20 of Westport, CT for qualified Trinity students with no restrictions.

Robert S. Morris—given by Robert S. Morris, 1916, Hon. '65, of West Hartford, CT, Trustee of the College from 1941 until his death in 1971.

Shiras Morris—given by Mrs. Grace Root Morris of Hartford, in memory of her husband, Shiras Morris 1896.

Ora Wright Morrissey—annually funded by Col. Edmund C. Morrissey '52 in memory of his mother, Ora Wright Morrissey. Awarded to students with strong work ethics, positive attitudes, and who have demonstrated strong leadership skills, ambition, and strength of character

Allen C. Morrison—bequest of Mrs. Sara M. Brown of West Hartford in memory of her first husband.

Moses Family—gifts of Alan A. Moses, 1953 and Joanne B. Moses of Saint Helena Island, SC. Income is to be used for scholarship purposes for qualified Trinity students studying in the humanities.

Professor Ralph Moyer—gifts of John D. Gottsch, '72, P'12, of Sparks, MD, in honor of Ralph O. Moyer, Jr., Scovill Professor of Chemistry, for students studying chemistry or biochemistry.

Muller Family—gifts of Robert H. Muller '71, of Ridgewood, NJ.

Robert O. Muller '31—bequest of Josephine D. Muller, of Anderson, SC, in memory of her husband, a member of the Class of 1931.

James J. Murren '83 for Summer Study at the Rome Campus—gift from James J. Murren '83 of Las Vegas, NV, to provide assistance to qualified students for summer study at Trinity's Rome Campus. If, in a particular year, no students fit these criteria, income may be awarded to qualified students for study at the Rome Campus during the academic year.

Paul J. Myerson Memorial—gifts in memory of Paul J. Myerson, M.D. '61, with preference given to greater Hartford residents who have graduated in the top ten percent of their secondary school class.

Clarence E. Needham—bequest of Edith S. Needham of Shaker Heights, OH, in memory of her husband, Clarence E. Needham 1911.

William J. Nelson—bequest of William J. Nelson 1910 of Plaistow, NH, and memorial gifts from his family and friends.

Richard B. and Herbert J. Noble—proceeds from a matured life income fund contributed by Mr. Richard B. Noble '25, of Milford, CT, and Herbert J. Noble '26, of South Glastonbury, CT.

Gustav P. Nordstrom—bequest of Estelle E. Goldstein of Hartford, in memory of Gustav P. Nordstrom '29.

Roy Nutt Memorial—gifts from family and friends in memory of Roy Nutt '53, of Palos Verdes, CA, Trustee of the College from 1983 until his death in 1990.

Remsen Brinckerhoff Ogilby—given by Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr. '34, of Detroit, MI, in memory of the Rev. Remsen Brinckerhoff Ogilby, President of the College from 1920 to 1943.

Mark Deran Ohanian '07—gifts of Bruce and LuAnn Ohanian P'07 through the Deran Hintlian Charitable Foundation, Hartford, CT, in honor of Mark Deran Ohanian '07.

Robert M. Olton '59—given by Robert M. Olton '59 of Danville, CA. Awarded to outstanding students based on demonstrated financial need, with preference given to highly promising students in the field of science (including pre-medicine and neuroscience), engineering, or mathematics.

Raymond and Elizabeth Oosting—gift of Mr. and Mrs. Raymond Oosting of West Hartford, CT with preference for a student who demonstrates exemplary leadership. Mr. Oosting coached Trinity's basketball and track teams for 30 and 25 years, respectively, and was director of athletics from 1934 until his retirement in 1966.

Kay Koweluk Orfitelli Memorial—gift of Mr. William M. Orfitelli '73, of Anchorage, AK, in memory of his wife, who was also a member of the Class of 1973.

Dr. William Anthony Paddon—given by Richard Paddon '42, of Summit, NJ, in honor of his brother, Dr. William Anthony Paddon '35, Hon. '76, with preference to students who have a special interest in public health and a demonstrated concern for others.

Mitchel N. Pappas—given by the family and friends of Mitchel N. Pappas, Fine Arts Professor at Trinity from 1947 to 1971, for students with special promise in the area of studio arts.

Dwight Whitfield Pardee—given by Miss Cora Upson Pardee of Hartford, in memory of her brother, a member of the Class of 1840.

Alexa W. Parsons—given by Alexa W. Parsons, Class of 2012, of Weston, CT, to support qualified Trinity students, regardless of their academic achievements. Preference will be given to those who are majoring (or intend to major) in economics, especially those who demonstrate an interest in studio arts.

Richard B. Pascall—bequest of Richard B. Pascall '35.

Elaine F. Patterson '76—gift from Elaine Feldman Patterson '76, of Los Angeles, CA. Awarded with preference to students from southern California. Ms. Patterson served as a Trustee of the College from 2004 to 2013.

Andrew M. and Margaret B. Paul Family—gifts of Andrew M. and Margaret B. Paul P'12, of Bronxville, NY.

Alfred L. Peiker—bequest of Alfred L. Peiker '25, of West Hartford, CT, and memorial gifts from family and friends, for a student majoring in chemistry.

Clarence I. Penn—bequest of Clarence I. Penn 1912, of New York City.

Penniman Moran Family—gifts of Mary Penniman Moran, 1976, and Garrett M. Moran, of Greenwich, CT, to provide scholarship aid to qualified students who matriculate through the endeavors of the Posse Program. Mrs. Mary Penniman Moran served as a Trustee of the College from 2000 to 2008.

Henry Perkins—bequest of Mrs. Susan S. Clark of Hartford, in memory of her first husband, Henry Perkins 1834, to aid students nominated by the Bishop of Connecticut.

Jeanne and Mitchell Perrin—gifts from Charles Perrin '67 and Robert Perrin '63 in honor of their parents' 60th wedding anniversary. Preference for students from New York City. Charles Perrin served as a Trustee of the College from 2000 to 2008.

Sheila and Charles Perrin '67—gifts from Sheila and Charles Perrin '67, P'99, of North Salem, NY, for students who matriculate through the endeavors of the Posse Program. Mr. Perrin served as a Trustee of the College from 2000 to 2008.

Ida H. and Israel Pomerantz Memorial—gift from Mrs. Israel Pomerantz of Wethersfield, CT in memory of her husband and gifts from Mrs. Pomerantz's son, Morton M. Rosenberg '51, M.A.'52, with preference to students from the Hartford area who are first-generation college students.

John Humphrey Pratt—bequest of John H. Pratt, Jr. '17, of Darien, CT.

The Reverend Joseph Racioppi—proceeds from a life income fund established by The Rev. Joseph Racioppi '17, of Fairfield, CT.

Arnold E. Raether Memorial—gift of Paul E. Raether '68, P'93, '96, '01 in memory of his father.

Raether Family—gift of Mr. and Mrs. Paul E. Raether '68, P'93, '96, '01, of Greenwich, CT. Mr. Raether became a Trustee of the College in 1989 and served as its Chairman from 2002 until his retirement in 2014.

Raether 1985 Charitable Trust for Presidential Scholars—gifts Paul E. Raether '68, P'93, '96, '01, of Greenwich, CT, to support financial aid for Presidential Scholars. Raether became a Trustee of the College in 1989 and served as its Chairman from 2002 until his retirement in 2014.

Mark Rainsford/Daniel North—gift from Daniel F. North '42, of Litchfield, CT, in memory of his classmate Mark Rainsford, with preference to students who intend to major in studio arts or English literature. Preference will be given to candidates from membership in traditionally marginalized groups, candidates from the neighborhoods surrounding Trinity College, and candidates who are the first members of their family to attend college.

Frank Melvin Rathbone—proceeds from a charitable remainder annuity trust from Louise Rathbone, daughter of Frank Melvin Rathbone 1906.

Amos Elias Redding—gifts from friends and colleagues in memory of Amos E. Redding 1916.

Thomas D. Reese '62—given by Marlynn and William P. Scully '61, of Vero Beach, FL, to honor the memory of Thomas D. Reese '62.

William W. Reese II '63—gift from an anonymous donor in memory of Mr. William W. Reese II, a 1959 graduate of the Millbrook School and a 1963 graduate of Trinity College. He was a captain in the United States Air Force and beloved by his soldiers.

J. Ronald Regnier/University Club—gifts from members of the University Club of Hartford and other friends and colleagues in memory of J. Ronald Regnier '30.

Gertrude B. and John R. Reitemeyer—bequest of Mrs. Gertrude Reitemeyer of Barkhamsted and West Hartford, CT, in honor of her husband, John R. Reitemeyer '21, who served as a Trustee of the College from 1950 to 1973 and Trustee Emeritus until his death in 1979. Awarded to students whose immediate families are residents of Connecticut.

Governor Abraham A. Ribicoff—given by the Suisman Foundation, Inc., of Hartford, in honor of former Connecticut Governor Abraham A. Ribicoff, Hon. '55.

Walter J. and Eleanor Ward Riley—bequest of Walter J. Riley '26 and Eleanor Ward Riley.

Maria L. Ripley—bequest of Miss Maria L. Ripley of Hartford.

Kathryn M. Rockwell—bequest of Kathryn M. Rockwell, mother of Bruce M. Rockwell '60.

Stephen G. Romaine '50 and Nellie Uccello Romaine M'60—gift of Nellie Uccello Romaine M'60, of Hartford, in loving memory of her husband, Stephen G. Romaine '50, with preference for students majoring in the sciences or the arts.

Gerald Francis Rorer—gift from Gerald B. Rorer and Elizabeth K. Rorer P'00, '03 in memory of Gerald's father.

John Rose Organ Scholarship—gift of Eleanor J. and Willard R. Seipt, of Tryon, NC, friends of the College, in honor of Mr. John Rose, College Organist and Director of Chapel Music, with preference for students studying organ at Trinity College or pursuing study in the field of music. In the absence of qualified organ students, it will be awarded to qualified students pursuing studies in music or to students who contribute significantly to the musical life of the College.

Rosen Family—gift of the Jeffrey Rosen family of New York City with preference for students who participate and/or pursue studies in dramatic arts including creative writing, performance, film studies, playwriting, and theater.

Charlotte H. Ross '10—given by E. Burke Ross P'10, of Palm Beach, FL, in honor of his daughter.

Ruth B. Rouse—bequest of Ruth B. Rouse of Wethersfield, CT, a friend of the College along with her husband, Elmer, since the early 1950s.

H. Ackley Sage—bequest of Mrs. Lydia Sage of Pompano Beach, FL, in memory of her husband, H. Ackley Sage 1914.

Daniel and Sheila Saklad—gift from Daniel Saklad '64, of Wilmington, NC, and Charlottesville, VA, for students who meet one of the following conditions: 1) scholars who reside in the greater Boston area, with preference given to graduates of Belmont High School; or 2) scholars who reside in the state of North Carolina, with preference given to residents of Wilmington.

Henry F. Saling—bequest of Henry F. Saling, friend of the College. For a student studying in a pre-medical program.

Bishop Harold E. Sawyer—bequest of The Rt. Rev. Harold E. Sawyer, 1913 of Ivoryton, CT.

Irma Klein Schachter and Joseph H. Schachter '48 Endowed Fund—gifts of Irma Klein Schachter and Joseph H. Schachter 1948, of Westport, CT. Income from the fund is to be used for scholarship purposes for qualified Trinity sophomores, juniors, or seniors, with preference for students from the state of Connecticut.

Ethel and Max Schader Memorial—gifts of Margaretha and Bertram R. Schader '56 of Madrid, Spain, Marcia C. Sherman, Byron K. Schader, and others. Preference is given to Jewish students.

Margaret and Eric Scheyer '87 Family—gifts of Margaret and Eric J. Scheyer '87, of Glencoe, IL.

Schnadig Family—gift of David L. Schnadig '86 of New York, NY, 1986. Income from the fund is to be used for scholarship purposes for qualified Trinity students who demonstrate financial need.

Sam and Dora Schneider—gift of Allen M. Schneider '60, of Swarthmore, PA, in loving memory of his parents. Awarded to students with demonstrated financial need and scholastic excellence.

Osmon H. Schroeder and Leota Schroeder Barber—bequest from Leota S. Barber of Pinellas County, FL.

Peter A. Schwartzman '88—gifts of Peter A. Schwartzman '88, of Darien, CT.

Senior Class—annually funded by the College's senior class to provide scholarship aid to qualified students during their freshman and sophomore years.

Senior Class Endowed—funded by contributions from undergraduates presented to the College as a Senior Class Gift, for a rising senior who has not previously shown financial need.

Thomas A. Shannon—bequest of Thomas A. Shannon '25, of West Hartford, CT.

Lester E. Shippee—gift of Mr. Lester E. Shippee of Bloomfield, CT, in honor of James F. English, Jr., Hon. '89, President of Trinity College from 1981 until 1989.

Helena K. and Elmer L. Smith—gift of David R. Smith '52, P'78, '82, '87, '87, '95, '99, of Greenwich, CT, in memory of his parents. Mr. Smith served as a Trustee of the College from 1980 to 1982 and again from 1983 to 1989.

Harold and Irene Smullen—gift from Mary and Harold A. Smullen, Jr. '76 of West Hartford, CT, with preference to a public high school student from the state of Connecticut. Mr. Smullen served as a Trustee of the College from 2004 to 2007.

Charles Byron and Ila Bassett Spofford—bequests of Charles Byron Spofford, Jr. '16 and his wife, awarded to rising juniors and seniors.

Dallas S. Squire—bequest of Dallas S. Squire '15, of Oceanside, CA, 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, Hon. '83, of Brookline, MA, in honor of his mother. Dr. Starkey served as a Trustee of the College from 1966 to 1990.

General Griffin A. Stedman, Jr.—given by Miss Mabel Johnson of Hartford, in memory of her uncle, Brig. Gen. Griffin Alexander Stedman, Jr. 1859, M.A. 1863.

Elliott K. and Josephine H. Stein—gift from Josephine H. Stein in memory of her husband, Elliott K. Stein '44, with preference to students from Hartford County, CT, who intend to major in history or economics.

Stern Family—given by Mr. and Mrs. Mark S. Stern '77, P'11, of New York City, to provide financial aid to qualified students, with preference given to graduates of public school systems.

Robert C. Stewart—given in honor of Professor Robert C. Stewart, who retired after 46 years with the Mathematics Department, to a student who has demonstrated an interest in teaching.

Mitchell B. Stock—given by Mitchell B. Stock of Bridgeport, CT.

Arthur B. Stolz—bequest of Arthur B. Stolz '35, of Washington, D.C.

Ralph W. and Evelyn B. Storrs—bequest of Evelyn B. Storrs, of West Hartford, CT for students planning to enter medicine as a profession.

George R. Stubbs—bequest of George R. Stubbs '40, of Coconut Creek, FL, to support undergraduate residents of the state of Connecticut.

Sturgess Family—gift of Catharine S. and Jeffrey C. Sturgess '71, P'07, of New Canaan, CT.

The Student Government Association Student Activities Scholarship Award—established in 1991 to recognize Trinity students who demonstrate extensive involvement in student activities and exhibit superior student leadership. The recipients are chosen annually by the Student Government Association.

Suh Family—gifts of Mr. and Mrs. Dong S. Suh of New York City, parents of Eugene Suh '90 and Sharon Suh '91, with preference given to Asian students.

Edward A. and Etta W. Suisman—established with a distribution from the estate of Edward A. Suisman of West Hartford, CT, to be used for scholarship purposes.

Suisman Foundation, Inc.—given by the Suisman Foundation, Inc., of Hartford.

Samuel C. Suisman—given by the Suisman Foundation, Inc., of Hartford, with preference to a rising senior who has made substantial contribution in extracurricular activities and has shown general leadership qualities.

Samuel C. and Edward A. Suisman—given by Samuel C. Suisman and Edward A. Suisman, Hon. '71, of West Hartford, CT.

Summit—established by the Board of Trustees and awarded to incoming students at admission in special recognition of their exceptional personal qualities and character, as well as academic promise.

SURDNA Foundation—given by the SURDNA Foundation, Inc.

Margaret G. Sweeney—bequest of Margaret G. Sweeney of West Hartford, CT.

Swiss Reinsurance Company—given by the Swiss Reinsurance Company of Zurich, Switzerland, with preference to a student majoring in mathematics.

T'44 Memorial—given by the Class of 1944 in fond memory of classmates who have died, awarded with preference for first generation college students and students in the Individualized Degree Program.

Frederic Tansill—gifts from members of the Trinity College Club of New York, with preference to students from metropolitan New York who contribute to the College by participation in extracurricular activities and show promise of continued involvement with Trinity after graduation.

Edwin P. Taylor III—established with memorial gifts received from Mr. Taylor's family. He was a member of the Class of 1946 and was killed in action March 29, 1945.

Andrew S. Terhune '78—gifts of Andrew S. Terhune '78, of Philadelphia, PA.

Thomas and Charlotte Valentine Taylor Educational Foundation—given by Thomas and Charlotte Valentine Taylor Educational Foundation for students who graduated in the top third of their class at a private, independent secondary school.

Theta Xi—preference to children of fraternity members.

Allen M. Thomas—bequest of Allen M. Thomas '26, of Greenwich to provide financial assistance to premedical students.

Richard I. Thomas—bequest of Richard I. Thomas '34, MA '35, of Rockport, ME.

Mathew George Thompson—bequest of The Rev. Mathew George Thompson, Hon. '20, of Greenwich, CT.

Cornelia Parsons Thornburgh '80 Bantam Bold 1823 Scholarship Fund—Gifts of Cornelia P. Thornburgh, 1980 of Palm Beach, FL. These gifts will be used for scholarship purposes for qualified Trinity students who are participants in the 1823 Scholarship Program at the College.

Melvin W. Title—given by the Suisman Foundation, Inc., of Hartford in honor Melvin W. Title '18, Hon. '68. Increased by gifts from Mr. Title and friends.

Joy Tomlinson '79, P'13—gifts of Joy Tomlinson '79, P'13, of New York City.

William Topham—bequest of Margaret McComb Topham of New York City, in memory of her father, William Topham.

Tortora Sillcox Family—gifts of the Tortora Sillcox Family Foundation, whose trustee is Leslie Cooper Sillcox '78, of Glen Head, NY, a former Trustee of the College. Income is to be used to provide scholarship aid to qualified students who matriculate through the endeavors of the Posse Program.

W. James Tozer, Jr. '63, P'89, '90—given by W. James Tozer, Jr. '63, P'89, '90, of New York City, to provide financial aid for Trinity students who are residents of the state of Utah, with preference for those graduating in the top ten percent of their secondary school class. Mr. Tozer served as a Trustee of the College from 2005 to 2013.

W. James Tozer, Jr. '63 Bantam Bold Fund—gifts of W. James Tozer, Jr. '63, P'89, '90, of New York City, to provide financial aid for a Trinity student who is a resident of the state of Utah.

Trinity Club of Hartford—annually funded by the Trinity Club of Hartford for students from the greater Hartford area.

Trinity College Student Body—gifts of the Classes of 1969 through 1978.

Trinity College—established by the Trustees with funds derived from student repayments of Trinity loans.

Trinity Fund Scholarship in honor of Larry Dow '73—gifts from family, friends, and alumni in honor of Larry Dow '73, dean of admissions and financial aid at the College for 41 years. Income from the fund is to be used for scholarship purposes for qualified Trinity students with no restrictions.

B. Floyd Turner—given by B. Floyd Turner 1910 and Mrs. Arline Turner MA '33, of Glastonbury, CT, and memorial gifts from family and friends, with preference for residents of the town of Glastonbury.

William H. and Judith C. Turner Fund for Students from the International College of Beirut—given by Judith and William H. Turner III '62, P'91, of Montclair, NJ, for Trinity students from the International College of Beirut. Mr. Turner served as a Trustee of the College from 2004 to 2009.

Ruth Elaine Tussing—bequest of Esther Price Molloy, of West Hartford, CT, in honor of her daughter, for women students majoring in the romance languages.

Ruth and Paul Twaddle Memorial—gifts in memory of Paul H. Twaddle, M.D. '31 for students preparing for medical school who are majoring in humanities or social sciences.

Arthur J. Ulmer—bequest of Arthur J. Ulmer of Jersey City, NJ.

William Urban—bequest of William Urban '37, of Lakewood, N.J. Awarded to full-time undergraduate students in good academic standing, who came to Trinity from inner-city environments, with preference given to students who are U.S. citizens from Philadelphia, New York, Hartford, Trenton, or Newark.

Vietnam Veterans Recognition—given by Marlynn and William P. Scully '61, of Vero Beach, FL, to honor all members of the Trinity family who served during the Vietnam conflict, especially Shep Spink '62, Jon Reynolds '59, and Vice President for College Advancement Ron Joyce.

Vietnam Veterans Recognition (2015)—gift of Marlynn and William P. Scully, 1961, of Vero Beach, FL, in honor of those members of the Trinity family who served our country in time of need and controversy. Income from the fund is to be used for one or more students who demonstrate financial need at the College, with a preference for a student interested in studying medicine. This scholarship commemorates the service of all Trinity men during the Vietnam conflict, especially Dr. Warren Kessler '62, Judson Robert '62, and Jeffrey Chandor '64.

Thomas S. and Lewis A. Wadlow—given by Thomas S. Wadlow '33 and Lewis A. Wadlow '33, to be awarded at the discretion of the President of the College, with the hope that recipients will later want to help others by adding to this fund or by otherwise supporting the College.

David E. Walker '83—Gift of David E. Walker '83, of Dedham, MA.

Timothy J. Walsh '85 and Mary Casner Walsh—gift from Timothy J. Walsh '85 and Mary Casner Walsh, with preference for students from Bristol, CT. Mr. Walsh presently serves as a Trustee of the College.

Constance E. Ware Student Assistance—gifts made by and in memory of Constance E. Ware of West Hartford, CT, to meet unusual needs or take advantage of special opportunities which do not fall within the normal financial aid package, such as study abroad or special research projects, with preference to students studying within the Departments of Fine Arts and History. At the time of her death, Mrs. Ware was Vice President for Development at Trinity and had been employed at the College for 25 years.

Warrington—gifts from the Warrington Foundation, whose president is Samuel Bailey, Jr. '62, with preference given to inner city students who are residents of Hartford, CT, or Hartford-based.

Helen M. Watson—gift of an anonymous donor, for students enrolled in the Individualized Degree Program.

Raymond John Wean—gifts of Raymond John Wean, Hon. '54, of Warren, Ohio, Trustee of the College from 1955 to 1973, to the neediest qualifying students from the following geographical areas: First preference to students from Trumbull and Mahoning counties in Ohio; second, to students from Cuyahoga County in Ohio; and third, to students from Allegheny County in Pennsylvania.

Professor Glenn Weaver—gifts of Paul S. Sperry '80 of New York, NY, in memory of Professor Glenn Weaver, who taught history at Trinity College for more than 40 years. Awarded to students from the state of Connecticut with a preference given to students from public high schools in Hartford, CT, and/or with an interest in the study of American history or American studies.

George A. Weiss—gifts of George A. Weiss, H'15, of West Hartford, CT with a preference for rising seniors whose personal circumstances make it necessary for them to receive supplementary need-based funding to continue enrollment and complete their Trinity degree requirements.

Ronald H. Weissman—given by Mrs. Estelle Fassler of Scarsdale, NY, mother of Ronald H. Weissman '74, for a student majoring in science, preferably biology.

Western Connecticut Alumni Association—given by members of the Western Connecticut Alumni Association, with preference for students from western Connecticut.

C. Dana White—gift of C. Dana White '64, MA'69 of Santa Barbara, CA, to students of either Black, Hispanic, or Native American origin.

Whitters Family—gifts from James P. Whitters III '62, Trustee of the College from 1984 to 1995, for a student who has elected to major in American history or American studies.

Mary Howard Williams—bequest of Augusta Hart Williams of Hartford.

David Winer—gifts from family, friends, and colleagues, in honor of Professor David Winer, Dean of Students, Emeritus.

Wise Family—gifts of Kathryn E. Wise, 1988, of Wilmette, IL.

Isidore Wise—gifts and a bequest from Isidore Wise, Hon. '49, of Hartford.

Women's Leadership Council—gifts of Cornelia P. Thornburgh of Darien, CT. Income from the fund is to be used for scholarship purposes for qualified Trinity students with a preference for students who will benefit from the philanthropy of and ongoing support from members of the Women's Leadership Council.

Woodward—bequest of Charles G. Woodward 1898, Trustee of the College from 1917 to 1950, in memory of his grandfather, Charles Smith, of South Windham, CT, and his parents, P. Henry Woodward, Hon. 1900, and Mary S. Woodward of Hartford.

Charles G. Woodward—given by Charles G. Woodward 1898, of Hartford, Trustee of the College from 1917 to 1950.

Wrobel Family—Gift of Edward M. Wroble, Jr., 1980, and Carol F. Wrobel of Simsbury, CT.

George and Thomas Wyckoff—gift of Trustee Emeritus George Wyckoff of Pittsburgh, PA, in memory of his sons George '59 and Thomas '60, with preference to students from the Pittsburgh area.

Merrill A. Yavinsky '65—gifts from Merrill A. Yavinsky '65 for students from the city of Hartford. In the unlikely event a student from Hartford is not identified, the award may be given to a student from a bordering town.

Young Alumni Challenge Program—Established by young alumni of the College through gifts to the Trinity Fund and augmented by challenge funds from Cornelia Parsons Thornburgh, chair of the Trinity College Board of Trustees and Jeffrey E. Kelter '76. Annually funded scholarships with no restrictions for qualified Trinity students are provided by the young alumni classes determined to have the highest level of giving participation at the end of each fundraising year.

Vertrees Young—given by Vertrees Young 1915, Hon. '73, of Bogalusa, LA, a Trustee of the College from 1960 to 1976 and Trustee Emeritus until his death in 1982.

Scholarships for Students Preparing for the Ministry

The following scholarships are awarded to students who are preparing to enter the ministry. Applicants for these scholarships will apply on the usual forms, and the same general rules will apply to them as govern the award of other scholarships.

Thomas Backus—given by The Rev. Stephen Jewett, Hon. 1833, of New Haven, CT.

Daniel Burhans—bequest of The Rev. Daniel Burhans, Hon. 1831, of Newtown, CT.

The Reverend Frederic L. Bradley '21—bequest from Mrs. Martha F. Bradley of Hartford, CT, in memory of her husband, the Reverend Frederic L. Bradley '21.

John Day Ferguson and Samuel Morewood Ferguson—bequest of Mrs. Jeannie Taylor Kingsley of New Haven, CT.

George F. Goodman—bequest of Richard French Goodman 1863, of Newton, NJ.

Horace B. Hitchings—bequest of The Rev. Horace B. Hitchings 1854, of Denver, CO.

Harriette Kirby—bequest of Miss Harriette Kirby, of Hartford.

Horatio N. Lake—bequest of Horatio N. Lake of Bethlehem, CT.

John Shapleigh Moses—bequest of Annette Foxall McCarteney Moses of Andover, MA, in memory of her husband, John Shapleigh Moses, D.D., a member of the Class of 1914.

Joseph P. Robinson Memorial—bequest of Stanley A. Dennis, Jr. '17, of Kearny, NJ, in memory of The Rev. Joseph P. Robinson.

Isaac Toucey—bequest of The Honorable Isaac Toucey, Hon. 1845, of Hartford, former Trustee of the College.

Isaac H. Tuttle—bequest of The Rev. Isaac H. Tuttle 1836, of New York City.

Nathan M. Waterman—bequest of General Nathan Morgan Waterman of Hartford.

Student Loan Funds

Federal Perkins Loan—under provisions of the National Defense Education Act of 1958 as amended, loans are made available for students with financial need.

George J. Mead—established in 1951 by bequest of George J. Mead, Hon. '37, of Bloomfield, CT for loans to students majoring in economics, history, or government.

Edward J. Myers and Thomas B. Myers Trinity College Student Loan Fund—established by Thomas B. Myers 1908 in his name and that of his brother, Edward J. Myers 1914, with preference to graduates of accredited Racine County, WI, high schools.

Revolving Loan Fund—established in 1988 by Mr. and Mrs. Bernard Schiro of West Hartford, CT, through a gift from the Schiro Fund, Inc., to provide loans to Individualized Degree Program students, graduate students; and regular undergraduates who are juniors or seniors and who stand in the top half of their class academically and are U.S. citizens.

Trinity—established by vote of the Trustees of the College in 1952 to provide loans comparable to the terms and conditions of the Mead Loan Fund for students majoring in other fields.

Eva Winer Memorial Fund—memorial gifts from family and friends of Eva Winer. Used by the Office of the Dean of Students as grants or loans for students with special needs.

Prizes

Department/program prizes

Alumni relations

The National Alumni Association Senior Achievement Award is given in recognition of outstanding undergraduate leadership to the College, academic excellence, demonstrated character and citizenship, commitment to Trinity and its advancement, and potential for alumni service.

American studies

The American Studies Prize, established by the American Studies Program in 2007, is awarded annually to a graduating senior for the best thesis or that makes an original contribution to interdisciplinary work in American culture.

The Rosamond M. Mancall Prize, established in 1991 by family and friends in memory of Rosamond M. Mancall, IDP '73, is awarded annually to an outstanding member of the junior class who is an American Studies major.

The Ann Petry Book Prize was established by the American Studies Program in 1992 to honor Ann Petry, the outstanding African American writer and Connecticut resident. It is awarded to the junior or senior who presents the best essay on race in American culture and its intersections with other conditions, especially gender and class. Submissions may not exceed 25 pages.

The Eugene E. Leach Prize in American Studies, established by the American Studies Program in 2011, is awarded annually to the graduating senior for the best project that makes an original contribution to interdisciplinary work in American culture.

Anthropology

The Frederick K. Errington Prize in Anthropology was established by the department in 2009 upon the retirement of Frederick Errington, distinguished professor of anthropology, emeritus, to honor his career. The prize is given to a graduating anthropology student who in the judgment of the department has demonstrated superior academic achievements and intellectual engagement in the discipline.

Biology

The Thomas Hume Bissonnette Biology Achievement Award was established in honor of Thomas Hume Bissonnette, a world renowned animal physiologist who served on the Trinity biology faculty during the 1920s through 1940s. It is given to a senior Biology major who is recognized for academic excellence and for significant contributions to the Biology Department.

The J. Wendell Burger Prize in Biology is an award given to a graduating senior majoring in biology who, by vote of the faculty of biology, is considered to have demonstrated the greatest promise for a career in biological science. The prize is from a fund established in honor of the late James Wendell Burger, the J. Pierpont Morgan Professor in Biology, Emeritus.

The James M. Van Stone Memorial Book Prize is awarded by the Biology Department to the first-year student or students who have performed outstanding work in the classroom and laboratory of the introductory biology course. The prize is from a fund established in honor of the late James M. Van Stone, professor of biology, emeritus.

Campus life

The David Winer Award is given by the Senior Class Committee in recognition of David Winer's 22 years of commitment to improving student life as dean of students at Trinity College. The award is given to a member of the College community who is committed to improving the quality of life for students at Trinity in an especially meaningful way.

Center for Urban and Global Studies

The Kenneth S. Grossman '78 Senior Research Prize for Global Studies, established in honor of Professor of History and American Studies Eugene E. Leach, supports student investigations of global issues that will confront humankind collectively in the 21st century. Examples of such issues include, but are not limited to, human rights, peacekeeping, the preservation of the ecosphere, migrations and diasporas, international health standards, and the consequences of revolutionary advances in information technology and bioengineering.

The Steven D. Levy '72 Urban Programs Senior Research Prize supports student investigations of a broad range of key urban issues confronting humankind in the 21st century. Of special interest are projects that highlight the urban realities of the city of Hartford. Examples of such issues include, but are not limited to, diasporic communities, educational and health policy, residential segregation, environmental problems, urban art/culture, human rights, and the creation and maintenance of public spaces (both physical and social).

Chemistry

The American Institute of Chemists Award is presented to seniors majoring in chemistry or biochemistry who have demonstrated scholastic achievement, leadership, ability and character.

The Louis Aronne, Class of 1977, Prize in Biochemistry is awarded to a senior or a junior biochemistry major (with preference being given to a senior) who, in addition to being an outstanding student in biochemistry, has demonstrated interest in general scholarship and campus activities. The awardee is selected by a member of the Chemistry Department and a member of the Biology Department who teaches a biochemistry course.

The Lisa P. Nestor Chemical Rubber Company Awards are awarded to first-year chemistry students for outstanding achievement in general chemistry.

The Lisa P. Nestor Award for Excellence in Student Teaching in Sciences is given in memory of Lisa Nestor, a beloved teacher in the Chemistry Department. The recipient will be a student, who, through his/her dedication and passion as a student teacher in the Chemistry department, has made a positive and lasting contribution to the education of fellow students.

The Connecticut Valley Section of the American Chemical Society Award is given to a senior in recognition for outstanding accomplishment in the study of chemistry or biochemistry.

The Division of Analytical Chemistry of the American Chemical Society Award is given to a student who has completed the third undergraduate year and who displays interest in, and aptitude for, a career in analytical chemistry.

The Division of Inorganic Chemistry of the American Chemical Society Award is given to a student for outstanding achievement in the study of inorganic chemistry.

The Division of Organic Chemistry of the American Chemical Society Award is given to a graduating senior for outstanding achievement in the study of organic chemistry.

The Division of Polymer Chemistry of the American Chemical Society Award is given to the outstanding sophomore/junior student in the two-semester organic course for chemistry majors.

The Jessica Alisa Owens Memorial Award is given in memory of Jessica Owens '05 by the faculty members of the Chemistry Department for academic achievement in chemistry or biochemistry and outstanding contributions to community service.

Classics

The Rev. Paul H. Barbour Prize in Greek was established in honor of the Rev. Paul H. Barbour of the Class of 1909 on the occasion of his 90th birthday. It is given to the student(s) who achieve excellence in a special examination in Greek.

The James Goodwin Greek Prize, founded in 1884 by Mrs. James Goodwin of Hartford, is 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 winner(s) also are awarded a Greek coin of the classical period. The examination, to be held in April, is designed to test the student's general knowledge of Greek and skill in sight translation such as he or she may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The James A. Notopoulos Latin Prize is 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 first-year 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 Prize, founded in 1958 by the late Melvin W. Title of the Class of 1918, is 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 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 in Greek was established by his students, colleagues, and friends in 1992 in honor of Professor John C. Williams, Hobart Professor of Classical Languages, Emeritus. It is awarded to the student or students who have demonstrated excellence in the study of first-year Greek.

Community service and civic engagement

The Samuel S. Fishzohn Awards was established in 1966 in memory of Samuel S. Fishzohn, Class of 1925, a prominent figure in social work and welfare. Awards are given each year to at least two students: one who has demonstrated initiative and creativity in community service related to important social issues, and the other who has worked with dedication in civil rights, civil liberties or race relations.

The Alexander A. Goldfarb Award for Community Service is awarded jointly by the city of Hartford and Trinity College to the Trinity student who, through community service, has done the most during this current year to benefit the City of Hartford and its citizens.

The St. Anthony Hall Community Service Award was established by the St. Anthony Hall Trust of Hartford. It is awarded annually to a Trinity College fraternity or sorority member who has demonstrated initiative, creativity, and commitment in the areas of service, activism, and/or civic engagement during the academic year. In conjunction with this award, a financial contribution will be made in the recipient's name to support a nonprofit organization or community programming initiative of his or her own choosing.

Computer science

The Travelers Companies Foundation Senior Research Prize is awarded to a student whose senior research project in the field of computer science has been deemed the most outstanding by an independent board chosen from Trinity faculty and The St. Paul Travelers staff.

The Ralph E. Walde Prize in Computer Science was established to honor Ralph E. Walde, professor of computer science, and one of the founding members of the Computer Science Department. The prize recognizes a rising senior computer science major who has demonstrated outstanding academic achievement in computer science. The recipient is chosen by a vote of the Computer Science Department faculty.

Dean of faculty

The Trinity Papers, established by a group of President's Fellows in 1982, is an annual journal that publishes outstanding examples of student scholarship. Students whose work is selected for publication in *The Papers* receive certificates at Honors Day in recognition of their exceptional achievement.

Dean of students

The Class of 1922 Award, established in 1974 by vote of the class, is granted annually to a graduating senior who has done outstanding work in a particular academic field.

The Connecticut Commandery, Military Order of Foreign Wars Book Award is made to the member of the graduating class who has demonstrated outstanding leadership qualities.

The Human Relations Award is awarded annually to an undergraduate who during the year has exhibited outstanding citizenship and sportsmanship. Sportsmanship is interpreted in its broadest sense and does not necessarily include achievement in athletics.

Economics

The John C. Alexander Memorial Award was established by friends of John C. Alexander '39, to memorialize his name and, in some way, to identify a Trinity undergraduate who possesses some of the qualities that he possessed. It is presented annually to a senior economics major who is a member of a varsity squad and who has demonstrated the most academic progress during his/her Trinity career.

The Faculty of Economics Award is presented annually to that graduating senior major in economics who, by vote of the faculty of economics, is considered to have demonstrated the greatest promise as a professional economist. The award comes from the Mead Fund in Economics.

The Ferguson Prize in Economics, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, is offered annually to seniors for the two best essays on topics approved by the Department. The essays must be submitted to the department's office coordinator on the Friday two weeks after spring break.

The G. Keith Funston Prize in Economics was established in honor of the late G. Keith Funston, a member of the Class of 1932, by his family. Mr. Funston, a former president of Trinity College, was a charter trustee of the College. The prize is awarded annually to a senior majoring in economics who is an outstanding scholar and is actively involved in the life of the College.

The Peter J. Schaefer Memorial Prize which was established by the classmates of Peter J. Schaefer, Class of 1964, to memorialize his name, consists of the annual award of books to the first-year who have achieved the highest grades in introductory economics in the preceding academic year.

Educational studies

The Jonathan Levin Prize in Education, established by a member of the Trinity College Class of 1960 who chooses to be anonymous, is presented annually to a junior or senior who plans to pursue a career teaching in an area with a high proportion of disadvantaged youth. The prize is given in memory of Jonathan Levin '88, who, as a teacher at William H. Taft High School in the Bronx, New York, dedicated his life to improving the lives of young people. Recipients must possess a superior academic record, intend to pursue a teaching career, and demonstrate a commitment to help young people through practice teaching, tutoring, mentoring, or equivalent activity.

The Richard K. Morris Book Award for Excellence in Education is given annually to the member of the senior class who best fulfills the following qualifications: communicates effectively, stimulates inquiry, demonstrates excellence in scholarship, manifests moral and ethical attitudes towards professional responsibility, and participates in community activities in an educational capacity. This award is given by the Trinity Education Graduate Association in honor of the late Richard K. Morris, a former professor of education.

Engineering

The Theodore R. Blakeslee II Award was established in 1992 by the family, friends, and colleagues of the late Professor Theodore R. Blakeslee II, associate professor of engineering, to reward the outstanding teaching assistant in engineering.

The Hartford Section of the American Society of Mechanical Engineers (ASME) Prize is awarded by the Hartford Chapter of The American Society of Mechanical Engineering to a full-time junior or senior who is concentrating in mechanical engineering with an excellent academic record, good citizenship and is a resident of Connecticut.

The Junior Engineering Book Prize recognizes a rising senior engineering major who has demonstrated outstanding academic achievement and shown evidence of professional development. The recipient is chosen by a vote of the Engineering Department faculty.

The Edwin P. Nye Award, established in 1983 by family, friends, and colleagues of the late Professor Emeritus Edwin P. Nye, goes to an undergraduate who has demonstrated understanding and concern for the need to achieve

a harmonious balance between man's technology and the natural environment. Selection of the recipient is made by the Engineering faculty.

The Travelers Companies Foundation Senior Research Prize is awarded to student(s) whose senior research project(s) in the field of engineering has been deemed the most outstanding by an independent board chosen from Trinity faculty and The Travelers staff.

English

The Academy of American Poets Prize was established by Trinity College in conjunction with the Academy of American Poets and the University and College Poetry Prize Program. It is awarded in recognition of the best individual poem written by a Trinity College student.

The Alumni Prize in English Composition, from the income of a fund contributed by the Alumni, is awarded to the student(s) who present the best essays on subjects approved by the Department of English. Essays originally prepared for academic courses, for publication in the *Trinity Tripod*, or especially for the contest will be accepted.

The F. A. Brown Prize, founded in 1897 by Mrs. Martha W. Brown of Hartford in memory of her husband, is awarded to students who deliver the best orations.

The Jan Cohn Senior Thesis Award, established in 2005 by the Trinity English Department, will be presented annually to the English major who is judged to have written the best senior thesis for the year. The prize honors the memory of Jan K. Cohn, one of the College's most vibrant teachers. She was former dean of the faculty of Trinity College, and G. Keith Funston Professor of American Literature and American Studies.

The Ruel Crompton Tuttle Prize was established in 1941 by the bequest of Ruel Crompton Tuttle of Windsor, Connecticut, Class of 1889, to be awarded annually by the chairperson of the English Department to the two students who are deemed the best and second-best scholars in the English Department from the junior class. The terms of award rest solely on the judgment and discretion of the chairperson of the English Department.

The John Dando Prize was established by friends and former students of the late Professor Emeritus John Dando, in recognition of his distinguished career, spanning three decades as a teacher of Shakespeare in the English Department. The prizes are awarded annually to one or two undergraduates for outstanding work in the study of Shakespeare.

The Jim Murray Memorial Foundation Scholarship, established in 2000 by Linda McCoy-Murray, is awarded to a Connecticut resident sophomore English major for the best essay on a specific topic on sports journalism. It was established to honor the alumnus English major Jim Murray '43. The English Department will review submitted essays. One finalist is selected as a Murray Scholar.

The Paul Smith Distinguished Master's Thesis Award, established in 1998 by Keith O'Hara (M'94) and Dena Coccozza O'Hara, is an award presented to the graduate student who has written the most distinguished master's thesis in the English Department for the year. The prize honors the memory of Paul Smith, James J. Goodwin Professor of English, Emeritus.

The Trinity Alumnus Prize in Prose Fiction is annual award(s) 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 John Curtis Underwood '96 Memorial Prizes in Poetry are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts should be submitted to the Department of English.

The Fred Pfeil Memorial Prize in Creative Writing is awarded to a student who has written a literary work (fiction, poetry, play script, screenplay, creative nonfiction). The content of which addresses the issue of social justice and the impact of culture and politics on human relationships. The prize honors Fred Pfeil's commitment to literature and to activism.

Entrepreneurial studies

The John L. Nicholas '87 Award in Entrepreneurial Studies is given annually to an undergraduate who demonstrates the greatest aptitude for an entrepreneurial career. This award recognizes the student who submits the most promising portfolio of academic work in preparation for entrepreneurial endeavors, along with a report

of entrepreneurial projects completed or a proposal that demonstrates a thoughtful analysis of a possible venture. Ventures in any area are eligible, but those employing computer technology in some form are expected to be common.

Environmental science

The Environmental Science Senior Prize is given to a graduating senior majoring in environmental science who, by vote of the faculty of environmental science, is recognized for academic excellence and significant contributions to the Environmental Science Program.

Fine arts—art history

The Esther and Lloyd Cooper Prize in Fine Arts was established by George Brinton Cooper in honor of his parents, and by Allen Brinton Cooper, Class of 1966, in honor of his grandparents. It is awarded to the junior or senior of whatever major who demonstrates distinction in any branch of the history or practice of the fine arts.

The Friends of Art Award for Art History is given to the graduating major whose academic record and promise of future achievement best epitomizes the goals of The Friends to cultivate and sustain the arts among us.

The John C.E. Taylor Prize in Architecture was established in 1986 by family, colleagues, and friends in memory of John C.E. Taylor, Professor of Fine Arts from 1941 to 1970. It is awarded to a student who has demonstrated outstanding promise in the field of architecture or architectural history.

Fine arts—studio arts

The Jacqueline Caples Prize in Sculpture is given by the faculty of the Department of Fine Arts in memory of their colleague, Professor Jacqueline Caples. It is awarded to a student in recognition of significant accomplishment in sculpture.

The Friends of Art Awards for Studio Arts is given to student(s) for exceptional achievement in painting, graphics, sculpture, or photography.

The Anna C. Helman Prize for Painting was established by Rabbi Leonard Helman, Class of 1948, in honor of his late mother, Anna C. Helman. The award is given to a student of painting, esteemed by the faculty of fine arts to be distinguished in accomplishment and promise.

The Fern D. Nye Award for Graphic Arts is presented annually on the basis of work of originality and excellence in graphic arts.

The Mitchel N. Pappas Memorial Prize was funded by the Philip Kappel Endowment to honor the memory of Mitchel N. Pappas of Trinity's Fine Arts Department. It is awarded to senior students who show special promise in the area of studio arts.

First-Year Seminar Program

The First-Year Papers Award is given to those students whose papers written for a First-Year Seminar or Program, were selected for inclusion in *The First-Year Papers*, a publication issued annually. A panel of Dean's Scholars selects and edits the papers.

History

The George B. Cooper Prize in British History was established by Dr. D. G. Brinton Thompson upon the retirement of Dr. George B. Cooper, Northam Professor Emeritus, to recognize Dr. Cooper's distinguished career. It is awarded to the senior who has done the best work in British history at Trinity.

The Micki and Hy C. Dworin Award grant two prizes annually to seniors who have demonstrated outstanding scholarship in Asian Studies and in East European studies. Awards are made upon the recommendation of the faculty.

The Ferguson Prize in History, founded in 1890 by the late Reverend Henry Ferguson of the Class of 1868, is awarded for essays of at least 20 pages in length written independently or for courses or seminars. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. All essays must be typewritten. They must be submitted to the chairman of the Department.

The George J. Mead Prize in History is awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37. It is awarded to an outstanding history major in the freshman or sophomore class.

The George J. Mead Prize in History for Scholarship in Non-English Sources is awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37.

The D. G. Brinton Thompson Prize in United States History was established by Dr. D. G. Brinton Thompson, Northam Professor Emeritus and a former Chairman of the History Department. It is awarded for the best essay of at least 20 pages in length in the field of United States history submitted by an undergraduate. Senior seminar essays in United States history are eligible.

The Miles A. Tuttle Prize will be awarded to the member of the senior class who writes the best essay of at least 20 pages in length in history on a topic selected by the contestant and approved by the Department of History. Senior Seminar essays are eligible for the Tuttle competition. If, in the judgment of the department no essay meets the standards of excellence, no prize will be awarded.

The Gerald A. McNamara Prize in History was established in 2013 by his wife, Ronnie, and daughter, Annie, in loving memory of Gerry McNamara '62, who believed strongly in lifelong learning and the importance of active and vibrant scholarly debate. The McNamara Prize will be awarded to the student who, like Gerry, enlightened the classroom with vigorous intellectual engagement and, last but not least, robust class participation.

International programs

The Technos International Prize shall be awarded annually to an outstanding graduating senior who is committed to the cause of international understanding and has excelled in an academic field that is among those offered at the Technos International College of Japan, on whose behalf the Tanaka Ikueikai Educational Trust has established the prize. Eligible fields include art, computer science, engineering, language and culture studies, and international studies.

International studies

The Professor Albert L. Gastmann Book Prize in International Studies Award was established in 2000 by the faculty of the International Studies Program in honor of Albert L. Gastmann, professor emeritus in political science at Trinity College, and for decades a scholar and student of many regions of the world outside Europe and the United States. The award is given annually to a senior major in international studies with experience abroad who has demonstrated exceptional academic achievement. The recipient will be selected each April by the International Studies Program director in consultation with the coordinators of the program.

Jewish studies

The Prime Minister Yitzhak Rabin Prize in Jewish Studies is awarded annually for excellence in Jewish Studies to a member of the junior or senior class. The prize is in memory of Prime Minister Yitzhak Rabin, and given by Berel and Helen Lang in honor of Sarah Stamm Lang.

Language and culture studies

The Cesare Barbieri Endowment Prize is awarded to a student for achievement in Italian studies.

The Book Prizes for Excellence in Languages are presented to students who have shown outstanding progress and achievement in Arabic, Chinese, French, German, Hebrew, Japanese, Portuguese, or Russian at the College.

The Samuel Barbin Coco Scholarship Award was established in 1992 by Hannalou and Samuel B. Coco in honor of their daughter, Caroline S. Coco '85. The award is to provide financial assistance to a rising junior who wishes to spend either the fall or spring term at the Trinity College Rome Campus. Preference is given to a student pursuing Italian studies.

The Lova and Tania Eliav Prize for Excellence in Hebrew honors author, teacher and humanitarian, Israeli leader Arie Lova Eliav and Tania, his Lithuanian-born wife, whom he met while in command of blockade-running ships bringing 1,000 Holocaust survivors to Palestine. This prize was established in 1999 by their friends and colleagues at Trinity College.

The Erasmus Prize in the Humanities was established in 2001 by John Molner '85 and David Molner '91 in honor of Kenneth Lloyd-Jones, John J. McCook Professor of Modern Languages. Professor Lloyd-Jones was a member of the faculty from 1978-2007. It is awarded annually to the junior or senior adjudged to have written the best essay in the humanities after completion of their sophomore year.

The Ronald H. Ferguson Prizes in French were established in 1951 in memory of Ronald H. Ferguson, Class of 1922. The prizes are awarded to students for excellence in overall work within the major.

The PRESHCO Prize in Hispanic Studies was established in 1986 by the Programa de Estudios Hispánicos en Córdoba (Spain), of which Trinity College is a member. It is awarded to a Spanish major or majors who have achieved excellence in courses devoted to Spanish language, culture, and literature.

The PRESHCO Prize in Latin American Studies is awarded for distinction in Spanish achieved by a graduating senior majoring in Latin American studies.

The Book Prize for Hispanic Studies

Library

The Jerome P. Webster, Class of 1910, Student Book Collectors Prize was established by Dr. Jerome P. Webster '10 to recognize students' passions for books and book collecting. An avid book collector, he served as a Trustee of the College and was one of the founders of the Trinity College Library Associates. These awards are made to as many as three students who present collections of books in a specific field or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their monetary value is not a determining factor.

Mathematics

The Irving K. Butler Prize in Mathematics, established through a bequest from the late Mr. Butler, is given annually to a rising senior (i.e., member of the junior class) who in the judgment of the Department of Mathematics has done outstanding work in mathematics.

The Mary Louise Guertin Actuarial Award was established in 1952 by Alfred N. Guertin '22, in memory of his mother. The award will be made annually to the senior judged by a committee to have personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must have demonstrated genuine interest in considering the actuarial profession and have acquired outstanding grades as an undergraduate in each of mathematics, English, and economics. The committee shall consist of two members, named by the College, of the Society of Actuaries or the Casualty Actuarial Society.

The Phi Gamma Delta Prizes in Mathematics are offered to students taking Mathematics 131, 132, and 231. These prizes are from the income of a fund established in 1923, and increased in 1931, by the alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Phi Gamma Delta Senior Prize is awarded annually to the person adjudged by the Department of Mathematics to be its most outstanding senior major. This prize is from the income of a fund established in 1923, and increased in 1931, by the alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Phi Gamma Delta Teaching Fellowship is awarded annually to students having distinguished work in mathematics courses and who, in the opinion of the Department of Mathematics, are qualified to aid the department in its instructional endeavors.

The Robert C. Stewart Prize was established in honor of Professor Robert C. Stewart, who retired after 46 years with the Department of Mathematics. The prize is awarded to students who have demonstrated an interest in a teaching career.

Music

The Harry Dobelle Book Prize in Musical Theater is given annually to a junior or senior who, in the judgment of the Music Department, has exhibited exceptional dedication to musical theater at the College through work, on-stage, back-stage, or both, in multiple productions. Former President Evan S. Dobelle and his wife, Kit, established the prize in recognition of the delight their son, Harry, took performing in several Trinity musicals while a youngster growing up on the campus between 1995 and 2001.

The Helen Loveland Morris Prize in Music, established by gift of the late Robert S. Morris '16, is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to music in the College. The prize is awarded to a nominee who is judged by his or her record in music courses and in department-sponsored performance activities. The department reserves the right to withhold the prize in any year if the required excellence is not achieved.

The Lise Aerinne Waxer Prize in Music honors the memory of the Department of Music's beloved colleague, ethnomusicologist Lise Waxer, who passed away in 2002. Established by a gift of Lise's mother, Diane Yip, and Lise's colleagues at Trinity College and in Hartford, the prize is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to ethnomusicology or a world music ensemble in the College. The department reserves the right to withhold the prize in any year if the required excellence is not achieved.

Neuroscience

The Priscilla Kehoe Neuroscience Prize, established in 2003 by the Neuroscience Program, is awarded to students with a distinguished academic record in neuroscience and at the College, who have completed a senior thesis, and who have contributed substantially to neuroscience in Trinity's program or the community, as determined by the faculty.

Philosophy

The Blanchard W. Means Prize in Philosophy was established by Louise Means in memory of her husband Blanchard W. Means, Brownell Professor of Philosophy and a member of the Trinity faculty from 1932 to 1972. The prize is awarded to a currently enrolled Trinity student who writes the philosophical essay judged best by the Philosophy Department faculty.

Physics

The Albert J. Howard, Jr. Prize is awarded to a member of the junior class who has done outstanding work in physics. The prize was established in 2004 by friends and colleagues of the late Albert J. Howard, Jr., professor of physics, in honor of his more than 40 years of service to the Physics Department.

The Physics Prize, established by the faculty of the Department of Physics and Astronomy in 1976, is awarded to students for achievement in Physics 131L and Physics 231L.

The Physics Senior Prize recognizes outstanding scholarship in physics. Established in 1976 by the faculty of the Department of Physics and Astronomy, it is awarded to a senior physics major for demonstrated excellence in physics at the advanced undergraduate level.

Political science

The Ferguson Prizes in Government, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered for the two best essays submitted for any undergraduate course, tutorial, or seminar in the Department of Political Science during the previous calendar year. All essays must be typewritten. They must be submitted to the chairman of the department by the Friday before spring break.

The George J. Mead Prize in Political Science is awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37. It is awarded to the sophomore or junior receiving the highest mark in Political Science 104. Introduction to International Relations.

Psychology

The Psychology Prize, given by the department, is awarded to students with a distinguished academic record in psychology and the College, who have completed a senior thesis, and contributed substantially in service to the College, the department, or the community.

Public Policy and Law

The Public Policy and Law Book Prize was established by the Public Policy and Law Program in 2004. The prize is awarded annually to the student who writes the best paper in the area of public policy and law as judged by the program faculty.

Religion

The First-Year Hebrew Award in Hebrew grammar is given to encourage the study of the Old Testament/Hebrew Bible among college students. It is awarded to the first-year student who demonstrates the best understanding of the Hebrew language as a tool for the scholarly study of the Bible.

The John Andrew Gettier Prize in Hebrew Bible, established in 2001 by Robert Benjamin, Jr., of the Class of 1971, is awarded to that undergraduate, preferably a senior, who demonstrates significant academic and personal

growth as a student of the Hebrew Bible.

The Abraham Joshua Heschel Prize, was established by gifts from Dr. Edmond L. Cherbonnier and others in memory of Rabbi Abraham Joshua Heschel. Rabbi Heschel was an eminent philosopher and theologian, and father of Dr. H. Susannah Heschel '73. Income to be used for an annual award in recognition of outstanding achievement in the study of religion. Prior to its endowment in 1990, the prize was originally established in 1976 by gifts from friends of Phyllis S. and Leonard E. Greenberg, 1948, Hon. '98, of Boynton Beach, FL, on the occasion of their 25th Wedding Anniversary. Mr. Greenberg was a Trustee of the College from 1972 to 1991. **The Theodor M. Mauch Memorial Prize** is the gift of Thomas M. Chappell '66, Hon. '06, P'89, '92, '97, '06, of Kennebunk, Maine, in memory of Theodor M. Mauch, Professor of Religion and Ellsworth Morton Tracy Lecturer Emeritus, a revered member of the Religion Department from 1957 to 1987, who taught and inspired Mr. Chappell.

Sociology

The Sociology Prize recognizes outstanding scholarship in sociology. The prize was established in 1984 by the Department of Sociology and is awarded to a sociology major for achievement at the advanced undergraduate level.

Theater and dance

The Diebold Family Prize in Dance was established in 2002 by the Diebold family of Roxbury, Connecticut. The prize is awarded to the junior or senior of any major who participates extensively in Trinity's dance program and demonstrates distinction in choreography and dance performance. Additional grants that become available may be awarded to students participating in community service programs and summer activities at the discretion of the chairperson of the Theater and Dance Department.

The George E. Nichols III Prizes in Theater Arts were established by the friends and former students of Professor George E. Nichols III. These prizes are to honor those graduating students whose college careers best exemplify high standards of artistic and intellectual achievement in theater at Trinity College.

The Frank W. Whitlock Prizes in Drama were founded by a legacy of Mrs. Lucy C. Whitlock, of Great Barrington, Massachusetts, and by her direction bear the name of her son who was a graduate of the Class of 1870. These awards are given to students who have written outstanding plays over the last academic year.

Women, gender, and sexuality

The Sicherman Prize in Women, Gender, and Sexuality is awarded to a student who has demonstrated intellectual and community leadership in the Women, Gender and Sexuality Program. It was established in 2005 in honor of Professor Barbara Sicherman, whose academic and personal contributions to the field of women's history at Trinity College and beyond have strengthened diversity and rigorous scholarship, supported junior scholars and students, and helped define women, gender, and sexuality as a field of inquiry.

Women and Gender Resource Action Center

The Women's Empowerment Activist Award was established by the Women and Gender Resource Action Center in 2005. The award is granted annually to a student who has exhibited extraordinary initiative, enthusiasm, and effort towards the education, empowerment, and betterment of the lives of female students on campus.

General prizes

The Samuel and Clara Hendel Memorial Book Prize is awarded annually to the undergraduate who is judged to have written the best paper on a topic involving issues of civil liberties or social justice. The prize was established in 1978 by friends, colleagues and former students to honor Samuel Hendel, professor emeritus of political science, and Mrs. Hendel.

The John F. Boyer Award was established in 1983 for the purpose of giving due recognition to a Trinity student who has devoted a tremendous amount of time and energy to one or more of the student publications. It is given annually to the senior who, in the judgment of representatives from the staff, has made the most significant contribution to the *Tripod* in the last year or years. The award is given in memory of John F. Boyer who took an avid interest in extra-curricular activities and who himself made a significant contribution to student publications.

The Elma H. Martin Book Prize was established in 1995 in memory of Elma H. Martin, who with her husband, Harold, the Charles A. Dana College Professor of the Humanities, graced the Trinity community from 1977 to 1984.

The prize is given annually to an undergraduate woman who exemplifies qualities that her friends so admired in Elma Martin: an amiable manner, generosity of spirit, love of reading, involvement in the civic life of her community, and a commitment to the welfare and advancement of women, for whom she was, at Trinity and elsewhere, a model and inspiration.

The 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 GPA, and has done outstanding service for the College or the Hartford community.

The Student Government Association Award was established in 1982 for the purpose of giving due recognition to Trinity students who have done unusual service for the college community or local community. It is given annually to the individual student or group of students who, in the judgment of the SGA, has contributed the most to the betterment of the Trinity community in the last year or years. The award is not restricted and can be bestowed upon College-funded groups, coalitions, and fraternities/sororities as well as upon student groups and individuals.

The Student Government Association Student Activities Award was established in 1991 to recognize Trinity students who demonstrate extensive involvement in student activities and exhibit superior student leadership. The recipients are chosen annually by the Student Government Association.

The Trustee Award for Student Excellence is presented annually to a full-time senior(s) who has compiled an outstanding academic record and whose achievements in one or more other areas of activity, such as athletics, campus or community service, or leadership of student organizations, exemplify the high standards of excellence to which Trinity College expects all of its students to aspire. The recipient is chosen by the Board of Trustees in the spring, and the Award is presented at Commencement.

The Women's Club of Trinity College Award is awarded to a graduating IDP student for superior academic and personal achievement.

Dr. Robert A. Moran '85 Scholarship Award is given to rising students in each of the sophomore, junior, and senior classes who have attained the highest academic rank during the previous year, regardless of their financial aid need. Trinity's Dean of Faculty, in conjunction with the offices of the Registrar and Financial Aid, will administer the award and announced publicly in the College's Commencement program each year.

Faculty prizes

The Brownell Prize was funded in 1986 by a gift from Mr. and Mrs. Paul Briger. Named in honor of the first president of Trinity College, Thomas Church Brownell, the prize is given biennially to a senior faculty member who has consistently demonstrated excellence in teaching. Mr. Briger is a member of the Class of 1961.

The Faculty Scholar Prize was funded in 1987 by a gift from the faculty of Trinity College. It is given to the member of the current sophomore class judged to have demonstrated outstanding scholarly accomplishment and potential, as evidenced by uniformly distinguished work done in the first year, in a selection of courses displaying a commendably wide-ranging interest in our liberal arts curriculum.

The Dean Arthur H. Hughes Award for Achievement in Teaching, a gift of former President and Trustee of Trinity, G. Keith Funston, is named in honor of Arthur Hughes, who in his 36-year career at Trinity, served as professor of German, chairman of the Department of Modern Languages, dean of the College, dean of the faculty, and, on two occasions, acting president. The Dean Arthur H. Hughes Award recognizes relatively new and/or junior members of the Faculty for achievement in teaching.

The Trustee Award for Faculty Excellence may be presented annually to honor a faculty member whose achievements in scholarship, teaching, and one or more other spheres of professional, civic, or personal endeavor exemplify Trinity College's high standards of excellence and bring distinction to the institution. The recipient is chosen by the Board of Trustees in the spring, and the award is presented at Commencement.

Staff Prizes

The Trustee Award for Staff Excellence may be presented annually to a member of the exempt or nonexempt administrative staff, save those whose employment is governed by a collective bargaining agreement and those administrators who report directly to the President, and whose professional, civic, and/or personal achievements exemplify Trinity College's high standards of excellence and bring distinction to the institution. Such achievements

may include, but are not limited to, outstanding leadership of and/or service to the campus and/or local community, demonstrated commitment to professional development, in addition to exemplary job performance. The recipient is chosen by the Board of Trustees in the spring, and the award is presented at Commencement.

Honor societies

Beta Beta Beta Class of 2017: Zachary Chaim Bitan, Sarah Natalia Bunker, Jacqueline Busa, Benjamin Matthew Cerel, Jessica Yetta Chotiner, Elizabeth M. Craig, Michael Sellers Cuoco, Margaret Rose Curlin, Justin Curran, Sasha Regina DiNitto, Melindy Joelle Dorcin, Elizabeth Mae Foley, Maura Kathleen Griffith, Thomas James Hum-Hyder, Young Kwang Kim, Joshua David Knopf, Elise Ann Lasky, Thomas Jae Hoon Lee, Thomas Francis McNamara, Laura Michelle Nee, Campbell Covington Schach North, Kiley Ann Nygren, Catherine Jean Poirier, Kathryn Gorsuch Powers, Phong Kim Quach, Haley Elizabeth Rafferty, Jordan Oneil Alistair Reid, Kathy G. Rodogiannis, Cionna Alexandra Rosenthal, Jessica Ann Stowell, Sarah Allyn Talcott, Nathaniel D. Thiemann, Kathareeya Katie Tonyai

Eta Sigma Phi Class of 2017: Olivia Grace Gibson, Grace Gill, Maura Kathleen Griffith, Joy Heeye Kim, Matthew Jon Reichelt, Kathareeya Katie Tonyai

Nu Rho Psi Class of 2017: Ariana Ashley Adamski, Zachary Chaim Bitan, Sarah Natalia Bunker, Catherine Laura Cebulla, Alexandra Monique Cellucci, Sasha Regina DiNitto, Michelle L. Dyer, Elizabeth Mae Foley, Thomas James Hum-Hyder, Julianna R. Maisano, Kevin C. Makie, Taylor Marie Sorensen, Jessica Ann Stowell, Nathaniel D. Thiemann, Megan Philomena Tighe, Jasmin Elizabeth Williams

Phi Beta Kappa Class of 2017: Ariana Ashley Adamski, Margaret Lindsey Alisberg, Subekshya Bidari, Margaret C. Brown, Seth Joseph Browner, Jacqueline Busa, Andrew George Calabrese, Jessica Yetta Chotiner, Catherine Ann Cooper, Chelsey N. Crabbe, Jordan Ashley Cram, Cassandra Jill Cronin, Edward James Culhane III, Sedona Georgescu, Meijing He, Dylan Kelley Hebert, Andrew Lucus Housman, Thomas James Hum-Hyder, Griffin James Hunt, Basileal Yoseph Imana, Elizabeth Karabelas, Martha Kelly, Joy Heeye Kim, Young Kwang Kim, Linh Le, Ji Yun Lee, Bingqing Li, Yuxuan Li, Minghui Liu, Xinyi Liu, Jeffrey R. Maxwell, Kalin McGowan, Colleen Murdock, Shriya Nagpal, Hieu Nguyen, Elise Lorraine Ogden, Jordan Pace, Elena-Marie Claire Pedro, Austen Leah Peterson, Elliot Pollack, Kathryn Gorsuch Powers, Phong Kim Quach, Chinmay Rayarikar, Matthew Jon Reichelt, Jake A. Robertson, Kathy G. Rodogiannis, Cionna Alexandra Rosenthal, Daniella Arminda Salazar Herrera, Emma Claire Sbarge, Paroma Sanjay Soni, Dylan Stewart Spagnuolo, Sarah Allyn Talcott, Haley Ray Thompson, Molly Jane Colihan Thoms, Malibongwe G. Thwala, Kathareeya Katie Tonyai, Elizabeth Valenzuela

Pi Gamma Mu Class of 2017: Jamie Nella Brandel, Marjorie MacLean Burke, Henry Roland Butler, Phoebe Lamb Carlisle, Catherine Laura Cebulla, Ji Soo Chung, Caroline Margaret Cochrane, Elizabeth M. Craig, Jordan Ashley Cram, Katharine Culbertson, Edward James Culhane III, Nicole Desrosier, Katelyn Dawn Elinoff, Silvia Fedi, Caroline Chamberlin Feeney, Elizabeth Mae Foley, Sedona Georgescu, Tobias Gimand, Matthew Walsh Greene, Lara Elizabeth Guida, Dylan Kelley Hebert, Samara Jade Hochberger-Vigsittaboot, Ethan Holdaway, Thomas James Hum-Hyder, Patrick Brian Kane, Nabeel Khan, Jane Teresa Landy, Marcella E. Lawrence, Caroline Anne Lee, Jade Jennifer Lee, Kaitlin J. Lewis, Christopher Joseph Macca, William Warren MacCallum, Julianna R. Maisano, Brendan William McDermott, Robert Joseph McElligott, Kalin McGowan, Campbell Covington Schach North, Francesca Yvonne Oliveira, Mia Casey Olsen, Aadyaa Pandey, Hayley Marie Pappas, Emily E. L. Popov, Callie Elizabeth Prince, Domenic J. Quade, Holden Benjamin Rhodes, Daniella Arminda Salazar Herrera, Serena Jacqueline Seaman, Michael Selfe, Sarah Elizabeth Sharbaugh, Ames TenBroeck Sheldon, Elizabeth Louise Stepanek, Emily Sullivan, Mackenzie Grace Taskey, Elizabeth Valenzuela, Brenna McKay Burke Weber

Pi Mu Epsilon Class of 2017: Subekshya Bidari, Catherine Ann Cooper, Dung Anh Dam, Adam Yew Wung Fong, Yaoqi Guo, Linh Le, Sophie Renee Long, Kalin McGowan, Shriya Nagpal, Tristan Thomas Peirce, Jordan May Politz, Austin Reeves Smith, Dylan Stewart Spagnuolo, John Clark Wallace

Psi Chi Class of 2017: Nicolas Bouchard, Phoebe Lamb Carlisle, Nicole Desrosier, Katelyn Dawn Elinoff, Marcella E. Lawrence, Jade Jennifer Lee, Ji Yun Lee, Paige Nicole Marut, Annabelle Regalado, Louisa Revson, Evan Mark Scollard, Elizabeth Louise Stepanek, Asia Elisa Angola Wells

President's Fellows

Class of 2017: American Studies – Domonique S. Griffin, Anthropology - Martha Kelly, Art History - Margaret Lindsey Alisberg, Biochemistry - Jacqueline Busa, Biology - Jessica Yetta Chotiner, Chemistry - Thomas Houser Naragon, Classics - Matthew Jon Reichelt, Computer Science - Basileal Yoseph Imana, Economics - Andrew George

Calabrese, Educational Studies - Michelle L. Herbert, Engineering - Hieu Nguyen, English - Jordan Pace, Environmental Science - Emily Lewis Hamilton, History - Seth Joseph Browner, International Studies - Elizabeth Valenzuela, Language and Culture Studies - Cassandra Jill Cronin, Mathematics - Subekshya Bidari, Music - Malibongwe G. Thwala, Neuroscience - Ariana Ashley Adamski, Philosophy - Emma Claire Sbarge, Political Science - Daniella Arminda Salazar Herrera, Psychology - Ji Yun Lee, Public Policy and Law - Elise Lorraine Ogden, Religion - Cynthia Bezanson Trenholm, Sociology - Haley Ray Thompson, Studio Arts - Klair Quincy Siciliano, Theater and Dance - Young Kwang Kim, Urban Studies - Chinmay Rayarikar, Women, Gender, and Sexuality - Madeline Ferri Edwards

Athletics prizes

The George Sheldon McCook Trophy, the gift of Professor and Mrs. John James McCook in 1902, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a student in the senior class, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all rules of drill, training, and discipline are taken into account, as well as courtesy, self-control, uprightness, and honor at all times, especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing the name and class date. He receives as his permanent property a handcrafted pewter bowl. This trophy is the athletic distinction most coveted in the College.

The Trinity Club of Hartford Trophy, established in 1978, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a woman student, a senior, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all the rules of drill, training and discipline are taken into account, as well as courtesy, self-control, uprightness, and honor at all times, but especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing her name and class date. She receives as her permanent property a small replica of the trophy. This trophy is the athletic distinction most coveted in the College.

The Eastern College Athletic Conference “Outstanding Scholar-Athlete” Award is presented annually to the senior male who is voted the most outstanding in athletics and scholarship.

The Susan E. Martin “Outstanding Scholar-Athlete” Award is presented annually to the senior woman who has combined excellence on the fields of competition with excellence in the classroom. This award was established in 1978 and was named for “Suzie” Martin ’71, who was one of the first Trinity women to compete in inter collegiate athletics.

The Bob Harron “Outstanding Scholar-Athlete” Award, established in 1971 by his friends in memory of Bob Harron, former Director of College Relations at Trinity, is presented annually to the junior male who is voted the most outstanding in athletics and scholarship.

The Board of Fellows “Outstanding Scholar-Athlete” Award was established by the Board in 1979 and is presented annually to the junior woman who is voted most outstanding in athletics and scholarship.

The Blanket Award is awarded to students who have earned nine varsity letters in three different sports. The award is a Trinity College blanket.

The Mears Prize was established under the will of Dr. J. Ewing Mears of the Class of 1858. It is awarded by the faculty on the recommendation of the chairman of the Department of Physical Education. The prize is awarded to the Trinity undergraduate student who writes the best essay on a topic announced by the Department of Physical Education. The topic may change from year to year, and will be one relevant to college physical education or athletics. No prize is awarded unless two or more students are competing.

The Larry Silver Award, named in memory of Lawrence Silver, Class of 1964, is made annually to the student, preferably a non-athlete, selected by the Trinity College Athletic Department, who has contributed the most to the Trinity Athletic Program.

The Bantam Award is presented annually to a non-student who has made a distinguished contribution to the Trinity Sports Programs. The selection is made by the Trinity College Athletic Department. The trophy was given to the College by Raymond A. Montgomery, Class of 1925.

The “1935” Award is presented annually by the Class of 1935 to the player who has been of “most value” to the varsity football team. The qualifications for this award are leadership, sportsmanship, team spirit, loyalty, and love

of the game. A major trophy is kept in the College trophy case.

The Dan Jessee Blocking Award, endowed by Donald J. Viering '42, is given to that member of the varsity football team who has given the best blocking performance throughout the season.

The Roy A. Dath Soccer Trophy, established in 1978, is presented annually to the member of the men's varsity soccer team who best fulfills the following qualifications: (1) makes the greatest contributions to the team's success and (2) demonstrates gentlemanly conduct, good sportsmanship, and inspirational leadership. The trophy is kept in the College trophy case.

The Harold R. Shetter Soccer Trophy, established in 1950 in memory of Harold R. Shetter, coach of soccer 1948-1950, 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 and Diving Award is made annually to the "most improved" member of the men's varsity swimming and diving team. This award honoring their coach was presented by the members of the swimming team of 1962 and endowed in his memory by his friends in 2009. The award will be determined by team vote.

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 David O. Wicks, Jr. Prize, established by David O. Wicks, Jr. ’63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

The Albert C. Williams Hockey Cup is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.

The Frank Marchese Hockey Award, established in 1975, is awarded to the most valuable hockey player. The major trophy is kept in the trophy case and a bowl is presented annually to the winner.

The Thomas H. Taylor Fencing Trophy is awarded annually to a member of the Trinity College fencing team who, in enthusiasm and sportsmanlike conduct, has captured the spirit of the art of fencing.

The Marsh Frederick Chase Memorial Fencing Award is presented to the member of the team who has contributed most significantly to the cause of fencing.

The Susan B. Scott Award was established in 1981 by the Class of 1956 in memory of the wife of Donald J. Scott ’56. The award is presented to a member of the women’s varsity swimming team who has shown the most improvement during the season.

The Robert R. Bartlett Award is presented annually to the male and female students who have combined excellence in athletics with devotion to community and/or campus service. This award was established in 1992 by Mrs. Louise Bartlett and friends in honor of the 60th anniversary of her late husband’s graduation from Trinity College in 1929.

The John E. Kelly Outstanding Offensive Football Player Award was established in 1993 by his friends in memory of John E. Kelly ’34. This annual award is voted on by the offensive players and awarded to the outstanding offensive football player.

The John E. Kelly Most Improved Basketball Award was established in 1993 by his friends in memory of John E. Kelly ’34. This annual award is voted on by the members and coaches of the men’s basketball team and is awarded to the most improved basketball player.

The John E. Kelly Golden Glove Baseball Award was established in 1993 by his friends in memory of John E. Kelly ’34. This annual award is voted on by the members and coaches of the varsity baseball team and is awarded to the player who possesses the best defensive baseball skills.

Richard W. Ellis Softball Award was established by softball alumnae in 1996 in honor of Coach Dick Ellis. This award is presented annually, by vote of her teammates, to the player who has exemplified the qualities Coach Ellis values most in a student-athlete: commitment, enthusiasm, hard work, and all-around team play.

The Alice A. and Elizabeth A. Chick Squash Trophy was established in 1996 in honor of Alice and Elizabeth by their father, Peter Chick. The recipient of the award is determined by the head women’s squash coach. The trophy is awarded to a player on the women’s varsity squash team who, throughout the season, has been a 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 a hardworking, determined, and an outstanding competitor.

The Gregory M. Hill Class of 1987 Track and Field Sportsmanship Award was established in 1997

by Gregory M. Hill '87. The recipient of the award, chosen by the coaching staff, may be either a male or female member of the track team and a junior or senior. The qualities considered will be leadership, comradeship, character, academics, and commitment.

The Chantal Lacroix Women's Ice Hockey Award is presented annually by the coach of the women's ice hockey team to that player who, in the opinion of the coach, has displayed outstanding ability on the ice and exceptional dedication and loyalty to Trinity women's ice hockey. This award, established in 1997 by the 1996-1997 women's ice hockey team, is in honor of Chantal Lacroix, coach of the first women's ice hockey team.

The Working Boast Squash Award is presented annually by vote of his/her teammates to the player on each of the men's and women's squash racquet teams who spends the extra time and energy fostering a positive team attitude and who emanates a love of the game both on and off the court. This award, established in 1999 by their parents Eloise and Bo Burbank '55 is in honor of Charlotte '84, Douglas '85, Timothy '87, and Sarah '99, all four-year squash racquet players.

The Hazelton Lacrosse Award is presented annually to the men's lacrosse player who shows the most improvement during the season. The award winner will be decided by team vote. This award was established in 1999 by Thomas '92, James '93, and Alexander '99, all four-year lacrosse players, and their parents, Richard (director of athletics) and Anne Hazelton.

The Chester H. McPhee Women's Swimming Award was established in 2000 by Chester H. McPhee, Trinity's Swimming Coach from 1976 to 1994. Under Coach McPhee's guidance, the women's varsity program began in 1979. This award represents the essence of Coach McPhee and Trinity Women's Swimming hard work, leadership, and devotion to training and competition. It is awarded annually to the varsity swimmer chosen by her teammates and coach(es) as the most valuable member of the squad.

The Chester H. McPhee Men's Lacrosse Award is presented annually to the player who has been of "most inspiration" to the men's lacrosse team. The qualifications for this award are leadership, sportsmanship, determination, dedication, and a passion for the game. The award winner will be chosen by a vote of coaches and team members. The award was established in 2000 by Chester H. McPhee, founder and first varsity lacrosse coach at Trinity College.

The Mooney Football Award was established in 2002 by Chad Mooney '74, who was captain of the 1973 team. This annual award is voted on by the football team members and is awarded to the most valuable defensive football player who shows discipline, conditioning, leadership, and mental and physical toughness.

The James F. Belfiore Basketball Award, established in 2004, is awarded annually to the most valuable player on the men's team through a vote of the coaches and players. This award was established by Jim's classmates and teammates in memory of Jim, Class of 1966, who was the captain and MVP of the 1965 and 1966 basketball teams.

The Jane Clark Sargeant Tennis Award, established in 2004 in memory of Jane, mother of Courtney, Class of 2003, is awarded annually to a player on the women's team whose generous contributions include an unselfish devotion to the team, an unflinching spirit and enthusiasm, and an uncompromising dedication to sportsmanship. The award will be determined by a team vote.

The Aquilina Women's Soccer Award, named in honor of Lindsay Aquilina, Class of 2004, and established in 2003, is awarded annually to the player who has demonstrated commitment, courage, and determination in coming through the highest level of adversity. The winner of this award will be determined by the coaching staff.

The Men's Ice Hockey Great Teammate Award, established in 2004 by John O'Leary, Class of 2000, and Gregory O'Leary, Class of 2003, both former players, is awarded to the player who portrays a strong desire to win, dedication to his team, both mental and physical toughness, a willingness to sacrifice his own individuality for the benefit of his team, and is, above all, a great teammate. The recipient of this award will be decided by a vote of the players and coaches.

The Diana P. Goldman Most Valuable Tennis Player Award, named in honor of Diana Goldman, Class of 2004, and established in 2005, is awarded to the women's tennis player who has not only been an outstanding performer, but also has exhibited sportsmanship, team spirit, and love of the game. The winner of this award will be determined by a team vote.

The Constance E. and Richard H. Ware Men's Ice Hockey Award For Academic Excellence, established

in 2005, is awarded annually to the junior or senior player with the highest academic average. This award was established by Philip C. Ware to honor his parents for their longstanding dedication to and love for Trinity College and for their support of the men's ice hockey program

The Brittany Anne Olwine Most Improved Tennis Player Award, named in honor of Brittany Olwine, Class of 2005, and established in 2006, is awarded annually to the women's tennis player who has shown the most improvement over the course of the season through hard work, dedication, enthusiasm, and commitment to the team, both on and off the court. The winner of this award will be determined by a team vote.

The Tara Borawski Outstanding Offensive Women's Ice Hockey Player Award, established in 2006 by her parents, in honor of Tara Borawski, who graduated in 2006 as the Trinity College career-scoring leader. The recipient of this award will be the leading scorer on the women's ice hockey team.

The James F. Belfiore Men's and Women's Squash Award, established in 2007, is in recognition of Jim Belfiore, a Hartford native and Trinity Basketball Hall of Fame member (Class of 1966). The award will be voted on by the men's team for the deserving male player and by the women's team for the deserving female player. The award is in recognition of the player who overcame adversity and whose contagious personality and spirit of competition inspired fellow teammates.

The Abeles Batting Award endowed in 2008 by the William "Bill" R. Abeles, Sr. (Class of 1959) family and friends in recognition of Mr. Abeles' 70th birthday and 50th anniversary of his receiving the "John Sweet Batting Award" in 1958. The award will go to the Trinity College varsity baseball player with the highest batting average on the team. The recipient (player) must have had at least 70 percent at bats of the player with the most at bats on the team.

The John M. Dunham Ice Hockey Coach's Award, endowed in 2008 in honor of Trinity's long-standing and successful former men's hockey coach, is awarded to a men's hockey player, determined by the head coach, who exemplifies all that is Trinity hockey. The Dunham Coach's Award will go to the player who places his team before himself, demonstrates the ability to persevere through adversity, and, through a consistent work ethic, shows a true passion for Trinity College and the game of ice hockey.

The Alfred M. C. MacColl '54 Gold Stick Award, established in 1968 and endowed in 2008 by the MacColl family in honor of Fred, is presented annually to the leading scorer on the varsity men's ice hockey team.

The Trinity Crew Founders' Award, endowed in 2008 and given in honor of the men from the classes of 1961, 1962, and 1963 who, in 1961, renewed Trinity's rowing program as an intercollegiate sport. The award, voted on by the varsity crew, recognizes a male rower(s) who demonstrates sportsmanship, the desire to excel, shown the most improvement, and reflects the stamina, zeal, and passion for rowing as those Founders did in 1961.

The Raymond Batson Most Improved Player Award, established in 2009, is given by his family in memory of Raymond Batson, head coach of the men's ice hockey club team from 1968 to 1970, who was instrumental in establishing hockey as a sport at Trinity. The award is presented annually to that member of the men's ice hockey team who, in the judgment of the head coach, has shown the most improvement during the season.

The Patrick R. McNamara Football Award, established by his teammates in 2009 in memory of Pat, Class of 1980, an All-American wide receiver. The award is given annually to the offensive rookie of the year. The award goes to the offensive player (first year or sophomore) who contributed significantly in his first year of playing. The award will be determined by a team vote.

The Applebee Field Hockey Award, was established in 1986 and endowed by the field hockey parents in 2009 in honor of Constance M.K. Applebee, who first introduced the sport of field hockey to the United States in 1901. This award is chosen by the coaching staff and presented annually to the varsity player who has displayed outstanding ability on the field and exceptional dedication and loyalty to Trinity field hockey.

The David R. "Moose" Poulin Award is given within the Trinity College Football Program to a defensive underclassman who through perseverance and talent excelled early in his career as a Bantam. The designation goes to a member of the Trinity football team that has shown tremendous promise and talent without the advantage of collegiate experience. The award is given in memory of David Poulin, Captain of the 1977 squad, ferocious competitor and exceptional student/athlete. The highest levels of expectations are implied in accordance with this award.

Endowed Lectures

Barbieri Lectures—A gift from the Cesare Barbieri Endowment provides for two public lectures a year by outstanding persons on some aspect of Italian studies.

Joseph C. Clarke M'38 Public Oration Contest—A bequest from Cynthia Clarke of Chester, Connecticut, in loving memory of her father, Joseph Clarke M'38, established the Joseph C. Clarke M'38 Dean of Students Discretionary Fund. Among other things, the fund supports an annual student oration contest, the winner of which gives a public lecture each fall.

Martin W. Clement Lecture—An endowment established in 1967 by graduates and undergraduates of the Epsilon Chapter of Delta Psi Fraternity in memory of Martin W. Clement 1901 provides an annual public lecture with no restriction as to topic.

Shelby Cullom Davis—Under the auspices of the Shelby Cullom Davis Endowment, several lectures are given on topics related to business, large organizations, or entrepreneurial activities.

Delta Phi/IKA Fraternity Lecture Program—a gift of the proceeds of the Delta Phi/IKA treasury sponsors a guest lecturer, preferably a Trinity alumnus/a.

Department of Language and Culture Studies—An endowment established in honor of Professor Dori Katz by an anonymous donor in 1996 provides for an annual lecture by a prominent speaker.

Harold L. Dorwart Lectureship in Mathematics—A gift of friends and family in memory of Harold and Carolyn Dorwart supports annual lecture(s) on mathematical topics of general interest. Dr. Harold Dorwart was Seabury Professor of Mathematics from 1949 to 1967 and dean of the College, 1967-1968.

Michael P. Getlin Lecture—A fund established through the generosity of classmates and friends in honor of Michael P. Getlin '62, captain, U.S.M.C., who was killed in action in Vietnam, provides an annual lecture in religion.

Hallden Lecture—Through the Hallden Engineering Fund, established by Karl W. Hallden 1909, Hon. '55, provides lectures by scientists and engineers of international reputation and interest.

John D. and Susan G. Limpitlaw Lecture Series—A gift from Susan G. and the Reverend John D. Limpitlaw '56 endows a four-year cycle of lectures by distinguished scholars on religion and art, history, science or medicine, and business or the economic order.

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Christine Melson, *Staff Accompanist and Instructor in Music*; B.S. 1974 (Lebanon Valley College), M.M. 1980 (Hartt School of Music) [1999]

Michael Pilger, *Instructor in Physical Education*; B.S. 1982 (Boston Univ.) [2004]

Michael Smith, *Instructor in Physical Education*; A.S. 1992 (Manchester Community College), B.S. 1994 (Central Connecticut State Univ.) [1999]

Jason Tarnow, *Instructor in Physical Education*; B.A. 2000 (Salisbury Univ.) [2017]

Lecturers

Rachna R. Agrawal, *Visiting Lecturer in Theater and Dance*; B.A. 1980 (Prayag Sangeet Samiti, U.P., India), M.A. 1984 (Pracheen Kala Kendra, Punjab, India), M.A. 1986 (Delhi Univ., Delhi, India), M.B.A. 1992 (Univ. of Hartford) [2003]

Laura B. Albanese, *Visiting Lecturer in Language and Culture Studies*; B.A. 2010 (The Pennsylvania State Univ.), M.A. 2014 (Univ. of Connecticut) [2015]

John H. Alcorn, *Principal Lecturer in the Shelby Cullom Davis Endowment*; B.A. 1980, M.A. 1982, M.Phil. 1984, Ph.D. 1999 (Columbia Univ.) [1991]

Jennifer Allen, *Visiting Lecturer in Music*; B.M. 2000 (The Hartt School, Univ. of Hartford) [2013]

Aidalí Aponte Avilés, *Lecturer in Language and Culture Studies*; B.S. 2001 (Inter American Univ., Puerto Rico), M.A. 2007 (Univ. of Puerto Rico), Ph.D. 2015 (Univ. of Connecticut) [2014]

Julia Goesser Assaiante, *Lecturer in Language and Culture Studies*; A.B. 2000 (Princeton Univ.), Ph.D. 2009 (New York Univ.) [2007]

Michal Ayalon, *Lecturer in Language and Culture Studies*; B.A. 1992, M.A. 1998 (State Univ. of New York at Potsdam) [2009]

Heather Beck, *Visiting Lecturer in Studio Arts*; B.F.A. 2006 (Univ. of Massachusetts Dartmouth) [2016]

Ryan Cadrette, *Visiting Lecturer in Theater and Dance*; B.A. 2008 (Vassar College), M.A. 2013 (Concordia Univ.) [2017]

Ewa Chmielewska, *Visiting Lecturer in Language and Culture Studies*; B.A. 2008, M.D. 2008 (Medical Univ. of Gdańsk, Poland), M.A. 2011 (Univ. of Colorado at Boulder) [2017]

Nicholas J. Conway, *Visiting Lecturer in American Studies*; B.S. 1997 (Union College) [2003]

Robert Cotto, Jr., *Lecturer in Educational Studies and Director, Urban Educational Initiatives*; A.B. 2003 (Dartmouth College), Ed.M. 2004 (Harvard Graduate School of Education), M.A. 2014 (Trinity College) [2014]

Brandon Couloute, *Visiting Lecturer in Theater and Dance*; B.A. 2014 (Central Connecticut State Univ.) [2016]

Amy L. Cunningham, *Visiting Lecturer in the Aetna Quantitative Center and Mathematics Department*; B.A. 2008 (Western New England College), M.S. 2010 (Syracuse Univ.) [2016]

Martina di Florio Gula, *Visiting Lecturer in Language and Culture Studies*; Laurea 1997 (Università degli Studi di Bologna), M.A. 2010 (Univ. of Connecticut) [2014]

Noah Dion, *Visiting Lecturer in the Allan K. Smith Center for Writing and Rhetoric*; B.A. 2001 (Univ. of Connecticut), M.A. 2004 (Brown Univ.), M.A. 2007, M.Phil. 2010, Ph.D. 2011 (Yale Univ.) [2015]

Joel Douglas, *Shelby Cullom Davis Visiting Lecturer*; B.S. 1977 (Univ. of Connecticut), M.S. 1982 (Univ. of New Haven) [2010]

Isabel Evelein, *Visiting Lecturer in Language and Culture Studies*; Licence de Langues Etrangères Appliquées 1985, M.A. 1987 (Université de Grenoble, France), M.S. 1990 (Univ. at Albany) [2006]

Edward C. Fitzgerald, *Senior Lecturer and Laboratory Coordinator in Chemistry*; B.S. 1980 (Univ. of Massachusetts, Amherst), M.A. 1984 (Mount Holyoke College) [2007]

Deborah A. Fixel, *Visiting Lecturer and Laboratory Coordinator in Engineering*; B.E. 1988 (Univ. of New Mexico), M.S. 1999 (Univ. of California, Los Angeles), Ph.D. 2007 (Univ. of Wisconsin-Madison) [2015]

Laura C. Flores, *Visiting Lecturer in Language and Culture Studies*; B.S. 1990 (Indiana Univ.), M.Ed. 1996 (Univ. of Pittsburgh) [2006]

Elena Fossá, *Principal Lecturer, Trinity College/Rome Campus*; Laurea 1976 (Libera Univ. degli Studi Maria SS. Assunta) [1987]

Claire T. Fournier, *Lecturer and Laboratory Coordinator in Biology*; B.S. 2006 (Univ. of Saint Joseph), Ph.D. 2013 (Wesleyan Univ.) [2014]

Elizabeth Fox, *Visiting Lecturer in English*; B.A. 2006 (Ithaca College), M.A. 2012 (Univ. of Massachusetts, Amherst) [2018]

Erin Leigh Frymire, *Lecturer in the Allan K. Smith Center for Writing and Rhetoric*; B.A. 2009 (Skidmore College), Ph.D. 2017 (Northeastern Univ.) [2017]

Kaitlyn Gingras, *Director of the Aetna Quantitative Center and Lecturer in Mathematics*; B.A. 2007 (Western New England College), M.S. 2009 (Univ. of Connecticut) [2014]

Jonathan R. Gourley●, *Senior Lecturer and Laboratory Coordinator in Environmental Science*; B.S. 1996 (Dickinson College.), M.S. 2000 (California State Univ. Fresno), Ph.D. 2006 (Univ. of Connecticut) [2006]

Curtis Greenidge, *Visiting Lecturer in Music* [2017]

Fadia Hasan, *Visiting Lecturer in the Allan K. Smith Center for Writing and Rhetoric*; B.A. 2007 (Hampshire College), M.A. 2010, Ph.D. 2016 (Univ. of Massachusetts, Amherst) [2017]

Karen Humphreys●●, *Principal Lecturer in Language and Culture Studies*; B.A. 1985 (Bucknell Univ.), M.A. 1990 (Univ. of Pittsburgh), Ph.D. 1995 (Princeton Univ.) [1998]

Karen M. Jones, *Visiting Lecturer in Human Rights*; B.A. 1989 (Southern Connecticut State Univ.) [2017]

Kristine A. Kennen, *Lecturer in Psychology and Assistant Director, Counseling Center*; B.A. 2009 (Marist College), M.A. 2011, Psy.D. 2013 (Univ. of Hartford) [2012]

Julia Kiley, *Guest Director in Music*; B.A. 1994 (City Univ. of New York), M.A. 2000 (Hunter College) [2017]

Joshua King, *Visiting Lecturer in Language and Culture Studies*; B.A. 2005 (Rhode Island College) [2010]

Pauline H. Lake, *Lecturer in Computer Science and Teachers Aide/Project Administrative Assistant*; B.A. 2013 (Trinity College) [2013]

Alta Lash, *Visiting Lecturer in Urban Studies*; B.A. 1970, M.A. 1975 (St. Joseph College, Hartford) [1996]

A. Stephen Lanza, *Visiting Lecturer in Human Rights*; B.A. 1976, M.A. 1992 (Univ. of Connecticut) [2017]

Joseph Lea, *Visiting Lecturer in Human Rights*; B.A. 1982 (Saint Anselm College), J.D. 1986 (Catholic Univ. of America), LL.M. 1988 (Univ. of Notre Dame), M.A. 2008 (The Univ. of Manchester) [2010]

Karim S. Mabrouk, *Visiting Lecturer in Language and Culture Studies*; B.A. 2009 (Iona College), M.A. 2012, M.A. 2014 (Univ. of Connecticut) [2016]

Nicholas P. Marino, *Lecturer in the Allan K. Smith Center for Writing and Rhetoric*; B.A. 2006 (Merrimack College), M.A. 2010 (Georgetown Univ.), Ph.D. 2017 (Purdue Univ.) [2017]

Priya A. Mathew, *Visiting Lecturer in Chemistry*; B.S. 2007 (The Univ. of Texas at Austin), Ph.D. 2012 (Vanderbilt Univ.) [2015]

Lisa Matias, *Visiting Lecturer in Theater and Dance*; B.A. 1990 (Trinity College) [1991]

Daniel McGrath, *Visiting Lecturer in Psychology*; A.B. 1969 (Cornell Univ.), M.S. 1970, M. Phil. 1975 (Columbia Univ.) [1993]

Atsuko Miyazaki, *Visiting Lecturer in Language and Culture Studies*; B.M. 1986 (Toho Gakuen School of Music, Tokyo) [2006]

Janet Morrison, *Principal Lecturer in Chemistry*; B.S. 1983 (Hartwick College), M.S. 1985 (Northeastern Univ.), Ph.D. 1992 (The American Univ.) [1997]

Daniel J. Mrozowski, *Visiting Lecturer in English*; B.A. 2001 (Indiana Univ. of Pennsylvania), M.A. 2003, Ph.D. 2007 (Univ. of Michigan-Ann Arbor) [2010]

F. William O'Connor, *Lecturer in Economics*; B. S. 1972 (Univ. of Hartford), M.A. 1975 (Trinity College), J.D. 1978 (Univ. of Connecticut Law School) [1984]

Michael O'Donnell●●, *Principal Lecturer and Laboratory Coordinator in Biology*; B.S. 1978 (Univ. of Rhode Island), M.S. 1984 (State Univ. of New York) [1989]

Tennyson L. O'Donnell, *Director of the Allan K. Smith Center for Writing and Rhetoric and Allan K. Smith Lecturer in English Composition*; B.A. 1997 (Brigham Young Univ.-Hawaii), M.A. 2000 (California Polytechnic State Univ.), Ph.D. 2005 (Syracuse Univ.) [2012]

C. Kalum Palandage, *Lecturer in Physics*; B.S. 2002 (Univ. of Colombo, Sri Lanka), M.S. 2006, Ph.D. 2010 (Univ. of Connecticut) [2010]

Giuliana Palma, *Principal Lecturer in Language and Culture Studies*; Laurea 1982 (Univ. of Florence, Italy) [1987]

Irene Papoulis, *Principal Lecturer in the Allan K. Smith Center for Writing and Rhetoric*; B.A. 1976 (State Univ. of New York, Binghamton), M.F.A. 1979 (Columbia Univ.), Ph.D. 1986 (State Univ. of New York, Stony Brook) [1996]

Robin Price, *Visiting Lecturer in Fine Arts*; B.A. 1984 (Pomona College) [2014]

Denise N. Rau, *Senior Lecturer and Laboratory Coordinator in Chemistry*; B.S. 1981, Ph.D. 1988 (Univ. of Massachusetts, Amherst) [2008]

Ivana Rinaldi, *Principal Lecturer, Trinity College/Rome Campus*; Laurea 1980 (Univ. di Camerino) [1990]

Richard Ring, *Lecturer in the American Studies Graduate Program and Head Curator, Watkinson Library*; B.A. 1994 (The Ohio State Univ.), M.L.S. 1998 (Indiana Univ.) [2010]

Michael L. Rosino, *Visiting Lecturer in Sociology*; B.A. 2008 (Ohio Wesleyan Univ.), M.A. 2013 (Univ. of Cincinnati) [2017]

Arthur Schneider, *Senior Lecturer in Economics*; B.S. 1989 (Chelyabinsk Institute of Medicine, Russia), B.A. 1997, Ph.D. 2008 (Univ. of Connecticut) [2004]

Amie K. Senland, *Lecturer and Laboratory Coordinator in Psychology*; B.A. 2007 (St. Joseph College), M.A. 2010, Ph.D. 2014 (Fordham Univ.) [2016]

Barry K. Stevens, *College Lecturer in Public Policy and Law*; B.A. 1975 (Harvard College), J.D. 1978 (New York Univ. School of Law) [1981]

Charles C. Swart, *Senior Lecturer and Laboratory Coordinator in Neuroscience*; B.S. 1993 (Louisiana Tech Univ.), M.S. 1998 (Univ. of Richmond), Ph.D. 2003 (Univ. of Louisiana-Lafayette) [2006]

Sean Tanguay, *Visiting Lecturer in Music*; B.A. 2017 (Univ. of Hartford) [2017]

Trisha Joy Tiamzon, *Visiting Lecturer in Sociology*; B.A. 2006 (Univ. of California, Berkeley), M.A. 2010 (Univ. of Connecticut) [2014]

Rieko Wagoner, *Principal Lecturer in Language and Culture Studies and International Studies*; B.A. 1979 (Jochi Univ., Tokyo), M.A. 1981, M.L.I.S. 1985 (Univ. of Wisconsin-Madison) [1987]

Jui-Chien Wang, *Senior Lecturer in Language and Culture Studies*; B.A. 2004, M.Ed. 2006 (National Taiwan Normal Univ.) [2011]

Anne M. Wettersten, *Visiting Lecturer in the Allan K. Smith Center for Writing and Rhetoric*; B.A. 1992 (Smith College), M.A. 1997 (Rutgers Univ.) [2014]

Jia-Hui Stefanie Wong, *Visiting Lecturer in Educational Studies*; B.A. 2007 (Swarthmore College), M.A. 2014 (Univ. of Wisconsin-Madison) [2017]

Irena Palamani Xhurxhi, *Visiting Lecturer in Economics*; B.A. 2011 (American Univ. in Bulgaria), M.A. 2012 (Univ. of Virginia) [2015]

Artists-in-Residence

Lucy Ferriss, *Writer-in-Residence*; B.A. 1975 (Pomona College), M.A. 1979 (San Francisco State Univ.), M.A. 1993, Ph.D. 1995 (Tufts Univ.) [2000]

Elizabeth Libbey, *Visiting Writer*; B.A. 1970 (Univ. of Montana), M.F.A. 1973 (Univ. of Iowa Writers Workshop) [1987]

Clare Rossini, *Artist-in-Residence*; B.A. 1976 (College of St. Benedict), M.F.A. 1982 (Univ. of Iowa Writers' Workshop), Ph.D. 1991 (Columbia Univ.) [2000]

Robert E. Smith, *Composer-in-Residence (Chapel)*; B.S. 1968 (Mannes College of Music) [1979]

Graduate Fellows

Emily R. Cummins, *Postdoctoral Fellow in Urban Studies*; B.A. 2008 (Grand Valley State Univ.), M.A. 2010 (New Mexico State Univ.), Ph.D. 2016 (Northeastern Univ.) [2016]

Krista Ehlert, *Thomas McKenna Meredith '48 Postdoctoral Fellow in Environmental Science*; B.A. 2010 (St. Olaf College), M.S. 2013, Ph.D. 2017 (Montana State Univ.) [2016]

Rochelle Outlaw, *Ann Plato Fellow in Public Policy and Law*; B.A. 1997 (Rice Univ.), J.D. 2005 (Ohio Northern Univ.), Ph.D. 2017 (Univ. of South Carolina) [2017]

Trinity College Faculty Emeriti

David Ahlgren, *Karl W. Hallden Professor of Engineering, Emeritus*; B.S. 1964 (Trinity College), M.S. 1973 (Tulane Univ.), Ph.D. 1978 (Univ. of Michigan) [1973, Ret. 2014]

Gustave W. Andrian, *John J. McCook Professor of Modern Languages, Emeritus*; B.A. 1940 (Trinity College), Ph.D. 1946 (Johns Hopkins Univ.) [1946, Ret. 1987]

Edward Bobko, *Scovill Professor of Chemistry, Emeritus*; B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern Univ.) [1955, Ret. 1988]

James R. Bradley, *Professor of Classics, Emeritus*; A.B. 1957 (Trinity College), A.M. 1959, Ph.D. 1968 (Harvard Univ.) [1970, Ret. 2000]

John D. Brewer, *Professor of Sociology, Emeritus*; A.B. 1958, A.M. 1963, Ph.D. 1968 (Univ. of Chicago) [1972, Ret. 2000]

Joseph D. Bronzino, *Vernon D. Roosa Professor of Applied Science, Emeritus*; B.S.E.E. 1959 (Worcester Polytechnic Institute), M.S.E.E. 1961 (U.S. Naval Postgraduate School), Ph.D. 1968 (Worcester Polytechnic Institute) [1968, Ret. 2010]

Philip S. Brown, Jr., *Professor of Applied Mathematics, Emeritus*; B.A. 1961 (Wesleyan Univ.), S.M. 1963 (Massachusetts Institute of Technology), M.S. 1969 (Trinity College) [1984, Ret. 2012]

W. Miller Brown, *Professor of Philosophy, Emeritus*; B.A. 1958 (Amherst College), Ph.D. 1970 (Harvard Univ.) [1965, Ret. 2015]

Cynthia L. Butos, *Principal Lecturer in the Allan K. Smith Center for Writing and Rhetoric, Emerita*; B.S. 1971 (Millersville Univ. of Pennsylvania), M.A. 1988 (Trinity College) [1989, Ret. 2015]

Patricia Byrne, *Professor of Religion, Emerita*; A.B. 1971 (Carlow College), S.T.B. 1974 (Gregorian Univ.), M.A. 1975 (St. Louis Univ.), Ph.D. 1986 (Boston College) [1987, Ret. 2007]

Edward S. Cabot, *Adjunct Professor of Public Policy and Law, Emeritus*; B.A. 1960 (Yale Univ.), J.D. 1964 (Harvard Univ.) [1999, Ret. 2015]

Noreen Channels, *Professor of Sociology, Emeritus*; B.A. 1966 (Hiram College), M.S.W. 1968 (Univ. of Connecticut), Ph.D. 1973 (Michigan State Univ.) [1972, Ret. 2001]

George E. Chaplin, *Charles S. Nutt Professor of Fine Arts, Emeritus*; B.F.A. 1958, M.F.A. 1960 (Yale Univ.) [1972, Ret. 1991]

Frank M. Child III, *Professor of Biology, Emeritus*; A.B. 1953 (Amherst College), Ph.D. 1957 (Univ. of California, Berkeley) [1965, Ret. 1994]

Richard B. Crawford, *Professor of Biology, Emeritus*; A.B. 1954 (Kalamazoo College), Ph.D. 1959 (Univ. of Rochester) [1967, Ret. 1998]

Ward S. Curran, *Ward S. Curran Distinguished Professor of Economics, Emeritus*; B.A. 1957 (Trinity College), M.A. 1958, Ph.D. 1961 (Columbia Univ.) [1960, Ret. 2012]

Michael R. Darr, *Professor of Physical Education, Emeritus*; B.A. 1968 (Gettysburg College), M.S. 1975 (Univ. of Delaware) [1975, Ret. 2008]

Howard DeLong, *Brownell Professor of Philosophy, Emeritus*; B.A. 1957 (Williams College), Ph.D. 1960 (Princeton Univ.) [1960, Ret. 1999]

Henry A. DePhillips, Jr., *Vernon K. Kriebel Professor of Chemistry, Emeritus*; B.S. 1959 (Fordham Univ.), Ph.D. 1963 (Northwestern Univ.) [1963, Ret. 2012]

Judy Dworin, *Professor of Theater and Dance, Emerita*; B.A. 1970 (Trinity College), M.A. 1975 (Goddard College) [1971, Ret. 2015]

Francis J. Egan, *Professor of Economics, Emeritus*; B.A. 1963 (Providence College), M.A. 1966, Ph.D. 1973 (Fordham Univ.) [1967, Ret. 2014]

James F. English, Jr., *President, Emeritus*; B.A. 1949 (Yale College), M.A. 1951 (Cambridge, Univ.), J.D. 1956 (Univ. of Connecticut Law School), D.H.L. 1989 (Trinity College) [1981, Ret. 1989]

Frederick K. Errington, *Distinguished Professor of Anthropology, Emeritus*; B.A. 1962 (Wesleyan Univ.), Ph.D. 1970 (Cornell Univ.) [1993, Ret. 2009]

Ellison B. Findly, *Scott M. Johnson '97 Distinguished Professor of Religion, Emerita*; B.A. 1971 (Wellesley College), M.A. 1973 (Columbia Univ.), M. Phil. 1976, Ph.D. 1978 (Yale Univ.) [1980, Ret. 2017]

Mark Franklin, *John R. Reitemeyer Professor of Political Science, Emeritus*; B.A. 1964, M.A. 1968 (Univ. Of Oxford), Ph.D. 1970 (Cornell Univ.) [1998, Ret. 2007]

Donald B. Galbraith, *Professor of Biology, Emeritus*; B.S. 1958 (Grove City College), Sc.M. 1960, Ph.D. 1962 (Brown Univ.) [1962, Ret. 2001]

John A. Gettier, *Professor of Religion, Emeritus*; B.A. 1956 (Wesleyan Univ.), B.D. 1961 (Yale Univ.), Th.D. 1971 (Union Theological Seminary) [1966, Ret. 2001]

Lawrence Gluckman, *Professor of Physical Education, Emeritus*; B.S. 1969 (Northeastern Univ.), M.A. 1971 (Columbia Univ.) [2003, Ret. 2009]

Andrew J. Gold, *Professor of Economics and Public Policy, Emeritus*; B.B.A. 1962 (City College of New York), Ph.D. 1967 (Northwestern Univ.) [1971, Ret. 2007]

Karl F. Haberlandt, *Professor of Psychology, Emeritus*; Dipl. Psych. 1964 (Freie Universitat), M.A. 1966, Ph.D. 1968 (Yale Univ.) [1968, Ret. 2011]

Richard J. Hazelton, *Director of Athletics and Professor of Physical Education, Emeritus*; B.A. 1966 (Marietta College), M.S. 1976 (Univ. of Massachusetts) [1974, Ret. 2010]

James K. Heeren, *Professor of Chemistry, Emeritus*; B.S. Chem. 1951, M.S. 1952 (Tufts Univ.), Ph.D. 1960 (Massachusetts Institute of Technology) [1962, Ret. 1995]

David E. Henderson, *Professor of Chemistry, Emeritus*; B.A. 1968 (St. Andrews Presbyterian College), Ph.D. 1975 (Univ. of Massachusetts) [1977, Ret. 2015]

George C. Higgins, Jr., *Professor of Psychology, Emeritus*; B.A. 1959 (Amherst College), Ph.D. 1964 (Univ. of Rochester) [1963, Ret. 2003]

Donald D. Hook, *Professor of Modern Languages, Emeritus*; B.A. 1950 (Emory Univ.), M.A. 1958 (Duke Univ.), Ph.D. 1961 (Brown Univ.) [1961, Ret. 1994]

Dianne Hunter, *Professor of English, Emerita*; B.A. 1966 (Alfred Univ.), M.A. 1968 (Purdue Univ.), Ph.D. 1972 (State Univ. of New York, Buffalo) [1972, Ret. 2008]

Drew A. Hyland, *Charles A. Dana Professor of Philosophy, Emeritus*; A.B. 1961 (Princeton Univ.), M.A. 1963, Ph.D. 1965 (Pennsylvania State Univ.) [1967, Ret. 2015]

Douglas B. Johnson, *Professor of Music, Emeritus*; B.A. 1974 (Humboldt State Univ., California), M.A. 1984, Ph.D. 1989 (Univ. of California) [1988, Ret. 2009]

James F. Jones, Jr., *President and Trinity College Professor in the Humanities, Emeritus*; B.A. 1969 (Univ. of Virginia), M.A. 1972 (Emory Univ.), M.Phil. 1974, Ph.D. 1975 (Columbia Univ.) [2004, Ret. 2014]

Dori Katz, *Professor of Modern Languages, Emerita*; A.A. 1959 (Los Angeles City College), B.A. 1961 (Los Angeles State Univ.), M.F.A. 1963, Ph.D. 1969 (Univ. of Iowa) [1969, Ret. 2007]

Frank G. Kirkpatrick, *Ellsworth Morton Tracy Lecturer and Professor of Religion, Emeritus*; B.A. 1964 (Trinity College), M.A. 1966 (Union Theological Seminary), Ph.D. 1970 (Brown Univ.) [1969, Ret. 2016]

Dirk A. Kuyk, Jr., *Professor of English, Emeritus*; B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis Univ.) [1970, Ret. 2010]

Paul Lauter, *Allan K. Smith and Gwendolyn Miles Smith Professor of English, Emeritus*; B.A. 1953 (New York Univ.), M.A. 1955 (Indiana Univ.), Ph.D. 1958 (Yale Univ.) [1988, Ret. 2015]

Eugene E. Leach, *Professor of History and American Studies, Emeritus*; A.B. 1966 (Harvard Univ.), M.A. 1967 (Univ. of Michigan), Ph.D. 1977 (Yale Univ.) [1975, Ret. 2012]

Richard T. Lee, *Brownell Professor of Philosophy, Emeritus*; B.A. 1958 (Emory Univ.), M.A. 1960, Ph.D. 1962 (Yale Univ.) [1962, Ret. 2007]

Sonia Lee, *Professor of Language and Culture Studies, Emerita*; B.S. 1964, M.A. 1966 (Univ. of Wisconsin), Ph.D. 1974 (Univ. of Massachusetts) [1973, Ret. 2009]

William M. Mace, *Professor of Psychology, Emeritus*; B.A. 1967 (Yale Univ.), Ph.D. 1971 (Univ. of Minnesota) [1971, Ret. 2015]

Anthony D. Macro, *Hobart Professor of Classical Languages, Emeritus*; B.A. (Hons.) 1961, M.A. 1964 (Oxford Univ.), Ph.D. 1969 (Johns Hopkins Univ.) [1969, Ret. 2006]

Michael R. T. Mahoney, *Genevieve Harlow Goodwin Professor of the Arts, Emeritus*; B.A. 1959 (Yale Univ.), Ph.D. 1965 (Courtauld Institute, Univ. of London) [1969, Ret. 1999]

Charles R. Miller, *Professor of Physics, Emeritus*; B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961, Ret. 1996]

Donald G. Miller, *Professor of Physical Education, Emeritus*; B.S. 1955, M.E. 1957 (Univ. of Delaware) [1965, Ret. 2000]

Judith A. Moran, *Director of the Aetna Quantitative Center and Professor of Quantitative Studies, Emerita*; B.A. 1964, M.S. 1965 (Univ. of New Hampshire), Ph.D. 1990 (Univ. of Massachusetts) [1990, Ret. 2010]

Ralph A. Morelli, *Professor of Computer Science, Emeritus*; B.A. 1969 (Univ. of Connecticut), Ph.D. 1979, M.S. 1984 (Univ. of Hawaii) [1985, Ret. 2016]

Joan Morrison, *Professor of Biology, Emerita*; B.A. 1975 (College of Wooster), M.S. 1979 (Univ. of Michigan), Ph.D. 1997 (Univ. of Florida) [2000, Ret. 2017]

Stanley E. Ogrodnik, *Professor of Physical Education, Emeritus*; B.A. 1963 (Providence College), M.A. 1968 (Univ. of Hartford) [1981, Ret. 2009]

Borden W. Painter, Jr., *President and Professor of History, Emeritus*; B.A. 1958 (Trinity College), M.A. 1959 (Yale Univ.), M. Div. 1963 (General Theological Seminary), Ph.D. 1965 (Yale Univ.) [1964, Ret. 2004]

Robert F. Peltier, *Principal Lecturer in the Allan K. Smith Center for Writing and Rhetoric, Emeritus*; B.A. 1991, M.A. 1992 (Trinity College) [1991, Ret. 2017]

Stephen L. Peterson, *College Professor and Associate Academic Dean, Emeritus*; B.A. 1962 (Bethel College), B.D. 1965 (Colgate Rochester Divinity School), A.M. 1967, A.M.L.S. 1968 (Univ. of Michigan), Ph.D. 1975 (Vanderbilt Univ.) [1991, Ret. 2006]

Harvey S. Picker, *Professor of Physics, Emeritus*; S.B. 1963, Ph.D. 1966 (Massachusetts Institute of Technology) [1971, Ret. 2008]

Mario J. Poliferno, *Professor of Mathematics, Emeritus*; B.A. 1952, M.A. 1954, Ph.D. 1958 (Yale Univ.) [1958, Ret. 1990]

Thomas A. Reilly, *Professor of Political Science, Emeritus*; B.A. 1965 (Queens College), M.A. 1967, Ph.D. 1972 (City Univ. of New York) [1971, Ret. 2008]

David A. Robbins, *Seabury Professor of Mathematics and Natural Philosophy, Emeritus*; 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, Ret. 2014]

Richard S. Ross, *Librarian and College Professor, Emeritus*; B.A. 1972, M.A. 1977 (Northeastern Univ.), M.L.S. 1975 (Simmons College), Ph.D. 1991 (Boston College) [2000, Ret. 2015]

Michael P. Sacks, *Professor of Sociology, Emeritus*; B.A. 1969 (Queens College), M.A. 1971, Ph.D. 1974 (Univ. of Michigan) [1974, Ret. 2013]

Richard Scheuch, *G. Fox and Company Professor of Economics, Emeritus*; B.A. 1942, M.A. 1948, Ph.D. 1952 (Princeton Univ.) [1950, Ret. 1989]

Charles B. Schultz, *Professor of Psychology, Emeritus*; B.A. 1951 (Univ. of Pennsylvania), M.Ed. 1961 (Temple Univ.), Ph.D. 1970 (Pennsylvania State Univ.) [1971, Ret. 1994]

Brigitte Schulz, *Professor of Political Science, Emerita*; B.S. 1976 (Univ. of Maryland), M.S. 1978 (London School of Economics), Ph.D. 1988 (Boston Univ.) [1989, Ret. 2013]

Robin Sheppard, *Professor of Physical Education, Emerita*; B.A. 1974 (Trenton State College), M.A. 1976 (Trinity College) [1978, Ret. 2015]

Barbara Sicherman, *William R. Kenan, Jr. Professor of American Institutions and Values, Emeritus*; B.A. 1955 (Swarthmore College), M.A. 1957, Ph.D. 1967 (Columbia Univ.) [1982, Ret. 2005]

John E. Simmons III, *Professor of Biology, Emeritus*; B.S. 1957 (Morehouse College), M.S. 1961 (Syracuse Univ.), Ph.D. 1971 (Colorado State Univ.) [1972, Ret. 1997]

J. Ronald Spencer, *Lecturer in History and Associate Academic Dean, Emeritus*; B.A. 1964 (Trinity College), M.A. 1966 (Columbia Univ.) [1968, Ret. 2008]

Ranbir Vohra, *Charles A. Dana Professor of Political Science, Emeritus*; B.A. (Punjab Univ.), M.A. 1965, Ph.D. 1969 (Harvard Univ.) [1973, Ret. 1997]

Ralph E. Walde, *Professor of Computer Science, Emeritus*; B.A. 1964 (Univ. of Minnesota), Ph.D. 1967 (Univ. of California, Berkeley) [1972, Ret. 2000]

Beverly Wall, *Professor of English, Emerita*; B.A. 1969 (Univ. of Exeter, England), M.A. 1971 (Univ. of Virginia), Ph.D. 1992 (Univ. of North Carolina, Greensboro) [1987, Ret. 2014]

G. James Wen, *Professor of Economics and International Studies, Emeritus*; M.A. 1982 (Univ. of Fudan, Shanghai), Ph.D. 1989 (Univ. of Chicago) [1994, Ret. 2017]

David Winer, *Professor of Psychology and Dean of Students, Emeritus*; B.A. 1959 (Univ. of Vermont), M.A. 1961, Ph.D. 1969 (Univ. of Connecticut) [1966, Ret. 2004]

Codes for Faculty Leaves

● Fall Term

●● Spring Term

† Academic Year

Administrators and Staff of the College

Senior administrators

Joanne Berger-Sweeney, *President and Trinity College Professor of Neuroscience*; B.A. (Wellesley College), M.A. (University of California, Berkeley), Ph.D. (Johns Hopkins) [2014]

Suzanne L. Aber, *Vice President for Information Services and Chief Information Officer*; B.A. (Rider University), M.B.A. (Binghamton University) [2010]

David S. Andres, *Director of Analytics and Strategic Initiatives and Special Assistant to the President*; B.S. (Trinity College) [2005]

Sonia Cardenas, *Dean of Academic Affairs and Strategic Initiatives*; B.A. (Tulane University), M.A., Ph.D. (University of Virginia) [2001]

Michael T. Casey, *Vice President for College Advancement*; B.A. (Harvard University), [2017]

Timothy Cresswell, *Vice President of Academic Affairs and Dean of the Faculty*; B.A. (University College London), M.S. Ph.D.(University of Wisconsin-Madison), Ph.D. (Royal Holloway, University of London) [2016]

Joseph J. DiChristina, *Dean of Campus Life and Vice President for Student Affairs*; B.S. (Beloit College), M.A. (The University of Akron) [2015]

Dan Hitchell, *Vice President of Finance and Chief Financial Officer*; B.S. (Western Kentucky University), M.B.A. (University of Evansville) [2016]

Anne Lambright, *Dean of Academic Affairs*; B.A. 1989 (Southern Methodist Univ.), M.A. 1993, Ph.D. 1997 (University of Texas) [2000]

Dickens Mathieu, *General Counsel and Secretary of the College*; B.S. (Amherst College), J.D. (University of Virginia School of Law) [2015]

Angel Perez, *Vice President for Enrollment and Student Success*; B.S. (Skidmore College), M.A. (Columbia University), Ph.D. (Claremont Graduate University) [2015]

Allison Read, *Chaplain*; B.A. (University of Virginia), M.A.R., M. Div. (Yale Divinity School) [2008]

Jason Rojas, *Chief of Staff*; B.A. (University of Connecticut) [2007]

Angela P. Schaeffer, *Vice President, Communications and Marketing*; B.A. (Dickinson College), M.S. (Columbia University) [2017]

Melanie Stein, *Dean of Academic Affairs*; A.B. (Harvard University), M.S., Ph.D. (Cornell University) [1995]

Administrative staff

Bryan G. Adams, *Director, Systems and Networking* [1997]

Sonya S. Adams, *Director, Editorial Services and Editor-in-Chief of the Alumni Magazine*; B.S. (University of Florida) [2013]

Beatrice Alicea, *Program Manager, Office of Community Service and Civic Engagement*; B.A. (University of Saint Joseph), M.S.W. (University of Connecticut) [2017]

Kathryn D. Andrews, *Director, Media Relations and Community Outreach*; B.A. (Bennington College) [2007]

Ana C. Arboleda, *Assistant Director, Research*; B.A. (Wheaton College), M.A. (University of Connecticut) [2014]

Lukman Arsalan, *Senior Associate Director, International Admissions and Student Success*; M.A. (University of Arkansas at Little Rock) [2016]

Kristopher Arenius, *Systems Manager, Administrative Systems* [1997]

Katherine S. Bainbridge, *Associate Director, Leadership Giving*; M.B.A. (Boston College) [2017]

- Joseph C. Barber, *Director, Office of Community Service and Civic Engagement*; B.A., M.P.A. (University of Connecticut) [1996]
- Jennifer L. Baszile, *Director, Career Development (Interim)*; Ph.D. (Princeton) [2016]
- Kathleen F. Bauer, *Director, Library Research Services and Collections*; B.A. (Mount Holyoke College), M.S. (Rensselaer Polytechnic Institute), M.L.S. (State University of New York at Albany) [2015]
- Benjamin Bayers, *Admissions Counselor*; B.A. (Fairfield University) [2017]
- Nancy Becerra-Cordoba, *Director, Institutional Research, Planning and Strategy*; B.S. (National Polytechnic Institute), M.S.E. (Johns Hopkins University), Ph.D. (Virginia Polytechnic Institute and State University) [2015]
- Jessica M. Bender, *Assistant Director, Cultural Programs in Italy*; B.A. (Siena College) [2016]
- Anthony T. Berry, *Director of Admissions*; B.S. (Bentley College) [2000]
- Amanda Bollacker, *Librarian, Digital Media*; B.A. (Assumption College) [2017]
- Laura H. Boucher, *Senior Associate Director, Stewardship Programs*; B.A. (University of Connecticut) [2014]
- Christina Boyles, *Librarian/Coordinator, Digital Scholarship*; Ph.D. (Baylor University) [2017]
- Amy F. Brough, *Director, Institutional Support*; B.S. (University of Rhode Island) [1993]
- Megan E. Brown, *Director, Liberal Arts Action Lab*; B.A. (Wesleyan University), M.A. (Johns Hopkins University) [2017]
- Ellen M. Buckhorn, *Manager, Web Services*; B.A. (Villanova University), M.A. (University of Wales) [2008]
- Felice Caivano, *Fine Arts Curator*; B.F.A. (University of Hartford), M.F.A. (University of Massachusetts, Amherst) [1995]
- Cheryl D. Cape, *Instructional Technologist*; B.S., M.S. (Stamford University) [2014]
- Lucas Carroll, *Programmer Analyst*; B.A. (Excelsior University), M.S. (Bowie State University), M.B.A. (University of Connecticut) [2014]
- Alison L. Catenacci, *Assistant Athletic Trainer*; B.A. (Marist College), M.A. (California University of Pennsylvania) [2010]
- Joseph M. Catrino, *Senior Associate Director, Enrollment and Student Success Marketing*; B.A. (Marist College), M.A., (University of Hartford School of Communications), M.B.A. (Quinnipiac University School of Business) [2015]
- Xiangming Chen, *Dean and Director of the Center for Urban and Global Studies*; B.A. (Beijing Foreign Languages Institute), M.A., Ph.D. (Duke University) [2007]
- David S. Chappell, *Network and Systems Programmer* [1989]
- Donna M. Ciarfella, *Associate Director, Human Resources*; B.S., M.A. (University of Connecticut) [2015]
- Katharine Clair, *International Student Advisor*; B.A. (Elon University), M.Ed. (Kent State University) [2013]
- Lori L. Clapis, *Coordinator, Accessibility Resources*; B.S. (Central Connecticut State College) [2005]
- Andrew Concatelli, *Communications Associate*; B.A. (University of Connecticut) [2015]
- Michael Cook, *Director, Enterprise Applications*; B.S. (University of Hartford) [1989]
- Damon Cooke, *Project Manager, Construction, Facilities and Operations*; B.S. (Central Connecticut State University) [2017]
- Joel Copperthite, *Area Coordinator*; B.A. (Central Connecticut State University), M.S. (University of Bridgeport) [2015]
- Carol Correa de Best, *Associate Director, Multicultural Affairs*; B.A., M.A. (Trinity College) [1999]
- Robert Cotto, *Director, Urban Educational Initiatives*; A.B. (Dartmouth College), M.A. (Trinity College), Ed.M. (Harvard University) [2014]
- Phyllis Counts, *Budget Manager*; B.G.S. (University of Michigan), M.B.A. (University of Detroit) [2005]
- William D. Curren, *Associate Director, Annual Giving Athletics*; B.A. (Trinity College) [2013]
- Monique Daley, *Training and Program Coordinator, Women and Gender Resource Action Center*; M.A. (Central Connecticut State University) [2016]
- Robert D'Angelo, *Assitant Director, Athletics-Facilities*; B.S. (Central Connecticut State University) [2015]
- Carolyn J. Darr, *Associate Director, Corporate, Foundation, and Government Relations*; B.A. (Trinity College) [1997]
- Peter E. Delaney, *Technical Support Specialist* [2006]
- Michelle C. Deluse, *Assistant Director, Alumni Relations*; B.A. (Trinity College) [2012]
- Sylvia W. DeMore, *Special Assistant to the Dean of Faculty*; B.A., M.A. (University of Connecticut) [1991]
- Susan A. Denning, *Instructional Technologist*; B.A. (Emerson College), M.A. (Simmons College) [2012]

- Caroline H. Deveau, *Director, Digital Communications*; B.A. (Wheaton College) [2008]
- Ellen M. Dickinson, *College Carillionneur*; B.A. (Yale College), M.M. (Yale School of Music) [2009]
- Sally S. Dickinson, *Associate Curator and Preservation Librarian*; B.A. (Johns Hopkins University), M.Arch. (University of Virginia), M.L.S. (Southern Connecticut State University) [2001]
- John J. Dlugosz, *Learning Space Manager, Computing Center*; B.A. (University of Connecticut) [1998]
- Stephen J. Donovan, *Director, Alumni Relations*; B.A. (Case Western Reserve University) [2014]
- Jennifer L. Douglas, *Area Coordinator*; B.A. (Purchase College, State University of New York) [20014]
- Guy P. Drapeau, C.P.A., *Comptroller*; B.S. (Eastern Connecticut State College) [2006]
- Alison J. Draper, *Director, Interdisciplinary Science Center*; B.A. (Clark University), Ph.D. (University of Kansas) [2003]
- Philip J. Duffy, *Director, Print and Media Services*; B.A. (Trinity College) [1985]
- Timothy J. Dunn, *Title IX Coordinator*; B.A. (Northwestern State University), J.D. (University of Oklahoma) [2013]
- Maria Dyane, *Trinsition Fellow*; B.A. (Trinity College); [2017]
- Michael S. Elliott, *Director, Purchasing*; B.S. (Massachusetts College of Liberal Arts) [2011]
- Aliza Elwell, *Associate Director, Leadership Giving*; B.A. (Boston College) [2010]
- Eleanor Emerson, *Associate Director, Office of Study Away*; B.A. (Simmons College) [2007]
- Carlos Espinosa, *Director, Trinfo Caf*; B.A., M.A. (Trinity College) [2000]
- Todd J. Falkowski, *Catalog Librarian*; B.A. (Massachusetts College of Liberal Arts), M.S. (Simmons College) [2012]
- Damien Fatongia, *Associate Director, West Coast Admissions*; B.A. (St. Mary's College of California) [2016]
- Alexander Ferencin, *Assistant Director, Annual Giving Engagement*; B.S. (Lehigh University) [2017]
- Dania M. Field, *Coordinator, 1st Year Academic Experiences and Assistant to the Deans*; B.S. (Post University) [2008]
- Kevin C. Finefrock, *Assistant Director, Career Development Center*; B.A. (Connecticut College), M.A. (University of Connecticut) [2015]
- Elizabeth T. Fitzgerald, *Assistant Director, Corporate and Foundation Relations*; B.A. (St. Michaels College), M.A. (Wesleyan University) [2014]
- Megan B. Fitzsimmons, *Director, College Events and Conferences*; B.A. (Muhlenberg College) [1998]
- Fiona Flanagan, *Assistant Director, Annual Giving*; B.A. (Salve Regina University) [2016]
- Brian F. Flynn, *Programmer Analyst*; B.S. (Eastern Connecticut State University) [2013]
- Christine Foote, *Director, Donor Relations and Stewardship* [1999]
- Waishana Freeman, *Manager, Student Computing Services*; B.B.A. (Savannah State University), M.A. (St. Joseph College) [2008]
- Christopher R. French, *Director, Principal Gifts and International Advancement*; B.A. (Providence College) [2012]
- Meredith Friedman, *Area Coordinator*; M.F.A. (American University) [2017]
- Tom Fuscillo, *Assistant Vice President, Construction, Facilities and Operations*; B.S. (Central Connecticut State University), M.B.A. (University of Connecticut) [2006]
- Curtis A. Gamble, Jr., *Access Control and Card Services Manager* [1995]
- Caitlin Gasiorski, *Associate Director, Gift Planning/50th Reunion*, B.A. (Providence College) [2017]
- Jessica German, *Director, Advancement Services*; B.A. (Wells College) [2001]
- Geralyn Gherard, *Health Education Coordinator*; B.S., M. Ed. (Springfield College) [2010]
- Kaitlyn Gingras, *Director, Aetna Quantitative Center*; B.A. (Western New England College), M.S. (University of Connecticut) [2014]
- Thalia Giraldo, *Trinsition Fellow*, B.A. (Colby College) [2017]
- Janice E. Gorman, *Associate Director, Enterprise Applications*; B.A., M.S. (University of Connecticut) [2013]
- Allison Grebe, *Senior Associate Director, Annual Giving-Reunions*; B.S. (Susquehanna University) [2013]
- Robert A. Greene, *Admissions Computing Specialist*; B.A. (University of Maine), B.A. (New England College) [1990]
- Elisa R. Griego, *Technical Director/Performing Arts*; B.A. (Brown University), M.F.A. (Yale University) [1998]
- Kara A. Guy, *Accounting Manager*; B.S. (Quinnipiac College) [2007]
- Megan Hartline, *Associate Director, Community Learning*; Ph.D. (University of Louisville) [2017]
- Jean-Pierre Haeberly, *Director, Web Development*; M.S. (New York University), Ph.D. (University of Chicago) [2000]

- Amy Harrell, *Librarian, Educational Technology*; B.A. (College of Wooster), M.A., M.L.S. (University of Wisconsin) [2001]
- Ellen V. Hart, *Assistant Director, Institutional Support*; B.A. (Franklin and Marshall College) [2015]
- Brian J. Heavenren, *Director, Campus Safety*; B.S. (University of Maryland Baltimore County), M.S. (University of St. Joseph) [2015]
- Shawn Hickey, *Accountant*; B.S. (Central Connecticut State University) [2010]
- Lillian Hinkle, *Admissions Counselor*; B.A. (Connecticut College) [2017]
- Timothy Hobart, *Trinsition Fellow*; M.A. (University of St Andrews) [2017]
- Heather Hodge, *Assistant Director, Career Development Center*; B.S., M.B.A. (Sacred Heart University) [2010]
- Christopher Houlihan, *John Rose College Organist-and-Directorship Distinguished Chair of Chapel Music*; B.A. (Trinity College), M.M. (The Juilliard School) [2017]
- Sophie H. Howard, *Assistant Director, Admissions*; B.A. (Pitzer College) [2015]
- Beth Iacampo, *Director, Human Resources*; B.A. (Colgate University), M.B.A. (University of Hartford) [2007]
- Craig R. Jirowetz, *Software Applications Developer*; A.S. (Florida Metropolitan University) [2002]
- Elizabeth A. Johnson, *Business Affairs Manager, Information Technology Services*; B.A. (Regis College), M.Ed. (Northeastern University) [1987]
- Kevin D. Johnson, *Director, Recreation*; B.S. (New Hampshire College) [2013]
- Marcia Phelan Johnson, C.P.A., *Budget Director*; B.S. (Bentley College), M.B.A. (Rensselaer at Hartford) [1981]
- Jason B. Jones, *Director, Educational Technology*; B.A. (College of William and Mary), M.A. (Northwestern University), Ph.D. (Emory University) [2013]
- Jessica Jones, *Associate Director, Alumni Relations*; B.A. (Eastern Connecticut State University) [2016]
- Dina Jorge, *Manager, Student Accounts and Loans*; B.S. (University of Connecticut) [1995]
- Frederick D. Kass, *Director, Networking and Infrastructure Services*; B.S., M.B.A. (University of Massachusetts) [2013]
- Lisa P. Kassow, *Director, Hillel*; B.F.A. (Carnegie-Mellon University) [2001]
- Christina Kelley, *Associate Director, Calendar and Special Events* [2011]
- Kathleen Kelly, *Associate Director, Annual Giving*; B.A. (Emerson College) [2016]
- Patrick M. Kennedy, *Systems Manager, Enterprise Applications*; B.A. (Trinity College) [1997]
- Kristine Kennen, *Assistant Director, Counseling Center*; B.A. (Marist College), M.A., Psy.D. (University of Hartford) [2012]
- Carson Kenney, *Sports Communication Assistant*; B.A. (Trinity College) [2016]
- Carol P. Kessel, *Associate Comptroller*; B.A. (Skidmore College), M.B.A. (State University of New York, Binghamton) [1988]
- Ariela Keysar, *Associate Director, the Institute for the Study of Secularism in Society and Culture*; B.A., M.A., Ph.D. (Hebrew University) [2005]
- David A. Kingsley, *Director, Sports Communications*; B.A. (University of Pennsylvania) [1997]
- William R. Knapp, *Director, Annual Giving* [2012]
- Christina Knight, *Area Coordinator*; B.S. (Quinnipiac University), M.S. (Bay Path College) [2014]
- Sarah Kopency, *Post-Doctoral Fellow-Counseling*; M.S. (Antioch University New England) [2017]
- Barry A. Kosmin, *Director, Institute for the Study of Secularism in Society and Culture*; B.A. (University of London), M.A. (McMaster University), Ph.D. (University of London) [2005]
- Ann Marie Krupski, *Director, Constituency Services*; B.S. (Trinity College) [1995]
- Vivian Lamb, *Costume Shop Manager* [2003]
- Rita K. Law, *Associate Director, Creative Services*; B.F.A. (University of Hartford) [1997]
- Randolph M. Lee, *Director, Counseling Center*; B.A. (Trinity College), M.S., Ph.D. (University of Massachusetts, Amherst) [1969]
- Carolyn W. LeGeyt, *Senior Associate Director, Financial Aid*; B.S. (Central Connecticut State University) [1999]
- Elliot Levesque, *Assistant Director, Calendar and Special Events*; B.A. (University of Connecticut), M.A. (Wesleyan University) [2014]
- Daniel Levy, *Area Coordinator*; B.A. (Brandeis University), M.A. (Montclair State University) [2015]
- Michael W. Light, *Assistant Vice President and Director, Financial Aid*, B.A., M.S. (University of Pennsylvania) [2017]

- Jeffrey Liszka, *Librarian, Arts and Humanities*; B.A. (Eastern Connecticut State University), M.L.S. (Simmons College) [2003]
- Laura R. Lockwood, *Director, Women and Gender Resource Action Center*; B.A. (University of Connecticut), M.A. (Trinity College) [1998]
- Ellen Lombardi, *Programmer Analyst*; B.S. (University of Bridgeport) [2014]
- Christopher Lucas, *Programmer/Analyst*; B.S. (Southern Connecticut State University) [2017]
- Sarah E. Lucas, *Assistant Director, Student Activities, Involvement and Leadership*; B.A. (Simmons College) [2015]
- Jason Luis, *Technical Service Manager, Distributed Computing*; B.A. (Trinity College) [2000]
- Robert Lukaskiewicz, *Associate Dean of Students*; B.A. (Syracuse University), M.A. (Villanova University) [2014]
- Anne Lundberg, *Director, Fellowships*; A.B. (Smith College), M.A.L.D. (Tufts University), M.A. (Trinity College) [1985]
- Zachary Macinnes, *Assistant Director, Office of Study Away*; B.A. (Emmanuel College) [2014]
- Kristin B. Magendantz, *Director, Faculty Grants and Government Sponsored Programs*; B.A. (Bates College), J.D. (Northeastern University School of Law) [2010]
- Patricia Ann Maisch, *Program Coordinator, Shelby Cullom Davis Endowment and Multicultural Affairs*; B.A., M.A. (Trinity College) [2005]
- Shannon L. Malloy, *Assistant Director, Leadership Giving*; B.A. (Bowdoin College), M.A. (Trinity College) [2016]
- Martha S. Maniscalco, *Advanced Practice Registered Nurse*; B.A. (Earlham College), M.S.N. (Vanderbilt University School of Nursing), [2016]
- Maria Manzi, *Program Operations Coordinator, Cultural Programs in Italy* [2007]
- Kathryne S. Marinchak, *Psychologist, Counseling Center*; A.B. (University of Chicago), Psy.D. (The Graduate School of Applied and Professional Psychology) [2013]
- George N. Marshall, *Assistant Director, Campus Safety*; B.A. (Queens College, City University of New York) [2016]
- Dominique Matteson, *Associate Director, Parent Giving*; B.A. (University of Connecticut) [2015]
- Jett McAlister, *Associate Director, Career Development Center*; B.A. (Rice University), M.F.A. (University of Virginia), M.A. (University of Chicago) [2013]
- Kathleen A. McGlew, *Associate Director, College Events and Learning Space Scheduling* [2006]
- Ralford McLean, *Systems Manager*; B.A. (Monroe College) [2000]
- Sean Meehan, *Associate Director, Leadership Giving*; B.A. (Trinity College) [2014]
- Monica Mhina, *Trinistion Fellow*; B.A. (Trinity College) [2017]
- Linda M. Minoff, *Director, Gift Planning*; B.A. (Brandeis University), J.D. (Washington College of Law, American University) [2016]
- Helder G. Mira, *Multimedia Producer*; B.A. (Bard College) [2017]
- Eduardo P. Montenegro, *Assistant Director, Admissions*; B.A., (Swarthmore College) [2015]
- Patricia Moody, *Director, Academic Finance*; B.A., M.S. (University of Rhode Island) [2014]
- Kelsey E. Moore, *Development Associate*; B.A. (The University of Maine Farmington) [2014]
- Ann F. Murray, *Assistant Athletic Director, Business and Office Operations* [1997]
- Crystal Nieves, *Coordinator, Queer Resource Center*; B.A. (Trinity College) [2008]
- Sheila Njau, *Trinistion Fellow*, B.A. (Trinity College) [2017]
- Kristen Noone, *Assistant Director, Athletics – Compliance*; B.S. (Boston College), M.A. (Trinity College) [1999]
- Martha O'Brien, *Director, Health Center*; B.S. (Northeastern University), M.S. (Boston College) [1999]
- Lindsay Oliver, *Study Away Advisor*; B.A. (Central Connecticut State University) [2016]
- Tony O'Rourke, *Software Applications Developer*; B.A. (Haverford College) [2012]
- Mary F. Parducci, *Payroll Manager* [1987]
- Elizabeth A. Patterson, *Associate Director, Annual Giving*; B.A. (Trinity College) [2016]
- Romulus J. Ferrer Perez, *Assistant Director, Campus Activities*; B.A. (University of Washington) [2006]
- Thomas P. Petraitis, *Systems Administrator*; B.S. (Farmingdale University) [2013]
- Richard J. Pettit, *Facility Manager, Community Sports Complex* [2006]
- Julia D. Pitassy, *Associate Director, Admissions*; B.A. (Trinity College) [2015]
- Erin P. Pollard, *Assistant Director, Donor Relations*; B.S. (Central Connecticut State University) [2015]
- Amy Porter, *Assistant Director, Career and Personal Preparation*; B.A. (University of Connecticut) [2015]

- Christina S. Posniak, *Director, Special Campaign Initiatives*; B.A. (Manhattanville College) [2014]
- Steven R. Poulin, *Assistant Rink Manager* [2011]
- Chuck Powell, *Director, Academic Assessment*; B.S. (United States Military Academy), M.A. (University of Washington) [2017]
- Latha Ragunathan, *Senior Programmer Analyst*; B.A. (University of Madras) [1995]
- Ilda Ramos, *Assistant Director, College Events and Conferences* [1995]
- Peter D. Rawson, *Associate Curator, Archives and Manuscript Collections*; B.A. (Antioch University), M.S., M.A. (Simmons College) [2015]
- Melissa B. Regan, *Associate Director, Alumni Relations*; B.A. (Trinity College), M.Ed. (University of Vermont) [2013]
- Ann E. Reuman, *Senior Associate Dean of Students*; B.A. (Williams College), M.A., Ph.D. (Tufts University) [1998]
- Jesse Riley, *Director, Production*; B.A. (Plymouth State University) [2016]
- Richard J. Ring, *Head Curator, Watkinson Library*; B.A. (Ohio State University), M.L.S. (Indiana University) [2010]
- Kimberly Rinaldo, *Librarian, Research Services and Collections*; B.A. (Stonehill College) [2015]
- Courtney A. Roach, *Admissions Counselor*; B.A. (Trinity College) [2016]
- Rosangelica Rodriguez, *Trinfo Café Program Coordinator*; B.S. (Trinity College) [2015]
- Roberta M. Rogers, *Senior Associate Director, Student Success*; B.A. (Trinity College) [2005]
- John Rose, *College Organist and Director of Chapel Music*; B.A. (Rutgers University) [1977]
- Elizabeth Rosenthal, *Post-Doctoral Fellow-Counseling*; M.A. (University of Hartford) [2017]
- Venice Ross, *Associate Director, Human Resources*; B.A. (Central Connecticut State University) [2015]
- Ellen Rossi, *Director, Trinity College Cultural Programs in Italy*; B.A. (Mount Holyoke College) [2001]
- Shana L. Saccullo, *Associate Director, Financial Aid*; B.F.A. (Central Connecticut State University) [2009]
- Susan M. Salisbury, *Director, Residential Life*; B.A. (University of Massachusetts, Amherst), M.S. (Springfield College) [1999]
- Victoria Sandoval, *Relationship Manager, Strategic Partnerships and Outreach, Career Development Center*; B.A. (Northeastern University) [2014]
- Severn Sandt, *Assistant Director, Career Development Center*; B.S. (Boston University) [2014]
- James Sargent, *Assistant Director, Admissions*; B.S. (Northeastern University) [2013]
- Melissa L. Scully, *Assistant Director, Office of Study Away*; B.A. (Roger Williams University) [2008]
- John L. Selders, Jr. *Christian Associate Chaplain*; B.A. (Life Christian Bible College), M.A. (Anglican Divinity School) [2014]
- Mark Silk, *Director, The Leonard E. Greenberg Center for the Study of Religion in Public Life*; A.B., Ph.D. (Harvard University) [1996]
- Kerry M. Smith, *Director, Parent Giving*; B.A., M.A. (Columbia University) [2013]
- Kyle Smith, *Associate Director, Admissions*; M.A. (Harvard University) [2017]
- Nancy J.L. Smith, *Librarian, Visual Resources*; B.A. (Trinity College), M.L.S. (Southern Connecticut State University) [1997]
- Mary-Susan Snyder, *Assistant to the Vice President for Finance and the Chief of Staff*; B.A. (University of Connecticut), M.S. (Central Connecticut State University) [2016]
- Karla Spurlock-Evans, *Dean of Multicultural Affairs and Director of Affirmative Action*; A.B. (Columbia University), M.A. (Emory University) [1999]
- Lynn Stanley, *Coordinator, Insurance and Billing Services*; A.S. (Asnuntuck Community College) [2015]
- Julie A. Styles, *Librarian, Access Services*, B.A. (University of Illinois), M.L.I.S. (University of Wisconsin) [2016]
- Jennifer Summerhays, *Director, Office of Study Away*; B.A., M.A. (Brigham Young University), M.A. (University of California, Davis) [2017]
- Jessica A. Tait, *Network Administrator*; B.A. (Trinity College) [2010]
- David Tatem, *Instructional Technologist*; B.A. (University of Connecticut), M.Ed. (University of Cincinnati) [1999]
- Stephanie Taylor, *Advanced Practice Registered Nurse*; B.A, M.S.N., (Simmons College) [2001]
- Michelle M. Tropeano, *Assistant Athletic Trainer*; B.S. (Marist College), M.S. (Belmont University) [2011]
- Maritza E. Ubides, *Performing Arts Production Supervisor*; B.A. (Trinity College) [2006]
- Wendy A. Vaillancourt, *Associate Director, Human Resources*; B.S. (Eastern Connecticut State College) [2012]

Erin Valentino, *Director, Research Services*; B.A. (University of Delaware), Ph.D. (Yale University), M.S.L.I.S. (Simmons College) [2006]
Cynthia D. Van Doren, *Operations Administrator, Admissions*; B.A. (Trinity College) [1994]
Jennifer van Sickel, *Librarian, Science and Electronic Resources*; B.S. (Charter Oak College), M.L.S. (University of Maryland) [1998]
Susan Van Veldhuisen, *Assistant Manager, Student Accounts and Loans* [2004]
Andrew H. Walsh, *Associate Director, The Leonard E. Greenberg Center for the Study of Religion in Public Life*; B.A. (Trinity College), M.A.R. (Yale Divinity School) A.M. and Ph.D. (Harvard University) [1993]
Robert J. Walsh, *Social Sciences Librarian*; B.A. (Fordham University), M.A. (University of Wisconsin, Madison), M.L.S. (Southern Connecticut State University) [2010]
Scot A. Ward, *Director, Sports Medicine*; B.S. (Keene State College), M.S. (Indiana University) [2016]
Sarah M. Williams, *Associate Athletic Trainer*; B.S. (Salisbury University), M.S. (Austin Peay State University) [2007]
Kathryn E. Wojcik, *Director, Campus Life Initiatives and Social Houses*; B.S. (Westfield State University), M.Ed. (Salem State University) [2016]
Sarah S. Wolcott, *Admissions Counselor*; B.A. (Trinity College) [2015]
Angela L. Wolf, *Director, Planning and Operations*; B.S. (Trinity College) [1990]
Bonnie Wolters, *Alumni Relations Officer*; B.A. (University of Connecticut) [2008]
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Codes for Faculty Leaves

• Fall term

•• Spring term

† Academic year

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