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Trinity College Bulletin

Catalog Issue 2019-2020

August 19, 2019

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www.trincoll.edu

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Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

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College Calendar

2019

August 9	All bills for fall 2019 term must be paid in full.
August 9	Summer Session II 5-week courses end.
August 16	Summer Term II ends. Summer Term Library hours end.
August 29	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.
August 30	Matriculation Ceremony
August 31	Class of 2020, 2021, 2022 students arrive. Residences open to returning students after 12:00 p.m. Meal plan (seven–day) for these students begins with evening meal.
September 2	Labor Day. College offices are closed.
September 3	Undergraduate and graduate classes begin. Fall term library hours begin.
September 6	Last day to check in online (and avoid incurring $50 penalty fee).
September 10	Add/drop period ends for full–term and first–quarter classes. Last day to declare a class pass/low pass/fail.
September 12	Fall term internship for credit form due to Career Development.
October 4–5	Family Weekend
October 14–15	Trinity Days. The College is in session, but regular classes are not held.
October 21	Mid–term.
October 21	Final day to withdraw from fall term courses.
October 22	First day of second–quarter classes.
October 25	Second quarter add/drop period ends.
October 25	Deadline to withdraw from spring 2020 Study Away without the penalty of becoming ineligible to participate in the next housing lottery.
October 25	Home School Tuition deadline for Spring 2020 Study Away
October 25–26	Homecoming weekend.
November 1	Open enrollment for automatic monthly payment plan on Nelnet Campus Commerce for spring 2020.
November 4	Student Accounts Office posts spring 2020 term bills (E-Billing). Paper bills will not be mailed home.
November 4–8	Advising week.
November 6	Deadline for seniors and master's degree candidates to submit degree applications to the Registrars Office for May 2020 graduation.
November 11–18	Advance registration for spring 2020 term.
November 15	Last day to withdraw from second–quarter classes.
November 19	Add/drop for spring 2020 term begins

November 26	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 27–December 1	College offices closed. Meal plan resumes with evening meal on December 1.
December 2	Classes resume for undergraduate and graduate students.
December 9	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 7, 8, 10, 11	Review period (classes will meet as normal on Monday, December 9, 2019).
December 12	Last day to enroll in automatic monthly payment plan for spring 2020 through Nelnet Campus Commerce system.
December 13	All bills for spring 2020 term must be paid in full.
December 12–18	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 18 is last meal on meal plan.
December 19	Residences close at 12:00 p.m. for the vacation period. Fall term library hours end.
December 20–January 20	Winter break library hours in effect–see library website for details.
December 24, 25, 31	College offices and library are closed.

2020

January 1	College offices and library are closed.
January 3	Deadline to submit a request to study away for fall 2020 or full year 2020–2021.
January 6–17	J-Term classes in session.
January 18	Residences open after 12:00 p.m. Meal plan resumes with evening meal on Sunday, January 19.
January 20	Martin Luther King Day. College offices and library are closed.
January 21	Undergraduate and graduate classes begin. Spring term library hours begin.
January 24	Last day to check in online (and avoid incurring $50 penalty fee).
January 28	Add/drop period ends for full-term and third–quarter classes. Last day to declare a class pass/low pass/fail.
January 30	Spring term internship for credit forms due to Career Development.
February 20–21	Trinity Days. The College is in session, but regular classes are not held.
March 9	Mid-term.
March 9	First day of fourth–quarter classes
March 9	Final day to withdraw from spring-term courses.
March 13	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 22	Meal plan resumes with evening meal. Spring term library hours resume when library opens.
March 23	Classes resume. Fourth-quarter add/drop period ends.
March 27	Deadline for members of Class of 2022 to submit major declaration forms to Registrar's Office.
April 1	Deadline to withdraw from fall 2020 or full year 2020-2021 study away without the penalty of becoming ineligible to participate in the next housing lottery.
April 6–10	Advising week.
April 10	Last day to withdraw from fourth–quarter classes.

April 13–20	Advance registration for fall 2020 term.
April 21	Add/drop period for fall 2020 term begins.
April 29	Last day of undergraduate and graduate classes; **last two days of classes act as Thursday and Friday**; 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).
April 30–May 3	Review Period.
April 30–May 1	General examinations for seniors in certain majors (general examinations end by the afternoon of May 1).
May 1	Honors Day ceremony in the Chapel.
May 1	Open enrollment for automatic monthly payment plan for fall 2020.
May 4–8	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 8 is last meal on meal plan.
May 8	Spring term library hours end.
May 9	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 17	194th Commencement Ceremony.
May 18	Residences close at 9:00 a.m. for all students.
May 25	Home School Tuition deadline for fall 2021 study away
May 25	Memorial Day. College offices and library are closed.
June	Summer Session dates TBD.
June 3	Automatic monthly payment plan payment #1 is due.
June 4–7	Reunion Weekend
June 29	Last day to change housing status without incurring financial penalty.
July 1	Student Accounts Office issues fall 2020 e–bill on Nelnet Campus Commerce system.
July 3	Independence Day observed. College offices and library closed.
July 16	Last day to enroll in automatic monthly payment plan for fall 2020 through Nelnet Campus Commerce system.

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-away 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 study-away sites 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 expressly created for the program and not open to other students. In the second semester, students take two courses in the Cities Program that are cross-listed with urban studies courses at Trinity and open to other students.

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 in the classroom but also those with an interest in urban planning who can pursue internships in the Greater Hartford region. The program also provides special opportunities for experiential learning through city-focused summer and J-term programs. Students with an interest in activism can leverage learning through the program to engage the manifold challenges of urban life locally and globally. The Cities Program is designed to be compatible with every major offered at Trinity, but it is also a launching pad for students to continue with an urban studies minor or major.

Approximately 15 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, Professor Garth Myers. 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, Director of Community Learning. Learn more at http://cher.trincoll.edu/cact/.

The Global Health Humanities Gateway

The Global Health Humanities Gateway (GHHG) is a three-semester entry program that will enable first-year students to incorporate an interdisciplinary sequence of five-six courses into their course of study, helping them achieve a broad, balanced liberal education. Global Health Humanities is an emerging field of study that is working to advance just and ethical health practices and policies around the world. The field seeks to better understand the human experience of health and healthcare by applying critical and analytical tools from the humanities to health-related discourses, practices, and problems. By bringing together the science and human experiences of health, the GHHG will help students develop a holistic view of the status of human health globally. This three-semester program includes: Global Health Humanities: An Introduction, Rhetorics of Health & Hartford, an elective course in the sciences, and a term away in Trinidad. The term away includes a Health Humanities course, an Exploring the Caribbean course, and elective courses taken at the University of the West Indies. The GHHG is open by invitation to a small group of carefully selected students who are talented, highly motivated, and have demonstrated interest in health, healthcare, and the humanities. The gateway program addresses healthcare workforce needs by building upon the skills that are highly valued in graduates from liberal arts colleges – strong writing and verbal communications skills, and the capacity to think critically and synthesize complex ideas – and is well suited to students with career aspirations in healthcare policy, advocacy, law, or medicine.

Applicants to Trinity who are interested can find further information at https://www.trincoll.edu/Academics/SpecialPrograms/gateway/Pages/Global-Health-Humanities-Gateway.aspx and are welcome to contact the Admissions Office and/or the GHHG co-directors Diana Paulin and Erin Frymire. Applicants to Trinity who demonstrate an interest in health and humanities are invited to apply each March. Approximately 15 students are then admitted to the program.

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, Lecturer Julia Goesser Assaiante (Language and Culture Studies). 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 one of the co-directors, Professors Michael Preston or Prakash Younger, of their interest.

Interdisciplinary Science Program

The Interdisciplinary Science Program (ISP) is an innovative academic program designed to broaden and enrich the study of science and mathematics by exploring the links between the scientific disciplines and their connection with the external world. This program is open to a select group of students who have exceptional scientific aptitude, who are strongly motivated to succeed academically, and who want to study science and mathematics in the context of a liberal arts education. Although the program is designed for STEM majors, it is compatible with any major at Trinity. 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 encourages study away.

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 an innovative academic program offering students exceptional opportunities to participate in a clinical research project. In addition to their regular coursework, students work 30 hours per week with clinical-care physicians or other research-active health care providers in one-on-one relationships at area medical centers. 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 medicine, this relevant experience will be key when applying to medical school. For students interested in a career in research, this program will 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.

In addition to working 30 hours per week on a research project with a professional in the healthcare setting, fellows participate in a weekly seminar. The seminar is valued at one course credit and the clinical research project is assigned two course credits. Separate grades will be given for the seminar and the clinical research project. In some cases one of these course credits will count towards a major, but this is decided by the individual major departments. Students are strongly encouraged to take only one other course at Trinity. The weekly seminar covers general topics in health care, including recent advances in research and clinical applications of basic research, and readings are assigned for a weekly class discussion. As part of the site-based experience, students keep a weekly journal of experiences and produce a written summary of the research they conducted. As much as possible this takes the form of a scientific journal article. The student's research is also presented at the Trinity College Research Symposium held at the end of each spring semester. Many students go on to complete their work for a national or international conference and/or as a manuscript in the peer-reviewed literature.

The Health Fellows Program is limited to 12 students, and preference is given to juniors and seniors. It is strongly recommended that students amass a strong background in science and take statistics beforehand, and some placements carry specific additional prerequisites.

Interested students should contact the Health Fellows coordinator, Alison Draper, in September. Applications, interviews and matches between interested students and supervisors will be completed by November to allow sufficient time for paperwork, and 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 participate during the spring semester in the work of the Connecticut General Assembly as part of a legislator's team. The program provides an opportunity to observe first-hand the policy making process from many perspectives, enabling interns to gain insight into the considerations involved in making important and consequential public policy. Interns will see the process of devising public policy, the intricate politics involved in crafting and trying to pass such legislation, and the day-to-day workings of a legislative office.

The Connecticut General Assembly is a part-time legislature in which most legislators have few staff members; therefore, interns have an opportunity to become an integral part of their legislators' office team, often taking on a variety of responsibilities and working closely with the legislator and/or top aide. Among other things, interns may attend committee meetings, help set up events in the legislator's district, write emails and press releases, answer calls and correspondence from constituents and help constituents with their problems with the bureaucracy, research bills, meet with lobbyists, etc. What each intern does on the job is determined mainly by the needs of the legislator and the interests of the intern.

Students who are accepted for the program can choose to participate (in the spring semester only) full-time (working 32 hours per week at the legislature), for which they will earn four course credits, or part-time (16 hours at the legislature), for which they will earn two credits. Whichever option students choose, there is a weekly seminar in which interns study the legislature in Connecticut and other states, write papers, and discuss their experiences.

Interested students must apply for the Legislative Internship Program in the fall; contact Professor Diana Evans, the program director, for details. Also ask about the date of the October information session, which will answer a number of questions about the internship.

The Center for Hartford Engagement and Research

Created in 2018, the Center for Hartford Engagement and Research (CHER) strengthens educational partnerships between Hartford's diverse communities and students, staff, and faculty at Trinity College, and evaluates campus-city relationships. CHER coordinates the work of five core programs below:

- Community Learning fosters academic connections with Hartford partners to deepen experiential learning through collaboration and perspective-building relationships. It also supports the Community Action first-year gateway, the Community Learning Research Fellows, and the Public Humanities Collaborative summer research program.

- Community Service and Civic Engagement creates future civic leaders by engaging students in building and maintaining strong, sustainable community partnerships in Hartford, as well as educating and involving them in a range of broader social issues.

- The Liberal Arts Action Lab investigates problems identified by Hartford partners, with research teams of students and faculty from Capital Community College and Trinity College, to propose solutions that will strengthen the city. The Action Lab is located in Trinity's downtown campus at 10 Constitution Plaza.

- Trinfo.Cafe bridges the digital divide with a neighborhood internet cafe that provides computer literacy training for Hartford youth, adults, small businesses, and non-profit organizations; provides space to community groups for meetings; and a community garden that brings together residents alongside Trinity students, staff, and faculty.

- Urban Educational Initiatives connects the college community with nearby public schools, such as the Hartford Magnet Trinity College Academy (HMTCA), a grade 6-12 interdistrict magnet school with city and suburban students in an early college program.

Learn more about CHER programs and directors on its website: http://cher.trincoll.edu.

The Center for Urban and Global Studies

Supported by a Mellon Foundation grant and endowed funds, the Center for Urban and Global Studies (CUGS) 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. CUGS has developed a symbiotic and mutually beneficial nexus between teaching and research through an intellectually coherent and professionally relevant urban curriculum and collaborative research involving Trinity students, faculty, and international partners. This strong link between teaching and research distinguishes CUGS from other centers at Research I universities and liberal arts colleges. Our urban curriculum balances and integrates both interdisciplinary learning in the liberal arts tradition and practical training for careers in urban planning and related fields. The center catalyzes research projects that tackle some of the most pressing urban and global issues such as social inequality, cultural identity, and environmental degradation. The Center's research has received funding from the Henry Luce Foundation, Urban Studies Foundation, the Thomas Urban China Teaching and Research Endowment, and the Scott Michael Johnson '97 Memorial Fund for Rescue Scholars. CUGS has worked closely with a wide range of local and global partners, such as the Hartford Foundation for Public Giving, the MetroHartford Alliance, Southside Institutions Neighborhood Alliance, World Affairs Council of Connecticut, Zanzibar Commission for Lands, Fudan and Tongji Universities in Shanghai, Shenzhen University in Shenzhen, the African Centre for Cities in Cape Town, University College London, and Universidad San Francisco de Quito.

The Center for Urban and Global Studies supports the Cities first-year gateway program, the Urban Studies major and minor, and the Urban China minor, while working closely with many related academic programs and administrative offices on campus, such as the International Studies Program, Office of Study Away, Liberal Arts Action Lab, and Office of Community Learning. In addition, the center administers a number of student research and engagement grant programs such as the Davis Projects for Peace, the Technos Tour Program, the Tanaka Student Research Fund, the Kelter Fund for Student Urban Research, the Grossman Research Fund for Global Studies, and the Thomas Urban China Student Research Fund. The center also administers the Kelter Postdoctoral Fellow in the Urban Studies Program, the Rescue Scholar Program, and the Thomas Urban China Visiting Professorship Program in collaboration with Fudan University. The center is directed by Garth A. Myers, Paul E. Raether Distinguished Professor of Urban International Studies. More information on the center is available at http://www.trincoll.edu/UrbanGlobal/CUGS/.

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 Professor Stephen Valocchi (sociology) and Charles A. Dana Professor of Fine Arts Pablo Delano (studio 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. 200).

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 Program

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 Tony Award-winning 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. 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.164.

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 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 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 https://www.trincoll.edu/admissions/undergraduate-admissions/trinity-idp-for-adult-learners/.

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 adviser and the dean overseeing Graduate Studies.
- No more than one C grade 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 2019-2020 are as follows:

- Tuition per course credit - $2,900 for non matriculated and new students, beginning Summer 2016
- 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 major adviser 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 adviser for graduate study in the health professions is Heather Hodge, Assistant Director of Career and Personal Preparation in Career Development. The director of the Pre-Med Program and chair of the HPAC committee is Chris Swart, principal lecturer and laboratory coordinator in 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 Tracy Evans-Moyer, Esq., pre-law advisor/career coach in Career Development, 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 away. The advisers for graduate study in business and management are Phyllis Mensah, Assistant Director of Career and Personal Preparation in Career Development, and Edward Stringham, Kathryn Wasserman Davis Professor of Economic Organizations and Innovation.

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. 470 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, visiting assistant professor of fine arts.

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.

The Center for Academic Advising

The Center for Academic Advising (CAA) supplements the work of individual academic advisers to help address students' broad-ranging academic advising needs. Run by faculty fellows, it is embedded in the Bantam Network and closely engaged with relevant campus offices: Student Life, Study Away, Career Development, Student Accessibility, and The Counseling Center. As they select courses, decide on a major, and begin planning their careers, students can

make use of the Center's information sessions and individual consultations. The Center is also available to faculty seeking resources and advice.

The Advising Center aids in supporting students who may need extra attention in the years before declaring their major. One Advising Fellow is assigned to each nest within the Bantam Network, allowing students to connect with a faculty member who is neither their formal adviser nor an instructor in one of their courses. Advising Fellows also convene topic-oriented advising sessions to cover students' routine procedural questions; this can allow students' individual faculty advisers more time to develop personal advising relationships with them.

The Center for Academic Advising also supports faculty, through group meetings and individual consultations. Information sessions for faculty focus on best practices in pre-major academic advising, covering topics such as inclusive advising, special needs of international students, and others as determined by the Advising Fellows. Additionally, Advising Fellows can address individual faculty questions and connect faculty advisers to existing resources on campus.

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 in fewer than five years.

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 109. Jazz Ensemble**), 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).

Please note the following course credit limitations:

- No more than 1 course credit in physical education may be counted toward the degree.
- No more than 4 course credits in applied music (exclusive of **MUSC 407. Senior Recital**) may be counted toward the degree.

[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 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.

- 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**, may be counted toward the degree.
- No more than 2 course credits earned in teaching assistantships may be counted toward the degree.
- No more than 2 exploratory internship credits that may be counted toward the degree.

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. These courses must be taken for a letter grade; they may not be taken on a Pass/Low Pass/Fail basis.

First-year seminar requirement—Entering first-year students are required to enroll in a first-year seminar or, for students in the following programs – The Cities Program, Community Action Gateway, Global Health Humanities Gateway, Humanities Gateway Program, InterArts Program, or Interdisciplinary Science 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. A faculty committee reviews all entering first-year students and may require some to take **QLIT 101**. Students must earn a grade of C- or better 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 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 Arbitur (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 complete study in that language through the 201 level, or in Latin, 203, beginning at the appropriate level as determined by 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.

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, in order to meet the first part of the WI requirement, transfer students are required to complete with a letter grade of at least C- a course beyond **RHET 103**, no later than their second semester at Trinity and with permission from the director of the Allan K. Smith Center for Writing and Rhetoric. 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 away.

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 six 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 foreign-language first-year seminar may be used toward fulfillment of the second-language foundational requirement (following the policy governing the second-language requirement) and satisfy the first part of the writing intensive requirement if the student receives a grade of C- or better.

[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.

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 studies, German studies, Hispanic studies, Italian studies, Russian, plus Arabic, Chinese, Hebrew, and Japanese for Plan B only); mathematics; music; neuroscience; philosophy; physics; political science; psychology; public policy and law; religious studies; 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 TCOnline, 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 TCOnline. 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 Mid-term (the day exactly halfway through the term is marked as Mid-term on the academic calendar), 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.

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 any point in the semester, faculty may submit a progress report for any student who may be at risk of failing the course or is doing unsatisfactory work. A copy of all 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 Gateway Programs, must also be taken for a letter grade, as must first-year seminars and classes taken in 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 and (beginning January 2019) Trinity-approved 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.(NOTE: Students from the classes of 2022 and before who choose to opt out of home-school tuition for study away and be grandfathered under previous policy will be subject to the transfer credit policy for all courses taken on non-Trinity study away programs.) 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.

Grades earned at Trinity and (beginning January 2019) Trinity-approved 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. (NOTE: Students from the classes of 2022 and before who choose to opt out of home-school tuition for study away and be grandfathered under previous policy will be subject to the transfer credit policy for all courses taken on non-Trinity study away programs.)

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. Academic probation will be waived at most once during the first two semesters of college for a traditional student who meets the GPA and non-failure standards and completes at least three but less than the required four credits attempted.

Students placed on academic probation are encouraged to take full advantage of the many resources offered by the College. These resources include, but are not limited to, the student's faculty adviser, the Dean of Students office, the Center for Academic Advising, the Bantam Network, the peer tutors in the Aetna Quantitative Center, the peer writing associates in the Writing Center, and the Office of Student Success.

Students on academic probation are required to:

1. Meet with the Dean or adviser specified in the letter informing them of their academic status.
2. Meet with their faculty adviser.
3. 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.
4. Complete all course work by the last day of examinations.
5. 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 may 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 due to 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 possible, we strongly recommend that students complete coursework at another accredited college during the period of required withdrawal. In order to have such work credited at Trinity College, the approval of the registrar must be obtained prior to enrolling in the course(s).

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 after a separation of one semester or a full academic year. However, each application will be considered on its merits and readmission will not be automatic. Prior to their return, students are required to meet any conditions of return voted by the AAC/IDPC and communicated to the student at the time of their required withdrawal, if applicable. 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 and the academic adviser(s) (in the case of an athlete, the coach may also be notified), 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. In addition, the College recognizes that for first year students, the adjustment to college may itself impact the student's performance; and such difficulties, when accompanied by demonstrated improvement, may be considered as 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. 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.

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 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 transcripting institution. Normally credit will not be decreased from that awarded by the transcripting 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 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, the student, his or her major department chairperson(s), and his or her minor coordinator(s) will be informed.

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 attempted and/or earned credits and grades received via a Trinity-administered or (beginning January 2019) Trinity-approved 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. (NOTE: Students from the classes of 2022 and before who choose to opt out of home-school tuition for study away and be grandfathered under previous policy will be subject to the transfer credit policy for all courses taken on non-Trinity study away

programs. Grades for courses taken at non-Trinity study away programs will not be calculated into the grade point average for these students.)

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 away 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 or –beginning January 2019– Trinity-approved study away site), and without credit awarded. (NOTE: For students from the classes of 2022 and before who choose to opt out of home-school tuition for study away and be grandfathered under previous policy, the repeated course will be treated as transfer credit and not calculated into the Trinity grade point average.)

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 transcripted 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*.

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 TCOnline, and advisers have access to advisee transcripts using TCOnline. Requests for printed transcripts should be made to the Registrar's Office.

All transcript requests must be made in writing and include the student's 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 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 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 575 full-time students. 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.

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 have the desire to contribute to campus and community activities.

Applicants for admission may obtain the necessary application forms by visiting http://www.trincoll.edu. The regular decision deadline for application to Trinity is January 15. 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

Trinity does not require the ACT of the American College Testing Program, the SAT I Reasoning Test of the College Board, or 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 Test of English as a Foreign Language (TOEFL) or International English Language Testing System (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. Students can apply to J-Start for Early Decision 1 consideration by November 15, Early Decision 2 consideration by January 1, or Regular Decision consideration by January 15. J-Start 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.

Global Start

Students who apply to Global Start begin their academic career with Trinity by studying in Costa Rica. Global Start students spend their first semester living and learning in San José, Costa Rica before returning to our Hartford campus in January. The application requirement and evaluation factors for Global Start are the same as for all candidates for admission to Trinity. Students can to apply to Global Start for Early Decision 1 consideration by November 15, Early Decision 2 consideration by January 1, or Regular Decision consideration by January 15.

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 catalogues 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 March 15. 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 requirements (see p. 28) 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.

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 are encouraged to 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. In the fall and early winter, interview appointments

are reserved for high school seniors and students interested in transferring to Trinity. Juniors in high school will be able to register for interviews after March 1st.

Information sessions

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). 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 a score of 4 or 5 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

		1 credit awarded for this course:				
Advanced Placement Exam	**Score**	**PHYS-101**	**PHYS-102**	**PHYS-141**	**PHYS-231**	**And admission to**
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: scores of 5, 6 or 7 are 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.

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 Nelnet Campus Commerce (formerly 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 Nelnet Campus Commerce account. This gives access to a parent or other payer to view the bills through Nelnet Campus Commerce and to pay online. Please refer to the instructions on our website. 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 Nelnet Campus Commerce 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 each semester through Nelnet Campus Commerce and runs June through October for the fall semester and November through March for the spring semester. A student or any Authorized Payer can enroll in the monthly payment plan by the published enrollment dates. To enroll, go to http://mycollegepaymentplan.com/trincoll/ to set up your monthly payment amount and use the standard billed charges found on the student accounts website.

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—2019-2020

	Fall	Spring	Total
Tuition	$ 28,190	$ 28,190	$ 56,380
Room (New Townhouses-add $1420 per term)	4,980	4,980	9,960
Board (traditional meal plan)[4]	2,670	2,670	5,340
General Fee	1,120	1,120	2,240
Student Activity Fee	215	215	430
	$ 37,175	$ 37,175	$ 74,350
Transcript fee (new students only)	50	-	50
	$ 37,225	$ 37,175	$ 74,400

A tuition charge of $28,190 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.

[4]Board cost will be adjusted based on student's meal plan contract.

Credit hours	Additional tuition fee
6.0	$ 6,264
6.25	$ 7,830
6.50	$ 9,396
6.75	$ 10,962
7.0-7.75	$ 12,528-$ 17,226

Cost of Credits beyond the Standard Course Load: For 2019-2020, $28,190 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 $6,264, 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 $18,793 (2/3 of regular tuition) for that semester.

Repeat courses: A fee of $6,264 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 $4,980 per semester with the exception of the Crescent Street Townhouses which will be billed at $6,400 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 **2019-2020**:

Barcelona	$37,885
Cape Town	$34,990
LaMaMa	$36,790
Rome	$38,135
Shanghai	$35,215
Trinidad	$37,660
Vienna	$35,215
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—$650 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 $350 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 $130 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. https://www.trincoll.edu/bantam-network

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 15 Flex 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 College recognizes the cost of college puts attendance out of reach for many families and has therefore established a substantial program of financial aid designed to provide assistance to students who desire to study at Trinity, but whose family 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 primary responsibility of the total educational costs. Where such family resources are inadequate, the College will provide supplementary assistance to those students. Almost half 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, both internal and external. These sources include, but are not exclusive to, Trinity's endowed funds, unrestricted grants and scholarships, state grant and loan aid, and federal grant and loan funds.

In general, Trinity offers financial aid packages that are comprised of grants and scholarships, federal loans, and federal work–study. Generally, students are also expected to contribute to their educational costs through expected summer savings. Trinity's financial aid packages are crafted to meet the unique needs of each student and his or her family.

Students are eligible for financial aid provided that they applied for financial aid at the point of admission, continue to have demonstrated financial need, and remain in good standing with the College.

Terms of award

All financial aid is awarded on the basis of:

- *Financial need*—Financial need is determined by Trinity College and is calculated in accordance with established industry best practices. 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 PROFILE is required to determine eligibility for institutional financial aid. The College reserves the right to require additional documentation from a family. The great majority of the College's financial aid is awarded on the basis of need.

- *Intellectual promise*—Trinity College maintains a small amount of non-need based financial aid for students of exceptional academic ability and exceptional character.

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 PROFILE along with supporting documentation. Candidates interested in applying only for federal and/or state financial aid need only submit the FAFSA. In either case, the College reserves the right to require additional documentation.

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 as it relates to their educational costs. 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 first-time undergraduate qualifying veterans. Up to 10 qualified first-time undergraduate 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 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
CACT	Community Action Program	CHEM	Chemistry
CHIN	Chinese	CLAS	Classical Studies
CLCV	Classical Civilization	CLIC	Community Learning
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

GHHG	Global Health Humanities	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	INTR	Internship
INTS	International Studies	ISP_	Interdisciplinary Science
ITAL	Italian	JAPN	Japanese
JWST	Jewish Studies	LAAL	Liberal Arts Action Lab
LACS	Language and Culture Studies	LATN	Latin
LING	Linguistics	MATH	Mathematics
MUSC	Music	NESC	Neuroscience
PBPL	Public Policy and Law	PHED	Physical Education
PHIL	Philosophy	PHYS	Physics
POLS	Political Science	PSYC	Psychology
QLIT	Quantitative Literacy	RELG	Religious Studies
RHET	Writing and Rhetoric Program	RUSS	Russian
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 coordinator, 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 away 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 covering the relevant discipline):
  - History
  - English
  - Political science, educational studies, sociology, or urban studies
  - 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: Assistant Professor Reo Matsuzaki (Political Science)

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-away 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 with a focus on a country within South, Southeast, East, and Central Asia, as approved by the minor coordinator, 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-away experience may be included.
  - No courses may be taken pass/fail.
  - 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 (Classical Studies)

The purpose of the minor is to allow students to acquire a general knowledge of the ancient Mediterranean world, including the development of Jewish and Christian cultures in antiquity. Students electing this minor will have the opportunity to become acquainted with the classical achievement in diverse areas, both in departmental courses (CLAS, CLCV, GREK, LATN) and in History, Philosophy, and Religious Studies, in order to develop an integrated view of antiquity.

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

The Classical Tradition

Coordinator: Associate Professor Meredith Safran (Classical Studies)

Participants in this minor will build upon an acquaintance with historical cultures of the ancient Mediterranean by exploring their legacy in modernity, through a mixture of six courses: some that focus on the ancient Mediterranean world and others that focus on the modern reception of "classical antiquity" through literature, performance, visual art, film, historiography, philosophy, political theory and practice, and/or Romance languages. In addition, students submit an integrating paper.

The six courses that a given student counts toward this minor will be decided through consultation with the minor coordinator, taking into account the student's individual interests. Students must earn a minimum of C- for all courses counted toward the minor (per College policy, courses taken as "pass/low-pass/fail" may not be counted toward the major or 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)

The Community Action minor is designed to engage students in both academic and practical work that addresses the meanings of citizenship, democracy, and community locally and globally. Through study combined with direct participation in Hartford-area 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. Students begin with courses in "Communities in Theory and Practice," to explicitly discuss the theories behind community learning and institutional engagement, and "Methods for Community Learning," to learn formal methods that can be used to conduct community-based research. Then, students design a concentration area of three courses to develop their understanding of Community Action within the scope of their specific interests (see examples below). Finally, by participating in a capstone, 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 capstone. (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 (select one or propose your own, with approval of Director):

  CACT 101. Community Action Gateway: Envisioning Social Change
  URST 206. Organizing by Neighborhood
  PSYC 246. Community Psychology

- Methods for community learning (select one or propose your own, with approval of Director):

  ANTH 301. Ethnographic Methods and Writing
  CACT 102. Community Action Gateway: Building Knowledge for Social Change
  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?
  LAAL 200. Action Research Methods in Hartford
  MATH 207. Statistical Data Analysis
  POLS 242. Political Science Research Methods
  PSYC 221L. Research Design and Analysis (prerequisite: PSYC 101)
  RHET 208. Argument and Research Writing
  RHET 225. The Rhetoric of Broad Street
  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

- Concentration areas: Students choose a unifying theme for your community action interests, and describe how three courses you have selected address it. At least one course must have a community learning component, and they 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.

- Capstone: Seniors in the minor will complete a capstone that demonstrates integration of theory, practice, methods, and themes throughout the minor. Choose one of the following:

  CLIC 301. Community Action Integrated Internship–students must arrange a one-credit internship for 8 hours/week with a community organization and design an academic writing component with the faculty sponsor (usually the Director)

CLIC 400. Community Learning Research Colloquium — open to students who are accepted into Community Learning Research Fellows program, with application deadline in spring (for fall semester)
LAAL 201. Hartford Research Project — open to students accepted in Action Lab (fall or spring)

How to declare: Use the Community Action Minor Advising Guide (https://cher.trincoll.edu/student-pathways/) to start planning your courses. Contact the minor coordinator, Professor Jack Dougherty (Educational Studies), or schedule an appointment on his online calendar to discuss your plans.

Film Studies

Coordinator: Associate Professor Prakash Younger (English)

The interdisciplinary minor 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 six courses required for the interdisciplinary minor in film studies are 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 studies minor is encouraged to contact the director, Prakash Younger.

Course requirements:

- One core course FILM/ENGL. Introduction to Film Studies 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.
- An integrating exercise consisting of a Senior Seminar in Film Studies (400-level courses designated as such will be determined each year) or a One-Semester Senior Thesis Project (FILM 497).
- Students must earn a minimum of C- in any given course to have it count toward the major.

Formal Organizations

Coordinator: Kathryn Wasserman Davis Professor of Economic Organizations and Innovation Edward P. Stringham

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, or HIST 207. Law and Government in Medieval England.
- 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: Associate Professor of Language and Culture Studies Sara Kippur; Borden W. Painter, Jr., '58/H'95 Professor of European History Kathleen Kete; Principal Lecturer in Language and Culture Studies Karen Humphreys

The minor in French studies has at its heart a travel-away 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-away experience with courses taken at Trinity both before and after their study away. 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-away 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 away that will allow students to integrate their experience away 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-away programs sponsored by the department. They should consult the coordinator of the minor and the director of the Office of Study Away for more information.

Human Rights Studies

Coordinator: Professor of Philosophy Maurice Wade

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 125. Introduction to Human Rights (fall)
- Core courses or specialized electives (2 credits)—The following core courses are offered each academic year:

  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
- 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.
- If students choose to attend a study away program in Italy (other than the Rome Campus) they may count two courses toward the Italian Studies minor, with the approval of the minor adviser.

Majors in Italian Studies 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.

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. Students must earn a minimum of C- for all courses counted towards the minor. 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.

Students majoring in Jewish Studies may not take this minor.

Latin American Studies

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

The Latin American Studies minor explores the cultures of the 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 a 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 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 from the Hispanic Studies program beyond the HISP 201 level.
- 2-3 courses about Latin America from outside the Hispanic Studies program, in Social Sciences, Humanities, 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 away 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: 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: Assistant Professor Amber Pitt (Biology and Environmental Science)

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
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

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
- Ideas, thinking, and beliefs
- Forms of artistic expression

Course requirements:

- Medieval and Renaissance core course (one 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 among categories, including at least one in each of the following three categories:
  - *Major institutions, events, and people* - includes courses from the History Department covering the late antique period to 1700.
  - *Ideas, thinking, and beliefs* - includes courses from the Religious Studies and Philosophy Departments.
  - *Forms of artistic expression* - includes courses from the Art History Program and the Departments of English, Language and Culture Studies, and Music.
- All courses must be approved by the minor coordinator, who maintains a list of acceptable courses.

Courses at Trinity study-away 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 away 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 has been phased out and is not available to students in the class of 2023. Interested students in the class of 2020, 2021 or 2022 must declare the minor by Nov. 8, 2019, the close of advising week. **No further minor declarations will be allowed after this deadline.**

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: Associate Professors Meredith Safran (Classical Studies) and 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.

Rhetoric, Writing, and Media Studies

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

The Rhetoric, Writing, 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)

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 away 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 at a study-away program. 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.

  This seminar will not be offered in 2019-2020. Contact Professor Zannoni to discuss an alternative.

- 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 China Studies

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

The interdisciplinary minor in Urban China Studies helps students understand the diverse drivers and complex consequences of transformative urban development in China from historical, contemporary, and interdisciplinary perspectives. The topics for study include rapid industrialization, massive rural-urban migration, growing regional inequality, challenges to urban planning, accelerated technological innovation, shifting cultural currents, and environmental degradation and sustainability. By completing this minor, students can also understand the profound impact of China's urbanization on the global economy and environment and draw comparative lessons for other urbanizing developing countries.

Course Requirements:

The minor consists of six courses (five in Hartford, from three disciplines, and a sixth field course (URST 313) taken in a Chinese city during the summer or January, which serves as an integrating exercise) and a research paper. Students must earn a minimum of C- for all courses counted toward the minor. Courses for the minor cannot be take Pass/Fail, including the transfer credits from a study-away experience in China or elsewhere. All courses must be approved in advance by the coordinator.

- Five courses in three disciplines, at least one of which must be at 300-level, taken at Trinity's Hartford campus. One Chinese language course can be included in the five.
- A field course (URST 313) taken in China during the summer or January (and complete an associated research paper). This course serves as the integrating exercise By permission of the minor coordinator, this field course can be substituted with 1) a summer research project in a Chinese city or in a city with a large Chinese immigrant population such as New York, or 2) an urban course with a field component taken at Trinity's study away program at Fudan University in Shanghai. The second option also requires a research paper.

With the approval of the minor coordinator, up to two courses from Trinity's study away program at Fudan University can be counted toward the minor. In addition, a one-credit class related to urban China taken at another university in China, Hong Kong, or Taiwan, or elsewhere can be accepted as one of the five courses on campus.

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 minor's 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 101, Introduction to Urban Studies.
- 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 CTYP 101, 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.

Course Requirements:

- The core courses (recommended in sequence):

  WMGS 201. Gender and Sexuality in a Transnational World
  WMGS 369. Queer Studies: Issues and Controversies, or WMGS 379. Feminist and Queer Theory for a Post-Colonial World

- The electives—Students planning a minor in women, gender, and sexuality will, in consultation with the program director, select three electives listed, cross-listed, or cross-referenced with the women, gender, and sexuality program.

- WMGS 401. Senior Seminar, or an upper-level course designated by the director as the senior seminar.

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, Global Health Humanities 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.

CACT-101-01. 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. (FYR) –Wong

CTYP-101-01. Introductory Seminar in Urban Studies— This seminar 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. This writing-intensive course will engage students in learning how to do research in urban studies, and students will produce a set of smaller papers and a term paper that reflects the breadth and depth of their introductory understanding of the field. (FYR5) –Gamble

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-103-01. Peculiar Beliefs and Behaviors— Most people hold some beliefs and/or engage in some behaviors that other people would consider peculiar. People's beliefs and behaviors might be seem peculiar for several reasons. Perhaps they are not commonplace. Perhaps they can be harmful to oneself and others. Perhaps they are not supported by scientific evidence. In this seminar, we will examine the socio-psychological causes and consequences of a variety of beliefs and behaviors that some would deem questionable. The course will cover a wide range of topics including, joining cults, climate change denial, believing conspiracy theories, superstitions, paranormal beliefs, hoarding, internet trolling, excessive social media use and anthropomorphizing. This should make for an odd, yet enjoyable course. (FYR) –Outten

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-105-01. Prohibitions— This seminar tackles two questions: Why do we outlaw some consensual behaviors by adults? And should we? We will examine "vices" (alcohol, drugs, and gambling), "repugnant markets" (commerce in sex, organs for transplantation, and adoption), and prohibitions against guns, advertising, and open international labor migration. Students will learn fundamentals of social science and will practice constructing perspicuous arguments. To punctuate the course, students will conduct policy debates during Trinity's Common Hour. This is an experimental First-Year seminar that mixes traditional seminar meetings, public debates, multimedia instruction, and workshops in which students will learn to create polished virtual presentations of their final projects. (FYR) –Alcorn

FYSM-106-01. Making America, Making Segregation— This first-year seminar will focus on the development and impact of racial segregation in the United States with particular attention to urban and suburban America. Adopting both a historical and contemporary perspective on these questions will help us understand how the development of cities and metropolitan areas shaped segregation and created some of the most important political and policy issues of today. We will be particularly concerned with the role of government, at all levels, in creating systems of segregation, as well as policies intended to remedy segregation. We will focus on critical questions of education and housing policies and politics, as well as exploring other inter-linked contemporary issues, including equality, gentrification, voting rights, criminal justice, and immigration. (FYR) –Moskowitz

FYSM-109-01. Indigenous Science Fiction— Science fiction and fantasy are powerful ways of imagining the world, both as it should or could be and as a cautionary example of what it might become. In the last few years there has been an extraordinary outpouring of writing by Native American authors using this genre to explore the marginalization of Native people in contemporary America and also to offer a redemptive vision of a future in which Native ways of being in the world have the potential to save us all. In this course we will explore the ways contemporary Native American writers' new worlds are rewriting the colonial past into a very different future. (FYR) –Wyss

FYSM-110-01. Designing Your Future Work— In this course, students will apply design thinking and career development theory to better understand the link between their liberal arts education and their life after college. Students will identify individual goals, assess their skills and talents, explore career options, analyze the job market, effectively use employment search tools, and contemplate and investigate how meaning and purpose can be infused into any career. Students will rely on self-reflection and understanding the value of experiential education in the

exploration and decision-making process. Students will evaluate how to design their lives in the changing landscape of work. Through readings, class discussions, and assignments, students will design a plan that will guide their career and academic decision making throughout the remainder of their Trinity College experience. (FYR) –Catrino

FYSM-116-01. Poetics and Philosophies of Friendship— What is friendship? From the era of the Homeric Epic to our own, this question has been critical to our understanding of what it means to be human in a shared world. In this course we will join this long critical interrogation. Our approach to the notion of friendship will be interdisciplinary. We will work from a broad survey of literary and philosophical texts across different eras in order to think critically about the meaning of friendship and its ethical implications in our world. (FYR) –King

FYSM-117-01. Daily Life and Democracy in Ancient Athens— Explore ancient Athens with the art, architecture, words, and material remains of the Athenians themselves, including through a Reacting to the Past role-playing game! Your roles will reflect the historical setting, drawing on primary sources to present the various businesses, homes, and viewpoints that were all part of fifth-century BCE Athens. Some players will be vigorous defenders of Athens' famous participatory democracy; others will question the wisdom of upholding the system that had plunged Athens into decades of an unwinnable war against Sparta. You will debate the pros and cons of democracy, monarchy, and oligarchy: which form of government is best, given that all are imperfect? Students collaborate and negotiate with one another in an immersive experience that transcends classroom walls. (FYR) –Risser

FYSM-118-01. The World Has Already Ended: Apocalypse and Fiction— People have been imagining the end of the world in endless variety for a long time. Why? This course traces an alternative history of the new millennium by focusing on recent fiction about the apocalypse and its aftermath. What does apocalyptic fiction tell us about the ability of individual humans to persevere and effect change? Where do we draw the line between science fiction and realism when reality feels like a sci-fi novel? What role do gender and race play in novels that imagine the indiscriminate erasure of entire populations? Authors will include Margaret Atwood, Suzanne Collins, Emily St. John Mandel, and Cormac McCarthy. (FYR) –Bergren

FYSM-119-01. Mindfulness and Meditation and the Mind/body— "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. In fact, modern research suggests that there may be no meaningful difference between what is the mind and what is the body. It may be that the word "mindbody" captures the reality more accurately. 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-120-01. Leadership, War & Hollywood— Understanding Military Leadership Through the "eyes" of Hollywood, the War Movie as Case Study (FYR) –Powell

FYSM-124-01. Deviant Capitalisms— This class seeks to answer the seemingly straight forward questions: What is capitalism? However, when more than twenty percent of the world economy takes place in the so-called black market, answering this question requires examining how markets function in illegal and quasi-legal spaces. We will read classical texts of political economy (Locke, Smith, Marx, and others) before examining how capitalist markets play out in the drug trade, informal economies, pyramid schemes, the piracy of intellectual property, crypto-currencies, and the 2008 financial crises, among other topics. (FYR) –Kamola

FYSM-126-01. Harry Potter and His Literary Forebears— This course places the seven Harry Potter novels in literary context, examining the evolution of British children's literature in the twentieth century. We'll explore works by authors including E. Nesbit, Enid Blyton, J.R.R. Tolkien, C. S. Lewis, T.H. White, Elizabeth Goudge, and Diana Wynne Jones in order to understand the preoccupations and drivers of fantasy, school, and adventure literature. At the end of the course we'll read Rowling's novels afresh as products of and creative interventions into a rich literary tradition. The seminar offers a first taste, then, of what will become your Trinity experience – an opportunity not only to learn new things, but also to deepen and render more complex what you think you already know. (FYR) –Bilston

FYSM-127-01. Understanding and Effecting Change— Things change all the time, but have you ever thought about how that happens, or how you can make it happen? By the time you graduate the world will consider you an adult. How is that change going to occur? In this seminar students will explore change from several perspectives. One will be scientific: how do we know when one chemical has turned into a new chemical? The other perspective will be changes in human beings. This will be explored by reading books and novels about people who change or who make changes. What makes humans change? Is it reasoned logic or chance? Are changes something you alone manage, or do other people have an effect on you? Or is it both? (FYR) –Curran

FYSM-131-01. Photography and Conservation— Photography has played a major role in national and international conservation efforts. Ansel Adams' photographs of National Parks excited the American public about the West and were instrumental in the establishment of National Parks across America. Today photography is still used to promote environmental causes, but it also attracts large numbers of visitors to distant, often fragile places, thus aiding in the destruction of environments that it intended to protect. This seminar will explore the role of art in conservation. Students will have several opportunities to take digital photographs, and our photographs will help to promote the newly established Coltsville National Historical Park. (FYR) –Geiss

FYSM-132-01. Exploring Music & Human Rights— This course highlights the role of music in relation to human rights throughout the world. Material to be covered includes theoretical approaches towards the study of human rights and how music can serve as an important indicator of diverse social relationships in various contexts. It will also compare and contrast historical and cultural aspects of musical movements that were strongly connected to human rights in countries and regions such as Latin America, the Caribbean, the United States, South Korea, and South Africa. (FYR) –Galm

FYSM-134-01. Games of Strategy and Predictably Irrational Behavior— In this seminar we will learn about games and their predictions of rational human behavior. We will run a series of bargaining and social dilemma games to test whether these predictions are indeed true. Our goal will be to study how people actually behave in economic settings, not how we think they should behave. We will address the importance of monetary incentives in experimental economics and determine how to properly incentivize our own experiments. We will discuss the relevance and applicability of our experiments outside of economics. Finally, students will be required to design and conduct their own game experiments. No previous background in economics or game theory is required to take this course. (FYR) –Schneider

FYSM-136-01. Jewish Food is more than sustenance— Food is a reflection of a community's history, culture, and values. Jewish food appears in many different forms and variations, but all of it is related to Jewish rituals, and holiday traditions. In this seminar we will examine the relationship between food and Jewish culture from Biblical times to the present through readings and tasting experiences. We will explore such topics as: the traditional foods of both the Ashkenazi and the Sephardi cuisines; Jewish food in literature and film; what makes certain foods Jewish; and the influence of Jewish food on American culture. (FYR) –

FYSM-140-01. Ethical Dilemmas through Film— In this course, we will examine several sets of contemporary ethical issues as they are presented in films. These include ethical dilemmas in the areas of medicine, biomedical research, privacy and surveillance, immigration, race, war, and religion. Films will be both fiction and documentary. We will discuss complementary readings and hold in-class debates on these issues. We will also interact with Hartford-area agencies confronting these issues. (FYR) –Dunlap

FYSM-141-01. Battles of Faith and Reason— Though proceeding from a common desire to make sense of the world, faith and reason often stand in antagonistic opposition. This seminar examines some key theoretical underpinnings to the intricate relationship between faith (broadly understood as a faith in God) and reason (broadly understood as the use of critical thinking to ascertain truth) in the western theological and philosophical traditions. Topics of special interest will be the natures of faith and rational inquiry, belief in God, language, epistemology and history- in short, much of what makes life interesting! Among the thinkers this seminar will examine are Plato, Aquinas, Descartes, Hume, Kant, Nietzsche, Newman and Pope John Paul II. Our methodology will include the close reading of primary texts, as well as engaged interaction through dialogue and writing. (FYR) –

FYSM-146-01. American Oratory: Analysis & Performance— From FDR's "fear itself" to King's "I have

a dream" to Reagan's "tear down this wall", lines from great speeches resonate long after their delivery. They have become a powerful part of the American public consciousness. In this seminar, we will develop rhetorical analysis skills to interpret the work of 20th century American orators. We will study speeches from across the political spectrum on a variety of topics to understand what makes a speech effective. We will apply these insights to constructing and performing our own speeches. In writing workshops and activities on body language and elocution, we will work toward composing and delivering an effective speech. Part rhetorical theory, part public speaking, this course will be an interactive and collaborative exploration of American oratory. (FYR) –Frymire

FYSM-148-01. LatinX Legacy in the US: Music, Film & Comics— This First Year Seminar is an introduction to LatinX in the U.S. with emphasis on the distinctions and similarities that have shaped the experiences and the cultural imagination among different Latinx communities by critically analyzing works from a range of genres and cultural expressions including comics, fiction, memoirs, film, music, and performance, along with recent literary and cultural theory works. The course will explore some of the themes and issues that inform LatinX cultural production. Topics to be discussed include identity formation and negotiation in terms of language, race, gender, sexuality, and class; the colonial subject; diaspora and emigration; the marketing of the Latinx identity; and activism through art. (FYR) –Aponte-Aviles

FYSM-150-01. Lights, Camera, Society! Sociology Through Film— This course invites students to think about society from a sociological rather than individualistic viewpoint. For sociologists, society is more than a random collection of people all making individual choices, rather the field of sociology demonstrates that we participate in social systems–social structures that are larger than ourselves–which also shape us, simultaneously, in profound ways. First, students will explore this synergy of social life through the works of sociologists like C.Wright Mills, Marx, Durkheim, Mead, and Goffman. Second, they will apply these thinkers' work to films like Wall-e, A Bug's Life, Ex Machina, Black Mirror, Tootsie, and Friday Night Lights. By using techniques including peer-review and free-writing exercises, this course builds students' writing, scaffolding their thinking upwards from paragraph-length assignments into structured, well-argued papers. (FYR) –Andersson

FYSM-151-01. City & Country in Costa Rica— In 2008, the UN announced that more than 50% of the world's population lived in cities. But there is no standard international definition of a "city," and new migration and development patterns complicate separating "city" from "country." Whether by population size or housing density, vegetation coverage or % agricultural land, access to mass media or nighttime illumination density: each category constructs a certain kind of place. In today's world, when should we separate "rural" from "urban" health, education, agriculture, tourism, or traffic patterns? We will address these questions by reading about urban and rural life and the mechanisms and consequences of social change. In Costa Rica we will walk sidewalks and fields, and hear from farmers and policy-makers. (FYR6) –Trostle

FYSM-152-01. Evolutions, Sex and Human Nature— For nearly 4 billion years, life has been evolving on our planet, and has given rise to an astonishing diversity of animals, plants, and microbes. While evidence for life's evolution is overwhelming, the extent to which Darwin's principle of natural selection explains particular features of the human species remains controversial. In this seminar, we shall explore the phenomena and major events that have shaped the history of life and our own species. In particular, we will focus on the controversial use of evolutionary ideas to explain attributes of human nature, including different "reproductive strategies" of males and females, as well as human health problems, dietary preferences, and physical diversity. Classes will focus on discussion of readings as well as videos and student presentations. (FYR) –Blackburn

FYSM-153-01. $cience: Intersections of Money and Discovery— Although scientific inquiry strives to be objective, financial and economic concerns inevitably influence human endeavors. This course will address key issues concerning how we pay for science, what science we fund, and who benefits when researchers' results are successfully commercialized. What proportion of our funding dollars should go to basic scientific research versus practical applications and technology development? Should the government receive royalties when publicly funded research leads to commercialization by a successful start-up company? Should pharmaceutical companies price new drugs to make them accessible to those in need despite high initial investment costs? Through readings, case studies, interviews, and hands-on research, we will explore these and other questions in the context of current scientific research and on-going policy debates. (FYR) –Kovarik

FYSM-155-01. Data, Data and More Data!— Data is everywhere in today's society. Fitbits and phone apps help us keep track of our steps, our friends and our favorite celebrities while companies like Facebook, Google and Amazon keep track of us. The scale and ease with which data is analyzed today allows us to do things that were impossible a few years ago. How are such data collected and studied? In this seminar, we will learn some of the techniques used to explore, visualize, and analyze data at the same time as we study the ethical issues raised by the scale and ease of data collection. Though the course does not assume any prior statistical background, students should be comfortable with mathematical reasoning and logic. (FYR) –Russo

FYSM-163-01. God and Sex— What does religion have to do with sex? How do different religious traditions codify how a person should behave, dress, speak, eat, etc., in ways that are distinctly related to the believer's sex: male or female? How do religious groups impact American policy on issues of reproduction and the understanding of marriage? While religion generally functions conservatively in these contexts, we will also consider the ways that religious beliefs and practices also trouble static understandings of sexual identity, gender roles, and what counts as sanctioned sexual desire. (FYR) –Jones Farmer

FYSM-166-01. Reasoning About Data: Calling Out Bullcrap— Today's American society exhibits many behaviors facilitated through big data and the rapid spread of information. Indeed, social media provides an ideal platform for the generation and proliferation of opinions, news, and "facts". Exposure of an idea is largely unhindered irrespective of veracity. Misinformation or bullcrap is rampant, and can even be disguised by "scientific" data, statistics and visual presentations. In this age of big data, it is imperative for participants to be able to distinguish for themselves the bullcrap among myriad information. Students will explore analytical tools for data reasoning, examine the genesis and spread of misinformation, consider the ethics of trying to prevent or call out misinformation, and develop broadly applicable critical thinking skills. (FYR) –Huang

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-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-212-01. Introduction to Hip-Hop— This course focuses on a particular period that was crucial to hip-hop's cultural growth and development. Nostalgically referred to as the "Golden Era", the years between1985 and 1994 witnessed a creative explosion in artistic production and political agency. In exploring themes of race, class, gender and youth identity formation, one question this course will seek to answer is: How has hip-hop served as medium for social change? Using an interdisciplinary approach grounded in the historical method, this course encourages students to interrogate hip hop's relationship to issues of poverty, racism, sexism, capitalism and aesthetics. (FYR) –Markle

FYSM-215-01. Mathematical Gems— Each of you has been exposed to basic mathematics, including algebra and geometry and, in some cases, calculus, but there is much more to mathematics than those basic mathematical skills. In this course, we will explore some of the greatest ideas of humankind within the realm of mathematics by investigating topics that include problem solving, logic, geometry, counting, probability, number theory, and the arts. Although the course will be challenging, you will gain an appreciation of mathematics and discover the power of mathematical thinking in everyday life. (FYR4) –Wyshinski

FYSM-222-01. The Asian Image: Views of Asians in American History and Culture— Since the 19th century, American involvement with the countries of Asia has increased dramatically through trade, immigration, diplomacy, and war. Despite this interaction, the popular American image of Asia, its cultures and peoples, has largely remained characterized by a belief in inherent difference. While the image of Asian cultures and societies propagated by mass media and the entertainment industry has evolved considerably, even today we find a sense of inscrutable "other-ness" attached to Asia and Asians. This seminar will examine common American images and stereotypes of Asia and Asian people and their history in journalism, fiction, and film, and interrogate the underlying causes and arising implications of the American habit of exoticizing Asia, within the context of American history and American relations with Asia. (FYR) –Bayliss

FYSM-224-01. China's Forbidden City: Art and Architecture in Beijing— As a political and cultural center in China since the mid-eleventh century BCE, Beijing is a site of numerous ancient remains and historical monuments. Now a mega city boasting a population of more than 21 million, Beijing is also known for its ultra-modern cityscape and futuristic lifestyle. How did this premodern Chinese capital become a contemporary international metropolis? This seminar examines the city's art and architecture in its rich historical, cultural and social context. From features commissioned by Chinese emperors in the past to those created by avant-garde artists today, we discuss the complex symbolism and underpinning ideologies that made the city and enable it continuing to be a unique locus for the intersection of political power, cultural ideals, artistic innovation, and the global market. (FYR) –Sena

FYSM-229-01. Physics in Science Fiction— Science fiction has a long history of presenting speculations on the physical laws of the universe and the consequences of these laws for our lives and our civilization. Many of these speculations have turned out to be correct, others have proved spectacularly wrong, and some are so forward-looking that the verdict may not be known for centuries. We will read stories mostly in the "hard SF" tradition of Tom Godwin's "The Cold Equations" and Poul Anderson's "Tau Zero." Along with classic masters such as Arthur C. Clarke, Isaac Asimov, and Larry Niven, we will explore modern award-winning authors such as Greg Egan, David Marusek, and Ted Chiang. We will discuss how their stories explore scientific concepts, and we will incorporate these concepts into original written works. (FYR) –Branning

GHHG-101-01. Global Health Humanities: an Intro— This course will introduce students to questions in the field linking the study of health and wellness with the study of the human conditions in fields of the humanities, such as literature and philosophy, gender and human rights, art and education, religion and environment. We will investigate how health and the practice of medicine is part of a broader understanding of what it means to care for ourselves and others and to promote wellness and the dignity of individuals and communities in ways that have both local and global implications. Students will gain insight into the various approaches to global health-related issues, such as exploring the experiences of disability, death, caregiving, wellness, and healing practices that inform scientific and medical research and practices. (FYR) –Paulin

HMTS-111-01. 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. (FYR2) –Ewegen

HMTS-113-01. 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. (FYR2) –Hornung

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) –Finnegan

IDPS-116-01. Born into this Body: Narratives of Women in Latin America— This course examines narratives by Latin American women in order to show struggles particular to them, and to draw connections with those shared universally with other women. Struggles of identity, nationality, trauma, traditional cultural norms, politics, and intellectual recognition will be explored. Readings will include, but are not limited to, short stories, novels, poetry, critical essays, and film. Although attention will be put on historical events and cultural themes within Latin America, there will be particular emphasis on women's body as a place of political, social, and cultural power. (FYR6) –Aldrete

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. 302.

American Studies

Associate Professor Gac, Director; Paul E. Raether Distinguished Professor of American Studies Baldwin[†], Paul E. Raether Distinguished Professor of History Greenberg[†], Professor Hager[†], and Allan K. Smith and Gwendolyn Miles Smith Professor of English Wyss; Associate Professors Paulin[••] and Wickman[•]; Assistant Professor Nebolon; Postdoctoral Fellow Soto

OVERVIEW OF MAJOR

The American Studies major offers an interdisciplinary approach to the study of American culture and society. Courses draw on a wide array of methods and emphasize the theory and practice of archival, public humanities (digital and/or public engagement), spatial, and transnational approaches. Students learn to deploy American Studies methods to understand the making and meaning of America here and abroad.

LEARNING GOALS

The American Studies Program's learning goals can be found HERE.

REQUIREMENTS

The American studies major requires 12 AMST courses as follows:

- 2 courses at the 200 level (one must be AMST 203)
- 4 courses at the 300 level (one must be AMST 301)
- 2 courses at the 400 level
- 4 electives at any level (a thesis may count as two elective credits)

Students who are considering a major in American studies should consult with the program director as early in their undergraduate career as possible. It is strongly recommended that students prepare themselves for the major by registering in at least one of the 200-level courses in American Studies, especially AMST 203 or AMST 210. Students are advised to plan their schedules so that they take AMST 301 as a sophomore or junior. Double majors and students with interests that intersect with disciplines outside of American Studies must consult their major adviser and American Studies director for permission to count non-American Studies courses toward the AMST major. A course will not count for the major if the grade earned is below C-.

ADDITIONAL OPPORTUNITIES

Study away: A major 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 earn a major GPA of at least B+ and complete four 400-level courses (earning an average of at least an A-) or a two-semester thesis (earning at least an A-).

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) –Nebolon

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) –Marston

[**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)

218. United States Since 1945— This course examines America since World War II. We will explore both political events and cultural and social trends, including the Cold War, rock 'n' roll, civil rights, feminism, Vietnam, consumerism and advertising, the New Right and the New Left, the counterculture, religious and ethnic revivals, poverty, and the "me" generation. (HUM) (Enrollment limited) –Marston

[**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)

285. Born in Blood: Violence and the Making of America— This course explores the formations and functions of violence in the United States from 1754 to 1900. It investigates government (federal, state, and local) and individuals-and the intersection of the government and the individual-regarding military bodies, access to weapons, and legal and extralegal violent activities. Using figures from the well-known (George Washington or Abraham Lincoln) to the lesser known (Hannah Dustan or Robert Smalls), the class questions the limits and boundaries of American violence according to race, class, and gender. In the end, students will debate whether violence belongs aside liberty, democracy, freedom, and equality in the pantheon of American political and cultural ideals. (HUM) (Enrollment limited) –Gac

293. James Baldwin Now— This course focuses on James Baldwin, one of the most important and influential figures in the post World War II struggle for racial justice in the United States. It pays particular attention to Baldwin's analysis of the complicated nexus of race, gender, and sexuality and explores his relevance today in the context of the Black Lives Matter movement and lgbtq activism. In addition to a selection of his writings, materials also include documentaries, feature films, and broadcast interviews. (HUM) (Enrollment limited) –Corber

306. Imagining Digital Humanities: Research Methods for Cultural Analysis— Organized around a series of labs, this course surveys projects, methods, and controversies in digital humanities scholarship. Students will develop skills in digital methods-potentially including textual analysis, network analysis, data scraping, visualization, mapping, and sound studies, while exploring: the digital humanities as a way of knowing; the uses and abuses of data-based humanities; the politics of race, gender, and labor in collaborative scholarship; and the problems and possibilities of thinking the humanities at scale. Students will reflect on their experience with the digital and assess the ways digital methods (re)mediate analog forms of scholarship. Students will practice reviewing digital humanities projects and create low-stakes DH artifacts of their own. A final project investigates a substantive humanities research question using digital methods. (HUM) (Enrollment limited) –Jones, Mahoney

[**310. Young People Rise Up: Student Movements and American Politics**]— How have students imagined resistance? What methods have they used to actualize their ideas, and what have been outcomes of their efforts? This course centers student movements primarily in the United States, but also includes those elsewhere, discussing their relationship to American politics. Topics may include the formation of the Third World Liberation Front and movement for Ethnic Studies, anti-Vietnam War protests, #blacklivesmatter, campus sexual violence, gun violence, and student movements in the Philippines, Iran, and South Africa. Using primary documents, film, literature, popular media, and scholarly analysis, the course will assess the global social forces that spark and shape students' collective action, conditions that impact responses from the university, police and other institutional powers, and how these social actors shape one another. (GLB2) (Enrollment limited)

[**320. 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'kmaqs, 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)

[**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)

336. Global American Studies— What does it mean to study the United States in the world, and the world in the United States? This course considers the role of the United States within global relations of empire, capitalism, migration, and war. It also examines how U.S. domestic politics of race, gender, national identity, and social justice have evolved in relation to these transnational histories. We will explore how the existence of the U.S. nation-state is premised upon the global histories of European colonialism, indigenous displacement, and transatlantic slavery. We will analyze the cultures and consequences of U.S. empire, as well as the multiracial and transnational social movements that have contested U.S expansion. This interdisciplinary course combines historical, literary, visual, and theoretical texts. (GLB2) (Enrollment limited) –Nebolon

340. Sports and American Society— This seminar addresses sports as a central thread in the American cultural fabric of the 19th and 20th centuries. Emphasis is placed on the sports/society intersection, with particular attention to issues of identity, capitalism, power, ethics, and globalization. Analysis is guided by a variety of cultural "texts," from films and magazine articles to the great spectacles (Olympics, World Cup, etc.) through which sports have exerted global reach. Discussion and debate is encouraged throughout; students must grapple with the political issues that have, from the beginning to the present, pervaded the sports world (HUM) (Enrollment limited) –Marston

[**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)

[**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

[**405. Meds, Eds, Slot Machines, and Stadiums: Culture Industries and the New Urban Economy**]— Colleges, universities, and their medical centers have become the dominant employers, real estate holders, policing agents, and educational and health care providers in major cities across the country. Meanwhile struggling areas have looked to sports stadiums and casinos as their salvation from poverty. What happened? "Meds, Eds, Slots, and Stadiums" examines a world without factories, as higher education, healthcare, and tourism have become the face of today's urban economy. Located at the center of what has been called the "Knowledge Corridor" along I-91, the course draws special attention to Trinity College's past and present role in shaping greater Hartford. (HUM) (Enrollment limited)

[**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)

[**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. This course has a community learning component. (HUM) (Enrollment limited)

418. Change of Clothes— North American clothing and textile practices have long engaged in global networks. Our course will chart clothing's centrality in the formation of American social, political, and economic identities and structures. By focusing on moments of change and crisis, we will explore the fashioning of transnational citizenship. Our topics will include: clothing as protest, transformable garments as humanitarian aid, wearable technology, fast fashion and global economies, and the (de)coding of race, gender, sexuality, class, and nation in clothes. This course fulfills transnational methods (HUM) (Enrollment limited) –Miller

[**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)

[**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)

[**445. Black Women Writers in the 20th and 21st Centuries**]— Through readings in various genres (fiction, essays, drama, poetry, memoir, etc.), this course examines how black women's literary production is informed by the experiences, conditions, identities, and histories of women of African descent in the U.S., including some who were born or have lived outside of the U.S. Among the recurring themes/issues we will discuss are the impact of class, gender, race, sexuality, ability, and geographical location on black women's writings, artistic visions, the politics and dynamics of black women's roles in families, communities, the nation, and across the globe. Writers vary each semester but may include: Maya Angelou, Octavia Butler, Roxanne Gay, Lorraine Hansberry, bell hooks, Nella Larsen, Audre Lorde, Toni Morrison, Z.Z. Packer, Suzan-Lori Parks, Ann Petry, Tracy K. Smith, and Alice Walker. (HUM) (Enrollment limited)

[**453. 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. This course fulfills transnational approaches. (HUM) (Enrollment limited)

454. 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) –Gac

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— (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

[**805. Meds, Eds, Slot Machines, and Stadiums: Culture Industries and the New Urban Economy**]— Colleges, universities, and their medical centers have become the dominant employers, real estate holders, policing agents, and educational and health care providers in major cities across the country. Meanwhile struggling areas have looked to sports stadiums and casinos as their salvation from poverty. What happened? "Meds, Eds, Slots, and Stadiums" examines a world without factories, as higher education, healthcare, and tourism have become the face of today's urban economy. Located at the center of what has been called the "Knowledge Corridor" along I-91, the course draws special attention to Trinity College's past and present role in shaping greater Hartford. (HUM)

[**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)

[**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. This course has a community learning component. (HUM)

818. Change of Clothes— North American clothing and textile practices have long engaged in global networks. Our course will chart clothing's centrality in the formation of American social, political, and economic identities and structures. By focusing on moments of change and crisis, we will explore the fashioning of transnational citizenship. Our topics will include: clothing as protest, transformable garments as humanitarian aid, wearable technology, fast fashion and global economies, and the (de)coding of race, gender, sexuality, class, and nation in clothes. This course fulfills transnational methods (HUM) –Miller

[**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)

[**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.

[**845. Black Women Writers in the 20th and 21st Centuries**]— Through readings in various genres (fiction, essays, drama, poetry, memoir, etc.), this course examines how black women's literary production is informed by the experiences, conditions, identities, and histories of women of African descent in the U.S., including some who were born or have lived outside of the U.S. Among the recurring themes/issues we will discuss are the impact of class, gender, race, sexuality, ability, and geographical location on black women's writings, artistic visions, the politics and dynamics of black women's roles in families, communities, the nation, and across the globe. Writers vary each semester but may include: Maya Angelou, Octavia Butler, Roxanne Gay, Lorraine Hansberry, bell hooks, Nella Larsen, Audre Lorde, Toni Morrison, Z.Z. Packer, Suzan-Lori Parks, Ann Petry, Tracy K. Smith, and Alice Walker. (HUM)

[**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. This course fulfills transnational approaches. (HUM)

854. 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) –Gac

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 116. Introduction to African American Literature, Part I**]— View course description in department listing on p. 222.

[**English 305. Evolution of the Western Film**]— View course description in department listing on p. 223.

[**English 307. Early American Women's Literature**]— View course description in department listing on p. 223.

[**English 355. Narratives of Disability in U.S. Literature and Culture**]— View course description in department listing on p. 224.

[**English 377. The Revolutionary Generations: American Literature from 1740 to 1820**]— View course description in department listing on p. 224.

[**English 474. Race and Realism: African American Literature Before the Harlem Renaissance**]— View course description in department listing on p. 227.

[**History 353. The Rise and Fall of American Slavery**]— View course description in department listing on p. 270.

[**Music 272. Contemporary Musical Theater**]— View course description in department listing on p. 373.

[**Political Science 307. Constitutional Powers and Civil Rights**]— View course description in department listing on p. 412.

[**Political Science 317. American Political Thought**]— View course description in department listing on p. 412.

[**Political Science 355. Urban Politics**]— View course description in department listing on p. 414. Prerequisite: C- or better in Political Science 102 or permission of instructor.

[**Women, Gender, and Sexuality 335. Mapping American Masculinities**]— View course description in department listing on p. 497.

Spring Term

202. 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

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) –Nebolon, 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)

[**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)

269. The 1960s— The 1960s were watershed years in modern American history. Major areas of U.S. life – politics, foreign policy, culture, race, gender, the economy – experienced monumental shifts that irrevocably altered the nation. This class examines the social, cultural and political history of "the sixties." Major course themes include: the Cold War; the civil rights movement and Black Power; the Vietnam War and the antiwar movement; the rise of both the New Left and the New Right; the counterculture and cultural change. In addition, the course studies the emergence of second-wave feminism and anti-feminism; the shift from a liberal, Keynesian political-economic order to a conservative, neoliberal era; the international history of the sixties; and the ways that ideas of "the sixties" are used and remembered in contemporary U.S. society, culture and politics. (HUM) (Enrollment limited) –Marston

282. Contemporary Native American Literature— Indigenous writers have used fiction, autobiography, and poetry to explore what it means to be a Native person today, whether that is in an urban context or on a reservation. From poetry to historical fiction to dystopian futurist science fiction, Native writers celebrate the resistance and survival that has shaped their lives and communities despite a history of colonization. In this course we will examine a selection of works by Native American writers from across the United States and Canada, using these works to gain insight into the ongoing cultural experience of Native people. (HUM) (Enrollment limited) –Wyss

284. Food and American Culture— What we eat and how we eat reflect more than basic physical needs, and food has long played influential roles in defining and representing American culture, identities, and nationalism. Our course will begin by examining the history of the Thanksgiving feast and conclude with contemporary movements in organic and farm-to-table eating. As we explore foods' implications for Americanism, gender, class, and age, our topics of study will include defining edibles and non-edibles, immigrant influences, food and technology, American farming, diet fads, school lunches and gardens, hunger in America and food regulations. Our class will work with the nearby Billings Forge community to learn more about food's roles in family life and social reforms, including urban renewal. (HUM) (Enrollment limited) –Miller

301. American Studies Seminar— This course, required for American Studies majors and ordinarily taken in the sophomore or junior year, examines central methods in the field. Situated on a theme, such as race or popular culture, seminar participants engage in archival, spatial, public humanities, and transnational approaches to the American experience. (WEB) (Enrollment limited) –Gac

303. Around the World: Basketball and Global Culture(s) Since 1891— This seminar follows basketball "around the world" in order to trace how culture moves. Beginning with the game's roots in the 19th-century U.S., students will analyze how basketball was subsequently shared, adopted, and adapted to a variety of settings on every continent of the globe. Throughout, attention will remain on politics: that is, basketball's role within larger struggles around power, identity, and (inter)nationalism. It will become clear that, far from "just a game," basketball is a key cultural practice through which people and groups have come to understand themselves for over a century. (HUM) (Enrollment limited) –Marston

[**308. Mapping Modern American Sexualities**]— This course examines the emergence of modern forms of sexual personhood in the United States. Starting in the late nineteenth century, it tracks the shift from gender role to object choice as the organizing principle of sexual identities, desires, and practices while paying particular attention to the consolidation of the hetero/homosexual binary. Readings include novels, plays, films, and memoirs, as well as key theoretical texts. (HUM) (Enrollment limited)

[**308. Race and Property in the US**]— Early Americans redefined the meaning of property during the eighteenth and nineteenth centuries, and these changes reflected the economic, social, and political reorganization of the young United States. Using the history of property as a framework to connect diverse topics, this course will examine major themes in American history, drawing connections among them. It is focused on the most influential property relationships in colonial and early America from the enslavement of human beings and real estate to wheat futures. We will examine issues of slavery, resistance, and freedom, housing and real estate, intellectual property, natural resources and nature's commodification, and the ever-changing roll of capitalism in the American past. (HUM) (Enrollment limited)

[**309. The Spectacle of Disability**]— 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 Schiavo case, Born on a Blue Day, Forrest Gump, the American Disabilities Act, the Christopher Reeves story, and Radio. (HUM) (Enrollment limited)

[**318. Literacy and Literature**]— Literature is produced and consumed by literate people. Nothing could be more obvious. But how do the different ways writers and readers become literate influence the ways they write and read? How have writers depicted the process of acquiring literacy and imagined its importance? In this course, we will examine the nature of literacy and the roles texts play in the development of literacy. With a focus on the United States from the 18th century to the 20th, we will study schoolbooks, texts for young readers, and representations of literacy in literary works ranging from slave narratives to novels to films. We also will study theories of literacy from philosophical, cognitive, and educational perspectives. 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)

320. 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'kmaqs, 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

[**326. Representations of Miscegenations**]— The course examines the notion of miscegenation (interracial relations), including how the term was coined and defined. Using an interdisciplinary approach, we will consider the different and conflicting ways that interracial relations have been represented, historically and contemporaneously, as well as the implications of those varied representations. Examining both primary and secondary texts, including fiction, film, legal cases, historical criticism, and drama, we will explore how instances of interracial contact both threaten and expand formulations of race and "Americanness" in the U.S. and beyond. How is miscegenation emblematic of other issues invoked, such as gender, nation, and sexuality? How do enactments of interracial contact complicate the subjects that they "stage"? (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) –Conway

[**331. Literature of Native New England**]— Before it was New England, this was Native space. From the Wampanoags to the Mohegans, Narragansetts and Pequots, diverse Algonquian communities imbued their physical space with their own histories, traditions, and literatures. With the arrival of English settlers, Native Americans became active participants in a world deeply invested in writing and written traditions, and they marked their presence through English colonial written forms while maintaining a longstanding commitment to their own communities and lifeways. In this course we will explore the great variety of writing by and about Native Americans in this region: we will look at the long tradition of Native American literary presence in New England, from English language texts to

other forms of cultural expression. The course is research intensive. Note: For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. (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)

[**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)

[**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)

[**369. Gender, Sexuality, and Space**]— This seminar takes an interdisciplinary approach to explore key spaces of American historical geographies of sexuality and gender, with special attention paid to women and gender nonconforming people, and lesbian, gay, bisexual, transgender, and queer people. From bars and neighborhoods, potlucks and protests, to cities and rural Walmarts, cruising grounds and social media, students will employ feminist and queer theory to broaden their understandings of how gender and sexuality inform the production of space, and, in turn, the production of empire and resistance to it. The application of both classic and cutting-edge texts will challenge the seemingly normal histories and geographies of American life. This course pays special attention to the intersectionality of gender and sexuality with race, class, disability, age, and generation. Students cannot take Gender, Sexuality, and Space for credit at both the 300 and 400 levels. (Enrollment limited)

[**382. Dangerous Tech: Surveillance and Data Ethics**]— Our modern lives are under constant surveillance. Of course corporations log information from our devices, but we too participate in the process–surveilling ourselves and one another. Although much of this behavior is hidden, there are tools to uncover who is watching, what is collected, and how the information is being used. This course helps students take control of their personal data by discussing common methods of surveillance—such as body scanners, traffic cameras, digital devices, and fitness trackers—and by building their own surveillance devices. By the end, you will know the implications of surveillance and be able to adopt strategies to keep yourself and your data protected. This course has a community learning component. (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)

[**406. History and Memory of Slavery on Campus**]— How long do the reverberations of slavery last, and how far do they travel? While debates on the memory and legacy of slavery take the national stage, colleges and universities are reckoning with how their own histories of slavery and exploitation may have shaped their pasts and presents. It is Trinity's turn for an honest accounting. Recent scholarship emphasizes slavery's many facets and its far-reaching tendrils. In this course, students will discover Trinity's and Hartford's place in slavery's vast social, cultural, economic, and political networks. Combining archival research and public humanities, we will create projects and archives commemorating Trinity's past, which our community will be able to use as we plot a course for a more equitable future. This course meets the Archival method requirement. Prerequisite: 200 level course in American Studies or History. (HUM) (Enrollment limited)

[**410. Through a Queer Lens: Migrant Critiques of the US**]— This course illuminates the ways the U.S. nation state is organized to promote traditional hetero-normative family and citizenship structures that inform narratives of American exceptionalism and sexuality. How have the "normative" and "queer" emerged and changed during the 20th and 21st centuries? How have processes of globalization and empire building impacted the lives of queer migrants, producing new experiences and understandings of gender and sexuality? Students will explore the material realities of LGBTQ immigrant communities of color in the United States and how they, as Amy Villarejo puts it, "antagonize and/or conspire with normative investments of nation-states and capital." This course meets the Transnational method requirement. (HUM) (Enrollment limited)

[**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. This course has a community learning component. (HUM) (Enrollment limited)

[**413. 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) (Enrollment limited)

[**417. Space, Security, Sovereignty: The U.S.-Mexico Border**]— This course explores the social and political history of the U.S.-Mexico border divide, from the evolution of border policing, justifications for sealing the border, and the borderlands' material particularities in contrast to the imagined border. It discusses the expanding "borderization" of the United States. How has border security policy become an extension of U.S. sovereignty, and what is the role of such sovereignty in a globalizing world? Finally, we will talk about what it means to clandestinely cross the border, the construction of race connected to the experience of border crossing, and how the border becomes embodied in those who traverse it. We will read primary policy documents and academic and literary sources that tell multi-dimensional stories of the border as place, idea, and experience. This course meets the Spatial method requirement. (GLB2) (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. This course fulfills the public humanities approach. This course meets the Public Humanities method requirement. (Enrollment limited) –Miller

427. Sci Fi in the Archives: Post-War American Speculative Fiction— With the aid of the Loftus E. Becker collection in the Watkinson, this course will explore science fiction as an essential map of our post-war American empire. Fueled by dystopian and utopian impulses, artists like Ursula K. Le Guin and Ted Chiang evolved the genre from technological triumphalism into a devastating critique of a culture invested in weapons of mass destruction, alienating digitalization, and environmental collapse. While we read canonical works of post-1945 American science fiction for their aesthetic elements and ideological functions, we'll also map the genre's tangled publishing history and material traces via archival work at the Watkinson. This course meets the Archival method requirement. (HUM) (Enrollment limited) –Mrozowski

430. Political Bodies: Contemporary Issues in Death and Dying in the United States— Death is an inevitable aspect of life, but practices of death and mourning vary culturally. How do we die in the United States? What is a "good death"? This course explores the many dimensions of death and dying in the United States from the evolving conceptions life-saving medicine to the alternative funeral industry and cultural alienation from dead bodies. It covers the inequities of death investigation and the social ramifications of the "CSI effect." Students learn about recent key milestones in the politicization of death such as the AIDS crisis, the passing of the North American Graves Protection and Repatriation Act, and the mass disappearances of undocumented migrants crossing the US-Mexico border. (HUM) (Enrollment limited) –Soto

[**444. 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)

[**450. Race and Incarceration**]— #BlackLivesMatter has brought the intersection of race and the criminal justice system into public conversation, but race has been intertwined with imprisonment since American colonization. This course begins with the ways slavery and African Americans were policed by the state, and the history of American prisons. After the Civil War, freed black men and women sought equal rights and opportunities. In response, the justice system shifted to accommodate new forms of racial suppression. The course then considers civil rights activists' experiences with prisons, the War on Drugs' racial agenda, and Michelle Alexander's The New Jim Crow, which argued that the "prison-industrial complex" is the newest form of racial control. The course ends with current practices of, and challenges to, the criminal justice system. This course meets the Archival method requirement. (Enrollment limited)

459. Orphans and Others: Family Identity in Early American Literature— From cross-dressing sailors and adventurers to castaways and runaways, early American literature is filled with narratives of reinvention—sometimes by choice, often by necessity. In this course we will look at the peril and promise of such reinvention as various figures reimagine their relation to a social order organized by family lineage and paternal descent. For some the Americas (at least theoretically) presented a world of new possibilities while for others this was a dangerous and isolating place. Our readings will include novels, autobiographical narratives, confessions, and other literary accounts. This seminar is research-intensive. (HUM) (Enrollment limited) –Wyss

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)

479. Revolutionary Generations: American Literature 1740-1820— 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 intense arguments made in the aftermath of independence, and the passionate creative works produced in the wake of revolution. 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 constitution of American identities 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

[**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)

490. Research Assistantship— (HUM) –Staff

496. U.S. Empire and the Asia/Pacific Wars— U.S. military involvement in Asia and the Pacific Islands has impacted the experiences of Asian and Pacific Islander communities and their diaspora since the late nineteenth century. In this seminar, students study the history of the Asia/Pacific wars and investigate the consequences of U.S. militarism, empire, and settler colonialism in Asia and the Pacific Islands via individual research projects. Together we will examine historical narratives, government documents, and cultural texts (films, literature, musicals) to understand how U.S. wars in the Asia/Pacific region have informed notions of race, indigeneity, gender, and empire both at home and abroad. The course brings together scholarship from the fields of American Studies, Asian American Studies, Pacific Indigenous Studies, and East Asian Studies. (GLB2) (Enrollment limited) –Nebolon

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

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. This course meets the Spatial methods requirement. –Soto

[**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.

[**806. History and Memory of Slavery on Campus**]— How long do the reverberations of slavery last, and how far do they travel? While debates on the memory and legacy of slavery take the national stage, colleges and universities are reckoning with how their own histories of slavery and exploitation may have shaped their pasts and presents. It is Trinity's turn for an honest accounting. Recent scholarship emphasizes slavery's many facets and its far-reaching tendrils. In this course, students will discover Trinity's and Hartford's place in slavery's vast social, cultural, economic, and political networks. Combining archival research and public humanities, we will create projects and archives commemorating Trinity's past, which our community will be able to use as we plot a course for a more equitable future. This course meets the Archival method requirement. (HUM)

[**810. Through a Queer Lens: Migrant Critiques of the US**]— This course illuminates the ways the U.S. nation state is organized to promote traditional hetero-normative family and citizenship structures that inform narratives of American exceptionalism and sexuality. How have the "normative" and "queer" emerged and changed during the 20th and 21st centuries? How have processes of globalization and empire building impacted the lives of queer migrants, producing new experiences and understandings of gender and sexuality? Students will explore the material realities of LGBTQ immigrant communities of color in the United States and how they, as Amy Villarejo puts it, "antagonize and/or conspire with normative investments of nation-states and capital." This course meets the Transnational method requirement. (HUM)

[**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. This course has a community learning component. (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)

[**817. Space, Security, Sovereignty: The U.S.-Mexico Border**]— This course explores the social and political history of the U.S.-Mexico border divide, from the evolution of border policing, justifications for sealing the border, and the borderlands' material particularities in contrast to the imagined border. It discusses the expanding "borderization" of the United States. How has border security policy become an extension of U.S. sovereignty, and what is the role of such sovereignty in a globalizing world? Finally, we will talk about what it means to clandestinely cross the border, the construction of race connected to the experience of border crossing, and how the border becomes embodied in those who traverse it. We will read primary policy documents and academic and literary sources that tell multi-dimensional stories of the border as place, idea, and experience. This course meets the Spatial method requirement. (GLB2)

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. This course fulfills the public humanities approach. This course meets the Public Humanities method requirement. –Miller

827. Sci Fi in the Archives: Post-War American Speculative Fiction— With the aid of the Loftus E. Becker collection in the Watkinson, this course will explore science fiction as an essential map of our post-war American empire. Fueled by dystopian and utopian impulses, artists like Ursula K. Le Guin and Ted Chiang evolved the genre from technological triumphalism into a devastating critique of a culture invested in weapons of mass destruction, alienating digitalization, and environmental collapse. While we read canonical works of post-1945 American science fiction for their aesthetic elements and ideological functions, we'll also map the genre's tangled publishing history and material traces via archival work at the Watkinson. This course meets the Archival method requirement. (HUM) –Mrozowski

830. Political Bodies: Contemporary Issues in Death and Dying in the United States— Death is an inevitable aspect of life, but practices of death and mourning vary culturally. How do we die in the United States? What is a "good death"? This course explores the many dimensions of death and dying in the United States from the evolving conceptions life-saving medicine to the alternative funeral industry and cultural alienation from dead bodies. It covers the inequities of death investigation and the social ramifications of the "CSI effect." Students learn about recent key milestones in the politicization of death such as the AIDS crisis, the passing of the North American Graves Protection and Repatriation Act, and the mass disappearances of undocumented migrants crossing the US-Mexico border. (HUM) –Soto

[**850. Race and Incarceration**]— #BlackLivesMatter has brought the intersection of race and the criminal justice system into public conversation, but race has been intertwined with imprisonment since American colonization. This course begins with the ways slavery and African Americans were policed by the state, and the history of American prisons. After the Civil War, freed black men and women sought equal rights and opportunities. In response, the justice system shifted to accommodate new forms of racial suppression. The course then considers civil rights activists' experiences with prisons, the War on Drugs' racial agenda, and Michelle Alexander's The New Jim Crow, which argued that the "prison-industrial complex" is the newest form of racial control. The course ends with current practices of, and challenges to, the criminal justice system. This course meets the Archival method requirement.

859. Orphans and Others: Family Identity in Early American Literature— From cross-dressing sailors and adventurers to castaways and runaways, early American literature is filled with narratives of reinvention—sometimes by choice, often by necessity. In this course we will look at the peril and promise of such reinvention as various figures reimagine their relation to a social order organized by family lineage and paternal descent. For some the Americas (at least theoretically) presented a world of new possibilities while for others this was a dangerous and isolating place. Our readings will include novels, autobiographical narratives, confessions, and other literary accounts. This seminar is research-intensive. (HUM) –Wyss

[**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)

879. Revolutionary Generations: American Literature 1740-1820— 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 intense arguments made in the aftermath of independence, and the passionate creative works produced in the wake of revolution. 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 constitution of American identities 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) –Mrozowski

[**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.

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

896. U.S. Empire and the Asia/Pacific Wars— U.S. military involvement in Asia and the Pacific Islands has impacted the experiences of Asian and Pacific Islander communities and their diaspora since the late nineteenth century. In this seminar, students study the history of the Asia/Pacific wars and investigate the consequences of U.S. militarism, empire, and settler colonialism in Asia and the Pacific Islands via individual research projects. Together we will examine historical narratives, government documents, and cultural texts (films, literature, musicals) to understand how U.S. wars in the Asia/Pacific region have informed notions of race, indigeneity, gender, and empire both at home and abroad. The course brings together scholarship from the fields of American Studies, Asian American Studies, Pacific Indigenous Studies, and East Asian Studies. (GLB2) –Nebolon

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 117. Introduction to African American Literature Part II**]— View course description in department listing on p. 231.

[**English 379. Melville**]— View course description in department listing on p. 235.

[**Music 133. Blues Women to Nicki Minaj**]— View course description in department listing on p. 375.

[**Philosophy 239. African-American Feminism**]— View course description in department listing on p. 397.

[**Religious Studies 214. Jews in America**]— View course description in department listing on p. 456.

[**Women, Gender, and Sexuality 133. Blues Women to Nicki Minaj**]— View course description in department listing on p. 499.

[**Women, Gender, and Sexuality 345. Film Noir**]— View course description in department listing on p. 501.

Anthropology

Associate Professor Hussain, Chair; Professor Nadel-Klein and Scott M. Johnson '97 Distinguished Professor of Anthropology Trostle; Associate Professor Notar[•]; Assistant Professor Landry[†]; Visiting Assistant Professors Beebe, Conroe, 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.

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

LEARNING GOALS

The Anthropology Department's learning goals can be found HERE.

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 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.

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 away in the Spring semester should take the Junior seminar in their Sophomore year instead. Students must consult with their adviser to determine the exact mix of courses that will meet their particular objectives.

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 Capetown and Trinidad, and non-Trinity programs at SOAS in London, Edinburgh, the University of London, Bogaziçi 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 away 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) –Conroe, DiVietro, Hussain, Nadel-Klein

[**200. The Occult in America**]— Since its inception, the United States has had a thriving community of individuals interested in those supernatural, mystical, and magical worlds, known collectively as the "Occult." Students will examine the significance of a wide range of occult practices, including the New Age movement, Neo-Paganism, Wicca, and Satanism. By exploring the practices and beliefs of American Occultists students will begin to unravel the occult's hidden role in the formation of American society, especially as it relates to issues of class, race, gender, and nationality. In so doing, students will seek to answer the question: What does it mean to be religious in America? (HUM) (Enrollment limited)

[**219. Body Politics**]— The anthropology of the body examines how social inequality is written on and gets into the body and influences people's everyday lives. We will explore how day-to-day bodily experience is configured differently across cultures and lifeworlds, and how this influences perceptions of organ donation, life and death, pregnancy and reproductive rights, disability, addiction and recovery, and mental illness. If we understand how humans incorporate inequity into their bodies, can this help remediate social inequality? (Enrollment limited)

[**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)

[**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)

[**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)

[**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)

[**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)

261. Anthropological Approaches to Political Violence in Indonesia, Vietnam, Cambodia, Timor and Leste— Southeast Asia has been both a subject of anthropological fascination and the location of some of the worst mass political violence of the 20th century. In this class, we will explore, discuss, and critique some of the ways in which this violence has been represented and rendered ethnographically. Students will get a general understanding of anthropological approaches to political violence, and—drawing on a variety of case studies from Indonesia, Vietnam, Cambodia, Timor Leste, and elsewhere– a sense of the particular histories and dynamics of violence in Southeast Asia. Assignments for the class will include regular discussion questions, short response papers, in-class presentations, a midterm essay, and an individual research project. (GLB) (Enrollment limited) –Conroe

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) –Hussain

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

[**304. 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)

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) –Nadel-Klein

[**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)

[**369. The Cradle of Voodoo**]— This course is a survey of Vodún, 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 Vodúnisants 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)

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

Courses Originating in Other Departments

[**American Studies 409. Digital City**]— View course description in department listing on p. 106.

[**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.

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, Notar

[**204. Religions of the Black Atlantic**]— Through the lens of diaspora and critical-race theory, this course explores the ways in which global trends in religious practice have affected, inspired, and forever changed the Black Atlantic world. Students will explore a variety of Afro-Caribbean religions such as Haitian Vodou, Brazilian Candomblé, Cuban Lukumi, and U.S.-based conjure/hoodoo. 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 Caribbean peoples experience religion from across the region. (Enrollment limited)

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

[**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)

[**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)

[**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)

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

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

[**261. Anthropological Approaches to Political Violence in Indonesia, Vietnam, Cambodia, Timor and Leste**]— Southeast Asia has been both a subject of anthropological fascination and the location of some of the worst mass political violence of the 20th century. In this class, we will explore, discuss, and critique some of the ways in which this violence has been represented and rendered ethnographically. Students will get a general understanding of anthropological approaches to political violence, and—drawing on a variety of case studies from Indonesia, Vietnam, Cambodia, Timor Leste, and elsewhere– a sense of the particular histories and dynamics of violence in Southeast Asia. Assignments for the class will include regular discussion questions, short response papers, in-class presentations, a midterm essay, and an individual research project. (GLB) (Enrollment limited)

263. Anthropology of Humor— This course examines humor, satire, and parody across a broad range of cultural and historical settings. Our approach is historical and ethnographic, and rests on the idea that there exist various and diverse traditions of humor, each deeply embedded in its own social and political context. We will be exploring the ways in which specific cultural, historical, and social contexts shape how humor is created, interpreted, and responded to. At the same time, we will look at how humor can travel outside of its intended context in surprising and often-contentious ways, being revived or reinterpreted in places spatially or temporally quite distant from its context of creation. (Enrollment limited) –Conroe

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/global studies.) (GLB5) (Enrollment limited) –Desmangles

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

[**317. Anthropology of Magic, Sorcery, and Witchcraft**]— Anthropologists have explained, documented, and positioned magic, sorcery, and witchcraft as modern strategies designed to empower individuals to cope with and master an ever-globalizing world. Students will explore magic from around the globe and consider the complex relationships that exist between magic, materiality, and other cultural phenomena such as intimacy, family, and capitalism. In so doing, this class will position magic as a meaningful cultural practice that is critical to understanding how people mobilize complex symbolic systems and non-human beings to manage increasing concerns over social inequity, global economic insecurity, and distrust. (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 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. 133. –Gilbert

[**Educational Studies 305. Immigrants and Education**]— View course description in department listing on p. 204. Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor

[**International Studies 115. Postcolonial Futures: The Philippines in Southeast Asia**]— View course description in department listing on p. 295.

[**International Studies 219. Islam in the Caribbean and Latin America**]— 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. –Bauer

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

[**International Studies 262. Peoples and Culture of the Caribbean**]— View course description in department listing on p. 297.

International Studies 307. Womxn's Rights as Human Rights— View course description in department listing on p. 298. –Bauer

[**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. 352. –Lahti

Music 220. Music and Human Rights— View course description in department listing on p. 376. –Galm

Religious Studies 281. Anthropology of Religion— View course description in department listing on p. 458. –Desmangles

[**Religious Studies 285. Religions of Africa**]— View course description in department listing on p. 458.

Art History

Professor Curran, Co-Chair of Fine Arts and Director of Art History; Professors Cadogan, FitzGerald••, and Paul E. Raether Distinguished Professor of Fine Arts Gordon; Associate Professor Triff; Visiting Associate Professor Gilbert; Visiting Assistant Professors Duncan, Handlin, Swinbourne, and Kluger Visiting Assistant Professor Sena

OVERVIEW

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 away.

LEARNING GOALS

The Art History Department's learning goals can be found HERE.

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 away 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 student's 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: Rome program

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.

The art history minor—the art history minor consists of 6 courses and is intended to give students a broad introduction to a wide range of objects, periods, and styles, while encouraging them to pursue further study within

a field of their choice.

The required courses include one 100-level course in the Western survey sequence (AHIS 101 or 102), one course in non-Western art (100-level or above), and four courses at the 200-level or above. Of these four courses, at least one must be a 300-level seminar.

Students with a score of 4 or 5 on the Advanced Placement examination are exempt from the Western survey course (100-level) requirement, but still need to take six courses.

Courses that count toward the major and minor must earn grades of C- or better in these courses. No more than two courses may be counted from Study Abroad courses and are subject to approval by the student's minor advisor.

For students pursuing a minor in architectural studies, no more than two courses may be shared between the art history and architectural studies minor.

Fall Term

364. Architectural Drawing— Hand drafting (and some freehand drawing) to teach techniques required in architectural practice, including basic floor plans, exterior views and perspectives. Classwork throughout the semester and discussions of basic architectural design principles and construction techniques is intended to prepare the students for a final four/five week design project of their choice. (ART) (Enrollment limited) –Duncan

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, Gordon

103. Introduction to Asian Art— This course introduces major artistic traditions in Asia, with a focus on China, India and Japan. We will discuss the visual features of these complex traditions and their related social and political issues by analyzing important examples of art and architecture. From the Terracotta Warriors, to Taj Mahal, to Ukiyo-e prints, we will examine art and architecture from the beginning of these Asian traditions to their early modern periods in the nineteenth century. (GLB1) (Enrollment limited) –Sena

[**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)

[**209. Art & Archaeology of Egypt & Mesopotamia**]— Introduction to the art and archaeology of ancient Egypt and Mesopotamia, with special attention to new discoveries and interconnections with the rest of the Bronze Age world. For Egypt, we examine material from the Predynastic period to the end of the New Kingdom. For Mesopotamia, we consider evidence from the Uruk period to the end of the Neo-Babylonian era. No prior experience with the subject is expected. (GLB2) (Enrollment limited)

210. Art of Zen in Japan— Zen, a school of Buddhism, represents quintessential values of Japanese art and aesthetic principles. This course discusses how the ideas of Zen constitute a philosophical foundation for Japanese art, by examining major works in painting, calligraphy and garden design from the 13th to 18th centuries. We discuss how Japanese aesthetics shaped the practice of Zen rituals, especially those related to meditation and the tea ceremony. Through exploring the meanings of pictorial and literary ko'an, we learn how they form visual and textual riddles based on metaphors, allusions, and wordplay. In a contextual approach, we analyze the development of form, style, and iconography in Japanese art associated with Zen, while tracing the underpinning philosophical concepts related to enlightenment, emptiness, and beauty. (GLB1) (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)

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) –Cadogan

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)

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) –Gordon

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) –Swinbourne

[**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)

[**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)

292. History of Photography— Major developments in European and American photography from 1839 to the present. (ART) (Enrollment limited) –Handlin

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) –Cadogan

[**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)

341. Seminar in Baroque Art: The Art and Architecture of Gian Lorenzo Bernini— This course will study the art and architecture of Gian Lorenzo Bernini in the wider context of seventeenth-century Roman politics and patronage. Issues to be explored include Bernini's innovative use of theatricality and stagecraft, his formative influence on the Roman Baroque, and his relation to seventeenth-century artists and architects such as Caravaggio, Borromini, and Pietro da Cortona. Bernini's architectural and artistic projects for Louis XIV will also be explored, together with his influence upon the development of art and architecture in Italy, France and throughout Europe. This 300-level seminar will require intensive reading and class participation, two papers, and a class presentation. In addition, there will be a required field trip to Harvard's Fogg Art Museum. Prerequisite: C- or better in Art History 102 or 246, or permission of instructor. (ART) (Enrollment limited) –Triff

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

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

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— This course introduces major artistic traditions in Asia, with a focus on China, India and Japan. We will discuss the visual features of these complex traditions and their related social and political issues by analyzing important examples of art and architecture. From the Terracotta Warriors, to Taj Mahal, to Ukiyo-e prints, we will examine art and architecture from the beginning of these Asian traditions to their early modern periods in the nineteenth century. (GLB1) (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)

[**209. The Arts of China in the 20th Century**]— In this course, we will examine the development of art in China during the long 20th century, starting with the 1911 Revolution which concluded China's imperial past and ending with the post-Mao economic policies which culminated in the 2008 Beijing Olympics. We will study major works of various formats and genres which define and redefine Chinese art. We will explore issues related to the tension between Chinese nationalism and Westernization, the adaptation of modern aesthetics and visual technologies, the conflict between state sponsorship and censorship, the changing perception of gender and self-image, the emergence

of urban space and consumer culture, and the connection between art and the global economy. (GLB1) (Enrollment limited)

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

[**225. Heroines and Goddesses: Images of Women in Chinese Art**]— Contrary to their vulnerable position in a male-dominated society under Confucian ideals, women are often represented as moral paradigms and political authority figures in Chinese art. Images of historical women, such as Lady Ban, and goddesses, such as Guanyin and Mazu, empower both women and men in Chinese society from traditional to early modern times. Their heroic images combine traits of femininity, divinity, and power. Through analyzing images of Chinese women from the 4th to 18th centuries, this course explores three themes: 1. the development of female cults in visual forms; 2. the relationship of womanhood, morality, and divinity; 3. the negotiation of political and cultural identities through the appropriation of female images. Course requirements include exams, museum visits, short and long papers, and presentations. (GLB1) (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. This course is not open to first-year students. (ART) (Enrollment limited) –Gordon

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) –Cadogan

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

[**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)

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) –Gordon

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) –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) –Swinbourne

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) –Handlin

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

293. Urbanism and Chinese Art— In this course, we examine the changing concepts of urbanism in Chinese visual and material culture, both in historical and modern times. By looking into major artworks and architecture in such metropolises as 8th century Chang'an (today's Xi'an), 18th century Beijing, and 20th century Shanghai, we analyze how life, space, identity, and social institutions are (re)presented in an urban context. We discuss how traditional notions of Chinese urbanism have influenced the design and operation of these historical cities and consequently set the foundation for the development of Chinese society. With a special focus on the exponential urbanization of contemporary China, we will explore issues closely related to its modern urban centers, such as state authority and individual rights, public and private space, consumerism, gender relations, and the relationship with nature. (GLB1) (Enrollment limited) –Sena

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) –Triff

[**306. Seminar: Arts of the Song-Ming Dynasties**]— In this seminar, we will trace the development of visual and conceptual underpinnings of Chinese art and aestheticism from the Song to Ming dynasties (11th-16th centuries) by juxtaposing important works of painting and calligraphy with critical theories in Chinese literati art. Important issues for this seminar include the iconology of formlessness, the notions of self-cultivation, exile and eremitism, the allegorization of nature and antiquity, and the historicity of art history. (GLB1) (Enrollment limited)

[**341. Seminar in Baroque Art: The Art and Architecture of Gian Lorenzo Bernini**]— This course will study the art and architecture of Gian Lorenzo Bernini in the wider context of seventeenth-century Roman politics

and patronage. Issues to be explored include Bernini's innovative use of theatricality and stagecraft, his formative influence on the Roman Baroque, and his relation to seventeenth-century artists and architects such as Caravaggio, Borromini, and Pietro da Cortona. Bernini's architectural and artistic projects for Louis XIV will also be explored, together with his influence upon the development of art and architecture in Italy, France and throughout Europe. This 300-level seminar will require intensive reading and class participation, two papers, and a class presentation. In addition, there will be a required field trip to Harvard's Fogg Art Museum. Prerequisite: C- or better in Art History 102 or 246, or permission of instructor. (ART) (Enrollment limited)

351. Seminar: Topics in 18C Art: Patronage, Collecting and Display— This seminar will explore leading figures and institutions of art patronage and the art markets in Europe in the 17th and 8th centuries including consideration of how works of art were used in private residences and royal palaces and how they were made available to the public in the first museums in Dresden, Paris and Rome. Royal patrons Louis XIV and Augustus the Strong of Saxony will be studied alongside individual patrons such as Madame de Rembouillet and Madame de Pompadour. Students will do intensive independent research projects leadin gto oral presentations and term papers. (Enrollment limited) –Gordon

365. Architectural Design— A hands on study of architectural design concepts using both drawing and model building as design and presentation tools. Mirroring the design studio method of instruction, the students receive individual desk critiques and participate in whole class presentations where open discussions with fellow students are encouraged. In this way, everyone benefits from seeing each project evolve from the initial design concept. While they change from year to year, the majority of the semester is spent on a design project at a selected site which involves the needs of the client, spatial adjacencies, organization of public and private spaces, the meaning of architectural vocabulary and so forth. Prerequisite: C- or better in Art History 364. (ART) (Enrollment limited) –Duncan

[**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)

[**392. Comics, Cartoons & Caricature**]— Visual, political satire is a powerful form of free speech. This course explores traditions of comic pictures as they reflect public opinion and engagement with political and social events. Since William Hogarth created sequential satiric stories, comic artists, often intentionally or inadvertently offensive, have been a target of suppression, imprisonment and even violent attack as at the Parisian cartoon publication Charlie Hebdo in 2015. For students interested in art, literature, politics and satire, this special course will be taught in collaboration with Cynthia Roman, Curator, Walpole Library, Yale University in Farmington and will feature many field trips to see original works. (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. 303.

Biochemistry

Vernon K. Krieble Professor of Chemistry 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.

LEARNING GOALS

The Biochemistry Department's learning goals can be found HERE.

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 away. 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-away adviser in the Chemistry Department. In recent years, majors have studied in Australia and the British Isles.

In addition, students planning to study away 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, Professors Dunlap (Acting Chair, fall) and Fleming, and Charles A. Dana Professor of Biology Schneider; Associate Professor Guardiola-Diaz; Assistant Professors Bush and Pitt•; Principal Lecturer and Laboratory Coordinator O'Donnell; Lecturer and Laboratory Coordinator Fournier; Visiting Assistant Professor Toscano

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.

LEARNING GOALS

The Biology Department's learning goals can be found HERE.

REQUIREMENTS

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. Course requirements for a major in biology (B.S. or B.A.) ask students to take a total of 9 courses from the Department of Biology. This includes the two core biology courses (BIOL 182L and 183L); a Group 1 (biodiversity) course; a Group 2 (cellular/molecular) course; and a Group 4 (capstone) course. Together with Group 3 (elective) courses, these courses make up the 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.

To obtain a B.S. in Biology, students must complete the requirements listed above but must take BIOL224 (Genetics) as well as an additional physics or chemistry course, such as PHYS 101 or CHEM 221. No course with a grade less than C- may be counted toward the B.S.

Both B.S. and B.A. degrees offer students breadth and depth in the field. The bachelor of science (B.S.) 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 (or related) sciences. The bachelor of arts (B.A.) 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. 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*).

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
- Organismal and Evolutionary Biology
- Cellular/Molecular Biology
- Field Biology and Ecology

Core Courses:

Students must complete both core courses:

- BIOL 182L. Evolution of Life
- BIOL 183L. The Cellular Basis of Life

Note that first year students interested in biology are strongly advised to take BIOL 182L and CHEM 111L in the fall semester, BIOL 183L, and CHEM 112L in the spring. 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 next 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 Chemistry and Math Cognate Courses:

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

Students must complete one course in Group 1, one course in Group 2, and one course in Group 4:

Group 1 (Biodiversity) 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 2 (Cellular/molecular basis of life) 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
BIOL 320L. Plant Molecular Physiology

Group 4 (Capstone/Senior Project) 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 research in biology (BIOL 419 or BIOL 425) to satisfy the Group 4 requirement should inform their research adviser so that appropriate writing intensive assignments are 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 432. Nutrition and Brain Health
BIOL 434. Stressed Out: How Plants Respond to Their Stressful Environments
BIOL 446. Bacterial Pathogenesis

BIOL 456L. Biology of Communication
BIOL 464. Molecular Genetics
BIOL 468. Marine Phytogeography
BIOL 473L. Sensory Biology

Electives to round out the Biology Major:

Group 3 (Elective) courses are intended to allow students the opportunity to explore other areas of biology in detail. **Only ONE course outside of the Biology Department from the lists below will be accepted toward the Biology major.**

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 9 majors courses must take either two semesters of BIOL 419 or 425, or one semester of either with concurrent enrollment in BIOL 403 or 404, Research Seminar.

One of the following courses may be used as an elective toward the B.A. degree if taken before completion of the introductory sequence of BIOL 182 and 183:

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 131. Urban Wildlife Ecology
BIOL 140. Biological Systems
BIOL 141. Global Perspectives in Biodiversity and Conservation
NESC 101. The Brain
NESC 262. Introduction to Animal Behavior

Students may complete a Biology Major Concentration:

If a student opts to fulfill a concentration in a particular area, they must complete 4 courses within any one of the groups listed below. Transfer courses may be applied toward a concentration as approved by the department chair.

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 432. Nutrition and Brain Health
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 434. Stressed Out: How Plants Respond to Their Stressful Environments
BIOL 456L. Biology of Communication
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

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
School for Field Studies (SFS) field course (as approved by the department)

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 away 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 Hartford Consortium for Higher Education institutions.

Upon approval from the Chair, **up to 3** biology courses taken away from Trinity College's Hartford Campus may be counted towards the biology major. Students wishing to apply more than three courses taken away from our home department 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 5 courses in the biological sciences (including at least 4 with labs). These 5 courses include (a) BIOL 182L and 183L and (b) 3 departmental electives (at least 2 with labs). Eligible departmental electives include all 200-, 300-, and 400-level biology courses. In addition, students may apply *1 course* from the following list toward a biology minor:

BIOL 120. Genes, Clones, and Biotechnology
BIOL 124. Genes and Human Disease
BIOL 131. Urban Wildlife Ecology
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

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) –Fleming

[**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)

[**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). This course has a community learning component. (GLB3) (Enrollment limited)

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, Bush, Dunlap, Fournier, O'Donnell

[**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, Biology 183L, and Chemistry 111L or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited)

[**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)

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 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, Biology 183L, and Chemistry 111L or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited) –Bush

[**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, Biology 183L, and Chemistry 111L or Permission of Instructor. (1.25 course credits) (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

[**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, Biology 183, and Chemistry 111 or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited)

[**320. Plant Molecular Physiology**]— Cell biology and molecular genetics come together in this course, where we will study plant physiology, genetics and mutation screening, and molecular signaling pathways in plants. We will examine the connection between phenotypes and genotypes, and common plant molecular patterns and strategies will be covered in lab as well as in lecture, using literature as a starting point. This course fulfills the biology major group 2 requirement. Prerequisite: C- or better in Biology 182L, Biology 183L, and Chemistry 111L or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited)

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) –Toscano

[**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

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) –Bush

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

[**425. Research in Biology (Laboratory)**]— Students will conduct original laboratory research projects under the direction of an individual faculty member. Students electing to pursue independent study of this type should plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the department, as well as a poster at the annual Science Symposium. Seniors and those using laboratory 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)

[**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)

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

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

Courses Originating in Other Departments

[**Neuroscience 101. The Brain**]— View course description in department listing on p. 382.

Spring Term

[**116. Biogeography**]— All species have been distributed to certain environments on Earth, some survived, others did not. This course will study the historical and recent dispersal mechanisms as well as environmental pressures that allow for plants and animal distribution patterns. Evolutionary mechanisms leading to adaptation and recent alien invasions into susceptible environments will be emphasized. Grades will be based upon several exams, short papers, a term paper, and classroom discussions. Not creditable to the Bachelor of Science degree in Biology. (GLB3) (Enrollment limited)

[**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)

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) –Fournier

[**130. Animal Behavior & Human Nature**]— Drawing on the thesis that behavior has been shaped by natural selection, this course will shed light on the origins of human behavior by exploring similar behaviors in non-human animals. We will take a comparative approach, exploring behavioral phenomena such as morality, emotions, play and communication via lectures, primary literature discussions and student presentations. Not creditable to the Bachelor of Science degree in Biology. (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, O'Donnell

[**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)

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) –Toscano

[**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, Biology 183L, and Chemistry 111L 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)

304. Wildlife Biology & Management— This course explores the ecology, management, and conservation of

wildlife populations. Students will gain experience using field and computational research techniques to examine wildlife biology, as well as explore the ecological and sociopolitical considerations that guide management and conservation decisions. Prerequisite: C- or better in BIOL/ENVS 233, or BIOL 333, or concurrent enrollment in BIOL 333. (1.25 course credits) (NAT) (Enrollment limited) –Pitt

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, Biology 183L, and Chemistry 111L 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, Biology 183L, and Chemistry 111L or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited) –Blackburn

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, Biology 183, and Chemistry 111 or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited) –Dunlap

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) –Blackburn

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

[**425. Research in Biology (Laboratory)**]— Students will conduct original laboratory research projects under the direction of an individual faculty member. Students electing to pursue independent study of this type should

plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the department, as well as a poster at the annual Science Symposium. Seniors and those using laboratory 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)

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, Biology 183L, and Chemistry 111L or Permission of Instructor. (WEB) (Enrollment limited) –Bush

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)

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. 386. –Church

Neuroscience 201. Principles of Neuroscience— View course description in department listing on p. 386. Prerequisite: C- or better in Biology 182 and 183 and Psychology 261 or Permission of Instructor. –Church, Helt, Masino, Raskin

Neuroscience 201L. Principles of Neuroscience Laboratory— View course description in department listing on p. 387. Prerequisite: C- or better in Biology 183L or permission of instructor. –Swart

Caribbean and Latin American Studies

See International Studies Program, p. 303.

Chemistry

Vernon K. Krieble Professor of Chemistry Curran, Chair; Professor Prigodich••; Associate Professors Brindle••, Church, Kovarik••, and Parr; Assistant Professors Bazilio and Hanson; Principal Lecturer Morrison; Laboratory Coordinator and Senior Lecturers Crist and Fitzgerald; Visiting Lecturer Jee

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).

LEARNING GOALS

The Chemistry Department's learning goals can be found HERE.

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 away. 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 away adviser in the Chemistry Department. In recent years, our majors have studied in Australia and the British Isles.

In addition, students planning to study away 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) –Bazilio, Brindle, Church, Crist, Fitzgerald, Jee, Morrison, Parr, Prigodich

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, Crist, Curran, Jee

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

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

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) –Parr

399. Independent Study— (0.5 - 1 course credit) –Staff

402. Neurodegenerative Diseases— This course will investigate the current research that is attempting to elucidate the neurochemical mechanisms responsible for the most prevalent neurodegenerative disease: Alzheimer's Disease, Parkinson's Disease, and Multiple Sclerosis. Students will read, evaluate and present background review articles, seminal past research papers, and recent research papers. Opportunities to attend relevant seminars at both the UConn Medical School and the Neuroscience Institute at Hartford Hospital. Opportunities to have guest lecturers from these same institutions will also be pursued. PR: C- or better in Neuroscience 201 or Chemistry 212 (NAT) (Enrollment limited) –Church

[**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. (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. This course will be graded as Pass / Low Pass / Fail. (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) –Bazilio, Church, Fitzgerald, Jee

[**141. Chemistry in Context**]— This course for non-science majors examines the chemistry that influences people's lives and their choices. Topics will include air pollution, water pollution, energy and climate change, genetic engineering, food and nutrition. Reacting to the Past simulation games will be used with some of the topics to enhance student understanding of the choices, economics, and political considerations related to the chemical issues. Integrated laboratory exercises will also be used. This course is based on the text Chemistry in Context developed by the American Chemical Society. Not creditable to the chemistry or biochemistry majors. (GLB3) (Enrollment limited)

[**143. Revolutionary Molecules**]— Revolutionary Molecules is designed to provide an overview of the role of organic chemistry in human history and the current day. The course will start with a brief discussion of what organic chemistry is and the general structure of organic molecules. The course will focus on several key molecules (like nylon) - their discovery or creation, development, action, utility and significance, which will then be the platform for exploration of the relevant area of organic chemistry. The course will also feature some hands-on experiments to provide students with basic laboratory experience. (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)

[**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)

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, Crist, Jee, 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)

[**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)

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 and Physics 231. (NAT) (Enrollment limited) –Hanson

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) –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 and Physics 231. (1.25 course credits) (NAT) (Enrollment limited) –Hanson

[**399. Independent Study**]— (0.5 - 1 course credit)

[**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)

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) –Parr

[**406. Advanced Organic Chemistry II**]— Normally (but not restricted to) topics in organic synthesis. Emphasis on recent developments. Prerequisite: C- or better in Chemistry 212L, or concurrent enrollment. (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. This course will be graded as Pass / Low Pass / Fail. (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

Classical Studies

Associate Professor Safran, Chair; Hobart Professor of Classical Languages Reger; Associate Professor Risser; Assistant Professor Tomasso•; Visiting Associate Professor Foster; Visiting Assistant Professor Higgins

OVERVIEW OF MAJOR

The department offers two majors:

Classical Studies

Trinity's Department of Classical Studies guides students in exploring a world both familiar and foreign to us today: the ancient Mediterranean world, as seen primarily through the lens of ancient Greeks and Romans. Our faculty, in collaboration with colleagues in several other departments, offer courses in languages, literature, performance, art, architecture, archaeology, history, and philosophy of the peoples and societies whose interactions created a rich network of cultural traditions whose legacy has continued to reverberate through the millennia.

Together, "classical antiquity" rooted in Greek and Roman culture and "biblical antiquity" rooted in Jewish and Christian culture have long served as the two pillars of humanism on which much of the "Western tradition" was built. As an integral part of our course offerings, our faculty extend students' exploration of the ancient Mediterranean world to include how modern societies have interpreted this common cultural inheritance in contemporary literature, art, architecture, screen media, performance, historiography, political theory and practice, and philosophy.

"Plan B"

In collaboration with our colleagues in the Department of Language and Culture Studies, Classical Studies participates in the "Plan B" major. This major enables students to integrate the study of ancient and modern languages and cultures into an individualized program of study.

LEARNING GOALS

The Classical Studies Department's learning goals can be found HERE.

REQUIREMENTS

Twelve courses are required; students must earn a grade of at least C- in each (per College policy, courses taken as "pass/low-pass/fail" may not be counted toward the major or minor).

Classical Studies majors choose one or more concentration to fulfill, in addition to completing the four core courses:

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**. Students combine the study of Greek and/or Roman culture and history with the study of religion and/or a region where Greek and/or Roman culture was influential outside of those political centers (e.g., ancient Asia Minor, the Levant, Mesopotamia, North Africa, 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 required of all majors:

- **CLCV 203**. Classical Mythology. This survey course provides an introduction to classical literature and culture, as well as an introduction to classical reception studies. It is typically offered every fall semester.

- **CLCV 111**. Introduction to Classical Art and Archaeology. Offered in years two and four of the curriculum cycle.

- **One 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. Senior Seminar**. The department's senior exercise includes the Writing Intensive Part II requirement.

Remaining credits will be fulfilled with a combination of departmental courses (CLAS, CLCV, GREK, LATN) and extra-departmental electives selected in consultation with each student's adviser. These electives are customarily drawn from Anthropology, Art History, English, Film Studies, History, Language & Culture Studies, Philosophy, Political Science, Religious Studies, and Women, Gender & Sexuality.

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

Honors. The award of honors is determined by the excellence of the candidate's work in courses and in a senior thesis written under the direction of a faculty member in the department. To earn honors, a student must earn an average of A- or better in the twelve courses required for the major and an A- or better on the thesis, which is completed through CLAS 402 in the spring semester of the senior year.

Preparation for graduate study. For students who wish to pursue graduate study, command of both classical languages is essential; a reading knowledge of French and/or German is also recommended. For courses in Biblical Hebrew, see the offerings of the Religious Studies Department; for post-classical languages, see the Department of Language and Culture Studies.

Study away. 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.

Prizes. Seven prizes are offered annually for achievement in Greek and Latin translation: the Williams Prize for First-Semester Greek; the Williams Prize for First-Year Greek; the Barbour Prize for Intermediate Greek; the Notopoulos

Prize for Beginning Latin; the Notopoulos Prize for Intermediate Latin; the Goodwin Prize for Advanced Greek; and the Title Prize for Advanced Latin. In addition, three types of study away prizes to fund J-Term and summer study are granted on the basis of an essay contest: the Williams Prize for Summer Greek Study, the Notopoulos Prize for Study of Ancient Italian Culture, and the Goodwin Prize for Study of Ancient Greek Culture. Two additional prizes are open only to senior majors. For further information, see the section on prizes.

Minors—Four minors are housed in the Classical Studies Department.

Ancient Greek—A sequence of six courses develops linguistic skills for reading literature in ancient Greek. 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—A sequence of six courses develops linguistic skills for reading literature in Latin. 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—In this minor, students will build upon an acquaintance with historical cultures of the ancient Mediterranean by exploring their legacy in modernity. Participants in this minor take a mixture of courses that focus on the ancient Mediterranean world and those that focus on the modern reception of "classical antiquity" through literature, performance, visual art, film, historiography, philosophy, political theory and practice, and/or Romance languages. In addition, students submit an integrating paper.

The Classical Studies 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. Required of all Classics majors and open to all Classics minors (Classical Antiquity, Classical Tradition, Greek, and Latin). Approval of the chair is required. (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) –Higgins

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) –Higgins

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

[**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)

[**332. Science Fiction, Ancient and Modern**]— In this course we will explore the origins of the science fiction genre in classical antiquity and consider its modern descendants. Readings and viewings include Homer's Odyssey, Lucian's True Stories, Jonathan Swift's Gulliver's Travels, H. G. Wells' The First Men in The Moon, the 1901 film Le Voyage Dans La Lune, and the 1988 film The Adventures of Baron Munchausen. Prerequisite: C- or better in Greek 102 or equivalent, or permission of instructor. (HUM) (Enrollment limited)

350. The Trojan Wars— In this course we'll discuss ancient and modern versions of the Trojan War, starting point with the massively influential heroic epic by Homer, the Iliad. We'll then discuss other ancient versions that resonate with the Iliad, such as Quintus of Smyrna's Greek epic Posthomerica, Virgil's Roman epic Aeneid, the satirical poem Battle of Frogs and Mice, and Euripides' play Helen. We'll also discuss versions of the war created by modern artists, such as Wolfgang Petersen's film Troy and the miniseries Troy: Fall of a City. This course is taught in English and readings are in English for students taking CLCV 250. Students taking this course as GREK 350 will read selections from course texts in Greek. (HUM) (Enrollment limited) –Tomasso

[**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)

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) –Safran

105L. Latin in the Community— Students will learn a curriculum designed for middle-schoolers (e.g. Aequora: Teaching Literacy with Latin) and read articles on Classics and community outreach to work with local schools (e.g. HMTCA) to support their Latin Club. This "lab" culminates in a final project (e.g. research poster or paper). Student who have taken at least one semester at Trinity are automatically eligible; students with at least one year of Latin elsewhere are eligible, with instructor's approval. This course has a community learning component. Prerequisite: one semester of Latin at Trinity or one year of Latin elsewhere (e.g. in high school) (0.25 course credit) (Enrollment limited) –Safran

203. Latin in Roman Daily Life— This course builds on Latin 101 and 102 by covering complex grammar and expanding our look into aspects of Roman culture and society as Latin speakers created it with their words. How did Latin speakers describe the spaces where they lived, worked, and worshiped the gods? How did they interact with each other as citizens and family members? We'll read selections from ancient Latin texts and discuss their translation and interpretation. This course also prepares students for advanced Latin courses. 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) –Safran

[**305. The Emperor Nero: Murder and Mayhem**]— In the lifetime of the Emperor Nero (who was in power 54-68 CE), Rome appears as a dark world of murder, mayhem, debauchery, and palace intrigue. Imperial authors including Suetonius, Tacitus, and Seneca offer compelling accounts of the trials and tribulations of the emerging imperial system. Topics to consider include the relationship between imperialism and corruption, the role of the emperor, the tension between republican ideals and autocratic realities, the problematic status of imperial women, and the historiographic and philosophical approaches of the authors. The course is taught in English and readings are in English for students taking CLCV 305/HIST 305. Students taking this course as LATN 305 will read selections from course texts in Latin. 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)

[**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 poety (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)

321. Seminar in Roman Art, Artists and Patrons— Through an examination of Roman art in its cultural context, this course assesses the role of art in the lives of the ancient Romans. To what extent did wealthy Romans commission art that reflected their personalities, social standing, personal interests, and private fantasies? Students will examine a variety of decorative arts, from tableware to wall paintings. Differing interpretations of the ancient evidence will be examined and students will be encouraged to draw their own conclusions. This course is taught in English and readings are in English for students taking CLCV 321. Students taking this course as LATN 321 will read selections from course texts in Latin. (GLB1) (Enrollment limited) –Risser

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) –Safran

105L. Latin in the Community— Students will learn a curriculum designed for middle-schoolers (e.g. Aequora: Teaching Literacy with Latin) and read articles on Classics and community outreach to work with local schools (e.g. HMTCA) to support their Latin Club. This "lab" culminates in a final project (e.g. research poster or paper). Student who have taken at least one semester at Trinity are automatically eligible; students with at least one year of Latin elsewhere are eligible, with instructor's approval. Prerequisite: one semester of Latin at Trinity or one year of Latin elsewhere (e.g. in high school) (0.25 course credit) (Enrollment limited) –Safran

309. Conspiracies in Ancient Rome— Conspiracies are pervasive in Roman histories, biographies, and speeches. Ancient writers developed a rhetoric of conspiracy so effective that it remains a way we communicate in the modern world. In this course, we examine some specific accusations of conspiracy; their historical and sociocultural contexts; rhetorical tropes used in conspiracy narratives to polarize an audience; and the alleged roles of women and slaves in plots concerning the property, careers, and lives of prominent men. Students hone their own rhetoric by playing the "Crisis of Catiline" game in the Reacting to the Past series. Those taking this class as LATN 309 read selections from course texts in Latin. (GLB2) (Enrollment limited) –Risser

[**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)

[**352. Ancient Novel**]— A study of Petronius' Satyricon and Apuleius' Metamorphoses ("The Golden Ass") as the two surviving examples of Latin prose fiction: the one, a ribald social satire written by a member of Nero's court; the other, an extravagant fantasy by a Roman African of the second century A.D. 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)

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)

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

[**209. Art & Archaeology of Egypt & Mesopotamia**]— Introduction to the art and archaeology of ancient Egypt and Mesopotamia, with special attention to new discoveries and interconnections with the rest of the Bronze Age world. For Egypt, we examine material from the Predynastic period to the end of the New Kingdom. For Mesopotamia, we consider evidence from the Uruk period to the end of the Neo-Babylonian era. No prior experience with the subject is expected. (GLB2) (Enrollment limited)

[**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)

[**305. The Emperor Nero: Murder and Mayhem**]— In the lifetime of the Emperor Nero (who was in power 54-68 CE), Rome appears as a dark world of murder, mayhem, debauchery, and palace intrigue. Imperial authors including Suetonius, Tacitus, and Seneca offer compelling accounts of the trials and tribulations of the emerging imperial system. Topics to consider include the relationship between imperialism and corruption, the role of the emperor, the tension between republican ideals and autocratic realities, the problematic status of imperial women, and the historiographic and philosophical approaches of the authors. The course is taught in English and readings are in English for students taking CLCV 305/HIST 305. Students taking this course as LATN 305 will read selections from course texts in Latin. (GLB2) (Enrollment limited)

321. Seminar in Roman Art, Artists and Patrons— Through an examination of Roman art in its cultural context, this course assesses the role of art in the lives of the ancient Romans. To what extent did wealthy Romans commission art that reflected their personalities, social standing, personal interests, and private fantasies? Students will examine a variety of decorative arts, from tableware to wall paintings. Differing interpretations of the ancient evidence will be examined and students will be encouraged to draw their own conclusions. This course is taught in English and readings are in English for students taking CLCV 321. Students taking this course as LATN 321 will read selections from course texts in Latin. (GLB1) (Enrollment limited) –Risser

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.

[**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)

[**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)

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

[**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)

[**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)

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) –Tomasso

[**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)

[**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)

[**248. Ancient Ships and Underwater Archaeology**]— This course introduces students to the world of the ancient mariners, with special attention to new discoveries and interpretations. We begin by discussing the history and methodological development of underwater and maritime archaeology. We then consider the evidence for ancient ships from art, artifacts, texts, and underwater and land archaeology, from e.g. pharaonic Egypt, Mesopotamia, the Bronze Age Aegean, and the classical Mediterranean. We conclude by discussing the ethical and legal dimensions of the discipline. No prior experience with the material is expected (GLB) (Enrollment limited)

[**249. Amazons Then and Now**]— In ancient Greece, the Amazons were a group of female warriors who created their own society outside of ancient Greek civilization. Cultivating their legendary skills in combat, they were characterized as the archenemies of Greek culture, the opposite of its patriarchal definition of sexuality, and frequently clashed with heroes like Hercules and Theseus. In the twentieth and twenty-first centuries, Amazons have become a popular topic once again as modern societies grapple with women's roles, the most prominent example being the superheroine Wonder Woman. In this course we'll explore the various meanings that have been attributed to the Amazons at different times in different places, from ancient Greece to the contemporary United States in literature, art, film, and graphic novels. (HUM) (Enrollment limited)

250. The Trojan Wars— In this course we'll discuss ancient and modern versions of the Trojan War, starting

point with the massively influential heroic epic by Homer, the Iliad. We'll then discuss other ancient versions that resonate with the Iliad, such as Quintus of Smyrna's Greek epic Posthomerica, Virgil's Roman epic Aeneid, the satirical poem Battle of Frogs and Mice, and Euripides' play Helen. We'll also discuss versions of the war created by modern artists, such as Wolfgang Petersen's film Troy and the miniseries Troy: Fall of a City. This course is taught in English and readings are in English for students taking CLCV 250. Students taking this course as GREK 350 will read selections from course texts in Greek. (HUM) (Enrollment limited) –Tomasso

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. (ART) (Enrollment limited) –Risser

309. Conspiracies in Ancient Rome— Conspiracies are pervasive in Roman histories, biographies, and speeches. Ancient writers developed a rhetoric of conspiracy so effective that it remains a way we communicate in the modern world. In this course, we examine some specific accusations of conspiracy; their historical and sociocultural contexts; rhetorical tropes used in conspiracy narratives to polarize an audience; and the alleged roles of women and slaves in plots concerning the property, careers, and lives of prominent men. Students hone their own rhetoric by playing the "Crisis of Catiline" game in the Reacting to the Past series. Those taking this class as LATN 309 read selections from course texts in Latin. (GLB2) (Enrollment limited) –Risser

[**316. Ovid's Metamorphoses**]— This course explores one of the most influential works of art in the Western tradition: the epic weaving-together of centuries' worth of classical mythology into one poetic masterwork by Ovid, who completed this work as his fortunes turned from celebrated poet to political exile in the twilight of the Emperor Augustus' reign. No less controversial today than it was in antiquity, students will explore the many facets of this literary monument by reading the poem and critical writings, and through a mixture of discussion and written work. (HUM) (Enrollment limited)

[**323. Classics and Colonialism**]— This course explores the reception of classical literature and history in colonial contexts. Through texts like Sophocles' Antigone; Nehru's "India and Greece"; and Fugard's The Island, we will examine how colonized peoples used the classical tradition to develop strategies of collaboration and resistance to oust European colonizers from environments like India, South Africa, and the Caribbean. By studying the reception of classics through the perspectives of colonized communities, the course considers the relationship between classics and colonialism and performs the crucial function of decentering classical reception studies. (GLB2) (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) –Safran

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)

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) –Jones

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) –Walsh

399. Independent Study— (0.5 - 1 course credit) –Staff

[**466. Teaching Assistantship**]— (0.5 - 1 course credit)

Spring Term

[**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)

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) –Jones

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) –Thomas, Walsh

299. Independent Study— (0.25 - 1 course credit) (Enrollment limited) –, Zannoni

[**399. Independent Study**]— (0.5 - 1 course credit)

[**466. Teaching Assistantship**]— (0.5 - 1 course credit)

Community Action Gateway Program

Director Megan Brown; Faculty Director Jack Dougherty

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 Faver Hartline, Director of Community Learning. Learn more at http://cher.trincoll.edu/cact/.

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) –Wong

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

Community Learning

Professor Jack Dougherty (Educational Studies), Faculty Director; Megan Faver Hartline, Director

The Office of Community Learning fosters academic collaborations between Trinity College students, staff, faculty, and local organizations in metropolitan Hartford in order to deepen learning and civic engagement. At Trinity, we define community learning as an experiential process that involves:

- Collaborative Partnerships: Students work with community partners in ways that benefit all participants. Students gain real-world experience; faculty enrich liberal arts courses; and community partners advance their goals through student volunteer time and/or academic research products.
- Perspective-Building Relationships: By learning in partnership with community members, students form relationships that deepen their current understanding of local and global issues. Encountering new perspectives that are different from one's own is a vital part of a liberal arts education.

Learn more about Community Learning on the web (`http://cher.trincoll.edu/community-learning`), including:

- Courses: over twenty offerings each semester across departments and programs
- Student Pathways: the Community Action Gateway for first-year students, and the Community Action Minor and Community Learning Research Fellows for experienced students
- Faculty: course development grants and course assistance funds to enhance teaching and learning with Hartford community partners.

Fall Term

299. Art and Community— (0.5 course credit) (Enrollment limited) –Rossini

[**301. Community Action Integrated Internship**]— Internship or field work placement, with a required academic component to be determined by the faculty sponsor and student.

399. Independent Study— (0.5 - 1 course credit) –Staff

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 Program for community-based research. This course has a community learning component. (0.5 course credit) (Enrollment limited) –Holt

Courses Originating in Other Departments

[**Biology 141. Global Perspectives on Biodiversity and Conservation**]— View course description in department listing on p. 143.

Educational Studies 200. Analyzing Schools— View course description in department listing on p. 201. –Wong

Educational Studies 309. Race, Class, and Educational Policy— View course description in department listing on p. 201. Prerequisite: C- or better in Educational Studies 200 or permission of instructor. –Dougherty

[**Environmental Science 141. Global Perspectives on Biodiversity and Conservation**]— View course description in department listing on p. 246.

Environmental Science 375. Methods in Environmental Science— View course description in department listing on p. 246. Prerequisite: C- or better in Environmental Science 149L and Chemistry 111L. –Bazilio, Geiss

International Studies 243. Global African Diasporas— View course description in department listing on p. 291. –Gomes Da Silva

Liberal Arts Action Lab 200. Action Research Methods in Hartford— View course description in department listing on p. 310. –Brown

Liberal Arts Action Lab 201. Hartford Research Project— View course description in department listing on p. 310. –Brown

Mathematics 128. The Mathematics of Redistricting/Gerrymandering, Elections, and the U.S. Census— View course description in department listing on p. 361. C+ or better in QLIT-101 or a math placement score that has exempted the student from QLIT-101 –Evans

Music 111. Samba Ensemble— View course description in department listing on p. 372. –Galm

Political Science 128. The Mathematics of Redistricting/Gerrymandering, Elections, and the U.S. Census— View course description in department listing on p. 411. –Evans

[**Political Science 355. Urban Politics**]— View course description in department listing on p. 414. Prerequisite: C- or better in Political Science 102 or permission of instructor.

Psychology 295. Child Development— View course description in department listing on p. 428. 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. 490. This course is not open to first-year students.

Spring Term

[**290. Tax Policy and Inequality in Hartford**]— One way that the federal government attempts to address poverty is through income tax policy. This seminar will read and discuss broader debates over economic inequality, tax expenditures, wealth redistribution, and related social policies. In addition, for the community learning component, students will be trained to do income tax preparation, and volunteer for six hours per week to assist Hartford residents at the Trinity VITA Tax Clinic, located near campus at Trinfo Café. This course has a community learning component. (Enrollment limited)

299. Art and Community— This course has a community learning component. (0.5 course credit) (Enrollment limited) –Rossini

[**301. Community Action Integrated Internship**]— Internship or field work placement, with a required academic component to be determined by the faculty sponsor and student.

399. Independent Study— (0.5 - 1 course credit) –Staff

[**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)

Courses Originating in Other Departments

Art History 227. Public Art— View course description in department listing on p. 132. This course is not open to first-year students. –Gordon

Educational Studies 200. Analyzing Schools— View course description in department listing on p. 203. –Douglas, Wong

[**Educational Studies 305. Immigrants and Education**]— View course description in department listing on p. 204. Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor

[**Educational Studies 309. Race, Class, and Educational Policy**]— View course description in department listing on p. 204. Prerequisite: C- or better in Educational Studies 200 or permission of instructor.

Environmental Science 149. Introduction to Environmental Science— View course description in department listing on p. 247. –Bazilio, Gourley

Hispanic Studies 280. Hispanic Hartford— View course description in department listing on p. 343. Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. –Aponte-Aviles

Liberal Arts Action Lab 200. Action Research Methods in Hartford— View course description in department listing on p. 310. –Brown

Liberal Arts Action Lab 201. Hartford Research Project— View course description in department listing on p. 310. –Brown

Liberal Arts Action Lab 202. Hartford Research Project on Public Health— View course description in department listing on p. 310. –Brown

Music 111. Samba Ensemble— View course description in department listing on p. 375. –Galm

[**Public Policy & Law 364. Law and Poverty**]— View course description in department listing on p. 445. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science102, or permission of instructor.

Political Science 408. Senior Seminar: Racial and Ethnic Politics— View course description in department listing on p. 422. This course is open only to senior Political Science majors. –Chambers

[**Urban Studies 301. Community Oriented Development Strategies to Address Urban Decline in the United States**]— View course description in department listing on p. 492. Prerequisite: Urban Studies 101 or permission of instructor.

Comparative Development Studies

See International Studies Program, p. 289.

Computer Science

Associate Professor Miyazaki, Chair; Professor Yoon; Associate Professor Spezialetti; Assistant Professor Syta[†]; Visiting Assistant Professor Armen

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. 179.

LEARNING GOALS

The Computer Science Department's learning goals can be found HERE.

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
CPSC 372. Database Fundamentals

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 403-404[5]) 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

[5] Fulfills the Writing Intensive Part II requirement.

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 away. Students should have completed the foundational requirement (CPSC 115L, CPSC 203, CPSC 215L, and CPSC 275L) before studying away. Students must consult with their faculty advisers to identify courses that will be acceptable for transfer credits from their study-away 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 CSPC 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)

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) –Miyazaki, Yoon

[**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)

[**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)

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) –Spezialetti

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) –Armen

[**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)

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)

[**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)

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

[**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) –Spezialetti

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) –Armen

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

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

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) –Yoon

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

[**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)

[**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)

[**352. Artificial Intelligence**]— A study of basic principles and research methods in artificial intelligence. The course exposes students to selected topics in the field including pattern recognition, problem solving, theorem proving, knowledge representation, and natural language understanding by computers. The course will draw on recent advances made by cognitive scientists in each of these applications. Students are expected to study the theoretical background of an application. They will also complete several programming and simulation assignments during the semester. Prerequisite: C- or better in Computer Science 215L and Computer Science 203 (or concurrent enrollment in 203). (NUM) (Enrollment limited)

372. Database Fundamentals— This course provides an introduction to the design and implementation of database systems. Topics include: the relational algebra and relational database models; SQL and other relational query languages; the implementation of database management systems, including indexing, concurrency control and transaction management. Prerequisite: C- or better in Computer Science 215L and Computer Science 203 (or concurrent enrollment in 203). (NUM) (Enrollment limited) –Armen

[**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)

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) –Spezialetti

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[†]; Visiting Assistant Professor Armen

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.

LEARNING GOALS

The Interdisciplinary Computing learning goals can be found HERE.

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 332L. Psychological Assessment, and PHIL 374. Minds and Brains. (See also the Psychology Department section of this bulletin on see p. 424.)

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, CPSC 352. Artificial Intelligence, and CPSC 372. Database Fundamentals.

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, CPSC 372. Database Fundamentals, 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, CPSC 310. Software Design, and CPSC 372. Database Fundamentals.

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, CPSC 372. Database Fundamentals, 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. 185)

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, CPSC 372. Database Fundamentals, 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 372. Database Fundamentals, 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 away. Students should have completed the core requirement (CPSC 115L, CPSC 203, and CPSC 215L) before studying away. Students must consult with their faculty advisers to identify classes that will be acceptable for transfer credits from their study-away 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

Paul E. Raether Distinguished Professor of Urban International Studies Garth Myers, Director

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 expressly created for the program and not open to other students. In the second semester, students take two courses in the Cities Program that are cross-listed with urban studies courses at Trinity and open to other students.

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 in the classroom but also those with an interest in urban planning who can pursue internships in the Greater Hartford region. The program also provides special opportunities for experiential learning through city-focused summer and J-term programs. Students with an interest in activism can leverage learning through the program to engage the manifold challenges of urban life locally and globally. The Cities Program is designed to be compatible with every major offered at Trinity, but it is also a launching pad for students to continue with an urban studies minor or major.

Approximately 15 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, Professor Garth Myers. 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.

Fall Term

101. Introductory Seminar in Urban Studies— This seminar 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. This writing-intensive course will engage students in learning how to do research in urban studies, and students will produce a set of smaller papers and a term paper that reflects the breadth and depth of their introductory understanding of the field. Only students in The Cities Program are allowed to enroll in this course. (FYR5) (Enrollment limited) –Gamble

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. (HUM) (Enrollment limited) –Yen

Courses Originating in Other Departments

[**Art History 247. Renaissance and Baroque Architecture and Urbanism**]— View course description in department listing on p. 130.

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)

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. PR: URST101 or CTYP101 or SOCL 101 (GLB5) (Enrollment limited) –Lukens

211. The Politics of Real Estate— The course examines the political, social, and economic dimensions of real estate in Hartford and New York. The course delves into the tension between use and exchange values and how political context shapes the balance of power between stakeholders in these cities. Specific topics include growth machine politics, rent control, gentrification, tenant organizing, and Business Improvement Districts. This course has a community learning component and will feature invited guest speakers and include a field trip to New York. (Enrollment limited) –Yen

Courses Originating in Other Departments

[**Art History 247. Renaissance and Baroque Architecture and Urbanism**]— View course description in department listing on p. 132.

Economics

Associate Professor Clark and G. Fox and Company Professor of Economics Zannoni, Co-Chairs; Professor Grossberg, Shelby Cullom Davis Professor of American Business and Economic Enterprise Gunderson, Ward S. Curran Distinguished Professor of Economics Ramirez; Associate Professor Ahmed[••], George M. Ferris Associate Professor of Corporation Finance and Investments Hoag, and Associate Professor Stater; Assistant Professors Cömert, Ruiz Sanchez, Shikaki, and Woolley[•]; Senior Lecturer Schneider; Visiting Assistant Professors Helming, Jacobs, Tomolonis, and Zelada-Aprili; Visiting Lecturer Xhurxhi

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).

LEARNING GOALS

The Economics Department's learning goals can be found HERE.

REQUIREMENTS

Admission requirements for the economics major and the interdisciplinary computing major with a track in economics and computing—Students who intend to declare one or both of these majors 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)[a] 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 taking either ECON 301 or ECON 302

will be admitted to the majors upon submission of the declaration of major form to Professor Zannoni. 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 or MATH 207	ECON 218 or MATH 207 MATH 131[b]	ECON 218 or MATH 207
Electives	One 200-level economics course	One 200-level economics course	One 200-level economics course
	One any-level economics course	ECON 312 *and* 318[c] *or* ECON 318 *and* 328[c]	ECON 318

	Four 300-level economics courses *and* ECON 431 *or* Three 300-level economics courses *and* ECON 498-499[d]	Four 300-level economics courses *and* ECON 431 *or* Three 300-level economics courses *and* ECON 498-499[d]	One 300-level economics course *and* 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 and who plan to major in economics, 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.

[f] Interdisciplinary computing major with a track in economics and computing.

Number of courses, credits, and overall GPA required for the major and interdisciplinary computing major with a track in economics and computing: The department provides three routes to the study of economics: the B.A. (bachelor of arts); the B.S. (bachelor of science), which is more quantitative; and the interdisciplinary computing major with a track in economics and computing. Students who think they may be interested in graduate work in economics are advised to seek the B.S. in economics 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 major with a track in economics and computing 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 and who plan to major in economics, 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 in economics

Requirements for the completion of the B.A. degree are:

- a grade of B- or better in ECON 101[a];
- a grade of C+ or better in ECON 301 and ECON 302[a];
- a grade of C+ or better in ECON 218 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 in economics

Requirements for the completion of the B.S. degree are:

- a grade of B- or better in ECON 101[a];
- a grade of C+ or better in ECON 301 and ECON 302[a];
- a grade of C+ or better in ECON 218 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 major with a track in economics and computing

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];
- a grade of C+ or better in ECON 301 and ECON 302[a];
- a grade of C+ or better in ECON 218 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 (221, 243, 309, 310)
- Public policy issues (207, 209, 217, 243, 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 away. 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.

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, ECON 318 Basic Econometrics, and ECON 328 Applied 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. (SOC) (Enrollment limited) –Clark, Hoag, Ramirez, Tomolonis

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) –Tomolonis

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) –Zelada-Aprili

[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)

[**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, heath 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)

[**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

221. Central Banking and Financial Markets— Since the 1980s, financial systems in developing and developed countries have been evolving with enormous speed. During this period, central banking in many countries underwent several important changes too. The financial system and central banking cannot be understood independently of one another. On the one hand, central banking policy choices and the regulatory framework affect the financial system. On the other hand the effectiveness of central banking policies is determined by developments in the financial system. Recently, central bankers and monetary theorists have been forced to reconsider their theories and practices in response to the global financial This class focuses on the co-evolution of central banking and financial markets and the very recent changes in central banking theories and practices. Prerequisite: C- or better in Economics 101. (Enrollment limited) –Comert

224. Macroeconomics and Inequalilty— US economic inequality is at record levels and is substantially greater than inequality in most other industrialized nations. This course develops key aspects of the inequality debate: how economic inequality is defined, what causes inequality, and the important relationships between inequality and the state of macroeconomy. Works by Pikertty, Saez, and Zucman, Atkinson, and Milanovic will be covered. Prerequisite: C- or better in Economics 101. (Enrollment limited) –Shikaki

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) –Ramirez

299. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. 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. 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, Ruiz Sanchez

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. 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) –Shikaki

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. Macroeconomic Booms and Recessions**]— This course will explore the causes of and policy responses to short-term macro-economic fluctuations and to macroeconomic crises, including the most recent Financial Crisis and Great Recession of 2007-2009. In order to do this, we will build on models introduced in Economics 302 and examine the alternative theoretical approaches underlying responses to macroeconomic fluctuations both in the US and Europe. Prerequisite: C+ or better in Economics 302. (SOC) (Enrollment limited)

[**305. Urban Economics**]— The world's population is becoming increasingly urbanized, a trend which creates economic opportunities and challenges for individuals, businesses, and governments. This course will introduce students to economic models that explain why cities form, why commercial and residential land use patterns look the way they do, and how economic reasoning can inform policies addressed at urban problems, such as traffic congestion, housing affordability, crime, and homelessness. In addition, we will study how public policies such as zoning and the provision of mass transit can help remedy market failures in the urban setting. The supply and demand model and the economic theories of the consumer and the firm will be the main tools of analysis, as will ideas from public economics such as externalities and public goods. Prerequisite: C+ or better in Economics 301. (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)

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) –Ruiz Sanchez

[**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)

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 or Mathematics 207 are strongly recommended and Economics 103 is recommended. (SOC) (Enrollment limited) –Hoag

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 302. (GLB5) (Enrollment limited) –Comert

[**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) –Clark

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) –Zelada-Aprili

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. This course has a community learning component. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 218 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)

[**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)

327. Game Theory— 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) –Schneider

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

336. The Market for Green Goods— In many contexts, environmental and social damages can be significantly reduced if consumers substitute towards a greener version of the given products, e.g. organic food, energy efficient appliances, and green diamonds. The course will investigate alternative methods to promote green goods markets. These methods range from regulation to purely voluntary approaches taken by a firm or an entire industry. In addition, the course investigates the role of market competition, technological advances, product labeling and firm image in the development of green markets. The analysis involves the use of microeconomic theory as well as several case studies. Prerequisite: C+ or better in Economics 301. (SOC) (Enrollment limited) –Ahmed

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) –Ahmed

431. Internal Labor Markets: Policy and Behavior within the Firm— This seminar will explore several aspects of workplace relationships, with particular emphasis on the relationship between the firm and its employees. Among the questions we will explore are: How do compensation and promotion policies affect the firm-employee relationship? How do such policies affect relationships between employees, and how do they affect effort on the job and the overall performance of employees? Is it necessary for a firm to monitor its employees' performance or are there other ways to measure productivity? What is the role of fringe benefits in the employment relationship? How do firms decide who to hire, who to train, and who to retain? What is the role of turnover within the firm? What are the effects of competition vs. coordination of workers within the firm? Is there a role for teams within firms?

Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Grossberg

[**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)

[**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)

[**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. Economic Analysis of the Law— This seminar uses economic analysis to examine the structure and incentives of the legal system. We will discuss a wide variety of theoretical economic papers studying how rational decision makers respond to different incentives in the legal market structure to evaluate the optimal means to maximize social welfare. Topics we will study include: liability rules in tort law, contract enforcement and remedy, property law and involuntary transfers, economic incentives in intellectual property law, the legal process and various topics in criminal law. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Helming

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)

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 431. 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

Courses Originating in Other Departments

Mathematics 131. Calculus I— View course description in department listing on p. 361. Prerequisite: A satisfactory score on the Mathematics Placement Examination, or C- or better in Mathematics 127. –Evans, Martin, Pellico, Skardal, Whitehead

Mathematics 207. Statistical Data Analysis— View course description in department listing on p. 362. Prerequisite: A suitable score on the Mathematics Placement Examination or a grade of C- or better in Mathematics 107 or 127. –Kuenzel, Ma, Skardal

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. (SOC) (Enrollment limited) –Clark, Helming, Ramirez, Tomolonis, Zelada-Aprili

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) –Tomolonis

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) –Zelada-Aprili

[**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)

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, heath 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) –Ruiz Sanchez

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

224. Macroeconomics and Inequalilty— US economic inequality is at record levels and is substantially greater than inequality in most other industrialized nations. This course develops key aspects of the inequality debate: how economic inequality is defined, what causes inequality, and the important relationships between inequality and the state of macroeconomy. Works by Pikertty, Saez, and Zucman, Atkinson, and Milanovic will be covered. This course has a community learning component. Prerequisite: C- or better in Economics 101. (Enrollment limited) –Shikaki

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. 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. 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) –Comert, Woolley, 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) –Helming

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) –Ruiz Sanchez

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 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) –Xhurxhi

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

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) –Zelada-Aprili

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 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)

327. Game Theory— 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) –Schneider

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

[**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)

[**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)

[**335. Computational Macroeconomics**]— The course will cover the theoretical motivation behind "DSGE" models, which are at the center of modern macroeconomic theory. We will discuss the importance of expectations in economics, what it might mean for these expectation to be "rational," and how "stochastic," or random, elements in a model can complicate these concepts. This course will teach how to solve these conceptual problems using computers, using two methods for dealing with these issues: perturbation methods using the Dynare software package and collocation methods using the Carlstrom and Fuerst software package. Both packages are used in contemporary academic research. Prerequisite: C+ or better in Economics 302. (SOC) (Enrollment limited)

[**336. The Market for Green Goods**]— In many contexts, environmental and social damages can be significantly reduced if consumers substitute towards a greener version of the given products, e.g. organic food, energy efficient appliances, and green diamonds. The course will investigate alternative methods to promote green goods markets. These methods range from regulation to purely voluntary approaches taken by a firm or an entire industry. In addition, the course investigates the role of market competition, technological advances, product labeling and firm image in the development of green markets. The analysis involves the use of microeconomic theory as well as several case studies. Prerequisite: C+ or better in Economics 301. (SOC) (Enrollment limited)

337. The Economics of Brexit— This course will consider the economic aspects of Britain's exit from the European Union. Topics will include the state of the economy leading to the Brexit vote, strategic brinksmanship of the Brexit negotiations and parliamentary approval, and scenario analyses regarding potential shocks to specific industries. There will also be discussion on Britain's historical role in the European economy. Readings will include official government analyses, third party commentary, and economic theory. Prerequisite: C+ or better in Economics 302. (SOC) (Enrollment limited) –Woolley

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) –Ahmed

431. Fiscal Policy in the United States— This seminar will examine the fiscal policy decisions, and the theories that guided those decisions, during two periods in United States' history. The first encompasses the American Revolution through the Civil War (1775 -1860s). The second begins with the fiscal policy controversies surrounding the New Deal through to the present day. Topics include debates over the funding of infrastructure, the creation of institutions (such as the first banks and social security), deficits and debts, and the financing of wars. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (Enrollment limited) –Zannoni

[**431. From Workhouse to Warehouse: Variety and Evolution of Capitalist Firms**]— This course will examine the organization of work under capitalism over time and across space. The aim of the course is to combine a study of the different theoretical perspectives of the firm with a case study approach to firm-level change. The goal is to develop an appreciation for i) the historical and cultural context within which capitalist production takes place and ii) the role that the social organization of the firm plays in the economic development of capitalist economies. 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)

431. Central Banking and Financial Innovations— 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) –Comert

[**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)

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

[**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. 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)

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

[**431. 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)

[**431. Economic Analysis of the Law**]— This seminar uses economic analysis to examine the structure and incentives of the legal system. We will discuss a wide variety of theoretical economic papers studying how rational decision makers respond to different incentives in the legal market structure to evaluate the optimal means to maximize social welfare. Topics we will study include: liability rules in tort law, contract enforcement and remedy, property law and involuntary transfers, economic incentives in intellectual property law, the legal process and various topics in criminal law. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

431. The Economics of Sports— This seminar uses both theoretical and empirical economic analysis to examine numerous issues from the world of sports. We will utilize a wide range of economic modeling techniques to study a variety of academic papers that research how rational decision makers respond to economic incentives in various sporting contexts. Topics of study include: organizational structure of sports leagues; uncertainty of outcome hypothesis and competitive balance; pricing of naming and broadcasting rights; antitrust in sports leagues; stadium financing; the economic impact of sporting events; the sports labor market; and elements of sports contracts. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Helming

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

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 431, 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

Courses Originating in Other Departments

Mathematics 131. Calculus I— View course description in department listing on p. 364. Prerequisite: A satisfactory score on the Mathematics Placement Examination, or C- or better in Mathematics 127. –Martin, Wyshinski

Mathematics 207. Statistical Data Analysis— View course description in department listing on p. 365. Prerequisite: A suitable score on the Mathematics Placement Examination or a grade of C- or better in Mathematics 107 or 127. –Kreinbihl, Kuenzel

Educational Studies Program

Professor Dougherty, Director; Assistant Professor Wong; Lecturer and Director, Urban Educational Initiatives Cotto; Lecturer and Vice President, Enrollment and Student Success Peréz; Visiting Assistant Professor of Educational Studies & Social Science Research Methods Douglas; Ann Plato Diversity Post-Doctoral Fellow Castillo

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.

LEARNING GOALS

The Educational Studies Department's learning goals can be found HERE.

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 away and have a variety of options for transferring credit to the Educational Studies major. Past majors have successfully transferred courses from 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.

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. This course has a community learning component. (1.25 course credits) (SOC) (Enrollment limited) –Wong

303. Sociology of Education— This course will examine and apply a sociological perspective to education and schooling. It will examine the ways that formal schooling influences individuals and the ways that culture and social structures affect educational institutions. It begins by surveying texts which look at education and schooling from different viewpoints within sociological theory (including but not limited to: functionalism, rationalization, conflict theory, cultural studies, feminism, and intersectionality).The course then examines contemporary issues affecting US and international educational systems, considers proposed reforms, and discussed alternatives to schooling. In addition to weekly written assignments, students will complete a secondary data analysis project related to an educational topic of their choice. PR: EDUC200, SOCL101 (SOC) (Enrollment limited) –Douglas

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. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or permission of instructor. (SOC) (Enrollment limited) –Dougherty

[**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)

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) –Douglas

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. 105.

[**American Studies 405. Meds, Eds, Slot Machines, and Stadiums: Culture Industries and the New Urban Economy**]— View course description in department listing on p. 105.

Anthropology 301. Ethnographic Methods and Writing— View course description in department listing on p. 122. Seats Reserved for Anthropology majors. –Hussain

Liberal Arts Action Lab 200. Action Research Methods in Hartford— View course description in department listing on p. 310. –Brown

Public Policy & Law 220. Research and Evaluation— View course description in department listing on p. 439. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. –Williamson

Public Policy & Law 245. Title IX: Changing Campus Culture— View course description in department listing on p. 439. –Fulco

Public Policy & Law 323. The Legal History of Race Relations— View course description in department listing on p. 440. Prerequisite: C- or better in Public Policy and Law 123, 201, 202 or permission of instructor. –Stevens

Public Policy & Law 331. Becoming American: Immigration and Integration Policy— View course description in department listing on p. 440. –Williamson

Political Science 335. Becoming American: Immigration and Integration Policy— View course description in department listing on p. 413. –Williamson

Psychology 221. Research Design and Analysis— View course description in department listing on p. 427. Prerequisite: C- or better in Psychology 101. –Reuman, Senland

[**Psychology 240. Parenting, Interpersonal Relations, and Mental Health**]— View course description in department listing on p. 427.

[**Psychology 246. Community Psychology**]— View course description in department listing on p. 427. This course is not open to first-year students.

Psychology 295. Child Development— View course description in department listing on p. 428. Prerequisite: C- or better in Psychology 101. –Anselmi

Psychology 295L. Child Development Laboratory— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 295, or concurrent enrollment. –Anselmi

Psychology 324. Stereotyping, Prejudice, and Discrimination— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 226. –Reuman

Psychology 339. Developmental Psychopathology— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. –Helt

[**Psychology 384. Cultural Psychology**]— View course description in department listing on p. 430. Prerequisite: C- or better in Psychology 226.

Sociology 214. Racism— View course description in department listing on p. 463. Prerequisite: C- or better in Sociology 101 –Williams

[**Sociology 246. Sociology of Gender**]— View course description in department listing on p. 463.

[**Sociology 312. Social Class and Mobility**]— View course description in department listing on p. 464. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students.

Theater & Dance 270. Arts in Action: Moving into the Community— View course description in department listing on p. 481. –Pappas

[**Women, Gender, and Sexuality 246. Sociology of Gender**]— View course description in department listing on p. 496.

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. This course has a community learning component. (1.25 course credits) (SOC) (Enrollment limited) –Douglas, 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)

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 Public Policy and Law major, or permission of instructor (HUM) (Enrollment limited) –Castillo

[**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)

[**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. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or permission of instructor. (SOC) (Enrollment limited)

312. Education for Justice— Schools and educational systems historically and continually are often spaces of exclusion and marginalization, built and maintained to serve the needs and desires of the privileged. But education also holds the possibility of being liberatory and transformative. This course will centrally explore the questions: What does it mean to educate for justice? How can education and/or schooling play a role in creating and working towards freedom, resistance, healing, respect, and sovereignty? We will examine theoretical approaches to critical and liberatory education, as well as how these theories take hold in practice, both in formal and informal schooling settings. Areas of study include multicultural education, culturally relevant pedagogy, critical pedagogy, social justice education, feminist pedagogy, anti-racist teaching, and abolitionist teaching. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or permission of instructor. (SOC) (Enrollment limited) –Wong

[**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)

[**350. Teaching and Learning**]— This seminar will explore theoretical, policy, and practical issues of teaching and learning. Who should teach in public schools, and what kind of preparation is necessary? What type of curriculum should be taught, and how do different interest groups shape that decision? How should we assess the quality

of student learning? Finally, how do debates on all of these questions influence the nature of teachers' work and classroom life? For the community learning component, students will design, teach, and evaluate curricular units in cooperation with neighborhood schools and after school programs. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or permission of instructor. (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 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

Courses Originating in Other Departments

[**American Studies 318. Literacy and Literature**]— View course description in department listing on p. 112.

[**American Studies 357. Race and Urban Space**]— View course description in department listing on p. 113.

[**English 318. Literacy and Literature**]— View course description in department listing on p. 233. Prerequisite: C- or better in English 260 or permission of instructor.

Environmental Science 286. Theory and Application of Geographic Information Systems— View course description in department listing on p. 248. –Gourley

Formal Organizations 280. College— –Alcorn

Hispanic Studies 280. Hispanic Hartford— View course description in department listing on p. 343. Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. –Aponte-Aviles

International Studies 235. Youth Culture in the Muslim World— View course description in department listing on p. 296. –Bauer

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

[**International Studies 311. Global Feminism**]— View course description in department listing on p. 298.

Liberal Arts Action Lab 200. Action Research Methods in Hartford— View course description in department listing on p. 310. –Brown

Public Policy & Law 220. Research and Evaluation— View course description in department listing on p. 444. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. –Moskowitz

[**Public Policy & Law 331. Becoming American: Immigration and Integration Policy**]— View course description in department listing on p. 444.

[**Philosophy 374. Minds and Brains**]— View course description in department listing on p. 399.

[**Political Science 346. World Economy of Higher Education**]— View course description in department listing on p. 420.

Psychology 221. Research Design and Analysis— View course description in department listing on p. 432. Prerequisite: C- or better in Psychology 101. –Reuman, Senland

[**Psychology 236. Adolescent Psychology**]— View course description in department listing on p. 432.

Psychology 246. Community Psychology— View course description in department listing on p. 432. This course is not open to first-year students. –Holt

Psychology 255. Cognitive Psychology— View course description in department listing on p. 432. Prerequisite: C- or better in Psychology 101. –Casserly

Psychology 255L. Cognitive Psychology Laboratory— View course description in department listing on p. 432. Prerequisite: C- or better in Psychology 255, or concurrent enrollment. –Casserly

Psychology 315. Development and Culture— View course description in department listing on p. 433. Prerequisite: C- or better in Psychology 226 or 295 –Anselmi

[**Psychology 332. Psychological Assessment**]— View course description in department listing on p. 433. Prerequisite: C- or better in Psychology 221L and four other courses in Psychology.

Psychology 339. Developmental Psychopathology— View course description in department listing on p. 434. Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. –Helt

Psychology 346. Intergroup Relations— View course description in department listing on p. 434. Prerequisite: C- or better in Psychology 226. –Outten

Psychology 391. Psychology of Language— View course description in department listing on p. 434. Prerequisite: C- or better in Psychology 255, 256, or 293. –Fava

Sociology 201. Research Methods in the Social Sciences— View course description in department listing on p. 465. Prerequisite: C- or better in Sociology 210 or permission of instructor. –Douglas

Sociology 246. Sociology of Gender— View course description in department listing on p. 466. Prerequisite: C- or better in Sociology 101 –Spurgas

[**Sociology 312. Social Class and Mobility**]— View course description in department listing on p. 466. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students.

Sociology 351. Society, State, and Power— View course description in department listing on p. 467. Prerequisite: C- or better in Sociology 101 –Williams

[**Theater & Dance 270. Arts in Action: Moving into the Community**]— View course description in department listing on p. 484.

[**Theater & Dance 272. Arts in Education: Models for Engagement**]— View course description in department listing on p. 484.

[**Theater & Dance 345. Theater for Social Change**]— View course description in department listing on p. 485.

Women, Gender, and Sexuality 246. Sociology of Gender— View course description in department listing on p. 500. –Spurgas

Engineering

Associate Professor Blaise•, Chair; Professors Mertens, Ning, and Palladino; Charles A. Dana Research Associate Professor Cheng•• (Acting Chair, fall); Assistant Professors Byers and Huang; Lecturer and Laboratory Coordinator 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, campus-wide 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, 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, and semiconductor electronics 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.

LEARNING GOALS

The Engineering Department's learning goals can be found HERE.

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, 431L, 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, 346L, 353, 362L, 372L, 431L.

  Mechanical engineering concentration—ENGR 226, 325L, 337, 362L, 372L, 431L (or 353), plus one engineering elective chosen from the following list: ENGR 110, 120, 221L, 301L, 303L, 305L, 311, 316, 323L, 346L, 353, 431L.

  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, 346L, 362L, 372L, 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, 346L, 353, 362L, 372L, 431L, 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) or applied linear algebra (MATH 229), 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 (approved in advance by the department chair) chosen from mathematics, physics, chemistry, biology, neuroscience, or computer science.
- Engineering core: ENGR 200, 221L (or 212L), 225, 232, plus three engineering 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 additional 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 away for one semester in the junior year. Students who plan to study away 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.

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 Math 132 and Physics 141, or C- or better in Math 132 and concurrent enrollment in Physics 141, or permission of instructor. (0.5 course credit) (Enrollment limited) –Fixel

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

225. Mechanics I— This introductory course in mechanics 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. Dynamics of particles and non-constant acceleration is introduced. Engineering design is incorporated in computer oriented homework assignments. Prerequisite: C- or better in Physics 131L or Physics 141L and Mathematics 132. (NAT) (Enrollment limited) –Byers

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) –Ning

305. Microelectronic 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)

[**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)

325. Mechanics of Materials— This course studies 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. Finite-element analysis (FEA) is used throughout the course. Laboratory projects focus on the design of structures. Prerequisite: C- or better in Engineering 225. (1.25 course credits) (NAT) (Enrollment limited) –Mertens

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) –Byers

341. Architectural Drawing— Hand drafting (and some freehand drawing) to teach techniques required in architectural practice, including basic floor plans, exterior views and perspectives. Classwork throughout the semester and discussions of basic architectural design principles and construction techniques is intended to prepare the students for a final four/five week design project of their choice. (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 are exposed to current applied biomechanics research in industry and medicine. Prerequisite: C- or better in Engineering 225. (NAT) (Enrollment limited)

357. Physiological Modeling— An introduction to the design and use of models and simulations in the quantitative description of physiological systems. These powerful tools are used to study membrane biophysics and neural modeling, cardiovascular system dynamics, muscle contraction, biomechanics, insulin-blood glucose regulation and pharmacokinetics. Students develop and use mathematical models based on ordinary, nonlinear and stochastic differential equations that are solved numerically by digital computer. These models provide dynamic and steady-state information about the physiological systems under study. This course is designed for upper-level students in engineering and the life sciences. Significant engineering and software design is incorporated in homework assignments. Prerequisite: C- or better in Engineering 225 and Mathematics 234 or permission of instructor. (NAT) (Enrollment limited) –Palladino

[**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 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 and mechanical instrumentation design and fabrication. Advanced concepts such as the Navier-Stokes equations and computational fluid dynamics (CFD) are introduced. Prerequisite: C- or better in Engineering 225 and Mathematics 234 or permission of instructor. (1.25 course credits) (WEB) (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 course requires junior and senior 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 transducers for measuring mechanical properties such as 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 principles are then applied in a term design project. The lecture part of the course is used to present new analytical theory and experimental methods, such as how to perform finite-element analysis of structures, and how to interpret spec sheets. The laboratory is used to implement and test the design projects. Prerequisite: C- or better in Engineering 212L 225 or permission of instructor. (1.25 course credits) (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. Prerequisite: Senior engineering majors only, C- or better in ENGR200, or permission of instructor (NAT) (Enrollment limited) –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

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) –Byers

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) –Byers

[**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. (1.25 course credits) (NAT) (Enrollment limited)

306. Intro to Machine Learning— This course provides an introduction to AI and discusses the trends, perspectives, and prospects of machine learning (ML). Course projects and assignments will focus on the utilization of supervised machine learning. The course will cover the core of ML, the basic principles of statistics, feature extraction algorithms, data-driven learning approaches. Course topics include the overview of ML and its applications, nearest neighbors (NN) classification, decision trees, maximum likelihood estimation (MLE), linear regression models, principal component analysis (PCA), singular value decomposition (SVD), multi-layer perceptron, convolutional neural networks (CNN) and k-means clustering. At the conclusion of this course, students will gain hands-on experience of implementing feature extraction algorithms and clustering techniques through practical problems. Prerequisite: C- or better in MATH 231,MATH 234, PHYS 141 or permission of instructor. (NUM) (Enrollment limited) –Ning

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) –Huang

[**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)

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 212L and 221L, or permission of the instructor. (1.25 course credits) (WEB) (Enrollment limited) –Ning

[**325. Mechanics of Materials**]— This course studies 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. Finite-element analysis (FEA) is used throughout the course. Laboratory projects focus on the design of structures. Prerequisite: C- or better in Engineering 225. (1.25 course credits) (NAT) (Enrollment limited)

342. Architectural Design— A hands on study of architectural design concepts using both drawing and model building as design and presentation tools. Mirroring the design studio method of instruction, the students receive individual desk critiques and participate in whole class presentations where open discussions with fellow students are encouraged. In this way, everyone benefits from seeing each project evolve from the initial design concept. While they change from year to year, the majority of the semester is spent on a design project at a selected site which involves the needs of the client, spatial adjacencies, organization of public and private spaces, the meaning of architectural vocabulary and so forth. Prerequisite: C- or better in Engineering 341. (ART) (Enrollment limited) –Duncan

[**346. Computational Neuroscience**]— This course introduces students to computational neuroscience which represents an interdisciplinary science linking the diverse fields of neuroscience, biomedical engineering, computer science, mathematics and physics to study brain function. Through lectures, small classroom discussions and hands-on computer laboratory exercises, basic strategies for modeling single neurons and neuronal networks will be introduced, including cable theory, passive and active compartmental modeling, spiking neurons, and models of plasticity and learning. Neuronal modeling fundamentals such as the Nernst equilibrium, the Hodgkin-Huxley model and the Goldman equation will also be covered. There will be ample opportunities for students to design and simulate their own computational neuron models using computer-aided numerical simulation software packages, such as MATLAB and NEURON. Open to all junior and senior life science and physical science majors. (1.25 course credits) (Enrollment limited)

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 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 and mechanical instrumentation design and fabrication. Advanced concepts such as the Navier-Stokes equations and computational fluid dynamics (CFD) are introduced. 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. (1.25 course credits) (NAT) (Enrollment limited) –Mertens

398. Engineering Academic Internship— An engineering academic internship is designed to: (1) provide students with the opportunity to apply what they have learned in the classroom to the work of an engineering

organization or company; (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. –Staff

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

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) –Blaise

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, Professors Bilston and Fisher, Allan K. Smith Professor of English Language and Literature Goldman, Professors Hager† and Rosen, and Allan K. Smith and Gwendolyn Miles Smith Professor of English Wyss; Associate Professors Bergren, Berry, Paulin••, and Younger; Assistant Professor Rutherford; Writer-in-Residence Ferriss†; Artist-in-Residence Rossini; Allan K. Smith Senior Lecturer in English Composition and Director of the Allan K. Smith Center for Writing and Rhetoric O'Donnell; Lecturer Mrozowski; Visiting Assistant Professors Jewett, MacConochie and Truman; 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.

LEARNING GOALS

The English Department's learning goals can be found HERE.

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 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 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 334, 335, 336 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 334, 335 336, 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 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)
- 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 334, 335, 336, 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 away, 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-away 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 away.

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

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) –Rutherford

[**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 and permission of instructor. (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) –Rutherford

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) –Rossini

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) –Wyss

[**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. Inventing English Literature— Fifteen hundred years ago, there was no such thing as English literature. The few examples of writing we have from that period are in a language that hardly anyone understands today. And yet, by the time of the late Middle Ages and Renaissance, England had developed one of the great world literatures. How did this happen? Starting with early masterpieces like Beowulf (in translation), we will trace the emergence of "English literature," as we now know it. In addition to major figures like Chaucer, Milton, and Shakespeare, we'll consider authors who fill out the historical picture. (HUM) (Enrollment limited) –MacConochie

[**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)

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

209. Prison Literature— This course examines texts, both fictional and non-fictional, written about and often in prison. While the course covers a variety of genres and historical periods, the common thread linking all the texts is that their authors were or are incarcerated. Through the works of canonical and non-canonical writers such as Thoreau, Wilde, King, Mandela, Davis, Horton, and currently incarcerated women and men, we will explore how the experience of imprisonment influences the individual, and his or her family, community, and society and raises questions about freedom, transgression, and human rights. This course will have a community learning component and will introduce students to some of the writers whose works we will be studying. For English majors, this course satisfies the requirement of a 200-level elective. This course has a community learning component. (HUM) (Enrollment limited) –Fisher

252. Young Adult Literature— According to Philip Pullman, "There are some themes, some subjects, too large for adult fiction; they can only be dealt with adequately in a children's book." What themes and subjects might these be? What are the implications of this argument? We will read children's and young adult literature from the 19th-century to the present day, discussing, as we go, its origins, evolutions, and continuities. (HUM) (Enrollment limited) –Truman

260. Introduction to Literary Studies— Why study literature? A practical reason: we live in a world of words and this course helps you master that world. But more importantly, literature immerses you in vast new worlds that become more meaningful as you become a better reader. Literature grapples with the fundamental problems of humanity; good, evil, pain, pleasure, love, death. We will read across centuries of English literature, in all genres, to see how great authors have addressed these problems. Through a sustained and rigorous attention to your own writing and interpretive skills, the course will leave you better prepared to explore and contribute to the written world. This course offers skills required for the English major, but welcomes anyone who wishes to become a better

writer, reader, and thinker. (HUM) (Enrollment limited) –Benedict, Bilston, Rosen

272. Hollywood Film Directors— 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

[**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)

Literature Courses

[**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)

[**307. Early American Women's Literature**]— Although early American literature often revolves around "Founding Fathers," in this course we will examine the writing of women. Writing poetry, journals, novels, travel diaries and letters, colonial women had a lot to say about their world and were extraordinarily creative in finding ways to say it-even when the society they lived in suggested it was "improper" for them to write. Along with elite white women, Native Americans, free African Americans, slaves, and indentured servants all wrote as well. As we explore this writing, we will think about what the texts these women produced tell us about the early American experience-how people thought of their place in the world, and what role women imagined for themselves in this newly developing society. 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)

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

321. Curiosity and Literature— This course will examine the way curiosity transformed literature and culture in the age of inquiry, when Peeping Tom was invented, modern science was institutionalized, and the detective novel was born. We will read texts that explore both approved and unapproved kinds, such as witchcraft, voyeurism, and the exhibition of monsters. Texts will include drama, journalism, poetry, satire, and novels by Aphra Behn, Defoe, Johnson, and others. For English majors, this course satisfies the requirement of a course emphasizing literature written from 1700-1900. It is a "research-intensive seminar." Not open to first-year students. (HUM) (Enrollment

limited) –Benedict

[**339. The Sublime Ocean: An Introduction to Indian Film and Literature**]— This course offers an introduction to the rich culture and society of the Indian subcontinent through some of its most celebrated films and works of literature. We will explore work in different genres (Bollywood films, Bengali art cinema, documentaries, short stories, novels, poetry and non-fiction writing) and several distinctive linguistic cultures (English and Hindi, Urdu, Bengali and other regional languages in translation) as a means to feel at home within the oceanic complexity, the sublime diversity, "the Wonder that is India". This course is research intensive. For English majors, this course satisfies the post-1900 requirement. (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 (HUM) (Enrollment limited) –Fisher

349. Elizabethan Literature— This course focuses on literature produced in England between 1558 and 1603, with a focus on works of poetry, prose, and drama that reflect (and helped to shape) an "Elizabethan Age." The reading list will include the epistolary and religious writings of women (including those of Elizabeth I herself), examples of sixteenth-century lyric and narrative poetry, the plays of Kyd, Marlowe, and Shakespeare, the satires of "University Wits" like Greene and Nashe, and the travel writings of Hariot and Raleigh. This seminar is research intensive. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. Prerequisite: C- or better in English 260 or permission of instructor. Prerequisite: C- or better in English 260 (HUM) (Enrollment limited) –Wheatley

352. Shakespeare— Through close study of a variety of Shakespeare's works and analysis of selected performances on video, this course addresses definitions of the Shakespearean and examines the constitution of Shakespearean theater. The course pays particular attention to the coherence of Shakespearean dramas around vivid patterns of imagery, to the psychology and arts of Elizabethan and Jacobean characterization, to representations of Elizabethan social and political hierarchies, and to British Renaissance poetic will synthesizing Classical, Medieval, and Celtic source materials. 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 (HUM) (Enrollment limited) –MacConochie

[**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 Chesnutt'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)

[**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)

[**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)

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) –Mrozowski

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. This course is research intensive. Prerequisite: C- or better in English 260 (HUM) (Enrollment limited) –Rosen

421. 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) (Enrollment limited) –Bilston

[**425. Postmodernism in Film and Literature**]— "Postmodern" is the term used most often to describe the unique features of global culture (art, architecture, philosophy, cinema, literature) since the 1970s. And yet there is practically no agreement about what those features might be: is postmodernism ironic or serious, flat or deep, real or hyper-real, alive or defunct? In this course we will examine competing and often contradictory views of postmodernism, with the goal of developing a historical perspective on the contemporary world we live in now. Texts

will be divided evenly between philosophy/theory (Lyotard, Baudrillard, Jameson, Fukuyama, Hutcheon), cinema (possible films: Bladerunner, Mulholland Drive, Pulp Fiction) and literature (possible authors: Borges, Pynchon, Barthelme, Murakami, Foster Wallace). The seminar will culminate with a field trip to New York City. English 425 and English 825 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. This course fulfills the requirements toward the film studies major. NOTE: Monday evenings screenings only. (HUM) (Enrollment limited)

[**431. The 19th Century-Novel: Reading Practice, Reading Debates**]— How do literature classes train us to read? Does this training prime us to ask certain kinds of questions to the exclusion of others? Is there anything we would see in, say, the nineteenth-century novel if we read it differently? Is reading differently possible? Over the last 25 years, these types of questions have been asked by literary critics with increasing intensity, particularly among scholars of the nineteenth century. In this class, we will read novels by Jane Austen, Charles Dickens, and Thomas Hardy alongside criticism on reading practices from D.A. Miller, Eve Kosofsky Sedgewick, Bruno Latour, Rita Felski, Sharon Marcus and Stephen Best, and Franco Moretti. This course is research intensive. (HUM) (Enrollment limited)

[**445. Black Women Writers in the 20th and 21st Centuries**]— Through readings in various genres (fiction, essays, drama, poetry, memoir, etc.), this course examines how black women's literary production is informed by the experiences, conditions, identities, and histories of women of African descent in the U.S., including some who were born or have lived outside of the U.S. Among the recurring themes/issues we will discuss are the impact of class, gender, race, sexuality, ability, and geographical location on black women's writings, artistic visions, the politics and dynamics of black women's roles in families, communities, the nation, and across the globe. Writers vary each semester but may include: Maya Angelou, Octavia Butler, Roxanne Gay, Lorraine Hansberry, bell hooks, Nella Larsen, Audre Lorde, Toni Morrison, Z.Z. Packer, Suzan-Lori Parks, Ann Petry, Tracy K. Smith, and Alice Walker. (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)

461. 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) (Enrollment limited) –Younger

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)

[**474. 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) (Enrollment limited)

[**495. Senior Seminar: Being Literate**]— After you graduate with a degree in English, you will head in many directions, pursuing many careers and devoting your lives to diverse passions. But you will be all alike in at least one respect: you will be really well-read, fit for decades of capacious reading and writing. This seminar challenges you to prepare for your future as a highly-educated citizen by exploring what it means to be literate. We will study theories of literacy; patterns in the cultural history of literacy and illiteracy, intellectualism and anti-intellectualism; and literary texts that turn on verbal ability, bookishness, and the life of the mind. Students' final assignment will involve a deeply researched analysis of a literary text they consider pertinent to their own future. 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

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) –, Bergren, Hager

Graduate Courses

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) –Mrozowski

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. This course is research intensive. (HUM) –Rosen

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

[**825. Postmodernism in Film and Literature**]— "Postmodern" is the term used most often to describe the unique features of global culture (art, architecture, philosophy, cinema, literature) since the 1970s. And yet there is practically no agreement about what those features might be: is postmodernism ironic or serious, flat or deep, real or hyper-real, alive or defunct? In this course we will examine competing and often contradictory views of postmodernism, with the goal of developing a historical perspective on the contemporary world we live in now. Texts will be divided evenly between philosophy/theory (Lyotard, Baudrillard, Jameson, Fukuyama, Hutcheon), cinema (possible films: Bladerunner, Mulholland Drive, Pulp Fiction) and literature (possible authors: Borges, Pynchon, Barthelme, Murakami, Foster Wallace). The seminar will culminate with a field trip to New York City. English 425 and English 825 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. This course fulfills the requirements toward the film studies major. NOTE: Monday evenings screenings only. (HUM)

[**831. The 19th Century-Novel: Reading Practice, Reading Debates**]— How do literature classes train us to read? Does this training prime us to ask certain kinds of questions to the exclusion of others? Is there anything we would see in, say, the nineteenth-century novel if we read it differently? Is reading differently possible? Over the last 25 years, these types of questions have been asked by literary critics with increasing intensity, particularly among scholars of the nineteenth century. In this class, we will read novels by Jane Austen, Charles Dickens, and Thomas Hardy alongside criticism on reading practices from D.A. Miller, Eve Kosofsky Sedgewick, Bruno Latour, Rita Felski, Sharon Marcus and Stephen Best, and Franco Moretti. This course is research intensive. (HUM)

[**845. Black Women Writers in the 20th and 21st Centuries**]— Through readings in various genres (fiction, essays, drama, poetry, memoir, etc.), this course examines how black women's literary production is informed by the experiences, conditions, identities, and histories of women of African descent in the U.S., including some who were born or have lived outside of the U.S. Among the recurring themes/issues we will discuss are the impact of class, gender, race, sexuality, ability, and geographical location on black women's writings, artistic visions, the politics and dynamics of black women's roles in families, communities, the nation, and across the globe. Writers vary each semester but may include: Maya Angelou, Octavia Butler, Roxanne Gay, Lorraine Hansberry, bell hooks, Nella Larsen, Audre Lorde, Toni Morrison, Z.Z. Packer, Suzan-Lori Parks, Ann Petry, Tracy K. Smith, and Alice Walker. (HUM)

[**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)

[**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.

[**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)

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

Courses Originating in Other Departments

[**American Studies 212. Introduction to Disability Studies: Theory and History**]— View course description in department listing on p. 104.

Film Studies 305. Writing for Stage and Screen— View course description in department listing on p. 252. –Polin

Film Studies 350. Film Noir— View course description in department listing on p. 253. –Corber

Theater & Dance 305. Writing for Stage and Screen— View course description in department listing on p. 481. –Polin

[**Theater & Dance 393. Playwrights Workshop**]— View course description in department listing on p. 481. Prerequisite: At least one theater and dance course or permission of instructor.

[**Women, Gender, and Sexuality 212. Introduction to Disability Studies: Theory and History**]— View course description in department listing on p. 496.

[**Women, Gender, and Sexuality 245. The Hollywood Musical**]— View course description in department listing on p. 496.

[**Women, Gender, and Sexuality 335. Mapping American Masculinities**]— View course description in department listing on p. 497.

Women, Gender, and Sexuality 345. Film Noir— View course description in department listing on p. 498. –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) –Libbey, Rossini, Rutherford

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) –Rutherford

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

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

101. The Practice of Literature— This course looks at the most fundamental, but also the most difficult, questions about literature: what is literature, exactly? How does literature help us understand the wider world, and what life-long skills does the reading of literature help us develop? Although these questions animate every English course, we all – professors, students – answer those questions differently. In this course multiple members of the English Department faculty will visit class and discuss how they approach questions about literature and interpretation. Expect disagreements, and be prepared, in a highly collaborative environment, to express your own strong views. Each year, our readings will be organized around a common theme, which each faculty participant will address. This spring's theme: "Telling Stories." For English majors, this course satisfies the critical reflection requirement. (HUM) (Enrollment limited) –Wheatley

[**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) –Jewett

111. Literature in the Age of Revolutions— Over the last three hundred years, the modern world has undergone a series of cataclysmic transformations: the rise of empires, the French revolution, the industrial revolution, the struggles of colonized peoples, and of women, for equality and dignity, the disaster of two World Wars. English literature has been centrally involved in these earth-shattering events: literature is a chronicle of change, and can itself be revolutionary, instigating major change all on its own. In this course, which begins with the rise of modern England, and then looks at major authors of the Romantic, Victorian, Modern and contemporary periods, we will consider what makes English a central world literature. (HUM) (Enrollment limited) –Rosen

[**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)

206. Sensory Stages: Embodiment in Drama, Medieval to Contemporary— Theater is a multi-sensory art form: spectators watch; audiences listen; actors touch. Drama asks us to attend, in a heightened way, to our senses, the basic interface between self and other, mind and body, player and playgoer. As we'll see, this focus on sensory experience allows dramatists to ask important questions about embodied experience. In this course, we'll draw on theater history and theories of performance to explore how drama in English – from medieval street theater to modernism, Shakespeare's Globe to contemporary America – make use of different sensory techniques in leading audiences to reflect on their cultures' assumptions about topics such as gender, sexuality, disability, and race. Authors and texts may include medieval mystery plays, Shakespeare, Aphra Behn, Samuel Beckett, Suzan Lori-Parks, and Wole Soyinka. (HUM) (Enrollment limited) –MacConochie

[**218. Hungry Games: Dystopian Visions**]— In reflecting upon the secrets of life and death that allowed him to generate his creature, Victor Frankenstein famously insists upon the dangers of "the acquirement of knowledge." Indeed, the hunger for and danger of ever greater knowledge about and control over life and death marks a tradition of dystopian literature in Western modernity. In this course, we will explore the representation of this hunger and danger in British prose satire, fiction, and poetry written between 1726 and the present. Assigned texts will include Gulliver's Travels, Frankenstein, The Strange Case of Dr. Jekyll and Mr. Hyde, "The Waste Land," Brave New World, film adaptations of Children of Men and Never Let Me Go, and episodes of the television series Black Mirror. (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) –Bilston

[**231. The Rom Com**]— This course examines how the genre of the romantic comedy reflects, responds to, and challenges conventions and structures of the society in which it's created. We will begin by considering some of the questions raised by the genre and reviewing theories we can use to discuss these texts. We will then track the genre on stage and screen as it self-consciously responds to the cultural and historical moment of England at the turn of the 17th-century and 20th-century America, both periods of profound economic and social change, focusing on issues of convention, plotting, taste, gender, ethnicity, and class that the genre illuminates. (HUM) (Enrollment limited)

260. Introduction to Literary Studies— Why study literature? A practical reason: we live in a world of words and this course helps you master that world. But more importantly, literature immerses you in vast new worlds that become more meaningful as you become a better reader. Literature grapples with the fundamental problems of humanity; good, evil, pain, pleasure, love, death. We will read across centuries of English literature, in all genres, to see how great authors have addressed these problems. Through a sustained and rigorous attention to your own writing and interpretive skills, the course will leave you better prepared to explore and contribute to the written world. This course offers skills required for the English major, but welcomes anyone who wishes to become a better writer, reader, and thinker. (HUM) (Enrollment limited) –Benedict, Bergren, MacConochie, Rosen

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

282. Contemporary Native American Literature— Indigenous writers have used fiction, autobiography, and poetry to explore what it means to be a Native person today, whether that is in an urban context or on a reservation. From poetry to historical fiction to dystopian futurist science fiction, Native writers celebrate the resistance and survival that has shaped their lives and communities despite a history of colonization. In this course we will examine a selection of works by Native American writers from across the United States and Canada, using these works to gain insight into the ongoing cultural experience of Native people. (HUM) (Enrollment limited) –Wyss

[**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

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) –Benedict

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

[**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)

[**318. Literacy and Literature**]— Literature is produced and consumed by literate people. Nothing could be more obvious. But how do the different ways writers and readers become literate influence the ways they write and read? How have writers depicted the process of acquiring literacy and imagined its importance? In this course, we will examine the nature of literacy and the roles texts play in the development of literacy. With a focus on the United States from the 18th century to the 20th, we will study schoolbooks, texts for young readers, and representations of literacy in literary works ranging from slave narratives to novels to films. We also will study theories of literacy from philosophical, cognitive, and educational perspectives. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. This course is research intensive. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

[**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 Glück'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)

[**328. Contemporary Fiction: Not Realism**]— Two competing aesthetics have dominated American and English fiction during the past century—realism, and everything that is not realism, from the rigorously avant-garde or "post-modern" to pop sci-fi and fantasy and "high-low" hybrids. In much of the rest of the world, realism is regarded as an outdated or minor form. In class we will examine some of the reasons for this split, though our readings will be almost entirely of non-realist works that explore and interrogate the imaginative, verbal and formal possibilities of fictional narrative. We will begin with some writings by still influential precursors and writers of the past century (selections from among Kafka, Beckett, Borges, Bernhard, Nabokov, Calvino, Dick) to contemporary writers such as Coetzee, Murakami, Rushdie, Bolaño Aira, Foster Wallace, Markson, and younger writers such as Junot Díaz, Tom McCarthy, Marisha Pessl, and Rivka Galchen. There will be a selection of critical readings as well. Recommended for creative writing students and enthusiastic readers of fiction from other disciplines. For English majors, this course satisfies the requirement of an elective. (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 Bolaño, 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 Sín 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. (HUM) (Enrollment limited) –Goldman

[**331. Literature of Native New England**]— Before it was New England, this was Native space. From the Wampanoags to the Mohegans, Narragansetts and Pequots, diverse Algonquian communities imbued their physical space with their own histories, traditions, and literatures. With the arrival of English settlers, Native Americans became active participants in a world deeply invested in writing and written traditions, and they marked their presence through English colonial written forms while maintaining a longstanding commitment to their own communities and lifeways. In this course we will explore the great variety of writing by and about Native Americans in this region: we will look at the long tradition of Native American literary presence in New England, from English language texts to other forms of cultural expression. The course is research intensive. Note: For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. (HUM) (Enrollment limited)

[**338. Beyond Nature Worship: New Theories of Environmentalism**]— This course contextualizes the environmental movement in post-World War II America. Together we will consider how gender, race, sexuality, class, and disability affect human relationships to natural and built environments, and how those relationships are represented. The course centers on a small roster of environmental thinkers, including Ursula Heise, Rob Nixon, Stacy Alaimo, and Elizabeth DeLoughrey, whom we will read closely, repeatedly, and in conjunction with several contemporary novels. In the spirit of Lawrence Buell's assertion that "environmental crisis involves a crisis of the imagination," the course is invested in discourses of both science and the humanities, and students with no previous college-level experience in English are welcome. (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 axiomatics? 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 (HUM) (Enrollment limited) –Fisher

[**348. Women Writers of the Middle Ages**]— This course will study works in a variety of genres, from the lyric and the romance to the autobiography and the moral treatise, written by medieval women in England, Europe, and Asia. In addition to analyzing the texts themselves, we will be examining them within their social, historical, and political contexts as we discuss such issues as medieval women's literacy, education, and relationships to the male-authored literary traditions of their cultures. Through the term, we will be trying to determine the degree to which we can construct a recognizable 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)

[**361. George Eliot's Middlemarch**]— This course is a deep dive into what Virginia Woolf called "one of the few English novels written for grown-ups." We'll read George Eliot's Middlemarch (1871) in the context of Eliot's own literary criticism, her biography, realism as a literary genre, and nineteenth-century history and culture more broadly. Weekly sections of the novel will be assigned in conversation with a rich tradition of criticism on Eliot and her masterpiece. These critics will include, for example, Woolf, Jerome Beaty, Gordon Haight, and Rebecca Mead. This course is research intensive. Note: For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. (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)

[**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)

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

[**409. Food Writing in the English Renaissance**]— This course, through the study of English works written between 1500 and 1700, explores the relationship between literature and culinary practice. What role did food and food writing play in the shaping of early modern English culture? We will consider a range of topics: the impact of global trade and exploration upon Renaissance cuisine; literature's role in disseminating global knowledge and emergent conceptions of good taste; the ways in which older conceptions of communal consumption were revived or nostalgically recreated during a time of rapid social and political change. This course explores not only early modern literature's connection to larger cultural and culinary trends but also the way in which literary practices themselves were often figured as acts of digestion, distillation, gathering, or cultivation. (HUM) (Enrollment limited)

[**413. 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) (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)

[**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)

[**421. 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) (Enrollment limited)

427. Sci Fi in the Archives: Post-War American Speculative Fiction— With the aid of the Loftus E. Becker collection in the Watkinson, this course will explore science fiction as an essential map of our post-war American empire. Fueled by dystopian and utopian impulses, artists like Ursula K. Le Guin and Ted Chiang evolved the genre

from technological triumphalism into a devastating critique of a culture invested in weapons of mass destruction, alienating digitalization, and environmental collapse. While we read canonical works of post-1945 American science fiction for their aesthetic elements and ideological functions, we'll also map the genre's tangled publishing history and material traces via archival work at the Watkinson. This course meets the Archival method requirement. (HUM) (Enrollment limited) –Mrozowski

455. Shakespeare and Film— Shakespeare has long been celebrated for his 'universality': for being "not of an age, but for all time"; for inventing "the human." In this course, we will study selected films adapted from Shakespeare plays as a way to think about this idea of Shakespeare's universality. We will begin by considering what we mean when we say he is universal, and what is at stake in describing Shakespeare as universal. We will then study a handful of Shakespeare plays and their adaptations, some of which translate Shakespeare's plays to different times, places, and sometimes languages. Plays may be selected from Taming of the Shrew, Much Ado About Nothing, Romeo and Juliet, 1 Henry IV, Hamlet, King Lear, Cymbeline, and The Tempest. (HUM) (Enrollment limited) –MacConochie

459. Orphans and Others: Family Identity in Early American Literature— From cross-dressing sailors and adventurers to castaways and runaways, early American literature is filled with narratives of reinvention—sometimes by choice, often by necessity. In this course we will look at the peril and promise of such reinvention as various figures reimagine their relation to a social order organized by family lineage and paternal descent. For some the Americas (at least theoretically) presented a world of new possibilities while for others this was a dangerous and isolating place. Our readings will include novels, autobiographical narratives, confessions, and other literary accounts. This seminar is research-intensive. (HUM) (Enrollment limited) –Wyss

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

471. The Romantic Novel— British Romanticism is best known for its poetry. In fact, the era's preeminent novelist, Jane Austen, is often thought to belong more to the eighteenth century than the Romantic era. But as Keats was writing his Odes, British writers, many of them women, energized the novel, a form that would be seen as low and unwholesome well into the reign of Queen Victoria. This class examines the development of the social novel: a genre whose realism reflects social problems and the condition of the nation. We analyze the genre's harrowing roots in Mary Wollstonecraft's proto-feminist Maria; the construction of racial difference in Elizabeth Hamilton's Translation of the Letters of a Hindoo Rajah; and the developing interest in labor and industrialization in Elizabeth Gaskell's North and South. (HUM) (Enrollment limited) –Bergren

[**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. (HUM) (Enrollment limited)

479. Revolutionary Generations: American Literature 1740-1820— 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 intense arguments made in the aftermath of independence, and the passionate creative works produced in the wake of revolution. 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 constitution of American identities 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

[**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)

496. Senior Seminar: What You Should Have Read— This is your final year as an English major. There are books and authors, that, once upon a time, you thought every English major should have read. You still haven't. One of this seminar's purposes is to let you to do so. One of its other purposes is to ask and answer the question: Why? Why did you think that every English major should have read this book? Why hadn't you? Why has or hasn't the text met your great expectations? We will also be discussing related issues such as canonicity and canon changes, the structure of the English major, and the reasons why you chose it. The students will generate (and debate) the reading list and syllabus. The instructor will generate the requirements. This course is open to senior English majors only. (HUM) (Enrollment limited) –Fisher

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

[**809. Food Writing in the English Renaissance**]— This course, through the study of English works written between 1500 and 1700, explores the relationship between literature and culinary practice. What role did food and food writing play in the shaping of early modern English culture? We will consider a range of topics: the impact of global trade and exploration upon Renaissance cuisine; literature's role in disseminating global knowledge and

emergent conceptions of good taste; the ways in which older conceptions of communal consumption were revived or nostalgically recreated during a time of rapid social and political change. This course explores not only early modern literature's connection to larger cultural and culinary trends but also the way in which literary practices themselves were often figured as acts of digestion, distillation, gathering, or cultivation. (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)

[**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)

[**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)

827. Sci Fi in the Archives: Post-War American Speculative Fiction— With the aid of the Loftus E. Becker collection in the Watkinson, this course will explore science fiction as an essential map of our post-war American empire. Fueled by dystopian and utopian impulses, artists like Ursula K. Le Guin and Ted Chiang evolved the genre from technological triumphalism into a devastating critique of a culture invested in weapons of mass destruction, alienating digitalization, and environmental collapse. While we read canonical works of post-1945 American science fiction for their aesthetic elements and ideological functions, we'll also map the genre's tangled publishing history and material traces via archival work at the Watkinson. This course meets the Archival method requirement. (HUM) –Mrozowski

855. Shakespeare and Film— Shakespeare has long been celebrated for his 'universality': for being "not of an age, but for all time"; for inventing "the human." In this course, we will study selected films adapted from Shakespeare plays as a way to think about this idea of Shakespeare's universality. We will begin by considering what we mean when we say he is universal, and what is at stake in describing Shakespeare as universal. We will then study a handful of Shakespeare plays and their adaptations, some of which translate Shakespeare's plays to different times, places, and sometimes languages. Plays may be selected from Taming of the Shrew, Much Ado About Nothing, Romeo and Juliet, 1 Henry IV, Hamlet, King Lear, Cymbeline, and The Tempest. (HUM) –MacConochie

859. Orphans and Others: Family Identity in Early American Literature— From cross-dressing sailors and adventurers to castaways and runaways, early American literature is filled with narratives of reinvention—sometimes by choice, often by necessity. In this course we will look at the peril and promise of such reinvention as various figures reimagine their relation to a social order organized by family lineage and paternal descent. For some the Americas (at least theoretically) presented a world of new possibilities while for others this was a dangerous and isolating place. Our readings will include novels, autobiographical narratives, confessions, and other literary accounts. This seminar

is research-intensive. (HUM) –Wyss

871. The Romantic Novel— British Romanticism is best known for its poetry. In fact, the era's preeminent novelist, Jane Austen, is often thought to belong more to the eighteenth century than the Romantic era. But as Keats was writing his Odes, British writers, many of them women, energized the novel, a form that would be seen as low and unwholesome well into the reign of Queen Victoria. This class examines the development of the social novel: a genre whose realism reflects social problems and the condition of the nation. We analyze the genre's harrowing roots in Mary Wollstonecraft's proto-feminist Maria; the construction of racial difference in Elizabeth Hamilton's Translation of the Letters of a Hindoo Rajah; and the developing interest in labor and industrialization in Elizabeth Gaskell's North and South. (HUM) –Bergren

879. Revolutionary Generations: American Literature 1740-1820— 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 intense arguments made in the aftermath of independence, and the passionate creative works produced in the wake of revolution. 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 constitution of American identities 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) –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

Courses Originating in Other Departments

[**American Studies 264. Representations of Autism(s)**]— View course description in department listing on p. 110.

Jewish Studies 223. American Jewish Literature Since 1865— View course description in department listing on p. 309. –Pozorski

Women, Gender, and Sexuality 245. The Hollywood Musical— View course description in department listing on p. 500. –Corber

[**Women, Gender, and Sexuality 345. Film Noir**]— View course description in department listing on p. 501.

Environmental Science

Professor Geiss, Director; Assistant Professors Bazilio and Pitt•; Principal Lecturer and Laboratory Coordinator Gourley; Thomas McKenna Meredith '48 Postdoctoral Fellow Bouali; Environmental Science Coordinating Committee: Professor Chambers (Political Science), Vernon K. Krieble Professor of Chemistry Curran (Chemistry), Professor Mertens (Engineering), and Paul E. Raether Distinguished Professor of Urban International Studies Myers (Urban Studies and International Studies); Associate Professors Fulco (Public Policy and Law), Walden (Physics), and Wickman (American Studies and 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

LEARNING GOALS

The Environmental Science program's learning goals can be found HERE.

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. The physics 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, 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. Students must satisfy this requirement during their junior or senior year.

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
ENVS 115. Natural Disasters
ENVS 141. Global Perspectives in Biodiversity and Conservation
BIOL 131. Urban Wildlife Ecology
CHEM 141. Chemistry in Context
ENGR 108. The Science and Policies of Energy and Sustainability
PHYS 108. Energy and Society

[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 302. Amphibian Ecology and Conservation
BIOL 304. Wildlife Biology and Management
BIOL 308L. Microbiology
BIOL 336L. Marine and Freshwater Botany
BIOL 430. Avian Ecology and Conservation
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 or 305. Urban Economics
ECON 217 or 307. Health Economics
ECON 247. Introduction to Policy Analysis
ECON 301. Microeconomic Theory
ECON 336. The Market for Green Goods
ENGL 338. Beyond Nature Worship: New Theories of Environmentalism
ENGL 448. Plants in Literature and Film
ENVS 203. Religion and Climate Change
ENVS 215. Reading the Climate: From Literature to Action
HIST 219. Planet Earth
HIST 311. Sense of Place in the Native Northeast
HIST 367. Climate and History
HIST 395. History of the Alps
INTS 233. Political Geography
PPBL 220. Research and Evaluation
PBPL 302. Law and Environmental Policy
PSYC 206. Environmental Psychology and Sustainability
RHET 226. Writing about Places

SOCL 227. From Hartford to World Cities
TNTB 210. Environmental Sustainability in the Caribbean: Trinidad and Tobago as a Case Study
TNTB 216. Ridge-to-Reef: Conservation Policy and Practice in Northeast Tobago
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
  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

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) –Bouali, Gourley

[**115. Natural Disasters**]— An introductory course on natural disasters, their study, their impacts, and human attempts to mitigation. The course will begin with an overview and discussion about why humans decide to live in harm's way. It then takes a closer look at natural disasters that have the potential to cause catastrophic property damage and loss of human lives. Natural disasters covered in the course include earthquakes, tsunamis, volcanoes, landslides, sinkholes and subsidence, climate change, flooding, and major weather events. The course will emphasize real-world examples and include discussions of current, ongoing events as they occur throughout the semester. This course is designed for non-science majors who seek to learn more about dramatic geological, environmental, and meteorological phenomena. (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). This course has a community learning component. (GLB3) (Enrollment limited)

203. Religion and Climate Change— Climate change has elicited a range of responses from the world's religions, based on the history of their understanding of the natural world and the relationship of human beings to it. Through an examination of texts produced by specific religious traditions and actions taken by religious communities individually and collectively, this course will evaluate the role of religion in confronting the climate change crisis. Some experience with religious modes of thought is required. (GLB2) (Enrollment limited) –Silk

[**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)

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) –Bazilio, Geiss

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. –Toscano

[**History 219. Planet Earth: Past, Present and Future**]— View course description in department listing on p. 266.

History 367. Climate and History— View course description in department listing on p. 270. –Alejandrino

International Studies 340. Climate and History— View course description in department listing on p. 293. –Alejandrino

Spring 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)

115. Natural Disasters— An introductory course on natural disasters, their study, their impacts, and human attempts to mitigation. The course will begin with an overview and discussion about why humans decide to live in harm's way. It then takes a closer look at natural disasters that have the potential to cause catastrophic property damage and loss of human lives. Natural disasters covered in the course include earthquakes, tsunamis, volcanoes, landslides, sinkholes and subsidence, climate change, flooding, and major weather events. The course will emphasize real-world examples and include discussions of current, ongoing events as they occur throughout the semester. This course is designed for non-science majors who seek to learn more about dramatic geological, environmental, and meteorological phenomena. (NAT) (Enrollment limited) –Bouali

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. This course has a community learning component. (1.25 course credits) (GLB3) (Enrollment limited) –Bazilio, 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

215. Reading the Climate: From Literature to Action— In this course we will read major works of contemporary environmental literature that center on the changing climate in the Anthropocene and explore the consequences of global warming: for humanity and the planet as a whole. The novels, short stories and essays-sometimes referred to as "eco-fiction"-are selected from across the globe, and we will read them as literature as well as calls for action to combat the problem that is bound to define the 21st century. We will consider the science behind the stories and examine their social, political and ethical dimensions. The questions that will stay with us throughout are: how to respond meaningfully to the urgency of climate change; and how to turn our reading into action. (Enrollment limited) –Evelein

[**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. Students registering for the ENVS 230 lecture must also enroll in the lab. (NAT) (Enrollment limited)

[**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. Students registering for the ENVS 230 lecture must also enroll in the lab. (0.25 course credit) (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. (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) –Gourley

304. Wildlife Biology & Management— This course explores the ecology, management, and conservation of wildlife populations. Students will gain experience using field and computational research techniques to examine wildlife biology, as well as explore the ecological and sociopolitical considerations that guide management and conservation decisions. Prerequisite: C- or better in BIOL/ENVS 233, or BIOL 333, or concurrent enrollment in BIOL 333. (1.25 course credits) (NAT) (Enrollment limited) –Pitt

[**310. Environmental Geophysics**]— This course will introduce students to near-surface geophysical techniques and their environmental applications. Lectures will provide the theory and background knowledge required to collect and interpret geophysical data. Hands-on exercises will allow students to gain experience in conducting geophysical surveys, operating equipment, and data analysis. This course has a community learning component. Prerequisite: ENVS 112L and MATH 127 or higher (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

[**499. Honors Research**]— (0.5 - 1.5 course credits)

Courses Originating in Other Departments

[**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.

Film Studies

Associate Professor Younger (English), Director; Core Faculty: Professor Corber (Women, Gender & Sexuality); Associate Professors Polin (Theater and Dance), Preston (Theater and Dance) and Spezialetti (Computer Science); Principal Lecturer Humphreys (Language and Culture Studies); Visiting Assistant Professor Harnarine (Film Studies)

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 both film production and the disciplinary traditions specific to film studies, the study of film 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 the breadth of our elective course offerings invite students to explore the multiple dimensions of cinematic experience. The production aspect of the program offers students interested in filmmaking an opportunity to develop that interest through basic, advanced and specialized production courses (e.g. screenwriting, documentary), industry-based internships, a semester or year at a production program away, 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 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: Majors in film studies are required to take three core courses (or approved alternates): FILM/ENGL 265. Introduction to Film Studies, FILM 201. Basic Filmmaking, and FILM/ENGL 470. Film Theory: An Introduction; FILM/ENGL 265 should be taken by the end of the second year as a prerequisite for declaring the major.

Electives: In addition to three core courses, students majoring in film studies are required to take a total of eight additional full course credits from 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 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: Students can fulfill the capstone requirement for the major in Film Studies either by completing a senior seminar in film studies (400-level courses designated as such will be determined each year) or by completing a one-semester thesis (FILM 497) or a two-semester senior thesis (FILM 498 and FILM 499) in either Film Studies or Film Production.

Senior thesis projects are restricted to students doing a 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 program director to discuss the topic for the project and identify appropriate faculty members to supervise 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: Students majoring in film studies are encouraged to take advantage of Trinity's relationships with institutions away 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 study-away sites for possible film-related courses 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: To be awarded honors for the major in film studies, students are are required complete a two-semester capstone (either a Senior Seminar in Film Studies and a one-semester Thesis or a two-semester Thesis) and earn a GPA of at least 3.67 in courses counted toward the major.

Fall Term

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) –Knickerbocker

201. Basic Filmmaking— A hands-on introduction to filmmaking from the perspectives of the director and editor. By designing and executing a series of short, creative production projects, students will explore how moving image techniques are used to structure meaning. Topics include composition, videography, sound, continuity editing, montage, and dramatic structure. Cameras and software are provided, and significant collaborative work is required. (ART) (Enrollment limited) –Harnarine

225. 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) –Polin

247. Otherness in Italian Cinema— From its beginnings in the early 20th C to the present, Italian Cinema has represented the social and cultural identity of the 'other' and 'otherness', that is, racial, ethnic, and sexual diversity. This course will study the representation of the different kinds of diversity in Italian film, from Neorealism to recent Italian cinema. We will examine films that deal with immigration and the current refugee crisis in the Mediterranean, but also with LGBT culture and other human rights, as well as with Italians' attitudes toward diverse groups and cultures. How does Italian film historically reflect the 'other' in Italian culture and how is film being shaped by diversity? Films include: "Paisà" (Rossellini, 1946), "Una giornata particolare" (Scola, 1977), "Mine vaganti" (Ozpetek, 2010), "Terraferma" (Crialese, 2011). (GLB2) (Enrollment limited) –di Florio Gula

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) –Polin

[**309. Film Production**]— Major production participation in a faculty/guest directed Film Studies program film project. This course also includes a student-produced project component. (ART) (Enrollment limited)

345. Screendance: Camera Choreographies— Screendance is a practice-based class that brings together choreographers, dancers, actors, and filmmakers to create original screendance works. Students will conceive, choreograph, film, direct, and edit dances for the camera. They will collaboratively explore how rhythm, music, and motion create choreography and consider how specific technologies like film, video, mobile phones, social media, and Instagram shape the work being created. They will contextualize their creative work, analyzing the global history of screendance including sources like the Lumière Brothers, MTV, Bollywood, and So You Think You Can Dance! Prerequisite: C- or better in one of the following THDN 103,123,125,130,132,140, 209-33,215,218,301,304,309-02, or Film Studies 201, or permission of instructor. (ART) (Enrollment limited) –Harnarine, Pappas

350. 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

399. Independent Study— (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

[**497. Senior Thesis**]— 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. (WEB)

498. Senior Thesis Part 1— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program 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 program 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

[**Anthropology 247. China through Film**]— View course description in department listing on p. 122.

[**English 288. World Cinema**]— View course description in department listing on p. 223.

[**English 305. Evolution of the Western Film**]— View course description in department listing on p. 223.

English 334. Advanced Creative Writing: Fiction— View course description in department listing on p. 221. Prerequisite: C- or better in ENGL 270 or permission of instructor. –Rutherford

[**English 339. The Sublime Ocean: An Introduction to Indian Film and Literature**]— View course description in department listing on p. 224.

[**English 425. Postmodernism in Film and Literature**]— View course description in department listing on p. 225.

[**English 470. Film Theory: An Introduction**]— View course description in department listing on p. 226.

French 320. French Cinema— View course description in department listing on p. 326. –Humphreys

[**Hispanic Studies 226. Iberian and Latin American Film and Conversation**]— View course description in department listing on p. 339. Prerequisite: C- or better in Hispanic Studies 202 or equivalent.

Language & Cultural Studies 320. French Cinema— View course description in department listing on p. 314. –Humphreys

Psychology 293. Perception— View course description in department listing on p. 428. Prerequisite: C- or better in Psychology 101. –Grubb

[**Psychology 397. Psychology of Art**]— View course description in department listing on p. 430.

[**Russian 301. Russian through Literature and Film**]— View course description in department listing on p. 354. Prerequisite: C- or better in one 300 level Russian course, or permission of instructor

Sociology 241. Mass Media, Popular Culture, and Social Reality— View course description in department listing on p. 463. Prerequisite: C- or better in Sociology 101 –Williams

Studio Arts 113. Visual Thinking: Design— View course description in department listing on p. 470. –Reeds

Theater & Dance 103. Basic Acting— View course description in department listing on p. 479. –Hendrick, Preston

[**Women, Gender, and Sexuality 245. The Hollywood Musical**]— View course description in department listing on p. 496.

[**Women, Gender, and Sexuality 335. Mapping American Masculinities**]— View course description in department listing on p. 497.

Spring Term

124. New Media Practices— This class will serve as an introduction to the foundational theories and practices associated with new media with emphasis on the interplay between performance and technology. Additionally, students will explore concepts including collage and montage, intermedia performance, virtual reality, and transmedia storytelling, among others. Creative projects will include making interactive sound and video, experimental paper writing, multimedia installations, and further explorations in the time-based arts. Class is open only to first-year and sophomore students. (ART) (Enrollment limited) –Polin

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) –Knickerbocker

201. Basic Filmmaking— A hands-on introduction to filmmaking from the perspectives of the director and editor. By designing and executing a series of short, creative production projects, students will explore how moving image techniques are used to structure meaning. Topics include composition, videography, sound, continuity editing, montage, and dramatic structure. Cameras and software are provided, and significant collaborative work is required. (ART) (Enrollment limited) –Harnarine

210. Film Aesthetics in Practice: Trinity Film Festival Screening Committee— Film Aesthetics in Practice: Trinity Film Festival Screening Committee The primary goal of the course is to introduce the principles of practical film criticism through weekly film screenings and post-screening discussions and put those principles to work in the high-stakes task of selecting the line-up of student films to screen at Trinity Film Festival in May. The requirements for this 0.5 credit pass/fail course are mandatory attendance at weekly film screenings, engaged participation in post-film discussions, and full-on participation during the week-long selection screening marathon in April. This class is taught by a core member of Trinity Film Festival who leads the discussion after weekly screenings for the Film Studies program's gateway course ENGL 265 Introduction to Film Studies. (0.5 course credit) (Enrollment limited) –Mason

[**247. Otherness in Italian Cinema**]— From its beginnings in the early 20th C to the present, Italian Cinema has represented the social and cultural identity of the 'other' and 'otherness', that is, racial, ethnic, and sexual diversity. This course will study the representation of the different kinds of diversity in Italian film, from Neorealism to recent Italian cinema. We will examine films that deal with immigration and the current refugee crisis in the Mediterranean, but also with LGBT culture and other human rights, as well as with Italians' attitudes toward diverse

groups and cultures. How does Italian film historically reflect the 'other' in Italian culture and how is film being shaped by diversity? Films include: "Paisà" (Rossellini, 1946), "Una giornata particolare" (Scola, 1977), "Mine vaganti" (Ozpetek, 2010), "Terraferma" (Crialese, 2011). (GLB2) (Enrollment limited)

[**249. Amazons Then and Now**]— In ancient Greece, the Amazons were a group of female warriors who created their own society outside of ancient Greek civilization. Cultivating their legendary skills in combat, they were characterized as the archenemies of Greek culture, the opposite of its patriarchal definition of sexuality, and frequently clashed with heroes like Hercules and Theseus. In the twentieth and twenty-first centuries, Amazons have become a popular topic once again as modern societies grapple with women's roles, the most prominent example being the superheroine Wonder Woman. In this course we'll explore the various meanings that have been attributed to the Amazons at different times in different places, from ancient Greece to the contemporary United States in literature, art, film, and graphic novels. (HUM) (Enrollment limited)

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

271. Sound for Film— This course provides students with the tools and skills necessary to create a full audio mix synchronized to video or other media. Exploration of production dialogue, ADR (Automatic Dialogue Replacement), Foley, sound effects, sync, and basic music editing will be accomplished through critical listening, hands-on labs, and student projects. Additionally, students will examine delivery methods, basic video format specifications, and a brief history of sound in film. (ART) (Enrollment limited) –Knickerbocker

301. Advanced Filmmaking— A course focused on the process of moving from film script through production to a complete film. This course will have an emphasis on conceptualization, aesthetics, advanced production techniques, directing, and finishing touches. Students in the course are expected to produce an original film project. Cameras and software are provided, and significant collaborative work is required. Prerequisite: C- or better in Film 201, or permission of instructor. (ART) (Enrollment limited) –Harnarine

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 horror films, television shows, and performance events; research related theoretical concepts; and engage in practical exercises to design representations of horror and other instances of phantasmagoria. (ART) (Enrollment limited) –Polin

[**320. Documentary Filmmaking**]— This course mixes theory and practice to focus on the age-old dilemma of defining the non-fiction nature of documentary film. How does the tension between making art and making history affect documentary filmmaking? By what strategies and techniques do such films claim to represent the Real? In this course we will explore these questions and many more, as well as multiple modes of non-fiction expression, or what documentary filmmaker John Grierson called "the creative treatment of actuality." Our day-to-day activities will focus on the history, theory and practical application of documentary strategies with an emphasis on how we create and read rhetorical functions of non-fiction media, to move us by beauty or emotion, and to enlighten us to a particular point of view. Prerequisite: C- or better in Film 201, or permission of instructor. (Enrollment limited)

[**335. Screenwriting**]— This course constitutes a comprehensive introduction to the art of screenwriting. The course draws heavily on the history of the cinema and exemplary films and scripts will be examined to understand their aesthetics and craft. Starting with the basic principles of story structure, the course proceeds through a series of exercises and workshops designed to develop the skills needed to create compelling stories, complex characters,

dramatic and comic dialogue, and a fully-imagined diegetic world. Prerequisite: C- or better in one of the following courses: FILM 201, ENGL 265, ENGL 270. (Enrollment limited)

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

499. Senior Thesis Part 2— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program 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 329. Viewing The Wire Through a Critical Lens— View course description in department listing on p. 112. –Conway

Anthropology 247. China through Film— View course description in department listing on p. 125. –Notar

[**Arabic 224. Introduction to Arab and Middle Eastern Cinemas**]— View course description in department listing on p. 321.

[**Art History 105. History of World Cinema**]— View course description in department listing on p. 131.

[**Chinese 401. Issues in Contemporary China**]— View course description in department listing on p. 324.

Classical Civilization 232. Ancient Greece on Film and TV— View course description in department listing on p. 162. –Tomasso

[**College Course 151. French Film Festival**]— View course description in department listing on p. 165.

English 305. Evolution of the Western Film— View course description in department listing on p. 233. –Younger

English 334. Advanced Creative Writing: Fiction— View course description in department listing on p. 230. Prerequisite: C- or better in ENGL 270 or permission of instructor. –Goldman

[**English 473. Dickens/Chaplin**]— View course description in department listing on p. 237.

French 151. French Film Festival— View course description in department listing on p. 327. –Humphreys

[**German 261. Berlin to Hollywood**]— View course description in department listing on p. 332.

[**Hispanic Studies 226. Iberian and Latin American Film and Conversation**]— View course description in department listing on p. 342. Prerequisite: C- or better in Hispanic Studies 202 or equivalent.

International Studies 236. Japanese Crime Literature and Film— View course description in department listing on p. 296. –Shen

[**International Studies 395. Issues in Contemporary China**]— View course description in department listing on p. 300.

Italian Studies 290. Italian Cinema: Fiction and Film— View course description in department listing on p. 349. –King

Japanese 236. Japanese Crime Literature and Film— View course description in department listing on p. 351. –Shen

Jewish Studies 219. Israeli Film and Visual Media— View course description in department listing on p. 308. –Ayalon

[**Language & Cultural Studies 224. Introduction to Arab and Middle Eastern Cinemas**]— View course description in department listing on p. 315.

Language & Cultural Studies 236. Japanese Crime Literature and Film— View course description in department listing on p. 316. –Shen

[**Language & Cultural Studies 261. Berlin to Hollywood**]— View course description in department listing on p. 317.

Language & Cultural Studies 290. Italian Cinema: Fiction and Film— View course description in department listing on p. 319. –King

[**Philosophy 238. Media Philosophy**]— View course description in department listing on p. 396.

[**Psychology 293. Perception**]— View course description in department listing on p. 433. Prerequisite: C- or better in Psychology 101.

[**Sociology 241. Mass Media, Popular Culture, and Social Reality**]— View course description in department listing on p. 466.

Studio Arts 113. Visual Thinking: Design— View course description in department listing on p. 473. –Reeds

Theater & Dance 103. Basic Acting— View course description in department listing on p. 482. –Hendrick

Theater & Dance 205. Intermediate Acting— View course description in department listing on p. 483. Prerequisite: C- or better in Theater and Dance 103 or permission of instructor. –Weisfeld

Theater & Dance 301. Directing and Devising Performance— View course description in department listing on p. 485. Prerequisite: At least one theater and dance course or permission of instructor. –Polin

[**Theater & Dance 304. Directing**]— View course description in department listing on p. 485. Prerequisite: C- or better in THDN 103 or 107, or Permission of the Instructor

[**Theater & Dance 305. "Or So The Story Goes": Theorizing Narrative Media**]— View course description in department listing on p. 485. This course is not open to first-year students.

Women, Gender, and Sexuality 245. The Hollywood Musical— View course description in department listing on p. 500. –Corber

[**Women, Gender, and Sexuality 345. Film Noir**]— View course description in department listing on p. 501.

Global Health Humanities Gateway

Associate Professor Diana Paulin•• (English and American Studies) and Lecturer Erin Frymire (Rhetoric and Writing), Co-Directors

The Global Health Humanities Gateway (GHHG) is a three-semester entry program that will enable first-year students to incorporate an interdisciplinary sequence of five-six courses into their course of study, helping them achieve a broad, balanced liberal education. Global Health Humanities is an emerging field of study that is working to advance just and ethical health practices and policies around the world. The field seeks to better understand the human experience of health and healthcare by applying critical and analytical tools from the humanities to health-related discourses, practices, and problems. By bringing together the science and human experiences of health, the GHHG will help students develop a holistic view of the status of human health globally.

This three-semester program includes: Global Health Humanities: An Introduction, Rhetorics of Health & Hartford, an elective course in the sciences, and a term away in Trinidad. The term away includes a Health Humanities course, an Exploring the Caribbean course, and elective courses taken at the University of the West Indies. The GHHG is open by invitation to a small group of carefully selected students who are talented, highly motivated, and have demonstrated interest in health, healthcare, and the humanities. The gateway program addresses healthcare workforce needs by building upon the skills that are highly valued in graduates from liberal arts colleges — strong writing and verbal communications skills, and the capacity to think critically and synthesize complex ideas — and is well suited to students with career aspirations in healthcare policy, advocacy, law, or medicine.

Applicants to Trinity who are interested can find further information at https://www.trincoll.edu/Academics/SpecialPrograms/gateway/Pages/Global-Health-Humanities-Gateway.aspx and are welcome to contact the Admissions Office and/or the GHHG co-directors Diana Paulin and Erin Frymire. Applicants to Trinity who demonstrate an interest in health and humanities are invited to apply each March. Approximately 15 students are then admitted to the program.

Fall Term

101. Global Health Humanities: an Intro— This course will introduce students to questions in the field linking the study of health and wellness with the study of the human conditions in fields of the humanities, such as literature and philosophy, gender and human rights, art and education, religion and environment. We will investigate how health and the practice of medicine is part of a broader understanding of what it means to care for ourselves and others and to promote wellness and the dignity of individuals and communities in ways that have both local and global implications. Students will gain insight into the various approaches to global health-related issues, such as exploring the experiences of disability, death, caregiving, wellness, and healing practices that inform scientific and medical research and practices. This course is open only to students in the Global Health Humanities Gateway (FYR) (Enrollment limited) –Paulin

Spring Term

201. Rhetorics of Health & Hartford— This course utilizes rhetorical analysis as a methodology for analyzing and interpreting discourses of health and healthcare, with particular attention to how these discourses function in Hartford. We will develop rhetorical analytical skills and examine case studies of health communication throughout the world. This work will prepare us to perform our own investigation of the rhetorics of health in Hartford. How are ideas about health communicated, to whom, and for what purposes? What perceptions or assumptions of the community are embedded in these messages? The course will include a community engagement component. This course has a community learning component. This course is open only to students in the Global Health Humanities Gateway (FYR2) (Enrollment limited) –Frymire

Global Programs (Study Away)

Trinity College is distinguished by a proud tradition of offering students best-in-class study away programs in 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 75 international and domestic programs approved by the College.

Rules and procedures regarding study away are published here and on the Office of Study Away (OSA) website. Students may choose from signature programs administered by Trinity College or an affiliated or approved external programs.

Students who wish to pursue study away must go the OSA website in order to familiarize themselves with important College policies and procedures pertaining to study away.

All students on financial aid may apply their aid to any programs approved by Trinity College (see the OSA website 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 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 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: Agueda Quiroga; Office of Study Away Adviser: Caitlin Kennedy

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.

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: Caitlin Kennedy

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 program 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 Paris

Study Away Faculty Advisers: Writer-in-Residence Ferriss, Assistant Professor of Psychology Grubb, and Associate Professor of Language and Culture Studies Kippur; Trinity Faculty Director: Associate Professor Ryan; 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's program in Paris offers students with beginner, intermediate, or advanced French the opportunity to study in English or French, taking classes in French language, art history, history, political science, psychology, sociology, French studies, anthropology, international studies, and urban studies. No prior French language is required.

All students take a 3-week French-language immersion course, a semester-long French language course and enroll in the program core course taught by the Trinity Faculty Director. Students take their remaining courses at one of Trinity's partner institutions in Paris (Institut Catholique de Paris (ICP), Sciences Po, the Sorbonne, Paris III, and Parsons Paris).

Students live in student residence halls at the Cite Universitaire and have access to the services and amenities there such as the library, computer room, study rooms, restaurants and cafeteria, gym, swimming pool, performance theater and art/music studios.

Trinity in Paris is offered in both fall and spring semesters or for the full year. Grades for all courses taken by Trinity students on the Paris program calculate into their GPAs in the same manner that they do in Hartford.

Trinity in Paris prerequisites

A 2.5 GPA; no previous French is required but is recommended.

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 visiting Trinity faculty members that are approved as a regular part of the Trinity undergraduate curriculum and for which students thus receive Trinity credit. Grades for all courses taken by Trinity students in Rome calculate into their GPAs in the same manner that they do in Hartford. 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 Shanghai

Study Away Faculty Advisers: 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 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.

Students are housed in shared, fully furnished, modern apartments located within walking distance 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.

Trinity in Trinidad

Study Away Faculty Advisers: Associate Professor of Political Science Kamola, Assistant Professor of Anthropology and Religious Studies Landry, and Associate Professor of Philosophy Marcano; On-Site Director: Roannta Dalrymple; Office of Study Away Adviser: Eleanor Emerson

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 which includes a practicum and a study tour to a neighboring country. In addition, all students enroll in another required Trinity course that examines the festival culture of the country.

Students complete their course selection at The University of the West Indies (UWI), a prestigious, highly ranked, comprehensive institution that serves 15 different countries in the West Indies. UWI offers students a wide variety of academic departments and classes in science, engineering, the arts and humanities, education, and social sciences. There are also many co-curricular activities and services available on and off campus, and students are encouraged to join UWI social clubs and athletic teams.

Students are housed in dorms on the university campus. 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.

Trinity in Vienna

Study Away Faculty Advisers: Associate 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.

Trinity/La MaMa Performing Arts Semester

Study Away Faculty Adviser and On-Site Director: Associate Professor of Theater and Dance Karger; Office of Study Away Adviser: Lindsay Oliver

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.

Trinity Summer Study Away Programs (Rome, Barcelona, Israel, and China)

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; Professors Antrim[†] and Euraque, Paul E. Raether Distinguished Professor of History Greenberg[†], Charles H. Northam Professor of History Kassow[••], Borden W. Painter, Jr., '58/H'95 Professor of European History Kete, and Hobart Professor of Classical Languages Reger; Associate Professors Cocco, Elukin[•], Figueroa, Gac, Lestz, Markle, Regan-Lefebvre and Wickman[•]; Assistant Professor Alejandrino; Visiting Assistant Professor Marston

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.

LEARNING GOALS

The History Department's learning goals can be found HERE.

REQUIREMENTS

Majors are required to complete 12 approved history courses with grades of C- or better. Those who select the thesis option must complete 11 approved history courses and a 2-credit thesis with grades of C- or better. At least eight of these courses, including the senior thesis 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.

HIST 300: History Workshop (1 credit)
This course constitutes the central pedagogical experience for all history majors. It guides students in writing a major research paper using archives and other primary sources, as well as in engaging with historiographical debates and historical analysis. 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 (5 credits)
Students are required to take a minimum of five 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))

The history minor—the history minor is composed of six courses:

- At least two seminars at the 300 level (one of which may be HIST 300)
- Four electives, of which only two may be at the 100 level

Students must 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 seminars.

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 adviser of the history minor is the chair of the History Department.

Fall Term

102. Europe Since 1715— European history from 1715 to the present. (HUM) (Enrollment limited) –Kete

[**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)

200. Hartford: Past and Present— Focusing on both Hartford and its region since the 1630s, this course explores key themes in American urban, social, economic, cultural, and political history, paying close attention to issues of race/ethnicity, gender/sexuality, class relations, religion, and urbanism. We first examine interactions between Native groups, English settlers, African slaves, and their descendants, from the Colonial Era to the Early Republic (1630s-1830s). We then explore urban cultures, abolitionism, European and African American migration, and Hartford's as a global financial and manufacturing center (1830s-1940s). Finally, from the 1940s to the present, topics include suburbanization, deindustrialization, racial segregation, Civil Rights movements, West Indian and Puerto Ricans migration, neoliberalism, globalization, and relations between Hartford and its suburbs. We also track Trinity College's history since 1823. Prerequisite: a grade of C- or better in URST101 or CTYP101 (HUM) (Enrollment limited) –Figueroa

203. Urban Nightlife since 1850— Dance music scenes and their urban spaces are social arenas in which discriminatory norms of sexism, homophobia, racism, nationalism and elitism can be subverted and transformed. Using New York City as our base in comparison to cities like Accra, Berlin, Chicago, Havana, London, Philadelphia, Rio de Janeiro, and Shanghai, we examine urban nightlife's music scenes, from the 1800s to the present, highlighting

the roles played by the evolution of capitalism, and regional and international migrations. To do this, we tap into a growing, innovative research in Critical Race Studies, Ethnic Studies, Feminist Studies, Queer Studies, and Urban Studies, which has recast nightlife as far more than banal entertainment and debauchery, viewing it instead as a force propelling broader dynamics of cultural, political, and social change. (GLB2) (Enrollment limited) –Figueroa

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) –Marston

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) –Kete

211. The Origins of the State— Where did the first state come from and what precisely is it? The first entities generally regarded as states emerged in what is now southern Iraq by about 3500 BC; by 3200 Uruk, the largest, may have housed as many as 50,000 people. In this course we will examine the social, political, cultural, economic, and religious institutions that supported the earliest states, consider why people would have agreed to live in them, and ponder how it is that we are still engaged today with some of the state forms first developed then. (HUM) (Enrollment limited) –Foster

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

218. United States Since 1945— This course examines America since World War II. We will explore both political events and cultural and social trends, including the Cold War, rock 'n' roll, civil rights, feminism, Vietnam, consumerism and advertising, the New Right and the New Left, the counterculture, religious and ethnic revivals, poverty, and the "me" generation. (HUM) (Enrollment limited) –Marston

[**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)

[**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)

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) –Alejandrino

247. Latinas/Latinos in the United States— Today, 1 in 5 Americans are Latinas/Latinos (Latinx), projected to approach 1 in 3 by the 2060s, and their status is a hotly-contested topic in American politics. Yet public discussions often lack a basic understanding of Latinx's centuries-long roots in North America, or their great diversity in terms of culture, social-class, gender, race, ethnicity and politics. Inspired by the title of a 2001 book, this newly-updated course focuses on three historical contexts: the 19th-century wars of territorial conquest that forcibly put over one million Latinx within U.S. borders; the formation of early Latinx American identities and civil rights movements (1920s-1970s); and contemporary debates on globalization, immigration, legal and cultural citizenship, and transnational, gender/sexual, racial/ethnic identities. (HUM) (Enrollment limited) –Figueroa

[**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)

275. Italian Fascism and Antifascism— In this course we will consider the dominant literary, cinematic, and cultural movements of the Fascist Ventennio, such as the poets of the avant-garde, futurism, Gabriele D'Annunzio, Alessandro Blasetti, and others. We will also consider the resistance to the Fascist project through the works of antifascist writers, poets, and filmmakers. Our approach will be necessarily interdisciplinary. While our focus will be on literary, cinematic, and cultural movements, texts will include those by prominent historians as well. This course will be taught in English, and all texts will be in English. Films will be offered with English subtitles. (GLB2) (Enrollment limited) –King

[**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)

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

[**302. The Knight in History**]— The knight, a mounted warrior defined by his aristocratic lineage and prowess on the battlefield, was central to the society of medieval Europe. The knight began as a mounted servant in the retinue of a local strongman and evolved into the central figure of aristocratic society in the Middle Ages. The knight became the fulcrum of medieval chivalric culture, warfare, and politics. This seminar will study the changing role the knight played in medieval society by exploring a variety of primary sources, including literature, handbooks of knightly conduct, letters, sermons, chronicles and art. We will conclude by exploring how the image of the knight has survived in post-medieval culture. (HUM) (Enrollment limited)

304. Renaissance Italy— This course explores the origin, distinctiveness, and importance of the Italian Renais-

sance. 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

[**305. The Emperor Nero: Murder and Mayhem**]— In the lifetime of the Emperor Nero (who was in power 54-68 CE), Rome appears as a dark world of murder, mayhem, debauchery, and palace intrigue. Imperial authors including Suetonius, Tacitus, and Seneca offer compelling accounts of the trials and tribulations of the emerging imperial system. Topics to consider include the relationship between imperialism and corruption, the role of the emperor, the tension between republican ideals and autocratic realities, the problematic status of imperial women, and the historiographic and philosophical approaches of the authors. The course is taught in English and readings are in English for students taking CLCV 305/HIST 305. Students taking this course as LATN 305 will read selections from course texts in Latin. (GLB2) (Enrollment limited)

[**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'kmaqs, 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)

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 Versaille 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) –Lestz

316. Finding Unheard Voices in Greece and Rome— Ancient Greek and Roman historians typically focus on big, political events and wealthy, famous men; women, slaves, and people of the lower classes often figure only as villains or "mobs". But less conventional sources - inscriptions, papyri, archaeology - can often uncover the voices of the unheard In this course we will explore those sources and others to see how historians can make use of them to reveal women, slaves, and ordinary people living in their world. (HUM) (Enrollment limited) –Higgins

317. Modern British Cultural History— This seminar will explore the ways in which British culture and society have been shaped by its past global empire, from the mid-eighteenth century through the present day. Some of our discussions will center around consumables like sugar, silk and rubber, to investigate how the Empire influenced what people ate, drank and wore. We will consider how Empire shaped public spaces through monuments, zoos and exhibitions, and how it inspired public debates about race, women, Christianity and civic responsibility. We will conclude by analyzing the effects of migration from former colonies to Britain and considering the legacy of the Empire in contemporary British life. (HUM) (Enrollment limited) –Regan-Lefebvre

[**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)

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) –Lestz

325. Italy and the Mediterranean— This seminar examines the history of Italian coasts from the Middle Ages up to the period of nineteenth-century national unification. The focus in the first instance will be the history of port cities as well as the coastal stretches that lay between urban centers of power and commerce. As the chronology shifts toward later periods, the historical investigation of shores will also develop comparisons to coastal cultures elsewhere in the world. (HUM) (Enrollment limited) –Cocco

[**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)

329. The Holocaust— This seminar will study major topics in the history of the Holocaust and focus on perpetrators, bystanders and victims. Special attention will be given to historiographical controversies. (HUM) (Enrollment limited) –Kassow

[**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-antiapartheid 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)

[**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)

340. Sports and American Society— This seminar addresses sports as a central thread in the American cultural fabric of the 19th and 20th centuries. Emphasis is placed on the sports/society intersection, with particular attention to issues of identity, capitalism, power, ethics, and globalization. Analysis is guided by a variety of cultural "texts," from films and magazine articles to the great spectacles (Olympics, World Cup, etc.) through which sports have exerted global reach. Discussion and debate is encouraged throughout; students must grapple with the political issues that have, from the beginning to the present, pervaded the sports world (HUM) (Enrollment limited) –Marston

[**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. This course fulfills transnational approaches. (HUM) (Enrollment limited)

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) –Gac

[**356. Germany and the Great War: Destruction, Myths, and Legacy**]— The outbreak of World War I marks the end of Germany's long nineteenth century and the beginning of a chaotic twentieth century. Its defeat in the war ushered in a period of remarkable social progress, scientific and artistic achievement, as well as unprecedented political instability, which led to some of the greatest tragedies of the twentieth century. This course will examine Germany's entry into the war to its defeat and aftermath. With focus on the totality of the experience of this war in German and Austro-Hungarian regions, we will explore important historical works, primary documents, novels, films, works of art and more. Taught in English. (Enrollment limited)

357. Germany's Roaring 1920s: "Babylon Berlin" in the Context of the Weimar Republic— The recent Netflix series sensation Babylon Berlin (2017-) has sparked renewed international attention to Germany's Weimar Republic (1918-1933). Between two world wars, the Weimar era was a time of political crisis, social revolution, and cultural boom. Today, this period continues to draw much attention and it remains one of the most fascinating periods of twentieth-century European history. This course answers why this series is so popular, and dives deeper into Weimar Republic by looking at a variety of social and cultural issues from this era, including gender relations, political extremism, race, popular culture, and art. Using the series as an introduction to the Weimar period of German history, this course will include, among others,, historical works, literary texts, and films. (HUM) (Enrollment limited) –Doerre

367. Climate and History— This seminar explores how natural and anthropogenic climate change has shaped human history. We will look at how climate changes, how scholars are reconstructing past climate through interdisciplinary methods, and how changes in climate play a role in effecting political, social, cultural, and technological changes. Students will have the opportunity to undertake a project in historical climate reconstruction and determine its possible implications for how we understand history. (GLB2) (Enrollment limited) –Alejandrino

[**375. Mythmaking the Italian Nation**]— This course will be dedicated to a study of the role that 19th century literary and cultural movements played in creating the myths necessary for defining an Italian nation, as well as later "revisionists" of the process of Italian state formation. Texts will include those by the pillars of Italian Romanticism: Foscolo, Manzoni, and Leopardi, as well as later "revisionist" writers like De Roberto, di Lampedusa, Sciascia, and Consolo. Our approach will be necessarily interdisciplinary. While our focus will be on literary and cultural movements, texts will include those by prominent historians as well. This course will be taught in English, and all texts will be in English. Films will be offered with English subtitles. (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)

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

Courses Originating in Other Departments

International Studies 207. Global South— View course description in department listing on p. 290. –Pinto-Handler

International Studies 216. Understanding the History, Culture and Politics of Latin America & the Caribbean— View course description in department listing on p. 291. –Euraque

[**International Studies 314. Black Internationalism**]— View course description in department listing on p. 292. Prerequisite: C- or better in International Studies 101, International Studies112, History 238, or History 253.

Music 311. Music from Plato through Bach— View course description in department listing on p. 374. Prerequisite: C- or better in Music 101 or permission of instructor. –Woldu

Spring Term

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) –Reger

[**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)

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

204. Central American Immigration to the US: History and Contemporary Situation— This course will survey the history of immigration patterns from the five countries of Central America to the U.S. between the early 19th century and the current decade in the context of Latin American history. The countries that will be surveyed are: Guatemala, El Salvador, Honduras, Nicaragua and Costa Rica. The methodological emphasis in the lectures will be comparative. (SOC) (Enrollment limited) –Euraque

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. Qualifies for credit in the Formal Organizations minor. (HUM) (Enrollment limited) –Elukin

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) –Kete

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) –Elukin

[**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)

215. Latin American Cities— Topics include: urbanism, religion and power in the ancient civilizations of Mexico, Central America and the Andes; colonial-era urbanism, religion, slavery and politics (1520s-1810s); post-colonial nation-building, modernization, Europeanization and early radical politics (1820s-1920s); populist-era industrialization, urban growth, class conflicts, revolutionary politics, and authoritarianism (1930s-1970s); democratization, social movements, and exclusionary and progressive urbanism in the era of neoliberalism and globalization (1980s-present). Throughout the course, we pay particular attention to gender, sexual, racial and ethnic identities, as well as to both popular culture and the fine arts, using examples from Bahia, Buenos Aires, Bogotá, Brasilia, Caracas, Cusco, Havana, Lima, Mexico City, Montevideo, Rio de Janeiro, San Juan de Puerto Rico, São Paulo, and Santiago de Chile. (GLB2) (Enrollment limited) –Figueroa

[**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)

[**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)

[**226. The Rise of Modern Russia**]— This course will examine the history of Russia from 1825 until the present. It will include the dilemmas of modernization and social stability in Tsarist Russia, the challenges of Empire and multinational populations, the impact of the intelligentsia and the causes of the revolutions of 1905 and 1917. We will then consider topics in the rise and fall of the USSR: Lenin, Stalin, World War II, the problems of de-Stalinization and the reasons that attempts to reform the Soviet system failed. The course will also make extensive use of literary materials. (HUM) (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)

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) –Figueroa

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) –Alejandrino

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, Pinto-Handler

[**259. The Islamic City: Places, Pasts and Problems**]— This course explores the great variety of cities founded, claimed, and inhabited by Muslims from the beginnings of Islam to the present day. While there is no such thing as a prototypical "Islamic city," this course grapples with questions of change and continuity in the organization of urban life among Muslims globally. Through a combination of lectures and discussions, we will situate cities in their historical contexts, examine their built environments, and consider the ways in which exchange, mobility, empire, revolution, and globalization have shaped urban space. (GLB2) (Enrollment limited)

269. The 1960s— The 1960s were watershed years in modern American history. Major areas of U.S. life – politics, foreign policy, culture, race, gender, the economy – experienced monumental shifts that irrevocably altered the nation. This class examines the social, cultural and political history of "the sixties." Major course themes include: the Cold War; the civil rights movement and Black Power; the Vietnam War and the antiwar movement; the rise of both the New Left and the New Right; the counterculture and cultural change. In addition, the course studies the emergence of second-wave feminism and anti-feminism; the shift from a liberal, Keynesian political-economic order to a conservative, neoliberal era; the international history of the sixties; and the ways that ideas of "the sixties" are used and remembered in contemporary U.S. society, culture and politics. (HUM) (Enrollment limited) –Marston

[**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)

[**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)

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) –Kete

301. Biography as History— This seminar deals with the theory, methodology and historiography of historical biography. We begin with varied readings on the theory, method and historiography of biography, and then transition to deep, critical analysis of substantial classic and contemporary biographies about personae who lived and died in different parts of the world. Students read biographies of political greats, revolutionaries, mystics, artists, poets, musicians and more. No expertise in historical analysis required, or any perquisite history courses. Students enrolled must love to read substantial books, and analyze them. (HUM) (Enrollment limited) –Euraque

303. Around the World: Basketball and Global Culture(s) Since 1891— This seminar follows basketball "around the world" in order to trace how culture moves. Beginning with the game's roots in the 19th-century U.S., students will analyze how basketball was subsequently shared, adopted, and adapted to a variety of settings on every continent of the globe. Throughout, attention will remain on politics: that is, basketball's role within larger struggles around power, identity, and (inter)nationalism. It will become clear that, far from "just a game," basketball is a key cultural practice through which people and groups have come to understand themselves for over a century. (HUM) (Enrollment limited) –Marston

[**308. Race and Property in the US**]— Early Americans redefined the meaning of property during the eighteenth and nineteenth centuries, and these changes reflected the economic, social, and political reorganization of the young

United States. Using the history of property as a framework to connect diverse topics, this course will examine major themes in American history, drawing connections among them. It is focused on the most influential property relationships in colonial and early America from the enslavement of human beings and real estate to wheat futures. We will examine issues of slavery, resistance, and freedom, housing and real estate, intellectual property, natural resources and nature's commodification, and the ever-changing roll of capitalism in the American past. (HUM) (Enrollment limited)

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'kmaqs, 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

314. Rome and the Desert— With the defeat of the Carthaginians in 202 BCE, the Romans first encountered the desert world of North Africa. For the next several centuries, Roman presence expanded through the northern Sahara, Egypt, and the Middle East. The desert world presented a climate and cultures very different from those the Romans had been accustomed to in Italy. In this course we will explore some of the ways the Romans reacted to and interacted with the desert world, using a rich body of primary source material and archaeological remains that the desert climate helped preserve. (HUM) (Enrollment limited) –Reger

[**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 Versaille 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)

[**329. The Holocaust**]— This seminar will study major topics in the history of the Holocaust and focus on perpetrators, bystanders and victims. Special attention will be given to historiographical controversies. (HUM) (Enrollment limited)

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-antiapartheid 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

[**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)

[**350. Race and Incarceration**]— #BlackLivesMatter has brought the intersection of race and the criminal justice system into public conversation, but race has been intertwined with imprisonment since American colonization. This course begins with the ways slavery and African Americans were policed by the state, and the history of American prisons. After the Civil War, freed black men and women sought equal rights and opportunities. In response, the justice system shifted to accommodate new forms of racial suppression. The course then considers civil rights activists' experiences with prisons, the War on Drugs' racial agenda, and Michelle Alexander's The New Jim Crow, which argued that the "prison-industrial complex" is the newest form of racial control. The course ends with current practices of, and challenges to, the criminal justice system. This course meets the Archival method requirement. (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) –Bayliss

366. History of the Book— This course is designed to give students an extensive introduction to issues in the history of the book, including: the origins of writing, the transition from roll to codex, medieval literacy and book technology, the impact of printing, the nature of reading in early modern Europe, and the future of the book in the digital age. (Enrollment limited) –Elukin

[**368. Classics and Colonialism**]— This course explores the reception of classical literature and history in colonial contexts. Through texts like Sophocles' Antigone; Nehru's "India and Greece"; and Fugard's The Island, we will examine how colonized peoples used the classical tradition to develop strategies of collaboration and resistance to oust European colonizers from environments like India, South Africa, and the Caribbean. By studying the reception of classics through the perspectives of colonized communities, the course considers the relationship between classics and colonialism and performs the crucial function of decentering classical reception studies. (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

392. Exploring Chinese History through Literature— We often think of history as a discipline that separates fact from fiction. But the blurry line that separates literary imagination from historical realities is filled with bridges that allow us to traverse both worlds. In its long history, China has produced a vast literature ripe for historical exploration. In this course, we will critically read novels, short stories, poetry, and other works of literature as a prism into the historical world of the authors and the readers. In doing so, this course demonstrates how literature may enrich and even change how we interpret Chinese history. Depending on the instructor, each semester this course is offered will focus on particular themes, topics, and/or time periods in Chinese history. (GLB2) (Enrollment limited) –Alejandrino

[**395. History of the Alps**]— In the 1990s the European Union recognized the Alpine region as a distinct regional unit. This course is a history of that storied region extending from the Mediterranean to the Adriatic by way of Italy, France, Switzerland, Germany, Austria and the Balkans. Topics include the 'discovery' of the Alps by European elites in the Age of Enlightenment; the Alps as archive of geological time and center of romantic science; the invention and commercialization of alpine sports; the appeal of the Alps as a place of retreat and healing, and their politicization by fascist Italy and Nazi Germany in the 1920s and 1930s respectively. We end with a consideration of the future of the region in the face of global warming and the promises of trans-nationalism. (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

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

Courses Originating in Other Departments

[**American Studies 308. Race and Property in the US**]— View course description in department listing on p. 111.

[**American Studies 412. Popular Narratives of American History**]— View course description in department listing on p. 114.

[**Classical Civilization 218. Archaeology of the Holy Land**]— View course description in department listing on p. 161.

Classical Civilization 309. Conspiracies in Ancient Rome— View course description in department listing on p. 163. –Risser

Hispanic Studies 249. Multi-cultural Cities of the Mediterranean— View course description in department listing on p. 342. –Harrington

[**International Studies 309. Development in Africa: From Civilizing Mission to World Bank**]— View course description in department listing on p. 298.

International Studies 314. Black Internationalism— View course description in department listing on p. 298. –Markle

[**International Studies 346. Enlightenment & Empire**]— View course description in department listing on p. 299.

[**Italian Studies 236. Modern Italy**]— View course description in department listing on p. 348.

Latin 309. Conspiracies in Ancient Rome— View course description in department listing on p. 160. –Risser

[**Language & Cultural Studies 236. Modern Italy**]— View course description in department listing on p. 316.

Language & Cultural Studies 249. Multi-cultural Cities of the Mediterranean— View course description in department listing on p. 316. –Harrington

[**Music 265. Music from Plato through Bach**]— View course description in department listing on p. 377. Prerequisite: C- or better in Music 101 or permission of instructor.

Religious Studies 231. Christianity in the Making— View course description in department listing on p. 456. –Jones Farmer

Urban Studies 249. Multi-cultural Cities of the Mediterranean— View course description in department listing on p. 492. –Harrington

Human Rights

Professor Wade (Philosophy, International Studies, and Public Policy and Law), Director; Professor of Political Science and Interim Dean of the Faculty 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), and Charles A. Dana Professor of Psychology and Neuroscience Raskin (Psychology and Neuroscience); Professor Emerita Dworin; Associate Professors Bauer[•] (International Studies), Ewegen (Philosophy), Marcano (Philosophy), Theurer[†] (Philosophy), and Markle (History and International Studies); Assistant Professors Koertner[†] (Religious Studies) and Matsuzaki (Political Science); Lecturer Frymire (Allan K. Smith Center for Writing and Rhetoric); Visiting Assistant Professors Allen (Human Rights) and Carbonetti (Political Science and Human Rights); Visiting Lecturer Lea (Human Rights)

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 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 307. Women's Rights as Human Rights
MUSC 220. Music and 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 two-credit 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.

Study away: Human Rights courses and internships can be found in a variety of Study Away Programs including: Trinidad, 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. (SOC) (Enrollment limited) –Carbonetti

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. This course has a community learning component. (ART) (Enrollment limited) –Allen, Dworin

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

[**American Studies 260. The Struggle for Civil Rights**]— View course description in department listing on p. 104.

English 209. Prison Literature— View course description in department listing on p. 222. –Fisher

[**History 260. The Struggle for Civil Rights**]— View course description in department listing on p. 267.

Liberal Arts Action Lab 200. Action Research Methods in Hartford— View course description in department listing on p. 310. –Brown

Liberal Arts Action Lab 201. Hartford Research Project— View course description in department listing on p. 310. –Brown

[**Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates**]— View course description in department listing on p. 393.

Political Science 369. International Human Rights Law— View course description in department listing on p. 414. –Carbonetti

Spring Term

[**200. Thinking about Feeling**]— 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" 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. (Enrollment limited)

[**201. Global Understanding: Interdisciplinary Perspectives on Identity and Political Change**]— In the period since 1945, struggles over colonialism, nationalism, and global inequality have reshaped the world order. This interdisciplinary course will examine how cultural groups and social movements defended, created, and reframed identities in this tumultuous political context. Examining specific case studies from across the globe, we will consider several forms and techniques of identity-formation, including literature, dance, photography, visual art, and political essays. Readings will include works by Angela Davis, Susan Meiseles, Chandra Mohanty, Joann Kealiinomoku, Bob Dylan, and Wislawa Szymborska. (GLB) (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. All seats are reserved for juniors and sophomores. (SOC) (Enrollment limited) –Carbonetti

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. This course has a community learning component. (ART) (Enrollment limited) –Lea

399. Human Rights Studies— –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

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. 273. –Euraque, Pinto-Handler

International Studies 256. Human Rights in Latin America and the Caribbean: A History— View course description in department listing on p. 297. –Euraque, Pinto-Handler

International Studies 307. Womxn's Rights as Human Rights— View course description in department listing on p. 298. –Bauer

[**International Studies 355. Human Rights and Empire**]— View course description in department listing on p. 300.

Liberal Arts Action Lab 200. Action Research Methods in Hartford— View course description in department listing on p. 310. –Brown

Liberal Arts Action Lab 201. Hartford Research Project— View course description in department listing on p. 310. –Brown

Liberal Arts Action Lab 202. Hartford Research Project on Public Health— View course description in department listing on p. 310. –Brown

Music 220. Music and Human Rights— View course description in department listing on p. 376. –Galm

Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates— View course description in department listing on p. 397. –Marcano

Political Science 369. International Human Rights Law— View course description in department listing on p. 420. –Carbonetti

[**Religious Studies 306. Religion and Race**]— View course description in department listing on p. 458.

[**Theater & Dance 345. Theater for Social Change**]— View course description in department listing on p. 485.

Humanities Gateway Program: European Cultures

Professor Sheila Fisher (English) and Lecturer Julia Goesser Assaiante (Language and Culture Studies), 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, Lecturer Goesser Assaiante, 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 Lecturer Goesser Assaiante 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) –Ewegen

[**112. The Trojan War 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. (HUM) (Enrollment limited)

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. (FYR2) (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) –Wheatley

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) –Fisher

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)

InterArts Program

Associate Professors Michael Preston and Prakash Younger, Co-Directors; Visiting Assistant Professor Finnegan

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 college's major programs in music, theater, dance, studio arts, creative writing, and film. 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) –Finnegan

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. 168. –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

Courses Originating in Other Departments

Comm Learn Integrated Colloqui 299. Art and Community— View course description in department listing on p. 169. –Rossini

Interdisciplinary Science Program

Director of the Science Center Draper, Director

The Interdisciplinary Science Program (ISP) is a special curriculum for selected students in each entering class. It is intended for those students who are judged to possess exceptional scientific and mathematical interest and 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 with a first-year seminar that examines how science is done. In the second semester, students enroll in the ISP research apprenticeship, a closely mentored research experience with a faculty member they choose. To complete the program, ISP students are also required to take two semesters of course work in laboratory science in a single department, two semesters of mathematics (typically calculus and/or statistics) and a course selected from offerings in the humanities or social sciences that addresses some issue related to science and society.

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 research 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)

[**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)

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—Studying in another country can strengthen a student's understanding of the subject matter of international relations. Thus, students are strongly encouraged to take courses in an approved program in another country that may, with the concurrence of the faculty sponsors and the Curriculum Committee, be counted toward the requirements of an international relations major.

International Studies Program

Associate Professor Markle, Director; Professors Antrim† and Baker, Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen†, Professor Euraque, Paul E. Raether Distinguished Professor of Urban International Studies Myers, George and Martha Kellner Chair in South Asian History and Professor of International Studies Prashad†, and Professor Wade; Associate Professors Bauer• and Shen; Assistant Professors Fernández Milmanda and Zhang; Patricia C. and Charles H. McGill III '63 Distinguished Lecturer and Visiting Assistant Professor Gomes Da Silva; Visiting Assistant Professor Pinto-Handler

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.

LEARNING GOALS

The International Studies Program's learning goals can be found HERE.

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

201. Gender and Sexuality in a Transnational World— This broadly interdisciplinary course provides students with an introduction to the field of gender and sexuality studies. It pays particular attention to transnational approaches. Materials are drawn from a variety of disciplines and may include films, novels, ethnographies, oral histories, and legal cases. (GLB5) (Enrollment limited) –Zhang

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) –Pinto-Handler

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

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 to give students a panoramic view of Latin America and the Caribbean and to introduce them to various issues that are explored more deeply in upper-division courses. We will address questions of demography and geography, basic historical periods and processes, particular anthropological and cultural debates, fundamental political and gender issues, sociological approaches to daily life, aesthetic and literary movements, and the regions' positions within the historical and contemporary world economy. Open to all students, this course is required of INTS majors with a Caribbean and Latin American Studies concentration. (GLB2) (Enrollment limited) –Euraque

[**220. 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)

237. 20th-Century Chinese Literature— This course is a survey of twentieth-century Chinese literature and films. It focuses on the literature, cinema, and essays of three periods in the Chinese 20th century: 1918 1̃949; 1949 1̃976; since 1976. We read works of Chinese writers such as Lu Xun, Yu Dafu, Zhang Ailing, Mao Dun, ShenCongwen, Yu Hua, Su Tong, etc., and watch selected films of significant cultural and historical meanings. Students are introduced to various essential issues of twentieth-century Chinese cultural modernity and are encouraged to explore in the Chinese context the key tensions between tradition and modernity, native and foreign, and nationalism and cosmopolitanism. (GLB) (Enrollment limited) –Shen

240. Theories of Race and Modernity in Latin America— Taking as a point of departure Enrique Dusell'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) –Pinto-Handler

[**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)

242. Global Inequalities— This course studies inequality in the contemporary world, its different types (wealth, income, gender, racial), its causes and consequences. We will look at inequality both in developing and developed countries as well as inequality in the world system. We will systematically analyze the economic, social and political transformations that have led to an increase in income inequality in the developed world in the last two decades, as well as the processes that have made possible a reduction of inequality in some regions of the developing world. (GLB5) (Enrollment limited) –Fernandez Milmanda

243. Global African Diasporas— This course attempts to guide students to think about how the existence of

people of African descent is determined by the particularities involved in the process of enslavement, immigration, and in the construction of racial thought globally, which directly affects the formation of black identity and the black population's tools of resistance. It additionally promotes a series of debates that will approach themes such as the participation of people of African descent in the construction of societies, demythologizing racist theories, and understanding aspects of these dynamics that make contemporary discussions around race peculiar. Also, the course intends to prepare students to denude the concepts they have about the diasporic process in the United States and understand processes that differ from it in several ways. (GLB1) (Enrollment limited) –Gomes Da Silva

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

305. Slaves, Travelers, and Texts in Latin America— How is slavery recounted? Since colonial times, African and Asians laborers were trafficked into Latin America to work on agriculture. In this seminar we will focus on narratives of Chinese labor in 19th century. Narratives written by traveling diplomats, merchants, or religious men involved this notorious human trade disguised as "indentured" labor. By looking at sources from Brazil, Colombia, Peru and the US we will study slavery as a global practice related to questions of diplomacy, migration and abolitionism, as well as a textual strategy of identity and language politics. The course proposes an interdisciplinary approach that considers research methodologies in comparative literature and global history. Readings will be in English, Spanish and Portuguese (optional). (GLB2) (Enrollment limited) –Hubert

310. Queer China— This course offers an interdisciplinary perspective on non-normative gendered and sexual practices in urban(izing) China and how they have been represented, embodied, and regulated across time and space. The course will introduce students to materials-textual, visual, and audio-that span more than a hundred years from late imperial China to the present against the backdrop of modernization, urbanization, and globalization. Students will explore the different methodological, thematic, and analytic approaches to genders and sexualities in literature, cultural studies, history, and ethnographies. (GLB) (Enrollment limited) –Zhang

[**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 Studies112, History 238, or History 253. (GLB2) (Enrollment limited)

[**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)

[**321. 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)

[**330. US-China Relations**]— With China's ascent as a major political and economic power, the relationship

between the U.S. and China became one of the most vital and yet extremely complex bilateral relationships in the world. The Trump administration tends to see China as a major challenger for American power and interests, while some of the biggest global challenges require good US-China cooperation. The course will take both a historical and a contemporary perspective on US-China relations. Key topics include: US-China economic relations, nuclear proliferation, the Taiwan question, counter-terrorism, regional security, cyberspace security, climate change, the Belt and Road Initiative, and human rights. The course invites students to think about the US-China relations from multiple perspectives and to form educated and informed views about this relationship. (SOC) (Enrollment limited)

335. Global American Studies— What does it mean to study the United States in the world, and the world in the United States? This course considers the role of the United States within global relations of empire, capitalism, migration, and war. It also examines how U.S. domestic politics of race, gender, national identity, and social justice have evolved in relation to these transnational histories. We will explore how the existence of the U.S. nation-state is premised upon the global histories of European colonialism, indigenous displacement, and transatlantic slavery. We will analyze the cultures and consequences of U.S. empire, as well as the multiracial and transnational social movements that have contested U.S expansion. This interdisciplinary course combines historical, literary, visual, and theoretical texts. (GLB2) (Enrollment limited) –Nebolon

340. Climate and History— This seminar explores how natural and anthropogenic climate change has shaped human history. We will look at how climate changes, how scholars are reconstructing past climate through interdisciplinary methods, and how changes in climate play a role in effecting political, social, cultural, and technological changes. Students will have the opportunity to undertake a project in historical climate reconstruction and determine its possible implications for how we understand history. (GLB2) (Enrollment limited) –Alejandrino

[**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)

[**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. This course has a community learning component. (GLB2) (Enrollment limited)

[**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)

376. Latin American Politics— The course examines the processes of political, economic and social change that took place in Latin America in the XX and XIX Century. Topics include: the rise of populism and import-substituting industrialization, revolutions and revolutionary movements, the causes and consequences of military rule, the politics of economic reform, democratic transitions, the commodity boom, and the left turn. For each topic we will review classic political science theories and critically evaluate their applicability to Latin American countries.

We will also discuss the lessons that can be drawn from Latin American cases for the study of these topics in the rest of the world. (SOC) (Enrollment limited) –Fernandez Milmanda

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) –Markle

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. This course will be graded as Pass/Fail. –Staff

Courses Originating in Other Departments

[**American Studies 310. Young People Rise Up: Student Movements and American Politics**]— View course description in department listing on p. 104.

[**American Studies 409. Senior Seminar: American Empire**]— View course description in department listing on p. 106.

Anthropology 101. Introduction to Cultural Anthropology— View course description in department listing on p. 121. –Conroe, DiVietro, Hussain, Nadel-Klein

[**Anthropology 227. Introduction to Political Ecology**]— View course description in department listing on p. 121.

[**Anthropology 245. Anthropology and Global Health**]— View course description in department listing on p. 122.

[**Anthropology 253. Urban Anthropology**]— View course description in department listing on p. 122.

[**Art History 209. Art & Archaeology of Egypt & Mesopotamia**]— View course description in department listing on p. 129.

[**Classical Civilization 209. Art & Archaeology of Egypt & Mesopotamia**]— View course description in department listing on p. 160.

[**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.

[**English 288. World Cinema**]— View course description in department listing on p. 223.

English 310. Postcolonial Literature and Theory— View course description in department listing on p. 223. –Bergren

[**English 339. The Sublime Ocean: An Introduction to Indian Film and Literature**]— View course description in department listing on p. 224.

Hispanic Studies 214. Mapping the Queer and Feminist in Latin America— View course description in department listing on p. 339. –Aldrete

Hispanic Studies 222. Portuguese for Spanish Speakers— View course description in department listing on p. 339. Prerequisite: the equivalent of two semesters of study of any Romance Language (Spanish, French, Italian, Catalan) –Hubert

Hispanic Studies 306. Literature and Film in the Hispanic Caribbean: Politics, Ethnicity & Culture— View course description in department listing on p. 340. –Melendez

[**History 223. Japan into the Modern World, 1840-1945**]— View course description in department listing on p. 266.

History 241. History of China, Shang to Ming— View course description in department listing on p. 267. –Alejandrino

[**History 332. South Africa and the Anti-Apartheid Movement**]— View course description in department listing on p. 269.

Jewish Studies 220. Modern Israeli Literature and Jewish Heritage— View course description in department listing on p. 308. –Ayalon

Language & Cultural Studies 214. Mapping the Queer and Feminist in Latin America— View course description in department listing on p. 312. –Aldrete

[**Philosophy 223. African Philosophy**]— View course description in department listing on p. 393.

Political Science 103. Introduction to Comparative Politics— View course description in department listing on p. 410. This course is not open to seniors. –Messina

Political Science 104. Introduction to International Relations— View course description in department listing on p. 411. This course is not open to seniors. –Lefebvre

[**Political Science 256. Foundations of Comparative Political Analysis**]— View course description in department listing on p. 411.

Political Science 312. Politics in the Middle East and North Africa— View course description in department listing on p. 412. –Flibbert

Political Science 322. International Political Economy— View course description in department listing on p. 412. –Kamola

Political Science 353. Politics of Domination and Resistance— View course description in department listing on p. 414. –Matsuzaki

[**Religious Studies 286. Islam in America**]— View course description in department listing on p. 454.

Russian 101. Elementary Russian I— View course description in department listing on p. 354. –Any

Spring Term

[**115. Postcolonial Futures: The Philippines in Southeast Asia**]— Focusing on the Philippines, the former

US colony which provides a window on the postcolonial world and shifting US policy in Asia, this course provides an introduction to the intersectionality of area studies from an anthropological point of view. It explores the contributions of Philippine ethnography to theories of gender and development, tourism, domestic work and migrant economies, political (and religious) mobilization, and indigenous cultural studies. (GLB5) (Enrollment limited)

211. Global Intimacies— What is globalization? A process of homogenization and Americanization? Where does globalization happen? In the economic realm that we usually associate with the public? In contrast to these conceptualizations, this course explores diverse and contingent processes of globalization in the domestic and private spheres. Specifically, we will look at how global mobilities trouble and complicate intimate relations such as marriage, love, sex, reproduction, family making, and self-identity across culture. (GLB) (Enrollment limited) –Zhang

[**219. Islam in the Caribbean and Latin America**]— From reverts to ISIS, the Caribbean/Latin America is a microcosm of Islam in the world This course provides an introduction to Islam, Muslim social and political life, and gender/minority rights from the vantage point of the Muslim-minority societies in this region. (GLB5) (Enrollment limited)

[**233. Political Geography**]— Despite our common-sense notions about geography and nature, the spatial arrangement of our world is not the result of natural processes but the outcome of human struggles about the position of borders, the extent of territory, and authority over territories. In this course, we will investigate these struggles and their impact on today's global relations. Special attention will be given to the spatial nature of the state, the role geography has played in the power politics of major states, and future scenarios in a world in which the territorial aspirations of political communities clash with the globalizing flows of economic and cultural activities. (GLB5) (Enrollment limited)

235. Youth Culture in the Muslim World— Youth Culture in the Muslim World examines the dynamic world of Muslim youth and the personal, social, and political impact of "coming of age" in a variety of Muslim communities from Asia, the Middle East, and Africa to the Americas. Topics include theories of youth culture, intergenerational conflicts around marriage, gender and sexuality, the re-negotiation of religion and morality, the challenge of accessing education and employment, the globalization of youth cultures, and the often 'revolutionary' struggles over political participation, as conveyed through music, ethnographic texts, fashion, personal memoirs, documentaries, and social media platforms. (GLB) (Enrollment limited) –Bauer

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 ona 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. (GLB2) (Enrollment limited) –Shen

[**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)

[**239. Heroes and Heroines: Gender Identities in Japan through Literature, Film, and Anime**]— Drawing upon canonical literary sources as well as internationally celebrated films and anime, this course explores how Japanese society defines and portrays heroes and heroines, beginning in the Heian era and continuing through the modern period. Under the umbrella theme of the heroic, we will analyze how Japanese society defines and promotes cultural values and mores, and how gender roles have been constructed in different historical moments and represented in different media. We will move through themes, such as, war and samurai, love and double-suicide, onnagata and gender ambiguity, and feminism and modern heroines. Our discussion will be conducted with close

reference to important theoretical issues in gender and sexuality studies. Readings and discussion in English. (GLB2) (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) –Pinto-Handler

[**246. The End of Slavery**]— For most of human history, slavery was a normal practice in almost every corner of the world. Yet we now think of slavery as an intolerable evil and recoil at the idea that it might exist anywhere. This course examines this shift by tracing the global destruction of slavery from the Haitian Revolution in the eighteenth-century to present-day campaigns against human trafficking. We will ask how people came to view slavery as a barrier to human progress, assess whether the institution was ever truly destroyed, and try to understand why the legacies of slavery endure. (GLB2) (Enrollment limited)

249. Immigrants and Refugees: Strangers in Strange Lands— This course examines the legal, social, political, and religious dimensions of citizenship and belonging with a focus on immigrants and refugees resettling in the United States (and Hartford, in particular). Using ethnographic case studies as well as autobiographical, historical, policy, social media, filmic and literary materials, students will explore topics like American immigration history and law, theories of transnational migration and social inclusion, debates about immigration reform and integration policies, and concepts like superdiversity, cosmopolitanism, and mobility justice in understanding contemporary migration, as it is shaped by forces of nativism, political upheaval, environmental devastation and the global economy. Course typically includes a community learning component. This course has a community learning component. (GLB5) (Enrollment limited) –Bauer

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, Pinto-Handler

[**258. The Islamic City: Places, Pasts and Problems**]— This course explores the great variety of cities founded, claimed, and inhabited by Muslims from the beginnings of Islam to the present day. While there is no such thing as a prototypical "Islamic city," this course grapples with questions of change and continuity in the organization of urban life among Muslims globally. Through a combination of lectures and discussions, we will situate cities in their historical contexts, examine their built environments, and consider the ways in which exchange, mobility, empire, revolution, and globalization have shaped urban space. (GLB2) (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)

[**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)

[**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)

307. Womxn's Rights as Human Rights— This course explores the gendering of human rights and struggles to achieve rights based on gender and sexual identity across cultures. In doing so we will interrogate the meaning of human security, self-determination, and the international (UN-centered) human rights regime–through topics like rights to bodily integrity and reproductive rights (including genital surgeries), rights to protection against sexual abuse and gender/gender-identity violence (transgender rights; human trafficking); economic, environmental, and property rights; the cultural and social life of rights, mobility rights (immigrants and refugees), and individual and group rights vis a vis the state. Students will make use of materials like formal legal and human rights documents and ethnographic, and cultural materials such as case studies, novels, films, personal testimonies, religious rituals, and forms of oral and musical expression. (Enrollment limited) –Bauer

[**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)

[**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)

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. (GLB2) (Enrollment limited) –Markle

[**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)

[**323. Classics and Colonialism**]— This course explores the reception of classical literature and history in colonial contexts. Through texts like Sophocles' Antigone; Nehru's "India and Greece"; and Fugard's The Island, we will examine how colonized peoples used the classical tradition to develop strategies of collaboration and resistance to oust European colonizers from environments like India, South Africa, and the Caribbean. By studying the reception of classics through the perspectives of colonized communities, the course considers the relationship between classics and colonialism and performs the crucial function of decentering classical reception studies. (GLB2) (Enrollment limited)

[**327. Seminar: Arts of the Song-Ming Dynasties**]— In this seminar, we will trace the development of visual and conceptual underpinnings of Chinese art and aestheticism from the Song to Ming dynasties (11th-16th centuries) by juxtaposing important works of painting and calligraphy with critical theories in Chinese literati art. Important issues for this seminar include the iconology of formlessness, the notions of self-cultivation, exile and eremitism, the allegorization of nature and antiquity, and the historicity of art history. (GLB1) (Enrollment limited)

328. Gender, Race and Global Popular Culture— This course intends to debate the reproduction of sexist and patriarchist content by the cultural industry on a global scale, as well as mediatic representation of Women of Color in the U.S. and the Global South. Approaching television productions such as reality shows, soap operas and telenovelas, students will participate in conversations around themes such as race, nationality, gender, and sexuality. It additionally opens space to explore commonalities presented by feminist resistance globally and to explore the importance of non-linear communication systems when facilitating the dialogue between minority groups in different parts of the world. (GLB) (Enrollment limited) –Gomes Da Silva

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. This course has a community learning component. (GLB2) (Enrollment limited) –Gomes Da Silva

[**346. Enlightenment & Empire**]— The Enlightenment was an era of contradictions: philosophers in slaveholding empires wrote defenses of universal equality, political thinkers sung the praises of independence while European empires expanded their power, and scientific thinkers developed ways of categorizing humans that often denied their very humanity. This course explores the paradoxes of the Enlightenment by focusing on its global origins and worldwide impact. We will examine how people across the globe reworked Enlightenment ideas to shape struggles for freedom, workers' rights, and racial equality well into the twentieth century. (GLB2) (Enrollment limited)

347. The End of Slavery— For most of human history, slavery was a normal practice in almost every corner of the world. Yet we now think of slavery as an intolerable evil and recoil at the idea that it might exist anywhere. This course examines this shift by tracing the global destruction of slavery from the Haitian Revolution in the eighteenth-century to present-day campaigns against human trafficking. We will ask how people came to view slavery as a barrier to human progress, assess whether the institution was ever truly destroyed, and try to understand why the legacies of slavery endure. (GLB2) (Enrollment limited) –Pinto-Handler

[**348. Islamic Feminism in Global Perspective**]— This course surveys Muslim women's activism and theoretical contributions to feminist debates on gender and sexuality, across cultures from Asia, to the Americas, Europe, the Middle East and Africa, using ethnography, documentary, auto/biography, and other feminist methodologies and forms of self-expression. Particular attention will be given to gender activism organized within what participants consider to be an Islamic framework. (GLB5) (Enrollment limited)

352. Comparative Political Economy— This course provides a survey of the field of comparative political economy broadly defined as the comparative study of the interrelationships between politics and economics. We will review the main classic and contemporary debates in the discipline. Topics include: the relationship between political institutions and economic development, inequality and political stability, interest groups, welfare states, varieties of capitalism, the politics of taxation and international trade, and market reforms. We will look at both developed and developing countries, with an emphasis on understanding why they choose (or end up with) the policies and institutions that they have, even when in some cases these policies and institutions might hamper development. (SOC) (Enrollment limited) –Fernandez Milmanda

[**355. Human Rights and Empire**]— In the nineteenth century, the expansion of empires marched in lockstep with the spread of international law in general and human rights in particular. In the twentieth-century, even as formal empires disappeared, the idea of rights continues to be intimately intertwined with international power, and has been mobilized to justify an array of interventions across the Global South. In this course we examine the past and present of human rights as they intersected with international power, from the fight over Belgian atrocities in the Congo Free State to the post 9/11 proliferation of human rights language in the War on Terror. Along the way, we will study the array of projects that have sought to reclaim the idea of universal rights for popular, democratic, anti-racist and anti-colonial ends. (Enrollment limited)

360. Geographies of Desire— This course examines gender, erotic desire, and sexuality via the critical lens of space, place, and mobilities. Starting from foundational texts that initiated academic conversation on sexuality and urban geography, this course will explore the ways in which gendered bodies and erotic desires shape and are shaped by spaces and places that are simultaneously infused with meanings of race, ethnicity, class, modernity, (trans)nationality, (post)coloniality, neoliberal capitalism and so on. Readings are drawn from a variety of disciplines that may include feminist and queer studies, geography, urban studies, and anthropology. (GLB) (Enrollment limited) –Zhang

[**379. Feminist and Queer Theory for a Postcolonial World**]— Feminist and queer theory has influenced contemporary understandings of gender and sexuality globally. This course explores this body of theory specifically in relation to the processes and problematics of colonialism, postcolonialism, nationalism, and transnationalism. Readings will reflect a variety of critical perspectives and consider the intersection of gender and sexuality with race and class. (GLB5) (Enrollment limited)

[**385. Global Capitalism**]— In this course, we will explore the competing theories and ideologies at the heart of debates over the international economy since the mid-nineteenth century. We will study how markets, development and the economic role of the state are understood by intellectuals and experts across the globe, and we will investigate the models through which policymakers, intellectuals and economists have envisioned the economic ties between Global "North" and Global "South." Finally, we will focus on the ways in which capitalism has been re-imagined to suit differing cultural, political and development projects in the non-Western world. (Enrollment limited)

[**395. Issues in Contemporary China**]— Using materials from literature, public discourses, film, and the Internet, this course helps students become familiar with and reflect upon important cultural, political, and economic issues of the Chinese speaking world(China, Hong Kong, Taiwan, Singapore, and Chinese communities in the West). NO prior knowledge of Chinese language is required. This course is required for students who elect Chinese as the primary language in their LACS-administered Chinese major(Plan B). It also counts toward the International Studies major(as an Asian Studies area course), the LACS-administered Chinese minor, as well as the interdisciplinary Asian Studies minor. (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 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) –Fernandez Milmanda

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. This course will be graded as Pass/Fail. –Staff

Courses Originating in Other Departments

American Studies 496. U.S. Empire and the Asia/Pacific Wars— View course description in department listing on p. 116. –Nebolon

Anthropology 101. Introduction to Cultural Anthropology— View course description in department listing on p. 124. –Beebe, DiVietro, Notar

Anthropology 207. Anthropological Perspectives on Women and Gender— View course description in department listing on p. 124. –Nadel-Klein

[**Anthropology 228. Anthropology from the Margins of South Asia**]— View course description in department listing on p. 124.

[**Anthropology 236. Religions of Africa**]— View course description in department listing on p. 124.

Anthropology 245. Anthropology and Global Health— View course description in department listing on p. 125. –Trostle

Anthropology 310. Anthropology of Development— View course description in department listing on p. 126. –Hussain

Art History 294. The Arts of Africa— View course description in department listing on p. 133. –Gilbert

Chinese 413. Advanced Chinese III— View course description in department listing on p. 324. Prerequisite: C- or better in Chinese 302 or equivalent. –Wang

[**Educational Studies 305. Immigrants and Education**]— View course description in department listing on p. 204. Prerequisite: C- or better in Educational Studies 200, or majoring in International Studies, or permission of instructor

[**English 310. Postcolonial Literature and Theory**]— View course description in department listing on p. 233.

Hispanic Studies 223. Portuguese for Spanish Speakers II— View course description in department listing on p. 342. Prerequisite: the equivalent of two semesters of study of any Romance Language (Spanish, French, Italian, Catalan) –Hubert

Hispanic Studies 307. More than Just Neighbors: Spain and Italy from Early Modernity to the Present— View course description in department listing on p. 344. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. –Harrington

History 204. Central American Immigration to the US: History and Contemporary Situation— View course description in department listing on p. 272. –Euraque

History 215. Latin American Cities— View course description in department listing on p. 272. –Figueroa

[**History 223. Japan into the Modern World, 1840-1945**]— View course description in department listing on p. 273.

[**History 228. Islamic Civilization to 1517**]— View course description in department listing on p. 273.

History 242. History of China, Qing to Present— View course description in department listing on p. 273. –Alejandrino

History 332. South Africa and the Anti-Apartheid Movement— View course description in department listing on p. 275. –Markle

Jewish Studies 219. Israeli Film and Visual Media— View course description in department listing on p. 308. –Ayalon

[**Jewish Studies 227. The Arab World & Israel - Cooperation amidst Conflict**]— View course description in department listing on p. 309.

Political Science 104. Introduction to International Relations— View course description in department listing on p. 416. This course is not open to seniors. –Flibbert

Political Science 256. Foundations of Comparative Political Analysis— View course description in department listing on p. 417. –Matsuzaki

Political Science 320. The End of Democratic Hegemony?— View course description in department listing on p. 419. –Matsuzaki

[**Political Science 331. Comparative Politics of East Asia**]— View course description in department listing on p. 419.

Political Science 344. Politics of Africa— View course description in department listing on p. 420. –Kamola

[**Political Science 346. World Economy of Higher Education**]— View course description in department listing on p. 420.

Political Science 380. War and Peace in the Middle East— View course description in department listing on p. 421. –Flibbert

[**Religious Studies 285. Religions of Africa**]— View course description in department listing on p. 458.

Russian 102. Elementary Russian II— View course description in department listing on p. 355. Prerequisite: C- or better in Russian 101 or equivalent. –Lahti

Urban Studies 210. Sustainable Urban Development— View course description in department listing on p. 492. –Gamble

Urban Studies 215. Latin American Cities— View course description in department listing on p. 492. –Figueroa

African Studies

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

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 Yipeng Shen (Language and Culture Studies and International Studies)

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 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 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)

Caribbean and Latin American Studies

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

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 either a Trinity or non-Trinity program in the Caribbean and/or Latin America. Students should see the Office of Study Away and their adviser to determine the best option for their course of studies.

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 216. Understanding the History, Culture, and Politics of Latin America and the Caribbean
- Four additional Caribbean and Latin American Studies area courses offered by or cross-listed in at least three different departments. Normally, eligible courses will mention the area or part of the area in their title.
- 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: Associate Professor Seth Markle (History and International Studies)

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 201. Gender and Sexuality in a Transnational World
INTS 207. Global South
INTS 211. Global Intimacies
INTS 212. Global Politics
INTS 242. Global Inequalities
INTS 243. Global African Diasporas
INTS 302. Global Cities
INTS 311. Global Feminism

INTS 314. Black Internationalism
INTS 335. Global American Studies
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: Associate Professor Kifah Hanna (Language and Culture Studies)

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 Carol Any• (Language and Culture Studies)

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 Kassow•• (History); Associate Professor Risser (Classics); Assistant Professor Hornung (Religious Studies); Senior Lecturer Ayalon (Acting Director, spring) (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 program's faculty, requirements and sources, visit our Web site at: www.trincoll.edu/Academics/MajorsAndMinors/Jewish/.

LEARNING GOALS

The Jewish Studies Program's learning goals can be found HERE.

REQUIREMENTS

Majors are required to complete, with grades of C- or better, 12 course credits in the Jewish Studies Program.

Core courses:

RELG 109. Jewish Tradition
RELG 211. Introduction to the Hebrew Bible
HIST 213. Modern Jewish History
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. Religions 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

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) –Ayalon

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

Hebrew 101. Elementary Modern Hebrew I— View course description in department listing on p. 334. –Ayalon

[**Hebrew 201. Intermediate Modern Hebrew I**]— View course description in department listing on p. 334. Prerequisite: C- or better in Hebrew 102 or equivalent.

Hebrew 301. Advanced Modern Hebrew I— View course description in department listing on p. 334. Prerequisite: C- or better in Hebrew 202 or equivalent. –Ayalon

Religious Studies 109. Jewish Tradition— View course description in department listing on p. 452. –Kiener

[**Religious Studies 211. Introduction to the Hebrew Bible**]— View course description in department listing on p. 453.

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)

[**217. International Law and the Arab/Israeli Conflict**]— Focusing on the vital role international law plays in the ongoing Arab-Israeli conflict, this course will consider opposing views of key controversial historical and legal issues in this dispute, such as: international recognition, the legality of the use of force and self-defense, strategic aspects in the conflict, international humanitarian law / the law of armed conflict and belligerent occupation, international waterways,. Key diplomatic and legal documents pertaining to the conflict will be analyzed. (GLB) (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

223. American Jewish Literature Since 1865— This course begins with a question: How would one characterize or define the tradition of American Jewish literature since 1865 – the period following the Civil War that also necessarily accounts for the first and second world wars, the polio and AIDS crises in America, U.S. responses to the Holocaust, and ongoing questions about how to balance assimilation with maintaining one's ethnic identity in U.S. cities large and small. Through close reading of the works of eight canonical American Jewish writers (two poets, two short story writers, two dramatist, and two novelists), we will consider such questions as: What makes these works Jewish? What makes these works American? What makes these works literary? (HUM) (Enrollment limited) –Pozorski

[**227. The Arab World & Israel - Cooperation amidst Conflict**]— This course focuses on conflict and cooperation between Arab States and Israel, particularly in the economic sphere. How are international relations, business, and trade conducted with and between regional parties in conflict? What are the unique cultural issues which color such relations? Among the topics considered will be the overall international investment climate, pertinent international and local laws and regulations, and international contracting. Students also will gain deeper insight into international business transactions between Israel and the Arab world, including societal, legal and regulatory impediments, as well as countervailing political and economic pressures which encourage economic cooperation. (GLB) (Enrollment limited)

Courses Originating in Other Departments

[**Classical Civilization 218. Archaeology of the Holy Land**]— View course description in department listing on p. 161.

Hebrew 102. Elementary Modern Hebrew II— View course description in department listing on p. 334. Prerequisite: C- or better in Hebrew 101 or equivalent. –Ayalon

[**Hebrew 202. Intermediate Modern Hebrew II**]— View course description in department listing on p. 334. Prerequisite: C- or better in Hebrew 201 or equivalent.

Hebrew 302. Advanced Modern Hebrew II— View course description in department listing on p. 334. Prerequisite: C- or better in Hebrew 301 or equivalent. –Ayalon

[**History 213. Modern Jewish History**]— View course description in department listing on p. 272.

[**History 355. The Bible in History**]— View course description in department listing on p. 276.

[**Religious Studies 214. Jews in America**]— View course description in department listing on p. 456.

[**Religious Studies 241. The Bible in Literature and Film**]— View course description in department listing on p. 457.

[**Religious Studies 307. Jewish Philosophy**]— View course description in department listing on p. 458. Prerequisite: C- or better in Religion 109.

[**Religious Studies 308. Jewish Mysticism**]— View course description in department listing on p. 458. Prerequisite: C- or better in Religion 109.

Liberal Arts Action Lab

Director Megan Brown; Faculty Director Jack Dougherty

The Liberal Arts Action Lab investigates problems identified by Hartford community partners, with research teams of students and faculty from Capital Community College and Trinity College, to propose solutions that will strengthen the city and its role in the metropolitan region. Each semester, students apply to join Action Lab project teams and enroll in a two courses to learn research skills and digital tools while collaborating with their partner organizations. The Action Lab is located at Trinity's downtown campus at 10 Constitution Plaza. Learn more at http://action-lab.org.

Fall Term

200. Action Research Methods in Hartford— What is the role of academic research in social change? How can students and community groups collaborate effectively to co-create, implement, and use research projects to solve social problems? In this course, students will study the theories and methods of interdisciplinary action research. Emphasizing ethical collaboration, students will learn research design strategies, methods, tools, and research tools in order to work with community partners to solve pressing problems. Students will learn to use a variety of statistical, geographic, and interview data to answer questions, make recommendations, and tell stories about the issues that are most relevant to Hartford. This course has a community learning component. (NUM) (Enrollment limited) –Brown

201. Hartford Research Project— In this project-based class, students and faculty fellows will work in teams with Hartford community partners to research social problems and develop solutions. The projects we undertake are defined by Hartford community partners. Sample projects may include: analysis of mortgage lending disparities, focus groups on civic engagement, neighborhood public history projects, and urban development case studies. Students will learn and apply project management techniques, work collaboratively with community groups to develop research questions, select appropriate methods, and communicate results with media appropriate various audiences. This course has a community learning component. (Enrollment limited) –Brown

Spring Term

200. Action Research Methods in Hartford— What is the role of academic research in social change? How can students and community groups collaborate effectively to co-create, implement, and use research projects to solve social problems? In this course, students will study the theories and methods of interdisciplinary action research. Emphasizing ethical collaboration, students will learn research design strategies, methods, tools, and research tools in order to work with community partners to solve pressing problems. Students will learn to use a variety of statistical, geographic, and interview data to answer questions, make recommendations, and tell stories about the issues that are most relevant to Hartford. This course has a community learning component. (NUM) (Enrollment limited) –Brown

201. Hartford Research Project— In this project-based class, students and faculty fellows will work in teams with Hartford community partners to research social problems and develop solutions. The projects we undertake are defined by Hartford community partners. Sample projects may include: analysis of mortgage lending disparities, focus groups on civic engagement, neighborhood public history projects, and urban development case studies. Students will learn and apply project management techniques, work collaboratively with community groups to develop research questions, select appropriate methods, and communicate results with media appropriate various audiences. This course has a community learning component. (Enrollment limited) –Brown

202. Hartford Research Project on Public Health— In this project-based class, students and faculty fellows will work in teams with Hartford community partners to research social problems and develop solutions. The projects we undertake are defined by Hartford community partners, with an emphasis on public health and wellness. Students will learn and apply project management techniques, work collaboratively with community groups to develop research questions, select appropriate methods, and communicate results with media appropriate various audiences. This course has a community learning component. (Enrollment limited) –Brown

[**466. Teaching Assistant**]— Teaching Assistant for the Liberal Arts Action Lab (Enrollment limited)

Language and Culture Studies

Associate Professor Kippur, Chair; Professors Del Puppo, J. Evelein•, Harrington•, Lahti, and Lambright; Professor of the Practice Meléndez; Associate Professors Any••, Hanna, Kehrès••, and Shen; Assistant Professors Hubert and Souto Alcalde•; Principal Lecturers Humphreys and Palma; Senior Lecturers Ayalon and Wang; Lecturers Aponte-Avilés, di Florio, Flores, Goesser Assaiante•, and Izumi; Principal Lecturer Emerita Wagoner; Visiting Professor Morales; Visiting Associate Professor Solomon; Visiting Assistant Professors Aldrete, Doerre, Provitola, and Sims; Visiting Lecturers I. Evelein, King, Lastre and Santamaría

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 a 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.

LEARNING GOALS

The Language and Culture Studies Department's learning goals can be found HERE.

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–unless arranged otherwise with the major's coordinator– is LACS 299. Between the World and You: Language, Culture and the Creation of Meaning 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-away program or a recognized summer language institute in North America. Special attention is called to the Trinity College programs in Barcelona, Berlin, Paris, Rome, Shanghai, Tokyo, and Vienna. The departmental contacts for these programs are, respectively, Professors Harrington, Evelein, Kippur, Del Puppo, Shen, Izumi, and Evelein. 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.

Courses designated with the LACS department prefix are conducted in English.

Fall Term

203. Italian Design and Culture in a Global Perspective— This course examines the development of Italian design from antiquity to the present in a global and transnational perspective. From Roman aqueducts to the FIAT Cinquecento, from Renaissance gardens and the Italian countryside to the Bialetti coffee maker and other popular products of Italian industrial design, Italy has had an indelible impact on modern and contemporary design cultures throughout the world. Design involves more than 'form' and 'function' and aesthetics. Design also reflects how we engage with our social and physical environment. By studying the history and culture of Italian design in a global perspective moreover, we will also learn more about our own design preferences and sensibility, and how these help shape our identity. (GLB2) (Enrollment limited) –Del Puppo

214. Mapping the Queer and Feminist in Latin America— This course examines narratives by Latin American peoples in order to map how writers and activists have pushed from the periphery to make visible queer and feminist positions in the last century. The struggles that are explored in this course, critique the institutional systems that have often favored positions aligned to the patriarchal, heterosexual, white supremacy, and ablest notions of the ideal of governance. This course also questions the overarching westernized ideals of feminism and queerness as a process of modernity for Latin America. Readings will include, but are not limited to, novels, short stories, poetry, critical theory, performance art, and film. (GLB2) (Enrollment limited) –Aldrete

[**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)

[**235. Islam & the French Colonial Encounter**]— This course focuses on French colonization in Muslim-majority the North and West African regions. Situating the French example within a broader narrative about the economic and political strategies inherent in the colonial project, we will pay particular attention to the issue of religion in the relationship between colonizer and colonized. This course will examine the nature of the French "civilizing mission" in Africa, and the Muslim-African response to the French presence, as Islam and its "symbols" played a major role in anti-colonial movements throughout the two regions. Among others, we will read works by authors Assia Djebar, Camara Laye, Gustave Flaubert and Fatima Mernissi. The course is taught in English, but students who have taken FREN 241 or a higher-level course can complete assignments in French. (GLB2) (Enrollment limited)

237. 20th-Century Chinese Literature— This course is a survey of twentieth-century Chinese literature and films. It focuses on the literature, cinema, and essays of three periods in the Chinese 20th century: 1918 1̃949; 1949 1̃976; since 1976. We read works of Chinese writers such as Lu Xun, Yu Dafu, Zhang Ailing, Mao Dun, ShenCongwen, Yu Hua, Su Tong, etc., and watch selected films of significant cultural and historical meanings. Students are introduced to various essential issues of twentieth-century Chinese cultural modernity and are encouraged to explore in the Chinese context the key tensions between tradition and modernity, native and foreign, and nationalism and cosmopolitanism. (GLB) (Enrollment limited) –Shen

[**243. Barcelona: Reading the City**]— In this course we will analyze the various cultural processes-such as literature, art, architecture, film and sports-through which urban identities are formed. The particular object of our study will be the city Barcelona and its inhabitants. Using a wide variety of written and spoken texts, including books, films, tourist guides and advertising, we will analyze the genesis the various, and at times conflicting, representations of that 2000 year-old Mediterranean city and its people. (GLB2) (Enrollment limited)

247. Otherness in Italian Cinema— From its beginnings in the early 20th C to the present, Italian Cinema has represented the social and cultural identity of the 'other' and 'otherness', that is, racial, ethnic, and sexual diversity. This course will study the representation of the different kinds of diversity in Italian film, from Neorealism to recent Italian cinema. We will examine films that deal with immigration and the current refugee crisis in the Mediterranean, but also with LGBT culture and other human rights, as well as with Italians' attitudes toward diverse groups and cultures. How does Italian film historically reflect the 'other' in Italian culture and how is film being shaped by diversity? Films include: "Paisà" (Rossellini, 1946), "Una giornata particolare" (Scola, 1977), "Mine vaganti" (Ozpetek, 2010), "Terraferma" (Crialese, 2011). (GLB2) (Enrollment limited) –di Florio Gula

[**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)

[**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)

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

275. Italian Fascism and Antifascism— In this course we will consider the dominant literary, cinematic, and cultural movements of the Fascist Ventennio, such as the poets of the avant-garde, futurism, Gabriele D'Annunzio, Alessandro Blasetti, and others. We will also consider the resistance to the Fascist project through the works of antifascist writers, poets, and filmmakers. Our approach will be necessarily interdisciplinary. While our focus will be on literary, cinematic, and cultural movements, texts will include those by prominent historians as well. This course will be taught in English, and all texts will be in English. Films will be offered with English subtitles. (GLB2) (Enrollment limited) –King

[**277. Women, Italy, and the Mediterranean**]— This course examines the cultural, political, and social identity of women in contemporary Italy as represented in literature and in film. Italy is also a country of mass migration and, therefore, many recent migrant women from the Mediterranean region are also writing about their experience and about life in Italy. Topics include: Women writers as active agents of social and political change in patriarchal Italy, the clash of cultural identities and roles, and the impact of post-colonial theory and practice on gender in Italy. Authors and filmmakers include Ribka Sibhatu, Randa Ghazy, Gabriella Ghermandi and Cristina Ali Farah (GLB2) (Enrollment limited)

284. The Great Tradition of the Russian Novel— All readings and discussion will be in English. 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. Authors to be read include Gogol, Dostoevsky, Tolstoy, Chekhov, and others. This course will introduce the students to some of the greatest works in the Russian literary canon. (Listed as both LACS 284 and RUSS 284; and under the Russian and Eurasian Studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Lahti

[**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 fiction, 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)

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)

[**356. Germany and the Great War: Destruction, Myths, and Legacy**]— The outbreak of World War I marks the end of Germany's long nineteenth century and the beginning of a chaotic twentieth century. Its defeat in the war ushered in a period of remarkable social progress, scientific and artistic achievement, as well as unprecedented political instability, which led to some of the greatest tragedies of the twentieth century. This course will examine Germany's entry into the war to its defeat and aftermath. With focus on the totality of the experience of this war in German and Austro-Hungarian regions, we will explore important historical works, primary documents, novels, films, works of art and more. Taught in English. (Enrollment limited)

357. Germany's Roaring 1920s: "Babylon Berlin" in the Context of the Weimar Republic— The recent Netflix series sensation Babylon Berlin (2017-) has sparked renewed international attention to Germany's Weimar Republic (1918-1933). Between two world wars, the Weimar era was a time of political crisis, social revolution, and cultural boom. Today, this period continues to draw much attention and it remains one of the most fascinating periods of twentieth-century European history. This course answers why this series is so popular, and dives deeper into Weimar Republic by looking at a variety of social and cultural issues from this era, including gender relations, political extremism, race, popular culture, and art. Using the series as an introduction to the Weimar period of German history, this course will include, among others,, historical works, literary texts, and films. (HUM) (Enrollment limited) –Doerre

[**375. Mythmaking the Italian Nation**]— This course will be dedicated to a study of the role that 19th century literary and cultural movements played in creating the myths necessary for defining an Italian nation, as well as later "revisionists" of the process of Italian state formation. Texts will include those by the pillars of Italian Romanticism: Foscolo, Manzoni, and Leopardi, as well as later "revisionist" writers like De Roberto, di Lampedusa, Sciascia, and Consolo. Our approach will be necessarily interdisciplinary. While our focus will be on literary and cultural movements, texts will include those by prominent historians as well. This course will be taught in English, and all texts will be in English. Films will be offered with English subtitles. (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. (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

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

215. Reading the Climate: From Literature to Action— In this course we will read major works of contemporary environmental literature that center on the changing climate in the Anthropocene and explore the consequences of global warming: for humanity and the planet as a whole. The novels, short stories and essays-sometimes referred to as "eco-fiction"-are selected from across the globe, and we will read them as literature as well as calls for action to combat the problem that is bound to define the 21st century. We will consider the science behind the stories and examine their social, political and ethical dimensions. The questions that will stay with us throughout are: how to respond meaningfully to the urgency of climate change; and how to turn our reading into action. (Enrollment limited) –Evelein

[**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)

[**233. Not Just for Kids: the World of Fairytales in the German Tradition**]— For centuries fairytales have served as powerful cultural currency, transmitting ideas about morality, gender, identity, nationalism, and childhood. Running the risk that it will ruin fairytales by vivisection, this course will approach the genre of German-language fairytales from a critical perspective, taking into account their historical context, psychological and philosophical interpretations, and how certain fairytales have changed over time into their contemporary iterations. Special attention will be paid to the fairytales collected by the Brothers Grimm, while also exploring their intersections

with fairytales in other cultural and historical contexts. The goal of this course is for students to explore texts with whose content they may be familiar, in order to then gain a deeper understanding of their cultural, historical, and psychological dimensions. (HUM) (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 ona 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. (GLB2) (Enrollment limited) –Shen

[**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)

[**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)

[**239. Heroes and Heroines: Gender Identities in Japan through Literature, Film, and Anime**]— Drawing upon canonical literary sources as well as internationally celebrated films and anime, this course explores how Japanese society defines and portrays heroes and heroines, beginning in the Heian era and continuing through the modern period. Under the umbrella theme of the heroic, we will analyze how Japanese society defines and promotes cultural values and mores, and how gender roles have been constructed in different historical moments and represented in different media. We will move through themes, such as, war and samurai, love and double-suicide, onnagata and gender ambiguity, and feminism and modern heroines. Our discussion will be conducted with close reference to important theoretical issues in gender and sexuality studies. Readings and discussion in English. (GLB2) (Enrollment limited)

[**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 Éric Rohmer. (GLB2) (Enrollment limited)

[**247. Otherness in Italian Cinema**]— From its beginnings in the early 20th C to the present, Italian Cinema has represented the social and cultural identity of the 'other' and 'otherness', that is, racial, ethnic, and sexual diversity. This course will study the representation of the different kinds of diversity in Italian film, from Neorealism to recent Italian cinema. We will examine films that deal with immigration and the current refugee crisis in the Mediterranean, but also with LGBT culture and other human rights, as well as with Italians' attitudes toward diverse groups and cultures. How does Italian film historically reflect the 'other' in Italian culture and how is film being shaped by diversity? Films include: "Paisà" (Rossellini, 1946), "Una giornata particolare" (Scola, 1977), "Mine vaganti" (Ozpetek, 2010), "Terraferma" (Crialese, 2011). (GLB2) (Enrollment limited)

249. Multi-cultural Cities of the Mediterranean— In today's Europe, states generally seek to engender the highest possible degree of cultural and linguistic uniformity within their borders. Many people thus presume that these societies have always been organized upon this principle. However, the history of the Mediterranean basin tells a very different story. There, until quite recently, the cultures of important cities like Trieste, Barcelona, Istanbul, Alexandria, Tunis, Thessaloniki, Gibraltar and Livorno were characterized by a profoundly multicultural and multilingual ethos. In this class, we will study the histories of these "polyglot cities" and retrace the ethnic and commercial networks that often bound them together. We will also explore the forces that eventually undermined their long-standing diversity and webs of interconnectedness in the late 19th and early 20th centuries. (GLB2) (Enrollment limited) –Harrington

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) –Evelein

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)

262. Not Just for Kids: the World of Fairytales in the German Tradition— For centuries fairytales have served as powerful cultural currency, transmitting ideas about morality, gender, identity, nationalism, and childhood. Running the risk that it will ruin fairytales by vivisection, this course will approach the genre of German-language fairytales from a critical perspective, taking into account their historical context, psychological and philosophical interpretations, and how certain fairytales have changed over time into their contemporary iterations. Special attention will be paid to the fairytales collected by the Brothers Grimm, while also exploring their intersections with fairytales in other cultural and historical contexts. The goal of this course is for students to explore texts with whose content they may be familiar, in order to then gain a deeper understanding of their cultural, historical, and psychological dimensions. (HUM) (Enrollment limited) –Assaiante

[**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)

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. (Listed as both LACS 274 and ITAL 274.) (GLB2) (Enrollment limited) –Del Puppo

276. Zombie Fascism(s): The Contemporary Resurrection of The Fascist Project— How do contemporary neo-fascist and anti-fascist movements in Europe and North America draw on the original fascist project for their ideology, culture, propaganda, and organizational principles? In what ways do contemporary "fascist" movements differ from the historic ones from which they draw inspiration? To what extent does it make sense use the designation "fascist" to describe these groups? In this colloquium, we will continue the conversation begun in LACS 275 (Italian Fascism and Anti-Fascism) by interrogating the ideologies of these contemporary movements, as well as the resistance to them, in light of historical European fascism and anti-fascism. (0.5 course credit) (Enrollment limited) –King

277. Women, Italy, and the Mediterranean— This course examines the cultural, political, and social identity of women in contemporary Italy as represented in literature and in film. Italy is also a country of mass migration and, therefore, many recent migrant women from the Mediterranean region are also writing about their experience and about life in Italy. Topics include: Women writers as active agents of social and political change in patriarchal Italy, the clash of cultural identities and roles, and the impact of post-colonial theory and practice on gender in Italy. Authors and filmmakers include Ribka Sibhatu, Randa Ghazy, Gabriella Ghermandi and Cristina Ali Farah (GLB2) (Enrollment limited) –di Florio Gula

[**279. Italian Theater As A Way Of Life**]— The Nobel prize dramatist, Luigi Pirandello, argued paradoxically that art was more real than life. From Medieval sacred representations and Renaissance comedies of manner to Modernist and contemporary drama, Italian writers and performers have used theater as a vehicle of entertainment, education, and social change. This course examines the influence of Italian theater on the nation's culture, identity, and society. Besides analyzing several 'classics' (Machiavelli's Mandragola, Goldoni's La Locandiera, Pirandello's Six Characters in Search of An Author), 'theater', 'drama', and the 'theatrical' in a wider sense will be explored. Why does Carnival continue to be a ritualistic event for Italians? What role do dramatic religious and secular processions still play? How has theater influenced visual media? How are gender and diversity reflected in Italian drama? (GLB2) (Enrollment limited)

[**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)

[**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)

[**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)

[**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 fiction, 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)

[**289. Anna Karenina**]— What is love? That is the question at the heart of Leo Tolstoy's timeless masterpiece, Anna Karenina. We will undertake intensive, in-depth study of this massive but tightly woven novel, which probes the nature of love by considering it within a series of tensions–between individual autonomy and family responsibilities; the physical and spiritual sides of human nature; rational and instinctive behavior; urban versus rural lifestyles; and the threat that technological advances pose to traditional behaviors. In addition, we will consider the differing perspectives that diverse readers have brought to this novel, as well as film adaptations and short stories that may be seen as responses to Anna Karenina. (Students may not receive credit for both FYS 110 and this class.) (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) –King

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

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

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. 165.

Arabic

FACULTY

Associate Professor Hanna, Section Head

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 studies of the International Studies Program. No more than one transfer credit may be applied to the minor. Students must earn a minimum of C- for all courses counted toward 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 East 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) –Hanna

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

[**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)

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) –Hanna

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)

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, Section Head; Senior Lecturer Wang

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. 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 or INTS/CHIN 237.

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 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. Three 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. 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. Three hours of class work.(Also listed the Asian Studies concentration of the International Studies Program.) Prerequisite: C- or better in Chinese 102 or equivalent. (1 - 1.5 course credits) (HUM) (Enrollment limited) –Wang

237. 20th-Century Chinese Literature— This course is a survey of twentieth-century Chinese literature and films. It focuses on the literature, cinema, and essays of three periods in the Chinese 20th century: 1918 1̃949; 1949 1̃976; since 1976. We read works of Chinese writers such as Lu Xun, Yu Dafu, Zhang Ailing, Mao Dun, ShenCongwen, Yu Hua, Su Tong, etc., and watch selected films of significant cultural and historical meanings. Students are introduced to various essential issues of twentieth-century Chinese cultural modernity and are encouraged to explore in the Chinese context the key tensions between tradition and modernity, native and foreign, and nationalism and cosmopolitanism. (GLB) (Enrollment limited) –Shen

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) –Shen

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

Spring Term

102. Intensive Elementary Chinese II— Continuation of Chinese 101, with increased emphasis on conversational practice. An additional 200 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Three 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. Intermediate Chinese II— Continuation of Chinese 201, with further emphasis on written and spoken development of the current idiom. Three hours of class work. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: C- or better in Chinese 201 or equivalent. (1 - 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)

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) –Shen

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. Issues in Contemporary China**]— Using materials from literature, public discourses, film, and the Internet, this course helps students become familiar with and reflect upon important cultural, political, and economic issues of the Chinese speaking world(China, Hong Kong, Taiwan, Singapore, and Chinese communities in the West). NO prior knowledge of Chinese language is required. This course is required for students who elect Chinese as the primary language in their LACS-administered Chinese major(Plan B). It also counts toward the International Studies major(as an Asian Studies area course), the LACS-administered Chinese minor, as well as the interdisciplinary Asian Studies minor. (WEB) (Enrollment limited)

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) –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 Professor Kippur, Section Head; Associate Professor Kehrès••; Principal Lecturer Humphreys; Visiting Associate Professor Solomon; Visiting Assistant Professor Provitola; Visiting Lecturer Evelein

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 can be taken in English 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 in English 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.

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 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. 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. 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 3 hours a week. Students with three or more years in high school French may not enroll in this course. (1 - 1.5 course credits) (HUM) (Enrollment limited) –Humphreys, Provitola

102. French II— Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Three hours of class per week. Prerequisite: C- or better in French 101 or equivalent. (1 - 1.5 course credits) (HUM) (Enrollment limited) –Solomon

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, Kippur

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) –Provitola

[**235. Islam & the French Colonial Encounter**]— This course focuses on French colonization in Muslim-majority the North and West African regions. Situating the French example within a broader narrative about the economic and political strategies inherent in the colonial project, we will pay particular attention to the issue of religion in the relationship between colonizer and colonized. This course will examine the nature of the French "civilizing mission" in Africa, and the Muslim-African response to the French presence, as Islam and its "symbols" played a major role in anti-colonial movements throughout the two regions. Among others, we will read works by authors Assia Djebar, Camara Laye, Gustave Flaubert and Fatima Mernissi. The course is taught in English, but students who have taken FREN 241 or a higher-level course can complete assignments in French. (GLB2) (Enrollment limited)

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) –Kehres

[**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)

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, or permission of instructor (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, or permission of instructor (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

[**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)

[**355. Marvels, Moors, and Myths: Threshold Places and Spaces in 19th and 20th cent. French Lit.**]— This course investigates the representation of threshold places and spaces in several French texts. Historically liminal areas are the settings for medieval lore, stories of magic and monsters, tales of the supernatural, and narratives of

spiritual or otherworldy encounters. We will explore these representations, the characters who inhabit or occupy them, and their role(s) in the French collective imagination. The Normandy coast, the craggy shores of Brittany, subterranean places, secret passages, depots, trains, carriages, windows, and stairwells are some of the venues that lend themselves to myth-making, storytelling, and creative innovation. Primary texts include but are not limited to L'Ensorcelée by Barbey d'Aurevilly, excerpts from La mer and La sorcière by Michelet, Récits de la Luçotte by Mme Emile Lévy, Giraudoux's La Folle de Chaillot, and Emily L. by Duras. Prerequisite: C- or better in French 251 or 252, or permission of instructor. (HUM) (Enrollment limited)

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'île des esclaves, Marivaux, Le Neveu de Rameau, Diderot Candide, Voltaire, Le Mariage de Figaro, Beaumarchais, Les Infortunes de la vertu, Sade. Films: Que la fête commence, Bertrand Tavernier, Ridicule, Patrice Leconte, L'Anglaise et le duc, Éric Roemer. Prerequisite: C- or better in French 251 or 252, or permission of instructor. (GLB2) (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

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. 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 3 hours 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)

102. French II— Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Three hours of class per week. Prerequisite: C- or better in French 101 or equivalent. (1 - 1.5 course credits) (HUM) (Enrollment limited) –Evelein, Provitola

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 from March 29 through April 4, 2020. 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. 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) –Humphreys

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) –Provitola

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

[**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 Éric Rohmer. (GLB2) (Enrollment limited)

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) –Humphreys

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, or permission of instructor (GLB2) (Enrollment limited) –Evelein

[**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, or permission of instructor (GLB2) (Enrollment limited)

[**355. Skin Deep: writing the face of francophone literature**]— The human face is considered not just the representation but the very incarnation of individual identity, and yet we know that "appearances should not be trusted," or that "beauty is only skin deep. In this course, we will read literary texts, films and theoretical works that ponder (among other things), the meaning of the face, its truth and its disguises. Topics include narcissism, the portrait and self-portrait, physiognomy, beauty, aging, makeup, and mirror-scenes. Emphasis will be placed on questions of gender identity/performance, as well as race and stereotyping. Works by Colette, Franju, Duras, Carrère, Assia Djebar and others. Readings, discussions and assignments in French. C- or better in French 241, or permission of instructor. Prerequisite: C- or better in French 241 or equivalent, or permission of instructor (HUM) (Enrollment limited)

355. Sex and Gender in Contemporary Franco-Maghrebi Cultures— This course provides an introduction to some of the major issues impacting the countries of formerly-colonized Francophone North Africa (Algeria, Morocco, Tunisia), commonly known as the Maghreb, and their diasporas in France. By putting excerpts of novels, memoirs, films, and other media in conversation with the popular press, this course will encourage students to reflect upon contemporary social issues between France and North Africa from the 1960s to the present. As we learn about race, religion, colonization, and immigration, a particular emphasis will be placed upon how issues of sex and gender impact cultural and literary representations. Topics may include the headscarf debates, family structure, and sexuality. Possible authors and filmmakers may include Leïla Sebbar, Abdellah Taïa, Nina Bouraoui, Farid Boudjellal, and Abdellatif Kechiche. Course conducted in French. Prerequisite: C- or better in French 251 or 252, or permission of instructor. (HUM) (Enrollment limited) –Provitola

[**355. Crime Stories: A Study of Francophone Detective Novels and their Cinematographic Adaptations.**]— Students will explore the evolution of the francophone detective novel through the works of major authors such as

Gaston Leroux, Georges Simenon, Didier Daeninckx, Jean-Patrick Manchette and Achille F. Ngoye. Emphasis will be placed upon narratological, social and political analysis. The study of film adaptations will complement the readings. The class will be conducted in French. Prerequisite: C- or better in French 241 or equivalent, 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

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

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•, Section Head; Lecturer Goesser Assaiante•; Visiting Assistant Professor Doerre. Additional faculty associated with the German Studies major: K. Curran (Art History), Ewegen (Philosophy), 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, 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-away 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 https://bwgermany.uconn.edu/ or Trinity-in-Vienna at http://www.trincoll.edu/UrbanGlobal/StudyAway/programs/TrinityPrograms/Vienna/.

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.

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) –Sims

[**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)

[**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)

303. German Drama— Many of the most important texts in German literature were written for the stage. From the seventeenth century with pioneers such as Gryphius, the eighteenth century with Goethe and Schiller, to the nineteenth century with Büchner and Hauptmann, it seems that drama was the preferred literary form. The twentieth century brought a new direction of drama with Brecht's "epic theatre," while Nobel Prize winner Elfriede Jelinek continues to write socially critical theatrical works today. This course will explore key works of German drama, and the context of their respective eras. All work will be done in German. Prerequisite: C- or better in German 202 or equivalent. (HUM) (Enrollment limited) –Doerre

[**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 Democtatic Republic, by authors such as Günter Grass, Heinrich Böll, Max Frisch, Friedrich Dürrenmatt, 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)

[**356. Germany and the Great War: Destruction, Myths, and Legacy**]— The outbreak of World War I marks the end of Germany's long nineteenth century and the beginning of a chaotic twentieth century. Its defeat in the war ushered in a period of remarkable social progress, scientific and artistic achievement, as well as unprecedented political instability, which led to some of the greatest tragedies of the twentieth century. This course will examine Germany's entry into the war to its defeat and aftermath. With focus on the totality of the experience of this war in German and Austro-Hungarian regions, we will explore important historical works, primary documents, novels, films, works of art and more. Taught in English. (Enrollment limited)

357. Germany's Roaring 1920s: "Babylon Berlin" in the Context of the Weimar Republic— The recent Netflix series sensation Babylon Berlin (2017-) has sparked renewed international attention to Germany's Weimar Republic (1918-1933). Between two world wars, the Weimar era was a time of political crisis, social revolution, and cultural boom. Today, this period continues to draw much attention and it remains one of the most fascinating periods of twentieth-century European history. This course answers why this series is so popular, and dives deeper into Weimar Republic by looking at a variety of social and cultural issues from this era, including gender relations, political extremism, race, popular culture, and art. Using the series as an introduction to the Weimar period of German history, this course will include, among others,, historical works, literary texts, and films. (HUM) (Enrollment limited) –Doerre

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

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) –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) –Doerre

[**233. Not Just for Kids: the World of Fairytales in the German Tradition**]— For centuries fairytales have served as powerful cultural currency, transmitting ideas about morality, gender, identity, nationalism, and childhood. Running the risk that it will ruin fairytales by vivisection, this course will approach the genre of German-language fairytales from a critical perspective, taking into account their historical context, psychological and philosophical interpretations, and how certain fairytales have changed over time into their contemporary iterations. Special attention will be paid to the fairytales collected by the Brothers Grimm, while also exploring their intersections with fairytales in other cultural and historical contexts. The goal of this course is for students to explore texts with whose content they may be familiar, in order to then gain a deeper understanding of their cultural, historical, and psychological dimensions. (HUM) (Enrollment limited)

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) –Evelein

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)

262. Not Just for Kids: the World of Fairytales in the German Tradition— For centuries fairytales have served as powerful cultural currency, transmitting ideas about morality, gender, identity, nationalism, and childhood. Running the risk that it will ruin fairytales by vivisection, this course will approach the genre of German-language fairytales from a critical perspective, taking into account their historical context, psychological and philosophical interpretations, and how certain fairytales have changed over time into their contemporary iterations. Special attention will be paid to the fairytales collected by the Brothers Grimm, while also exploring their intersections with fairytales in other cultural and historical contexts. The goal of this course is for students to explore texts with

whose content they may be familiar, in order to then gain a deeper understanding of their cultural, historical, and psychological dimensions. (HUM) (Enrollment limited) –Assaiante

[**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)

[**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)

[**304. The Wild 18th Century: Goethe on Love, Death and the Devil**]— Johann Wolfgang von Goethe is perhaps the most influential author in German literature, and his works defined some of the most important genres of his lifetime and beyond (1749-1832). This course will explore some of Goethe's greatest masterpieces, as well as selected works by other authors of the era, in order to examine some of the fundamental philosophical and aesthetic questions of the eighteenth century. Readings will include Goethe's "Die Leiden des jungen Werther," "Faust I" and selected poems; Schiller's "Die Räuber" and selected poems; and Kleist's "Das Erdbeben in Chile." We will also focus on the life and times of Goethe in order to understand his influence and role in German and European culture. Prerequisite: C- or better in German 202 or equivalent. (Enrollment limited)

305. German-Jewish Writers— This course will examine the contribution of Jewish writers to German literature, philosophy and culture. Of central concern will be how these writers negotiate and theorize their dual identity as Jew and German through the form and content of their writings. Issues of national, cultural and linguistic identification, acculturation, and self-criticism will be traced out through texts dating from the Enlightenment to the modern era. Readings to include: Mendelssohn, Varnhagen, Schlegel, Heine, Schnitzler, Freud, Kafka, Lasker-Schüler, Arendt, Celan. Prerequisite: C- or better in German 202 or equivalent. (HUM) (Enrollment limited) –Assaiante

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)

Hebrew

FACULTY

Senior Lecturer Ayalon, Section Head

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 Senior 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

[**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)

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

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 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)

302. Advanced Modern Hebrew II— A continuation of Hebrew 301 with emphasis on reading short novels and Israeli newspapers as well as viewing and discussing selected videos and movies. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 301 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

Professor Harrington•, Section Head; Professor Lambright; Professor of the Practice Meléndez; Assistant Professors Hubert and Souto Alcalde•; Lecturers Aidali Aponte-Avilés and Flores; Visiting Professor Morales; Visiting Assistant Professor Aldrete

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. Only one 300-level course taken during one semester abroad is valid for the major. Students spending two semesters studying 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.

Spanish majors are expected to study at: 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, must have taken at least one thematically appropriate (Iberian or Latin American) civilization and culture course (HISP 261, HISP 262 for those going to Spain, HISP 263, HISP 264 for those going to a Latin American country) before their departure. Careful planning in coordination with the student's adviser and the department's faculty sponsors of the sites is therefore essential.

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)

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 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 must have taken at least one thematically appropriate (Iberian or Latin American) civilization and culture course (HISP 261, HISP 262 for those going to Spain, HISP 263, HISP 264 for those going to a Latin American country) 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-away 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. 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 adviser 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 Trinity-in-Barcelona. We also offer a one-month study abroad experience in Barcelona (see HISP 227) most summers. 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 site in Barcelona must have taken at least one civilization and culture course (HISP 261, HISP 262 for those going to Spain, HISP 263, HISP 264 for those going to a Latin American country) before their departure. Careful planning in coordination with the student's adviser and Professor Harrington, the department's faculty sponsor of the Barcelona global site, 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-away 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 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 site in Barcelona must have taken at least one thematically appropriate (Iberian or Latin American) civilization and culture course (HISP 261, HISP 262 for those going to Spain, HISP 263, HISP 264 for those going to a Latin American country) before their departure. Careful planning in coordination with the student's adviser and Professor Harrington, the department's faculty sponsor of the Barcelona site.

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—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.) (HUM) (Enrollment limited) –Flores, Santamaria

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) –Flores, Santamaria

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. (HUM) (Enrollment limited) –Aponte-Aviles, Flores, Lastre

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) –Aldrete

214. Mapping the Queer and Feminist in Latin America— This course examines narratives by Latin American peoples in order to map how writers and activists have pushed from the periphery to make visible queer and feminist positions in the last century. The struggles that are explored in this course, critique the institutional systems that have often favored positions aligned to the patriarchal, heterosexual, white supremacy, and ablest notions of the ideal of governance. This course also questions the overarching westernized ideals of feminism and queerness as a process of modernity for Latin America. Readings will include, but are not limited to, novels, short stories, poetry, critical theory, performance art, and film. (GLB2) (Enrollment limited) –Aldrete

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) –Morales

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) –Hubert

[**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)

[**243. Barcelona: Reading the City**]— In this course we will analyze the various cultural processes-such as literature, art, architecture, film and sports-through which urban identities are formed. The particular object of our study will be the city Barcelona and its inhabitants. Using a wide variety of written and spoken texts, including books, films, tourist guides and advertising, we will analyze the genesis the various, and at times conflicting, representations of that 2000 year-old Mediterranean city and its people. (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) –Morales

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

305. Slaves, Travelers, and Texts in Latin America— How is slavery recounted? Since colonial times, African and Asians laborers were trafficked into Latin America to work on agriculture. In this seminar we will focus on narratives of Chinese labor in 19th century. Narratives written by traveling diplomats, merchants, or religious men involved this notorious human trade disguised as "indentured" labor. By looking at sources from Brazil, Colombia, Peru and the US we will study slavery as a global practice related to questions of diplomacy, migration and abolitionism, as well as a textual strategy of identity and language politics. The course proposes an interdisciplinary approach that considers research methodologies in comparative literature and global history. Readings will be in English, Spanish and Portuguese (optional). (GLB2) (Enrollment limited) –Hubert

306. Literature and Film in the Hispanic Caribbean: Politics, Ethnicity & Culture— This course will thoroughly examine the artistic production of the three Spanish-speaking islands of the Caribbean: Cuba, Dominican Republic, and Puerto Rico, particularly from the second part of twentieth century to the present. The students will have the opportunity to examine three distinctive genres –narrative, theatre and film— allowing them to develop competency in various analytical languages, while discovering the particularities of each of these discourses and the singularity of each of these islands. Colonialism, exile/diaspora, plantation economy, miscegenation, imperialism, revolution, dictatorship, ethnicity are crucial terms that will guide our discussions as we examine the works of novelists, short story writers, playwrights, and filmmakers: Carpentier, Cabrera Infante, Benítez Rojo, Sánchez, Ana Lydia Vega, Padura, Santos Febre, Rita Indiana, among others. (Enrollment limited) –Melendez

[**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)

[**323. Building with Words. Cultural Agents and National Culture**]— In this course we will study the key role played by writers and other cultural agents in the construction of the various national discourses that presently exist within the Spanish state. This will be done through the analysis of emblematic texts and films originally produced in Galician, Basque Catalan and Asturian by well-known creators. Through this careful contrastive analysis of these competing concepts of cultural identity-including the clichés to which they often give rise-students will gain a more compete and detailed understanding not only of the key role played by artists in the creation of identities, but also an important and influential set of social realities of today's Spain. Prerequisite: HISP 260 or higher (GLB2) (Enrollment limited)

[**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)

[**353. Narratives of Border Identity**]— With an emphasis on close reading of literary and cinematic texts, this course will explore the construction of physical, imaginary, metaphorical, and ideological borders in narrative and films that engage the Mexico-U.S. border. In addition to literary texts, students will devote special attention to theoretical and critical frameworks in light of the intersections of identity politics and the effects of the possible delimiting borders within Mexico. Prerequisite: C- or better in Hispanic Studies 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

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

[**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.) (HUM) (Enrollment limited)

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) –Aldrete, 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. (HUM) (Enrollment limited) –Aldrete, Aponte-Aviles, 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

215. Creative Writing in Spanish— This course will introduce students to the fundamentals of writing short fiction in Spanish. Students will examine methods of constructing narrative tension, fictional climaxes, ambiguity, character sketches, portrayals of social class, different kinds of autobiographies, dialogues, monologues, and landscape, interior and object descriptions. This course will enhance students' knowledge of Spanish language by focusing on the writing skills necessary to do so. Students will be encouraged to develop a personal style. They will be introduced to different fictional styles and will analyze vocabulary and narrative techniques of masters of the short fiction such as Ribeyro, Lispector, Borges, Cervantes or Valle-Inclán among others. Students will share and comment on each other's work in workshops and will be required to produce a final short fiction piece. Prerequisite: C- or better in Hispanic Studies 202 or equivalent. (GLB2) (Enrollment limited) –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

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) –Hubert

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)

249. Multi-cultural Cities of the Mediterranean— In today's Europe, states generally seek to engender the highest possible degree of cultural and linguistic uniformity within their borders. Many people thus presume that these societies have always been organized upon this principle. However, the history of the Mediterranean basin tells a very different story. There, until quite recently, the cultures of important cities like Trieste, Barcelona, Istanbul, Alexandria, Tunis, Thessaloniki, Gibraltar and Livorno were characterized by a profoundly multicultural and multilingual ethos. In this class, we will study the histories of these "polyglot cities" and retrace the ethnic and commercial networks that often bound them together. We will also explore the forces that eventually undermined their long-standing diversity and webs of interconnectedness in the late 19th and early 20th centuries. (GLB2) (Enrollment limited) –Harrington

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) –Hubert

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.) This course has a community learning component. 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) –Souto Alcalde

[**302. Don Quixote: Ethics of Failure**]— What if you discovered that to be successful you must fail over and over again, until you transform failure into personal ethics and a way of life? In this seminar we will read Cervantes's Don Quixote, considered the most influential and the best novel ever written, as a treatise on the ethical aspects of failure, as well as a manifesto on issues such as inequality, human rights, violence, power, and racial and gender discrimination. We will also examine Cervantes's historical period, the early-modern Spanish empire, as a way to uncover the roots of our contemporary world. Don Quixote is a book that will certainly change your life forever, as well as your ideas on society, politics, and the power of the individual. Prerequisite: HISP 260 or higher (HUM) (Enrollment limited)

[**304. Poetry & Translation in Latin America**]— In this course we will challenge the notorious idea that "poetry is what gets lost in translation." By looking at traditional as well as experimental poetry from Latin America, this course seeks to rethink translation as a fundamentally poetical practice, and as an entryway to discussions of world literature from the perspective of Spanish and Portuguese. Throughout the semester we will discuss poetry translated by practicing poets, the uniqueness of poetic translation as a genre, and the emergence of the modern poet-translator as cultural agent. Students will become poet-translators themselves in the workshop component of the course. (GLB) (Enrollment limited)

307. More than Just Neighbors: Spain and Italy from Early Modernity to the Present— Italy has existed as a nation-state for slightly less than 150 years. For many more years than this, however, the territory it currently occupies was divided into numerous principalities. For more than four centuries starting in in the early 1300s, a number of the more important of these principalities were controlled by monarchies located in today's Spain. In this course, we will analyze the rich history of Hispanic-Italian coexistence, endeavoring first to discern some of the reasons why this important history is not better known, then examining the many channels of "cultural commerce" between the peoples of the Iberian and Italian Peninsulas in the early modern and contemporary periods, as well as in the context of today in today's united Europe. 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

309. The Fight for Freedom (Freedom and Terror in the Hispanic World)— What's freedom? Depending on your ideology, freedom can mean many different things. Is freedom a human potentiality that must be universally assured by the intervention of the state (i.e., granting education, healthcare and subsidies to anybody, regulating prices, etc.) or is freedom a universal human quality that is fatally undermined by the intervention of the state? This seminar explores the origin of our notions of freedom in the early modern Hispanic world, a period in which capitalism emerges as a new socioeconomic model that redefines completely our understanding of freedom. We will also scrutinize the ways in which freedom and terror are closely interrelated. Our readings will include poems, marginal autobiographies, theater, New World chronicles, treatises on economy and politics, paintings and short novels. Prerequisite: C- or better in Hispanic Studies 202 or equivalent. (GLB2) (Enrollment limited) –Souto Alcalde

[**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)

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) –Souto Alcalde

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, Section Head; Principal Lecturer Palma; Lecturer di Florio; Visiting Lecturer King

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, 335, and 375.
- 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. 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 the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take 101 and 102 in sequence. Other than beginning students must have permission of instructor to enroll. (1 - 1.5 course credits) (HUM) (Enrollment limited) –Del Puppo, Palma, di Florio Gula

102. Elementary Italian II— Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Prerequisite: C- or better in Italian 101 or equivalent. (1 - 1.5 course credits) (HUM) (Enrollment limited) –King, 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) –Palma

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) –Palma

203. Italian Design and Culture in a Global Perspective— This course examines the development of Italian design from antiquity to the present in a global and transnational perspective. From Roman aqueducts to the FIAT Cinquecento, from Renaissance gardens and the Italian countryside to the Bialetti coffee maker and other popular products of Italian industrial design, Italy has had an indelible impact on modern and contemporary design cultures throughout the world. Design involves more than 'form' and 'function' and aesthetics. Design also reflects how we engage with our social and physical environment. By studying the history and culture of Italian design in a global perspective moreover, we will also learn more about our own design preferences and sensibility, and how these help shape our identity. (GLB2) (Enrollment limited) –Del Puppo

[**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)

247. Otherness in Italian Cinema— From its beginnings in the early 20th C to the present, Italian Cinema has represented the social and cultural identity of the 'other' and 'otherness', that is, racial, ethnic, and sexual diversity. This course will study the representation of the different kinds of diversity in Italian film, from Neorealism to recent Italian cinema. We will examine films that deal with immigration and the current refugee crisis in the Mediterranean, but also with LGBT culture and other human rights, as well as with Italians' attitudes toward diverse groups and cultures. How does Italian film historically reflect the 'other' in Italian culture and how is film being shaped by diversity? Films include: "Paisà" (Rossellini, 1946), "Una giornata particolare" (Scola, 1977), "Mine vaganti" (Ozpetek, 2010), "Terraferma" (Crialese, 2011). (GLB2) (Enrollment limited) –di Florio Gula

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

275. Italian Fascism and Antifascism— In this course we will consider the dominant literary, cinematic, and cultural movements of the Fascist Ventennio, such as the poets of the avant-garde, futurism, Gabriele D'Annunzio, Alessandro Blasetti, and others. We will also consider the resistance to the Fascist project through the works of antifascist writers, poets, and filmmakers. Our approach will be necessarily interdisciplinary. While our focus will be on literary, cinematic, and cultural movements, texts will include those by prominent historians as well. This course will be taught in English, and all texts will be in English. Films will be offered with English subtitles. (GLB2) (Enrollment limited) –King

[**277. Women, Italy, and the Mediterranean**]— This course examines the cultural, political, and social identity of women in contemporary Italy as represented in literature and in film. Italy is also a country of mass migration and, therefore, many recent migrant women from the Mediterranean region are also writing about their experience and about life in Italy. Topics include: Women writers as active agents of social and political change in patriarchal Italy, the clash of cultural identities and roles, and the impact of post-colonial theory and practice on gender in Italy. Authors and filmmakers include Ribka Sibhatu, Randa Ghazy, Gabriella Ghermandi and Cristina Ali Farah (GLB2) (Enrollment limited)

[**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)

[**375. Mythmaking the Italian Nation**]— This course will be dedicated to a study of the role that 19th century literary and cultural movements played in creating the myths necessary for defining an Italian nation, as well as later "revisionists" of the process of Italian state formation. Texts will include those by the pillars of Italian Romanticism: Foscolo, Manzoni, and Leopardi, as well as later "revisionist" writers like De Roberto, di Lampedusa, Sciascia, and Consolo. Our approach will be necessarily interdisciplinary. While our focus will be on literary and cultural movements, texts will include those by prominent historians as well. This course will be taught in English, and all texts will be in English. Films will be offered with English subtitles. (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

Spring Term

101. 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 the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take 101 and 102 in sequence. Other than beginning students must have permission of instructor to enroll. (1 - 1.5 course credits) (HUM) (Enrollment limited) –King, di Florio Gula

102. Elementary Italian II— Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Prerequisite: C- or better in Italian 101 or equivalent. (1 - 1.5 course credits) (HUM) (Enrollment limited) –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) –Palma

[**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)

[**247. Otherness in Italian Cinema**]— From its beginnings in the early 20th C to the present, Italian Cinema has represented the social and cultural identity of the 'other' and 'otherness', that is, racial, ethnic, and sexual diversity. This course will study the representation of the different kinds of diversity in Italian film, from Neorealism to recent Italian cinema. We will examine films that deal with immigration and the current refugee crisis in the Mediterranean, but also with LGBT culture and other human rights, as well as with Italians' attitudes toward diverse groups and cultures. How does Italian film historically reflect the 'other' in Italian culture and how is film being shaped by diversity? Films include: "Paisà" (Rossellini, 1946), "Una giornata particolare" (Scola, 1977), "Mine vaganti" (Ozpetek, 2010), "Terraferma" (Crialese, 2011). (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

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. (Listed as both LACS 274 and ITAL 274.) (GLB2) (Enrollment limited) –Del Puppo

276. Zombie Fascism(s): The Contemporary Resurrection of The Fascist Project— How do contemporary neo-fascist and anti-fascist movements in Europe and North America draw on the original fascist project for their ideology, culture, propaganda, and organizational principles? In what ways do contemporary "fascist" movements differ from the historic ones from which they draw inspiration? To what extent does it make sense use the designation "fascist" to describe these groups? In this colloquium, we will continue the conversation begun in LACS 275 (Italian Fascism and Anti-Fascism) by interrogating the ideologies of these contemporary movements, as well as the resistance to them, in light of historical European fascism and anti-fascism. (0.5 course credit) (Enrollment limited) –King

277. Women, Italy, and the Mediterranean— This course examines the cultural, political, and social identity of women in contemporary Italy as represented in literature and in film. Italy is also a country of mass migration and, therefore, many recent migrant women from the Mediterranean region are also writing about their experience and about life in Italy. Topics include: Women writers as active agents of social and political change in patriarchal Italy, the clash of cultural identities and roles, and the impact of post-colonial theory and practice on gender in Italy.

Authors and filmmakers include Ribka Sibhatu, Randa Ghazy, Gabriella Ghermandi and Cristina Ali Farah (GLB2) (Enrollment limited) –di Florio Gula

[279. Italian Theater As A Way Of Life]— The Nobel prize dramatist, Luigi Pirandello, argued paradoxically that art was more real than life. From Medieval sacred representations and Renaissance comedies of manner to Modernist and contemporary drama, Italian writers and performers have used theater as a vehicle of entertainment, education, and social change. This course examines the influence of Italian theater on the nation's culture, identity, and society. Besides analyzing several 'classics' (Machiavelli's Mandragola, Goldoni's La Locandiera, Pirandello's Six Characters in Search of An Author), 'theater', 'drama', and the 'theatrical' in a wider sense will be explored. Why does Carnival continue to be a ritualistic event for Italians? What role do dramatic religious and secular processions still play? How has theater influenced visual media? How are gender and diversity reflected in Italian drama? (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) –King

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, Petrignani, 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

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

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

Lecturer Izumi, Section Head; Associate Professor Shen; Principal Lecturer Emerita Wagoner

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 , including at least one course from offerings in Japanese literature and culture (INTS 236 and above), and JAPN 401. Special Topics in Japanese Studies. Two courses in a cognate field or fields (such as Japanese history, religion, art history) 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, including at least one course from offerings in Japanese literature and culture (JAPN 211 and above). No more than two transfer credits may be applied to the major.

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 as well as International Christian University 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 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 101, 102, 201, 202, 311, 312, 411, 412, and INTS 236 or its equivalent. No more than one transfer credit may be applied to the minor.

To declare a major or minor in Japanese, contact Lecturer Katsuya Izumi. 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) –Izumi

201. Intermediate Japanese I— This course emphasizes the continued development of skill in spoken and written Japanese. Students will acquire more advanced vocabulary, patterns, and characters, practice speaking and listening through audio/video materials, and have more exposure to cultural content. To achieve higher proficiency, students should plan to take 201 and 202 in sequence. (Also offered under the Asian Studies Program.) Prerequisite: Japanese 102 or equivalent. (1 - 1.5 course credits) (HUM) (Enrollment limited) –Izumi

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: A grade of C- or better in Japanese 311 or 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

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) –Izumi

202. Intermediate Japanese II— Continuation of Japanese 201, with further emphasis on written and spoken development of the current idiom. Three hours of class work. (Also offered under the Asian studies program.) Prerequisite: Japanese 201 or equivalent. (GLB2) (Enrollment limited) –Izumi

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 ona 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. (GLB2) (Enrollment limited) –Shen

[**239. Heroes and Heroines: Gender Identities in Japan through Literature, Film, and Anime**]— Drawing upon canonical literary sources as well as internationally celebrated films and anime, this course explores how Japanese society defines and portrays heroes and heroines, beginning in the Heian era and continuing through the modern period. Under the umbrella theme of the heroic, we will analyze how Japanese society defines and promotes cultural values and mores, and how gender roles have been constructed in different historical moments and represented in different media. We will move through themes, such as, war and samurai, love and double-suicide, onnagata and gender ambiguity, and feminism and modern heroines. Our discussion will be conducted with close reference to important theoretical issues in gender and sexuality studies. Readings and discussion in English. (GLB2) (Enrollment limited)

[**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)

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

401. Senior Seminar: Special Topics— This seminar is required of all seniors majoring in Japanese: Plan B (Japanese as primary language). Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author, or genre in Japanese studies. (WEB) (Enrollment limited) –Izumi

[**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: A grade of C- or better in Japanese 311 or Japanese 312 (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

Linguistics

Fall Term

233. Phonetics— This course will examine speech production from the perspectives of articulation (how sounds are formed) and acoustics (waveforms and spectrographs of spoken words). Topics will include airstream mechanisms and the articulation of sounds in the world's languages, suprasegmental features (stress, tone, rhythm, pitch, intonation, etc.), phonation types, typological approaches to sound systems, and the use of phonetic analysis in research in phonology. Particular attention will be given to developing skills in phonetic transcription using the International Phonetic Alphabet (IPA). We will study and learn to produce all the sounds in all the world's languages. (GLB5) (Enrollment limited) –Lahti

[**234. Morphology**]— This course examines how words are put together. We will learn about affixes, reduplication, and other ways words change in order to change their meaning. Special attention will be paid to the difference between inflection and derivation, how morphology relates to phonology and syntax, compound words and headedness, productivity, paradigms, morphological theory, and morphological history. At the end of the course we will use what we know to analyze the morphology of Hawaiian, Finnish, Russian, and the North Atlantic (West African) languages. (SOC) (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

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. (SOC) (Enrollment limited) –Lahti

[**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)

Russian

FACULTY

Professor Lahti, Section Head; Associate Professor Any••

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.
- 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.

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) –Any

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. The Great Tradition of the Russian Novel— All readings and discussion will be in English. 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. Authors to be read include Gogol, Dostoevsky, Tolstoy, Chekhov, and others. This course will introduce the students to some of the greatest works in the Russian literary canon. (Listed as both LACS 284 and RUSS 284; and under the Russian and Eurasian Studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Lahti

[**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 fiction, 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)

[**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)

[**302. Russian Narrative Prose**]— Intensive study of traditional or contemporary Russian texts. Weekly reading assignments will be supplemented by oral reports, literary analysis, and exercises in translation. Students will play a significant role in leading class discussion. All readings and discussion in Russian. Prerequisite: C- or better in Russian 222, or permission of instructor (GLB2) (Enrollment limited)

320. Gogol— We will begin with Gogol's Ukranian 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) –Lahti

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

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)

[**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)

[**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)

[**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 fiction, 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)

[**289. Anna Karenina**]— What is love? That is the question at the heart of Leo Tolstoy's timeless masterpiece, Anna Karenina. We will undertake intensive, in-depth study of this massive but tightly woven novel, which probes the nature of love by considering it within a series of tensions–between individual autonomy and family responsibilities; the physical and spiritual sides of human nature; rational and instinctive behavior; urban versus rural lifestyles; and the threat that technological advances pose to traditional behaviors. In addition, we will consider the differing perspectives that diverse readers have brought to this novel, as well as film adaptations and short stories that may be seen as responses to Anna Karenina. (Students may not receive credit for both FYS 110 and this class.) (GLB2) (Enrollment limited)

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.) Prerequisite: C- or better in Russian 201 or equivalent. (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)

[**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)

World Literature and Culture Studies

To declare this major, please see the Coordinator, Associate Professor Kifah Hanna.

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. Study of texts need not be done in the original language; however, since all culture is language-based, 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. Between the World and You: Language, Culture and the Creation of Meaning.

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. This project will normally be done in English. Students with strong language skills may elect instead to take the appropriate 401 class in the LACS department.

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

Associate Professor Russo, Chair; Professor Mauro•; Associate Professors Sandoval•• and Wyshinski; Assistant Professors Kuenzel, Ma, and Skardal; Lecturer Pellico; Harold L. Dorwart Visiting Assistant Professor Lazarus; Visiting Assistant Professors Evans, Kreinbihl, Martin, and Whitehead; Aetna Quantitative Center Director and Lecturer Gingras; Visiting Lecturer Babapoor

OVERVIEW OF MAJOR

The mathematics major is designed around a core of required courses that provides a strong foundation in both computational and theoretical mathematics. Beyond this core, electives from both pure and applied mathematics serve to accommodate students whose aspirations may include double-majoring with any of the College's other quantitative majors, pursuing graduate study in mathematics or a cognate field, or building a career that requires a strong mathematical background. Yet not all students who major in mathematics necessarily have long-term quantitative interests. Recent math majors have doubled with classics, English, language and culture studies, music, and theater and dance.

Each student whose goals include graduate study in mathematics should supplement the core requirements with as many 300-level electives as possible and should consult with his or her mathematics adviser or with the department chair at the earliest possible date in order to plan a course of study.

LEARNING GOALS

The Math Department's learning goals can be found HERE.

REQUIREMENTS

To earn a major in mathematics, students must complete a total of ten courses of at least one credit each at the 200-level or above. These courses must be selected so as to satisfy the requirements below. In addition, students must earn a grade of C- or better in each course that is counted toward these requirements.

- **Calculus requirement**
  MATH 231
- **Linear Algebra requirement**
  Either MATH 228 or MATH 229. Students may take both courses for college credit but only one may be counted towards the ten courses required for the math major.
- **Introduction to Proof requirement**
  - Students who satisfy the linear algebra requirement by taking MATH 228 may use MATH 228 to satisfy this requirement as well.
  - Students choosing to take MATH 229 to satisfy the linear algebra requirement, must also take either MATH 205 or MATH 241. These may also count as electives. (see below)
- **Writing Intensive Part II requirement**
  MATH 307 and MATH 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 two additional elective mathematics course at the 300-level or above. No cognate course below will count toward the fulfillment of this requirement.
- **Capstone requirement**
  Students must take one 400-level seminar course.

List of Approved Cognate Courses

CHEM 309L. Physical Chemistry I
CHEM 310. Physical Chemistry II
CHEM 316L. Physical Biochemistry
CPSC 320. Analysis of Algorithms
ECON 312. Mathematical Economics
ENGR 212L. Linear Circuit Theory
ENGR 225. Mechanics I
ENGR 301L. Signal Processing and Applications
ENGR 303L. Analog and Digital Communication
ENGR 312. Automatic Control Systems
ENGR 337. Thermodynamics
ENGR 346L. Computational Neuroscience
ENGR 362L. Fluid Dynamics
PHYS 232L. Physics III: Optics and Modern Physics
PHYS 300. Mathematical Methods of Physics
PHYS 301. Classical Mechanics
PHYS 302. Electrodynamics
PHYS 304. Statistical and Thermal Physics
PHYS 313. Quantum Mechanics
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 has recently been offered. These are subject to change according to student demand.

Courses offered every semester: MATH 205, 207, 228, 231, 400

Courses offered every year: MATH 229, 234, 252/254, 307, 331

Courses offered every other year: MATH 237, 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 or 229, elective
Junior	307 or 331, elective	Two electives
Senior	307 or 331, elective	400 level seminar course

ADDITIONAL OPPORTUNITIES

Study away: Students of mathematics have many opportunities to study away, but all of them require a certain amount of early planning. Students are *strongly 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 away 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 away 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 honors 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.

The honors thesis 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 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 no later than one day prior to the earlier of (1) the deadline for verification of honors, and (2) the deadline for submission of senior grades. Guidelines for the completion of the honors thesis may be obtained from the department chair.

The applied mathematics minor—the applied mathematics minor is designed to provide students with a strong background in the areas of mathematics that are critical for addressing both the theoretical and practical aspects of real-world problems that arise in a wide range of applications and disciplines.

This minor will require a total of 7 courses (6.75 credits), summarized as follows in foundational, core, and elective categories:

- Foundational requirements (2.75 credits)

  MATH 132. Calculus II
  MATH 207. Statistical Data Analysis
  MATH 210. Scientific Computing in MATLAB

- Core requirements (3 credits)

  MATH 229. Applied Linear Algebra
  MATH 234. Differential Equations
  MATH 254. Introduction to Mathematical Modeling

- Electives (1 credit; choose one of the following)

  MATH 237. Mathematics of Finance
  MATH 309. Numerical Analysis
  MATH 316. Dynamical Systems

The designations above have been chosen carefully to ensure that students who complete the minor have (i) a strong foundation in a range of mathematical sciences (calculus, statistics, and computing), (ii) are proficient in the core technical skills that surface in virtually every aspect of applied mathematics (linear algebra, differential equations, and modeling), and (iii) have the opportunity to put these technical skills into practice in at least one advanced area of applied mathematics that is of specific interest to the student (finance, numerics, or dynamics).

Fall 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. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. Students who qualify or have credit for Mathematics 131 or 207 are not eligible to enroll in this course. (NUM) (Enrollment limited) –BabapoorDighaleh, Whitehead

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, public policy, economics, psychology, sports, and gambling. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. (NUM) (Enrollment limited) –Evans

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) –Martin

127. Functions, Graphs and Modeling— This course will focus on the study of functions and graphs and their uses in modeling and applications. Emphasis will be placed on understanding the properties of linear, polynomial, rational piecewise, exponential, logarithmic and trigonometric functions. Students will learn to work with these functions in symbolic, graphical, numerical and verbal form. Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. Students who qualify or have credit for Mathematics 131 or 207 are not eligible to enroll in this course. (NUM) (Enrollment limited) –Kreinbihl, Sandoval

128. The Mathematics of Redistricting/Gerrymandering, Elections, and the U.S. Census— This course will use mathematical tools to analyze redistricting and elections in Connecticut and in the United States. Students will learn about the mathematics and laws of redistricting/gerrymandering and their impact on the shapes of maps and elected candidates in national and state elections. To support these goals, students will learn about the mathematics of election forecasting, the U.S. Census, data analysis, and the geometric analysis of maps to understand the variety of components associated with the decennial redrawing of political districts. For the Community Learning component, students will interact with Connecticut legislators in Hartford to gain a first-hand understanding of the political structures and processes behind the maps and shapes of Connecticut's Congressional and Assembly districts. This course has a community learning component. C+ or better in QLIT-101 or a math placement score that has exempted the student from QLIT-101 (NUM) (Enrollment limited) –Evans

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 by successful performance on the Advanced Placement Examination of the CEEB (see Catalogue section "Advanced Placement for First-Year Students"). At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: A satisfactory score on the Mathematics Placement Examination, or C- or better in Mathematics 127. (1.25 course credits) (NUM) (Enrollment limited) –Evans, Martin, Pellico, Skardal, Whitehead

131L. Calculus I Workshop— The Calculus I Workshop is a challenging, interactive group learning environment for interested students. Each workshop is typically based on a detailed set of worksheets which students work through in an interactive setting. Students are encouraged to "talk mathematics", thinking aloud and working with other

students. Workshop problems are based on the material covered in lecture, but they are designed to stretch each student's abilities to the fullest extent. The students spend most of the workshop time collaborating in groups, grappling with difficult ideas and problems. Corequisite: Must be enrolled in Mathematics 131 concurrently. (0.25 course credit) (Enrollment limited) –Sandoval

132. Calculus II— Topics concerning the Riemann integral and its applications, techniques of integration, first-order ordinary differential equations, and sequences and series. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: C- or better in Mathematics 131, or an appropriate score on the AP Examination or Trinity's Mathematics Qualifying Examination. (1.25 course credits) (NUM) (Enrollment limited) –Lazarus, Wyshinski

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) –Martin

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. Those who successfully complete Math 107 may take Math 207 for credit due to its increased depth of coverage and breadth of topics. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: A suitable score on the Mathematics Placement Examination or a grade of C- or better in Mathematics 107 or 127. (NUM) (Enrollment limited) –Kuenzel, Ma, Skardal

[**210. Scientific Computing in Matlab**]— This course is a computational workshop designed to introduce the student to Matlab, a powerful scientific computing software package. The workshop will focus on visual learning based on graphical displays of scientific data and simulation results from a variety of mathematical subject areas, such as calculus, differential equations, statistics, linear algebra, and numerical analysis. No prior computer language skills are required as basic programming tools such as loops, conditional operators, and debugging techniques will be developed as needed. The workshop will prepare the student for future courses in applied mathematics as well as courses in other disciplines where scientific computing is essential. Prerequisite: C- or better in Math 132 or equivalent and C- or better or concurrent registration in a 200-level math course. (0.5 course credit) (Enrollment limited)

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, 205, 231 or 253, or consent of instructor. (NUM) (Enrollment limited) –Lazarus

229. Applied Linear Algebra— An introduction to linear algebra with an emphasis on practical applications and computation. Topics will be motivated by real-world examples from a variety of disciplines, for instance medical imaging, quantum states, Google's PageRank, Markov chains, graphs and networks,difference equations, and ordinary and partial differential equations. Topics will include solvability and sensitivity of large systems, iterative methods, matrix norms and condition numbers, orthonormal bases and the Gram-Schmidt process, and spectral properties of linear operators. MATLAB will be used for coding throughout the course, although no previous experience is required. Students may not count both Mathematics 228 and Mathematics 229 for credit towards the Math major. Prerequisite: C- or better in Mathematics 132, 205, 231 or 253, or consent of instructor. (NUM) (Enrollment limited) –Skardal

231. Calculus III: Multivariable Calculus— Vector-valued functions, partial derivatives, multiple integrals, conic sections, polar coordinates, Green's Theorem, Stokes' Theorem, and Divergence Theorem. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: C- or better in Mathematics 132. (1.25 course credits) (NUM) (Enrollment limited) –Ma, Sandoval

[**237. 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)

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. (0.5 - 2 course credits) –Staff

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. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: C- or better in Mathematics 231. (NUM) (Enrollment limited) –Pellico, Russo

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. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: C- or better in Mathematics 228 or C- or better in each of Mathematics 229 and either Math 205/241 or permission of instructor. (WEB) (Enrollment limited) –Kreinbihl, Kuenzel

[**316. Dynamical Systems**]— An introduction to nonlinear dynamics and chaos theory, emphasizing qualitative methods for both continuous and discrete dynamical systems. Topics will include fixed points and periodic solutions, linearization and asymptotic behavior, existence and nonexistence theorems for periodic orbits, and Floquet theory. Special emphasis will be placed on stability and bifurcation analysis for parameterized families. The final part of the course will serve as an introduction to chaos theory. Topics will include routes to chaos, strange attractors, self-similarity and fractal dimensions, Lyapunov exponents, and renormalization. Modeling of real-world systems and their applications will we stressed throughout the course. Prerequisite: A grade of C- or better in MATH 234; or Permission of the Instructor (Enrollment limited)

[**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 Algebra**]— Assuming no prior exposure to abstract algebra, this course provides a non-traditional introduction to general algebra. We cover such topics as monoids, semigroups, quasigroups, introductory universal algebra, and introductory category theory. Students who have already taken an abstract algebra course are welcome as well. Prerequisite: C- or better in Mathematics 205, or permission of instructor. (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)

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) –Ma

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. 174. Prerequisite: C- or better in Computer Science 115L and Computer Science 203

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. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. Students who qualify or have credit for Mathematics 131 or 207 are not eligible to enroll in this course. (NUM) (Enrollment limited) –BabapoorDighaleh, Whitehead

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, public policy, economics, psychology, sports, and gambling. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. (NUM) (Enrollment limited) –Evans

121. Mathematics of Money— An introduction to concepts related to financial mathematics. Topics will include simple interest, compound interest, annuities, investments, retirement plans, credit cards, and mortgages. A strong background in algebra is required. Not open to students who have received credit for Math 131 or higher. Prerequisite: A suitable score on the Mathematics Placement Exam and completion of QLIT101 with a grade of C- or better. (NUM) (Enrollment limited) –Wyshinski

[**123. Mathematical Pearls**]— An introduction to mathematical topics from logical thinking, sets, probability, geometry and art, and more. This course is not open to students with credit for Math 131, 142 or any Math course at the 200-level or above. Prerequisite: A suitable score on the Mathematics Placement Exam and completion of QLIT101 with a grade of C- or better. (NUM) (Enrollment limited)

127. Functions, Graphs and Modeling— This course will focus on the study of functions and graphs and their uses in modeling and applications. Emphasis will be placed on understanding the properties of linear, polynomial, rational piecewise, exponential, logarithmic and trigonometric functions. Students will learn to work with these functions in symbolic, graphical, numerical and verbal form. Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. Students who qualify or have credit for Mathematics 131 or 207 are not eligible to enroll in this course. (NUM) (Enrollment limited) –Gingras

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 by successful performance on the Advanced Placement Examination of the CEEB (see Catalogue section "Advanced Placement for First-Year Students"). At the discretion of the Mathematics Department,

section enrollments may be balanced. Prerequisite: A satisfactory score on the Mathematics Placement Examination, or C- or better in Mathematics 127. (1.25 course credits) (NUM) (Enrollment limited) –Martin, Wyshinski

131L. Calculus I Workshop— The Calculus I Workshop is a challenging, interactive group learning environment for interested students. Each workshop is typically based on a detailed set of worksheets which students work through in an interactive setting. Students are encouraged to "talk mathematics", thinking aloud and working with other students. Workshop problems are based on the material covered in lecture, but they are designed to stretch each student's abilities to the fullest extent. The students spend most of the workshop time collaborating in groups, grappling with difficult ideas and problems. Corequisite: Must be enrolled in Mathematics 131 concurrently. (0.25 course credit) (Enrollment limited) –Mauro

132. Calculus II— Topics concerning the Riemann integral and its applications, techniques of integration, first-order ordinary differential equations, and sequences and series. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: C- or better in Mathematics 131, or an appropriate score on the AP Examination or Trinity's Mathematics Qualifying Examination. (1.25 course credits) (NUM) (Enrollment limited) –Evans, Pellico, Wyshinski

132L. Calculus II Workshop— The Calculus II Workshop is a challenging, interactive group learning environment for interested students. Each workshop is typically based on a detailed set of worksheets which students work through in an interactive setting. Students are encouraged to "talk mathematics", thinking aloud and working with other students. Workshop problems are based on the material covered in lecture, but they are designed to stretch each student's abilities to the fullest extent. The students spend most of the workshop time collaborating in groups, grappling with difficult ideas and problems. (0.25 course credit) (Enrollment limited) –Mauro

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. Those who successfully complete Math 107 may take Math 207 for credit due to its increased depth of coverage and breadth of topics. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: A suitable score on the Mathematics Placement Examination or a grade of C- or better in Mathematics 107 or 127. (NUM) (Enrollment limited) –Kreinbihl, Kuenzel

210. Scientific Computing in Matlab— This course is a computational workshop designed to introduce the student to Matlab, a powerful scientific computing software package. The workshop will focus on visual learning based on graphical displays of scientific data and simulation results from a variety of mathematical subject areas, such as calculus, differential equations, statistics, linear algebra, and numerical analysis. No prior computer language skills are required as basic programming tools such as loops, conditional operators, and debugging techniques will be developed as needed. The workshop will prepare the student for future courses in applied mathematics as well as courses in other disciplines where scientific computing is essential. Prerequisite: C- or better in Math 132 or equivalent and C- or better or concurrent registration in a 200-level math course. (0.5 course credit) (Enrollment limited) –Pellico

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, 205, 231 or 253, or consent of instructor. (NUM) (Enrollment limited) –Martin

231. Calculus III: Multivariable Calculus— Vector-valued functions, partial derivatives, multiple integrals, conic sections, polar coordinates, Green's Theorem, Stokes' Theorem, and Divergence Theorem. At the discretion of

the Mathematics Department, section enrollments may be balanced. Prerequisite: C- or better in Mathematics 132. (1.25 course credits) (NUM) (Enrollment limited) –Whitehead

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. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: C- or better in Mathematics 132. (NUM) (Enrollment limited) –Lazarus, Ma

237. Mathematics of Finance— This is an introductory course on the mathematics of financial products, with a focus on options. The main topics include: mechanics and properties of options, option pricing in binomial models, the Black-Scholes model, stochastic process, and the "Greeks". Equal emphasis is placed on proofs of formulas and the application of those formulas to pricing financial derivatives. Prerequisite: C- or better in Mathematics 132 and 207, or permission of instructor Prerequisite: C- or better in Mathematics 132 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. (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)

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. (0.5 - 2 course credits) –Staff

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) –Mauro

[**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)

314. Combinatorics and Computing— Introduction to combinatorics. Topics may include, but will not necessarily be limited to, computer representation of mathematical objects, enumeration techniques, sorting and searching methods, generation of elementary configurations such as sets, permutations and graphs, and matrix methods. Prerequisite: C- or better in Mathematics 228 or C- or better in each of Mathematics 229 and either Math 205/241 or permission of instructor. (NUM) (Enrollment limited) –Kuenzel

[**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. At the discretion of the Mathematics Department, section enrollments may be balanced. Prerequisite: C- or better in Mathematics 228 or C- or better in each of Mathematics 229 and either Math 205/241 or permission of instructor. (WEB) (Enrollment limited) –Skardal

[**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)

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) –Mauro

497. Senior Thesis— Required of, but not limited to, honors candidates. –Staff

[**498. Senior Thesis Part I**]— (2 course credits)

[**499. Thesis**]— (2 course credits)

Middle East Studies

See International Studies Program, p. 305

Music

Associate Professor Román, Chair; Professors Platoff and Woldu; Associate Professor Galm; John Rose College Organist-and-Directorship Distinguished Chair of Chapel Music and Adjunct Professor of Music, Ex Officio Houlihan; Visiting Assistant Professors Allen and Knickerbocker; Visiting Lecturer Greenidge; Guest Director Pinchin; Music Staff Accompanist and Instructor Melson; Instrumental Ensembles Coordinator Curran

LEARNING GOALS

The Music Department's learning goals can be found HERE.

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 311. 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 1.0-credit courses offered by the Music Department, subject to approval by the student's departmental adviser or chair.

Recommended sequence of courses: 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 or MUSC 121. Listen!; other first-year options include MUSC 113 and MUSC 218. 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, MUSC 311, and MUSC 312.
- in the junior year, take 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 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
- Other performance courses may be counted, as determined by the department.

All the performance ensembles invite repeated enrollment. Please note that four (4) performance courses are required, regardless of the number of credits earned in each of those courses.

The Writing Intensive Part II requirement is fulfilled by one of the following courses:

- MUSC 133. Blues Women to Nicki Minaj
- MUSC 311. 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 Center for Student Success and Career Development.

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 music minor—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 268. Mozart and Beethoven

- 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. Before Lady Gaga and Beyoncé
  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.

The music production minor—the minor in music production is designed to introduce students to a range of topics in music production that includes the fundamentals of music theory, the exploration of music in a cultural context, and a variety of musical production experiences. Students who elect the minor in music production 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, literature, repertoire, listening, or music's intersection with culture, class, gender, or politics:

  MUSC 113. Introduction to World Music
  MUSC 121. Listen!
  MUSC 133. Blues Women to Nicki Minaj
  MUSC 150. Before Lady Gaga and Beyoncé
  MUSC 218. American Popular Music
  MUSC 219. *Toca Brasil!* (Play Brazil!)
  MUSC 252. The Beatles and Rock 'n' Roll
  MUSC 268. Mozart and Beethoven
  MUSC 274. Jazz: 1900 to the Present

- Three courses related to music production:

  MUSC 175. Introduction to Recording Arts (Required)
  MUSC 260. Advanced Recording Arts
  MUSC 270. Synthesis and Sound Design
  MUSC 271. Sound for Film
  MUSC 275. The Business of Music

- Two semesters of departmental performance activities with a maximum of one semester of MUSC 107. Music Lessons.

Students may not simultaneously major in music and minor in music production.

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

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) –Cortes, Curran, Lis, Miyazaki

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, Bisaccia, Curran, Eickel, Fox, Giardina, Houlihan, Kennedy, Laurent, Scott, Stoltz

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. This course has a community learning component. (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. This course has a community learning component. (GLB1) (Enrollment limited) –Galm

119. Musical Theater Production— Participants in departmental musical theater productions will be enrolled for 0.50 credit by the Music Department and will be graded. (0.5 course credit) (ART) (Enrollment limited) –Pinchin

[**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 fro 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 sould diva Aretha Franklin; rocker Tina Turner; and, ultimately, women in hip-hop, among them Queen Latifa, 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

[**150. Before Lady Gaga and Beyoncé**]— 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)

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) –Knickerbocker

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. Simultaneous enrollment in the one-hour practicum is required. Prerequisite: C- or better in Music 101 or equivalent preparation. (1.5 course credits) (ART) (Enrollment limited) –Melson, Roman

212. Experimental and Advanced Music Improvisation— This is a performance and music creation course, devoted to the exploration of music improvisation, ranging from fully structured and notated, to free and experimental. All instrumentalists and vocalists are welcome, as well as those interested in electronic and computer music. While music reading and theory skills are not strictly required, a certain level of playing or singing proficiency will be expected. The course will lead to an end of semester public performance. (0.5 course credit) (ART) (Enrollment limited) –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)

[**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)

[**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)

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

311. 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

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, Bartók, Schoenberg, Shostakovich, Ives, Copland, Gershwin, Ellington, Bernstein, Reich, and Adams. Prerequisite: C- or better in Music 202. (ART) (Enrollment limited) –Platoff

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. This course has a community learning component. (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— Participants in departmental musical theater productions will be enrolled for 0.50 credit by the Music Department and will be graded. (0.5 course credit) (ART) (Enrollment limited) –Pinchin

[**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 fro 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 sould diva Aretha Franklin; rocker Tina Turner; and, ultimately, women in hip-hop, among them Queen Latifa, 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)

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) –Knickerbocker

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

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. This course has a community learning component. (GLB1) (Enrollment limited)

220. Music and Human Rights— This course highlights the role of music in relation to human rights throughout the world. Material to be covered includes theoretical approaches towards the study of human rights and how music can serve as an important indicator of diverse social relationships in various contexts. It will also compare and contrast historical and cultural aspects of musical movements that were strongly connected to human rights in countries and regions such as Latin America, the Caribbean, the United States, South Korea, and South Africa. (ART) (Enrollment limited) –Galm

[**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)

[**249. Music Therapy Principles and Practices**]— An introduction to the principles and current practices of music therapy, with emphasis on the broadly interdisciplinary nature of the field. Topics explored include music itself, and music interwoven with studies in movement, psychology, neuroscience, philosophy, ethics, human development, ability, and disability. Seminar format emphasizes student engagement and responsibility. Reading, writing, discussion, and evaluation of research, and an experiential component each week offer a variety of modes of engaging with key topics in the field. (ART) (Enrollment limited)

252. The Beatles and '60s Rock 'n' Roll— 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) –Knickerbocker

[**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)

[**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)

268. Mozart and Beethoven— "Wolfgang Amadè Mozart (1756-91) and Ludwig van Beethoven (1770-1827) are two of the greatest and most famous composers in Western music. They also stand at a major turning point in music history, representing a shift from "music as entertainment" to "music as profoundly personal expression."" By investigating the lives, careers, and music of these two extraordinary figures, we will also explore this important cultural shift and its consequences for later music.

This is an introductory course; there are no prerequisites, and students do not need to read music. It is a listening course, and students should expect to do several hours of listening each week (in addition to assigned readings and occasional video screenings). We will also attend live concerts of Mozart's and Beethoven's music." (ART) (Enrollment limited) –Platoff

[**270. Synthesis and Sound Design**]— This course explores various methods of audio sound design and creation through several synthesis methods, and through creative recording and audio manipulation techniques. Students will learn about the building blocks of synthesis, from oscillator to output, and how these components interact to create certain timbres, via hands-on experimentation, demonstrations, in-class assignments, and creative projects. Prerequisite: C- or better in Music 175, or permission of instructor. (ART) (Enrollment limited)

271. Sound for Film— This course provides students with the tools and skills necessary to create a full audio mix synchronized to video or other media. Exploration of production dialogue, ADR (Automatic Dialogue Replacement), Foley, sound effects, sync, and basic music editing will be accomplished through critical listening, hands-on labs, and student projects. Additionally, students will examine delivery methods, basic video format specifications, and a brief history of sound in film. Prerequisite: C- or better in Music 175, or permission of instructor. (ART) (Enrollment limited) –Knickerbocker

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 201 or permission of instructor. (ART) (Enrollment limited) –Platoff

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 or Music minors. (ART) (Enrollment limited) –Woldu

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

[**418. Senior Project**]— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (ART)

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.

[**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)

Neuroscience

Charles A. Dana Professor of Psychology and Neuroscience Raskin, 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), and Vernon D. Roosa Professor of Applied Science Masino (Psychology and Neuroscience); Associate Professors Blaise[•] (Engineering), Casserly[•] (Psychology), Church (Chemistry and Neuroscience), Guardiola-Diaz (Biology and Neuroscience), and Theurer[•] (Philosophy); Assistant Professors Grubb[••] (Psychology), Helt (Psychology and Neuroscience), and Martinez[†] (Neuroscience); Principal Lecturer and Laboratory Coordinator Swart; Visiting Assistant Professor Benedetto; Visiting Lecturer Waddell

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.

LEARNING GOALS

The Neuroscience Program's learning goals can be found HERE.

REQUIREMENTS

The major requires 13 course credits, including eight 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. The lab course options include those listed in the core course requirements, core electives, or cognate electives as well as NESC 301. Introduction to Neuroscience Methodology. At least two must be designated NESC.[6]

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
- ONE of the following:
  - MATH 107. Elements of Statistics
  - MATH 131. Calculus I
  - MATH 207. Statistical Data Analysis
  - NESC 220 Statistics for Life Sciences
  - PSYC 221L. Research Design and Analysis
- NESC 201. Principles of Neuroscience
- NESC 388. Current Issues in Neuroscience (senior year only)

[6] NESC 425 (0.5 credit) can be used to fulfill the NESC lab requirement, however, NESC (1.0 credit) is required to fulfill the cognate elective requirement.

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 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. Neurodegenerative Diseases
NESC 432. Nutrition and Brain Health
PHIL 319. Philosophy of Neuroscience and Psychiatry
PHIL 374. Minds and Brains
PSYC 293L. Perception
PSYC 302. Behavioral Neuroscience
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

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)[7],[8]
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

The Writing Intensive Part II requirement is fulfilled by one of the following courses:

NECS 325. Hormones and Social Behavior
NESC 362. Neuroethology

[7]NESC 425 (0.5 credit) can be used to fulfill the NESC lab requirement, however, NESC (1.0 credit) is required to fulfill the cognate elective requirement.

[8]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.

NESC 401. Neurochemistry
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
BIOL 432/NESC 432. Nutrition and Brain Health
CHEM 402/NESC 402. Neurodegenerative Diseases
ENGR 311. Electrophysiology of the Central Nervous System
ENGR 316. Neural Engineering
NESC 320. Developmental Neuroscience
NESC 401. Neurochemistry

Systems/Behavioral

BIOL 319L. Animal Physiology
BIOL 456L. The Biology of Communication
BIOL 473. Sensory Biology
NESC 210L. Neuroendocrinology
NECS 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 away should meet with their adviser and the program director in advance of the semester they intend to go away. Professor Raskin is currently the study-away adviser for the Neuroscience Program and can advise students regarding specific study-away options. There are many study-away locations that allow for course work in neuroscience as well as internship experiences. Students who wish to take a course for major credit while away must have this approved by the program director before going away.

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 have an overall GPA of 3.7 in 200 level and above courses counted towards the major.

In addition,

- Students must do one of the following:
  - Two semester thesis in neuroscience (NESC 498 and NESC 499)
  - Two semesters (2.0 credits) research assistant in neuroscience (NESC 425)
  - Summer research assistant in neuroscience supervised by a member of the Neuroscience Coordinating Committee or approved in advance by the Director
  - Equivalent hours (300 hours) committed to community engagement in neuroscience approved by the Director. Students must complete and turn in the Documentation of Community Engagement Hours form signed by the community mentor and by the Director of the program. This must be completed and turned in to the Director by the last day of classes of the semester the student will be graduating.
- Students must do an expanded breadth of the major (4 different contributing departments: NESC, PSYC, BIOL, CHEM, PHIL, ENGR).
- Students must give either an oral presentation during the annual spring neuroscience presentations or a poster presentation at the annual Research Symposium.

Fall 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)

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, Guardiola-Diaz, Helt, Swart

303. Neurobiology of Psychiatric Diseases— This course examines the lives of individuals who suffer from and the science behind psychiatric diseases including Schizophrenia, Depression, Bipolar Disorder, Anxiety, Personality Disorders. Discussions will be based on books written by authors with mental illness, case reports and in-class guest speakers to understand what life is like beyond the diagnosis while getting a review of the anatomical structures, neurological abnormalities, etiology and management of each disease. Prerequisite PSYC 261 Brain and Behavior. Prerequisite: C- or better in Psychology 261, or concurrent enrollment. (NAT) (Enrollment limited) –Benedetto

304. Atoms, Animal Spirits & Monads: A History of Neuroscience & the Mind-Body Problem— This course examines central questions in the mind-body problem, with a focus on the brain. We will investigate a diverse selection of texts, including those of Aristotle, Lucretius, Augustine, Descartes, La Mettrie, Spinoza, Leibniz, Damasio, and Dennett. We will consider how this lineage of thinking influenced early psychiatry, and also influenced how we continue to think through the question of neuro-identity. Students will consider various arguments pertaining to the nature of what we think of as the soul, the mind, and the brain. Through our reading of primary sources by philosophers and physicians and secondary sources by historians, sociologists, and neuroscientists, this course will explore what is at stake in locating personal identity in neurological terms, and historicize the ground on which we think through this question. (WEB) (Enrollment limited) –Waddell

[**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)

[**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. Prerequisite: C- or better in Neuroscience 201 or Psychology 261 (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)

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

402. Neurodegenerative Diseases— This course will investigate the current research that is attempting to elucidate the neurochemical mechanisms responsible for the most prevalent neurodegenerative disease: Alzheimer's Disease, Parkinson's Disease, and Multiple Sclerosis. Students will read, evaluate and present background review articles, seminal past research papers, and recent research papers. Opportunities to attend relevant seminars at both the UConn Medical School and the Neuroscience Institute at Hartford Hospital. Opportunities to have guest lecturers from these same institutions will also be pursued. (NAT) (Enrollment limited) –Church

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

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

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) –Masino

[**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)

[**848. 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. (WEB)

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)

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. 142. –Fleming

Biology 182. Evolution of Life— View course description in department listing on p. 143. –Blackburn, Bush, Dunlap, Fournier, O'Donnell

Biology 224. Genetics— View course description in department listing on p. 143. Prerequisite: C- or better in Biology 183L or permission of instructor. –Fleming

Biology 224L. Genetics Laboratory— View course description in department listing on p. 143. Prerequisite: C- or better in BIOL 224-01, or concurrent enrollment. –Fleming

Biology 317. Biochemistry— View course description in department listing on p. 144. 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. 144. Prerequisite: C- or better in Biology 182, Biology 183, and Chemistry 111 or permission of instructor.

[**Engineering 311. Electrophysiology of the Central Nervous System**]— View course description in department listing on p. 211.

Psychology 261. Brain and Behavior— View course description in department listing on p. 428. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. –Smith, Swart

Psychology 261L. Brain and Behavior Laboratory— View course description in department listing on p. 428. 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. 428. –Gockel

Psychology 293. Perception— View course description in department listing on p. 428. Prerequisite: C- or better in Psychology 101. –Grubb

Psychology 293L. Perception Laboratory— View course description in department listing on p. 428. Prerequisite: C- or better in Psychology 293, or concurrent enrollment. –Grubb

Psychology 302. Behavioral Neuroscience— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. –Masino

[**Psychology 334. Current Issues in Cognition**]— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 255 or Psychology 293, or permission of instructor

Psychology 339. Developmental Psychopathology— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. –Helt

[**Psychology 364. Neuropsychopharmacology**]— View course description in department listing on p. 430. Prerequisite: C- or better in Psychology 261 or Neuroscience 201.

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, Masino, Raskin

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)

[**210L. Neurendocrinology 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)

[**220. Statistics For Life Sciences**]— This course is geared towards neuroscience students and emphasizes interactive, hands-on research projects, using simple experimental design, data collection and analysis, and presentation of results. Descriptive statistical methods are reviewed, including measures of central tendency, variance and graphical presentation and calculated using student-collected data. Elementary probability and inferential statistics are reviewed (estimation, hypothesis testing, sample size, power) and calculated using SPSS. Research projects will be presented. The class will meet three times per week in a computer lab. (NUM) (Enrollment limited)

312. Neurobiology of Movement— Animal movements are a delicate balance of neural impulses, muscle contraction, bone and connective tissue elasticity, balance, rhythm, energetics and biofeedback. An understanding of the anatomy and physiology of animal muscles is important from many perspectives beyond the biological sciences. Artists and computer animators, Robotics engineers, Athletic trainers and even video security analysts study the unique signatures of individual human movement. In this course, we will study the neuromuscular control of movement. The first half of the course will be dedicated to the basic anatomy and physiology of the mammalian neuromuscular system. The second half will examine several animal models different forms of locomotion including, bipedal walking and running, quadrupedal walking and running, swimming, flying, and jumping. Prerequisites - Bio 182, 183 and Psyc 261 or Nesc 201 Prerequisite: C- or better in BIOL 182, 183, and NESC 201 or PSYC 261 (NAT) (Enrollment limited) –Swart

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) –Raskin

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

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

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)

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 research 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

[**810. Neuroendocrinology**]— The course will focus on current research that presents major advances in the field of neuronal communication. This will be accomplished through study of the peer-reviewed research literature. An emphasis is placed on understanding the mechanisms involved in the operation, maintenance, and dysfunction of chemical systems in the central nervous system. Technological advances which have led to increases in sensitivity and resolution in analytical biochemistry and the ability to observe and quantitate events on a molecular level in intact biological structures will also be studied. Neurochemical research involving the function of the human central nervous system will be the focus of both written and oral presentations by class participants.

[**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.

865. 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. (WEB) –Fava

[**874. Minds and Brains**]— The neurosciences have made striking progress in recent years toward understand-

ing 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)

[**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 120. Genes, Clones, and Biotechnology**]— View course description in department listing on p. 145.

Biology 183. Cellular Basis of Life— View course description in department listing on p. 146. –Bush, Fleming, Fournier, Guardiola-Diaz, O'Donnell

[**Biology 211. Electron Microscopy**]— View course description in department listing on p. 146. Prerequisite: C- or better in Biology 182 or Biology 183 and consent of instructor

[**Biology 227. Cell Biology**]— View course description in department listing on p. 146. Prerequisite: C- or better in Biology 182L, Biology 183L, and Chemistry 111L or Permission of Instructor.

Biology 319. Animal Physiology— View course description in department listing on p. 147. Prerequisite: C- or better in Biology 182, Biology 183, and Chemistry 111 or permission of instructor. –Dunlap

Engineering 311. Electrophysiology of the Central Nervous System— View course description in department listing on p. 214. –Blaise

[**Engineering 316. Neural Engineering**]— View course description in department listing on p. 214. Open to all junior and senior life science and physical science majors.

Health Fellows Program 201. Topics in Health Care— Prerequisite: Acceptance into the Health Fellows Program. –Draper

Health Fellows Program 202. Health Care Research— Prerequisite: Acceptance into the Health Fellows Program. –Hunter

[**Philosophy 319. Philosophy of Neuroscience and Psychiatry**]— View course description in department listing on p. 398.

Psychology 255. Cognitive Psychology— View course description in department listing on p. 432. Prerequisite: C- or better in Psychology 101. –Casserly

Psychology 255L. Cognitive Psychology Laboratory— View course description in department listing on p. 432. Prerequisite: C- or better in Psychology 255, or concurrent enrollment. –Casserly

Psychology 261. Brain and Behavior— View course description in department listing on p. 433. 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. 433. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment. –Masino

[**Psychology 293. Perception**]— View course description in department listing on p. 433. Prerequisite: C- or better in Psychology 101.

[**Psychology 293L. Perception Laboratory**]— View course description in department listing on p. 433. Prerequisite: C- or better in Psychology 293, or concurrent enrollment.

Psychology 339. Developmental Psychopathology— View course description in department listing on p. 434. 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. 434. Prerequisite: C- or better in Psychology 255, 256, or 261, or Neuroscience 201. –Fava

[**Psychology 392. Human Neuropsychology**]— View course description in department listing on p. 434. Prerequisite: C- or better in Psychology 255, 256, or 261, or Neuroscience 201.

Philosophy

Associate Professor Ewegen, Chair; Brownell Professor Lloyd[†], Gwendolyn Miles Smith Professor Vogt, and Professor Wade; Associate Professors Marcano, Ryan, and Theurer[•]; Visiting Assistant Professor Antich; 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/.

LEARNING GOALS

The Philosophy Department's learning goals can be found HERE.

REQUIREMENTS

Twelve credits in philosophy 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.

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 285. 20th-Century Analytic 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 12 total required for the major, but will not count as one of the six required "upper-level" (300 and above) courses.
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> 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 senior thesis does not count towards the twelve courses required for the major.

The Writing Intensive Part II requirement is fulfilled by one of the following courses: PHIL 281, 282, 283, 288, or 306.

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.

The 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 away 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-.

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) –Antich, Vogt

102. Introduction to Political Philosophy— This course will consider some of the foundational issues of political philosophy such as the conflict between individual liberty and social welfare, the criteria for just distribution of wealth, the concept of equality, and the ideal forms of social cooperation. We will read from the works of some of the major political philosophers such as Plato, Aristotle, Hobbes, Locke, Machiavelli, Rousseau, Hegel, and Marx. (HUM) (Enrollment limited) –Wade

[**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)

205. Symbolic Logic— An introduction to the use of symbols in reasoning. Prepositional 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) –Antich

[**217. Philosophy and Literature**]— We shall study a number of philosophic works with literary significance and a number of literary works with philosophic content in order to raise the question of what the difference is between the two. This course may be used to fulfill the Literature and Psychology minor requirements. (HUM) (Enrollment limited)

[**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)

[**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)

[**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)

[**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)

[**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)

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)

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) –Vogt

[**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)

[**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)

345. Colonialism and Neocolonialism— This seminar will examine major theories of colonialism and neocolonialism. A historical-chronological approach will explore both Marxist, liberal, existentialist, and culturalist accounts. Authors to be discussed will include Karl Marx, Rosa Luxemburg, Hannah Arendt, Jean-Paul Sartre, Frantz Fanon,

and Edward Said. (HUM) (Enrollment limited) –Vogt, Wade

346. Philosophy of Love and Sexuality— Questions to be considered will include: Is there any specific kind of knowledge about the world that love can give us? Is erotic love by its very nature irrational and should it therefore be excluded from, or at least minimized within, the life of reason? Do we have different ethical obligations toward the ones we love? Is there an ethics of right and wrong peculiar to sexuality? Does the concept of sexual perversion have any objective validity? Readings from Plato, St. Augustine, the Marquis de Sade, Kierkegaard, Sarte, Alan Bloom, Thomas Nagel, Robert Nozick, Martha Nussbaum, and others. (GLB2) (Enrollment limited) –Marcano

[**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)

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

[**497. Thesis**]— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required .

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

[**Political Science 105. Introduction to Political Philosophy**]— View course description in department listing on p. 411. This course is not open to seniors.

Political Science 339. Contemporary and Post-Modern Thought— View course description in department listing on p. 413. Prerequisite: C- or better in Political Science 105, 219 or 220. –Smith

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, Wade

[**102. Introduction to Political Philosophy**]— This course will consider some of the foundational issues of political philosophy such as the conflict between individual liberty and social welfare, the criteria for just distribution of wealth, the concept of equality, and the ideal forms of social cooperation. We will read from the works of some of the major political philosophers such as Plato, Aristotle, Hobbes, Locke, Machiavelli, Rousseau, Hegel, and Marx. (HUM) (Enrollment limited)

[**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)

205. Symbolic Logic— An introduction to the use of symbols in reasoning. Prepositional 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)

227. Philosophy of Perception— This course will provide an introduction to major questions in the philosophy of perception, such as: What are perceptions? Are perceptions mental representations or do they make us directly aware of the world? What is the difference between perceptions, hallucinations, illusions, and imaginings? Does perception justify beliefs about the world? What kind of properties does perception reveal? Can perception reveal moral qualities? Through study of major historical and contemporary readings, students will be asked begin forming their own answers to these questions. "Philosophy of Perception" will broach issues in a number of areas of Philosophy, including Philosophy of Mind, Epistemology, and Aesthetics, as well as in Psychology and other fields. (HUM) (Enrollment limited) –Antich

[**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)

[**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)

[**239. African-American Feminism**]— This course is a historical survey of the writings of African-American women as they have historically attempted to negotiate fundamental philosophical questions of the "race problem" and the "woman problem." To this extent, we will be inserting black women's voices into the philosophical canon of both race and feminism. Along with exploring and contextualizing the responses and dialogues of women writers, like Anna Julia Cooper with their more famous male contemporaries such as Du Bois, up to more contemporary articulations of black women's voices in what is known as hip-hop feminism, we will ask the question of whether there is a particular black feminist thought, epistemology, and thus philosophy. (HUM) (Enrollment limited)

[**240. Introduction to Feminist Philosophy**]— In the last several decades, feminist philosophy has developed with new vitality. It has influenced such diverse areas of philosophy as ethics, politics, and epistemology. Its contributors represent both Anglo-American and European philosophical traditions. This course will introduce students both to some of the major contributors and to the ways in which they have influenced various areas of philosophy. (May be counted toward Women, Gender, and Sexuality major and minor.) (SOC) (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. This course has a community learning component. (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) –Marcano

[**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)

[**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)

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) –Antich

[**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)

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) –Vogt

310. Question of Justice— This course will be centered on the question: "What is justice?" The majority of the semester will be devoted to a historical survey of the different philosophical conceptions of justice from Plato to 20th-century political theorists like Rawls, Nozick, and Kelsen. In the final weeks of the course, we will turn our attention to the "crime against humanity," which is arguably the greatest challenge to contemporary formulations of justice. Specifically, we will analyze the morality and political viability of recent truth commissions (like those in South Africa, Chile, Uganda, Haiti, and Argentina) and international criminal tribunals (like those set up by the United Nations for Rwanda and the former Yugoslavia). We will also consider the theoretical and practical value of the discourses surrounding "restorative justice" and "transitional justice" over and against more traditional frameworks. (HUM) (Enrollment limited) –Marcano

[**319. Philosophy of Neuroscience and Psychiatry**]— The rapid development of neuroscience as a discipline has resurrected many longstanding philosophical problems and has raised new ones. In this course we will consider foundational issues within the neurosciences, the application of neuroscientific methods to traditional philosophical problems, and the special problems raised by psychiatry and its relationship to neuroscience. What, if anything, distinguishes explanation in neuroscience from explanation in other sciences? What is the relationship between neuroscience, psychology, and psychiatry? What can neuroscience tell us about the nature of consciousness? Do various neurological or psychiatric syndromes tell us anything about the nature of the self? Are psychiatric disorders "real", or are they cultural constructs? We will consider all of these questions and more. (HUM) (Enrollment limited)

320. Marx— A great deal of philosophical study has been devoted to the views of Karl Marx, yet much disagreement remains concerning what Marx actually thought. This course will examine some contemporary interpretations of Marx's work against the background of some of his more important writings. Though we cannot realistically hope to arrive at the "correct" interpretation of Marx's views, we can at least assess the merits of some of the contending accounts. (HUM) (Enrollment limited) –Vogt, Wade

327. Merleau-Ponty— A close examination of some of the central works of Maurice Merleau-Ponty and relevant critical commentary. Though less well-known than his sometimes colleague and friend, J.P. Sartre, Merleau-Ponty has been described by Paul Ricoeur as "the greatest of the French phenomenologists." Although difficult to summarize, his philosophical efforts were aimed primarily at developing a radical re-description of embodied experience (focusing upon studies of perception) while avoiding the tendency of the philosophical tradition to drift between two flawed and equally unsatisfactory alternatives: empiricism and, what he called, intellectualism. His work continues to have

relevance for fields as diverse as cognitive science, medical ethics, ecology, sociology, psychology, feminism, and race theory. (Enrollment limited) –Antich

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

[**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)

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

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

[**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)

Courses Originating in Other Departments

Political Science 105. Introduction to Political Philosophy— View course description in department listing on p. 416. This course is not open to seniors. –Terwiel

[**Political Science 302. Political Philosophy and Phenomenology: Hegel and Heidegger**]— View course description in department listing on p. 418. Prerequisite: (POLS 219 and 220) or (PHIL 283 and 288). POLS 339 is also beneficial.

[**Political Science 329. Political Philosophy and Ethics**]— View course description in department listing on p. 419.

[**Religious Studies 307. Jewish Philosophy**]— View course description in department listing on p. 458. Prerequisite: C- or better in Religion 109.

[**Religious Studies 308. Jewish Mysticism**]— View course description in department listing on p. 458. Prerequisite: C- or better in Religion 109.

Physical Education

Athletic Director Galbraith; Assistant Director of Recreation Johnson; Professors Assaiante, Bartlett, Devanney, and Parmenter; Associate Professors Acquarulo, Bowman, Cosgrove, Greason, Melnitsky, Suitor, and Williams; Assistant Professors Adamski, Barney, Dissinger, Garner, Shulman, Sushner, and Vega; Instructors MacDermott, Maurice, Pilger, 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) –Hagy, Vega

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) –Badalamenti, Maurice, 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) –Assaiante, Dissinger, 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, Nelson, 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)

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, Caputi, Garner, Giorgio, MacDermott, Mason, Szafarski, Warren

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

[**144L. Recreational Rowing**]— (0.25 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) –Hagy

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) –Dissinger, Porras, Tarnow

[**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)

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) –Barney, Cosgrove, Heisler, MacDermott, Mason, Rathbun, 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) –Hagy, 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, Ugalde

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

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) –Melnitsky, 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) –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) –Belkin, Bowman, Brink, Caputi, Fioritto, Giorgio, Goulet, Morrison, Zall

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

160L. Introduction to American Football— So you think you know football. This course is designed to expose students to a greater understanding of the game. Students will be taught some of the finer points of the game which in turn will provide a much great understanding of the game from a spectators perspective. Students will learn the basics of the game of football including rules and techniques, schemes and drill. Coursework will center around NESCAC and NFL football. Classroom instruction with some on field work. (0.25 course credit) (Enrollment limited) –Rhatican

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) –Hagy

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, Penders, Porras

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) –Melnitsky, 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)

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, Duncan, Goulet, Grady, Heisler, Mill, Pilger, Sushner, Szymanski

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; Visiting Assistant Professor Mills

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."

LEARNING GOALS

The Physics Department's learning goals can be found HERE.

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 away 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 away 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.48) 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) –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) –Mills, 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) –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) –Geiss, Palandage

111. Frontiers of Physics— A course for non-science majors which examines selections of the exciting developments in contemporary physics. Topics to be explored may include (but are not limited to); aspects of Einstein's theory of special and general relativity such as the nature of space, time, and gravity, the search for gravitational waves, the structure of exotic astrophysical objects like neutron stars and black holes, and the origin, evolution, and expected fate of the universe; advances in physicists' understanding of the quantum structure of matter such as the Standard Model accounting for the families of elementary particles (e.g. quarks, electrons, neutrinos and others); nuclear physics and the generation of energy by fission and fusion; speculative "theories of everything" such as string theory; extraordinary macroscopic quantum processes such as superconductivity and super fluidity; novel materials with remarkable properties (such as graphene and meta-materials), and other topics. The development will be carried out with a minimum of mathematics at a pre-calculus level. (NAT) (Enrollment limited) –Silverman

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, Mills, Palandage, Walden

250. Computational Physics— This course is an introduction to computer-based problem solving and visualization in physics taught in a hands-on workshop setting. Students will use the software packages Python and Mathematica to solve problems symbolically and numerically, and to visualize solutions, models, and abstract concepts such as vector fields using graphics and animations. This course is intended to provide students with computational tools and general-purpose programming skills that they will be able to make use of in other courses in physics and related fields. No prior experience with computer programming is required. Prerequisite: C- or better in Physics 231 and Mathematics 132 (0.5 course credit) (Enrollment limited) –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)

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, and Professor Smith; Associate Professors Flibbert, Kamola, and Charles A. Dana Research Associate Professor Williamson••; Assistant Professors Fernández Milmanda and Matsuzaki; Senior Lecturer Laws; Visiting Assistant Professors Carbonetti, Dudas, Lefebvre, and Terwiel

LEARNING GOALS

The Political Science Department's learning goals can be found at http://www.trincoll.edu/Academics/MajorsAndMinors/Political/Pages/Political.aspx.

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 had 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. Those who declared a political science major prior to fall 2017 must follow the requirements in the AY2016/17 Bulletin (see the link above for details).

Students majoring in political science are required to complete 10 courses (or, if they take POLS 242, 11 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. Political Science 242 (research methods) does not count as a lower level course, nor do any other research methods courses.

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/POLISCICONCENTRATIONS.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 away 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-away programs, for which the department will grant up to two credits toward the major. Students who study away 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, 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) –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)

128. The Mathematics of Redistricting/Gerrymandering, Elections, and the U.S. Census— This course will use mathematical tools to analyze redistricting and elections in Connecticut and in the United States. Students will learn about the mathematics and laws of redistricting/gerrymandering and their impact on the shapes of maps and elected candidates in national and state elections. To support these goals, students will learn about the mathematics of election forecasting, the U.S. Census, data analysis, and the geometric analysis of maps to understand the variety of components associated with the decennial redrawing of political districts. For the Community Learning component, students will interact with Connecticut legislators in Hartford to gain a first-hand understanding of the political structures and processes behind the maps and shapes of Connecticut's Congressional and Assembly districts. This course has a community learning component. (NUM) (Enrollment limited) –Evans

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) –Smith

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. Foundations of Comparative Political Analysis**]— This survey course in comparative political analysis will examine the various ways government and social actors interact as both collaborators and competitors in the exercise of power and authority. The course will focus on four broad themes: (1) societal and institutional foundations of effective governance within democratic states; (2) statebuilding and the causes of global variation in the strength of states, with a focus on the legacy of colonialism; (3) the causes of rebellions and civil wars and the factors that explain patterns of violence within societies in conflict; (4) nationalism and ethnic politics and why some countries are able to achieve social cohesion and unity, while others fragment along ethnic and racial lines This methodologically focused course will provide the theoretical and analytical foundations for upper-level courses in comparative politics. (GLB5) (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)

273. Law, Politics, and Society— This course examines the role of law in American society and politics. We will approach law as a living museum displaying the central values, choices, purposes, goals, and ideals of our society. Topics covered include: the nature of law; the structure of American law; the legal profession, juries, and morality; crime and punishment; courts, civil action, and social change; and justice and democracy. Throughout, we will be concerned with law and its relation to cultural change and political conflict. (SOC) (Enrollment limited) –McMahon

301. American Political Parties and Elections— 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

[**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)

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) –Flibbert

[**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)

318. State Formation and Statebuilding— 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? (GLB5) (Enrollment limited) –Matsuzaki

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

[**330. US-China Relations**]— With China's ascent as a major political and economic power, the relationship between the U.S. and China became one of the most vital and yet extremely complex bilateral relationships in the world. The Trump administration tends to see China as a major challenger for American power and interests, while some of the biggest global challenges require good US-China cooperation. The course will take both a historical and a contemporary perspective on US-China relations. Key topics include: US-China economic relations, nuclear proliferation, the Taiwan question, counter-terrorism, regional security, cyberspace security, climate change, the Belt and Road Initiative, and human rights. The course invites students to think about the US-China relations from multiple perspectives and to form educated and informed views about this relationship. (SOC) (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. (SOC) (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). (GLB5) (Enrollment limited) –Lefebvre

334. Origins of Western Political Philosophy— This course examines the works of Plato with the aim of understanding the contribution he made to the transformation of thought that helped to lay the foundations of Western philosophic tradition. Readings will be from primary sources. Prerequisite: C- or better in Political Science 105, 219, or 220. (SOC) (Enrollment limited) –Smith

335. 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. (SOC) (Enrollment limited) –Williamson

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) –Smith

[**340. Republicanism Ancient and Modern**]— The Republican Tradition is traced by most scholars back to Greece and the different regimes in Sparta and Athens. All of the pre-Modern Republics had in common that they were small, warlike, and homogeneous. But after the fall of Rome, the Republican Tradition went into eclipse for almost 1,500 years. The conscious search for a distinctively Modern Republican alternative, which was to be large, prosperous, less warlike and less homogeneous began with Machiavelli and traces itself through a variety of thinkers

down to Montesquieu, Locke and the American Founding. There is another distinctively Modern permutation of the Republican Tradition that we will consider as exemplified by Rousseau and the French Revolution. The course will explore the nature of pre-Modern Republicanism but will focus on the distinctive nature of the rise and perfection of the Modern Liberal variant of Republicanism. (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. (SOC) (Enrollment limited) –Laws

353. Politics of Domination and Resistance— 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

[**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. This course has a community learning component. Prerequisite: C- or better in Political Science 102 or permission of instructor. (SOC) (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) –Lefebvre

376. Latin American Politics— The course examines the processes of political, economic and social change

that took place in Latin America in the XX and XIX Century. Topics include: the rise of populism and import-substituting industrialization, revolutions and revolutionary movements, the causes and consequences of military rule, the politics of economic reform, democratic transitions, the commodity boom, and the left turn. For each topic we will review classic political science theories and critically evaluate their applicability to Latin American countries. We will also discuss the lessons that can be drawn from Latin American cases for the study of these topics in the rest of the world. (SOC) (Enrollment limited) –Fernandez Milmanda

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) –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)

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)

[**418. State Formation and Statebuilding**]— 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. (GLB5) (Enrollment limited)

425. Research Assistantship— –Staff

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) –Kamola

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

International Studies 212. Global Politics— View course description in department listing on p. 290. –Baker

[**International Studies 315. Global Ideologies**]— View course description in department listing on p. 292.

Public Policy & Law 251. The Judicial Process: Courts and Public Policy— View course description in department listing on p. 439. Prerequisite: C- or better in Political Science102 or Public Policy and Law 201, 202, or 123, or permission of instructor. –Fulco

[**Public Policy & Law 340. Republicanism Ancient and Modern**]— View course description in department listing on p. 440.

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 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) –Dudas, Laws

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

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

[**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. Prerequisite: C- or better in Political Science 102 or permission of instructor. (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)

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

[**243. Political Behavior and Civic Engagement**]— How and why do Americans participate in politics - and to what effect? 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 regularly invite friends to their homes. Americans express less trust in government and in one another. This course investigates declining civic engagement, as well as the consequences of this decline for our politics and communities, touching on issues of inequality, race, immigration, and our increasingly digital lives. The course serves as a thematic introduction to the American politics sub-field and, through its methodological focus, as an introduction to how political scientists investigate American politics. (Enrollment limited)

256. Foundations of Comparative Political Analysis— This survey course in comparative political analysis will examine the various ways government and social actors interact as both collaborators and competitors in the exercise of power and authority. The course will focus on four broad themes: (1) societal and institutional foundations of effective governance within democratic states; (2) statebuilding and the causes of global variation in the strength of states, with a focus on the legacy of colonialism; (3) the causes of rebellions and civil wars and the factors that explain patterns of violence within societies in conflict; (4) nationalism and ethnic politics and why some countries are able to achieve social cohesion and unity, while others fragment along ethnic and racial lines This methodologically focused course will provide the theoretical and analytical foundations for upper-level courses in comparative politics. (GLB5) (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)

[**302. Political Philosophy and Phenomenology: Hegel and Heidegger**]— The Modern Constructivism of everyone from Descartes to Kant was challenged first by Hegel and then even more completely by Heidegger who included even Hegel in his critique. Both Hegel and Heidegger offered a "Phenomenological" response to Modern Constructivism. We will confront their teachings though the careful reading of two admittedly difficult works, The Phenomenology of Spirit and Being and Time. Prerequisite: (POLS 219 and 220) or (PHIL 283 and 288). POLS 339 is also beneficial. (SOC) (Enrollment limited)

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) –Evans

310. Tax Policy and Inequality in Hartford— Social tax expenditures (social benefits delivered through the tax code) have become an increasingly important part of the American social safety net, lifting an estimated 28.2 million Americans out of poverty per year even as the number of traditional "welfare" recipients decreased substantially in the wake of welfare reform. This course reviews scholarship on the politics and policies that led to the growth of these "hidden" social programs in the tax code, and also includes hands-on learning about the intersection between tax policy and social policy. For the community learning component, students will be trained to do income tax preparation, and volunteer for six hours per week to assist Hartford residents at the Trinity VITA Tax Clinic, located near campus at Trinfo Café. This course has a community learning component. (SOC) (Enrollment limited) –Laws

311. Polarization and the Policy-Making Process— This course will examine the interaction between policy and polarization. We will first survey the contours and history of polarization in America with a focus on the development of the national political parties. We will then examine the interaction of policy making and polarization at the national and state levels: how does polarization affect policy making at the national and state levels; how does policy affect polarization; why have some states become more polarized than others; and how does that polarization affect policy making at the state level? Finally, we will assess the relationship between policy making and polarization at the national and state levels using the case studies of health care and abortion. This course is not open to first-year students. (Enrollment limited) –Dudas

[**311. Political Polarization**]— Questions about polarization (e.g., whether Americans are in fact more polarized, which Americans are more polarized, why Americans are more polarized, and the consequences of polarization) have increasingly occupied the attention of political scientists. Although much has been published that attempts to answer these questions, no consensus has emerged among researchers. In this course students will begin by considering the stakes, that is, why many political scientists are concerned about polarization. Students will then consider research on the above questions, evaluate competing arguments, and contemplate reforms meant to reduce polarization. (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). (SOC) (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. (SOC) (Enrollment limited)

320. The End of Democratic Hegemony?— Is the era of democratic hegemony coming to an end? This seminar will address this question in two parts. First, we will explore whether the U.S. democratic system is in crisis, and evaluate the extent to which America can, and will, continue to be a force for maintaining and spreading democracy across the globe. Second, we will examine the rise of China and what this means for the future of democracy. Will China eventually democratize, similar to how other East Asian countries did when they reached a certain level of economic development? Or does China offer a viable nondemocratic model for a peaceful and prosperous polity, thus challenging the liberal-democratic model as the only conceivable long-term vision of modernity? (GLB5) (Enrollment limited) –Matsuzaki

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)

[**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. (GLB5) (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. (SOC) (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). (GLB5) (Enrollment limited)

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. Not open to students who completed POLS 237. (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. (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. (SOC) (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)

352. Comparative Political Economy— This course provides a survey of the field of comparative political economy broadly defined as the comparative study of the interrelationships between politics and economics. We will review the main classic and contemporary debates in the discipline. Topics include: the relationship between political institutions and economic development, inequality and political stability, interest groups, welfare states, varieties of capitalism, the politics of taxation and international trade, and market reforms. We will look at both developed and developing countries, with an emphasis on understanding why they choose (or end up with) the policies and institutions that they have, even when in some cases these policies and institutions might hamper development. (SOC) (Enrollment limited) –Fernandez Milmanda

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)

[**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)

[**375. Bodily Belongings: Citizenship in the Age of Biomedicine**]— This course examines how biomedical developments are affecting established understandings of individuality, freedom, and citizenship. Practices such as in-vitro fertilization (IVF), transplantation medicine, and stem-cell research do not just create cures for disease. By making bodily material available for ownership, exchange, and screening, they also change individuals' self-understanding as well as their relationships to governments and corporations. Engaging with recent scholarship in political theory, feminist theory, and medical humanities, we will examine the risks that new biomedical technologies exacerbate inequality and exploitation, as well as their promise for creating new forms of kinship and public goods. (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. (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. (SOC) (Enrollment limited) –Evans

394. Legislative Internship— (SOC) (Enrollment limited) –Evans

396. Legislative Internship— (SOC) (Enrollment limited) –Evans

398. Legislative Internship— (SOC) (Enrollment limited) –Evans

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) –Chambers

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. This course is open only to senior Political Science majors. (WEB) (Enrollment limited) –McMahon

[**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)

[**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)

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

475. Sr. Seminar: Bodily Belongings: Citizenship in the Age of Biomedicine— This course examines how biomedical developments are affecting established understandings of individuality, freedom, and citizenship. Practices such as in-vitro fertilization (IVF), transplantation medicine, and stem-cell research do not just create cures for disease. By making bodily material available for ownership, exchange, and screening, they also change individuals' self-understanding as well as their relationships to governments and corporations. Engaging with recent scholarship in political theory, feminist theory, and medical humanities, we will examine the risks that new biomedical technologies exacerbate inequality and exploitation, as well as their promise for creating new forms of kinship and public goods. This course is open only to senior Political Science majors. (SOC) (Enrollment limited) –Terwiel

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) –, Kamola

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

[**Comm Learn Integrated Colloqui 290. Tax Policy and Inequality in Hartford**]— View course description in department listing on p. 169.

[**International Studies 233. Political Geography**]— View course description in department listing on p. 296.

Public Policy & Law 375. Current Issues in Federalism and Public Policy:Immigration, Abortion, and Environmental Regulations— View course description in department listing on p. 445. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science102, or permission of instructor. –Fulco

[**Public Policy & Law 377. Law, Gender, and the Supreme Court**]— View course description in department listing on p. 445. Prerequisite: C- or better in Public Policy 201, or permission of instructor

Psychology

Associate Professor Anselmi, Chair; Vernon D. Roosa Professor of Applied Science Masino and Charles A. Dana Professor of Psychology and Neuroscience Raskin; Associate Professors Casserly•, Reuman, Holt, and Director, Counseling Center Lee; Assistant Professors Grubb••, Helt, and Outten; Principal Lecturer and Laboratory Coordinator Swart; Lecturer and Laboratory Coordinator Senland; Visiting Assistant Professors Averna and Gockel; Visiting Lecturers McGrath, Smith, and Wyckoff

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.

LEARNING GOALS

The Psychology Department's learning goals can be found HERE.

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

NESC 320. Developmental Neuroscience (261)

PSYC 302. Behavioral Neuroscience (261)
PSYC 339. Developmental Psychopathology (261)
PSYC 364. Neuropsychopharmacology (261)
PSYC 365. Cognitive and Social 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 219. Science and Practice of Well-Being
PSYC 236. Adolescent Psychology
PSYC 237. Health Psychology
PSYC 246. Community Psychology
PSYC 265. Drugs and Behavior
PSYC 294. Forensic Psychology
PSYC 390. Research Internship
PSYC 399. Independent Study
PSYC 490. Research Assistantship
CPSC 352. Artificial Intelligence
EDUC 218. Special Education
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
RELG 260. Meditation, Medicine, and Mind

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 enrollment in the two semester Senior Thesis Colloquium with a prospectus presentation during the fall and a final presentation to the Psychology department in the spring, along with a poster presentation at the all-college research 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 Community Learning, 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 away. With careful planning, it should be possible for most students to study away, if they so choose. Students wishing to count psychology courses from an approved study-away 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 research 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's Hartford campus) 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 research 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) –McGrath, Outten, Wyckoff

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

219. Science and Practice of Well-Being— With rising rates of anxiety, depression, perfectionism and burnout among college students, developing habits to build resilience and enhance well-being is critical for student success. We will examine practices such as mindfulness, meditation, yoga, and self-compassion, and their impact on learning, physical and mental health, and peak performance. We will analyze research on the effects of regular practice on physiology, mood, and relationships. Students will review the research and present findings on the application of these practices in alternate settings such as business, leadership, health care, and athletics. This course is highly experiential. We practice in and out of the classroom to cultivate skills over the course of the semester and engage in deep reflection around the process. (SOC) (Enrollment limited) –Averna

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)

[**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)

[**240. Parenting, Interpersonal Relations, and Mental Health**]— This course will explore how early relationships with primary caregivers shape the nervous system, affect memory, and influence intimate relationships and mental health. We will discuss the role of emotion regulation on cognitive and social development. We will examine the development of anxiety disorders, depression, and personality disorders from an attachment perspective. Interventions aimed at parents and children will be discussed. (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 has a community learning component. This course is not open to first-year students. (SOC) (Enrollment limited)

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) –Smith, Swart

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. (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) –Helt

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

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. This course has a community learning component. 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

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) –Masino

[**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)

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) –Reuman

[**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)

339. Developmental Psychopathology— This course examines the overlap between normal and abnormal child development, exploring the relationship between genetics, prenatal influence, temperament, attachment, trauma, and culture to the ultimate expression of child or adult psychopathology. Emphasis is on risk and protective factors, characteristics of disorders first evident in childhood, and ways that caregivers and societies can promote positive outcomes. Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. (WEB) (Enrollment limited) –Helt

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. (WEB) (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)

[**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)

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

[**397. Psychology of Art**]— Constructive, Gestalt, and ecological approaches to perception will provide a framework for examining the following topics: How pictures serve representational functions, the relation between perception and production of art works, the evolution of artistic styles or movements, and nonrepresentational and nonpictorial art. Enrollment limited. (SOC) (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 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. This course has a community learning component. (SOC) (Enrollment limited) –Raskin

[**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: 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 has a community learning component. This course is open only to senior Psychology majors. (SOC) (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

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

[**Engineering 311. Electrophysiology of the Central Nervous System**]— View course description in department listing on p. 211.

[**Music 248. The Psychology of Music**]— View course description in department listing on p. 373.

[**Neuroscience 101. The Brain**]— View course description in department listing on p. 382.

[**Religious Studies 260. Meditation, Medicine, and the Mind**]— View course description in department listing on p. 454.

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) –McGrath, Outten, Senland

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

[**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)

[**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 has a community learning component. This course is not open to first-year students. (SOC) (Enrollment limited) –Holt

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. This course has a community learning component. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Masino

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)

[**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)

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

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

[**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 examines the overlap between normal and abnormal child development, exploring the relationship between genetics, prenatal influence, temperament, attachment, trauma, and culture to the ultimate expression of child or adult psychopathology. Emphasis is on risk and protective factors, characteristics of disorders first evident in childhood, and ways that caregivers and societies can promote positive outcomes. Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. (WEB) (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. (WEB) (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) –Fava

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) –Fava

[**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. This course has a community learning component. 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

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) –Casserly

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)

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

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

[**Computer Science 352. Artificial Intelligence**]— View course description in department listing on p. 177. Prerequisite: C- or better in Computer Science 215L and Computer Science 203 (or concurrent enrollment in 203).

Engineering 311. Electrophysiology of the Central Nervous System— View course description in department listing on p. 214. –Blaise

Health Fellows Program 201. Topics in Health Care— Prerequisite: Acceptance into the Health Fellows Program. –Draper

Health Fellows Program 202. Health Care Research— Prerequisite: Acceptance into the Health Fellows Program. –Hunter

[**Music 248. The Psychology of Music**]— View course description in department listing on p. 376.

Neuroscience 101. The Brain— View course description in department listing on p. 386. –Church

Religious Studies 260. Meditation, Medicine, and the Mind— View course description in department listing on p. 457. –Fifield

Public Policy and Law

Associate Professor Fulco, director; Professor Wade; Charles A. Dana Research Associate Professor Williamson••; Assistant Professor Moskowitz; Professor of the Practice Falk; Visiting Professor Bangser; Visiting Assistant Professors DiBella and Weiner; Visiting Lecturer Stevens; Ann Plato Fellow Castillo. 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/.

LEARNING GOALS

The Public Policy and Law Program's learning goals can be found HERE.

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 and PBPL 123. Fundamentals of American Law prior to declaring the major. These 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. An official list of courses that count for each requirement is distributed each term prior to pre-registration.

- Ethics
- Statistics
- Legal history
- Institutions of American government

Concentrations (three courses and a one-credit academic internship and seminar): 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
- Women and gender policy

The Writing Intensive Part II requirement is fulfilled by one of the following courses: PBPL 201, PBPL 202, PBPL 401, or 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.

Capstone: 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, Rome, and Vienna offer excellent study away 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 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-away 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) –Falk

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

203. Religion and Climate Change— Climate change has elicited a range of responses from the world's religions, based on the history of their understanding of the natural world and the relationship of human beings to it. Through an examination of texts produced by specific religious traditions and actions taken by religious communities individually and collectively, this course will evaluate the role of religion in confronting the climate change crisis. Some experience with religious modes of thought is required. (GLB2) (Enrollment limited) –Silk

204. 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 restriction for a larger social Good? Can art function as a form of hate speech? These are some of the questions that will guide a 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; rap lyrics, violence, and true threats doctrine; and recent attempts to censor art on the grounds that it violates the dignity and well-being of certain groups of individuals. Not open to students who completed FYSM 226 in Fall 2017. (ART) (Enrollment limited) –Power

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

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. (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, 202, or 123, 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)

318. Privatization and Public Policy: Who Gains and Who Loses?— Governments increasingly contract or partner with the private sector to deliver public goods and services based on the theory that doing so will enhance

efficiency and cost-effectiveness. Although policymakers often attend to the economics of privatization, this course explores privatization's political and social dimensions, asking: who gains and who loses when public goods and services are privatized? We will examine theories underlying privatization, evidence of its impact, and debates regarding its costs and benefits. We will study these topics through case studies of K-12 and higher education, infrastructure, housing, criminal justice systems, and other public goods and services. Throughout, we will analyze privatization's impact on equity, democracy, and the common good. Prerequisite: C- or better in Public Policy 201, or permission of instructor (Enrollment limited) –Castillo

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) –Stevens

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. (SOC) (Enrollment limited) –Williamson

[**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)

[**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)

[**340. Republicanism Ancient and Modern**]— The Republican Tradition is traced by most scholars back to

Greece and the different regimes in Sparta and Athens. All of the pre-Modern Republics had in common that they were small, warlike, and homogeneous. But after the fall of Rome, the Republican Tradition went into eclipse for almost 1,500 years. The conscious search for a distinctively Modern Republican alternative, which was to be large, prosperous, less warlike and less homogeneous began with Machiavelli and traces itself through a variety of thinkers down to Montesquieu, Locke and the American Founding. There is another distinctively Modern permutation of the Republican Tradition that we will consider as exemplified by Rousseau and the French Revolution. The course will explore the nature of pre-Modern Republicanism but will focus on the distinctive nature of the rise and perfection of the Modern Liberal variant of Republicanism. (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)

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

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. –O'Brien

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) –Myers

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

[**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.

819. 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. –Lukens

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

[**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.

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 int he regulatory process. Emphasis will be on policy issues and conflicts that underlie health care regulation. –Gaul

859. Economics of Public Policy— This course utilizes economic reasoning to examine both the proper scope of public policy and the impact of policy decisions. Through economic analysis we will explore how market systems can be used to achieve policy goals and determine most effective government interventions when market failures occur. We examine the effects of policy alternatives including equity, efficiency, and effectiveness on a variety of policy areas such as taxation, education, social insurance, government debt, and healthcare. –Helming

860. Public Management— This course will survey the core principles and practices of management in the public

sector. Many modern commentators have argued that public institutions must be "run like a business" to achieve its mission in an efficient and accountable way. Is this argument valid? If not, how must the management of public institutions adapt or depart from basic business principles? Course readings will focus on key elements of successful management in the public sphere, including financial and budgetary oversight, capital planning, public transparency and inclusion, and workforce management. Students will engage with course material through a series of short essays or policy memoranda, an independent research project analyzing the management of an individual public institution or agency, and making recommendations for enhancements to its management structure and practices. –Fitzpatrick

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. –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. 189. Prerequisite: C- or better in Economics 101.

Economics 334. Law and Economics— View course description in department listing on p. 192. Prerequisite: C+ or better in Economics 301. –Helming

Educational Studies 309. Race, Class, and Educational Policy— View course description in department listing on p. 201. Prerequisite: C- or better in Educational Studies 200 or permission of instructor. –Dougherty

[**Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates**]— View course description in department listing on p. 393.

Political Science 301. American Political Parties and Elections— View course description in department listing on p. 412. Prerequisite: C- or better in Political Science 102. –Evans

Political Science 316. Civil Liberties— View course description in department listing on p. 412. –McMahon

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 201, 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) –Moskowitz

252. 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

302. Law and Environmental Policy— This course examines the development of environmental policy and regulation in the U.S. through analysis of case studies of national environmental policy debates and landmark environmental legislation. The policy challenges presented by global climate change are a special focus. Students gain an understanding of the framework and policy approaches underlying local, state and federal laws regulating air, water, toxic waste, and use of natural resources. In addition, students identify and research a current local, state, national or global environmental issue and then draft a policy memorandum which summarizes the issue, describes available policy choices, and proposes a course of action. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. (SOC) (Enrollment limited) –DiBella

[**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)

[**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. (SOC) (Enrollment limited)

[**364. Law and Poverty**]— This course will explore the nature and extent of poverty in the United States and how the law responds to and reinforces poverty. Specifically, this course will review the intersection of race, gender and age with poverty while exploring particular areas of concern such as right to counsel, healthcare, education, and housing. While this course focuses on legal aspects of poverty, it will also incorporate sociological, economic, and policy perspectives. This course has a community learning component. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science102, or permission of instructor. (SOC) (Enrollment limited)

365. Crime, Punishment, and Public Policy— This course considers the origins of mass incarceration, the role of race, gender and poverty in our criminal justice system, and current proposals for reform. Topics include mandatory minimum sentences, plea bargaining and prosecutorial discretion; the criminal procedure revolution of the 1960s and its aftermath; false confessions, forensic evidence and post-conviction review; probation, diversionary programs and sex offender registration; and tribal sovereignty, jurisdictional disputes, and the impact on indigenous survivors of domestic violence and sexual assault. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science102, or permission of instructor. (Enrollment limited) –Falk

375. Current Issues in Federalism and Public Policy:Immigration, Abortion, and Environmental Regulations— Federalism, a defining American constitutional principle, is a system in which political power is shared by the national government and state and local entities. This structure of "dual sovereignty," which has been subject to ongoing interpretation, has informed some of the most divisive controversies in American history. Currently, executives, legislators, and the courts at all levels of government are engaged in robust debates about the degree to which power should be shared and whether governing authority should reside with national or with state and local officials. We will focus on how the American federal structure shapes arguments and choices in three contentious policy areas: Immigration, Abortion, and Environmental Regulations Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science102, or permission of instructor. (SOC) (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) –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

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, including abortion, LGBT rights, immigration, and gun rights. This course is only open to senior Public Policy and Law majors. (WEB) (Enrollment limited) –Fulco

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. This course is only open to senior Public Policy and Law majors. (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) –, Fulco

499. Senior Thesis Part 2— (2 course credits) (WEB) –Staff

Graduate Courses

[**802. Law and Environmental Policy**]— This course examines the development of environmental policy and regulation in the U.S. through analysis of case studies of national environmental policy debates and landmark environmental legislation. The policy challenges presented by global climate change are a special focus. Students gain an understanding of the framework and policy approaches underlying local, state and federal laws regulating air, water, toxic waste, and use of natural resources. In addition, students identify and research a current local, state, national or global environmental issue and then draft a policy memorandum which summarizes the issue, describes available policy choices, and proposes a course of action. (SOC)

[**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.

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. –McMahon

[**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.

822. Geographies of Transport: Being on the Move in the 21st Global Urban Century— Mobility is a

permanent aspect of life. Transport infrastructures are a determinant of the spatial, economic, and social structures of cities. This course will introduce students to the spatial and social aspects of transportation and mobility across the globe. This course will act as a forum for research into transport and mobility, including debates on the planning and formation of transport policymaking. (SOC) –Gamble

[**825. 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)

[**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.

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. –Sinani

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. –Fitzpatrick

869. Leadership in the Policy Arena— What is "Leadership?" To what extent can it be defined and practiced according to fundamental general principles? How must the application of such principles be adapted to differing institutional, organizational, and community settings, and to varying situations? Can anyone lead effectively with sufficient opportunity and, if so, to what degree must leadership be "personalized" by each individual? This course will explore leadership principles through readings from a broad spectrum of fields and historical periods and seek to identify the key lessons to be applied to leadership in the current public policy sphere. Students will engage with the course material through a series of short essays and one independent research project focused on a leadership analysis of a contemporary public institution or not-for-profit organization. –Fitzpatrick

870. Polarization and the Policy-Making Process— This course will examine the interaction between policy and polarization. We will first survey the contours and history of polarization in America with a focus on the development of the national political parties. We will then examine the interaction of policy making and polarization at the national and state levels: how does polarization affect policy making at the national and state levels; how does policy affect polarization; why have some states become more polarized than others; and how does that polarization affect policy making at the state level? Finally, we will assess the relationship between policy making and polarization at the national and state levels using the case studies of health care and abortion. This course is not open to first-year students. –Dudas

[**872. 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)

874. Public Policy Practicum— The Practicum is a semester-long opportunity for students to apply and expand their knowledge and technical skills by performing an actual consulting engagement for a public sector client organization. Practicum students will work in small teams to analyze and make recommendations with respect to issues of real significance faced by their clients. Each engagement will combine research, project planning, and problem-solving challenges, as well as substantial client contact. Client organizations are selected from across the policy spectrum to better enable students to pursue subject matters of particular relevance to their studies and career interests. Each engagement will culminate in a final report and formal presentation to the client organization. The Practicum instructor will provide careful guidance and participants will have opportunities to share ideas, experiences, and best practices. –Fitzpatrick

[**875. Current Issues in Federalism and Public Policy: Immigration, Health Care & Marijuana Legal Reform**]— Federalism, a defining American constitutional principle, is a system in which political power is shared by the national government and state and local entities. This structure of "dual sovereignty," which has been subject to ongoing interpretation, has informed some of the most divisive controversies in American history. Currently, executives, legislators, and the courts at all levels of government are engaged in robust debates about the degree to which power should be shared and whether governing authority should reside with national or with state and local officials. We will focus on how the American federal structure shapes arguments and choices in three contentious policy areas: immigration, health care, and the reform of marijuana laws. (SOC)

[**877. 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.

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. –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

[**Comm Learn Integrated Colloqui 290. Tax Policy and Inequality in Hartford**]— View course description in department listing on p. 169.

Economics 217. Economics of Health and Health Care— View course description in department listing on p. 194. Prerequisite: C- or better in Economics 101. –Ruiz Sanchez

[**Economics 334. Law and Economics**]— View course description in department listing on p. 197. Prerequisite: C+ or better in Economics 301.

[**Educational Studies 309. Race, Class, and Educational Policy**]— View course description in department listing on p. 204. Prerequisite: C- or better in Educational Studies 200 or permission of instructor.

[**History 270. Parliamentary Debate in History and Practice**]— View course description in department listing on p. 274.

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

Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates— View course description in department listing on p. 397. –Marcano

[**Political Science 316. Civil Liberties**]— View course description in department listing on p. 419.

Political Science 344. Politics of Africa— View course description in department listing on p. 420. –Kamola

Political Science 412. Comparative Constitutional Conflicts— View course description in department listing on p. 422. This course is open only to senior Political Science majors. –McMahon

Quantitative Literacy Program

Director of the Aetna Quantitative Center Gingras; Visiting Lecturer Babapoor

The Quantitative Literacy Program provides students with the quantitative skills necessary for many introductory courses throughout the curriculum, especially in the natural and social sciences. The course work focuses on algebraic, numerical, and logical relationships and applications.

Fall Term

101. Foundational Techniques for Quantitative Reasoning— This course offers students new insights into important and widely used mathematical concepts, with a strong focus on numerical and algebraic relationships. (Enrollment limited) –BabapoorDighaleh, Gingras

Spring Term

101. Foundational Techniques for Quantitative Reasoning— This course offers students new insights into important and widely used mathematical concepts, with a strong focus on numerical and algebraic relationships. (Enrollment limited) –BabapoorDighaleh, Gingras

Religious Studies

Professor Kiener[••], Chair; Associate Professor Jones (Acting Chair, spring); Assistant Professors Hornung, Koertner[†], and Landry[†]; Visiting Assistant Professor 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/.

LEARNING GOALS

The Religious Studies Department's learning goals can be found HERE.

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, 205, 243, 281**, 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 Religious Studies
- 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 203, 209, 233, 248, 265, 267, 275, 304, 306, 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. Students must earn a minimum of C- for all courses counted towards the minor. 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 Religious Studies— 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) –Hornung

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)

[**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)

[**200. The Occult in America**]— Since its inception, the United States has had a thriving community of individuals interested in those supernatural, mystical, and magical worlds, known collectively as the "Occult." Students will examine the significance of a wide range of occult practices, including the New Age movement, Neo-Paganism, Wicca, and Satanism. By exploring the practices and beliefs of American Occultists students will begin to unravel the occult's hidden role in the formation of American society, especially as it relates to issues of class, race, gender, and nationality. In so doing, students will seek to answer the question: What does it mean to be religious in America? (HUM) (Enrollment limited)

203. Religion and Climate Change— Climate change has elicited a range of responses from the world's religions, based on the history of their understanding of the natural world and the relationship of human beings to it. Through an examination of texts produced by specific religious traditions and actions taken by religious communities individually and collectively, this course will evaluate the role of religion in confronting the climate change crisis. Some experience with religious modes of thought is required. (GLB2) (Enrollment limited) –Silk

[**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)

233. Religion and the Body— Religion is a powerful force in shaping the body. Through ascetic practices, rituals, dietary regimes, tattooing, piercing, and dress, religious traditions imagine, articulate, and transform the body in myriad ways. This course examines discourses and practices of the body in religious traditions throughout the world, with the goal to understand the role of religion in the social construction of the body and the phenomenological experience of embodiment. (GLB2) (Enrollment limited) –Fifield

[**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)

[**260. Meditation, Medicine, and the Mind**]— This course examines the relationship between traditional meditation practices and their contemporary applications in therapeutic, clinical, and neuropsychological settings. We will question to what extent contemporary practices remain true to the historical traditions, and to what extent such a question even matters. If a meditative practice works in a clinical setting, without recourse to traditional understanding, is such an application valid? In what ways do modern institutions - the marketplace, the clinic, the laboratory - alter the way meditation is translated into the contemporary world? Readings will range across classic Asian texts, modern meditation manuals, and research from the fields of medicine and neuroscience. (HUM) (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 or 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)

[**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)

[**304. 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)

[**369. The Cradle of Voodoo**]— This course is a survey of Vodún, 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 Vodúnisants 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)

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

[**French 235. Islam & the French Colonial Encounter**]— View course description in department listing on p. 326.

Jewish Studies 220. Modern Israeli Literature and Jewish Heritage— View course description in department listing on p. 308. –Ayalon

[**Language & Cultural Studies 235. Islam & the French Colonial Encounter**]— View course description in department listing on p. 313.

[**Philosophy 282. Medieval Philosophy**]— View course description in department listing on p. 394.

Spring Term

[**101. Introduction to Religious Studies**]— 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)

[**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)

[**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)

[**204. Religions of the Black Atlantic**]— Through the lens of diaspora and critical-race theory, this course explores the ways in which global trends in religious practice have affected, inspired, and forever changed the Black Atlantic world. Students will explore a variety of Afro-Caribbean religions such as Haitian Vodou, Brazilian Can-

domblé, Cuban Lukumi, and U.S.-based conjure/hoodoo. 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 Caribbean peoples experience religion from across the region. (Enrollment limited)

[**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)

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)

[**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)

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) –Jones Farmer

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

234. Classical Chinese Ethical and Political Thought— The period of classical Chinese civilization produced two major systems of thought that would profoundly influence the course of East Asian history: Confucianism and Daoism. These two systems of thought laid the foundations and set the ideals for social organization and the pursuit of the good life in China up to the present day (often in conversation with a third major force: Buddhism). These systems of thought also spread beyond China to Korea, Vietnam, and Japan, where they had a sustained impact on social, political, and religious history. This course will examine the origins, philosophies, and significant historical developments of Confucianism and Daoism, exploring how their articulations of the cosmos, the state, the human, and the good life influenced the shape and destiny of East Asian cultures. (GLB2) (Enrollment limited) –Fifield

[**241. The Bible in Literature and Film**]— An examination of both biblical texts and recent novels and films, this course will explore how modern culture interacts with its classical sources. From James Baldwin to the Exodus and the Coen brothers to Job, students will begin by surveying the historical contexts of the Hebrew Bible and New Testament, and then study how later traditions have aligned and disagreed with their scriptures. Since the course will focus on the ancient and modern works equally, no prerequisites nor prior knowledge of the subject matter is necessary. (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)

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

260. Meditation, Medicine, and the Mind— This course examines the relationship between traditional meditation practices and their contemporary applications in therapeutic, clinical, and neuropsychological settings. We will question to what extent contemporary practices remain true to the historical traditions, and to what extent such a question even matters. If a meditative practice works in a clinical setting, without recourse to traditional understanding, is such an application valid? In what ways do modern institutions - the marketplace, the clinic, the laboratory - alter the way meditation is translated into the contemporary world? Readings will range across classic Asian texts, modern meditation manuals, and research from the fields of medicine and neuroscience. (HUM) (Enrollment limited) –Fifield

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

[**275. Existentialism and Religion**]— This course engages some of the most basic questions of human existence, as understood by a wide variety of philosophers, artists, poets, and theologians in the 19th and 20th centuries. What does it mean to be human? How do we lead authentic lives? We examine the many ways in which existentialism can be understood as a critical engagement with basic philosophical, theological and social assumptions in regnant Western thought: rationalism, religion and moral positivism. We look at some of the major themes of existentialism (contingency, ambiguity, death and finitude, absurdity and authenticity) and how they constitute what it is to exist as a person. Finally, we examine different examples of religious existentialism. (Enrollment limited)

[**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)

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/global studies.) (GLB5) (Enrollment limited) –Desmangles

[**282. Modern Islamist Movements - Religion, Ideology, and the Rise of Fundamentalism**]— The course examines the rise and ideological foundation of modern Islamist movements. We will study the emergence of Islamic fundamentalism in its historical and political context by looking at major intellectual figures and their notions of jihad as well as national, transnational, and global groups that have emerged over the course of the 20th and 21st centuries. (HUM) (Enrollment limited)

[**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)

[**306. Religion and Race**]— Race and religion shape the identity of the individual and its surrounding society. But how do they do that? How do race and religion intersect? What role have they played in shaping our politics, cultures, and values? Do race and religion still matter today? This course looks at the ways race and religion have impacted the U.S. Among the many topics we will cover are the founding fathers' understanding of religious freedom and its race-related limits; the role religion played in justifying and objecting to slavery; the emergence of black religious movements; the Civil Rights Movement; and liberation theologies. Students who have taken FYSM 187 may not receive credit for this course. (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)

[**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, ecstatics, 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)

[**317. Anthropology of Magic, Sorcery, and Witchcraft**]— Anthropologists have explained, documented, and positioned magic, sorcery, and witchcraft as modern strategies designed to empower individuals to cope with and master an ever-globalizing world. Students will explore magic from around the globe and consider the complex relationships that exist between magic, materiality, and other cultural phenomena such as intimacy, family, and capitalism. In so doing, this class will position magic as a meaningful cultural practice that is critical to understanding how people mobilize complex symbolic systems and non-human beings to manage increasing concerns over social inequity, global economic insecurity, and distrust. (GLB2) (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

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

[**Classical Civilization 218. Archaeology of the Holy Land**]— View course description in department listing on p. 161.

Classical Civilization 308. The Art, Architecture, and Archaeology of Ancient Greek Religion— View course description in department listing on p. 163. –Risser

[**History 355. The Bible in History**]— View course description in department listing on p. 276.

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

ANTH 301. Ethnographic Methods and Writing
CPSC 115L. Introduction to Computing
ECON 218. Introduction to Statistics for Economics
ECON 318L. Basic Econometrics
MATH 107. Elements of Statistics
MATH 207. Statistical Data Analysis
PBPL 220. Research and Evaluation
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. 305

Sociology

Professor Williams, Chair; Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen[†] and Professor Valocchi[†]; Assistant Professor Spurgas; Visiting Assistant Professor Douglas; Visiting Lecturers Andersson, Duncan, Rosino, Zevallos

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.

LEARNING GOALS

The Sociology Department's learning goals can be found HERE.

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. SOCL 101 is the prerequisite entry course for all upper level courses. Students are required to take SOCL 210. Statistics for the Social Sciences prior to taking SOCL 201. Research Methods in the Social Sciences. These courses must add up to at least 11 credits. It is recommended that sociology majors take SOCL 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; 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 E. 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 A- 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) –Duncan, Spurgas

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 Sociology 101 (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 Sociology 101 (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. Prerequisite: C- or better in Sociology 101 (SOC) (Enrollment limited) –Williams

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. Prerequisite: C- or better in Sociology 101 (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)

[**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 objectives of this course are to enhance your ability to think critically about the problems we face in society from a sociological perspective, to analyze the social movements that have developed in response, and to work reciprocally with a local organization to gain perspective on how social movement organizations operate in addition to working alongside them in their efforts. We will primarily utilize five theoretical perspectives to understand social movements: 1.) collective behavior, 2.) resource mobilization, 3.) political opportunity / political process, 4.), new social movement theory, and 5.) network / new media / alternative globalization. We will be concerned with not only how social problems come to be defined as such, but also with who is affected by these problems and how, and with what people are doing, have done, and might continue to do to address unequal distributions of power, money, and other resources. We will examine how individuals have come together to change society through protest, revolution, and other social movements. We will examine U.S-based and international social movements and revolutions historically, and we will also discuss inequalities and oppression as they characterize the national and global climate today. We will consider possibilities for social change and examine the landscape of current social movement responses. Students in this course will work with a Hartford-based community organization that is fighting for social justice, in coordination with the Center for Hartford Engagement and Research (CHER). We will work closely as a class with this organization and apply sociological theoretical perspectives to analyze their work, learn what is important to them and how they function, and help them advance their efforts to achieve their goals. Through working with a local group, we will deepen our understanding of local and global social issues and gain real-world experience as social justice-oriented sociologists on the ground in Hartford. This course has a community learning component. Prerequisite: C- or better in Sociology 101 (GLB5) (Enrollment limited) –Spurgas

303. Sociology of Education— This course will examine and apply a sociological perspective to education and schooling. It will examine the ways that formal schooling influences individuals and the ways that culture and social structures affect educational institutions. It begins by surveying texts which look at education and schooling from different viewpoints within sociological theory (including but not limited to: functionalism, rationalization, conflict theory, cultural studies, feminism, and intersectionality).The course then examines contemporary issues affecting US and international educational systems, considers proposed reforms, and discussed alternatives to schooling. In addition to weekly written assignments, students will complete a secondary data analysis project related to an educational topic of their choice. PR: EDUC200, SOCL101 (SOC) (Enrollment limited) –Douglas

[**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)

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." Prerequisite: C- or better in Sociology 101 (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. This course has a community learning component. Prerequisite: C- or better in Sociology 101 (SOC) (Enrollment limited)

[**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)

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)

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) –Rosino, Zevallos

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 permission of instructor. (NUM) (Enrollment limited) –Douglas

213. #MeToo: The Sociology of Sexual Violence, Coercion, and Victimization— This course examines sexual assault and harassment through data, theory and praxis. First, students examine empirical evidence regarding the scope of sexual assault (including on college campuses), and how to address claims which challenge the prevalence of sexual violation. In particular, how social scientists measure sexual violence and sexual consent will be illustrated. Second, this course addresses micro- and macro-level 'powerscapes' surrounding sexualized interactions. For example, the interactional study of deference and demeanor between social unequals helped crystallize the term, sexual harassment. Additionally, an intersectional perspective tells us how sexual violation is shaped by interlocking systems of oppressions. Finally, linking theory with praxis, students explore prevention strategies like bystander intervention programs. Classes will include historical and contemporary legal cases discussion, and documentary films. Prerequisite: C- or better in Sociology 101 (SOC) (Enrollment limited) –Andersson

[**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. Prerequisite: a grade of C- or better in URST101 or CTYP101 (GLB5) (Enrollment limited)

[**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)

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. Prerequisite: C- or better in Sociology 101 (SOC) (Enrollment limited) –Spurgas

[**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)

[**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)

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 Sociology 101 (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. Prerequisite: C- or better in Sociology 101 (SOC) (Enrollment limited) –Andersson

390. Medicine, Health, & Society— This course challenges common views of physical and mental health and illness, and encourages students to understand medicine and embodiment from a sociological perspective. Topics include the historical production and medical control of the human body and populations, sociocultural and structural determinants of health and wellness, the stratification of health outcomes via race, class, gender, sexual orientation and other social variables, the social construction of mental health and addiction, current and controversial issues in medical care and health insurance coverage, the role of corporate medicine in the commercialization of physical, psychological, and sexual health, the social construction of ability/disability, and popular representations of neuroscience, psychology, and medical research in the media and their effects on the categorization of "healthy" identities, bodies, and lifestyles. Prerequisite: C- or better in Sociology 101 (SOC) (Enrollment limited) –Spurgas

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) –Williams

[**420. Senior Seminar: Special Topics**]— The course provides a capstone to the sociology major by focusing on a specific subject, a new substantive area, theoretical approach, or neglected paradigm of the discipline. Students read broadly on the topic, discuss the implications of the topic for the state of sociology as a science, as a field of critical inquiry, and as a vehicle for social change, give presentations on some aspect of the topic, and conduct independent research that relates the topic to trends in the discipline. (WEB) (Enrollment limited)

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 reasonably approximated by existing major(s) at Trinity. 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 a minimum of 12 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 six of the courses in a student-designed major must be at the advanced level (300-level or above). They must span at least two disciplines.
- **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.
- **Rationale**. In the proposal form, students must clearly and convincingly explain, in paragraph form, the rationale for the overall focus of the self-designed major and for each proposed course. Clearly explain why a course in the "foundational" category is foundational, or how an advanced course builds upon prior learning to give coherence and depth.
- **Capstone**. Students must explain the plan for their capstone project and show that they have approval for this plan from the appropriate parties (i.e., if the capstone plan is to complete a senior seminar generally reserved for students of a particular major, that the student has approval to take that course when the time comes; or if the capstone plan is to write a thesis with a faculty member from a particular department, that a faculty member is available and willing to direct the student). 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 have a second major, 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 Byrne••, Co-Chair of Fine Arts and Director of Studio Arts, fall; Charles A. Dana Professor and Charles A. Dana Research Professor of Fine Arts Delano•, Co-Chair of Fine Arts and Director of Studio Arts, spring; Professor Kirschbaum; Assistant Professor Sullivan; Visiting Assistant Professors Finnegan, Reeds, and Wertz

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.

LEARNING GOALS

The Studio Arts Program's learning goals can be found HERE.

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 studio arts minor—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) –Reeds

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

145. Visual Thinking: Drawing to Sculpture— This introductory course explores ways of thinking and working that artists use to produce drawing and sculpture. Students will use simple materials to explore line, form, space, and concept. Projects may include various approaches to drawing on paper, three-dimensional model-making exercises, performative objects and site-specific installations. Through reading, writing, drawing and building, we will consider how art communicates in visual and experiential ways, and examine contemporary works in contexts from museums to the public realm. (ART) (Enrollment limited) –Sullivan

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) –Wertz

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

[**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)

[**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)

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

240. Visual Thinking: Sculpture and Ideas— This course introduces the fundamental concepts of sculpture, and the basic skills needed to alter materials, objects and spaces. Through reading, writing, and making, we will consider how art communicates in visual and experiential ways, and examine contemporary works in contexts from museums to the public realm. Projects will focus on building significance and symbolism with various methods, including casting, wood construction, video, performance, and social engagement. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited) –Sullivan

[**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)

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

[**251. Art Studio: Projects in Photography**]— This is an intermediate level course focusing on honing your photographic vision and developing a personal point of view in photography. You may work in analog or digital, but you must have taken the corresponding introductory course. Students pursuing a project in digital must first take STAR 150. Those working in analogue (darkroom) must first take STAR 250. Prerequisite: A grade of C- or better in STAR 150 or 250 (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) –Reeds

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. Projects in Painting— Art Studio: Projects in Painting, is the follow-up course to STAR 235 Oil Painting for Today. It will serve the needs of students who wish to continue the study of painting at the intermediate and advanced levels. While the main content of the course centers on a few studio projects over the semester (Intermediate level), or a semester-long project (Advanced level), there is also content shared by all students enrolled in the class. The shared content consists of reports on research in support of the projects, lectures and demonstrations by the professor, guest lecturers and visiting artists, and most important, regularly scheduled group critiques on studio projects. While oil paints will be the medium of focus, particularly at the intermediate level, other painting media will be introduced especially as appropriate to address needs presented by individual student projects. Prerequisite: A grade of C- or better in STAR235. (ART) (Enrollment limited) –Byrne

340. Art Studio: Sculpture and Ideas II— This course is a continuation of Sculpture and Ideas. In a series of individual projects, students will focus on content and formal issues in sculpture. Goals include increased knowledge of art historical contexts relevant to projects, and expertise with equipment, tools, and materials. The course will culminate in a final project designed by the student in consultation with the professor. Prerequisite: C- or better in STAR 240 or permission of instructor (ART) (Enrollment limited) –Sullivan

[**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)

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. Prerequisite: C- or better in Studio Arts 301. (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) –Reeds

[**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

145. Visual Thinking: Drawing to Sculpture— This introductory course explores ways of thinking and working that artists use to produce drawing and sculpture. Students will use simple materials to explore line, form, space, and concept. Projects may include various approaches to drawing on paper, three-dimensional model-making exercises, performative objects and site-specific installations. Through reading, writing, drawing and building, we will consider how art communicates in visual and experiential ways, and examine contemporary works in contexts from museums to the public realm. (ART) (Enrollment limited) –Sullivan

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) –Mirko

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

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) –Finnegan

240. Visual Thinking: Sculpture and Ideas— This course introduces the fundamental concepts of sculpture, and the basic skills needed to alter materials, objects and spaces. Through reading, writing, and making, we will consider how art communicates in visual and experiential ways, and examine contemporary works in contexts from museums to the public realm. Projects will focus on building significance and symbolism with various methods, including casting, wood construction, video, performance, and social engagement. This course has a community learning component. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited) –Sullivan

[**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)

[**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)

251. Art Studio: Projects in Photography— This is an intermediate level course focusing on honing your photographic vision and developing a personal point of view in photography. You may work in analog or digital, but you must have taken the corresponding introductory course. Students pursuing a project in digital must first take STAR 150. Those working in analogue (darkroom) must first take STAR 250. Prerequisite: A grade of C- or better in STAR 150 or 250 (ART) (Enrollment limited) –Wertz

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) –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)

[**283. Special Topics: Art Installation: Collaborating Across Disciplines**]— A special "hands-on" seminar in which the students will collaborate with the professional artists teaching the course, to conceive, plan, and realize an original site specific artwork for the CCAN public lobby. (0.5 course credit) (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) –Delano

[**335. Projects in Painting**]— Art Studio: Projects in Painting, is the follow-up course to STAR 235 Oil Painting for Today. It will serve the needs of students who wish to continue the study of painting at the intermediate and advanced levels. While the main content of the course centers on a few studio projects over the semester (Intermediate level), or a semester-long project (Advanced level), there is also content shared by all students enrolled in the class. The shared content consists of reports on research in support of the projects, lectures and demonstrations by the professor, guest lecturers and visiting artists, and most important, regularly scheduled group critiques on studio projects. While oil paints will be the medium of focus, particularly at the intermediate level, other painting media will be introduced especially as appropriate to address needs presented by individual student projects. Prerequisite: A grade of C- or better in STAR235. (ART) (Enrollment limited)

340. Art Studio: Sculpture and Ideas II— This course is a continuation of Sculpture and Ideas. In a series of individual projects, students will focus on content and formal issues in sculpture. Goals include increased knowledge of art historical contexts relevant to projects, and expertise with equipment, tools, and materials. The course will culminate in a final project designed by the student in consultation with the professor. Prerequisite: C- or better in STAR 240 or permission of instructor (ART) (Enrollment limited) –Sullivan

[**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)

[**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. Prerequisite: C- or better in Studio Arts 301. (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) –Finnegan

Theater and Dance

Associate Professor Preston, Chair; Associate Professors Farlow, Karger, Polin, and Power; Assistant Professors Kyle and Pappas; Visiting Assistant Professors Goodheart and Hendrick; Visiting Lecturers Agrawal, Hochheiser, and Matias

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 bachelor's degree.

LEARNING GOALS

The Theater and Dance Department's learning goals can be found HERE.

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 <u>or</u> THDN 132. Intro to Modern Dance <u>or</u> THDN 218. Principles of Movement
- THDN 233. Critical Views/Critical Values
- THDN 496. Senior Thesis Part 1 <u>and</u> THDN 497. Senior Thesis Part 2 (one credit) <u>or</u>
  THDN 498. Senior Thesis Part 1 <u>and</u> 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 124. New Media Practices
- THDN 225. Interactive Media
- THDN 252. Comparative Media Studies
- THDN 301. Directing/Devising Performance or THDN. 304 Directing or THDN 215. Making Dances
- THDN 305. Writing for Stage and Screen or THDN 393. Playwrights Workshop or THDN 140. Improvisation as Composition
- THDN 325. Media Performance Laboratory
- One THDN Department history course

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. Theater for Social Change
- PBPL 352. Art and the Public Good
- One one-credit internship (TBD with departmental adviser)
- 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.

The last term of the senior year must be in residence.

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 adviser 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 Tony Award-winning 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 Barbara Karger, program director, by telephone at (212) 598-3058 and or by e-mail: Barbara.Karger@trincoll.edu. Students earn five course credits for the program, not more than three 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 who earn at least an A- for a two-credit thesis or an A for a one-credit thesis.

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, Preston

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

120. Why Do We Dance? The Origins of Dance in Ritual— Why do we dance? What is the function of dance for individuals and for groups? Do people in all cultures dance for the same reasons? Beginning with the earliest known forms of dance, we will investigate these questions by examining ritual, sacred, and social forms of

dance in a variety of cultures. Our research will include watching dance, looking at visual art, reading critical and historical texts, and occasionally trying out a few movement ideas in the studio. Open to first-year students. (GLB1) (Enrollment limited) –Farlow

[**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)

[**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) –Matias

132. Dance Practice: Level I— Designed for the beginning-level dancer. This studio-based course combines an introduction to the fundamentals of dance as an art form with historical, theoretical and creative inquiry meant to contextualize and deepen dance practice. (ART) (Enrollment limited) –Pappas

140. Improvisation as Composition— The focus of this course is to develop the skills to use improvisation as a choreographic tool. Students will learn to create a variety and range of different movement pieces through the exploration of tempo, space and duration. We will focus on experimenting with movement games and compositional structures, learning to articulate the process of creating pieces for performance while deepening our understanding of the history and practices of improvisation as composition. Classes will include a thorough warm up, as well as reading and writing assignments. Students with all levels of experience as movers, athletes and dancers are welcome. (Enrollment limited) –Kyle

[**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)

[**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)

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

225. 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) –Polin

[**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. Prerequisite: C- or better in THDN 132 (Intro to Modern Dance) or THDN 209-04 (Movement Fundamentals: Modern) or permission of the instructor (0.5 course credit) (ART) (Enrollment limited)

232. Dance Practice: Level II— This studio-based course designed for students with prior experience in dance, whether in ballet, modern, jazz or other idioms, integrates physical practice with historical, theoretical, creative, and aesthetic inquiry toward deepening and refining understanding and performance in the art form. (ART) (Enrollment limited) –Kyle

[**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)

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. This course has a community learning component. (ART) (Enrollment limited) –Pappas

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) –Polin

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) –Kyle, Polin

345. Screendance: Camera Choreographies— Screendance is a practice-based class that brings together choreographers, dancers, actors, and filmmakers to create original screendance works. Students will conceive, choreograph, film, direct, and edit dances for the camera. They will collaboratively explore how rhythm, music, and motion create choreography and consider how specific technologies like film, video, mobile phones, social media, and Instagram shape the work being created. They will contextualize their creative work, analyzing the global history of screendance including sources like the Lumière Brothers, MTV, Bollywood, and So You Think You Can Dance! Prerequisite: C- or better in one of the following THDN 103,123,125,130,132,140, 209-33,215,218,301,304,309-02, or Film Studies 201, or permission of instructor. (ART) (Enrollment limited) –Harnarine, Pappas

[**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)

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) –Emerson, Karger

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) –Emerson, Karger

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) –Emerson, Karger

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

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

122. Ballet Technique I— For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to ballet movement vocabulary. (0.5 course credit) (ART) (Enrollment limited) –Matias

[**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)

124. New Media Practices— This class will serve as an introduction to the foundational theories and practices associated with new media with emphasis on the interplay between performance and technology. Additionally, students will explore concepts including collage and montage, intermedia performance, virtual reality, and transmedia storytelling, among others. Creative projects will include making interactive sound and video, experimental paper writing, multimedia installations, and further explorations in the time-based arts. Class is open only to first-year and sophomore students. (ART) (Enrollment limited) –Polin

125. Movement Studies: Finding Center— This studio-based course will introduce students to a range of techniques and practices designed to enhance basic movement skills with particular attention to postural alignment, centeredness, gestural articulation, and performative presence. Students will learn the fundamentals of the traditional art of T'ai chi, a movement form that emphasizes the dynamic interplay of yin (yielding) and yang (asserting) forces. Course readings will explore such topics as embodied learning, kinesthetic response, and the creative process. (ART) (Enrollment limited) –Power

[**131. Modern Dance Technique I**]— For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to modern 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)

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) –Weisfeld

206. Sensory Stages: Embodiment in Drama, Medieval to Contemporary— Theater is a multi-sensory art form: spectators watch; audiences listen; actors touch. Drama asks us to attend, in a heightened way, to our senses, the basic interface between self and other, mind and body, player and playgoer. As we'll see, this focus on sensory experience allows dramatists to ask important questions about embodied experience. In this course, we'll draw on theater history and theories of performance to explore how drama in English – from medieval street theater to modernism, Shakespeare's Globe to contemporary America – make use of different sensory techniques in leading audiences to reflect on their cultures' assumptions about topics such as gender, sexuality, disability, and race. Authors and texts may include medieval mystery plays, Shakespeare, Aphra Behn, Samuel Beckett, Suzan Lori-Parks, and Wole Soyinka. (HUM) (Enrollment limited) –MacConochie

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) –Christie

209. Modern Dance Partnering— This is a studio-based course in physical partnering. Students will investigate a variety of approaches to moving in coordination with others. Our ultimate goal will be greater capacity for safe, elegant, creative and dynamic movement. In-class work will be supplemented by limited readings, viewings and other outside activities. Open to all students, regardless of experience. (0.5 course credit) (ART) (Enrollment limited)

–Kyle

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) –Hochheiser

215. Making Dances— An introduction to the practice of choreography using a variety of improvisational and compositional strategies. With an emphasis on generating their own work, students will investigate divergent methodologies for researching and creating form in motion. Concurrent enrollment in a physical practice class, either for credit or as an auditor, is recommended. (ART) (Enrollment limited) –Kyle

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

[**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)

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 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) –Goodheart

[**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)

[**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. This course has a community learning component. (ART) (Enrollment limited)

[**272. Arts in Education: Models for Engagement**]— This community learning course will expose students across disciplines to the ways arts are taught in classroom and studio environments. Using the Greater Hartford Academy for the Arts as our laboratory environment students will be exposed to how arts both enrich traditional instruction, and can promote empowerment and equity for a wide variety of pupils. This course has a community learning component. (1.25 course credits) (ART) (Enrollment limited)

301. Directing and Devising Performance— This class is designed for students interested in expanding their understanding of theoretical and devised approaches to directing for theater. The readings and exercises for this course will focus on the work of experimental theater artists from the 20th century to the present, examining the various ways directors and ensembles have investigated the relationship of form and content to research innovative modes of storytelling. Particular attention will be paid to multimedia and devised performance practice. Students will create work inspired by the artists and productions studied, applying theory to practice in performance work. Prerequisite: At least one theater and dance course or permission of instructor. (ART) (Enrollment limited) –Polin

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 horror films, television shows, and performance events; research related theoretical concepts; and engage in practical exercises to design representations of horror and other instances of phantasmagoria. (ART) (Enrollment limited) –Polin

[**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)

[**305. "Or So The Story Goes": Theorizing Narrative Media**]— Storytelling is a fundamental aspect of the human experience. It allows us to preserve the past, telling us where we came from. At the same time, stories drive us into the future, tracing the contours around which we imagine the possible. This course draws upon narrative theory to examine the ways stories are told within and across media. Through a deep and systematic exploration of narrative technique, we will seek to examine why storytelling has played such a vital role in the formation of identity, history, and culture. Using examples from literature, film, comics, and video games, we will cover topics including: trans-media storytelling, interactive and non-linear narrative, adaptation, and historiography. This course is not open to first-year students. (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) –Pappas, Preston

[**345. Theater for Social Change**]— The course introduces documentary-based ensemble theatre making and performance as a mode of participatory action research for initiating social change. During the semester students will engage in the process of making and performing an original work of theatre that investigates real circumstances, examines existing perceptions, identifies critical issues, and generates a public forum for social dialogue. The course work will focus on techniques based on the work of Augusto Boal and other methodologies. It will include individual research to explore ethical questions and diverse perspectives regarding freedoms and limitations of academic and personal expression in the context of maintaining responsibility and well-being within a multicultural society. This course has a community learning component. (ART) (Enrollment limited)

[**345. Special Topics: The Actor and Object/Puppet Theater**]— What can the object/puppet allow us to express in a different way than an actor does? What does it reveal to us about character? How does the performer/object relationship become an element of metaphor, reflection, and subversion? Alongside the creative, studio-based work, the course will have lectures and discussions examining the field of contemporary practices in

visual/puppetry/object theater for adults. (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 - 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

[**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)

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

[**Italian Studies 279. Italian Theater As A Way Of Life**]— View course description in department listing on p. 349.

[**Language & Cultural Studies 279. Italian Theater As A Way Of Life**]— View course description in department listing on p. 318.

Urban Studies

Associate Professor Yipeng Shen, Acting Director; Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen[†] and Paul E. Raether Distinguished Professor of Urban International Studies Myers; Assistant Professor Gamble; Visiting Assistant Professors Annino and Lukens; Postdoctoral Fellow Yen

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.

LEARNING GOALS

The Urban Studies Program's learning goals can be found HERE.

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 Requirement: At least one of the courses must be a Community Learning 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. Qualified students (GPA over 3.25 and 3.50 in the major) may 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:

Planning & Policy

This thematic cluster or track includes courses in urban studies, public policy, environmental science, engineering or other fields which are built around practical, applied or professional skill development. For example, the following courses would fit with this track:

URST 321 Geographies of Transport
ENGR 341 Architectural Drawing
ENGR 342 Architectural Design
ENVS 286 Theory and Application of Geographic Information Systems
PBPL 264 Urban Policy and Politics in America
PBPL 351 Diversity in the City

Urban Society

This track encompasses the general liberal arts areas of concentration, through courses in urban studies but also urban courses in many fields such as political science, history, anthropology, sociology, art history, Hispanic studies, American studies, educational studies, economics, English or international studies, among other possibilities. Students work with their adviser to make the thematic cluster a clear concentration within the social sciences and humanities. Some example courses would be:

URST 210 Sustainable Urban Development
URST 215 Latin American Cities
URST 302 Global Cities
ANTH 253 Urban Anthropology
ECON 209 Urban Economics
POLS 355 Urban Politics

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 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: 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.

The Jeffrey E. Kelter '76 Urban Studies Endowment Fund at the Center for Urban and Global Studies (CUGS) supports student investigations of a broad range of key urban issues confronting humankind in the 21st century. Of special interest are projects related to real estate and urban planning.

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.

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: 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. This course is not open to seniors. (Enrollment limited) –Lukens

200. Hartford: Past and Present— Focusing on both Hartford and its region since the 1630s, this course explores key themes in American urban, social, economic, cultural, and political history, paying close attention to issues of race/ethnicity, gender/sexuality, class relations, religion, and urbanism. We first examine interactions between Native groups, English settlers, African slaves, and their descendants, from the Colonial Era to the Early Republic (1630s-1830s). We then explore urban cultures, abolitionism, European and African American migration, and Hartford's as a global financial and manufacturing center (1830s-1940s). Finally, from the 1940s to the present, topics include suburbanization, deindustrialization, racial segregation, Civil Rights movements, West Indian and Puerto Ricans migration, neoliberalism, globalization, and relations between Hartford and its suburbs. We also track Trinity College's history since 1823. Prerequisite: a grade of C- or better in URST101 or CTYP101 (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. PR: URST101 or CTYP101 or SOCL 101 (GLB5) (Enrollment limited) –Gamble

203. Urban Nightlife since 1850— Dance music scenes and their urban spaces are social arenas in which discriminatory norms of sexism, homophobia, racism, nationalism and elitism can be subverted and transformed. Using New York City as our base in comparison to cities like Accra, Berlin, Chicago, Havana, London, Philadelphia, Rio de Janeiro, and Shanghai, we examine urban nightlife's music scenes, from the 1800s to the present, highlighting the roles played by the evolution of capitalism, and regional and international migrations. To do this, we tap into a growing, innovative research in Critical Race Studies, Ethnic Studies, Feminist Studies, Queer Studies, and Urban Studies, which has recast nightlife as far more than banal entertainment and debauchery, viewing it instead as a force propelling 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 has a community learning component. This course is not open to first-year students. (Enrollment limited)

[**243. Barcelona: Reading the City**]— In this course we will analyze the various cultural processes-such as literature, art, architecture, film and sports-through which urban identities are formed. The particular object of our study will be the city Barcelona and its inhabitants. Using a wide variety of written and spoken texts, including books, films, tourist guides and advertising, we will analyze the genesis the various, and at times conflicting, representations of that 2000 year-old Mediterranean city and its people. (GLB2) (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) –Lukens

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. 105.

[**American Studies 405. Meds, Eds, Slot Machines, and Stadiums: Culture Industries and the New Urban Economy**]— View course description in department listing on p. 105.

[**American Studies 409. Digital City**]— View course description in department listing on p. 106.

[**Classical Civilization 111. Introduction to Classical Art and Archaeology**]— View course description in department listing on p. 160.

Classical Civilization 321. Seminar in Roman Art, Artists and Patrons— View course description in department listing on p. 161. –Risser

Liberal Arts Action Lab 200. Action Research Methods in Hartford— View course description in department listing on p. 310. –Brown

Liberal Arts Action Lab 201. Hartford Research Project— View course description in department listing on p. 310. –Brown

Latin 321. Seminar in Roman Art, Artists and Patrons— View course description in department listing on p. 159. –Risser

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. This course is not open to seniors. (Enrollment limited) –Lukens

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. PR: URST101 or CTYP101 or SOCL 101 (GLB5) (Enrollment limited) –Lukens

204. Urbanization and Development— This course takes a comparative approach to urbanization and development. It not only draws case studies from different world regions, but also pays particular attention to China's urban transformation. The first segment, 'foundations of urbanization', introduces key themes and builds up theoretical foundations about urbanization in relation to economic development. Segment two, entitled 'process of urban development', focuses on the physical dimension of the cities, exploring the power of urban landscapes and how cities are built. The third segment, entitled 'people and place', highlights social dimension of urbanization and socio-spatial inequality. Finally, the fourth segment, entitled 'governing global urbanization', explores the changing governance and policy making in response to urban problems. (Enrollment limited) –Cheng

205. Urban Economic Geography— The intent of this course is to introduce students to a variety of economic principles and concepts relating to economic geography. The main focus of the class will center around the themes of globalization, development and place. Discussion will focus on key environmental and human resources as well as their impacts on economic systems across the globe. Students are expected to not only learn key economic terms, but to attribute them to patterns in global and regional economic processes and activities. Topics include, but are not limited to regional specialization, finance and investment, economic governance, transportation and the digital

economy. This course is not open to first-year students. (SOC) (Enrollment limited) –Annino

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) –Gamble

211. The Politics of Real Estate— The course examines the political, social, and economic dimensions of real estate in Hartford and New York. The course delves into the tension between use and exchange values and how political context shapes the balance of power between stakeholders in these cities. Specific topics include growth machine politics, rent control, gentrification, tenant organizing, and Business Improvement Districts. This course has a community learning component and will feature invited guest speakers and include a field trip to New York. (Enrollment limited) –Yen

[**212. Big Data and China's Urbanization**]— Big data provides a comprehensive and in-time approach for studying the material and social spaces of cities and improving the understanding of cities as urban systems. It also generates broad and timely information for improving urban planning at various scales. This new course will deal with the use of big data to study the main characteristics and dimensions of China's urban development by addressing such topics as population migration, credit card use, high-speed rail flows, coal consumption, environmental quality, and other dimensions of urban development. The course will also touch on how the big-data approach to Chinese cities can be extended to other urban systems. (SOC) (Enrollment limited)

215. Latin American Cities— Topics include: urbanism, religion and power in the ancient civilizations of Mexico, Central America and the Andes; colonial-era urbanism, religion, slavery and politics (1520s-1810s); post-colonial nation-building, modernization, Europeanization and early radical politics (1820s-1920s); populist-era industrialization, urban growth, class conflicts, revolutionary politics, and authoritarianism (1930s-1970s); democratization, social movements, and exclusionary and progressive urbanism in the era of neoliberalism and globalization (1980s-present). Throughout the course, we pay particular attention to gender, sexual, racial and ethnic identities, as well as to both popular culture and the fine arts, using examples from Bahia, Buenos Aires, Bogotá, Brasilia, Caracas, Cusco, Havana, Lima, Mexico City, Montevideo, Rio de Janeiro, San Juan de Puerto Rico, São Paulo, and Santiago de Chile. (GLB2) (Enrollment limited) –Figueroa

[**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)

249. Multi-cultural Cities of the Mediterranean— In today's Europe, states generally seek to engender the highest possible degree of cultural and linguistic uniformity within their borders. Many people thus presume that these societies have always been organized upon this principle. However, the history of the Mediterranean basin tells a very different story. There, until quite recently, the cultures of important cities like Trieste, Barcelona, Istanbul, Alexandria, Tunis, Thessaloniki, Gibraltar and Livorno were characterized by a profoundly multicultural and multilingual ethos. In this class, we will study the histories of these "polyglot cities" and retrace the ethnic and commercial networks that often bound them together. We will also explore the forces that eventually undermined their long-standing diversity and webs of interconnectedness in the late 19th and early 20th centuries. (GLB2) (Enrollment limited) –Harrington

[**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? This course has a community learning component. Prerequisite: Urban Studies 101 or permission of instructor. (Enrollment limited)

301. Developmental Cities in East and Southeast Asia— This course examines urban development in East and Southeast Asia through the lens of the developmental state. The course provides students with an overview of developmental state theory and its origins in the developmentalist policies of Japan, South Korea, China, Indonesia, and the Philippines and demonstrates the impact of these policies on the urban form. Major topics include the impact of developmentalist policies on housing, education, public/private space, and the development of special economic zones and other economic tools. The course uses in-depth case studies of these issues in a variety of East and Southeast Asian cities to demonstrate the characteristics and consequences of developmental urbanism. Prerequisite: a grade of C- or better in URST101 or CTYP101 (GLB5) (Enrollment limited) –Lukens

321. Geographies of Transport: Being on the Move in the 21st Global Urban Century— Mobility is a permanent aspect of life. Transport infrastructures are a determinant of the spatial, economic, and social structures of cities. This course will introduce students to the spatial and social aspects of transportation and mobility across the globe. This course will act as a forum for research into transport and mobility, including debates on the planning and formation of transport policymaking. This course has a community learning component. Prerequisite: Urban Studies 101 or permission of instructor. (SOC) (Enrollment limited) –Gamble

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) –Myers

466. Teaching Assistantship— (0.5 - 1 course credit) –Staff

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) –Staff

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

Graduate Courses

821. Geographies of Transport: Being on the Move in the 21st Global Urban Century— Mobility is a permanent aspect of life. Transport infrastructures are a determinant of the spatial, economic, and social structures of cities. This course will introduce students to the spatial and social aspects of transportation and mobility across the globe. This course will act as a forum for research into transport and mobility, including debates on the planning and formation of transport policymaking. (SOC) –Gamble

869. Leadership in the Policy Arena— What is "Leadership?" To what extent can it be defined and practiced according to fundamental general principles? How must the application of such principles be adapted to differing institutional, organizational, and community settings, and to varying situations? Can anyone lead effectively with sufficient opportunity and, if so, to what degree must leadership be "personalized" by each individual? This course will explore leadership principles through readings from a broad spectrum of fields and historical periods and seek to identify the key lessons to be applied to leadership in the current public policy sphere. Students will engage with the course material through a series of short essays and one independent research project focused on a leadership analysis of a contemporary public institution or not-for-profit organization. –Fitzpatrick

874. Public Policy Practicum— The Practicum is a semester-long opportunity for students to apply and expand their knowledge and technical skills by performing an actual consulting engagement for a public sector client organization. Practicum students will work in small teams to analyze and make recommendations with respect to issues of real significance faced by their clients. Each engagement will combine research, project planning, and problem-solving challenges, as well as substantial client contact. Client organizations are selected from across the policy spectrum to better enable students to pursue subject matters of particular relevance to their studies and career interests. Each engagement will culminate in a final report and formal presentation to the client organization. The Practicum instructor will provide careful guidance and participants will have opportunities to share ideas, experiences, and best practices. –Fitzpatrick

Courses Originating in Other Departments

[**Classical Civilization 111. Introduction to Classical Art and Archaeology**]— View course description in department listing on p. 161.

[**Comm Learn Integrated Colloqui 290. Tax Policy and Inequality in Hartford**]— View course description in department listing on p. 169.

[**History 259. The Islamic City: Places, Pasts and Problems**]— View course description in department listing on p. 273.

[**International Studies 258. The Islamic City: Places, Pasts and Problems**]— View course description in department listing on p. 297.

Liberal Arts Action Lab 200. Action Research Methods in Hartford— View course description in department listing on p. 310. –Brown

Liberal Arts Action Lab 201. Hartford Research Project— View course description in department listing on p. 310. –Brown

Liberal Arts Action Lab 202. Hartford Research Project on Public Health— View course description in department listing on p. 310. –Brown

Women, Gender, and Sexuality Program

William R. Kenan, Jr. Professor in American Institutions and Values Corber, Director; Professor of History and International Studies Antrim[†]; Professor of Sociology Valocchi[•]; Associate Professor of International Studies Bauer[•]; Associate Professor of English and American Studies Paulin[••]; Assistant Professor of Sociology Spurgas; Assistant Professor of International Studies and Women, Gender, and Sexuality Zhang

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 both transnationally and historically 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 across time and space 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 transnational 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 emphasizes both interdisciplinary and global approaches.

Curricular options—Students may either major or minor in women, gender, and sexuality. The requirements for both are listed below.

LEARNING GOALS

The Women, Gender, and Sexuality Program's learning goals can be found HERE.

REQUIREMENTS

Majors are required to complete, with grades of C- or better, 10 course credits in women, gender, and sexuality, which must include the following:

Core courses: Three core courses

- WMGS 201. Gender and Sexuality in a Transnational World
- WMGS 369. Queer Studies: Issues and Controversies or
- WMGS 379. Feminist and Queer Theory for a Post-Colonial World
- WMGS 401, or an upper-level course designated by the director as the senior seminar

Electives: Seven other courses listed, cross-listed, or cross-referenced 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-level and above). Two of them must be from the arts and humanities and two from the social sciences.

Capstone/Senior Project: WMGS 401, or an upper-level course designated by the director as the senior seminar.

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 3.7 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

201. Gender and Sexuality in a Transnational World— This broadly interdisciplinary course provides students with an introduction to the field of gender and sexuality studies. It pays particular attention to transnational approaches. Materials are drawn from a variety of disciplines and may include films, novels, ethnographies, oral histories, and legal cases. (GLB5) (Enrollment limited) –Zhang

[**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)

Other WMGS Courses

[**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)

133. Blues Women to Nicki Minaj— This course explores the music of black American women in music fro 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 sould diva Aretha Franklin; rocker Tina Turner; and, ultimately, women in hip-hop, among them Queen Latifa, 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

[**150. Before Lady Gaga and Beyoncé**]— 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)

[**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)

[**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)

[**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)

[**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)

[**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)

310. Queer China— This course offers an interdisciplinary perspective on non-normative gendered and sexual practices in urban(izing) China and how they have been represented, embodied, and regulated across time and space. The course will introduce students to materials-textual, visual, and audio-that span more than a hundred years from late imperial China to the present against the backdrop of modernization, urbanization, and globalization. Students will explore the different methodological, thematic, and analytic approaches to genders and sexualities in literature, cultural studies, history, and ethnographies. (GLB) (Enrollment limited) –Zhang

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

[**321. 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)

[**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)

[**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)

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

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 445. Black Women Writers in the 20th and 21st Centuries**]— View course description in department listing on p. 107.

Educational Studies 309. Race, Class, and Educational Policy— View course description in department listing on p. 201. Prerequisite: C- or better in Educational Studies 200 or permission of instructor. –Dougherty

[**English 307. Early American Women's Literature**]— View course description in department listing on p. 223.

[**English 445. Black Women Writers in the 20th and 21st Centuries**]— View course description in department listing on p. 226.

Hispanic Studies 214. Mapping the Queer and Feminist in Latin America— View course description in department listing on p. 339. –Aldrete

History 203. Urban Nightlife since 1850— View course description in department listing on p. 265. –Figueroa

History 247. Latinas/Latinos in the United States— View course description in department listing on p. 267. –Figueroa

[**Italian Studies 277. Women, Italy, and the Mediterranean**]— View course description in department listing on p. 347.

Language & Cultural Studies 214. Mapping the Queer and Feminist in Latin America— View course description in department listing on p. 312. –Aldrete

[**Language & Cultural Studies 277. Women, Italy, and the Mediterranean**]— View course description in department listing on p. 314.

[**Religious Studies 248. Women, Gender, and Sexuality in Religion**]— View course description in department listing on p. 453.

[**Sociology 260. Sexual Diversity and Society**]— View course description in department listing on p. 463.

Sociology 272. Social Movements— View course description in department listing on p. 464. Prerequisite: C- or better in Sociology 101 –Spurgas

Urban Studies 203. Urban Nightlife since 1850— View course description in department listing on p. 490. –Figueroa

Spring Term

Course Core to WMGS Major

369. Queer Studies: Issues and Controversies— This course provides an introduction to queer studies, a field that has transformed our understanding of biological sex, gender identity, and sexual desire. It pays particular attention to the issues and controversies currently animating the field. Broadly interdisciplinary, it draws its materials from anthropology, history, public policy, sociology, religion, and performance studies. (GLB) (Enrollment limited) –Corber

[**379. Feminist and Queer Theory for a Postcolonial World**]— Feminist and queer theory has influenced contemporary understandings of gender and sexuality globally. This course explores this body of theory specifically in relation to the processes and problematics of colonialism, postcolonialism, nationalism, and transnationalism. Readings will reflect a variety of critical perspectives and consider the intersection of gender and sexuality with race and class. (GLB5) (Enrollment limited)

Other WMGS Courses

[**133. Blues Women to Nicki Minaj**]— This course explores the music of black American women in music fro 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 sould diva Aretha Franklin; rocker Tina Turner; and, ultimately, women in hip-hop, among them Queen Latifa, 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)

211. Global Intimacies— What is globalization? A process of homogenization and Americanization? Where does globalization happen? In the economic realm that we usually associate with the public? In contrast to these conceptualizations, this course explores diverse and contingent processes of globalization in the domestic and private spheres. Specifically, we will look at how global mobilities trouble and complicate intimate relations such as marriage, love, sex, reproduction, family making, and self-identity across culture. (GLB) (Enrollment limited) –Zhang

[**240. Introduction to Feminist Philosophy**]— In the last several decades, feminist philosophy has developed with new vitality. It has influenced such diverse areas of philosophy as ethics, politics, and epistemology. Its contributors represent both Anglo-American and European philosophical traditions. This course will introduce

students both to some of the major contributors and to the ways in which they have influenced various areas of philosophy. (May be counted toward Women, Gender, and Sexuality major and minor.) (SOC) (Enrollment limited)

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

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

[**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)

[**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)

[**249. Amazons Then and Now**]— In ancient Greece, the Amazons were a group of female warriors who created their own society outside of ancient Greek civilization. Cultivating their legendary skills in combat, they were characterized as the archenemies of Greek culture, the opposite of its patriarchal definition of sexuality, and frequently clashed with heroes like Hercules and Theseus. In the twentieth and twenty-first centuries, Amazons have become a popular topic once again as modern societies grapple with women's roles, the most prominent example being the superheroine Wonder Woman. In this course we'll explore the various meanings that have been attributed to the Amazons at different times in different places, from ancient Greece to the contemporary United States in literature, art, film, and graphic novels. (HUM) (Enrollment limited)

[**308. Mapping Modern American Sexualities**]— This course examines the emergence of modern forms of sexual personhood in the United States. Starting in the late nineteenth century, it tracks the shift from gender role to object choice as the organizing principle of sexual identities, desires, and practices while paying particular attention to the consolidation of the hetero/homosexual binary. Readings include novels, plays, films, and memoirs, as well as key theoretical texts. (HUM) (Enrollment limited)

[**309. The Spectacle of Disability**]— 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 Schiavo case, Born on a Blue Day, Forrest Gump, the American Disabilities Act, the Christopher Reeves story, and Radio. (HUM) (Enrollment limited)

[**326. Representations of Miscegenations**]— The course examines the notion of miscegenation (interracial relations), including how the term was coined and defined. Using an interdisciplinary approach, we will consider the different and conflicting ways that interracial relations have been represented, historically and contemporaneously, as well as the implications of those varied representations. Examining both primary and secondary texts, including fiction, film, legal cases, historical criticism, and drama, we will explore how instances of interracial contact both threaten and expand formulations of race and "Americanness" in the U.S. and beyond. How is miscegenation emblematic of other issues invoked, such as gender, nation, and sexuality? How do enactments of interracial contact complicate the subjects that they "stage"? (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 axiomatics? 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

[**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)

[**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)

[**390. Medicine, Health, & Society**]— This course challenges common views of physical and mental health and illness, and encourages students to understand medicine and embodiment from a sociological perspective. Topics include the historical production and medical control of the human body and populations, sociocultural and structural determinants of health and wellness, the stratification of health outcomes via race, class, gender, sexual orientation and other social variables, the social construction of mental health and addiction, current and controversial issues in medical care and health insurance coverage, the role of corporate medicine in the commercialization of physical, psychological, and sexual health, the social construction of ability/disability, and popular representations of neuroscience, psychology, and medical research in the media and their effects on the categorization of "healthy" identities, bodies, and lifestyles. (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 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 410. Through a Queer Lens: Migrant Critiques of the US**]— View course description in department listing on p. 114.

Anthropology 207. Anthropological Perspectives on Women and Gender— View course description in department listing on p. 124. –Nadel-Klein

[**Arabic 224. Introduction to Arab and Middle Eastern Cinemas**]— View course description in department listing on p. 321.

Classical Civilization 232. Ancient Greece on Film and TV— View course description in department listing on p. 162. –Tomasso

Classical Civilization 330. Vergil's Aeneid and the Making of Roman Myth— View course description in department listing on p. 163. –Safran

[**Educational Studies 309. Race, Class, and Educational Policy**]— View course description in department listing on p. 204. Prerequisite: C- or better in Educational Studies 200 or permission of instructor.

[**English 348. Women Writers of the Middle Ages**]— View course description in department listing on p. 235. Prerequisite: C- or better in English 260 or permission of instructor.

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

International Studies 307. Womxn's Rights as Human Rights— View course description in department listing on p. 298. –Bauer

[**International Studies 311. Global Feminism**]— View course description in department listing on p. 298.

Italian Studies 277. Women, Italy, and the Mediterranean— View course description in department listing on p. 348. –di Florio Gula

[**Language & Cultural Studies 224. Introduction to Arab and Middle Eastern Cinemas**]— View course description in department listing on p. 315.

Language & Cultural Studies 277. Women, Italy, and the Mediterranean— View course description in department listing on p. 318. –di Florio Gula

[**Religious Studies 248. Women, Gender, and Sexuality in Religion**]— View course description in department listing on p. 457.

[**Sociology 272. Social Movements**]— View course description in department listing on p. 466.

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 Assistant Professors Cassorla and Truman; Special Assistant, Vice President of Advancement and Lecturer McGill; Visiting Lecturers Collins and Wentland

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 Rhetoric, Writing, and Media Studies, please see p. 86 under Interdisciplinary Minors.

Fall Term

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) –Cassorla, Collins, Frymire, Marino, McGill, Truman, Wentland

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. This course has a community learning component. (WEA) (Enrollment limited) –Cassorla

128. Writing and Mindfulness— In this course, you will analyze theories of mindfulness and engage in classroom exercises designed to demonstrate how contemplative practices can improve writing. Through a writing-workshop approach, you will write and revise analytical essays; you will also write regular informal reflections on a range of readings and practices. The ultimate goal of the course is to teach you to harness the complexities of your internal and external experiences in order to generate thoughtful and original writing. (WEA2) (Enrollment limited) –Papoulis

130. Visual Rhetorics— This course explores the rhetorical power of visual images. Students will examine how rhetoric is a means for knowing, communicating, and becoming as they explore different visual media, like photography, video, and even virtual reality. Using rhetorical methodologies, they will research how visual rhetoric creates realities and encourages audiences to become different subjects through an interactive, multimodal project. More specifically, we will explore how the rhetorical appeals (i.e. ethos, logos, and pathos) transform in visual, rhetorical situations, and we will discover how rhetoricians adapt rhetorical situation theory to meet the expectations and needs of viewers. By the end of the course, students will understand how rhetorical theory and practice shapes and is shaped by visual design, multimodal communication, and the politics of visual representation This course has a community learning component. (HUM) (Enrollment limited) –Marino

[**202. Writing in the Disciplines**]— Students in this course will explore a variety of genres in scholarly, professional, and public writing. Students will learn to identify and use the conventions of these genres and to make effective rhetorical choices in their writing. Students will engage in writing frequently and intensively to improve overall learning in their discipline. The course will facilitate student involvement with particular bodies of knowledge, their methods of scholarship, and modes of communication. (WEA2) (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)

340. Rhetorics of the Body and Activism— From wearing campaign buttons to lying in front of bulldozers, people use their bodies to make arguments and communicate ideas. This course will explore the concept of rhetorics of the body, which studies how people use their bodies in symbolic communication. We will begin by reading a series of texts theorizing the relationship between rhetoric and the body and how the body both constructs and is constructed by rhetorical communication. Students will research projects that explore the rhetorical situation and strategies of a specific activist or demonstration. This course has a community learning component. (HUM) (Enrollment limited) –Frymire

[**360. Rhetorics of Law and Violence**]— Law is an assemblage of words that rhetorically shape our reality. It affects human behavior, directs human choices, and even has the power to end human lives. This course will explore the nature of law as a rhetorical construct and law's complex relationship to violence. Students will study the work of legal and rhetorical scholars who challenge common views of law as objective or apolitical and then consider the rhetorical role of violence in the law via theoretical texts and case studies. While the course will focus on the legal system in the United States, the final project will provide an opportunity to expand our scope to an international scale. (HUM) (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

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) –Cassorla, Truman

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) –Cassorla, Marino

128. Writing and Mindfulness— In this course, you will analyze theories of mindfulness and engage in classroom exercises designed to demonstrate how contemplative practices can improve writing. Through a writing-workshop approach, you will write and revise analytical essays; you will also write regular informal reflections on a range of readings and practices. The ultimate goal of the course is to teach you to harness the complexities of your internal and external experiences in order to generate thoughtful and original writing. (WEA2) (Enrollment limited) –Papoulis

[**202. Writing in the Disciplines**]— Students in this course will explore a variety of genres in scholarly, professional, and public writing. Students will learn to identify and use the conventions of these genres and to make effective rhetorical choices in their writing. Students will engage in writing frequently and intensively to improve overall learning in their discipline. The course will facilitate student involvement with particular bodies of knowledge, their methods of scholarship, and modes of communication. (WEA2) (Enrollment limited)

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) –O'Donnell

[**216. Writing the Personal Essay**]— Writing effective personal essays–those that make private experiences and thoughts relevant to the larger world–is more complicated than it may seem. It requires both that we question and analyze our immediate perceptions, and that we have the patience to discover intriguing structures that do justice to our ideas. This class is a writing workshop that will allow you to explore the form by shaping your own experiences and reflections into well-structured, thoughtful essays. Readings include a range of writers who approach the personal essay in divergent ways; they will offer inspiration as well as instruction in the craft. (HUM) (Enrollment limited)

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. This course has a community learning component. (WEA2) (Enrollment limited) –Marino

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

260. What is Rhetoric and Composition?— How do human beings effectively communicate with one another? What strategies do we use to speak and write persuasively? What are the best ways to learn to write? How do social, cultural, political, linguistic, and other elements of human life impact the ways we write, speak, and learn to write? How do visual and textual literacies relate to questions of race, gender, and power? These are the central questions of Rhetoric and Composition – a field that stretches from the ancient world to the 21st century college writing classroom and continues to pursue these questions in our ever-changing world. In this course, we will explore how scholars in Rhetoric and Composition have approached, answered, and complicated these questions. (HUM) (Enrollment limited) –Frymire

[**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)

[**320. Queer Rhetorics**]— This class is open to anyone interested in learning how rhetoric can create new knowledges and perspectives on diversity and inclusion. Specifically, we will apply rhetorical methodologies to US history, popular culture, politics, and law to research the formation of LGBTQ identities alongside mainstream identities

in America. Our course moves from the rhetoric surrounding the 1960s Stonewall Riots through current debates about Don't Ask Don't Tell and gay marriage. We also investigate the influence of alternative rhetorics, such as the subversive use of social media activism and the spatial arguments of gender neutral bathrooms. Students will take away the ability to rhetorically navigate key dialogues about gender and sexuality, as well as articulate how these debates influence research and knowledge creation in their majors. This course has a community learning component. (HUM) (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

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

[**499. Thesis**]— One semester thesis (WEB)

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.

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 Maurice Wade, director of the Human Rights Program.

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 Judy Dworin Prize, instituted on the occasion of the American Studies Program's 40th anniversary, honors Judy Dworin, professor of theater and dance, emerita, who was the first woman to a receive a Trinity College diploma and the first America studies major at the college. It is awarded annually for the best work of independent research by an American studies major that furthers social justice.

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 Schneider/Blackburn Research Prize in Biology is awarded to an undergraduate student whose laboratory or field research in biology has been published in the literature or alternatively, which shows great promise for future publication. The prize comes from a fund established by Professors of Biology Craig W. Schneider and Daniel G. Blackburn and is awarded by 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 Division of Physical Chemistry of the American Chemical Society Award is awarded to recognize

outstanding achievement by undergraduate students in physical chemistry and to encourage further pursuits in the field.

The Division of Environmental Chemistry of the American Chemical Society Award is awarded for recognition of excellence in course work and research focusing on and benefiting the environmental chemistry field.

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.

CT Space Grant Consortium Undergraduate Scholarship

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.

The Colleen and David Leof '60 Humanities and Medicine Prize, established in 2016 by a gift from Dr. and Mrs. David B. Leof '60, of San Francisco, California, is awarded annually to a student, as selected by the Health Professions Advising Committee or their designee, who is interested in studying medicine and who possesses an exemplary GPA and academic standing. The prize recipient should also be a leader in the college community.

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 Cocozza 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 stablished 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 Outstanding Senior Urban Studies Major Award

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.

The Leslie G. Desmangles Prize in Caribbean and Latin American Studies is awarded to a graduating senior in international studies who has demonstrated personal growth and academic excellence in Caribbean and

Latin American studies.

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 Trinity and Barcelona 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 Trinity and Barcelona 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.

The Harriet and Edward Elukin Essay Prize. The Harriet and Edward Elukin Essay Prize is awarded annually to the best undergraduate essay or thesis that relies upon research in primary sources from the Watkinson Library. The prize honors the memories of Harriet and Edward Elukin. Books filled their home and their lives. They were both avid readers of literature and history and were enthusiastic supporters of the Watkinson Library.

The Hyam Plutzik '32 Creative Writing Residency is an annual residency in South Beach, Florida, in the Betsy Writer's Room, awarded to a graduating senior or first-year graduate student with outstanding talent in the literary arts.

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.

The Marjorie V. Butcher Actuarial Studies and Applied Mathematics Prize is named for Marjorie Van Eenam Butcher H'09, professor of mathematics, emeritus, who was Trinity College's first female faculty member, teaching at the college from 1956 until her retirement in 1989. The prize is awarded to seniors who have done outstanding work actuarial studies or applied mathematics.

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 Ferguson Thesis Prize, The Ferguson Prizes in Government was founded in 1890 by the late Professor Henry Ferguson of the Class of 1868. The Ferguson Thesis Prize, established by the Political Science Department in 2019, is awarded annually to a graduating senior for the best thesis in political science.

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 theoccasion 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 2018: Khaoula Ben Haj Frej, Bailey Elizabeth D'Antonio, Jiachen Duan, Thomas Martin Gitchell, Stefanie Hernandez, Brenna Lee Hobin, Lilla Eva Kis, Carina Natalie Leggio, Sarah Arousiag Messenger, Mary Ruth Bair Nagel, Julia Christine Pitino, Daniel Alexander Reich, Hannah Rose Reichert, Molly Elizabeth Schineller, Hannah Jane Shaievitz, David Wienner, Joo Won Fabiola Yun

Eta Sigma Phi Class of 2018: Kelcie Katherine Finn, Claudia Sofia Garrotte, Lydia Grace Herndon, Dylan Connor Ingram, Caroline Hope Manns, William J Verdeur

Nu Rho Psi Class of 2018: Amro M. S. Arqoub, Jessica Rubí Avila, Alex James Bednarek, Khaoula Ben Haj Frej, Lori Jessica Berger, Christy Carmen Chan, Olivia A. DeJoie M'18, Thomas Martin Gitchell, Lilla Eva Kis, Georgia M. Mergner, Vy Thao Phan, Julia Christine Pitino, Meaghan Kathleen Race, Lillian Mariah Russo-Savage, Molly Elizabeth Ryan, Molly Elizabeth Schineller, Colleen Alice Sweeney, Dawei Wang, Clotilde Suzanne White

Phi Beta Kappa Class of 2018: Amro M. S. Arqoub, Mariam Avagyan, Jane Elizabeth Bisson, Christy Carmen Chan, Henry Chavez, Kun Chen, Yingfang (Lydia) Chen, Sarah Elizabeth Connors, Prawesh Dahal, Briana René Daley, Bailey Elizabeth D'Antonio, Kate L. Dietrich-Manion, Hong Ngoc Do, Haley Jean Dougherty, Eavan Frances Flanagan, Dana Marie Gionfriddo, Thomas Martin Gitchell, Graham E. Goodwin, Paul Roshan Handali, Lydia Grace Herndon, Ebenezer Hormenou, Caroline Marie Howell, Madison Blake Hummer, Ilya Ilyankou, Dylan Connor Ingram, Alexander Stephen Johnson, Louisa Kammerer, Lilla Eva Kis, MacKenzie Shaw Levy, Noor Malik, Renae Marie Marquis, Meghan Makai Marsh, Jennifer Taylor Martin, Kira Mason, Sarah Arousiag Messenger, Isabelle Grace Moore, Akrit Mudvari, Thuy Thu Nguyen, Molly Elizabeth Nichols, My Tra Phung, Julia Christine Pitino, Sophie Aline Prince, Pearson Kenneth Probst, Hannah Rose Reichert, Deven James DeCapua Roberts, Richard Samuelson, Mathilde Caroline Chloé Sauquet, Soe Han Tha, Rachel Sarah Therrien, Emily Sandra Turner, Jacob Ezra Vargas, Shufan Wang, Dana Anderson Wensberg, Lauren Belle Wiener, Joo Won Fabiola Yun

Pi Mu Epsilon Class of 2018: Mariam Avagyan, Cassidy Lynn Black, Dana Marie Gionfriddo, Graham E. Goodwin, Daijun He, Dylan Connor Ingram, Alexander Stephen Johnson, Milosz Jerzy Kowal, Kalyan R. Parajuli, Nhat Hong Pham, Deven James DeCapua Roberts, Jack Roy, Richard Samuelson, Shufan Wang

Psi Chi Class of 2018: Ania Sergueivna Aliev, Chelsea E. Armistead, Sarah Elizabeth Connors, Natalie Rene Freedgood, Caroline Marie Howell, Adelaide Jenkins, Emily Alexandra Kaufman, Brigita Kuzmickaite, Timothy Lee, Kyle Matthew McGrath, Kayla Faith O'Connor, Timothy Jay Peng, Mya Janay Chanté Peters, Jillian Margaret Ramsay, Molly Frances Santora, Brandon Alton Scott, Madeline Grace Snyder, Annabel Rae Stanley, Michelle Treglia, Jacob Ezra Vargas

Sigma Pi Sigma Class of 2018: Tasha Novekosky Adams, Louis Cappucci, Prawesh Dahal, Akrit Mudvari, Dana Anderson Wensberg

President's Fellows

Class of 2018: American Studies – Sofia Safran, Anthropology — Caroline Marie Howell, Art History -– Mathilde Caroline Chloé Sauquet, Biochemistry -– Lucy Dupuy Honeycutt, Biology -– Julia Christine Pitino, Chemistry -– Josephine Frempomaa Frempong, Classical Studies -– Dylan Connor Ingram, Computer Science -– Hong Ngoc Do, Economics — Thuy Thu Nguyen, Educational Studies — Briana René Daley, Engineering -– Deven James DeCapua Roberts, English — Sophie Aline Prince, Environmental Science -– Sarah Arousiag Messenger, History -– Christopher Rust Bulfinch, International Studies — Mhraf Worku, Language and Culture Studies -– Amro M. S. Arqoub, Mathematics -– Shufan Wang, Music -– Yu-Ting Wu, Neuroscience -– Christy Carmen Chan, Philosophy -– Pearson Kenneth Probst, Physics – Akrit Mudvari, Political Science -– Jane Elizabeth Bisson, Psychology -– Daisuke S. Katsumata, Public Policy and Law -– Haley Jean Dougherty, Religious Studies — Lydia Grace Herndon, Sociology -– Denzel Kwabena Munroe, Studio Arts -– Weixi Zhang, Theater and Dance -– Lauren Belle Wiener, Urban Studies -– Eavan Frances Flanagan, Women, Gender, and Sexuality -– Olivia Margaret Ouellet

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 unfailing 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.

McGill III '63 International Studies Lectures— Gifts of Patricia C. and Charles H. McGill III '63, of New York City, which helped to secure a matching grant from the National Endowment of the Humanities. The fund supports the biennial appointment and public lecture of visiting humanities scholars (mainly international scholars) in all the concentrations composing international studies: African studies, Asian studies, Latin American studies, Middle Eastern studies, global studies and Russian and Eurasian studies. During the years that a visiting scholar is not appointed, the fund supports the "McGill Distinguished Lecture in International Studies," conducted by selected scholars who have distinguished themselves in the area of humanities.

Mead Lectures—Through the bequest of George J. Mead, Hon. '37, annual lectures are presented by distinguished authorities. Conferences and other special events are held on various topics in economics, government, and history.

Blanchard William Means Memorial Lecture—A gift of Mrs. Blanchard W. Means of Hartford supports a lecture in philosophy each year in memory of her husband, Brownell Professor of Philosophy at the College from 1932 to 1972.

Moore Greek Lecture—Through the bequest of Dr. Charles E. Moore 1876, to encourage the study of Greek, an all-college lecture is presented annually on classical studies.

Shirley G. Wassong Memorial—A gift in memory of Mrs. Wassong, wife of Joseph F. Wassong '59, of Thomaston, Connecticut, funds an annual lecture by a distinguished scholar on a theme in European and American art, culture, and history.

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Instructors

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Lecturers

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Charles C. Swart, *Principal 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]

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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]

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Graduate Fellows

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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]

Gerald Moshell, *Professor of Music, Emeritus*; B.A. 1967 (Pomona College), M.A. 1970, Ph.D. 1979 (Harvard Univ.) [1977, Ret. 2018]

Ralph O. Moyer, Jr., *Scovill Professor of Chemistry, Emeritus*; B.S. 1957 (Univ. of Massachusetts, Dartmouth), M.S. 1963 (Univ. of Toledo), Ph.D. 1969 (Univ. of Connecticut) [1969, 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]

Denise N. Rau, *Senior Lecturer and Laboratory Coordinator in Chemistry, Emerita*; B.S. 1981, Ph.D. 1988 (Univ. of Massachusetts, Amherst) [2008, Ret. 2019]

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]

Milla C. Riggio, *James J. Goodwin Professor of English, Emerita*; B.A. 1962 (Southern Methodist Univ.), A.M. 1966, Ph.D. 1972 (Harvard Univ.) [1973, Ret. 2018]

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]

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]

Patricia Tillman, *Professor of Fine Arts, Emerita*; B.F.A. 1976 (Univ. of Texas, Austin), M.F.A. 1978 (Univ. of Oklahoma) [1995, Ret. 2019]

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]

Rieko Wagoner, *Principal Lecturer in Language and Culture Studies and International Studies, Emerita*; B.A. 1979 (Jochi Univ., Tokyo), M.A. 1981, M.L.I.S. 1985 (Univ. of Wisconsin-Madison) [1987, Ret. 2019]

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*; B.S. (Trinity College) [2005]

Sonia Cardenas, *Interim Dean of the Faculty and Vice President for Academic Affairs*; 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]

Anita Davis, *Vice President for Diversity, Equity, and Inclusion*; B.A. (Rhodes College), M.A., Ph.D. (University of Illinois at Urbana-Champaign) [2018]

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]

Jason Rojas, *Chief of Staff and Assistant Vice President for External Affairs*; B.A. (University of Connecticut) [2007]

Angela P. Schaeffer, *Vice President, Communications and Marketing*; B.A. (Dickinson College), M.S. (Columbia University) [2017]

Administrative offices

Enrollment and Student Success

Admissions

Angel Perez, *Vice President*

Lukman Arsalan, *Director, Global Enrollment and Student Success*

Anthony T. Berry, *Director, Admissions and Special Assistant to VP for Strategic Initiatives*

Madeleine Dickey, *Admissions Counselor*

Jonathan Gowin, *Admissions Counselor*

Maureen D. Grabowski, *Administrative Assistant to the Vice President, Enrollment and Student Success*

Lillian Hinkle, *Assistant Director, Admissions*

Jason Klem, *Assistant Director, Admissions*

Jennifer E. Loscialpo, *Administrative Assistant, Division of Enrollment and Student Success*

Winifred Maloney, *Admissions Counselor*

Keith E. McCants, *Senior Associate Director, Enrollment Systems and Operations*

Julia D. Naclerio, *Senior Associate Director, Admissions*

Adrienne A. Oddi, *Dean*

Courtney A. Roach, *Senior Assistant Director, Admissions*
Sebastian N. Skarba, *Assistant Director, Admissions*
Kyle Smith, *Senior Associate Director, Admissions*
Randi Thureson, *Visit Coordinator, Admissions*
Rennata Tropeano, *Administrative Assistant, Enrollment and Student Success*
Career Development and Student Success
Joe Catrino *Director, Career Development and Special Assistant to VP for Innovation*
Roberta M. Rogers, *Director, Student Success*
Olivia M. Corso, *Assistant Director, Operations and Marketing*
Tracy Evans-Moyer, *Pre-law Advisor/Career Coach*
Heather Hodge, *Assistant Director, Career and Personal Preparation*
Cara MacDonald, *Marketing Assistant, Career Development*
Phyllis Mensah, *Assistant Director, Career and Personal Preparation*
Emily Merritt, *Senior Assistant Director, Career and Personal Preparation*
Tricia Raiti, *Career Coach, Career Development*
Savern Sandt, *Assistant Director, Strategic Partnerships and Outreach*
Financial Aid
Ashley R. Dutton *Director*
Ebony Cole *Assistant Director*
Douglas Haddad *Assistant Director*

Advancement

Advancement
Michael T. Casey, *Vice President*
Charles Fedolfi, *Director, Development*
Christopher R. French, *Director, Principal Gifts and International Advancement*
William C. Jones *Senior Philanthropic Officer*
Jessica German, *Director of Advancement Analytics*
Keysha M. Matthews, *Administrative Assistant, Office of the Vice President*
Lauren McGill, *Assistant to the Vice President*
Nelida Perez, *Senior Gift Recording/Data Maintenance Specialist*
May Thoong, B.A., *Assistant Director, Advancement Services*
Ana Venero, *Gift Recording/Data Maintenance Specialist*
Cynthia R. Webber, *Gift Recording/Data Maintenance Specialist*
Alumni Relations
Stephen J. Donovan, *Director*
Julie H. Cloutier, *Assistant to the Director*
Michelle C. Deluse, *Associate Director*
Daniel A. Garcia, *Assistant Director*
Melissa Bronzino Regan, *Associate Director*
Danielle Williams, *Director, Volunteer and Affinity Engagement*
Bonnie T. Wolters, *Assistant Director*
Annual Giving
Dominique Matteson, *Director, Annual Fund*
Caitlin E. Claflin, *Office Coordinator, Annual Giving*
William D. Curren, *Associate Director of Annual Giving Athletics*
Mariana Garcia, *Assistant Director, Young Alumni Giving*
Allison Grebe, *Senior Associate Director, Reunions*
Kathleen Kelly, *Associate Director, Annual Giving*
Theresa M. Kidd, *Director, Milestone Reunions*

Elizabeth A. Patterson, *Associate Director*

Development Research

Ana Arboleda, *Director, Advancement Research and Prospect Management*
Daniella Arthurs, *Senior Research Analyst*
Virginia Nochera, *Research Analyst*

Donor Relations

Laura H. Boucher, *Senior Associate Director of Stewardship Programs*
Ariel Eisenhauer, *Assistant Director of Donor Relations*

Family Giving

Kerry M. Smith, *Director*
Alison Cranshaw, *Associate Director*
Kathryn Huntington *Administrative Assistant*
David Kayiatos *Assistant Director*

Gift Planning

Linda M. Minoff, *Director, Gift Planning*
Pamela Jarrett, *Bequest Administrator, Gift Planning Coordinator*

Institutional Support (Corporate, Foundation and Government Relations)

Carolyn Darr, *Director*
Mark Hughes, *Assistant Director*
Kristin B. Magendantz, *Director, Faculty Grants and Sponsored Research*

Leadership Giving

Elizabeth Cahill, *Director*
Katherine Bainbridge, *Associate Director*
Mariana Barzun, *Associate Director*
Elizabeth Fitzgerald, *Assistant Director*
Ellen Hart, *Assistant Director*
Shannon Malloy, *Associate Director*
Debra R. Mock, *Administrative Assistant*
Matthew Southworth, *Associate Director, Leadership Giving*
Laura Wyrick *Assistant Director of Leadership Giving*

Special Campaign Initiatives

Christina S. Posniak, *Assistant Vice President, College Advancement*
Theresa Dudek-Rolon, *Development Communications Officer*
Caitlin Gasiorski, *Associate Director, Campaign and Gift Planning*

Athletic Office

Drew Galbraith, *Director of Athletics and Chair of Physical Education*
Christopher Fonte, *Recreation Assistant*
Kevin D. Johnson, *Director, Recreation*
David A. Kingsley, *Director, Sports Communications*
Sonia E. Lawrence, *Athletic Sports Equipment Manager*
Daniel Lessard, *Senior Operations Specialist/Driver, Community Sports*
Lynsey Majka, *Travel Coordinator*
Kristen Noone, *Associate Director, Athletics*
Lowell Page, *Operations Specialist/Driver, Community Sports Complex*
Richard J. Pettit, *Assistant Athletic Director, Facilities and Rink Manager*
Steven R. Poulin, *Assistant Rink Manager, Community Sports Complex*
James J. Schilkowski, *Assistant Director, Business Operations Athletics*
Karen Shu, *Assistant Director, Athletics*
Patricia H. Sokoloski, *Assistant Athletic Director, Ahtletic Operations*

Business and Finance Office
Finance/Budget Office
Dan Hitchell, *Vice President Finance*
Phyllis Counts, *Budget Manager*
Guy P. Drapeau, *Assistant Vice President, Finance*
Kimberly Eckart, *Special Projects Manager and Analyst, Finance*
Michael S. Elliott, *Director, Procurement and Business Services*
Kara A. Guy, *Accounting Manager*
Shawn Hickey, *Accountant*
Marcia Phelan Johnson, *Budget Director*
Dina Jorge, *Manager, Student Accounts and Loans*
Carol P. Kessel, *Associate Comptroller*
Cecilia Knight, *Accounting Assistant*
Mary F. Parducci, *Payroll Manager*
Mary-Susan Snyder *Executive Assistant to the Vice President, Finance and Chief Financial Officer*
Susan Specht, *Payroll Assistant*
Donna L. Thomas, *Accounting Assistant and Computer Coordinator*
Susan M. Van Veldhuisen, *Assistant Manager, Student Accounts and Loans*
Rebecca V. Yacovino, *Accounting Manager*
Zans, Virginia, *Accounting Assistant*
Facilities
Tom Fusciello, *Assistant Vice President, Construction, Facilities and Operations*
Damon Cooke, *Project Manager, Facilities*
Patricia M. Healey, *Project Manager, Facilities*
Rosangelica Rodriguez, *Sustainability Coordinator*
Calendar Office and Special Events
Megan B. Fitzsimmons, *Director, College Events and Conferences*
Christina M. Bolio, *Assistant Director, Event Operations*
Elliot Levesque, *Assistant Director, Calendar and Special Events*
Kathleen A. McGlew, *Associate Director, College Events and Learning Space Scheduling*
Ilda Ramos, *Assistant Director, College Events and Conferences*

Campus Safety Office
Brian Heavren, *Director, Campus Safety*
George Marshall, *Assistant Director, Campus Safety*
Ramon Rosario, *Captain*
Robert DeVito, *Shift Supervisor/Sergeant*
Michael Harkins, *Sergeant*
Michael Hassett, *Sergeant*
John F. Sampson, Jr., *Sergeant*
Donna Tadiello, *Sergeant*
Jorge F. Lugo, *Office Assistant, Campus Safety*
Patrick V. Carrington, *Campus Safety Officer*
Thomas Cashman, *Dispatcher*
Deborah M. Codrington, *Campus Safety Officer*
Michael J. Corry, *Campus Safety Officer*
Jon M. Edwards, *Campus Safety Officer*
Tijuan Evans, *Dispatcher*
Robert J. Francis, *Campus Safety Officer*
Joseph Gionfriddo, *Shuttle Driver*
Crystal L. Jackson-Bent, *Dispatcher*

David Knight, *Campus Safety Officer*
George Kordek, *Dispatcher*
Jeffrey J. Labrecque, *Campus Safety Officer*
Thomas Lee, *Campus Safety Officer*
N'Gai J. Lobon, *Campus Safety Officer*
Arthur J. Maglieri, *Campus Safety Officer*
Edward Parker, *Campus Safety Officer*
Ricardo J. Ramirez, *Campus Safety Officer*
Brendan E. Rea, *Campus Safety Officer*
Matthew P. Redding, *Campus Safety Officer*
Denise M. Rodrigue, *Campus Safety Officer*
Julio A. Rosario, *Campus Safety Officer*
Massimo Sanzo, *Campus Safety Officer*
Dawndolyn D. Sherman, *Campus Safety Officer*
Daniel Solis III, *Campus Safety Officer*
Daquan J. Stuckey, *Campus Safety Officer*
Martin Torres, *Campus Safety Officer*

Center for Hartford Engagement and Research
Jack Dougherty *Director and Professor or Educational Studies*
Joseph C. Barber, *Director, Community Service and Civic Engagement*
Megan Brown, *Director, Liberal Arts Action Lab*
Robert Cotto, *Director, Urban Educational Initiatives*
Erica Crowley, *Communications and Data Assistant*
Carlos Espinosa, *Director, Community Relations and Trinfo Café*
Megan Hartline, *Director, Community Learning Initiative*

Center for Urban and Global Studies
Garth Myers,*Director*
Gabriell A. Nelson, *Administrative Assistant*

Chaplain's Office
Allison Read, *College Chaplain*
Maryam Bitar, *Program Coordinator, Muslim Life*
Ellen Dickinson, *College Carillionneur*
Christopher Houlihan, *John Rose College Organist-and-Directorship Distinguished Chair of Chapel Music*
Jana Russo-Priestley, *Program Coordinator*

Communications
Angela P. Schaeffer, *Vice President, Communications and Marketing*
Sonya Adams, *Director, Editorial Services and Editor-in-Chief of the Alumni Magazine*
Ellen M. Buckhorn, *Manager, Web Services*
Bhumika S. Choudhary, *Summit Fellow, Communications*
Andrew Concatelli, *Communications Associate*
Caroline H. Deveau, *Director, Digital Communications*
Rita K. Law, *Associate Director, Creative Services*
Helder Mira *Multimedia Producer*
Kelly Oleksiw, *Social Media Strategist*
Katelyn Rice, *Director, Marketing*
Anita Ford Saunders, *Director, Advancement Communications*
Elizabeth H. Lee, *Director, Design*

Community Service and Civic Engagement
Joseph C. Barber, *Director*
Beatrice Alicea, *Assistant Director*

Consortium on High Achievement and Success (CHAS)
Karla Spurlock-Evans *Interim Director*

Counseling and Wellness Center
Randolph M. Lee, *Director*
Kate Ferris-Morrell, *Office Manager*
T'Kai Howard, *Licensed Clinical Social Worker*
Kristine Kennen, *Assistant Director*
Sarah Kopencey, *Licensed Clinical Psychologist*
Allison M. Lurie, *Post-Doctoral Fellow*
Maryam E. Parvez, *Licensed Clinical Social Worker*
Erica Ronald, *Licensed Clinical Social Worker*

Cultural Programs in Italy
Ellen Rossi, *Director*
Maria Mattea Legge, *Program Operations Coordinator*
Johanna Merriman, *Program Assistant*
Julianne Miller, *Assistant Director*

Dean of Campus Life and Vice President for Student Affairs
Office of Dean of Campus Life and Vice President for Student Affairs
Joseph J. DiChristina, *Dean of Campus Life and Vice President for Student Affairs*
Lori Clapis, *Coordinator, Student Accessibility Resources*
Robert Lukaskiewicz, *Associate Dean of Students and House Dean*
Joan Murphy, *Administrative Assistant*
Ann E. Reuman, *Senior Associate Dean of Students*
John Selders, Jr., *Assistant Dean of Students*
Kathryn E. Wojcik, *Director of Campus Life Initiatives and Social Houses*
Bantam Network
Jody Goodman *Assistant Dean of Students and Director, Bantam Network*
Yasmin H. Affey, *Residential Learning Coordinator/TRINsition Fellow*
Emily Dowden, *Residential Learning Coordinator/TRINsition Fellow*
Maria Dyane, *Residential Learning Coordinator/TRINsition Fellow*
Elijah S. Hernandez, *Residential Learning Coordinator/TRINsition Fellow*
Sheila Njau, *Residential Learning Coordinator/TRINsition Fellow*
Campus Life
Nikia Bryant, *Director, Student Activities*
Susan M. Salisbury, *Director, Residential Life*
Joel Copperthite, *Residential Learning Coordinator*
Meredith Friedman, *Residential Learning Coordinator*
Julie Graves, *Office Assistant, Student Activities and Campus Centers*
Daniel Levy, *Residential Learning Coordinator*
Sarah Lucas, *Assistant Director, Student Activities, Involvement and Leadership*
Romulus J. Ferrer Perez, *Assistant Director, Campus Activities*

Dean of Faculty and Vice President for Academic Affairs
Office of Dean of the Faculty

Sonia Cardenas, *Interim Dean of the Faculty and Vice President for Academic Affairs*
Sylvia W. DeMore, *Special Assistant, Dean of the Faculty*
Martine Kunzika *Assistant to Deans of Faculty and Academic Affairs*
Anne Lambright, *Dean of Academic Affairs*
Anne Lundberg, *Director, Fellowships*
Patricia K. Moody, *Director, Academic Finance*
Charles Powell, *Director, Academic Assesment*
Leo P. Schuchert, *Coordinator, First-Year Academic Experiences and Special Assistant to the Deans of Academic Affairs*

Graduate Studies
Teresita Romero, *Program Coordinator, Graduate Studies and Lifelong Learning*

Strategic Initiatives
Dania M. Field, *Associate Director of Intersession Programs and Special Assistant for Strategic Initiatives*
Thalia Giraldo, *Assistant Director of Applied Learning Initiative and Innovation Projects*

Diversity, Equity and Inclusion
Anita Davis, *Vice President*
Carol Correa de Best, *Associate Director, Multicultural Affairs*
Jared A. Delane, *Cultural House Supervisor/Program Coordinator*
Patricia Ann Maisch, *Program Coordinator, Davis Endowment, Multicultural Affairs, Barbieri Endowment*
Carrie Robinson, *Director, LGBTQ+ Life*

Hillel
Lisa P. Kassow, *Director*
Leah Rose Staffin, *Assistant Director*

Human Resources
Donna Ciarfella, *Associate Director*
Linda Nazarko, *Human Resources and HRIS Specialist*
Venice Ross, *Associate Director, Human Resources and Title IX Coordinator*
Wendy A. Vaillancourt, *Associate Director, Human Resources (Benefits/Retirement/HRIS)*

Information Services
Suzanne L. Aber, *Vice President, Information Services and Chief Information Officer*
Bryan G. Adams, *Director, Systems and Networking*
Kristopher Arenius, *Systems Manager, Administrative Systems*
Joseph E. Bazeley, *Chief Information Security Officer*
Therese Rose Beranis, *Assistant Director, Constituency Services*
Cheryl D. Cape, *Instructional Technologist*
Lucas Carroll, *Programmer Analyst*
David Chappell, *Network and Systems Programmer*
Michael A. Cook, *Director of Enterprise Applications*
Peter E. Delaney, *Technical Support Specialist*
John J. Dlugosz, *Learning Space Manager and Media Technology Specialist*
Sean Donnelly *Media and Computing Specialist*
Philip J. Duffy, *Director, Print and Media Services*
Lurdes Fernandes, *Database Administrator, Access Control and Card Services*
Kara M. Giarratana, *Distributed Computing Specialist*
Curtis A. Gamble, Jr., *Manager, Access Control and Card Services*
Janice E. Gorman, *Associate Director, Enterprise Applications*
Jean-Pierre Haeberly, *Director, Web Development*

John Inghilterra, *Systems and Security Analyst*
Craig R. Jirowetz, *Software Applications Developer*
Elizabeth A. Johnson, *Business Affairs Manager*
Jason B. Jones, *Director of Research, Instruction, Technology*
Frederick D. Kass, *Assistant Vice President, Information Services and Associate CIO*
Patrick M. Kennedy, *Systems Manager, Enterprise Applications*
Ann Marie Krupski, *Director, Constituency Services*
Robert Levesque, *Systems Administrator*
Ellen Lombardi, *Programmer Analyst*
Christopher Lucas, *Programmer/Analyst*
Jason Luis, *Associate Director, Technical Support Systems*
Mary M. Mahoney, *Andrew W. Mellon Postdoctoral Fellow in Digital Humanities*
Ralford McLean, *Systems Manager*
Tony O'Rourke, *Software Applications Developer*
Ron E. Perkins, *Technician and Office Manager, Media Technology*
Thomas P. Petraitis, *System Administrator*
Luke Phelan, *Instructional Technologist*
Latha Ragunathan, *Senior Programmer Analyst*
Erik Rinaldi, *Field Services Technician*
Bradley M. Shulda, *Information Services Coordinator*
Catherine N. Simpson, *Public Service Specialist*
Kevin Sowa, *Learning Spaces and Printing Systems Deployment and Technical Specialist*
Jessica A. Tait, *Network Administrator*
David Tatem, *Instructional Technologist*
Kyle R. VanBrocklin, *Distributed Computing Specialist*
Joan C. Willis, *Programmer Analyst*
Wesley Wade, *Technician, Access Control and Card Services*
Angela L. Wolf, *Director, Planning and Operations*
Andrew J. Zucks, *ACIS Technician*

International Students and Scholars
Katharine Clair, *International Student Advisor*
Noah A. Weber, *Summit Fellow for International Student Success*

Leonard E. Greenberg Center for the Study of Religion in Public Life
Mark R. Silk, *Director*
Christine McMorris, *Administrative Assistant*
Andrew H. Walsh, *Associate Director, Greenberg Center*

Liberal Arts Action Lab
Megan Brown, *Director, Liberal Arts Action Lab*
Morgan Finn *Communications and Program Assistant, Liberal Arts Action Lab*

Library and Watkinson Library
Kathleen F. Bauer, *Director, Collections, Discovery and Access Services*
Christina Bleyer, *Director, Special Collections and Archives, Watkinson Library*
Henry A. Arneth, *Special Collections Assistant, Watkinson*
Yolanda M. Bergstrom-Lynch, *Librarian, Research, Instruction and Outreach*
Christine M. Devanney, *Acquisitions Assistant*
Bronzell D. Dinkins, *Technical Services Lead*
Todd J. Falkowski, *Librarian, Catalog*

Amanda J. Gustason, *Public Services Representative*
Amy Harrell, *Librarian, Educational Technology*
Janine Kinel, *Manager, Library Business and Facilities*
Jeffrey Liszka, *Librarian, Arts and Humanities*
Amanda Matava *Librarian, Digital Media*
Jose Pena, *Acquisitions Assistant*
Kimberly Rinaldo, *Librarian, Research Services and Collections*
Nancy J.L. Smith, *Librarian, Visual Resources*
Eric C. Stoykovich, *College Archivist and Manuscript Librarian*
Joelle Thomas, *Librarian, User Engagement*
Jennifer van Sickle, *Librarian, Science and Electronic Resources*
Marcelino Velez, *Public Services Representative*
Robert J. Walsh, *Librarian, Social Sciences*

Office of Study Away
Jennifer Summerhays, *Director*
Eleanor Emerson, *Associate Director*
Caitlin Kennedy, *Study Away Advisor*
Lindsay Oliver, *Study Away Advisor*
Melissa Scully, *Program Manager*

Performing Arts–Austin Arts Center
Jesse Riley, *Director of Production*
Alexandra Fischbein, *Adminstrative Assitant, Academic Arts and Production*
Elisa R. Griego, *Technical Director, Performing Arts*
Vivian P. Lamb, *Manager, Costume Shop*
Maritza E. Ubides, *Performing Arts Production Supervisor*

Post Office
Charles A. Tartt, *Manager*
Luis Henriquez, *Mail Carrier and Clerk*
Dennis G. Llewellyn, *Mail Carrier and Clerk*
Anthony Oates, *Mail Carrier and Clerk*
Quency R. Younge, *Mail Carrier and Clerk*

President's Office
David S. Andres, *Director of Analytics and Strategic Initiatives*
Nancy Becerra-Cordoba, *Director, Institutional Research, Planning and Strategy*
Brian F. Flynn, *Data Insights Specialist and Project Coordinator*
Ashley N. Hebert, *Administrative Assistant, Office of the President*
Karolina Kwiecinska, *Special Assistant to the President for External Relations*
Patrice Lemoine, *Executive Assistant to the President*
Dickens Mathieu, *General Counsel and Secretary of the College*
Jason Rojas, *Chief of Staff and Assistant Vice President for External Affairs*

Registrar's Office
Alexis A. Yusov, M.S., *Registrar*
Jaime Bradstreet, *Office Coordinator*
Cyndi Van Doren, *Associate Registrar*

Trinfo Café

Carlos A. Espinosa, *Director, Community Relations and Trinfo Café*
Arianna Basche, *Program Manager, Community Relations and Trinfo Café*

Women & Gender Resource Action Center
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Codes for Faculty Leaves

• Fall term

•• Spring term

† Academic year

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