

DePauw University Catalog 2007-08

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Preamble to the Catalog

Accuracy of Catalog Information

Every effort has been made to ensure that information in this catalog is accurate at the time of publication. However, this catalog should not be construed as a contract between the University and any person. The policies contained herein are subject to change following established University procedures. They may be applied to students currently enrolled as long as students have access to notice of changes and, in matters affecting graduation, have time to comply with the changes. Student expenses, such as tuition and room and board, are determined each year in January.

Failure to read this bulletin does not excuse students from the requirements and regulations herein.

Affirmative Action, Civil Rights and Equal Employment Opportunity Policies

DePauw University, in affirmation of its commitment to excellence, endeavors to provide equal opportunity for all individuals in its hiring, promotion, compensation and admission procedures. Institutional decisions regarding hiring, promotion, compensation and admission will be based upon a person's qualifications and/or performance without regard to race, color, creed, religion, national origin, sexual orientation, disability, age, gender, gender identity or gender expression, except where religion, gender, or national origin is a bona fide occupational qualification.

DePauw University's goals and commitments are best served if the institution reflects the diversity of our society; hence, DePauw seeks diversity in all areas and levels of employment and abides by all local, state, and federal regulations concerning equal employment opportunities. The University admits, hires and promotes individuals upon their qualities and merits.

North Central Association (NCA)

The public is invited to submit comments about the University.

Mail to:

Public Comment on DePauw University
Commission on Institutions of Higher Education
North Central Association of Colleges and Schools
30 North LaSalle
Street Suite 2400
Chicago, IL 60602

DePauw Web site: www.depauw.edu

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Section I: The University

A DePauw Education

Nationally recognized for a distinctive liberal arts approach that links intellectual rigor with life's work, DePauw University prepares graduates who creatively address the challenges of the world.

DePauw is a coeducational, residential liberal arts institution. The University offers a Bachelor of Arts degree with majors in the arts, humanities, sciences and social sciences. In addition, there are three degree options within the School of Music. Beginning in 2007-08, DePauw will offer a Masters degree in teaching (MAT).

The study of the liberal arts provides a foundation for a lifetime of learning, intellectual challenge and personal growth. At DePauw, it allows students to explore widely and come to appreciate how different ways of knowing may interact, yet it also encourages sustained and focused inquiry. Through the program of general education, students not only learn about, but also participate in, a variety of artistic, humanistic and scientific endeavors. Majors encourage students to understand what it means to master a subject or area of knowledge.

A DePauw education means more than gathering knowledge. It emphasizes critical thinking, problem-solving, interpretation, learning through experience and learning through reflection. Along with developing ideas, it emphasizes expressing them articulately and distinctively in speaking and writing.

The liberal arts curriculum is dynamic and incorporates emerging fields as well as interdisciplinary approaches to ideas, culture and human experience. A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world.

Since its founding by frontier Methodists, DePauw has sought to foster moral reflection and humane values among its students. Its strong tradition of service to humanity – whether in the Greencastle community or around the world – manifests its belief that moral engagement and civic responsibility should guide our actions and commitments.

DePauw is a place where world leaders discuss the issues of the day. Speakers on campus have included former Soviet Union leader Mikhail Gorbachev; retired chairman of the Joint Chiefs of Staff General Colin L. Powell; former British Prime Minister Margaret Thatcher; former First Lady Barbara Bush; former West German Chancellor and Nobel Prize winner (the late) Willy Brandt; former U.S. Senator Bill Bradley; former Canadian Prime Minister Brian Mulroney; civil rights leaders Jesse Jackson and Julian Bond; Nobel Prize winners, including Holocaust writer Elie Weisel, physicist Leon Lederman and DePauw alumnus Dr. Ferid Murad; journalists Bernard Shaw and George Will; novelists, including Nobel and Pulitzer Prize winner Toni Morrison, Roger Wilkins and alumna Barbara Kingsolver; retired Apollo 13 astronaut James A. Lovell Jr.; and important voices in the marketplace of ideas, such as former U.S. Secretary of Education and drug czar William Bennett, magazine publisher and presidential candidate Malcolm S. Forbes Jr., educator and social critic Jonathan Kozol, and Pulitzer Prize-winning journalist and author James B. Stewart, an alumnus.

It is a place for theater and debate, self-expression and self-understanding, art exhibits and musical recitals, student publications and media productions. As a residential college, DePauw fosters learning in how to build and govern a community. Students occupy many positions of responsibility in living units and campus organizations, and DePauw is deeply committed to realizing the ideals of civic responsibility in itself as a community. Among these ideals are the inclusion of diversity and respect for difference so that all can be members of the community without all being alike.

DePauw is a place for activity. Its variety of intercollegiate and intramural sports and recreation programs invites every student's participation and promotes an active, healthy life.

Finally, DePauw is a place where the intellect is challenged by experience. Through internships, off-campus study and research projects, DePauw students enrich the classroom with practice and application.

Much of DePauw's reputation for excellence can be attributed to the uncommon success of its alumni. DePauw graduates have distinguished themselves in the arts, business, education, government, journalism, law, medicine, music, science and many other fields.

DePauw University Mission Statement

DePauw University, a residential liberal arts college, provides a diverse learning and living community which is distinctive in its rigorous intellectual engagement and international and experiential learning opportunities. DePauw teaches its students values and habits of mind which serve them throughout their lives as each of them makes a positive difference as an active citizen of the world.

(adopted by the Board of Trustees in January, 2006)

The Purpose and Aims of DePauw

(An institutional statement approved by the faculty.)

DePauw University stands today as a prime example of the independent liberal arts college which has served its state and nation in the best

traditions of American educational institutions. It views the normal four-year period of college as a foundation for a lifetime of continued learning and growth. Therefore, while it stresses particular patterns of pre-vocational and pre-professional learning, it does so in the context of a commitment to an examination of values, a pursuit of heightened aptitude in critical thinking and the establishment of a sufficiently broad base of general learning to constitute a foundation for living with meaning as well as making a living.

DePauw reaffirms its commitment to academic excellence, growth in personal and social awareness and preparation for leadership.

The general intellectual aims of the University are to seek truth and educate minds. To these ends the members of the University strive:

- to foster the love of learning and the increase of knowledge and to recognize and support intellectual and creative excellence;
- to enlarge capacities for clear, thorough and independent thought;
- to understand and appreciate cultural and scientific achievements, past and present;
- to encourage serious reflection on the moral and ethical aspects of experience;
- to respect and sustain the freedom of inquiry and speech; and
- to demonstrate integrity and honesty, courage and compassion in academic work and in the activities of the University generally and in all such matters to be open to the views of others.

These intentions shape the pattern of DePauw University's environment and direct its activities. Students and deans, staff and alumni, faculty and president are all members of a community whose governance they share. Ours is a residential campus with provision for a variety of student lifestyles; and because of its residential nature, students and faculty exchange ideas outside as well as within the classroom and seminar, and students have the benefit of experience in governing themselves and living with others.

The DePauw curriculum is designed to introduce students to basic methods and areas of inquiry; to develop their analytic abilities; to improve their skills in writing and speech; to broaden their perspectives on humanity and culture; to give them an understanding of the contemporary world and the human prospect for the next decades; to offer them intensive training and mastery of at least one subject area; to prepare them for future careers; and to afford them the foundation for more advanced and professional studies.

DePauw provides individual guidance to meet the particular educational and emotional needs of students and to assist them in identifying personal career preferences and possibilities. It seeks to conserve and develop physical health and has a tradition of athletic competition for men and women in a variety of intercollegiate and intramural sports, with an emphasis on participation and preparation for lifelong recreational pursuits. DePauw is a place of theatre and debate, of art exhibits and recitals, of publications and many other activities. Its honorary societies recognize academic excellence, leadership and outstanding achievement in special fields.

DePauw seeks to encourage in its students the capacity to ask hard and basic questions about the world, themselves and their commitments; to elicit a serious interest and a delight in ideas and books and works of art; to provide the intellectual setting for those who enter its community to become wise and humane persons; and to prepare them for a lifetime of service to the wider human community.

History of the University

DePauw University was founded in 1837. The original name, Indiana Asbury University, came from the first American bishop of the Methodist Episcopal church, Francis Asbury. At its conception, the school was to be an ecumenical institution of national stature. In fact, the college was "forever to be conducted on the most liberal principles, accessible to all religious denominations and designed for the benefit of our citizens in general."

Greencastle was the chosen site because the community worked diligently to raise \$25,000--a huge sum in those days--to convince the Methodists to establish their college in the rough, frontier village. The General Assembly of the State of Indiana granted a charter for the establishment of the University on January 10, 1837, and the cornerstone of the first building was laid that year.

Three years later the first president, Matthew Simpson, a friend and counselor of Abraham Lincoln, was inaugurated, and the first college class graduated. Over several decades, the curriculum developed from a traditional classical one to a set of courses that included history, composition and the natural sciences.

From its humble beginnings of one professor and five students, Asbury College grew quickly, although many men left the University to fight for either the North or South during the Civil War. In 1867, with the strong support of the faculty and Board of Trustees, the college admitted a small group of women.

In 1870 the construction of East College began. Although it took several years to build, East College was and still is the centerpiece of the campus. During the economic hardships of the 1870s, businessman Washington C. DePauw and his family generously gave more than \$600,000 to the University, and in appreciation the trustees authorized the change in name to DePauw University.

W. C. DePauw and his family took a special interest in the formation and progress of the School of Music, which was founded in 1884 and is one of the oldest in the country.

Two other benefactors have helped shape the history of DePauw. In 1919 Edward Rector gave \$2.5 million for the establishment of the Rector Scholarship Fund. DePauw alumni Ruth Clark and Philip Forbes Holton gave a total of \$128 million, and in 1999 the Holton Memorial Fund was established in order to provide scholarships to students of "high character and with academic and leadership potential." Both scholarship funds continue to make it possible for deserving students to pursue a DePauw education.

Indiana's first **Phi Beta Kappa** chapter is located at DePauw. Admittance is limited to students with high academic achievement. Strength in

one field is not enough, as Phi Beta Kappa expects its members to show an interest and aptitude in a broad and well-rounded liberal arts education. Considerations of moral character and contributions to the community enter in, but the dominant factors are academic.

DePauw University boasts a number of other "firsts." It is home to the first sorority in the nation, Kappa Alpha Theta, established in 1870. The Alpha chapter of Alpha Chi Omega sorority was founded at DePauw.

DePauw students founded Sigma Delta Chi, a national journalistic honorary fraternity in 1909. It spread to other campuses and today is also known as The Society of Professional Journalists.

Other DePauw firsts include the first 10-watt college FM radio station in the country, WGRE-FM, which went on the air in 1949. DePauw's student-managed newspaper, *The DePauw*, is the oldest college newspaper in Indiana.

DePauw, under the leadership of its 18th president, has a distinguished faculty and an academically talented student body. Although the University has undergone many changes through the years, the sense of its history is still obvious on the campus and in its traditions.

Accreditation

The University or specific degree programs are accredited by:

- North Central Association of Colleges and Secondary Schools
- University Senate of the United Methodist Church
- Committee on Professional Training of the American Chemical Society
- National Council for Accreditation of Teacher Education
- Indiana Professional Standards Board for the State of Indiana
- Commission on Accreditation of Athletic Training Education (CAATE)
- National Association of Schools of Music

Campus Facilities

Visitors are often struck by the beauty of the DePauw campus and the quality of its facilities. From the campus's historic centerpiece, East College, to its expanded Percy Lavon Julian Science & Mathematics Center and the Eugene S. Pulliam Center for Contemporary Media, DePauw presents its community of learners with a physical plant that is equal or superior to other undergraduate liberal arts institutions.

The **AAAS House**, located on Hanna Street, provides meeting, social space and kitchen facilities for the Association of African-American Students and its activities.

Asbury Hall is the north building in a quadrangle that includes Roy O. West Library and Harrison Hall. Asbury Hall provides classroom and office space for the departments and professors of education, English, philosophy, political science, sociology and anthropology.

The Bartlett Alumni House, located on Seminary Street, is named for Dean Edward R. Bartlett, former professor in religious education and dean of the University from 1941 through 1947. Its renovation was made possible through a gift from James and Susan Bartelsmeyer Bartlett, both members of the class of 1966. James Bartlett is Dean Bartlett's grandson. The house, originally built in the 1880s, has served as a series of private residences, an Episcopal church, a former DePauw president's home, and the student affairs office. The house was converted to a home-away-from-home for DePauw's alumni in 1998 and now serves as the headquarters for DePauw's alumni relations office.

The **Eugene S. Pulliam Center for Contemporary Media** houses all student media: *The DePauw*; WGRE-FM, the student-run 24-hour radio station; *Midwestern Review*, the campus literary magazine; and the *Mirage*, the DePauw yearbook. Also located in the media center are complete television production and broadcasting facilities – all available to students no matter what their major or class year. The Watson Forum is a 91-seat auditorium for live performances and talks that can also be broadcast on local cable television.

Charter House, located on Seminary Street, houses the offices of development, communications and media relations.

The **DePauw University Nature Park**, a 481-acre nature park just one-third mile west of campus, is the newest addition to DePauw and the community. The park features nearly 10 miles of trails for walking, jogging, hiking and biking, a canoe launch, a campground and outdoor classrooms. The **Manning Environmental Field Station**, with lab space and attached greenhouses, opened in the Fall of 2005. The **Ian and Mimi Rolland Welcome and Activities Center**, which opened in the Spring of 2006, serves as a trailhead building for groups visiting the park.

Many well-known speakers have given convocations in **East College's** Meharry Hall. The oldest building on campus and listed on the National Register of Historic Places, East College also provides classrooms and offices for the economics, classical studies, history and foreign language departments and is home to the Indiana Journalism Hall of Fame.

The newly renovated and expanded **William Weston Clarke Emison Museum of Art** will serve as a home for the University's Shidzuo Iikubo Museum and its Arthur E. Klauser Asian and World Community Collection, a gallery for the Vandiver-Haimann Collection of African Art, curated exhibits from DePauw's permanent art collection, and touring exhibits and special exhibits from the Indiana Museum of Art, Indiana State Museum, Indiana Historical Society and other organizations. Seminar rooms, exhibit spaces and offices for faculty members involved in the asian studies program and the religious studies department are on the second floor.

The **F.W. Olin Biological Sciences Building** is designed for undergraduate research. In fact, there are more laboratories than classrooms, reflecting DePauw's view that students learn more when they are "doing science" than when they are being lectured about science. The building

features subject-area laboratories: anatomy and physiology, animal biology, botany, genetics, environmental sciences and microbiology. Each faculty member has an individual laboratory to encourage collaborative, research-based undergraduate science education. Other features of the building are a tissue culture facility for research and teaching immunology and a climate-zone and computer-operated greenhouse.

The **Grover L. Hartman House for Civic Education and Leadership** provides administrative office space, meeting rooms and work spaces for all of DePauw's student volunteer service programs, including Winter Term in Service, DePauw Community Services and the Bonner Scholars Program. The house is named for Grover L. Hartman, a 1935 graduate of DePauw and a Methodist layperson who spent his life as an advocate for a multitude of social, political and economic causes.

The **Indoor Tennis and Track Center** opened in 2001 and is one of the finest indoor facilities in the country. Located west of Blackstock Stadium, the 300,000-square-foot center includes six tennis courts, a 200-meter track, batting cages for baseball and softball, golf nets, putting green and executive locker rooms for men and women (two each). It also can accommodate indoor soccer, football, field hockey and other sports. It allows students to exercise, participate and train in a variety of sports all year long.

The **Durham House** accommodates office and meeting space for the University's international education activities and Winter Term programs, a library of information about off-campus study programs, both in the United States and abroad, and resources on immigration regulations for international students.

John H. Harrison Hall, completely renovated in 1994, is home to the psychology department and its classrooms, laboratories and professors' offices. The second and third floors house a number of University offices: Academic Affairs, Academic Resource Center, Career Services and Student Academic Support Services.

The **Lilly Physical Education and Recreation Center** is home to men's and women's intercollegiate athletics, intramurals, kinesiology department classrooms and offices, leisure-time sports, concerts and intercollegiate athletic contests.

Neal Fieldhouse, with its multi-use surface, provides space for three basketball courts, seven volleyball courts, eight badminton courts, and press box. The fieldhouse may be divided into three separate areas to isolate activities. It seats a maximum of 2,000.

An auxiliary gymnasium on the second floor provides one full-size basketball court, three badminton courts, one volleyball court, three fencing lanes and 18- and 25-meter archery firing lanes. A separate dance studio provides space for aerobics, dancercise, jazzercise, slimnastics and ballet events. The 5,600-square-foot weight room and fitness center addition to the Lilly Center offers state-of-the-art exercise equipment and free weights designed to meet the needs of the DePauw community.

The martial arts use Lilly Center's multi-purpose room on the second level. Six hardwood courts for racquetball and handball are on the ground level. The swimming pool is 25-yards by 25-meters, offering eight competition lanes and two one-meter and one three-meter diving boards.

Other athletic facilities include Blackstock Stadium (football, track and field), McKeen Field (softball, field hockey and archery), Boswell Field (soccer), Walker Field (baseball) and a women's softball field built in 1997. In 1998 a major renovation of Blackstock Stadium included new locker rooms and sports medicine facilities. Three of the Blackstock tennis courts are lighted.

The **Memorial Student Union Building** is a three-story structure erected through memorial contributions honoring former students who died in World War II. The Union serves as a social center for the campus and the Greencastle community and provides students a place for recreational opportunities, cultural programs, social events and meetings.

In 1998 the University completed a \$7-million expansion and renovation of the Memorial Student Union Building. The basement houses the bookstore and student recreation space. The kitchen and food court are on the mezzanine level. The first floor provides office space for student government, fraternities, sororities and other organizations. The Robert C. McDermond Center for Management & Entrepreneurship is also located on the first floor. On the second floor are the DePauw Public Safety Office and Student Affairs Office as well as the Don R. Daseke Board Room. A new Information Technology Resource Center was established in the summer of 2005.

McKim Observatory is located about one-half mile from campus. Built in 1884 and listed in the National Register of Historic Places, the building houses two telescopes and other original equipment still in regular use.

North Quadrangle residence halls include **Lucy Rowland** and **Mason** halls and **Rector Village**, a group of seven suite-style residence halls (Chabraja, Holmberg, Leis, Montgomery, Reese, Strasma and Warne) constructed near the former location of Rector Hall, which was built in 1917 and damaged beyond repair in a fire on April 7, 2002. **Anderson Street Hall** houses residence life offices and the Center for Spiritual Life, which provides a sanctuary for Jewish and Muslim worship and a fellowship hall for meetings of student religious groups. The South Quadrangle residence halls are **Bishop Roberts**, **College Street**, **Hogate**, **Longden** and **Humbert** halls. Hogate Hall houses the Wellness Center which consists of Student Health Services and Counseling Services.

Other student residence facilities are **Seminary Street House**, **Senior Hall**, **Locust Street**, **Coan** apartments and several townhouses. The two-story townhouses are named in honor of distinguished faculty members, alumni and administrators in the University's history, including Katharine Sprague Alvord, William Martin Blanchard, Sutemi Chinda, Julia Alice Druley, Raymond H. French, John Jacob Oliver, George W. Gore Jr., Bettie Locke Hamilton, Paul B. Kissinger, David E. Lienthal, Belle A. Mansfield, Tucker Essily Wilson and Truman G. Yuncker.

The **Office of Admission**, located adjacent to campus on Seminary Street, houses the admission staff and contains offices, interview rooms and resources for prospective students and their families.

The **Percy Lavon Julian Science & Mathematics Center** is named for the 1920 DePauw alumnus known as "America's greatest black

chemist." It houses classrooms, laboratories and offices of the chemistry, computer science, geoscience, mathematics, and physics and astronomy departments. Also located in the center is the Prevo Science Library, containing books, periodicals, electronic resources and a personal computer laboratory; Information Services; a technology suite, featuring four computing laboratories and a Geographic Information System laboratory; and an 80-seat auditorium. Rededicated on November 1, 2003, following a \$36-million renovation and expansion project, the Julian Center includes 17 technology-enhanced classrooms with high-speed networked computers, video, DVD and wired student stations; seven computer classrooms; computer-equipped rooms; and technology support for the campus. The east entrance opens into a three-story atrium that features abundant study spaces with wired and wireless access to the University network and Internet. The 361° Initiatives, which integrate technology into the liberal arts curriculum and prepare students for an increasingly technological world, are located in the Julian Center.

The **Richard E. Peeler Art Center** is a world-class facility that accommodates everything from studio art and art history to gallery displays, lectures and performances. Designed by the internationally recognized architect Carlos Jiménez, the center includes studios for painting and drawing classes; ceramics studio; four classrooms and seminar rooms with current technologies; computer labs for graphic design classes and digital video; photography facilities; a small auditorium; and 8,000 square feet of gallery and exhibition space.

Work is underway to create the **Judson and Joyce Green Center for the Performing Arts**, a \$29 million project which will provide new facilities for the School of Music and the Department of Communication and Theatre, including music faculty studios, practice rooms, ensemble rehearsal spaces, recording studios, music instructional technology facilities, library facilities, a dance studio, an acting studio, new classrooms for communication, theatre and music. The music and library spaces will open in Fall 2007 and the communication and theatre spaces will open in Fall 2008.

Roy O. West Library provides a variety of study spaces and group study rooms; contains a collection of more than 319,000 books, 1,500 periodical subscriptions and 12,000 audiovisual titles; provides campus-wide access to 475 electronic titles; distributes video and cable TV throughout campus, including faculty-assigned viewing and popular TV channels; holds the oldest U.S. government depository in the state of Indiana with thousands of rare, original documents; features Café Roy, a collaborative social and learning area; provides individual research assistance and course-based instruction; and houses a computer laboratory. Faculty Instructional Technology Support (FITS) also is located in Roy O. West Library. Archives and Special Collections houses unique historical records of the University, Indiana United Methodism and the Society for Professional Journalists as well as rare books and alumni publications.

There are three branch libraries. The **Music Library**, located on the lower level of the Performing Arts Center, contains a collection of approximately 41,000 volumes, including musical scores and parts, books on music, sound recordings, videotapes, CD-ROMs and online databases. It features in-house audio listening facilities, including two private studio/listening rooms. The library collection for most of the science areas is located in the **Prevo Science Library**, on the first and lower levels of the Percy Lavon Julian Science & Mathematics Center. It provides access to online indexes and abstracts and a variety of study areas. The **Visual Resources Center**, on the second floor of the Richard E. Peeler Art Center, includes 75,000 art and architecture slides, as well as an image database.

The **Stuebaker Administration Building** provides offices for the University president, vice president for development and alumni relations, vice president for finance and administration, as well as the registrar, financial aid, student loan, accounting, cash receipts and human resources offices.

The **Women's Center**, opened in September 2004 on Hanna Street, serves as a resource center for students, faculty, staff, and the Greencastle community interested in and acting on behalf of women's issues at DePauw.

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Section II: Graduation Requirements

Graduation requirements and special academic programs at DePauw University lead to the Bachelor of Arts degree and three degrees in the School of Music: Bachelor of Music, Bachelor of Musical Arts and Bachelor of Music Education.

DePauw's various individualized, special academic programs leading toward bachelor's degrees and the prevocational and pre-professional programs that prepare students for professional degrees from other institutions also form the basis of a liberal arts education. The curricula are developed through departmental and interdisciplinary programs in the Asbury College of Liberal Arts and in the School of Music. With flexibility in the distribution requirements, a wide selection of courses is possible.

Graduation Rate

DePauw graduates 81 percent of first-time degree students in four years. An additional 3-4 percent will graduate within 6 years of enrolling at DePauw.

Normally, students are subject to the graduation requirements that are in effect when they first enroll at DePauw. If graduation requirements are subsequently changed, students have the option of graduating under the new requirements. Students who require more than four and one-half courses to complete their degree and interrupt their studies for more than a total of five years must meet the graduation requirements currently in effect when they graduate. Coursework more than 10 years old will be reviewed by the appropriate department to determine whether it is still applicable toward the degree or needs additional work to bring it up-to-date.

Academic Expectations

DePauw has considerably different academic expectations than those of high school, and it is important that students adjust to these new expectations early in their college careers.

1. College is not the end of the educational process but a foundation for a lifetime of continued learning and growth. Therefore, two of the central goals of college are to help students develop a sense of responsibility for their own learning and the ability to learn on their own.
2. Accordingly, college students spend much less time in class than they did in high school; but are correspondingly expected to do much more work outside of class than they did in high school.
3. Full-time students should plan to spend between 40 and 50 hours a week (or more) on their academic work, the equivalent of a full-time job.
4. Students are responsible for learning a great deal of the material on their own outside of the classroom.
5. Students should expect that course material will be covered at a much more rapid pace than they have experienced before. This expectation is partially based on the assumption that students are preparing carefully for class so that more material can be covered in class.
6. Students are expected to come to class prepared and ready to participate actively in the class session. They are expected to have read the texts and used other required materials carefully and comprehensively before the class session.

General Policies for all Undergraduate Degree Programs

The policies and requirements below apply to all students earning a bachelor's degree at DePauw. Although faculty advisors and others assist in academic planning, students are responsible for planning their programs and meeting all requirements for graduation.

- Thirty-one courses are required for students earning Bachelor of Arts, Bachelor of Music (B.Mus.) and Bachelor of Musical Arts (B.M.A.) degrees. The Bachelor of Music Education (B.M.E.) degree requires at least 33 courses. Required ensemble credit is **above** the 31 or 33 credits for Music degrees.
- Each student must complete a major and achieve a 2.0 GPA (on a 4.0 scale) in that major and satisfy the senior major requirement. See Section III, Majors, for more information.
- Fifteen courses, including six of the last eight courses leading to a bachelor's degree, must be completed in residence at DePauw or in a DePauw University-approved program.
- Students must attain a cumulative GPA of 2.0. Students in the B.M.E. program need a minimum 2.5 GPA.
- All first time degree students must enroll in a first-year seminar.
- Students must complete distribution requirements appropriate to their degree objective. Satisfactory performance in proficiency examinations may count toward meeting distribution requirements.
- Students in the College of Liberal Arts must demonstrate competence in writing (W), quantitative reasoning (Q) and oral communication skills (S). Students in the B.M.A. and B.M.E. programs complete W and S certification. B.Mus. students complete W certification.
- Students must complete three Winter Term projects with satisfactory grades.

Transfer students must earn a 2.0 grade point average (GPA) for all courses taken at DePauw and meet the requirements of the class with

which they expect to graduate.

Explanation of Graduation Requirements

First-Year Seminar

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. They are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- creates a sense of intellectual community for the students and faculty member involved;
- uses discussion as the primary basis for classroom learning;
- emphasizes critical thinking and critical reading;
- encourages the academic growth and development of individual students; and
- uses a variety of writing, research, or problem-solving assignments designed to give students skills and modes of analysis that will serve them well in their other courses at DePauw.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

Competence Requirements

Competence requirements represent a University-wide commitment to the basic areas essential to a liberal arts education:

- expository writing
- quantitative reasoning
- oral communication

Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

Writing

The writing program at DePauw has a range of levels to meet students' needs. Students are placed into the writing program based on a variety of factors: standardized test scores (SATV and ACTE), Advanced Placement in Writing (AP) score, writing samples, portfolios of previous college-level writings, transfer credit and college professors' recommendations. They may be placed into College Writing I, College Writing II, College Writing for Non-Native Speakers of English or a W course. W courses may not be taken on a Pass/Fail basis, and certification of writing competence is separate from the grade earned in the course.

College Writing for Non-Native Speakers of English (ENG 100) is offered for students whose first language is not English.

College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students will build fluency in written expression, clarity of style and proficiency in the use of language. ENG 120 is offered on a Pass/Fail basis.

College Writing II (ENG 130) refines and builds writing skills. It stresses the development of critical thinking skills, logical development of ideas and a coherent and readable style. In the course, students base their writing on both personal experience and the critical reading and viewing of materials from a variety of disciplines.

Students are expected to complete ENG 100, 120 or 130 in the semester assigned. They may withdraw from these courses only under exceptional circumstances, such as extended illness, with the permission of the Petitions Committee.

In addition to the writing courses, students must fulfill the University's expository requirement in W courses taught by faculty members representing most departments throughout the University.

A student is eligible to elect a W course either through placement or after earning the grade of C- or better in College Writing II (ENG 130). Several W courses are offered each semester, have limited enrollments and carry one course credit each.

They combine an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical language.

Students must achieve W certification by the end of their sophomore year. (Music degree students have until the second semester of their junior year.) If certification is not attained before the second semester of the sophomore year, students must complete a W course each succeeding semester until they achieve certification.

In a few exceptional cases, students may fulfill the W requirement through a portfolio of college-level writings. To request this exception, students must:

- be eligible to take a W course;
- submit an application (and learning contract, if certification is to be based on anticipated work) to the Writing Placement Coordinator with a copy to the Office of Academic Affairs by the eighth week of the first semester of their sophomore year, or, in the case of those who transfer after that, by the eighth week of their first semester at DePauw; and
- submit a portfolio of their own college-level writing, done either at DePauw or at another college or university, in courses that provide attention to the writing process similar to that found in W courses at DePauw.

The portfolio must contain both out-of-class and in-class writing (essay examinations, for example). There must be a minimum total of 16 pages (at least 4,000 words) in the portfolio. The quality of the writing in the portfolio must correspond to the quality of writing of those who have completed W courses at DePauw, according to the judgment of the Writing Placement Coordinator and at least one other W-certified instructor. The Writing Placement Coordinator will notify the Office of the Registrar and the Office of Academic Affairs of the outcome and report this action to the Writing Program Coordinating Committee.

Quantitative Reasoning

Courses designated as fulfilling the quantitative reasoning (Q) competency requirement encourage:

- understanding quantitative concepts, representational formats and methodologies of a particular discipline;
- evaluating quantitative evidence and arguments;
- making decisions based upon quantitative information; and
- learning through problem-solving, laboratory experiments and projects.

Students must achieve Q certification by the end of their junior year. If students do not achieve certification by the end of the first semester of the junior year, they must complete a Q course each succeeding semester until certification is achieved. Q courses are offered in several academic subjects each semester, subject to approval by the Q committee, and normally carry one course credit each. They emphasize both quantitative reasoning and mastery of course content.

Based on standardized test scores and other evidence of preparation, incoming students may be invited to take Introduction to Quantitative Reasoning (UNIV 101) as preparation for a Q course. UNIV 101 reviews and develops quantitative reasoning skills through problem-solving and the application of mathematical concepts (such as measurement, geometry, statistics and algebra) in various contexts.

Under unusual circumstances, students may receive Q certification in a non-Q course taken at DePauw that includes substantial quantitative work when the following criteria are met:

- the course meets the guidelines for a Q course;
- the student is eligible to take a Q course upon entering DePauw;
- the instructor is Q-certified;
- the student's application and learning contract (available in the Office of Academic Affairs) are approved by the instructor and the Office of Academic Affairs prior to the beginning of the course; and
- the instructor examines the student's work in consultation with another Q-certified instructor and notifies the Office of the Registrar and the Office of Academic Affairs of the outcome.

Oral Communication

Effective expression in speech as well as writing has been perennially at the core of liberal education. The competent expression, exchange and examination of facts and ideas remain vital to the educational process itself. It is also essential for service and achievement in professional, civic and personal life.

In order to graduate, a student must demonstrate such competence in an S course or in a designated alternative. S courses are offered in several departments, at the 300-400 level, and have common entry and exit standards.

Under unusual circumstances, students may receive S certification outside of an S course, while enrolled at DePauw, when the following criteria are met:

- the course meets the guidelines for an S course, or the activity is equivalent to college-level work with the complexity of ideas worthy of at least a 300-level course;
- the instructor or supervisor of the activity is S-certified;
- the student's application and learning contract (available in the Office of Academic Affairs) are approved by the faculty member and the Office of Academic Affairs prior to the beginning of the course or activity;
- the activity must be a sustained one, usually over a full semester or Winter Term;
- arrangements are made prior to the senior year;
- the activity is initiated by the first semester of the senior year; it may extend into the second semester, but may not be initiated then; and
- the faculty member notifies the Office of the Registrar and the Office of Academic Affairs of the outcome.

Grade Requirement

The minimum cumulative GPA required for graduation is 2.0 for all courses in which a final grade has been recorded. See Section IV, Repetition of a Course, for details about how repeated courses affect the GPA. Transfer students also must earn a cumulative 2.0 average for all courses taken at DePauw. Courses taken elsewhere do not affect the grade average at DePauw. Elementary Education and Bachelor of Music Education programs require a 2.5 GPA.

Residence Requirement

Fifteen courses applicable toward the degree, including six of the last eight, must be completed in residence at DePauw University or in a DePauw University-approved program. Second semester seniors are not, however, eligible to participate in off-campus or internship programs.

Winter Term Graduation Requirements

Every DePauw student must complete three Winter Term projects with a satisfactory grade. (Winter Term projects are graded on a satisfactory/unsatisfactory basis.) Only one of the three required Winter Term projects may be satisfied by participation in a semester off-campus study program or Fellows internship. Students opting to fulfill one of their Winter Term credits in this way will not receive additional credit if they participate in a Winter Term project during January of the same academic year.

One Winter Term project is considered full time, and students may be enrolled in only one project per January session. DePauw Winter Term projects do not receive regular units of academic credit and do not meet distribution requirements for graduation or requirements toward a major. Students are expected to be aware of and follow all appropriate procedures and deadlines, which may be found on the Winter Term web site [www.depauw.edu/admin/winterterm].

Students who receive incomplete (I) grades in a Winter Term project must complete the project by the end of the following semester or the grade will automatically convert to an unsatisfactory (U). Students who have a deficient number of Winter Terms may petition to the director of Winter Term to make up a project during the summer. Graduating seniors who receive an unsatisfactory Winter Term grade during the senior year may petition to make up the project during the final spring semester if appropriate arrangements can be made. Tuition is charged to enroll in a make-up Winter Term project.

Transfer students receive credit for one Winter Term project for every full year of full-time study at another institution.

Maximum Limits

A maximum of one course credit of physical education (PE) activities is applicable toward the bachelor's degree and Group 6.

Students in the College of Liberal Arts (including music majors) may apply up to four course credits of participatory courses in music toward the 31 course credits required for graduation. Participatory courses include applied music lessons (MUS BAS-VOC), applied music classes (MUS 901-908), dance classes (MUS 171-179), and ensembles (MUS 271-289).

Students may take up to three Pass/Fail courses, excluding physical education activities and English 120. See Section IV, Pass/Fail, for additional information. A maximum of three internship course credits and five internship experiences (including Winter Terms) may be applied toward the bachelor's degrees.

A maximum of four course credits in ROTC may be applied toward an undergraduate degree at DePauw.

Distribution Requirements for the Bachelor of Arts Degree

These requirements became effective with the Fall 2005 entering class. Current students should refer to the catalog for the year in which they entered.

Students accomplish broad-based study by taking courses distributed over the following six areas:

- natural science and mathematics
- social and behavioral sciences
- literature and the arts
- historical and philosophical understanding
- foreign language
- self-expression through performance and participation

Courses that meet the distribution requirements are listed in the Schedule of Classes each semester and after the course title and credit in the catalog. These courses introduce students to sound ways of reasoning as well as specific fields of inquiry and often usefully guide students in their choice of a major.

Courses which meet group distribution requirements list the group number following the course title in Section III.

Group 1. Natural Sciences and Mathematics: two courses, one of which must be a laboratory science course. These courses shall consider ways in which humans attain knowledge of the natural world.

Group 2. Social and Behavioral Sciences: two courses. These courses consider ways in which we attain knowledge of the human world and the problems of ethical values that arise in or because of such knowledge.

Group 3. Literature and the Arts: two courses, one of which must be a literature course or an interdisciplinary course with a literary component. These courses consider the ways in which artists interpret the world and the problems of ethical values that arise in or because of such interpretations.

Group 4. Historical and Philosophical Understanding: two courses. These courses attend to the historical or philosophical study of classical writings from periods or movements. They also consider ways in which historical or philosophical understanding is attained and the problems of ethical values that arise in or because of such understanding.

Group 5. Foreign Language: one course at the second-semester proficiency level or participation in an overseas program in a non-English speaking country and enrolling in a minimum of two courses of different disciplines related to the location of the program.

Students whose first language is not English may be certified as meeting Group 5 through the Office of the Registrar.

Group 6. Self-Expression: one and one-half courses or the equivalent. All methods of fulfilling the Group 6 requirement must include actual participation as a major part of the course or activity. Students must complete at least one-half course in physical education (PE) activities courses. Only 1.00 course credit of PE is applicable toward the bachelor's degree and Group 6. In addition to studio art, PE activity classes and some courses in the departments of Communication and Theatre and English, Group 6 may be partially fulfilled in the following ways:

Music: Participatory courses in music include applied music lessons (MUS BAS-VOC), applied music classes (MUS 901-908), dance classes (MUS 171-179), and ensembles (MUS 271-289).

Co-curricular participation: The equivalent of one-fourth course may be earned in any semester through non-credit participation in DePauw Theatre, forensic team, Eye on the World, Midwestern Review, Mirage, The DePauw, student TV or WGRE-FM faculty-directed activities. Editors of The DePauw earn the equivalent of one-half activity credit per semester. No academic credit is awarded toward the 31 courses required for graduation.

Additional Policies for Distribution Requirements

No course may satisfy more than one distribution requirement, and no more than two courses from any department may be used to fulfill the requirements of Groups 1 through 4. With the exception of physical education activity courses, courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis. Students may satisfy graduation requirements by satisfactory performance in proficiency examinations. Credit earned for AP courses generally does not fulfill distribution requirements, but there are some exceptions. Check the current AP credit policy at <http://www.depauw.edu/admin/registrar/ap.asp>.

A student may receive up to two course credits toward the distribution requirements by participation in a DePauw-approved Off-Campus Program. No more than one course may be counted in any group. Approval of these courses is granted by the Registrar.

Summary of Minimum Requirements for the Bachelor of Arts Degree

- A minimum of 31 courses
- One major subject that includes satisfactory completion of a seminar, project, thesis or departmental comprehensive examination
- At least a 2.0 GPA in the major subject
- First-Year Seminar for beginning students
- Nineteen courses outside the major subject (16 courses outside the subjects in interdisciplinary majors)
- At least a 2.0 cumulative GPA
- Writing competence
- Quantitative reasoning competence
- Oral communication competence
- Satisfactory completion of distribution requirements
- Three Winter Term projects
- Not more than three Pass/Fail registrations (excluding physical education activities courses and ENG 120)
- A maximum of three internship course credits and five internship experiences (including Winter Terms)
- Fifteen courses applicable toward the degree, including six of the last eight courses in residence or in a University-approved program.

Minimum Requirements for the Three Degrees in the School of Music

See Section III, School of Music, for minimum degree requirements for the Bachelor of Music Degree, the Bachelor of Musical Arts Degree and the Bachelor of Music Education Degree.

Section III: Majors and Minors

Courses of Instruction

Each student completes at least one major as a part of the degree program. Although not required, many students also elect to complete a minor area of study.

The Major

Each candidate for the bachelor's degree must complete one major with at least a 2.0 (C) grade point average. Department requirements for the major are those in effect at the time the student declares the major. Changes in departmental requirements after a major is declared may apply provided they do not require a student to enroll in more than a normal course load in any semester or do not prolong the time needed to meet degree requirements. Departments are responsible for determining that each student in the major is sufficiently prepared in the field as a whole. Satisfactory completion of a comprehensive evaluation is required for graduation. Students are notified by the department of the evaluation procedures by the seventh week of the first semester of each year. Methods of evaluation include one or more of the following: a seminar, thesis, appropriate project or departmental comprehensive examination.

Students who do not perform satisfactorily on a comprehensive examination the first time have the right to be reexamined once. Students must pass the comprehensive examination within one academic year after the first commencement date following the initial examination. At the discretion of the department, a student may take a maximum of two re-examinations.

Each student completes at least one major as a part of the degree program. Although not required, a student may also elect to complete a minor area of study.

Declaring a Major Each student is required to select a major and a faculty advisor in that major department or interdisciplinary program by the sixth week in the second semester of the sophomore year. Faculty advisors, staff members in the offices of academic affairs, the registrar, and career services may assist students in making appropriate choices. Students planning for a study abroad program must declare a major prior to applying for off-campus study.

The Academic Standing Committee will take appropriate warning actions in the case of students who have failed to declare their major by the end of the sophomore year. The committee may also require students who fail to demonstrate satisfactory progress toward the major to drop that major and select a new major before continuing at DePauw.

Departmental Major The departmental major consists of eight to 10 courses in a single academic department, including at least three courses at the 300-400 level. A department may designate as many as two courses from other departments as requirements of its majors. A department may also require as many as six courses from related departments. The total number of courses required for a major may not exceed 14 courses. In departments designated as single-subject departments, i.e., history or political science, at least 19 of the 31 courses required for graduation must be outside the major subject.

In departments designated as dual-subject departments, i.e., sociology and anthropology or modern languages, a minimum of 19 courses must be outside the student's major subject, and 16 of 31 courses must be outside the major department.

Two Majors Students who maintain a 2.8 scholastic average may complete a maximum of two majors. A student with two majors must meet all requirements for each major.

Students who have double majors must have at least six courses that do not overlap between the two majors.

DePauw University Offers the Following Majors in the College of Liberal Arts:

(see the School of Music in this section for description of the majors available within the three music degree options.)

Anthropology	Earth Sciences	Greek	Political Science
Art (History)	East Asian Studies	History	Pre-engineering
Art (Studio)	Economics	Interdisciplinary	Psychology
Biochemistry	Education Studies	Kinesiology (Athletic Training)	Religious Studies
Biology	English (Writing)	Kinesiology (Sports Medicine)	Romance Languages
Black Studies	English (Literature)	Kinesiology (Sports & Exercise Science)	Russian Studies
Chemistry	Environmental Geoscience	Latin	Sociology
Classical Civilization	Film Studies	Mathematics	Sociology and Anthropology
Communication	French	Music (College of Liberal Arts)	Spanish

Computer Science	Geology	Philosophy	Theatre
Conflict Studies	German	Physics	Women's Studies

Independent Interdisciplinary Major

An independent interdisciplinary major consists of an integrated series of courses selected from at least two of the conventional academic disciplines. Students may devise, in consultation with faculty advisors, an academic program suited to an area of special interest. Although any general problem of a genuine academic, scientific or intellectual nature may constitute the subject of an independent interdisciplinary major, such a major is ordinarily defined in one of three ways:

- an area of the world, geographically, politically or culturally prescribed, such as the United States, Latin America, Asia, East Europe or the Middle East;
- a period of time in the history of some part of the world, such as the Victorian Age, the Enlightenment, the Renaissance or the Middle Ages; or
- a specific problem that is treated by several disciplines, such as the concept of social justice, the artist in the modern world, the rhetoric of revolutionary movements or political modernization.

The independent interdisciplinary major includes a total of 10 to 12 courses in at least two disciplines and at least four courses from each of the two disciplines. At least four courses in the total must be at the 300-400 level. Each individualized major is supervised by a committee of three faculty members.

An independent interdisciplinary major must include at least 16 courses outside the subject matter of the area major involved and may have no more than eight courses in any one discipline (subject) comprising the major. However, up to 10 courses may be taken in a language as part of the independent interdisciplinary major.

In selecting a subject for an independently designed interdisciplinary major, students should be guided by two further considerations. First, a mere interest in certain academic disciplines, however closely related they may appear, is not a significant justification for an interdisciplinary major. Students must have in mind a subject that can serve as a focal point for the courses chosen. Second, although the subject to be examined in the major may coincide with the vocational interests of a student, it must at the same time be a legitimate object of study in its own right.

The student must earn a 2.0 GPA in all course credit applied to the major, and, as a part of the major, each student during the senior year must satisfactorily complete one or more of the following: a seminar, thesis, appropriate project or departmental comprehensive examination. Each independent interdisciplinary major committee shall designate ways in which students may fulfill this comprehensive requirement.

Upon the recommendation of two faculty members from the discipline relevant to the major, students apply to the Office of Academic Affairs for admission early in the second semester of the sophomore year. Students taking an independent interdisciplinary major should have the major approved and filed with the Office of the Registrar by the end of the sixth week of the second semester of the sophomore year. The latest that applications may be considered is the sixth week of the junior year.

Minors

A student may elect a minor that consists of at least four courses in a single subject or centers on a specific interdisciplinary topic. At least one course must be at the 300-400 level.

A 2.0 grade point average must be achieved in the minor, and no courses in the minor subject may be taken on a Pass/Fail basis. Double minors must have at least four courses that do not overlap. At least three courses in the minor must be outside the student's major area.

Declaring a Minor: To complete a minor a student should declare it by the end of the junior year. Final certification must be filed in the Office of the Registrar by November 15 of the senior year.

DePauw Offers the Following Minors:

Anthropology	Conflict Studies	Japanese	Religious Studies
Art (History)	Earth Sciences	Jazz Studies	Rhetoric and Interpersonal Communication
Art (Studio)	Economics	Jewish Studies (described below)	Russian
Asian Studies	Education Studies	Kinesiology	Russian Studies
Biochemistry	Environmental Geoscience	Latin	Sociology
Biology	European Studies (described below)	Latin American and Caribbean Studies	Spanish

Black Studies	Film Studies	Literature	Theatre
Business Administration (described below)	French	Mass Communication	Women's Studies
Chemistry	Geography	Mathematics	
Chinese	Geology	Music (Applied)	
Classical Archaeology	German	Philosophy	
Classical Civilization	Greek	Physics	
Coaching	History	Political Science	
Computer Science	International Business (described below)	Psychology	

Interdisciplinary Minors

Asian Studies

DePauw University offers an interdisciplinary major and minor in the area of Asian Studies. For further information, see Asian Studies, in this section.

Black Studies

DePauw University offers an interdisciplinary minor in the area of Black Studies. For further information, see Black Studies, in this section.

Business Administration

Students electing this option must complete the core courses: ECON 100, ECON 220, ECON 350, ECON 393, CSC 121 and PSY 364. The following courses may be substituted for ECON 350: MATH 240, PSY 214 or POLS 318. In addition, students must take two electives from the following list: ECON 250, ECON 280, ECON 398, COMM 326, PSY 320, MATH 331, MATH 442, POLS 352 or CFT 100. Economics majors who elect the business administration minor must take 5 courses outside of their major subject. Students who complete the business administration minor will also complete a Winter Term business internship with the approval of the director of the McDermond Center for Management & Entrepreneurship. Students must also attend 8 lectures from the Management Center Lecture Series during their senior year.

Conflict Studies

DePauw University offers an interdisciplinary major and minor in the area of Conflict Studies. For further information, see Conflict Studies, in this section.

European Studies

DePauw University offers an interdisciplinary minor in the area of European Studies.

Requirements for the minor include language proficiency in German or French (minimum 4th semester proficiency); a minimum of 2 core courses from the following--ARTH 131, 132, 201, ENG 261, HIST 100, 111, 112, 201, 342, PHIL 215-216, POLS 150, 230, 254; a minimum of 3 elective courses in at least two different disciplines in Art History, Classical Studies, Communications, Economics, English, History, Modern Languages (French, German, Spanish, Russian), Music, and Political Science. Contact the program director for specifics.

Film Studies

DePauw University offers an interdisciplinary major and minor in the area of Film Studies. For further information, see Film Studies, in this section.

Requirements for the minor include five courses with one core course chosen from either COMM 236, COMM 316 or COMM 319 and at least one class from each of the following areas: a) history and criticism; b) production and screenwriting; and c) cultural and genre studies. Students elect a fifth course from one of the three categories listed above. At least one of the courses must be at the 300 level or above.

International Business Program

The International Business Program is designed for those students preparing for careers in international trade or finance. Students electing this program major in one of the following areas--Asian Studies, Economics, French, German, Russian Studies or Spanish. In addition, students complete courses in the international business concentration as follows:

- **Core courses:** Economics--ECON 100, 150, 280 or 393, 295 and 420; Foreign Language--a minimum of two courses beyond the intermediate (second year) level, to be selected in consultation with the chair of modern languages.

- **Elective courses:** A minimum of four elective courses (none of which is counted toward the minimum number for the major or core) related to the international area of specialization, of which at least two must be from the departments of history and political science. Elective courses must be approved by the student's International Business Advising Committee. (The International Business Advising Committee consists of the director of The McDermond Center for Management and Entrepreneurship, the chair of the core department and the student's major advisor.)

It is strongly recommended that students seeking a concentration in International Business spend some time (Winter Term, semester or year) in an off-campus study program in the foreign country or region in which they are specializing. Appropriate courses taken in such approved off-campus programs will count toward fulfilling the requirements of this concentration. In addition, an internship arranged in consultation with the director of the McDermond Center is highly encouraged.

Economics majors take four electives and from two to six language courses depending on language placement. All other majors take five economics courses and four electives.

Jewish Studies

DePauw University offers an interdisciplinary minor in the area of Jewish Studies.

Requirements for the minor are: 5 courses including REL 244 and at least one course at the 300-400 level. One course should be chosen from approved courses in each of the following three areas: a) social science and history or archaeology; b) literature and the arts; and c) religious studies and philosophy. Two of these courses, in addition to REL 244, should be core courses. See website for additional information.

Latin American and Caribbean Studies

DePauw University offers an interdisciplinary minor in the area of Latin American and Caribbean Studies. For further information, see Latin American and Caribbean Studies, this section.

Russian Studies

DePauw University offers an interdisciplinary major and minor in the area of Russian Studies. For further information, see Russian Studies, this section.

Women's Studies

DePauw offers an interdisciplinary major and minor in Women's Studies. For further information, see Women's Studies, in this section.

Academic Department Information

For the most up-to-date course and departmental information, consult DePauw's Web site: [www.depauw.edu]. See Section IV for additional information about the course numbering system.

Art

2007-08 Faculty Members: C. Fruhan, A. Harris, D. Herrold, K. Johnson, R. Johnson, R. Kingsley, M. Mackenzie, M. Merback, L. Miles, C. O'Dell (chair), B. Priest, J.Schmuki, P. Williams.

The Department of Art offers courses of instruction in the studio arts, history of art and art education. Students may elect majors or minors in studio art and art history.

Studio courses (in drawing, painting, ceramics, sculpture, photography, video and digital art) stress the fundamentals of visual communication and help students cultivate the technical skills necessary for the effective expression of their ideas in a given medium.

Art history courses combine traditional and non-traditional approaches to the study of art, past and present, and stress the importance of viewing visual artifacts and architecture within their social and cultural contexts. Students are encouraged to look at art in an active and engaged way and to think critically about the meaning of art and visual culture in the contemporary world.

Both programs, studio and art history, prepare students for graduate programs or entry into a wide variety of professional careers in the arts. Studio majors in the department have gone on to successful careers as practicing artists, commercial illustrators and art educators; those with majors in art history have become art critics, art historians, museum or gallery professionals or arts administrators.

Every year, in addition to the usual courses of study, the art department sponsors a number of cultural events that connect the department to the campus at large. The Art Center's three large gallery spaces provide a changing schedule of 10-12 exhibitions annually; visiting artists, critics and historians present their own work and meet with students for critiques and discussions; department faculty and students get together for group critiques and the annual major-minor mixer, and the department sponsors a popular bus trip each semester to visit museums and galleries in Chicago or St. Louis.

For students wishing to take a semester off-campus the department offers opportunities through the GLCA New York Arts Program, where

students intern with recognized artists, photographers, gallery and museum curators--and even with fashion designers, advertising agencies and film or television production companies. It is recommended that all student go in the junior year; studio students are recommended to go in the second semester. Other study-abroad programs, which the department actively encourages for both studio and art history majors, take students to Athens, Florence, London, Rom, Paris and other important centers of art and learning.

Instruction for teaching certification in art (K-12_ is also an option for department majors. Students seeking certification to teach art in public schools should review Section V, Teacher Education Programs, and consult with their advisor in the art department as well as with the chair of the education studies department about requirements for admission and certification.

Requirements for a major in Studio Art

Total courses required	Nine + 2 Art History Four introductory courses--one from each of the three areas (A,B,and C) plus one additional course from any of these areas:
Core courses	<ul style="list-style-type: none"> • A. ARTS 152, ARTS 153 • B. ARTS 175, ARTS 170 • C. ARTS 160, ARTS 163, ARTS 165 <p>Two 200-level courses (both of which must be a continuation of a 100-level course).</p> <ul style="list-style-type: none"> • A. ARTS 253 • B. ARTS 270, ARTS 275 • C. ARTS 263, ARTS 265
Other required courses	Two 300-level courses one of which continues with a course taken at the 200-level. This course should be taken the first semester of the Senior year and must anticipate the discipline to be pursued in Senior Projects. The second 300-level course must be a topics course and can be taken at any time.
	<ul style="list-style-type: none"> • A. ARTS 353, ARTS 398A • B. ARTS 370, ARTS 375, ARTS 398B • C. ARTS 363, ARTS 365, ARTS 398C
# 300 and 400 level courses	Three including ARTS 492
Senior requirement	The senior comprehensive requirement consists of the completion of ARTS 492 with a grade of C or better, as well as an exhibition of the student's work in the Visual Arts Gallery at the end of the senior year.
Additional information	ARTS 197S may be counted toward the major. Students must take two art history courses, one of which must be ARTH 131, ARTH 132 or ARTH 142. The other must be ARTH 225, ARTH 326 or ARTH 342 with 342 particularly recommended. Please note: if students plan to go off-campus, it is highly recommended that they do so in the spring semester of their junior year to complete all requirements in time.
Recent changes in major	

Requirements for a major in Art History

Total courses required	Eight
Core courses	ARTH 131, either ARTH 132 or ARTH 142, and ARTH 494
Other required courses	One course (not including 131), which covers pre-Renaissance material, chosen from the following: ARTH 212, ARTH 218, ARTH 232, ARTH 235, ARTH 332.
# 300 and 400 level courses	Three including ARTH 494
Senior requirement	The senior comprehensive requirement consists of the completion of ARTH 494 with a grade of C- or better, as well as a thesis.
Additional information	In addition to the eight art history courses, art history majors also must take two courses in cognate fields, one of which is to be chosen from the following: CLST 100, CLST 262, CLST 263, CLST 264, PHIL 214, REL 132, HIST 111, HIST 112. The other course must be chosen from among the studio courses (any studio course). It is recommended that art history majors take at least one course in each of the following four time periods: Medieval, Renaissance, Baroque and 19th Century/Modern. First-year seminars on art historical topics may be counted toward an art history major or minor.
Recent changes in major	

Requirements for a minor in Studio Art

Total courses required	Five
Core courses	Four studio courses (at least one studio course at the 200 level) and one course in art history
Other courses	
# 300 and 400 level courses	One
Recent changes in minor	

Requirements for a minor in Art History

Total courses required	Five
Core courses	Four art history courses, one of which must be ARTH 131, ARTH 132 or ARTH 142, and one studio art course Of the three non-introductory art history courses, one must cover the pre-Renaissance material (ARTH 212, 218, 232, 235, 332), and another must cover art of the Renaissance or later (ARTH 201, 225, 302, 310, 326, 330, 336, 342).
Other courses	Students considering a minor in art history should consult with the department by the end of the sophomore year.
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Art

Courses in Art History

ARTH 131. Introduction to Art History Ancient to Medieval Group 3 1 course

This course surveys the major developments in art and architecture from the Paleolithic period through the high Middle Ages. Emphasis falls on the ancient civilizations of the Near East, Egypt, the Aegean, Greece and Rome, the early Christian world, Byzantium, Islam and the Middle Ages in Western Europe. The approach is at once historical, in that visual forms and types of images are studied in their development over time and across cultures, and anthropological, in the sense that cultures are studied at isolated moments as a way of better understanding the significant roles art and architecture play within them. *May be counted toward the European Studies interdisciplinary minor.*

ARTH 132. Introduction to Art History Renaissance to Modern Group 3 1 course

A survey of Western art from the Renaissance to the present. This course is taught with different narrative structures in alternate semesters. One structure takes a historical overview. It tracks the changes in the place of art in society, its subject matter, patronage and audience. In alternate semesters, the class explores a limited number of art works which are treated as "case studies;" this leaves time for a deeper interrogation of specific historical and cultural issues. With each "case study" (these are organized chronologically) we look at a particular theme or "problem"--art and labor; the narrative tradition in art; the artist as cult figure--and then examine how a similar problem/issue/theme is played out in a modern (late 19th-20th century) work. In either narrative structure, the operating assumption is that art produces and shapes meaning in the culture and does not simply "reflect" it. Both courses consider how visual images function in the culture; look at the conflicts inherent in the practice and reception of art; and examine the ideological investments of art history's practitioners. *May be counted toward the European Studies interdisciplinary minor. Not open to students with credit in ARTH 142.*

ARTH 142. Visual Encounters: Critical Approaches to Representation Group 3 1 course

What is art? Why is it important? How and what do works of art mean? How does art help us both shape and make sense of our world? These are the overarching questions that the course will address as we thread our way through the examination of various genres of art--from traditional (landscape, portraiture) to contemporary (video, performance art); as we explore art in its economic, social and political dimensions (looking, for example, at public art and identity politics or at controversial art and the First Amendment); and as we examine the role art can play in our public and private consciousness. We will be mindful throughout of how the production of meaning in art involves a complex collaboration of artist, viewers and artwork. In this discussion-based course, we will be active viewers and analytical thinkers--reading, writing and looking, in a critical way, at images in slides, at actual works of art, and at films and videos. *Not open to students with credit in ARTH 132.*

ARTH 197H. First-Year Seminar 1 course

A seminar focused on a theme related to the study of art history. *Open only to first-year students.*

ARTH 201. Baroque Art: The Age of the Marvelous

Group 3

1 course

The course introduces the major painters and sculptors (Rembrandt, Rubens, Vermeer, Caravaggio, Bernini, Artemisia Gentileschi, Velazques and others) of 17th-century Europe by exploring a few major themes. Using, as an overarching concept, the Baroque as the "age of the Marvelous" allows us to view intersections among the worlds of art, science, theater, printing, mechanical engineering, religion and the occult. The course examines the visual arts in relation to various contexts--economic, historic and domestic--as well as institutions--the Church, the monarchy and academies of art. It investigates the development of certain subjects that emerged as independent genres in the 17th century: still life, landscape and genre painting. The course also looks at how artists perceived themselves and were perceived (some would say "constructed") both by their contemporaries and by subsequent writers up to the present day. *May be counted toward the European Studies interdisciplinary minor.*

ARTH 212. Image, Cult, Devotion: Medieval Devotional Art and Its Audiences

Group 4

1 course

This course examines the stunning variety of images (paintings, sculptures, prints) that served as catalysts to religious devotion for Christians in the Middle Ages, Renaissance and Reformation. How did the practice of venerating holy images take shape in early Christianity, why was it attacked as idolatry, how was it defended, and what impact did this have on the tradition of picture-making in both Byzantium and the West? How did miraculous images of the holy persons--images that answered prayers, comforted the sinner or healed the sick with effusions of tears, blood or milk--become invested with their powers? What did it mean when, according to pious legend, Jesus authorized his own portraits (as in the Veronica or the Shroud of Turin)? What are the cultural-political implications for the image controversies of today? Drawing on psychology, anthropology, social history and the history of religions, we examine how the makers of devotional art created and shaped certain kinds of viewing practices and how, in social terms, new audiences for the new genres were created.

ARTH 216. Art of India

Group 3

1 course

Art and architecture of India and Pakistan, also Afghanistan, Cambodia, 250 BC to the present. Concentrates on sacred art (Buddhism, Jainism, Hinduism, Islam): sculpture and architecture and some painting, also modern (postcolonial) and contemporary art, architecture, and especially film. Theological, economic, political and historical conditions will be considered. Develop a critical and formal vocabulary for the major art forms reviewed (sculpture, architecture, painting and film), and develop an understanding of different artistic styles, schools, and traditions, as well as their specific religious, political and cultural contexts.

ARTH 218. Cathedral and Court: Gothic Art

Group 4

1 course

This course explores the spectacular visual culture of European society during the High and Late Middle Ages (roughly 12th-15th centuries). In this period the tremendous growth of cities and urban culture, along with economic expansion and social differentiation, created dynamic new forms of interaction between audiences and emerging genres of art. Through selected case studies of architecture, monumental sculpture, stained glass, reliquaries and altar pieces, illuminated manuscripts, luxury ivory carvings and other devotional images (including early graphic arts), students encounter medieval culture and society in all its dazzling diversity. Issues for investigation include: the rise of devotional art and lay spirituality; the impact of miracle tales, relic cults, pilgrimage and other forms of associational worship; the rise of the cult of the Virgin, Mary's role as heavenly intercessor, bridal mysticism and devotion to the Rosary; the culture of chivalry, the impact of the crusades and epic poetry; new forms of social violence, crime and punishment, as well as new models of sexuality and love. *May be counted toward the European Studies interdisciplinary minor.*

ARTH 225. Modern Art and Modernity

Group 3

1 course

Surveys the history of European and American art of the 20th century and the present, paying attention to changes in the artists' goals and understanding of what art is, as well as changes in materials, subject matter, audience and marketing. Some topics covered are: non-naturalistic representation and abstraction; rejection of traditional standards of quality and beauty; abandonment of painting and sculpture for new formats; role of the artist in society; mass culture and politics; issues of gender; colonialism; ideals of sincerity and authenticity as they motivated artists and their audiences.

ARTH 228. Jewish Art and Architecture: Middle Ages to the Present

Group 4

1 course

Long regarded as a people obedient to the second commandment prohibiting graven images, the Jews have been seen as alienated from visual communication, a nation without art. Nothing could be farther from the truth. Throughout the centuries, Jewish communities have made the visual arts an integral part of the Jewish experience, and produced artists and architects who have played pivotal, if not transformative, roles in the mainstreams of art's history. This course introduces students to the great variety of monuments and masterpieces through which Jews have expressed their religious and cultural aspirations, their folk customs and rituals, identities and memories, both joyous and sorrowful. Among the topics are: the legacy of King Solomon's Jerusalem Temple in the architecture and decoration of the synagogue; illuminated Hebrew manuscripts for feast and prayer; Jewish-Christian relations; Jewish ceremonial art; the emergence of professional Jewish artists in the 19th century; the role of Jews in the European avant-gardes of the 20th century; Israeli and Zionist art; post-Holocaust art and postmodernism; and we conclude with the World Trade Center project, designed by Jewish architect Daniel Liebeskind.

ARTH 232. Islamic Art and Architecture

Group 3

1 course

This course is an introduction to Muslim visual culture from its Arabian origins, through the medieval period of its ascendance, to the Turkish conquest of Constantinople in 1453 and Mughal rule in India. An introductory section surveys the historical and geographical parameters of Islamic civilization, its religious worldview, forms of political authority and social organization. Through slide-based lectures and group discussions, students then encounter the astonishing beauty of monuments such as the Dome of the Rock in Jerusalem, the Great Mosque of Cordoba, the Alhambra Palace in Granada, the Taj Mahal in Agra, and examine their decoration in a variety of media (painting, mosaic, stucco, ceramic tile). The luxury arts' breathtaking carvings in ivory or gold, lavishly illustrated manuscripts, fine pottery and glasswork--are studied against the backdrop of Islamic attitudes towards the arts, the prohibition of figurative imagery, the preeminence of calligraphy and textiles, and the cosmological meaning of geometrical design. Throughout the course students are made aware of the process of creative assimilation from pre-Islamic or non-Muslim traditions, a process by which Islam gradually acquired its own distinct visual identity, and projected its own cultural ambiance far beyond the Middle East.

ARTH 235. Women and Medieval Art

Group 4

1 course

What was the role of images in women's experience in the Middle Ages? This course seeks to answer that question through an examination of images made of, for and by women in this dynamic period of history. The course is framed by the legalization of Christianity (in 313) and Luther's declaration of Protestantism (in 1517), thereby focusing on the entire medieval tradition and its exploration of gender and image. The course seeks to understand the construction and subversion of gender roles through images. *May be counted toward the Women's Studies and European Studies interdisciplinary minors.*

ARTH 240. Rome: City and Myth

Group 4

1 course

This interdisciplinary course is organized both chronologically and thematically. It covers the period from the Renaissance to Fascism with ancient Rome being an overarching theme, since antiquity (its physical remains, how it was mythologized, conceptualized and fantasized in history, literature, travel writing and film) has been so integral to Roman identity through time and so much a part of the fabric of how others have conceptualized Rome as well. In dealing with Rome as a material entity, we cover primarily architecture, public sculpture and urban planning which were all driven by complex political, social, religious and aesthetic motivations that got encoded in the imagery. In dealing with Rome as an accumulation of 'mythic' narratives about the city, we look at poetry, short stories, novels, films, letters, journals and other forms of travel writing -- created by some of the many footloose pilgrims -- men and women of different time periods and nationalities--some famous and some not who have journeyed to Rome and been forever changed by the experience. The 'real' and the 'mythic' Romes are, in the end, impossible to pry apart, so interwoven is the dream of this urban landscape with its material reality.

ARTH 290. Topics in The History of Art

1 course

An in-depth study of a particular topic in the history of art. It may be an examination of a specific artist, group or movement or an exploration of a particular theme or issue in art.

ARTH 302. Italian Renaissance Art

Group 4

1 course

The course explores developments in the visual arts (primarily painting and sculpture) in 15th- and 16th-century Italy and includes such artists as Masaccio, Donatello, Sofonisba Anguissola, Botticelli, Leonardo and Michelangelo. It is partly a chronological survey and partly a thematic exploration of important issues--the social construction of the artist; the concept of humanism and its effect on creative developments; the problems of Renaissance historiography; the question of whether or not women had a Renaissance. The class is also concerned with the presuppositions on which art historians have based their interpretations of Renaissance art and culture and on the methods that they have applied to support these presuppositions. Emphasis is on primary readings. *Class sessions will be mostly discussion. May be counted toward the European Studies interdisciplinary minor.*

ARTH 310. Painting, Piety and Power: Northern Renaissance Art

Group 3

1 course

This course examines the major painters working in the Low Countries (present-day Belgium, Luxembourg and the Netherlands) during the dynamic era encompassing the later Middle Ages, Renaissance and Reformation. Our survey covers the early Flemish painters Robert Campin, Jan van Eyck and Rogier van der Weyden, and their brilliant line of followers, Hans Memling, Hugo van der Goes, Geertgen tot Sint Jans, Hieronymus Bosch and Pieter Brueghel. Through group discussions and illustrated lectures, students become engaged not only with the distinctive visual character of these marvelous works of art, but also with their cultic, devotional, social and political uses. Special topics include: the development of a northern European realist tradition, changing forms of patronage and aesthetic production, the rising social status and self-consciousness of the artist, the changing character of piety and religious experience, the impact of humanism and Reformation and evolution of secular imagery (portraiture, landscape, satire and more). *May be counted toward the European Studies interdisciplinary minor.*

ARTH 326. Abstract vs. Figurative Painting

Group 3

1 course

Explores origins and developments of abstract painting. Look at, interpret, discuss, and differentiate between different kinds of abstract painting. Is it possible to recognize or find meaning in abstract art, and do different styles of abstraction mean different things? Is it possible to distinguish between good and bad abstract art? Is abstract painting a secret code, an exploration of design ideas and painting techniques, a record of an artist's interior life, or a blank slate onto which we project our own ideas? What is the relationship between abstract painting and the political and social upheavals of the 20th century? *May be counted toward the European Studies interdisciplinary minor.*

ARTH 330. Van Gogh, Gauguin and "Post Impressionism"

Group 4

1 course

This course considers how art historians have conceptualized "Post Impressionism" and explores the institutions (Academy, Salon, Ecole des Beaux Arts) and market structure (dealers, auction houses, the apparatus of art criticism) that influenced or controlled how, for whom and under what conditions art in 19th-century France was produced and how, where and by whom art was consumed (that is, used, purchased or viewed). Other issues considered are the social and financial consequences of the artists' independence from traditional institutions in 19th-century France and how women artists did or did not fit into these institutional and market structures. The "Post Impressionist" artists studied will be used as springboards to discuss some larger themes about art, artists, critics and audiences in a particular historical moment. Readings include primary sources--artists' letters, journals, excerpts from contemporary novels and art criticism from specialized and mainstream journals of the late 19th-century. *May be counted toward the European Studies interdisciplinary minor.*

ARTH 332. Sin, Fear and Death in European Art, 1050-1550

Group 4

1 course

This course explores a range of visual genres which, for medieval and early modern Europeans, thematized ideas about sin and vice, guilt and penance, contempt for the world, death, burial and decay, the horrors of Hell, the quest for purgation and the hope of resurrection at the end of time. Panoramic Last Judgment scenes from church portals; gruesome depictions of saints' deaths and the Passion of Christ; tomb sculpture showing the deceased as a worm-eaten skeleton; visions of Hell and its torments; the "Dance of Death" and other macabre themes--all are studied in the cultural context of Christian theology, popular religion and devotions, the catastrophes of the Black Death era, radical millenarianism and the repression of dangerous minority groups (heretics, Jews, witches, homosexuals). Did the Middle Ages and Reformation period bequeath to us, as one-historian claims, a distinctly Western "guilt culture", and if so, how has the iconography of sin and death persisted in Western art up to the present day? *May be counted toward the European Studies interdisciplinary minor.*

ARTH 336. Art and Literature Paris and Berlin

Group 4

1 course

The Paris of the 19th century, of Zola and the Impressionist painters was the city where the large-scale development of new methods of industry, finance, merchandising, government, and culture were given their most coherent concrete form. In the 20th century Berlin was at the center of, successively, German Expressionist painting, the European film industry, Nazism, and the Cold War. These two European capitals were at the intersection of individual personal experience and titanic historical forces. Close examination of painting, novels, film, architecture and urban planning, and the context within which they were produced. *May be counted toward the European Studies interdisciplinary minor.*

ARTH 342. Art Theory and Criticism

Group 3

1 course

Art criticism is a challenging literary genre. It seeks to put into language something which is inherently non-verbal, and leaves meaning open and unfixed. We discuss the idea of art theory ("aesthetics"), and some art-theoretical texts which have been foundational for Modernist and contemporary art; we discuss art criticism as a very particular kind of creative writing; we look at some central examples which distinguish themselves by having a theory of art underpinning them; we read and discuss contemporary art criticism; and we write some art criticism of our own.

ARTH 345. History of Self-Portraiture

Group 3

1 course

The self-portrait has a long and varied history: part manifesto, part self-expression, part philosophical investigation, the self-portrait invites questions of creativity and identity. How does an artist construct a self-portrait to represent both the self and the artistic project? The answers to this question provoke an examination of the changing uses and transformations of the genre. The course incorporates both original sources written by the artists themselves and scholarly sources contextualizing the artists and their self-portraits. Discussion-based course. *May not count toward the European Studies interdisciplinary major.*

ARTH 390. Advanced Topics in the History of Art

1/2-1 course

An independent directed study centered on a specific topic arranged with the instructor.

ARTH 494. Art History Projects

1 course

Advanced work in art history. *Prerequisite: senior classification and a major in art history.*

Courses in Studio Art

ARTS 152. Drawing I

Group 6

1 course

Designed for the student with little or no prior drawing experience. This is an introduction to, and the practice of, the fundamental principles of drawing, (i.e., light and shade, perspective, composition, line and form). These basic principles are taught in conjunction with slide lectures and discussions of the drawing ideology of the masters. *Not offered pass/fail.*

ARTS 153. Painting I

Group 6

1 course

Designed for the student with little or no prior oil painting experience. This introduction includes development of a basic understanding of oil painting, color principles, line, form and composition. Principles are taught in conjunction with slide presentations and discussions of the painting ideology of past as well as contemporary masters. Generally it is recommended that students take Drawing I before Painting I. *Not offered pass/fail.*

ARTS 160. Digital Art I

Group 6

1 course

The course involves the exploration of a sequence of computer imaging concepts that begins with an introduction to object and bit map image making. These types of images are then used in context of computer animation that is output as video or run on the computer. The course concludes with an introduction to hypermedia authoring in which the imaging and animation techniques explored earlier are applied to the creation of computer documents that also incorporate sound and interactivity. *Not offered pass/fail.*

ARTS 163. Photography I

Group 6

1 course

An introduction to the art of black-and-white photography, this course provides opportunities for learning personal expression, critical thinking, and the aesthetics of photography through darkroom experiences and camera assignments. A 35-millimeter camera with a manual control is required. Some cameras are available for student checkout. Please see the instructor. *Not offered pass/fail.*

ARTS 165 . Video I

Group 6

1 course

An introduction to digital video art production through camera and editing assignments. This course includes readings and screenings on contemporary and historical issues surrounding the medium of video art. *Not offered pass/fail.*

ARTS 170. Sculpture I

Group 6

1 course

An introduction to the concepts and technical skills associated with three dimensional media. The class explores the principles of 3D design, such as structure, organic/inorganic forms and spatial relationships. The curriculum introduces these concepts through a series of projects which develop basic technical skills with a through a variety of materials including clay, plaster, steel, paper and wood. *Not offered Pass/Fail.*

ARTS 175. Ceramics I

Group 6

1 course

Basic experience with fired clay as an art material. This course includes techniques of shaping, glazing and firing clay. An introduction to the chemistry of glazes and heat treatment. *Not offered pass/fail.*

ARTS 197S. First-Year Seminar

Group 6

1 course

A seminar focused on a theme related to the study of studio art. *Open only to first-year students.*

ARTS 253. Painting II

Group 6

1 course

A continuation of the formal painting issues with attention given to individual concept development. *Prerequisite: ARTS 153. Not offered pass/fail.*

ARTS 263. Photography II

Group 6

1 course

Continuing work in traditional and experimental techniques of photography. Some technical areas may cover color printing, studio lighting, mural printing and alternative processes. Emphasis on individual development of both conceptual and technical concerns. *Prerequisite: ARTS 163. Not offered pass/fail.*

ARTS 265. Video II

Group 6

1 course

Continuing work in traditional and experimental techniques of digital video art. Emphasis on individual development of both conceptual and technical concerns. *Prerequisite: ARTS 165. Not offered Pass/Fail.*

ARTS 270. Sculpture II

1 course

Continuing work in traditional and experimental aspects of sculpture. Emphasis on individual development of both conceptual and technical concerns. *Prerequisite: ARTS 170. Not offered pass/fail.*

ARTS 275. Ceramics II

Group 6

1 course

Advanced work with clay and glazes. Emphasis on kiln stacking and firing and individual projects. *Prerequisite: ARTS 175. Not offered pass/fail.*

ARTS 353. Painting III

Group 6

1 course

Attention given to individual painting proposals supported with lectures and critiques. *Prerequisite: ARTS 253. Not offered pass/fail.*

ARTS 363. Photography III

Group 6

1 course

Students will pursue their own photographic project proposals supported with critiques and individual instruction. Emphasis on individual development of both conceptual and technical concerns. *Prerequisite: ARTS 263. Not offered pass/fail.*

ARTS 365. Video III

Group 6

1 course

Students will pursue their own digital video art project proposals supported with critiques and individualized instruction. Emphasis on individual development of both conceptual and technical concerns. *Prerequisite: ARTS 265. Not offered pass/fail.*

ARTS 370. Sculpture III

1 course

Continuing work in traditional and experimental aspects of sculpture. Emphasis on individual development of both conceptual and technical concerns. *Prerequisite: ARTS 270. Not offered pass/fail.*

ARTS 375. Ceramics III

Group 6

1 course

Advanced work with clay and glazes. Emphasis on kiln stacking and firing and individual projects. *Prerequisite: ARTS 275. Not offered pass/fail.*

ARTS 398. Studio Art Topics

Group 6

1/2-1 course

A. Drawing and Painting; B. Ceramics and Sculpture; C. Photography, Video and Digital Art. Studio work in specialty media not otherwise offered. *Not offered Pass/Fail.*

ARTS 492. Senior Projects

Group 6

1 course

The capstone course for senior studio art majors. Students develop a body of work in their chosen medium leading to an exhibition at the end of the year. *Prerequisite: senior classification and a major in studio art. Not offered Pass/Fail.*

Courses in Art Education

ARTE 400. Art Teaching Methods

1 course

Meets the requirements of students seeking a teaching certificate in art K-12. (This course is a study of the philosophy of education.) Includes lesson planning, courses of study, sources of supplies and equipment used in teaching art. *Prerequisite: an art major with junior or senior classification.*

ARTE 400E. Art Teaching Methods for Elementary Schools

1 course

Designed to introduce the elementary teaching majors to the purposes and methods of art education at the elementary level. (This course is a study of the philosophy of education.) Practically, the course introduces the various media available to the classroom teacher and the role of art education in the grades. *Prerequisite: junior or senior classification.*

Asian Studies

2007-08 Faculty Members: C. Andrews, S. Basu, M. Chandler, L. Chiang, Y. Chiang, H. Chiba, J. Fuller, M. MacKenzie, S. Mou, S. Sahu, L. Smogor, P. Watt (director)

The University offers a broad range of courses dealing with Indian, Chinese and Japanese cultures. The Asian Studies Committee, headed by the director of Asian Studies, oversees both a major in East Asian Studies and a minor in Asian Studies. Students with a special interest in Asia are urged to take advantage of opportunities to study, either for a term or a full academic year, in India, China or Japan. Graduates of the Asian studies program typically go on to employment in business and education or enter professional and graduate schools.

In addition to a major in East Asian Studies and a minor in Asian Studies, a minor in Japanese language is offered. Consult the Modern Languages section of the catalog.

The Asian Studies Committee periodically reviews the list of courses that may be applied to both the East Asian Studies major and the Asian Studies minor.

Requirements for a major in East Asian Studies

Total courses required	Nine to eleven Two to four semesters of Chinese or Japanese language beyond the 100 level, including: JAPN 251, JAPN 252, CHIN 261, CHIN 262, JAPN 351, JAPN 352, CHIN 361, JAPN 451
Core courses	Two of the following introductory courses: HIST 107, HIST 108, REL 130E (a course that always includes sections on China and Japan) ASIA 480
Other required courses	Four courses from the following (two of the four courses must be at the 300-400 level): CHIN 361, ASIA 140, ASIA 250, ASIA 281, ASIA 282, ASIA 290 (when an East Asian topic), ASIA 390, ASIA 470, ANTH 277, HIST 252, HIST 290 (when an East Asian topic), HIST 350, HIST 351, HIST 353, HIST 490 (Seminar: East Asia), HIST 491, JAPN 351, JAPN 352, JAPN 451, PHIL 218, POLS 253, REL 258, REL 352, REL 491. (A number of other courses apply toward the Asian Studies program. See the Schedule of Classes each semester for a complete listing.)
# 300 and 400 level courses	Three
Senior requirement	A student usually takes ASIA 480 in the fall semester of the senior year; in it, the student will complete a substantial essay, including an oral examination.
Additional information	A maximum of two non-language courses per term may be counted toward the major from off-campus programs.
Recent changes in major	

Requirements for a minor in Asian Studies

Total courses required	Five
Core courses	Approved courses chosen from those listed for the major, drawn from at least two disciplines
Other courses	In addition to the courses listed under the East Asian Studies major, the following courses may be applied toward the minor: ANTH 290 (when an appropriate topic), ANTH 277, JAPN 151, JAPN 152, CHIN 161, CHIN 162, REL 130, REL 253, REL 257, POLS 150. No more than two courses in Asian language and no more than two courses from an off-campus program may be included in the minor. The 300-400 level course must be taken on campus and may not be an independent study course.
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Asian Studies

ASIA 140. Introduction to Chinese Culture	Group 2	1 course
This course introduces the elements of contemporary and traditional Chinese culture. It provides students with a fundamental yet diverse knowledge of China and its culture through examination of its manifestations: political, religious, social, cultural, and economic. Topics include history, traditional belief systems, society, languages, arts and literature, performance traditions, daily life and customs, ethnicity and gender issues, science and technology, business and government.		
ASIA 197. First-Year Seminar in Asian Studies		1 course
A seminar focused on a theme related to the study of Asia. <i>Open only to first-year students.</i>		
ASIA 250. China on Screen	Group 3	1 course
Through viewing and discussing cinematic films, students will learn to appreciate how China has been presented as a nation and a culture by generations of Chinese directors from China, Hong Kong, Taiwan, and other cultural enclaves and by current film critics, both Chinese and western. Topics include the history of the Chinese film industry, major genres in Chinese cinema, the issues of cultural hegemony, as well as cinematic constructions of "so-called" Chinese gender, nationhood and individuality.		

ASIA 281. Traditional Japanese Literature

Group 3, lit

1 course

A survey of Japanese literature, in English translation, from the eighth to the 18th century. Works from a variety of genres (poetry, plays, novels, diaries) are examined.

ASIA 282. Modern Japanese Novelists

Group 3, lit

1 course

A study, in translation, of major Japanese novelists of the 19th and 20th centuries, including Natsume Soseki (*Kokoro*), the Nobel Prize winner Kawabata Yasunari (*Snow Country*), Murakami Haruki (*Sputnik Sweetheart*) and Hoshimoto Banana (*Kitchen*).

ASIA 290. Topics in Asian Studies

1 course

Usually a course on aspects of one of the societies and cultures studied in the Asian Studies program (India, China and Japan) or a comparative treatment of aspects of these cultures.

ASIA 390. Topics in East Asian Studies

1 course

Examines selected themes, genres or periods in Chinese and Japanese literature, or explores, in an interdisciplinary manner, issues and/or periods in Chinese and Japanese cultural and intellectual history. *Prerequisite: HIST 107, HIST 108 or REL 130E*.

ASIA 470. Directed Readings in East Asian Studies

1 course

Independent study for majors or, by permission of the instructor, for students with significant coursework in an aspect of East Asian Studies.

ASIA 480. East Asian Studies Senior Seminar

1 course

Required of majors in East Asian Studies. *Normally taken in the fall semester of the senior year.*

Biology

2007-08 Faculty Members: V. Artman, L. Bedard, M. Benbow, J. Benedix, D. Dudle (chair), C. Fornari, W. Hazel, J. Hosler, K. Kinney, P. Lafontant, H. Schneider, D. Seketa, B. Serlin, R. Stark, J. Vaglia, D. Zuwerink

Biology is the scientific study of living things. Therefore the major and minor in biology are designed to introduce students to the methodology of science while providing a broad exposure to the diversity of life at all levels. Students may also, through their choice of upper-level classes, explore specific areas of interest, such as cell and molecular biology, organismal biology, or ecology and evolutionary biology.

In addition to its standard course offerings, the department offers numerous opportunities for collaborative research and learning with faculty. For example, internships and other research opportunities, both on and off-campus, are available during the January Winter Term and in the summer. Many students also spend a semester away from campus, either in an off-campus study program, such as the School for Field Studies, Denmark International Study, the School for International Training, or as an intern at such institutions as Oak Ridge or Argonne National Laboratories, Harvard Medical School, or the Mayo Clinic.

Requirements for a major in Biology

Total courses required	Ten and one-half (including CHEM 120)
Core courses	BIO 135, BIO 145, BIO 215, BIO 450.
Other required courses	CHEM 120, required as a prerequisite for BIO 215. The remaining six Biology courses can be selected from any of the approved courses for the major, with a minimum of three courses at the 300 or 400 level.
# 300 and 400 level courses	Three
Senior requirement	The senior requirement consists of the completion of BIO 450 with a grade of C- or better.
Additional information	No more than two courses from off-campus programs can count toward the major. It is recommended that biology majors take a minimum of two courses in chemistry, a year of physics and a semester of calculus or statistics. Course work in computer science is also desirable.
Recent changes in major	

Requirements for a minor in Biology

Total courses required	Seven
Core courses	BIO 135, BIO 145, BIO 215
Other courses	CHEM 120, required as a prerequisite for BIO 215. The remaining three Biology courses must be at the 200 level or above with a minimum of one course at the 300 or 400 level.
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Biology

BIO 101. Understanding Evolution	Group 1	1 course
The course examines origin and implications of Darwin's theory of evolution. Topics covered include: the historical development of the theory, the origin of adaptation, human evolution and human behavior. <i>May not be counted toward a major in biology.</i>		
BIO 104. Human Biology	Group 1, lab	1 course
Includes laboratory. An entry level course that examines biological principles as they relate to the functioning of human body systems, and to advances in medical science (or just health) and biotechnology. <i>May not be counted toward a major in biology.</i>		
BIO 105. Human Genetics	Group 1, lab	1 course
Includes laboratory. An entry level course examining basic principles of genetics, emphasizing human genetics, various disorders and their ethical and economic impact on society. <i>May not be counted toward a major in biology.</i>		
BIO 130. Plants in Human Cultures	Group 1, lab	1 course
Includes laboratory. In this course, students will address the many ways that humans interact with the botanical world. Topics covered include, but are not limited to: the history and evolution of agricultural practices and crop plants, the botanical and chemical aspects of food and spice crops, genetic engineering of crops, traditional uses of medicinal plants in human cultures, modern searches for cures for human diseases using plant-derived chemicals, the effects of humans on the distribution of plant species and the evolutionary origins of such plant products as wood, cotton, oils, etc. <i>May not be counted toward a major in biology.</i>		
BIO 135. Organismal Biology	Group 1, lab	1 course
Includes laboratory. Introduces concepts of structure-function relationships in representative multicellular organisms (plants and animals). Aspects of organismal maintenance, environmental response, growth, and reproduction are related to structure, and comparisons made between specializations in representative plants and animals. <i>Students with advance placement in biology may receive credit for this course.</i>		
BIO 145. Ecology and Evolution	Group 1	1 course
This course examines the principles and practice of evolutionary biology, Mendelian and population genetics, and ecology at the individual, population, community, and ecosystem levels.		
BIO 156. Advanced Placement in Biology		1 course
Credit for students earning advanced placement in biology.		
BIO 190. Topics		1 course
Selected topics in biology. May include laboratory depending on subject. <i>May not be counted toward major in biology.</i>		
BIO 197. First-Year Seminar		1 course
A seminar focused on a theme related to the study of biology. <i>Open only to first-year students.</i>		
BIO 203. Human Anatomy	Group 1, lab	1 course
Includes laboratory. Examination of human structure as it relates to organ and body function and human adaptation to the environment. Laboratory: dissection of a mammal with reference to its comparison with the human.		
BIO 215. Cell and Genes	Group 1	1 course

An introduction to cell biology and molecular biology. Topics covered include macromolecules, membrane and organelle structure and function, cellular metabolism and cell cycle, molecular genetics of prokaryotes and eukaryotes, DNA structure and function, gene expression and genetic engineering, and genomics. *Prerequisites: CHEM 120.*

BIO 230. Plant Biology

Group 1, lab

1 course

Includes laboratory. An introduction to the principles of plant biology. Topics covered include plant development and reproduction, responses to environmental variables, and applied uses. *Prerequisites: BIO 135 and 145, or permission of instructor.*

BIO 250. Microbiology

Group 1, lab

1 course

Includes laboratory. A general overview of microbiology. Topics covered include microbial genetics, physiology, evolution and ecology, microbial techniques and the interplay between microbial life and the human environment. *Prerequisites: BIO 215 (BIO 145 also recommended) or permission of instructor.*

BIO 275. Biostatistics

1 course

(Formerly BIO 375) A detailed survey of the techniques involved in the collection and analysis of biological data, with a focus on the design of biological experiments. This course prepares students for research experiences in biology by using examples from ecology, evolutionary biology, physiology and biomedical science. *Prerequisites: BIO 135 and 145, or permission of instructor. Not open to students with credit in ECON 350, MATH 441, MATH 442 or PSY 214.*

BIO 285. Biodiversity

Group 1, lab

1 course

Includes laboratory. A diagnostic overview of major taxa within both prokaryotes and eukaryotes which includes phylogeny, systematics, defining attributes, and comparative life cycles. *Prerequisites: BIO 135 and 145, or permission of instructor.*

BIO 290. Topics

1/2-1 course

Selected topics in Biology. May or may not include a laboratory, depending on the subject. *Prerequisite: one year of biology or permission of instructor.*

BIO 314. Biochemistry and Cellular Biology

Group 1, lab

1 course

Includes laboratory. A study of the dynamic aspects of the structure, function and regulation of eukaryotic cells. The molecular nature of the gene and gene expression are examined. The intercellular functions that maintain cell viability and the coordination between cell in multicellular organisms are examined. *Prerequisites: BIO 135, 145 and 215, or permission of instructor.*

BIO 315. Molecular Biology

Group 1, lab

1 course

Includes three hour laboratory. This course presents advanced concepts of molecular biology with the experimental evidence and practice of genetic engineering and recombinant DNA technology. Lectures focus on explaining biological phenomena in molecular and biochemical terms, including DNA-Protein interactions in gene regulation, and provide conceptual support for the laboratory experiments. Laboratory work focuses on a semester-long project using biochemical and molecular techniques. *Prerequisites: BIO 215 and CHEM 120.*

BIO 320. Genetics

Group 1

1 course

Normally includes laboratory. The study of gene transmission, structure and function. Topics include patterns of inheritance, microbial and molecular genetics, quantitative and population genetics. *Prerequisite: BIO 135, 145 and 215, or permission of instructor.*

BIO 325. Bioinformatics

1 course

Normally includes a 2 hour laboratory session per week. An introduction to the molecular theory and computational tools for analyzing gene and protein sequences. A major activity is the use of computer programs and algorithms to find and align gene and protein sequences, to predict protein structure and function, and to create network maps and phylogenetic histories from molecular sequences. *Prerequisites: BIO 215 or permission of instructor.*

BIO 334. Developmental Biology

Group 1, lab

1 course

Includes laboratory. A comparative investigation of embryonic development, including cell differentiation, tissue organization and mechanisms of organ development. *Prerequisites: BIO 135, BIO 145 and BIO 215.*

BIO 335. Animal Physiology

Group 1, lab

1 course

Includes laboratory. General principles of animal physiology are considered. All major systems are included. Laboratory work: standard physiological experiments. *Prerequisites: BIO 135 and 215, or permission of instructor.*

BIO 342. Ecology

Group 1, lab

1 course

Includes laboratory. The study of interrelationships between organisms and their environment, emphasizing fundamental concepts in ecology, natural history of local habitats and organisms, the process of ecological research, and current issues of interest in ecology. *Prerequisites: BIO 135 and 145, or permission of instructor.*

BIO 345. Conservation Biology

1 course

Includes laboratory. This course will address the impacts of humans on Earth's biodiversity, and strategies taken to conserve and protect global natural resources. Topics covered may include global patterns of biodiversity, ecological community structure, habitat exploitation and restoration by humans, genetics of small populations, design of nature reserves, problems associated with invasive species. *Prerequisites: BIO 135 and BIO 145, Ecology and Evolution or permission of instructor.*

BIO 346. Plant-Animal Interactions

Group 1, lab

1 course

Includes laboratory. An examination of plants and animals from a holistic, interactive perspective, focusing on the ongoing coevolution between plants and animals. Both positive and negative interactions for both types of organisms are examined. *Prerequisites: BIO 135, 145 and 215, or permission of instructor.*

BIO 348. Behavioral Ecology

Group 2

1 course

Includes laboratory. This course is concerned with an evolutionarily based analysis of how the behaviors of animals contribute to survival and reproductive success. *Prerequisites: BIO 135 and 145, or permission of instructor.*

BIO 361. Immunology

Group 1, lab

1 course

Includes laboratory. Investigation of the principles of immunology, including clinical principles of pathogen resistance, autoimmunity, immunodeficiency and cancer. Both basic science and clinical science will be addressed, as will comparative aspects of innate and acquired immunity. Laboratory consists of basic and investigative projects involving the use of live animals. *Prerequisite: BIO 135, 145 and 215, or permission of instructor.*

BIO 382. Neurobiology

Group 1, lab

1 course

Includes laboratory. Examines the structure and function of individual neurons and glial cells, the formation of integrative circuits and the comparative organization and evolution of animal nervous systems of increasing complexity from nerve nets to humans. *Prerequisite: BIO 135 and 215 or permission of instructor.*

BIO 390. Topics

1/2-1 course

Selected topics in biology are offered. *Prerequisite: one year of biology or permission of instructor.*

BIO 400. Teaching of Biology

1/2 course

Deals with the principles and problems of teaching biology. Not applicable to the major or the minor. *Prerequisite: permission of instructor.*

BIO 415 . Molecular Genetics

Group 1, lab

1 course

Includes laboratory. This course presents advanced concepts of gene regulation and signal transduction in a variety of organisms, and includes topics in the molecular genetics of cancer, development, neurobiology, or virology. *Prerequisite: BIO 315. May not be taken Pass/Fail.*

BIO 444. Population Genetics and Evolution

Group 1

1 course

Normally includes laboratory. An examination of the role of evolution as the central organizing concept in biology and role of population genetics as the core of evolutionary theory. *Prerequisite: BIO 135, 145 and 215, or permission of instructor.*

BIO 450. Senior Seminar

1/2 course

Students read, present and discuss research papers from a variety of areas in biology. *Prerequisite: a major in biology and senior status. May not be taken pass/fail.*

BIO 490. Research Problems

1/2-1 course

Directed independent study. *Prerequisite: two years of biology and permission of department. Usually taken for one-half credit. Maximum 1 credit total.*

Black Studies

2007-08 Faculty Members: R. Bordt, A. Castaneda, V. Dickerson, M. Dixon-Fyle, M. Forbes, L. Foy, D. Gellman, T. Hall, L. James (director), B. O'Bannon, M. O'Ware, C. Peterson, S. Sahu, J. Schlotterbeck, Y. Williams.

A discipline that examines and critiques the experience of Africans and peoples of African descent, Black Studies emerged on college campuses in the midst of the Civil Rights and Black Power movements of the 1960s and has been a central force in reshaping higher learning in the United States. Representing a strong and continuous intellectual presence in the academy, Black Studies challenges all students to explore issues of identity and subject formation, of race and difference; to understand the collective experience of black people in today's world; to develop the ability to examine, analyze and interpret these experiences within the context of liberal learning. Involving black people throughout the world and over time, Black Studies is the only discipline that situates black people at the center of study and offers an intellectual tool without seeking intellectual hegemony.

Black Studies at DePauw is conceived as a multidisciplinary study of the collective experience of Africa and the African diaspora. As an intellectual pursuit attuned to the ways in which nation, race, social class, ethnicity and gender inform relations, Black Studies describes, represents, critiques and interrogates the multiple and shifting historical, cultural, social and political meanings of blackness, focusing on the diasporan societies, cultures and people of the United States, Africa, Latin America and the Caribbean.

The goals of the program are to: 1) develop and strengthen critical writing and analytical skills, while challenging traditional ways of thinking about difference, 2) foster a critical consciousness about global relations and how blacks play a constitutive and performative role in these relations, 3) enable students to understand how a knowledge of the black experience will enhance their engagement with contemporary social, cultural and political issues, and prepare them for world citizenship and 4) give an inter-cultural dimension to students' growing store of knowledge.

A major and minor are offered in Black Studies.

Requirements for a major in Black Studies

Total courses required	Ten
Core courses	BLST 100, BLST 240, BLST 281, BLST 480
Other required courses	In addition to the four core courses, majors must choose six electives with at least one course from each of the following three fields of study: African, African American, and Afro-Latin/Caribbean. Elective courses include: ANTH 271, ANTH 352, EDUC 300, ENG 263, HIST 105, HIST 109, HIST 110, HIST 256, HIST 257, HIST 275, HIST 355, HIST 356, HIST 367, POLS 320, POLS 323, POLS 352, REL 269, SOC 237, SOC 301, SOC 337, or other courses approved by the director.
# 300 and 400 level courses	Four
Senior requirement	The senior requirement consists of the completion of the Black Studies Senior Project (which counts as one of the upper-level courses).
Additional information	
Recent changes in major	

Requirements for a minor in Black Studies

Total courses required	Five
Core courses	BLST 100
Other courses	Three of the five courses should be outside a student's major. At least one course from two of the three following geographic areas is required: African, African American, Afro-Latin/Caribbean.
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Black Studies

BLST 100. Introduction to Black Studies

Group 4

1 course

Designed as the gateway to Black Studies, this course is an interdisciplinary exploration of the collective experience of blacks in Africa, Latin America, the Caribbean and the United States. The course seeks to provide students an intellectual framework for engagement in a process of self-discovery and for achieving a more global understanding of the unique ways in which Africans and peoples of African descent have constituted our world. The course, which introduces important theoretical approaches and builds critical and analytical skills, provides an overview of the historical, socio-economic and cultural dynamics of black life.

BLST 240. Readings in Literatures of the Black Diaspora

Group 3

1 course

This course explores the literary expressions of Africans and peoples of African descent as they are found in the Caribbean, Latin America and the United States. Works by such writers as Achebe, Ngugi, Kincaid, Walcott, Guillen, Morejon, Reed and Morrison may be included.

BLST 281. Africa and the Black Diaspora

Group 2

1 course

An exploration of the historical foundations and the development of black life in Africa and its later diffusion in the Black Diaspora. Its purview will range from pre-colonial dynamics to the more contemporary manifestations of global black history in North America, Europe, the Caribbean, Central America, Latin America and Melanesia. Topics may include: African cultures before European contact, the slave trade and its impact on Africa and the Atlantic economy, the middle passage, internal migration in Africa and case studies of the creation of diasporic communities and cultures.

BLST 290. Topics in Black Studies

1/2-1 course

This course explores some issue, theme or period related to Black Studies. *May be repeated for credit with different topics.*

BLST 390. Advanced Topics in Black Studies

1/2-1 course

An interdisciplinary study of some significant issue, theme or period relevant to Black Studies. *May be repeated for credit with different topics.*

BLST 480. Senior Project

1 course

Students work with the director of Black Studies or a faculty member who teaches in the program to complete a major project or paper that focuses on some aspect of the black experience.

BLST 490. Independent Study

1/2-1 course

An in-depth directed study under the guidance of a faculty member associated with the Black Studies program, using Black Studies' methodologies and scholarship.

Chemistry and Biochemistry

2007-08 Faculty Members: S. Cray, H. Eppley, B. Gourley (chair), D. Gurnon, J. Hansen, B. Hanson, D. Harvey, R. Martoglio, S. Profeta, D. Roberts, J. Roberts, J. Stack

Knowledge of the chemical world is important for any educated person because chemical concepts and issues affect so many aspects of our personal lives and society. Coursework in chemistry naturally prepares one to understand the physical and living worlds; it also prepares one to make scientifically-informed contributions to many other fields and to society. Areas such as molecular biology, environmental law and policy, bioethics, patent law, medicine and education are examples of fields where chemical knowledge is needed. Both biochemistry and chemistry majors pursue graduate studies in chemistry, biochemistry or medicine upon graduation. Other career paths available to these majors include employment in fields such as the pharmaceutical industry, law, environmental monitoring and technical sales/management.

The chemistry faculty encourages students to participate in collaborative research during the school year, Winter Term and summers. Such research is an important facet of a student's education. Students may also choose to pursue an internship at a national laboratory or in an industrial or medical setting at some point in their training. All chemistry students may participate in the activities of the award-winning Chemistry Club. The Pre-health Professions Club and the Women in Science group also sponsor speakers and activities of interest to chemistry students.

Majors and minors are offered in chemistry and biochemistry.

No chemistry course may be taken pass/fail.

Requirements for a major in Biochemistry

Total courses
required

Nine and one-quarter

Core courses	CHEM 120, CHEM 130, CHEM 170, CHEM 240, CHEM 260, CHEM 310, CHEM 343, CHEM 440
Other required courses	Two courses selected from: CHEM 342, BIO 250, BIO 314, BIO 320, BIO 325, BIO 335, BIO 361, BIO 382, BIO 415
# 300 and 400 level courses	At least 3.0 courses
Senior requirement	Satisfactory performance on the Biochemistry Comprehensive Examination and satisfactory attendance at departmental seminars during the junior and senior years are required.
Additional information	With the approval of their advisor, students may apply CHEM 335, CHEM 354, CHEM 364, BIO 390 or BIO 490 toward the "other required courses" (such courses should have a biochemical emphasis). With the approval of their advisor, students may apply up to 0.5 course of research (CHEM 395, CHEM 405, and BIO 490).
Recent changes in major	

Requirements for a major in Chemistry

Total courses required	Nine and one-quarter
Core courses	CHEM 120, CHEM 130, CHEM 170, CHEM 240, CHEM 260 Chemistry majors must also complete advanced courses in three categories as follows:
Other required courses	<ul style="list-style-type: none"> • <i>Chemical Reactivity</i> (1.5 courses chosen from CHEM 320, CHEM 331, CHEM 332, CHEM 335; at least one class must include lab); • <i>Chemical Analysis</i> (CHEM 450 plus one course chosen from CHEM 351, CHEM 352, CHEM 353, CHEM 354); • <i>Theoretical and Computational Chemistry</i> (CHEM 460 plus one course chosen from CHEM 361, CHEM 362, CHEM 363, CHEM 364).
# 300 and 400 level courses	Four and one-half
Senior requirement	The senior requirement consists of satisfactory performance on the Chemistry Comprehensive Examination and satisfactory attendance at departmental seminars during the junior and senior years.
Additional information	
Recent changes in major	

Requirements for a minor in Biochemistry

Total courses required	Five and one-quarter
Core courses	CHEM 120, CHEM 170, CHEM 240, CHEM 260 and CHEM 343.
Other courses	NOTE: Chemistry majors may not earn a minor in Biochemistry. One course chosen from: CHEM 342, BIO 314, BIO 320, BIO 361. With the approval of their advisor, students may apply chemistry 300 or 400-level courses, BIO 390 or BIO 490 toward the minor. Such courses should have a biochemical emphasis. No more than 0.5 course of research (CHEM 395, CHEM 405, BIO 490) may be counted toward the minor.
# 300 and 400 level courses	2
Recent changes in minor	

Requirements for a minor in Chemistry

Total courses required	Five and one-quarter
Core courses	CHEM 170
Other courses	Biochemistry majors may not earn a minor in Chemistry.
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Chemistry and Biochemistry

CHEM 100. Medicinal Plants for Poets

Group 1, lab

1 course, class and lab

This course examines the concepts needed to understand medicinal plants from a broad scientific and cultural perspective. In addition to developing basic chemical concepts (emphasizing bonding and structure, and their effects on chemical behavior), the course will draw on areas such as pharmacology in order to build a complete picture of how medicinal plants function. Issues such as the cultural origins of medicinal plant knowledge, the nature of scientific methods/scientific truth and the changing role of medicinal plants in society will also be examined. The laboratory will consist of experiments and activities designed to illustrate and elaborate on ideas discussed in lecture. *No prerequisites. Not open to students with credit for any college chemistry course. May not be counted toward a major in chemistry. May not be taken pass/fail.*

CHEM 120. Structure and Properties of Organic Molecules

Group 1, lab

1 course, class and lab

This course introduces the basics of chemical bonding, structure and behavior in the context of organic molecules. Emphasis is placed on the nature of bonding, how chemists determine structure, the three-dimensional aspects of structure and how molecular structure determines chemical behavior. Lab activities are designed to reinforce class topics while introducing common organic lab techniques, such as liquid-liquid extraction, NMR, IR, GC/MS, and molecular modeling. *Prerequisite: high school chemistry or CHEM 100. May not be taken pass/fail.*

CHEM 130. Structure and Properties of Inorganic Compounds

Group 1, lab

1 course, class and lab

An introduction to structure, bonding and properties of inorganic compounds. Topics covered include basic quantum theory, bonding theories, molecular and solid state structure and periodic properties of the elements and their compounds. Application of these topics to biological, environmental and geological systems will be stressed. The lab will focus on the synthesis of inorganic substances, including simple ionic substances and coordination complexes, and their characterization by UV/Vis and IR spectroscopy, magnetic susceptibility and conductivity. *Prerequisite: high school chemistry or CHEM 100. May not be taken pass/fail.*

CHEM 156. Advanced Placement in General Chemistry

Group 1

1 course

Advanced placement credit for entering first-year students.

CHEM 170. Stoichiometric Calculations

1/4 course, class only

A review of the quantitative treatment of chemistry and chemical reactions. Topics include ways to express the absolute and relative amount of chemicals (grams, moles and concentration), balancing chemical reactions, mole-to-mole relationships, limiting reagents and theoretical yields. The course is composed of a series of self-paced modules. There are no class meetings. *Prerequisite: high school chemistry or CHEM 100. May not be taken pass/fail.*

CHEM 197. First-year Seminar: Green Chemistry

Group 1, laboratory

1 course, class and lab

A seminar focused on a theme related to the study of chemistry. *Open only to first-year students. May not be taken pass/fail.*

CHEM 240. Structure and Function of Biomolecules

Group 1, lab

1 course, class and lab

An introduction to the molecules of living organisms. Topics will include the chemical and physical nature of biological macromolecules, including proteins, nucleic acids, lipids and carbohydrates. The lab will emphasize characterization of biomolecules using common biochemical techniques. Physical and computer models will be utilized in both class and lab. *Prerequisite: CHEM 120. May not be taken pass/fail.*

CHEM 260. Thermodynamics, Equilibrium and Kinetics

Group 1, lab

1 course, class and lab

A rigorous introduction to the theoretical principles governing the favorability of reactions, extent of reactions and rate of reactions. The application of these topics to environmental chemistry, geochemistry and/or biochemistry is also considered. Laboratory work is designed to reinforce class topics while stressing the importance of making careful quantitative measurements and the careful design of experiments. *Prerequisite: CHEM 170, and CHEM 120 or CHEM 130. May not be taken pass/fail.*

CHEM 310. Enzyme Mechanisms

1 course

An introduction to organic mechanisms as they occur in metabolic processes. The course begins with a rigorous study of organic mechanisms commonly seen in biological systems, and progresses to the mechanisms behind the transformations of lipids, carbohydrates, amino acids and nucleotides in metabolic pathways. Examples from the primary literature will be considered in detail. Not open to students with credit in

A careful study of the key methods for the kinetic analysis of chemical systems. In addition to reviewing basic methodologies, such as the method of initial rates and simple integrated rate equations, considerable attention is given to more complicated kinetic mechanisms. Consecutive, competing, oscillating and explosive reactions are covered. *Prerequisite: MATH 152, PHYS 130 and CHEM 260. May not be taken pass/fail.*

CHEM 362. Chemical Thermodynamics Group 1 1/2 course, class only

This course will look at the fundamental principles of thermodynamics and how those principles govern the behavior of chemical systems. Emphasis will be given to applications in biochemical systems. *Prerequisite: MATH 152, PHYS 130, and CHEM 260. May not be taken pass/fail.*

CHEM 363. Quantum Mechanics in Chemistry Group 1 1/2 course, class only

This course examines the core quantum mechanical models, including the particle in a box, harmonic oscillator, rigid rotor, and hydrogen atom. Emphasis is placed on the power and limits of each model in explaining molecular vibrations, rotations and electronic motions. Approximation methods are discussed to extend the models to a larger number of physical systems. *Prerequisite: MATH 152, PHYS 130 and CHEM 260. May not be taken pass/fail.*

CHEM 364. Topics in Theoretical and Computational Chemistry 1/2 course, class only

Selected topics in theoretical and computational chemistry are offered. *May be repeated for credit (with a different topic). Prerequisite: varies with topic. May not be taken pass/fail.*

CHEM 395. Independent Study 1/4-1/2-1 course, laboratory only

Directed independent study. Participation by arrangement with a faculty member. An oral presentation and written report are required. *May be repeated; however, only one-half course total from CHEM 395 and 405 may be counted toward the chemistry or biochemistry major. Consult with research supervisor to determine credit. Permission of instructor required.*

CHEM 400. Teaching of Chemistry 1/2 course

For students preparing to teach in secondary schools. *Prerequisite: permission of instructor. Not applicable toward the major. May not be taken pass/fail.*

CHEM 405. Thesis 1/4 course, includes laboratory

Completion of a research project and the preparation of a written thesis and oral presentation. Participation by arrangement with a faculty member. *For students finishing a research project and writing a thesis. May not be repeated. Course grade will be assigned by the joint chemistry faculty. Only one-half course total of CHEM 395 and 405 may be counted toward the chemistry or biochemistry major. Prerequisite: Four credits in chemistry and permission of instructor.*

CHEM 440. Biophysical Chemistry 1 course

This course will examine the physical and chemical behavior of biomolecules from a quantitative perspective emphasizing applications and problem solving. Approximately half the course will focus on understanding biochemical reactions, structures and reactivity from a thermodynamic and kinetic perspective. The other half of the course will consider selected topics from biochemical applications of spectroscopy, crystallography and separations science. *Prerequisites: CHEM 130, 240, 260; MATH 151; PHYS 120. May not be taken pass/fail.*

CHEM 450. Method Development 1/2 course, 1 hour class and lab

Three laboratory hours and one hour recitation. A project-based laboratory course focusing on the development of analytical methods. *Prerequisite: CHEM 351, CHEM 352 or CHEM 353. May not be taken pass/fail.*

CHEM 460. Theory and Experiment 1/2 course, 1 hour class and lab

Three laboratory hours and one hour recitation. This project based laboratory will develop skills in asking fundamental questions about chemical behavior, deciding which theories can be used to explain that behavior, and then designing and implementing experiments to answer these questions. *Prerequisite: CHEM 361 or CHEM 362 or CHEM 363. May not be taken pass/fail.*

Classical Studies

2007-08 Faculty Members: P. Foss, D. Guinee, C. Huffman, A. Lear, J. Liu, J. Nitschke, R. Schindler (chair), M. Seaman

Classics is an area study that approaches the ancient Mediterranean world from a broad variety of perspectives, including history, art, archaeology, religion, philosophy, literature and language. Thus, majors in classical studies have the opportunity to explore a wide range of humanistic disciplines.

Work with the ancient languages encourages logical and creative thought, provides a sophisticated grasp of the possibilities of language and gives the student the opportunity to study in detail some of the greatest works of the human spirit. A major in Classics is a good foundation for a wide variety of careers. Classics majors have gone on to successful careers in such fields as law, medicine, business, journalism, government, teaching, theatre and the arts. Some of our majors have double majored in fields such as Political Science, Philosophy and Chemistry.

The major in classical studies may be completed in any one of the following areas of concentration: Greek, Latin or classical civilization. Minors are offered in classical civilization, Greek, Latin and classical archaeology.

Students are encouraged to participate in Winter Term trips to Italy and Greece and in semester abroad programs such as the College Year in Athens, the Global Partners Project in Turkey, and the Intercollegiate Center for Classical Studies in Rome. In many cases, courses taken in these programs count toward a Classical Studies major or minor.

Students who are interested in teaching Latin in high school should take as much Latin as possible and consult with the Classical Studies and Education departments about certification.

Students planning to attend graduate school in classics should either double major in Greek and Latin or major in one language and minor in the other. Students planning to attend graduate school in classical archaeology should try to major in one language and minor in classical archaeology.

Requirements for a major in Greek

Total courses required	Nine Six courses in Greek
Core courses	CLST 253 or CLST 263
Other required courses	One further course in Greek, Latin or Classical Civilization (may be approved courses in other departments)
# 300 and 400 level courses	Two (in Greek) and CLST 454
Senior requirement	The senior requirement consists of completion of CLST 454, senior seminar, which includes a major paper or project.
Additional information	
Recent changes in major	

Requirements for a major in Classical Civilization

Total courses required	Nine
Core courses	Two courses in Latin or Greek; one course from CLST 120 (formerly HIST 100), CLST 253, or CLST 254; one course from CLST 262, CLST 263, or CLST 264
Other required courses	Two courses in Latin, Greek or Classical Civilization (may be approved courses in other departments)
# 300 and 400 level courses	Three (including CLST 454)
Senior requirement	The senior requirement consists of completion of CLST 454, senior seminar, which includes a major paper or project.
Additional information	Up to two courses in allied areas outside the department, such as ancient history, ancient philosophy or ancient religion may count toward the Classical Civilization major.
Recent changes in major	

Requirements for a major in Latin

Total courses required	Nine
Core courses	<ul style="list-style-type: none">• Six courses in Latin;• Either CLST 254 or CLST 264
Other required courses	One additional class in Latin, Greek or Classical Civilization is required.
# 300 and 400 level courses	Two in Latin and CLST 454

Senior requirement The senior requirement consists of completion of CLST 454, senior seminar, which includes a major paper or project.

Additional information

Recent changes in major

Requirements for a minor in Classical Civilization

Total courses required Five

Core courses CLST 253, CLST 254 or CLST 120

Other courses Individual student program will be approved by the department.

300 and 400 level courses One

Recent changes in minor

Requirements for a minor in Classical Archeology

Total courses required Five

Core courses At least three from: CLST 161, CLST 262, CLST 263 and CLST 264 (161 is strongly recommended)

Other courses One elective in classical archaeology or an elective from Art History, Geology, Geography or Anthropology, as approved by the minor advisor.

300 and 400 level courses One

Recent changes in minor

Requirements for a minor in Latin

Total courses required Four

Core courses (there are no core courses for the minor)

Other courses Any four courses in Latin.

300 and 400 level courses One

Recent changes in minor

Requirements for a minor in Greek

Total courses required Four

Core courses (there are no core courses for the minor)

Other courses Any four courses in Greek.

300 and 400 level courses One

Recent changes in minor

Courses in Classical Studies

Courses in the Classics in English

CLST 100. Greek and Roman Mythology Group 3, lit 1 course

The principal myths and legends of the ancient world, with consideration of the nature of myth, the social origin and evolution of myths, their relation to religion and philosophy and their use in literature and art.

CLST 120. The Ancient Mediterranean World Group 4 1 course

The Mediterranean world from the beginning of civilization to the end of the Roman Empire: Ancient Near East, Classical Greece, Hellenistic Age, Roman Republic, Roman Empire and the Emergence of Christianity.

CLST 161. Introduction to Mediterranean Archaeology Group 2 1 course

This course introduces students to the history, theory, and practice of Mediterranean archaeology. The course covers three areas: the rediscovery of Classical antiquity and its effect on European cultural and intellectual development; the basics of field methodology, including the use of technology; and the ethical role of the archaeologists in the interpretation and preservation of cultural remains. *Offered in alternate fall semesters. Priority given to first-year students and sophomores.*

CLST 197. First-Year Seminar 1 course

A seminar focused on a theme related to the study of classical studies. *Open only to first-year students.*

CLST 253. Greek Civilization Group 4 1 course

This course may have one of the following concentrations: A. survey of Greek civilization; B. Greek religion; C. public and private institutions of ancient Greece. *May be repeated for credit with departmental approval when the concentration changes. Only one topic may be applied toward the Group 4 requirement.*

CLST 254. Roman Civilization Group 4 1 course

This course may have one of the following concentrations: A. survey of Roman civilization; B. Roman religion; C. public and private institutions of ancient Rome. *May be repeated for credit with departmental approval when the concentration changes. Only one topic may be applied toward the Group 4 requirement.*

CLST 256. The Impact of Empire: Augustus to Constantine Group 4 1 course

This course will explore the following interconnected questions: How did Rome govern the enormous empire? How did Rome change the cultural and political map of the Ancient Mediterranean World? To what extent and how did the presence of the Roman rule transform the local and regional cultures? How did the expansion of the Empire have a reverse impact on the 'Roman Culture'? How were the 'barbarians' viewed at Rome?

CLST 262. Egyptian, Aegean and Near Eastern Art and Archaeology Group 3 1 course

This course studies the art and archaeology of the early civilizations of Egypt, the Near East, the Aegean Sea, and Italy. The course begins with Paleolithic occupation in the Mediterranean, continues through the invention of agriculture and the first communities in the Neolithic, and follows the rise of the first cities and Empires through the Mediterranean-wide collapse that occurred at the end of the Bronze Age (ca. 1100 BC). *Offered in alternate spring semesters.*

CLST 263. Greek, Etruscan and Persian Art and Archaeology Group 3 1 course

This course covers the art and archaeology of the ancient Mediterranean from the end of the Bronze Age (ca. 1100 BC) to the death of Alexander the Great (323 BC). The course examines the major cities, sanctuaries and burial grounds of the Persians, Assyrians, Israelites, Greeks, and Etruscans. Special attention is given to the growth of urbanism and international trade during this period and their effects on material culture. *Offered in alternate fall semesters.*

CLST 264. Hellenistic and Roman Art and Archaeology Group 3 1 course

This course examines the artistic and architectural monuments of the Hellenistic kingdoms and the Roman world from the death of Alexander the Great through the end of the western Roman Empire (323 BC-AD 476). Issues may include: the archaeology of the economy and trade, the question of romanization (the archaeology of imperialism), iconography of political power, the material experience of everyday life, and the art of engineering. *Offered in alternate spring semesters.*

CLST 300. Topics 1 course

A study of a specific topic in Mediterranean civilizations or literature. Recent courses have treated such topics as Plato on Love and Pleasure, Gender in the Greek and Roman World, Damnation and Salvation, Socrates--The Mind and the Myth, Great Archaeological Discoveries, Greek and Roman Law, and Ancient History and Film. *May be repeated for credit with topic changes. Information on upcoming topics courses can be found on the departmental Web page.*

CLST 310. Topics in Mediterranean Archaeology Group 3 1 course

A study of a specific topic in Mediterranean archaeology. Recent courses have treated such topics as Pompeii, the Archaeology of North Africa, and the Archaeology of Israel. *May be repeated for credit with topic changes. Information on upcoming topics courses can be found on the department web page.*

CLST 361. GIS and Mediterranean Archaeology 1 course

This course introduces students to methods, theories and practice in archaeology and information technology, especially GIS (Geographic Information Systems). In addition to discussion sessions on survey archaeology, GIS and archaeology, and information systems in archaeology, students work in groups to complete an archaeological practicum in which they design and implement a research project and then use GIS to display and analyze their data. *The course is offered on-line (synchronously) in conjunction with three other colleges.*

CLST 454. Senior Seminar

1 course

A seminar on a specific topic in the field of classical studies. Students will complete a major paper or project in conjunction with the course. *Open only to majors.*

Courses in Greek

GRK 101. Elementary Greek I

Group 5

1 course

The essentials of grammar and selections from important authors with reading and lectures on the cultural background.

GRK 102. Elementary Greek II

Group 5

1 course

A continuation of GRK 101. Includes readings from Greek authors. Prepares for GRK 205 or 211. *Prerequisite: GRK 101 or permission of the department.*

GRK 205. Greek Prose and Poetry

Group 5

1 course

Review of grammar and reading from representative Greek authors, usually including Homer or Plato. *Prerequisite: GRK 101-102. May be repeated for credit.*

GRK 211. New Testament Greek

Group 5

1 course

Readings from the New Testament and from contemporary Christian, Jewish and pagan religious literature; the style and vocabulary of Hellenistic Greek. *Prerequisite: GRK 101-102 or permission of instructor.*

GRK 451. Greek Reading

Group 5

1/2-1 course

Reading selected according to the interests and abilities of the students. One topic offered each semester, usually chosen from Homer (*Iliad* or *Odyssey*), lyric poetry, Greek tragedy, Herodotus, Thucydides or Plato. Exercises in prose composition may be included. *Prerequisite: permission of instructor. May be repeated for credit.*

GRK 452. Greek Reading

Group 5

1/2-1 course

A continuation of GRK 451.

Courses in Latin

LAT 123. Elementary Latin I

Group 5

1 course

An introduction to Latin grammar with emphasis on the development of reading knowledge. Includes discussions of Roman life and culture.

LAT 124. Elementary Latin II

Group 5

1 course

A continuation of LAT 123. Includes readings from Latin authors. Prepares for LAT 223. *Prerequisite: LAT 123 or permission of the department.*

LAT 223. Introduction to Latin Prose

Group 5

1 course

Combines a thorough review of Latin grammar and the introduction of authentic Latin prose texts. Teaches strategies for translation of Latin prose. Texts may cover a wide range of genres and periods. *Prerequisite: LAT 124 or two years of high school Latin (entering students should take the Latin placement exam during orientation) or permission of instructor.*

LAT 224. Introduction to Latin Poetry

Group 5

1 course

An introduction to Latin poetics, combined with continued review of Latin syntax and morphology. Translation and analysis of selected texts from authors such as Catullus, Ovid, Martial, or Vergil. *Prerequisite: LAT 124 or two years of high school Latin (entering students should take the Latin placement exam during orientation) or permission of instructor.*

LAT 331. Readings in Latin Prose

Group 5

1 course

Advanced reading in Latin prose authors. Sample topics might include philosophical texts, the works of Cicero, or the Roman Novel. The course may include exercises in prose composition. May be repeated for credit if the topic changes. *Prerequisite: permission of instructor. Normally follows Latin 224 or four years of high school Latin.*

LAT 332. Readings in Latin Poetry

Group 5

1 course

An advanced seminar on one of the following topics: (A) Latin Lyric poetry, with readings from Horace and Catullus; (B) Roman Satire, a history of the only uniquely Roman literary genre, with readings from Lucilius, Horace, and Juvenal; (C) Roman Elegy, with readings from Catullus, Propertius, Tibullus, and Ovid. May be repeated for credit if the topic changes. *Prerequisite: permission of instructor. Normally follows Latin 224 or four years of high school Latin.*

LAT 341. Roman Drama

Group 5

1 course

Selected plays by Terence, Plautus, and Seneca in both the original Latin and in translation. Study of the history and development of Roman drama and its relationship with Greek drama. *May be repeated for credit if the topic changes. Prerequisite: permission of instructor. Normally follows LAT 224 or four years of high school Latin.*

LAT 400. Teaching of Latin

1/2 course

The theory and method of Latin teaching in the secondary schools. *Prerequisite: permission of instructor. Required for a certificate to teach Latin in Indiana. Not applicable toward a major in Latin.*

LAT 431. Roman Historians

Group 5

1 course

Selections from Livy, Sallust, Tacitus, or Suetonius in Latin and in translation, either concentrating upon an individual author or presenting a survey of Roman Historiography. Examination of the process of evidence-gathering and writing history in ancient Rome. *May include prose composition. May be repeated for credit if the topic changes.*

LAT 432. Vergil

Group 5

1 course

An examination not only of Vergil's great masterpiece, *The Aeneid*, but also his lesser works, the *Eclogues* and *Georgics*. Discussion of the pastoral and didactic traditions, as well as the history of Roman Epic poetry. *Prerequisite: permission of instructor. Normally follows LAT 224 or four years of high school Latin.*

Communication and Theatre

2007-08 Faculty Members: L. Abed, J. Adams, M. Anthony, D. Bohmer, R. Dye, G. Fenlon, M. Finney, C. Good, T. Good, A. Hayes, K. Howley, G. Klinger, J. McCall, K. Menzel, J. Nichols-Pethick, S. Schick, S. Timm (chair), S. Tremblay, S. Wilson, D. Worthington.

Students in Communication and Theatre study the process by which messages are devised and disseminated. Attention is given to the various roles and stages in the communication process. The contexts of communication, including rhetoric, interpersonal communication, media, and theatre, are analyzed and distinguished.

As a crossroads discipline, communication is studied from the humanities, artistic, and social science perspectives. The study of communication is built around a framework that allows for an understanding of theory, opportunity for criticism of messages and practice and research in the discipline.

Students study a wide range of communication areas, including rhetoric, interpersonal communication, media and theatre.

Communication students can apply their understanding of this vital process in a variety of fields, such as corporate communication, public relations, personnel, advertising, marketing, law, mass media, sales, public service and the performing arts.

Most communication students participate in co-curricular activities, such as debate, theatre (DePauw Theatre) and student mass media (WGRE-FM radio and D3TV cable access television).

Two majors and three minors are offered in Communication and Theatre.

Students preparing for secondary teaching: please review Section V, Teacher Education, and confer with the chair of the Education Department about requirements for admission and certification.

Requirements for a major in Communication

Total courses required	Nine
Core courses	COMM 100 Students majoring in communication must take coursework in the three areas of the department (rhetoric and interpersonal communication, media studies and theatre).
Other required courses	To meet the theatre coursework requirement with only one course, students must take COMM 213, COMM 214 or COMM 314. To meet the media studies coursework requirement with only one course, students must take COMM 233. To meet the rhetoric and interpersonal coursework requirement with only one course, students can take one of the following: COMM 125, COMM 223, COMM 224, COMM 227, COMM 322, COMM 323, COMM 326 or COMM 327.
# 300 and 400 level courses	Three
Senior requirement	The senior requirement can be met by successful completion of COMM 450 (Senior Seminar) or by taking COMM 350 (Communication Research Methods) followed by a senior project in COMM 491 (1/2 course credit). Coursework completed in meeting the senior requirement can be applied toward meeting the 300-400 level course requirement.
Additional information	
Recent changes in major	

Requirements for a major in Theatre

Total courses required	Nine
Core courses	COMM 100, COMM 111, COMM 117, COMM 314, COMM 001 (0 credit) One course in the rhetoric/interpersonal area from the following: COMM 125, COMM 223, COMM 224, COMM 227, COMM 322, COMM 323, COMM 326 or COMM 327
Other required courses	One course in the media studies area: either COMM 233 or COMM 237 One of the following two theatre courses: COMM 213 or COMM 214 One additional 300-level course from the following: COMM 310, COMM 311, COMM 316, COMM 317 or COMM 319 or a 300-level course in a related department with permission of the major advisor
# 300 and 400 level courses	Three
Senior requirement	Majors in Theatre must complete the senior seminar requirement by taking COMM 450 (Senior Seminar). Seniors majoring in theatre will be required to complete a theatre related project as part of their senior seminar. With the approval of the seminar instructor, this requirement can be fulfilled in any senior seminar in the department. Course work completed in meeting the senior requirement can be applied toward meeting the 300-400 level course requirement.
Additional information	
Recent changes in major	

Requirements for a minor in Rhetoric and Interpersonal Communication

Total courses required	Four
Core courses	COMM 223, COMM 224, COMM 322, COMM 326
Other courses	
# 300 and 400 level courses	Two
Recent changes in minor	

Requirements for a minor in Mass Communication

Total courses required	Five
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Core courses	COMM 233
Other courses	Three courses selected from COMM 235, COMM 236, COMM 332, COMM 334 or COMM 335. An elective from another area of the department.
# 300 and 400 level courses	One
Recent changes in minor	

Requirements for a minor in Theatre

Total courses required	Four
Core courses	COMM 117 <ul style="list-style-type: none"> • COMM 111, COMM 210, or COMM 211
Other courses	<ul style="list-style-type: none"> • One course selected from COMM 213, COMM 214 or COMM 314 • One course selected from COMM 310, COMM 311, COMM 314, COMM 316, COMM 317 or COMM 319.
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Communication and Theatre

COMM 001. Self-Expression	Group 6	0 credit
A. Little Theatre; B. Debates; C. WGRE-FM; D. D3TV. The equivalent of one-fourth course toward the Group 6 self-expression requirement may be earned in any semester through non-credit participation in the above activities.		
COMM 100. Foundations of Communication	Group 2	1 course
Designed to introduce students to the discipline, this course examines the interdisciplinary nature of communication studies. Emphasizing the department's commitment to an integrated program of study, this course provides students with the foundational concepts and skills required for successful completion of the major. <i>Not open to students with credit in COMM 104.</i>		
COMM 111. Acting I	Group 6	1 course
Grounding in American acting technique, paying particular attention to objective, obstacle, playable action, character analysis, improvisation, and understanding and development of the vocal and physical instruments.		
COMM 117. Theatre Production and Design I	Group 6	1 course
The theory and practice of technical production and design including: scenery construction, lighting, properties, costume construction and make-up. Laboratory work on University productions.		
COMM 123. Public Speaking	Group 6	1 course
This course examines the attitudes, methods, and techniques used in effective public speaking. Effective performance required in informative, persuasive, and deliberative speaking, as well as the use of multimedia. <i>Not open to students with credit in COMM 101.</i>		
COMM 125. Interpersonal Communication	Group 2	1 course
An introduction to the theories and skills involved in two-person interactions. Attention will also be given to the development of competencies and skills relevant to various interpersonal contexts. <i>Not open to students with credit in COMM 225.</i>		
COMM 197. First-Year Seminar		1 course
A seminar focused on a theme related to the study of communication. <i>Open only to first-year students.</i>		
COMM 210. Performance Studies I	Group 6	1 course
Performance Studies seeks to broaden the definition of performance and the texts upon which they are based. This course investigates literature, discourse, image, gesture and the body through analytical and artistic applications. <i>Not open to students with credit in COMM 201.</i>		
COMM 211. Voice and Movement	Group 6	1 course

The use and training of the human voice and body. Developing and deepening flexibility and responsiveness of vocal and physical instruments for performance and public presentation.

COMM 213. History of the Theatre I: PreHistory to Early 18th Century Group 3, lit 1 course

Historiographic, cultural and theoretical investigations of theatre and drama from the earliest human records to the early eighteenth century.

COMM 214. History of the Theatre II: Early 18th Century to Present Group 3, lit 1 course

Historiographic, cultural and theoretical investigations of theatre and drama from the early eighteenth century to the present.

COMM 223. Public Communication and Controversy Group 6 1 course

An exploration of the nature and methods of persuasive communication, including motivational theories, attention, logical argument, audience analysis and the role of personality, integrated with practice in public speaking.

COMM 224. Small Group Communication Group 2 1 course

The communication processes of small group participation and leadership with an emphasis on the dynamics of small group discussion and decision making. *Not open to students with credit in COMM 124.*

COMM 227. Intercultural Communication Group 2 1 course

A consideration of the influence of such cultural variables as language values, institutions, traditions, customs and nonverbal behavior on the communication process. Special attention given to communication situations in education, business, international relations and other areas where communication is a dynamic component in cross cultural understanding.

COMM 233. Media, Culture, and Society Group 2 1 course

A basic orientation to the history, theory and process of media. Particular emphasis is given to the relationships among the various media and their audiences, free speech and ethics, media law and other regulatory controls, news and information, media effects, emerging communication technologies and future trends.

COMM 235. Electronic Journalism 1 course

Critical analysis of the role of electronic news gathering and dissemination in modern society, including ethics and responsibilities. Study and practice in preparation, reporting and disseminating of news emphasizing documentary production, news analysis and public affairs reporting.

COMM 236. Television Production and Televisual Literacy Group 3 1 course

An introduction to the basic concepts and processes of television production. Emphasis is placed on the creation and analysis of ideas communicated through the medium of television, including aesthetic, ethical and technical influences on message construction. Students learn studio and field production: basic scripting, lighting, audio, camera/picturization, editing, directing, etc. Televisual literacy is developed, and assignments apply the critical skills needed to interpret and analyze visual imagery and television programming.

COMM 237. Film and Culture Group 3 1 course

This course is a critical examination of motion pictures as a medium of communication. In addition to looking at the films as texts to be "read," this course considers the institutional contexts in which films are produced, as well as the various reception contexts in which audiences see films. As a course in communication, we begin from the perspective that motion pictures are an important and meaningful part of the way we produce and re-produce our culture. Importantly, the course is not only concerned with how film texts communicate, but also how we communicate about films, as both fans and critics.

COMM 291. Inquiries into Communication 1 course

Designated topics in communication and theatre are explored. *May be repeated with different topics.*

COMM 299. Internship in Communication 1/2-1 course

A. Mass Communication; **B.** Rhetoric and Interpersonal Communication; **C.** Theatre. An experiential course for those students who will intern with an agency outside the University. *This course does not satisfy departmental distribution requirements.*

COMM 310. Performance Studies II Group 6 1 course

Application of Performance Studies approach (see COMM 210) to a specific area of study or artistic expression. *Prerequisite: COMM 210 or permission of instructor. Not open to students with credit in COMM 301.*

COMM 311. Acting II Group 6 1 course

Monologue, scene work and audition preparation concentrating on objective, obstacle, playable action, character analysis, improvisation and understanding and development of the vocal and physical instruments. *Prerequisite: COMM 111 or 211 or permission of instructor. Not open to students with credit in COMM 312.*

COMM 314. History of Theatrical Theory and Criticism Group 4 1 course

The principles of dramatic criticism from Aristotle to the present, utilizing theories of dramaturgy and techniques for the production of historical plays. *Prerequisite: COMM 213 or 214 or permission of instructor.*

COMM 316. Stage Directing Group 6 1 course

The theories of techniques and styles of acting and directing, including laboratory practice in selecting, casting, acting and directing. *Prerequisite: COMM 111 or 211, COMM 117 and COMM 213 or permission of instructor.*

COMM 317. Theatre Production and Design II Group 6 1 course

More complex applications of theater technology and design in the areas of scenic, lighting, and costume design. Concentration on design process into production, including drafting and rendering. *Prerequisite: COMM 117 or permission of instructor.*

COMM 319. Writing for Stage, Screen and TV Group 6 1 course

A workshop approach to creative story making in the three forms of media. Emphasis is on the relationship between form and content, dramatic structure and critical response. Students are expected to complete a full length stage play, screenplay or teleplay.

COMM 322. Rhetorical Theory and Criticism Group 4 1 course

The development of rhetorical theory, with an introduction to speech criticism, based on readings from classical, medieval, and contemporary rhetorical theorists.

COMM 323. History of Public Discourse Group 3 1 course

Analysis of selected speakers and their speeches, with reference to the social, political, and intellectual milieu within which they have appeared. *Not open to students with credit in COMM 321.*

COMM 326. Communication in Organizations Group 2 1 course

An examination of the role of communication in coordinating, integrating and regulating human activity in organizations. Particular attention will be given to the ways in which information diffusion contributes to the development of organizational consensus, rules and norms.

COMM 327. Communication and Cultural Identity Group 2 1 course

This course examines the ways in which communication shapes, and is shaped by culture, ethnicity, gender, class and/or race. Topics include how language empowers and oppresses, how social institutions and media influence issues of cultural identity and the ways various social identities are constructed through communication.

COMM 332. Electronic Media Management Group 2 1 course

A critical analysis of management practices in broadcast, cable and satellite industries. Audience research, program strategy, federal regulation and advertising issues are addressed. *Prerequisite: COMM 233 or permission of instructor.*

COMM 334. Media Criticism Group 3 1 course

Justification and application of various approaches to critiquing and analyzing media messages. Insight into the ethical burdens, social and moral, of the media and its institutions. Topics may vary. *Prerequisite: COMM 233 or permission of instructor.*

COMM 335. Media Law Group 4 1 course

Inquiry into media law, including responsibility and free speech issues, libel, privacy, fair trial, copyright, obscenity, the FCC, shield laws, censorship, management and operating regulations, newperson privileges, political communication and advertising regulation. An analysis of the political and economic forces affecting the development of media law. *Prerequisite: COMM 233 or 237 or permission of instructor.*

COMM 350. Communication Research Methods	Group 2	1 course
A course in methods of research (quantitative and qualitative). Covers problem statement construction, strategies of research design, literature review, methods of observation, questionnaires, content analysis and interpretation of data (statistical and humanistic). <i>Not open for pass/fail credit.</i>		
COMM 400. Teaching of Communication		1/2 course
The special methods involved in speech education. <i>May count toward a major in communication.</i>		
COMM 401. Special Topics in Communication		1/2-1 course
Recent topics have included Public Relations, International Media, Family Communication, Conflict Resolution, American Theatre and the Vietnam War, Human Communication Theory, American Film and Culture and Writing for Stage, Screen and TV. <i>This course number may be repeated for credit with different topics.</i>		
COMM 402. Special Topics in Theatre		1/2-1 course
<i>May be repeated for credit with different topics.</i>		
COMM 450. Senior Seminar		1 course
The integrated conclusion of the departmental curriculum with emphasis on research methodology and writing. <i>Prerequisite: permission of the department. Not open for pass/fail credit.</i>		
COMM 491. Projects in Communication		1/2-1 course
A. Interpretation; B. Theatre; C. Technical Theatre; D. Radio; E. Television; F. Speech Pathology and Audiology; G. Rhetoric and Public Address; H. Communication Theory; J. Speech Education. <i>Prerequisite: permission of department. No more than two course credits may be taken as projects. Not open for Pass/Fail credit.</i>		
COMM 492. Projects in Communication		1/2-1 course
A. Interpretation; B. Theatre; C. Technical Theatre; D. Radio; E. Television; F. Speech Pathology and Audiology; G. Rhetoric and Public Address; H. Communication Theory; J. Speech Education. <i>Prerequisite: permission of department. No more than two course credits may be taken as projects. Not open for Pass/Fail credit.</i>		

Computer Science

2007-08 Faculty Members: D. Berque (chair), D. Harms, B. Howard, A. Olowoyeye, K. Stewart, S. Thede, G. Townsend.

Computer Science is the study of algorithmic processes and the design, development and analysis of software and hardware used to carry out these processes. Since computers are used for a variety of purposes by people in all walks of life, there is a significant human side to computer science as well.

Some graduates choose to continue their studies in graduate or professional school (not necessarily in computer science) before seeking employment. Majors accepting positions upon graduation typically work for companies that provide computing hardware, software or services for use in business, education, government and research.

The department regularly offers Computer Science I and other courses of a more general nature for students interested in surveying key topics in computing. Departmental programs consist of a computer science major and a computer science minor. Most courses provide hands-on computing experience.

Computing facilities include Windows-based microcomputer laboratories that are part of the University network. They provide tools for computer science, standard desktop productivity, e-mail and connectivity to the Internet. The department maintains a state-of-the-art laboratory of Linux workstations with high-end servers that provide robust file services and a full array of software development tools. The department also has a computer-based, cooperative-work laboratory and a lounge for use by its majors. University programs of interest to computer science majors include: Science Research Fellows Program, Oak Ridge Science Semester and Winter Term internships. Some employment and research opportunities with the department and the Computer Center are available during the year and summer. Finally, the student computer clubs (Association for Computing Machinery and ACM-Women) provide coordinated programs each year.

Requirements for a major in Computer Science

Total courses required	Eight CSC + MATH 123 and MATH 223
Core courses	CSC 121, CSC 122, CSC 221, CSC 222, CSC 498
Other required courses	One course from the following is also required: CSC 422, CSC 424, CSC 426, CSC 428.
# 300 and 400 level courses	Four
Senior requirement	The senior requirement is CSC 498.
Additional information	MATH 123 and MATH 223 are also required.
Recent changes in major	

Requirements for a minor in Computer Science

Total courses required	Five
Core courses	CSC 121 and CSC 122
Other courses	
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Computer Science

CSC 121. Computer Science I Group 1, lab 1 course

This is an introductory course in which problem solving and algorithm development are studied by considering computer science topics, such as computer graphics, graphical user interfaces, modeling and simulation, artificial intelligence and information management systems. Interesting and relevant programming assignments related to these topics are written in a high-level programming language that supports objects. Additional assignments utilize writing and data analysis to reinforce central course concepts and to address related areas of computing, such as ethics, history and the meaning of intelligence. The course meets three hours in class and two hours in laboratory (3-2). *Prerequisites: None. Offered each semester. Not offered pass/fail. CSC 121 was designated a Group 1 lab course effective Spring 2008.*

CSC 122. Computer Science II Group 1 1 course

This course builds on CSC 121 and introduces programming topics, such as sets, recursion and dynamic data types. Data type abstraction and implementation are introduced by studying structures, such as lists, stacks, queues and binary trees. The object-oriented implementation of these structures is emphasized. Tools for algorithm analysis are introduced, and comparisons of functional, object oriented and imperative programming paradigms are made. The concept of tradeoffs (i.e., time vs. space, iteration vs. recursion, static vs. dynamic and imperative vs. functional) recurs as a theme throughout the course. *Prerequisite: CSC 121. Recommended pre- or corequisite: MATH 123 or MATH 223. Offered each semester. Not offered pass/fail.*

CSC 197. First-Year Seminar 1 course

A seminar focused on a theme related to the study of computer science. *Open only to first-year students.*

CSC 221. Computer Organization Group 1 1 course

This is an introduction to the study of computer hardware, concentrating on the central processing unit and main storage. Topics include representing information, machine language, combinational and sequential logic, input/output, registers, register transfer logic and bus structures. Assembly language and the high-level language, C++, are used to aid in the understanding of these topics. *Prerequisite: CSC 122 and either MATH 123 or MATH 223. It is recommended but not required that both MATH 123 and MATH 223 are completed by the time CSC 221 and CSC 222 are completed. Offered each semester. Not offered pass/fail.*

CSC 222. Data Structures and Algorithms Group 1 1 course

This course examines, in depth, several historically significant and highly functional models of data storage, including trees, sets, tries, priority queues and graphs. Attention is given to selecting the most appropriate model for a particular problem. Differences between the conceptual features of a model and its physical representation on a computer are emphasized. Algorithms which operate on these models are also considered. Other topics include an in-depth study of sorting, including special-purpose sorting algorithms. *Prerequisite: CSC 122 and either MATH 123 or MATH 223. It is recommended but not required that both MATH 123 and MATH 223 are completed by the time CSC 221 and CSC 222 are completed. Offered each semester. Not offered pass/fail.*

CSC 296. Computer Science Topics 1/2-1 course

Topics are chosen from computer science to allow the study of computer science topics for non-computer science majors. *Does not count in the computer science major GPA.*

CSC 320. Human Computer Interaction	Group 1	1 course
<p>This course examines fundamental principles in Human Computer Interaction as seen from the viewpoint of a computer scientist. Topics include user-centered design, expert reviews, usability tests, tradeoffs between interaction devices, alternative input-output methods, including handwriting recognition and associated algorithms, the design of interfaces for users with visual or motor impairments, construction of appropriate error messages and implementation of graphical user interfaces (GUIs). <i>Prerequisites: CSC 221 or 222. Offered annually. Not offered pass/fail.</i></p>		
CSC 330. Artificial Intelligence	Group 1	1 course
<p>This course examines the implementation of intelligent algorithms on a computer system. The concept of an intelligent algorithm is motivated by initial discussions of the nature of intelligence and its relation to computers, particularly the Turing test. The course begins with two basic topics of artificial intelligence. The first is problem definition, state spaces and search methods, and the second is knowledge representation and logical reasoning. Following these topics is coverage of more advanced topics, such as game-playing algorithms, genetic algorithms, planning algorithms, computer vision, learning algorithms and natural language processing, among others. <i>Prerequisite: CSC 222. Offered annually. Not offered pass/fail.</i></p>		
CSC 341. Theory of Computation	Group 1	1 course
<p>Various models of formal languages (which provide a basis for compilers) and computation (which defines the kinds of problems that can be solved by a computer) are studied. Topics include regular languages, regular expressions, finite state automata, context-free languages, context-free grammars, push-down automata and Turing machines. The application of these models to several practical problems in computer science is considered. Computational limits are also discussed, using as examples several problems which cannot be solved by any algorithm. <i>Prerequisite: CSC 122 and MATH 223 . Offered annually. Not offered pass/fail.</i></p>		
CSC 350. Graphics	Group 1	1 course
<p>This course is an introduction to the concepts, techniques, algorithms and implementation of computer graphics. Topics include moving and drawing lines in absolute and relative coordinates, transformations, windowing, clipping, projections, perspective, polygon filling, hidden surface techniques and a variety of applications, including graphical user interfaces and menuing systems. <i>Prerequisite: CSC 222. Recommended prerequisite or co-requisite MATH 151. Offered annually. Not offered pass/fail.</i></p>		
CSC 381. Database and File Systems	Group 1	1 course
<p>This course provides an external and an internal view of relational database management systems (DBMSs). The external view consists of database design and implementation. The database query and manipulation languages SQL and QBE will be studied to the degree that students will be able to become proficient in these languages on their own. The internal view involves characteristics of secondary storage devices, methods of organizing information, various file organization and accessing techniques and other topics related to database engine implementation. Programming assignments complement topics discussed in class, including the building of a few key components of a database engine. <i>Prerequisite: CSC 222 or permission of instructor. Offered annually. Not offered pass/fail.</i></p>		
CSC 396. Computer Science Topics		1/2-1 course
<p>Topics are chosen from computer science content areas that extend explorations of content in existing courses or allow exploration of content not duplicated in regular course offerings. <i>Open to students by permission of instructor or to those who satisfy prerequisites determined by the instructor.</i></p>		
CSC 422. Computer Networking	Group 1	1 course
<p>This course examines the core concepts and fundamental principles of computer networks and the services built on top of them. Topics covered include protocol organization, circuit-switch and packet-switch networks, routing, flow control, congestion control, reliability, security, quality-of-service and Internet protocols (TCP/IP). <i>Prerequisites: CSC 221 and CSC 222 . Offered annually. May not be taken pass/fail.</i></p>		
CSC 424. Programming Languages	Group 1	1 course
<p>The topics of this course include a history of programming languages, virtual machines, representation of data types, sequence control, data control, lexical vs. dynamic scoping, sharing, type checking, parameter passing mechanisms, run-time storage management, context-free grammars, language translation systems, semantics and programming paradigms. <i>Prerequisite: CSC 221 and CSC 222. Offered annually. Not offered pass/fail.</i></p>		
CSC 426. Compilers	Group 1	1 course
<p>This course offers the study of theories related to compilers with the goal of implementing a compiler for a simplified variation of a language such as C++. Topics include formal languages, grammars, lexical, syntactic and semantic analysis, code generation and optimization. <i>Prerequisites: CSC 221 and CSC 222. Offered annually.</i></p>		

CSC 428. Operating Systems

Group 1

1 course

Topics in operating system concepts and design, such as file systems, CPU scheduling, memory management, virtual memory, disk scheduling, deadlocks, concurrent processes, protection and distributed systems are studied in this course. Topics are treated thoroughly in a generic way and also discussed in detail with respect to a specific operating system. *Prerequisites: CSC 221 and CSC 222. Offered annually. Not offered pass/fail.*

CSC 496. Computer Science Topics

1/2-1 course

Topics are chosen from content areas of computer science that either extend explorations of content in existing courses or allow explorations of content not duplicated in our current course offerings. *Open by permission of instructor to students with more advanced prerequisites chosen by the instructor.*

CSC 498. Senior Project

1 course

Students complete a project proposal and a project under the sponsorship of a member of the computer science faculty. Students will examine ethical issues related to their projects. Periodic progress reports will also be given. *Prerequisite: senior standing and at least one computer science course at the 300 or 400 level. Offered each semester. Not offered pass/fail.*

Conflict Studies

2007-08 Faculty Members: Adams (communication), Altman (English), Anderson (philosophy), Basu (sociology and anthropology), Burgman (economics), Cameron (philosophy), Castaneda (anthropology), Davis (sociology), Dewey (women's studies), Dixon-Fyle (history), Everett (philosophy), Finney (communication), Gellman (history), Hahn (women's studies), Hall, K. (sociology), Hall, T. (sociology), Harvey-Koelpin (education studies), James (religious studies), Jennings (economics), Kenney (religious studies), Klinger (communication), Kuecker (history), LaLone (anthropology), McKelligan (philosophy), McVorrán (education studies), Menzel (communication), Newman (sociology), Newton (philosophy), O'Bannon (political science), Oware (sociology), Ross (psychology), Sahu (political science), Schlotterbeck (history), Sellers (education studies), Silverman (anthropology), Steinson (history), Stinebrickner (political science), Upton (Coordinator, anthropology), Wielenberg (philosophy), Worthington (communication)

Conflict Studies is a major that brings together a number of academic disciplines that focus on conflict as one of their organizing concepts. Because of its ubiquity and significance in human life, the study of the process and resolution of conflict is increasingly claiming a central place in the study of development in general and peaceful change in particular.

Requirements for a major in Conflict Studies

Total courses
required

Eleven

Core courses

CFT 100, CFT 430. Students majoring in Conflict Studies are required to participate in workshops that are designed to help them integrate courses in their major.

Other
required
courses

Additional courses that may be chosen for the major are: ANTH 151, ANTH 253, ANTH 255, ANTH 256, ANTH 290*, ANTH 390*, COMM 125, COMM 223, COMM 224, COMM 227, COMM 327, COMM 401*, ECON 250, ECON 290*, ECON 390*, EDUC 180, EDUC 300, EDUC 320, EDUC 362, EDUC 425*, HIST 105*, HIST 109, HIST 110, HIST 206, HIST 256, HIST 257, HIST 263, HIST 264, HIST 265, HIST 275, HIST 290*, HIST 355, HIST 364, HIST 367, HIST 368, HIST 385, HIST 490*, HONR 101*, PHIL 207, PHIL 208, PHIL 213, PHIL 315, POLS 230, POLS 270, POLS 324, POLS 330, POLS 351, POLS 352, POLS 370, POLS 374, POLS 382, POLS 384, POLS 390, POLS 450*, PSY 232, PSY 246*, PSY 346*, PSY 352, REL 132, REL 263, REL 269, REL 290*, REL 370*, SOC 197S*, SOC 210, SOC 222, SOC 225, SOC 237, SOC 249, SOC 301*, SOC 303, SOC 320, SOC 323, SOC 337, SOC 343, SOC 410*, WS 140, WS 270, WS 340, WS 370*

(*if approved topic)

300 and
400 level
courses

Four

Senior
requirement

The senior requirement consists of CFT 430.

Additional
information

- Five courses at the 100-200 level (a maximum of two courses at the 100-level)
- Four courses at the 300-400 level
- Four courses in each of two different departments with one additional course, or three courses in each of three different departments

Recent changes in major

Requirements for a minor in Conflict Studies

Total courses required	Five
Core courses	CFT 100
Other courses	Also required are two 200-level courses and two 300-level courses, to be selected in consultation with the coordinator of conflict studies, from two academic disciplines.
# 300 and 400 level courses	Two
Recent changes in minor	

Courses in Conflict Studies

CFT 100. Introduction to Conflict Studies Group 2 1 course

This course surveys the process of conflict, including conflict management, from a multidisciplinary perspective. As such, it deals with the causes, dynamics, types, levels, management functions and outcomes of conflict. The implementation of the course involves, in part, case-study simulations and occasional guest lecturers from various disciplines on campus. *This course is a prerequisite for upper-level courses in conflict studies and required for the conflict studies major and minor.*

CFT 290. Topics in Conflict Studies 1 course

An examination of selected topics dealing with conflict or peace studies. Courses, while interdisciplinary in nature, will generally be taught from a conflict studies perspective.

CFT 390. Topics in Conflict Studies 1 course

An examination of selected topics dealing with conflict or peace studies. Courses, while interdisciplinary in nature, will generally be taught from a conflict studies perspective.

CFT 430. Senior Seminar: The Study and Analysis of Conflict 1 course

This course fulfills the senior experience requirement for the Conflict Studies major. It is a capstone course in which students bring together their diverse course experiences into a meaningful summation of the study and analysis of conflict. The course involves a core of common readings on theories of conflict analysis, discussions and the writing and presentation of a senior research paper relevant to the seminar.

CFT EXP. Alternative Dispute Resolution 1 course

This course surveys the repertoire of alternative dispute resolution (ADR), with a focus on negotiation and mediation. Students will be introduced to theory and skills relevant to their facilitation of, and participation in, ADR processes. As such, the course examines how culture, class, ideology, and personality affect execution of the various roles within an ADR process, shape the unfolding of the process, and cast the process's outcome. Controversies and dilemmas pertaining to ADR will be considered, including third-party bias, value-based conflicts, how to transform adversaries into collaborators, and the privatization of justice. Implementation of the course involves, in part, review of case studies and simulation of ADR processes.

Economics & Management

2007-08 Faculty Members: R. Burgman, M. Dixon, W. Field, O. Goma, J. Gropp, A. Jennings, G. Lemon, T. Musser, K. Pannell (chair), N. Rothenberg, K. Stanfield, M. Villinski, D. Wachter.

The study of economics broadens our understanding of economic behavior, domestic and international government policies and social institutions. It sharpens our abilities to think clearly and analytically about these and other matters. It may also help students reach a variety of specific career goals. For example, most majors take entry-level positions in business: they are hired by banks and other financial institutions, accounting and management consulting firms, and companies in manufacturing, public utilities and commerce.

Some majors go on to earn graduate degrees in economics; they may then work in areas such as business, government service or academia. (Students considering graduate study in economics should consult with a department faculty member about the large number of mathematics courses that are highly recommended.)

A background in economics is also excellent preparation for graduate study in law and business. Many of our graduates have gone on to reach exceptional levels of recognition and responsibility in education, government and industry.

Students wishing to apply economics courses taken off-campus toward a major in economics must have prior approval from their economics advisor and the chair of the economics and management department. Students wishing to count economics courses taken off-campus toward the requirements of the Business Administration Minor or the International Business Program must have prior approval from the relevant program advisor and the chair of the economics and management department. It is not recommended that courses substituting for ECON 100, 220, 280, 294, 295, 350 and 480 be taken elsewhere.

The Management Fellows Program provides selected students the opportunity to combine an economics major with a semester-long internship. For information about this special program, as it applies to economics majors, see the description in Section V at <http://www.depauw.edu/catalog/section5>.

Students interested in working in international business upon graduation might wish to consider the International Business Program. They should consult with the program coordinator in the economics and management department, the program coordinator of the relevant language department and the director of The McDermond Center for Management & Entrepreneurship.

Students preparing for secondary teaching: review Section V, Teacher Education, and confer with the chair of the education department about requirements for admission and certification.

A major and minor is offered in Economics.

Requirements for a major in Economics

Total courses required	Ten
Core courses	ECON 100, ECON 294, ECON 295, ECON 350, ECON 480
Other required courses	Also required is at least one course from the following: ECON 410, 420, 430, 470.
# 300 and 400 level courses	Three
Senior requirement	The senior requirement consists of the completion of ECON 480 during the senior year, as well as passing a comprehensive examination.
Additional information	Eight of the 10 required courses must be taken on campus.
Recent changes in major	

Requirements for a minor in Economics

Total courses required	Five
Core courses	ECON 100, ECON 294, ECON 295
Other courses	Also required are two additional courses from the following list: ECON 140, 235, 250, 262, 290A, 310, 315, 342, 350, 360, 375, 390A, 410, 420, 430, 470, 490A.
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Economics & Management

ECON 100. Introduction to Economics	Group 2	1 course
Survey of basic concepts and processes in microeconomics and macroeconomics: production, income, demand, supply, cost, price, market structures, money, government finance and international trade and finance.		
ECON 140. Contemporary Economic Problems	Group 2	1 course
Analysis of selected current economic problems using economic principles. The economic problems covered by this course vary from semester to semester. <i>Prerequisite: ECON 100.</i>		
ECON 197. First-Year Seminar		1 course
A seminar focused on a theme related to the study of economics. <i>Open only to first-year students.</i>		
ECON 220. Introduction to Financial Accounting (formerly ECON 150)	Group 2	1 course

The preparation, communication and use of economic information for decision-making, with a focus on external users (e.g., investors, creditors). Topics included are an examination of economic events within a business; terminology, the underlying conceptual framework, and generally accepted accounting principles; and financial statements. Balance sheet coverage includes resources owned, and obligations owed, by a company; the income statement provides insight into the performance of a company; the statement of cash flows identifies sources and uses of a company's cash flows; and financial statement analysis uses this information for a variety of decisions. Both the benefits from using financial accounting information, and its limitations, will be discussed. *Prerequisite: ECON 100.*

ECON 235. Modern Economic History Group 4 1 course

Emphasizing the American experience, the historical development of modern economic institutions and the role of economic factors in the emergence of contemporary industrial society. *Prerequisite: ECON 100.*

ECON 250. Economics of Income Differences Group 2 1 course

Analysis of economists' explanations of income differences among people in the United States and between developed and less-developed nations. Topics vary but often include income and wealth differences, poverty, employment and unemployment. *Prerequisite: ECON 100.*

ECON 262. Urban Economics Group 2 1 course

Survey of basic urban economic problems. Topics covered include why cities exist, where they develop, how they grow and how different activities are arranged within cities. Additional topics covered include economics of urban problems, such as poverty, inadequate housing, congestion, pollution and crime. *Prerequisite: ECON 100.*

ECON 280. Managerial Accounting Group 2 1 course

The provision and use of accounting information for internal management decision making. Topics covered include terminology and underlying concepts; costing systems; cost behavior and its role in cost-volume-profit analysis; operating and capital budgeting; performance evaluation; responsibility accounting including segmented reporting and transfer pricing; pricing of products and services; and differential analysis in decision making (e.g., outsourcing decisions and whether to add or drop a segment of the business). *Prerequisite: ECON 220 (or ECON 150).*

ECON 290. Topics in Economics and Management 1/2-1 course

A. Economics; B. Management. Detailed study of theoretical and policy aspects of such topics as inflation, resource and product pricing, management, market structure, government-business relations, financial markets and international trade. *Prerequisite: varies according to the topic offered. May be repeated for credit with different topics.*

ECON 294. Intermediate Microeconomic Theory Group 2 1 course

Decision-making by firms, households and other economic units about production, consumption, pricing, resource allocation, market structure and externalities. *Prerequisite: ECON 100.*

ECON 295. Intermediate Macroeconomic Theory Group 2 1 course

Analysis of factors determining levels of national income and employment, including consumption, investment and government fiscal policy, with applications to such problems as economic instability, inflation and growth. *Prerequisite: ECON 100.*

ECON 310. The History of Economic Thought Group 4 1 course

A treatment of some of the major figures and trends in the history of economic ideas. Topics may vary but will include an examination of the contribution of the Mercantilists, Physiocrats, Classical and Neoclassical economists to our understanding of the individual, value and the market; transactions and their mediation; economic growth and development; the distribution of output; and the roles of capital and labor. Readings may include, among others, the economic writings of Locke, Quesnay, Smith, Ricardo, Marx, Mill, Menger, Bohm-Bawerk, Marshall and Keynes. *Prerequisite: ECON 100 or permission of instructor.*

ECON 315. Economics of the Labor Market Group 2 1 course

Introduction to the method and manner in which the economic analysis of the labor market proceeds. Both traditional and alternative methods of labor market analysis are studied. Topics include demand for and supply of labor, human capital and public policy issues. *Prerequisite: ECON 100.*

ECON 320. Development Economics Group 2 1 course

Explores the economic conditions and problems facing developing economies. Examines the main theories and sources of economic growth and development. Topics may include poverty, inequality, education, health care, population growth, urbanization and migration, agrarian reform, trade policy, foreign debt, foreign aid, structural adjustment policies and globalization. *Prerequisite: ECON 100.*

ECON 335. Environmental and Natural Resource Economics	Group 2	1 course
This course uses economic theories and concepts to explain behavioral causes of environmental and natural resource problems and evaluate policies for addressing them. Topics vary and may include sustainable development, allocation of natural resources, pollution control measures, effects of environmental regulation on U.S. competitiveness and environmental justice. <i>Prerequisite: ECON 294.</i>		
ECON 342. Comparative Economic Systems	Group 4	1 course
This course analyzes the differences in economic institutions across countries. By looking at the economic incentives in corporations, financial institutions and governments in several different countries, the course will address the question of how different market systems provide incentives to encourage economic growth. By the end of the course, students will be able to analyze the economic implications of a country's institutional arrangements and evaluate the role of government in the economy. <i>Prerequisite: ECON 100.</i>		
ECON 350. Statistics for Economics and Management	Group 2	1 course
(formerly Quantitative Analysis for Economics and Management) Application of elementary principles of traditional and modern statistical analysis to economic and business decision-making. Emphasis is on regression analysis using simple- and multiple-equation models, hypothesis testing, use of the dummy variables, testing for serial correlation and other related problems. <i>Prerequisite: ECON 100. Students who have completed BIO 275, MATH 240 (formerly MATH 340) or PSY 214 (formerly PSY 210) will receive only one-half credit for ECON 350.</i>		
ECON 360. Investment Analysis and Portfolio Management	Group 2	1 course
The theories of the value of investment instruments are examined. Topics covered include the theories of capital markets and portfolio management. Emphasis is placed on modern portfolio theory. <i>Prerequisite: ECON 350, MATH 240 (formerly MATH 340) or permission of instructor.</i>		
ECON 375. Mathematical Economics	Group 2	1 course
This course integrates mathematical techniques and economic theory. Mathematical techniques, such as linear algebra and differential calculus, are used to examine the mathematical foundation of the neo-classical paradigm. Economic concepts, such as profit maximization, utility maximization and cost minimization are considered using optimization and comparative static techniques. <i>Prerequisite: ECON 294 and MATH 151 .</i>		
ECON 390. Topics in Economics and Management		1/2-1 course
A. Economics; B. Management. Detailed study of theoretical and policy aspects of such topics as inflation, resource and product pricing, management, market structure, government-business relations, financial markets and international trade. <i>Prerequisite: varies according to the topic offered. May be repeated for credit with different topics.</i>		
ECON 393. Managerial Finance	Group 2	1 course
The determination of what assets a firm should own and how these assets should be financed, with the goal of maximizing the value of the firm. Topics included are the underlying concepts of corporate finance, financial statement analysis, financial planning, working capital management, capital budgeting, valuation of stocks and bonds, a firm's cost of capital and its optimal capital structure, and dividend policy. <i>Prerequisites: ECON 220 (or ECON 150) and 350.</i>		
ECON 398. Business Policy	Group 2	1 course
A study of the formulation and implementation of business strategy. Topics include planning, control, economic analysis and organization theory. Extensive use is made of case studies. <i>Prerequisite: ECON 280 or permission of instructor.</i>		
ECON 400SS. Teaching of Social Studies		1/2 course
See History 400SS.		
ECON 410. Public Finance	Group 2	1 course
The economic principles used to analyze government's role in the economy are developed. Microeconomic theory is used to examine government tax and expenditure policies, especially as they affect resource allocation and income distribution. Both efficiency and equity questions are addressed. Topics include expenditure programs designed to affect the allocation of resources (e.g. national defense outlays, income distribution)(e.g. food stamps), and the major forms of taxation (e.g. income and sales taxes). <i>Prerequisite: ECON 294 or permission of instructor.</i>		
ECON 420. International Economics	Group 2	1 course

The theory of international trade, the balance of payments, foreign exchange markets, international monetary systems, open economy macroeconomics. *Prerequisite: ECON 294 and ECON 295 or permission of instructor.*

ECON 430. Industrial Structure and Public Policy

Group 2

1 course

Analysis of industrial structure, organization and performance with emphasis on public policy implications. Policy topics which may be considered include business concentration, government enterprises, financial market regulation and the newer social-environmental regulation. *Prerequisite: ECON 294.*

ECON 440. Applied Game Theory

1 course

Application of game theory models to strategic problems such as oligopoly, voting mechanisms and bargaining. Includes Nash equilibrium, static and dynamic games and games with uncertain outcomes. *Prerequisite: ECON 294, MATH 151 or permission of instructor.*

ECON 450. Econometrics

1 course

Econometrics is the application of statistical methods for the purpose of testing economic and business theories. This course will introduce students to the skills used in empirical research including, but not limited to, data collection, hypothesis testing, model specification, regression analysis, violations of regression assumptions and corrections, dummy variables, time series analysis, limited dependent variable models, and panel models. Extensive focus will be on the intuition and application of econometric methods, and as a result, statistical software will be used extensively. Students will be required to complete an independent research project involving the application of regression analysis.

ECON 470. Money, Banking and the Financial System

Group 2

1 course

Structure, operations and policies of major monetary and banking institutions, including commercial banks, the treasury, the Federal Reserve System and other agencies involved in money creation, monetary policy and international monetary relations. The course also stresses the theory of monetary policy and the relationship between money and economic activity. *Prerequisite: ECON 295.*

ECON 480. Seminar

1 course

Application of economic analysis in research papers to a variety of micro- and macroeconomic issues. Group discussion and criticism of research methods and conclusions. *Prerequisite: a major in economics and management or permission of instructor. Required of all senior Economics and Management majors.*

ECON 490. Topics in Economics and Management

1/2-1 course

A. Economics; B. Management. Detailed study of theoretical and policy aspects of such topics as inflation, resource and product pricing, management, market structure, government-business relations, financial markets and international trade. *Prerequisite: varies according to the topic offered. May be repeated for credit with different topics.*

Education Studies

2007-08 Faculty Members: T. Beauboeuf, T. Dickinson, A. Esping, S. Harvey-Koelpin, M. McVorrn (chair), P. Sellers, J. Stockton, E. Weisz.

The Department of Education recently became the Department of Education Studies, a change in name that reflects a change in program emphasis and design. The previous program had as its primary focus a professional program aimed at licensure; the new program offers a liberal arts major and minor in education studies and a Masters of Arts in Teaching (MAT) licensure program, which students may enter after completing a Bachelor of Arts degree.

In the old program, students interested in teaching at the elementary level declared a major in elementary education and applied to the Teacher Education Program (TEP) in their sophomore year. Students interested in teaching at the secondary level pursued a major in the area in which they hoped to teach and completed additional professional education courses required for licensure. They applied to the Teacher Education Program in their sophomore year. These programs are currently being phased out. The last date for sophomores to be admitted into the undergraduate TEP program is March 2006. Students in the program must complete it by the end of the 2007-08 academic year.

The new program focuses on education as a liberal arts discipline, with underpinnings in the history, philosophy, economics, politics and the sociology of education.

The MAT program is pending state approval. This nine-month program is open to students with an undergraduate degree in a field compatible with what they aspire to teach and with prior coursework in the foundations of education, educational psychology, diversity and exceptionality. Both the major and minor in Education Studies at DePauw provide this prerequisite coursework. This is a full-time, cohort program that provides the professional course work and field experiences that students need to qualify for Indiana teaching licenses.

Requirements for a major in Education Studies

Total courses required	Ten (including two associated courses from another discipline)
Core courses	EDUC 170, EDUC 222, EDUC 223, EDUC 410, EDUC 452
Other required courses	Three additional courses in Education Studies, two of which must be at the 300-level. and two courses from another discipline (such as Sociology/Anthropology, Women's Studies, etc.) at the 200-level or above. The courses from the associated discipline should, along with the Education Studies courses, provide a basis for student's seminar research and must be approved by a student's advisor.
# 300 and 400 level courses	Four
Senior requirement	Successful completion of the senior seminar, EDUC 452.
Additional information	
Recent changes in major	This major was created in March 2005.

Requirements for a major in Elementary Education

Total courses required	Ten
Core courses	EDUC 170, EDUC 180 and EDUC 230 (or EDUC 223), EDUC 222, EDUC 310, EDUC 315, EDUC 430A and EDUC 450A
Other required courses	
# 300 and 400 level courses	Seven
Senior requirement	The senior requirement consists of successful completion of the following: EDUC 430A and EDUC 450A (the student teaching semester), an INTASC portfolio, and a professional e-portfolio.
Additional information	To be licensed to teach, there are additional courses required from general studies, such as English, history, social studies, science, math and fine arts, with proficiency in written expression, oral expression and quantitative reasoning. The completion of an academic minor is recommended. See Section V for more information.
Recent changes in major	This major is being discontinued. To be eligible to complete this major, students must have been accepted into the Teacher Education Program by March 2006.

Requirements for a minor in Education Studies

Total courses required	Five
Core courses	EDUC 170, EDUC 222, EDUC 223
Other courses	Two additional courses in Education Studies, at least one of which must be at the 300 level.
# 300 and 400 level courses	One
Recent changes in minor	The Education Studies minor was created in March 2005.

Requirements for a minor in Education

Total courses required	Five
Core courses	EDUC 222
Other courses	
# 300 and 400 level courses	Three
Recent changes in minor	This minor is being discontinued. To be eligible for completing this minor, students must have been accepted into the Teacher Education Program by March 2006.

Courses in Education Studies

Courses in Education Studies

EDUC 170. Foundations of the Educational Process

Group 2

1 course

(includes field experience) This course establishes a liberal arts foundation for teacher preparation with an emphasis in community/school relationships. This course is a study of major points of view in contemporary American education and those knowledge bases which influence educational decisions. Philosophical, historical and sociological foundations are examined as bases for present and future systems. Field experience is required, and students should register for lab time concurrently. *May not be taken pass/fail.*

EDUC 180. Understanding Diverse Classrooms

Group 2

1/2 course

(includes field experience) Explores the cultural foundations of American education and examines the challenge to the schooling process, presented by cultural diversity. Focuses on the existing definitions of knowledge, learning, cultural assimilation, the distribution of power and academic achievement. Field experience is required and students should register for lab time concurrently. *May not be taken pass/fail.*

EDUC 222. Developmental Theories in Education

Group 2

1 course

(includes field experience) Provides students with an understanding of the principles of psychology as they apply to P-12+ education. Projects and discussions focus on the application of such topics as: human development, learning theories, instructional theories, student differences, student motivation, and evaluation aspects in educational settings. *Field experience is required. May not be taken pass/fail.*

EDUC 223. Deconstructing Difference: Education and Society

Group 2

1 course

This course is an investigation of the cultural foundations of American Education and examines the challenges that issues of cultural and cognitive differences pose to the learning process. It focuses on the existing definitions of knowledge, identity, community, inclusion, equity and the distribution of power. Field experience is required.

EDUC 230. Introduction to Exceptional Children

Group 2

1/2 course

(includes field experience) Explores exceptionality in children with high intellectual ability, low intellectual ability, sensory impairment, social maladjustment and emotional disturbance. Stresses adjustment of children, parents and educators to exceptionality. Students are encouraged to take EDUC 222 and EDUC 230 concurrently. Field experience is required. *May not be taken pass/fail.*

EDUC 240. Today's Education: Issues and Trends

Group 2

1 course

Examination of the education process and its bilateral relationship with society in both historical and sociological terms. Attitudes and values developed as a result of research in both education and sociology are stressed. *May not be taken pass/fail.*

EDUC 250. Motor Development and Adapted Physical Education

Group 2

1/2-1 course

Includes a historical perspective; legislative mandates; non-categorical approach; inclusion; categorical approach: mental retardation, learning disabilities, emotional disorders, deafness and hearing impairment, visual impairment, neurological and muscular disabilities, physical deviations and other disabling conditions; behavior management; the educational team; and administration of the program. Field trips to local educational or rehabilitation settings. *May be taken for one credit by participation in additional field experiences and correlating course work. Not open to students with credit in EDUC 440.*

EDUC 265. Women in Education

Group 2

1 course

This course examines how women have embodied and at many times challenged the concept of teaching as "women's work." Particular attention is placed on how class, sexual orientation, and ethnicity have shaped the educational experiences, development, and aspirations of women as teachers, researchers, students, and scholars over the last century. *May not be taken pass/fail.*

EDUC 280. Contexts of Schooling in the United States

1 course

Schooling in the U.S. is failing to serve the academic needs of many low-income students and students of color. This course will explore the wide variety of schooling and unschooling contexts available to K-12 students in the U.S. Additionally, it will examine the ways in which the available forms of schooling respond to the needs of the communities where they are located. A strong emphasis will be placed on deconstructing the various contexts of schooling in the U.S. through critical engagement with the course material and field experiences. Through this course, students will become more informed decision makers about school related issues and be able recognize ways to enhance the quality of education available to all students in the U.S.

EDUC 290. Topics

1/2-1 course

Assorted topics related to the field of education and education-related issues. *May be repeated with different topics for credit.*

EDUC 320. Education and Social Change

1 course

Examines issues related to the school's function as a catalyst for social change. Analyzes the school's role in the reformation of society and formation of attitudes and behaviors, and determination of outcomes. *May not be taken pass/fail.*

EDUC 322. Thinking, Learning, and Ways of Knowing in Education	Group 2	1 course
<p>What factors affect one's cognitive ability? How has our understanding of cognition and intelligence changed in recent times? Can cognitive/intellectual development be enhanced with specific parenting and instructional techniques? How does one's ways of knowing change over time? These are but four of the questions that are addressed in this course. Thus, from preschool aged children through undergraduate students (and beyond), issues related to thinking, understanding, and intellectual development will be explored. Recent research and current thought in the field will be analyzed and debated to try to gain insights into these issues as they relate to themes of social justice and equity, critical thinking, and leadership</p>		
EDUC 325. History of American Education	Group 2	1 course
<p>Education in a Free Society: A Documentary History of American Education Prerequisite: EDUC 170 Educational Foundations Education in a Free Society: A Documentary History of American Education is an exploration of the purposes and practices of American education as they are reflected in the documentary history of formal education from colonial times to the present. Specifically, the course aims to cultivate an understanding, through the examination of educational documents, of the evolving contexts within which American traditions of education evolved, developed, and became institutionalized over time.</p>		
EDUC 331. School Discipline: Practices, Issues and Trends		1 course
<p>School discipline is a topic of major interest and concern among parents, principals, teachers, school boards and even state legislatures. This course is designed to explore the nature of school discipline problems, including its symptoms, causes and ways that schools respond. The course also examines the role that schools themselves play in 'causing' such problems, as well as the social and political forces impacting on this topic. Theory and current research on school discipline will be examined in an attempt to seek approaches in dealing with them.</p>		
EDUC 332. Artistic Dimensions of Teaching		1 course
<p>This course explores the artistic dimensions of teaching and examines the relationships between teaching and performing as an art form. Topics such as creativity, attitude, perception and intuition are covered. Unique parallels are drawn between classrooms and other educational settings and theater, with a specific focus on the teacher role. Activities include pantomime, role playing and oral interpretation as vehicles to improve self-confidence, voice and positive approaches to the nuances of the classroom.</p>		
EDUC 362. Education Reform		1 course
<p>Investigates the educational reports, agendas, initiatives and debates that have had an impact on American schools since 1978. The course involves the critical analysis of present school systems, as well as the changes expected from reform proposals.</p>		
EDUC 380. Comparative Education		1 course
<p>A socio-cultural comparative view of education in different social contexts. The course investigates the impact of economic, social, cultural and political factors upon schooling in Asia, Europe, Africa and the Americas. <i>Prerequisite: it is strongly advised that students have taken EDUC 240 or a course in sociology, anthropology, economics, political science or geography. May not be taken pass/fail.</i></p>		
EDUC 381. The Political Economy of Schools	Group 2	1 course
<p>The term 'political economy' refers to the fusion of the interests of political and economic elites. The course establishes an economic context for the analysis of current reform initiatives and investigates claims in the literature and in policy about the performance of schools and the privileging of training over education. The course examines the claim that economic imperatives have shaped and re-named the world, including the school, and have turned education into a production process.</p>		
EDUC 390. Topics in Educational Studies		1 course
<p>Detailed study of theoretical and policy topics and issues related to education studies. <i>May be repeated for credit with different topics.</i></p>		
EDUC 399. Deschooling: Rediscovering the Joy of Learning	Group 2	1
<p>Dewey argues that "the most important attitude that can be formed is the desire to go on learning." This course will examine what lifelong learning might look like at various life stages. Students will design and implement a personal learning project based on their individual needs and interests. Through their experience with self-directed learning, students will explore ways to improve the quality of schooling and will begin to view learning as a journey, not a destination.</p>		
EDUC 410. Methods of Educational Research	Group 2	1 course

Methods of Educational Research is a hands-on exploration of the research process, with particular focus on educational issues. In the course, we will discuss the important connections between theory, research, and practice; ethics; research design; data analysis; interpretation; and the writing of research. Throughout the semester, the course will draw on published research from the social sciences and education to illuminate best methodological practice.

EDUC 415. American Public School Law

Group 2

1 course

American Public School Law Prerequisite: EDUC 170 Educational Foundations American Public School Law is designed to examine the legal framework and governance of public education in the United States and court decisions and legal issues affecting the schools, school personnel, parents and students. Current and historical legal issues will be examined including those involving the instructional program; student rights involving speech, expression, and privacy; students with disabilities; discrimination; the rights of parents; and teacher rights and freedoms.

EDUC 452. Education Studies Senior Seminar

1 course

The Education Studies senior seminar is designed as the capstone course in the major. As such it is a place for students to synthesize departmental courses in order to demonstrate the expected learning outcomes of the program as citizen educator, skilled practitioner, and transformative intellectual. The senior seminar is an independent study experience that is guided by the instructor and informed by the peer community. Over the course of the semester, you will complete a significant research and writing project that serves to extend and advance the ideas that define the citizen educator, the skilled practitioner, and the transformative intellectual.

Courses in Professional Studies

EDUC 270. The Junior High/Middle School Curriculum

1/2 course

Different concepts of organization and structure for middle school curriculum are presented with emphasis upon evaluation, philosophy of curriculum design, articulation within the overall school program and the teacher as change agent. Field experiences required. Required for junior high and middle school additions to elementary and secondary teaching certification. *May not be taken pass/fail.*

EDUC 292. Children's Literature [See also ENG 252]

1 course

An examination of children's literature attending to its history, canon and audience-- both children and adults--and to selected topics, such as storytelling and censorship. Establishing criteria for several genres, students read widely to judge poetry, realistic fiction, picture books, fantasy, etc., and to compile bibliographies. *May not be counted toward a major in English. Offered second semester only. Elementary Education majors should take as ENG 252.*

EDUC 300. Critical Multiculturalism

1 course

Explores the cultural foundations of American education and examines the challenge to the schooling process, presented by cultural diversity. Focuses on the existing definitions of knowledge, learning, cultural assimilation, the distribution of power and academic achievement. Particular attention is paid to school policy and the system as a site of political and cultural contestation. This course is designed for non-majors. *May not be taken pass/fail.*

EDUC 310. Curriculum and Instruction I (Early Childhood/Middle Childhood)

2 courses

(includes field experience) The emphasis of this course is educating the liberal arts student to teach elementary students via methodology of instruction in language processes, social studies and health with an emphasis on technology, classroom management, curriculum development, pedagogy and assessment in early and middle childhood classrooms. Participation and performance in the field experience components of EDUC 310 and EDUC 315 should demonstrate knowledge of those content areas, professional strategies, and dispositions of the professional teacher which will be reviewed prior to entry into the student teaching experience. *Prerequisites: EDUC 170, 180, 222 and 230. Students should register for field experience lab time concurrently. May be taken first or second semester. May not be taken pass/fail.*

EDUC 315. Curriculum and Instruction II (Early Childhood/Middle Childhood)

2 courses

(includes field experience) The emphasis of this course is educating the liberal arts student to teach elementary students via methodology of instruction in reading/literature, math and science with an emphasis on technology, classroom management, curriculum development, pedagogy, and assessment in early and middle childhood classrooms. Participation and performance in the field experience components of EDUC 310 and EDUC 315 should demonstrate knowledge of those content areas, professional strategies, and dispositions of the professional teacher which will be reviewed prior to entry into the student teaching experience. *Prerequisites: EDUC 170, 180, 222 and 230. Field experience is required, and students should register for field experience lab time concurrently. May be taken first or second semester. May not be taken pass/fail.*

EDUC 351. Curriculum and Instruction:EAG/AYA

1 1/2 courses

(includes field experience) The course provides an intensive focus on the processes and theories inherent in middle and secondary school teaching practices, including curriculum, instruction, planning and decision-making, discipline and classroom management, assessment, and school and classroom climate, culture and dynamics. Students have opportunities to integrate technology into course projects and activities. A 36 hour field component by arrangement, including classroom observation and participation, is also a strong component of the course. *May not be taken pass/fail.*

EDUC 361. Adolescent Development AYA/EAG

1/2 course

(includes field experience) Provides an in-depth examination of the theoretical nature of adolescent development, including biological and cognitive processes, social, emotional and personality development, contexts of adolescent development, and disturbances, stress and health. Each of these areas is explored with a specific focus on middle and secondary school settings, as well as within the context of the adolescent's family, peers and culture. This course requires 12 hours of laboratory field experience by arrangement in a public school. *May not be taken pass/fail.*

EDUC 363. Literacy Curriculum: EAG/AYA

1/2 course

(Early Adolescence Generalist/Adolescence and Young Adulthood) Provides students in middle and secondary education with theoretical and practical foundations of literacy across content areas. Focuses on the role of all teachers to support literacy standards, to develop interdisciplinary connections in student learning, and to specifically teach the organization of written materials, technical vocabulary, and higher level comprehension/thinking skills required in their subject areas. Emphasis is placed upon the writing process and using writing to learn in the content areas. *Prerequisites are: EDUC 170, 180, 222 and 230. Field experience is required. May not be taken pass/fail.*

EDUC 411. Directed Study

1/2-1 course

Independent study. *Prerequisite: by permission of instructor.*

EDUC 412. Directed Study

1/2-1 course

Independent study. *Prerequisite: by permission of instructor.*

EDUC 425. Projects in Education

1/2-1 course

A systematic exploration of projects reflecting issues and concerns in education. Focuses upon students in collaboration with faculty using research, application, adaptation and implementation. May be offered with a specific research topic. *Prerequisite: permission of instructor. May not be taken pass/fail.*

EDUC 426. Projects in Education

1/2-1 course

A systematic exploration of projects reflecting issues and concerns in education. Focuses upon students in collaboration with faculty using research, application, adaptation and implementation. May be offered with a specific research topic. *Prerequisite: permission of instructor. May not be taken pass/fail.*

EDUC 430. Senior Seminar

1 course

A. EC/MC (Early Childhood/Middle Childhood) Developmental Levels (Elementary) B. EAG/AYA (Early Adolescence Generalist/Adolescence and Young Adulthood) Developmental Level (Secondary). A seminar stressing a professional examination of principles of classroom management, legal rights and responsibilities, certification, accountability and current issues in education. Activities relate research and theory to practical problems faced in the field. An emphasis is placed upon the individual's examination and refinement of personal attitudes and teaching skills. Students will participate in a final exhibition which involves a formal presentation of personal growth and competence via the electronic portfolio process. Prerequisite for EC/MC developmental level student teachers: EDUC 310 and 315. Prerequisite for EAG/AYA developmental level student teachers: EDUC 351, 361, 363 and content area special methods. See Education Chair for exceptions. Offered each semester. Students enroll in EDUC 450A or EDUC 450B concurrently. *May not be taken pass/fail.*

EDUC 450. Student Teaching

2 courses

A. EC/MC (Early Childhood/Middle Childhood) Developmental Level (Elementary) B. EAG/AYA (Early Adolescence Generalist/Adolescence and Young Adulthood) Developmental Level (Secondary). A 14-week, full-time teaching experience is required. The student must allow time for conferences with the supervising teacher and college supervisor. Prerequisite for EC/MC developmental level student teachers: EDUC 310 and 315. Prerequisite for EAG/AYA developmental level student teachers: EDUC 351, 361, 363 and content area special methods. Students may not enroll in student teaching if their cumulative GPA is less than 2.5; they also must be formally admitted to the Teacher Education Program via the INTASC portfolio process. Application is made through the Director of Teacher Education one full year in advance of the student teaching semester, and signature of the instructor is a prerequisite for EC/MC and EAG/AYA developmental level teaching candidates. Offered each semester. Students enroll in EDUC 430A or EDUC 430B concurrently. *May not be taken pass/fail.*

EDUC 590. Selected Topics

1/2-3/4-1 course

May be repeated for credit with different topics.

English

2007-08 Faculty Members: M. Altman, D. Alvarez, B. Bean, H. Brown, T. Chiarella, C. Cornell, I. Csicsery-Ronay, V. Dickerson, E. Doak, R. Dye, J. Field, A. Flury, D. Geis, W. Glausser, J. Gloria, P. Graham, S. Hahn, J. Heithaus (chair), R. Hillis, M. Jackson, H. Kelleher, K. Kirkpatrick, M. Klimaszewski, W. Little, R. Long, L. Martin, M. McInnes, K. McKelvey, L. Melvin, M. Rainbolt, T. Russworm, G. Schwipps, M. Sinowitz, A. Sununu, C. White, L. Wright.

With major concentrations in Literature or Writing and a minor in Literature, English offers students the means both to connect with their world and to transcend it. Trained to think inventively and write expressively, English majors of both concentrations are prepared for work in various professional spheres, including graduate study in the field, education, communications, publishing, law and business. Some have established reputations as important scholars, journalists and authors.

Literature classes enable students to study literature as an art form. Through courses covering a spectrum of historical, cultural and ethnic perspectives, literature also invites students to explore their own lives and times as well as think beyond their own experience. Classes typically combine lecture and discussion, introducing students to representative works of English, American, and Anglophone writing and encouraging them to develop methods of critical interpretation.

The study of writing directly engages students' imaginations and knowledge and helps them develop their potential as writers through courses in fiction, non-fiction, poetry, playwriting, screenwriting and journalism. Small workshop classes provide intensive experience in the crafting and revising of students own work and in the productive critique of others.

Students wishing to count courses taken off-campus toward a major in English must have prior approval from their academic advisors and the department chair.

Students preparing for secondary teaching should review Section V, Teacher Education, and confer with the chair of the education department about requirements for admission and certification.

Requirements for a major in Literature

Total courses required	Ten
Core courses	ENG 151 and ENG 461.
Other required courses	Two of the following courses are required: ENG 281, ENG 282 and ENG 283. At least three courses in literature before 1830 are also required.
# 300 and 400 level courses	Five
Senior requirement	The senior requirement consists of the completion of ENG 461 with a grade of C or better.
Additional information	ENG 197 may be counted toward a major.
Recent changes in major	

Requirements for a major in Writing

Total courses required	Ten
Core courses	ENG 151, ENG 201 and ENG 412.
Other required courses	Three additional courses in writing above the 100-level in at least two different genres, two of which must be at the 300-level. Four additional courses in literature, at least one of which must be at the 300-level.
# 300 and 400 level courses	Four
Senior requirement	The senior requirement consists of the completion of ENG 412 with a grade of C or better, as well as a thesis.
Additional information	ENG 197 may be counted toward a major.
Recent changes in major	

Requirements for a minor in Literature

Total courses required	Five literature
Core courses	One course that stresses writers before 1830. One course that stresses writers after 1830.

A continuation of the survey begun in ENG 281, this course begins with representative writers of the Romantic movement and ends with 20th-century authors. *ENG 281 is not a prerequisite for this course.*

ENG 283. American Writers

Group 3, lit

1 course

A study of representative American authors from the exploration of the New World to the present with attention to the literature of ethnic cultures.

ENG 351. Principles of Literary Studies

Group 3

1 course

This course is designed to give majors in English and related fields a grasp of the most important theories, terms and traditions that shape contemporary literary studies. Recommended for both literature and writing majors, and especially for anyone considering graduate study in English.

ENG 360. Chaucer and His World

Group 3, lit

1 course

Realism and romance in selected major poems of Chaucer and his contemporaries studied in their medieval context.

ENG 361. Shakespeare

Group 3, lit

1 course

A study of representative plays drawn from the histories, comedies, tragedies and late romances. Wide-ranging themes will include questions about gender relations and identity, both personal and national, and the conventions of Elizabethan performance.

ENG 363. Renaissance or Early Modern British Literature

Group 3, lit

1 course

A study of major developments in prose and poetry in English literature between 1500 and 1660, an age of exploration both literal and figurative. In both canonical works (by Sidney, Spenser, Donne, Jonson, Herbert and Milton) and recently rediscovered poems by Lady Mary Wroth, Aemilia Lanyer and Katherine Philips, we will analyze the intersection of influences--Classical and Biblical, native and Continental, medieval and modern.

ENG 364. Milton

Group 3, lit

1 course

A revolutionary who wrote against censorship and in defense of divorce, whose poetry made a mark on future generations of writers, Milton redefined heroism in his epic, *Paradise Lost*. We will study his major poems and selected prose, analyzing his transformation of every genre he touched: sonnet, pastoral elegy, masque, epic and tragedy.

ENG 365. Restoration and Eighteenth Century

Group 3, lit

1 course

Centers on Dryden, Pope, Swift, Fielding, Johnson, Sterne, Radcliffe and Austen. Stresses satiric, ironic, sentimental and gothic literature and their critiques of society.

ENG 366. The Romantic Period

Group 3, lit

1 course

Focuses on English poetry from approximately 1790-1830, along with related works of fiction, criticism and philosophy. Writers often studied include Blake, Wollstonecraft, Wordsworth, Coleridge, Byron, Percy Shelley, Mary Shelley and Keats.

ENG 367. The Victorian Period

Group 3, lit

1 course

Focuses on writers who worked in the last 70 years of the 19th century. Writers often studied include Dickens, Carlyle, George Eliot, Tennyson, Robert Browning and Elizabeth Barrett Browning.

ENG 368. Modern British Literature

Group 3, lit

1 course

British novelists, poets and dramatists of the first half of the 20th century, including Conrad, Joyce, Yeats, Lawrence and Woolf.

ENG 369. Contemporary British Literature

Group 3, lit

1 course

British and postcolonial writers from the mid-20th century to the present. Writers may include Rushdie, Gordimer, Larkin, Amis and Heaney.

ENG 371. American Literature: Revolution and Renaissance

Group 3, lit

1 course

A study of literature from the American Revolution through "the American Renaissance," when the writing of American authors first achieved an international reputation. Writers might include Cooper, Poe, Emerson, Hawthorne, Douglass, Stowe, Melville, Jacobs, Whitman and Dickinson.

ENG 372. American Literature: The Age of Realism	Group 3, lit	1 course
A study of the literary culture between the Civil War and World War I, including considerations of realism, regionalism and naturalism as well as works of nonfiction. Writers might include Twain, James, Jewett, Crane, DuBois, Chesnutt, Dreiser, Wharton and Cather.		
ENG 373. American Literature: Modern	Group 3, lit	1 course
A study of literature between World Wars I and II and the main philosophical, social and aesthetic issues that shaped it. Writers might include Faulkner, Hemingway, Fitzgerald, Eliot, Moore, Hurston, Hughes, West, Steinbeck and Wright.		
ENG 374. American Literature: Post-War to Post-Modern	Group 3, lit	1 course
A study of literature since the end of World War II, including that of minority writers, and the main philosophical, social and aesthetic issues that shaped it. Writers might include Warren, Nabokov, Bishop, Roth, Morrison, Rich, Pynchon, Erdrich, Kingston and Cisneros.		
ENG 390. Women and Literature: Advanced Topics	Group 3, lit	1 course
Designed for English majors and/or students with some background in Women's Studies. Topics will provide opportunities for in-depth analysis of women writers and gender literary analysis. Issues covered may include: images of women in literature; women's writing in historical/social feminist literature theory and literary criticism; intersections of race, class and gender; formation of the literary canon. <i>May be repeated for credit with a different topic.</i>		
ENG 391. Authors: Advanced Topics	Group 3, lit	1 course
In-depth study of one or more writers.		
ENG 392. Genre: Advanced Topics	Group 3, lit	1 course
Study of works drawn from a specific literary genre or subgenre. Examples include Confessional Poetry, The Postmodern Novel and Revenge Tragedy.		
ENG 393. Literature and Culture: Advanced Topics	Group 3, lit	1 course
A study of the relations between literature and culture, with a specific thematic focus. Examples include Literature and Law, Darwinism in Modern Fiction, and Literature and Social Protest.		
ENG 394. Literature and History: Advanced Topics	Group 4	1 course
A study of literary representations of historical topics. Examples include The French Revolution and English Romanticism and Vietnam in Recent American Literature.		
ENG 395. Literature and Theory: Advanced Topics	Group 3, lit	1 course
Study of a specific topic within contemporary literary theory. Examples include The Rise and Fall of Deconstruction, Cultural Poetics and Studies in Formalism.		
ENG 460. Readings in Literature		1/2-1 course
Directed studies, with individual conferences or seminars, centered on a specific project arranged with the instructor and including the writing of papers. <i>Prerequisite: senior classification and permission of instructor and chairman of department. Students seeking permission to take the course must present previous to registration to the department chair a written statement of the project countersigned by the instructor who will direct it.</i>		
ENG 461. Seminar in Literature		1 course
Concentrated study of one or more major British and/or American authors, as announced. <i>Prerequisite: two 300- or 400-level courses in literature. Required of majors in English with emphasis on literature. May be repeated once for credit.</i>		

Courses in Writing

ENG 001. Journalism	Group 6	0 credit
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A. Writers; B. Editors; C. *Midwestern Review*; D. *Mirage* and E. *Eye on the World*. Practical experience in writing for *The DePauw* (A&B), *Midwestern Review* (C), *Mirage* (D) and *Eye on the World* (E). The DePauw writers (A) receive one-quarter activity credit per semester, and editors B) receive one-half activity credit per semester. *Midwestern Review*, *Mirage* and *Eye on the World* staff members (C, D and E) receive one-quarter activity credit per semester. *Prerequisite: signature of The DePauw advisor required.*

ENG 100. College Writing for Non-Native Speakers of English 1 course

This course is designed for incoming students who are non-native speakers of English. Students write short expository essays based on their personal and cultural experiences. Students practice writing clearly, precisely and fluently in standard American English; students are also introduced to the form and methods of academic writing. *May not be counted toward a major in English.*

ENG 120. College Writing I 1 course

This course reviews good writing strategies to prepare students for the level of reading, writing and critical thinking done in College Writing II. By means of short essay assignments, students build fluency and confidence in writing. *May not be counted toward a major in English. See Writing Program for details.*

ENG 130. College Writing II 1 course

This course introduces students to the fundamentals of reading and writing at the college level. Assignments focus on a variety of essay forms, including personal narrative and analytical argument, helping students to develop skills in critical thinking, interpretation, argumentation, and research documentation. Through the study of the writing process, students learn to generate essays for a variety of writing tasks across the curriculum. *May not be counted toward a major in English. See Writing Program for details.*

ENG 201. Introduction to Creative Writing 1 course

An introduction to writing fiction and poetry in a workshop setting using readings from contemporary poets and writers as models. May include some creative non-fiction and/or dramatic writing.

ENG 209. Advanced Expository Writing 1 course

Writing and critiquing expository writing in various forms - informational and interpretive reports, journalistic articles and critical or interpretive essays. Extensive use of peer review and critique. Illustrative readings for analysis and discussion.

ENG 232. News Writing and Editing 1 course

An introduction to the art and craft of writing for newspapers, including story structure, research techniques, interviewing, note taking, ethics, libel and AP Style. Students will hone their writing and reporting skills by covering campus events, writing stories on deadline and following national and local media coverage.

ENG 301. Creative Writing II: Fiction Workshop Group 6 1 course

A workshop focused on the writing of short fiction using modern and contemporary short stories as models and inspiration. *Prerequisite: ENG 201.*

ENG 302. Creative Writing II: Fiction Topics Group 6 1 course

Topics in fiction writing with particular concentration on specific forms or other aspects of the genre using readings as models and inspiration. This might include the novella or the short-short story or techniques such as magical realism, meta-fiction, minimalism, etc., depending on the instructor. *Prerequisite: ENG 201.*

ENG 311. Creative Writing II: Poetry Workshop Group 6 1 course

A workshop that gives students the opportunity to sharpen their skills as poets and exposes them to a wide range of contemporary poetry. *Prerequisite: ENG 201.*

ENG 312. Creative Writing II: Poetry Topics Group 6 1 course

The course provides a particular focus on poetic forms or sub-genres of poetry. These might include dramatic monologue and extended poetic projects such as sequences in a particular form or voice. Effort is made to broaden students reading knowledge of poetry. *Prerequisite: ENG 201.*

ENG 321. Creative Writing II: Nonfiction Workshop Group 6 1 course

This course will focus on the art and craft of nonfiction with special attention to giving nonfiction the immediacy and liveliness of fiction. Forms explored may include profiles, travel writing, personal essays, reviews, memoir, nature writing or literary nonfiction. *Prerequisite: ENG 201.*

ENG 322. Creative Writing II: Nonfiction Topics

Group 6

1 course

This course will explore a specific genre of nonfiction in depth. Class will operate as an advanced writing workshop that uses master works as models and inspiration. Offerings might include profiles, travel writing, personal essays, reviews, memoir, nature writing or literary nonfiction. *Prerequisite: ENG 201.*

ENG 331. Creative Writing II: Advanced Reporting Workshop

Group 6

1 course

An upper-level reporting class for students who have taken News Writing and Editing or have written for a student publication. Students will analyze and discuss long-form, investigative journalism and write a series of in-depth news features. The course will address how to incorporate literary techniques in news writing.

ENG 332. Creative Writing II: Advanced Reporting Topics

Group 6

1 course

An upper-level reporting class for students who have taken News Writing and Editing or have written for a student publication. Students will study specific forms of journalistic writing. Offerings might include feature writing, profiles, investigative journalism, magazine feature writing, or reviews and criticism.

ENG 341. Creative Writing II: Playwriting Workshop

Group 6

1 course

An introduction to the process of playwriting. The course will explore dramatic action for the stage--working with character, setting, dialogue, tone and style--through writing workshop, discussion and selected readings. Students will write monologues, scenes, a ten-minute play and a one-act play. *Prerequisite: ENG 201.*

ENG 342. Creative Writing II: Screenwriting Workshop

Group 6

1 course

An introduction to the fundamentals of screenwriting, in theory and in practice. Students will explore story, character, dialogue and structure as relates to writing for film; learn the screenplay format; and participate in writing workshop and discussion. *Prerequisite: ENG 201.*

ENG 343. Creative Writing II: Dramatic Writing Topics

Group 6

1 course

An upper level writing course that focuses on specific elements or forms within a genre of dramatic writing. Offerings might include The One Act Play, The Dramatic Monologue, The Short Film Script, Advanced Screenwriting or Advanced Playwriting. *Prerequisite: ENG 201.*

ENG 400A. Teaching Methods In English

1/2 course

An introduction to the problems of teaching composition, language and literature, primarily for those planning to teach English in the secondary schools. *Prerequisite: a major in English or Communication and Theatre or permission of instructor. Generally offered second semester in even-numbered years.*

ENG 400B. English Grammar

1/2 course

An introduction to modern English linguistics, centering on the description of the structure of modern English, its sounds, words, phrases and sentences, but also considering such topics as the nature of language, dialectics, semantics, language change and language standardization. Designed for those who wish to learn more about the workings of English and for those who plan to teach. *Open by permission of the instructor. Generally offered second semester in even-numbered years.*

ENG 401. Independent Writing

1 course

Independent writing under tutorial supervision designed for seniors wishing to develop or complete one of the longer forms. *Prerequisites: senior classification, the successful completion of three courses in writing above the freshman level, and permission of instructor and chair of the department. Prior to registration, the student must present to the chairman of the department a written statement of the project countersigned by the instructor who will serve as tutor.*

ENG 412. Seminar in Writing

1 course

This is an advanced creative writing workshop in which students design their own independent projects under the guidance of the instructor. Seminars generally explore a specific genre in depth. *Prerequisite: senior classification and the successful completion of three courses in writing above the 100 level, two at the 300 level.*

ENG EXP. Creative Writing: Translation

1.0

A writing workshop based on the creative art of translation. *Does not count toward a major in English.*

European Studies

2007-08 Faculty Members: M. Balensuela (director)

The United States has political, economic, and cultural ties with all regions of the world but none of longer standing and, arguably, of more importance than those with Europe. European intellectual and social traditions are the foundation of many aspects of American life. During the past decade, relations between Europe and the United States have begun to evolve and to move in dramatically new directions, challenging us to understand the unique phenomenon that is Europe. The end of the Cold War has broken down the East-West divide, and the European Union promises to alter in significant ways the international landscape of the future.

Currently we offer a minor in European studies which integrates course work from several fields into a broad yet coherent program of study. The minor allows students to engage in a critical examination of European society and the cultural, economic, and political issues of historical and contemporary interest. The program offers a context for DePauw's study-abroad programs located throughout the continent and for those who wish to understand the relationship of Europe to the rest of the world. Many fields, from the humanities to government, business, and scientific research, have increasing interactions with the European Union. The minor in European studies thus contributes to the preparation for a

career in a wide variety of professions.

The goal of the program is to produce graduates who have the linguistic competence, the cultural comprehension, and the specialized knowledge to operate effectively on the European scene - either in one of the countries of Europe or within a US-based organization dealing with them.

Courses in European Studies

Nothing to report. Please [try again](#). Thank you!

Film Studies

2007-08 Faculty Members: Jonathan Nichols-Pethick (director)

Film, video, and other related media are ubiquitous in contemporary society. Motion pictures combine art and text, creating a powerful medium that often dominates local cultural discourse, even as it is internationally accessible. Higher education engages the study of film and teaches students to think, write and speak critically about their products, which increasingly reflect us, define us, persuade us, market us, and tell our stories.

In the past forty years film studies has become a significant and continuous intellectual presence in academic and the world of higher education. Students used to major in film as a sort of apprenticeship, as a prelude to going into the movie business. Today, however, students all over the country--and world--are majoring in film for a variety of reasons: to teach, to succeed in the business world, to become managers, to prepare for graduate study, to have a career in the armed forces, to prepare for running large charitable foundations, and simply to try and change the world.

Requirements for a major in Film Studies

Total courses required	9
Core courses	ENG 167, COMM 237, FILM 430
Other required courses	6 (including one in film production or screenwriting and one in cultural or genre study of film)
# 300 and 400 level courses	4 (including the Senior Project)
Senior requirement	Successful completion of FILM 430.
Additional information	
Recent changes in major	

Requirements for a minor in Film Studies

Total courses required	5
Core courses	One course from either COMM 236, COMM 316 or COMM 319
Other courses	One class from each of the following areas: (a) history and criticism; (b) production and screenwriting; (c) cultural and genre studies.

300 and 400 level
courses 1
Recent changes in minor

Courses in Film Studies

FILM 430. Film Studies Senior Project

1 course

This capstone course will be taken during senior year and will be a culmination of the Film Studies major. With the help for the Film Studies director and faculty advisors, students will design and complete an original project, either scholarly or creative. Candidates will then be interviewed by an interdisciplinary faculty committee.

Geosciences

2007-08 Faculty Members: T. Cope, J.Mills, J. Pope, F. Soster, M. Wilkerson (chair).

Geoscientists study the Earth, including the materials that compose the planet, the processes that continuously change the planet, and the evolution of the earth and life through time. Because these studies involve investigations of relationships between the lithosphere, atmosphere, hydrosphere, and biosphere, the Geosciences are inherently interdisciplinary by nature and include aspects of chemistry, biology, and physics.

Geoscientists also are addressing increasingly challenging problems that confront a growing human population as we begin the twenty-first century: dwindling water, mineral, and energy resources; earthquake prediction and natural hazard identification; human impacts on the environment at regional and global scales; and safe disposal of toxic and radioactive waste materials.

The goal of the Department of Geosciences is to expose students to the complex interplay of Earth systems through active, hands-on learning. Therefore, a DePauw education in the Geosciences goes far beyond the traditional classroom. Students work in modern laboratories with extensive mineral, rock, fossil, and map collections. They use computers to model complex systems and simulate geological processes. They receive training on emerging technological tools such as GPS (global positioning systems) and GIS (geographic information systems). They participate on field trips that take them to some of the best geological exposures in the world. Many students spend a summer working closely with faculty on important research problems using state-of-the-art instrumentation. These student-faculty collaborations commonly result in student presentations at national meetings and co-authored publications in refereed journals.

Current research topics include: understanding the fate of pollutant materials in aquatic ecosystems, sedimentation rates in modern depositional environments, origin and evolution of igneous rocks in the southwestern United States and northeastern Canada, 2-D and 3-D mapping, modeling, and computer visualization of faults and folded rocks with applications in various mountain belts, geochemical analysis and remediation of acid mine drainage from Indiana coal mines, and sedimentary basins in China.

Many DePauw Geoscience graduates receive scholarships to attend leading graduate schools to continue their education. Other graduates pursue a variety of successful careers in industry, government agencies, or academic institutions.

The Department of Geoscience offers majors and minors in Geology, Environmental Geoscience and Earth Science and a minor in Geography. Students planning to major in any of these fields should consult with a departmental faculty member. During the senior year, all majors are required to participate in a senior seminar. Students preparing for secondary teaching: review Section V, Teacher Education, and confer with the chair of the education department about requirements for admission and certification.

Requirements for a major in Geology

Total courses required 9.5 GEOS + 1.25 CHEM

Core courses GEOL 110, GEOL 280, GEOL 310, GEOL 350

- GEOL 210, GEOL 320, GEOL 450
- CHEM 130 & 170 (1.25 credit)

Other required courses • At least 3 course credits from the following courses: GEOL 220, GEOG 315, GEOL 330, GEOL 370, GEOL 380, GEOL 470*, GEOL 480*, GEOL 490*

*only 1 course credit counts towards major

300 and 400 level
courses Four and one-half

Senior requirement The senior requirement consists of GEOL 450.
Recommended courses from which to choose:

Additional information

- MATH 151, MATH 152
- PHYS 120, PHYS 130
- CSC 121, CSC 122

- POLS courses (e.g., POLS 110, 160, 382)
- ANTH 253
- Off-campus study in an approved geoscience program
- Additional GEOS (GEOL/GEOG), CHEM, and/or BIO courses
- Winter Term internship in a geoscience-related field
- Summer geology field camp

Recent changes in major

Requirements for a major in Environmental Geoscience

Total courses required 8.0 GEOS + 1 UNIV + (4.25-4.75) Areas

Core courses GEOL 110, GEOL 280, GEOL 310, GEOL 350
 GEOL 109, GEOG 125, UNIV 170, UNIV 390

At least 2 course credits from the following courses: GEOL 330, GEOL 370, GEOL 380, GEOL 470*, GEOL 480*, GEOL 490* (*only 1 course credit counts towards major)

Other required courses

At least 2 of the following area concentrations:

- Area 1: CHEM 120, 130, & 170 (2.25 cr.)
- Area 2: BIO 135 & 145 (2.0 cr) Note: BIO 342 also is highly recommended.
- Area 3: ECON 100 & 294 (2 cr) Note: Econ 335 also is highly recommended.

300 and 400 level courses

Four and one-half

Senior requirement

The senior requirement consists of UNIV 390.

Recommended courses from which to choose:

- MATH 151, MATH 152
- PHYS 120, PHYS 130
- CSC 121, CSC 122
- POLS courses (e.g., POLS 110, 160, 382)
- ANTH 253
- Additional GEOS (GEOL/GEOG), CHEM, and/or BIO courses
- Winter Term internship in a geoscience-related field
- Off-campus study in an approved geoscience program
- Summer geology field camp

Additional information

Recent changes in major

Requirements for a major in Earth Science

Total courses required

8.5 GEOS + 2.25 CHEM/PHYS

Core courses

GEOL 110, GEOL 280, GEOL 310, GEOL 350
 GEOG 115, GEOL 450, an astronomy course, CHEM 130 & CHEM 170 (1.25 total credit)

Other required courses

At least 3 course credits from the following courses (at least one of the three must be at the 300 or higher level): GEOG 105, GEOL 107, GEOL 109, GEOG 125, GEOL 210, GEOL 220, GEOG 315, GEOL 320, GEOL 330, GEOL 370, GEOL 380, GEOL 470*, GEOL 480*, GEOL 490*
 *only 1 course credit counts towards major

300 and 400 level courses

Three and one-half

Senior requirement

The senior requirement consists of GEOL 450.

Recommended courses from which to choose:

Additional information

- MATH 151, MATH 152
- PHYS 120, PHYS 130
- CSC 121-122

- POLS (Political Science) courses (e.g., POLS 110, 160, 382)
- ANTH 253
- Additional GEOS (GEOL/GEOG), CHEM, and/or BIO courses
- Winter Term internship in a geoscience-related field
- Off-campus study in an approved geoscience program
- Summer geology field camp

Recent changes
in major

Requirements for a minor in Geology

Total courses required Four
Core courses GEOL 110
Other courses
300 and 400 level courses One
Recent changes in minor

Requirements for a minor in Environmental Geoscience

Total courses required Five
Core courses Choose 5 course credits from the following: GEOL 109, GEOL 110, GEOL 197, GEOL 280, GEOL 310, GEOL 330, GEOL 350, GEOL 370, GEOL 380, GEOG 125, UNIV 170, UNIV 390.
Other courses
300 and 400 level courses One
Recent changes in minor

Requirements for a minor in Earth Science

Total courses required Four
Core courses GEOL 110, GEOG 115
Other courses
300 and 400 level courses One
Recent changes in minor

Requirements for a minor in Geography

Total courses required Four
Core courses GEOG 115
Other courses
300 and 400 level courses One
Recent changes in minor

Courses in Geosciences

Courses in Geology

GEOL 107. Geology of America's National Parks

Group 1

1 course

Study of the geologic history of America via the National Park System. The course focuses on origin and evolution of landforms in various national parks and the geologic processes that created and sculpted them. Park features serve as a point of departure for interdisciplinary discussions on society's impact on the lithosphere, hydrosphere, atmosphere and biosphere. *May include lab some semesters.*

GEOL 109. Environmental Geology

Group 1

1 course

An introduction to the processes that influence the physical and chemical nature of the earth's surface. Although these processes are frequently naturally occurring, special attention is given to the influence of human actions on the environment. Students explore the environmental impact of the extraction and use of natural resources, and interactions between the lithosphere, hydrosphere, atmosphere, and biosphere as they pertain to environmental issues.

GEOL 110. Earth and the Environment

Group 1, lab

1 course

Includes laboratory. An introduction to the materials that make up the earth and the interplay between constructive and destructive processes that shape the earth, including plate tectonics. Laboratories include mineral and rock identification, field trips, and topographic map interpretation.

GEOL 197S. First-Year Seminar

1 course

A seminar focused on a theme related to the study of geology. *Open only to first-year students.*

GEOL 210. Historical Geology

Group 1, lab

1 course

Includes laboratory. An introduction to earth history and the methods that geologists use to interpret the rock record and the fossil record. The origin and evolution of the earth and life through time are examined with emphasis on the interrelationships of earth history, evolution and plate tectonics. *Prerequisite: GEOL 110.*

GEOL 220. Geologic Field Experiences

Group 1, lab

1 course

Includes laboratory. A. West Virginia B. Utah C. Nevada D. Other. An introduction to field geology through intensive study of a geologic province. Students collect and interpret geologic data, construct geologic maps and cross sections, and read published professional papers in order to interpret the tectonic, stratigraphic and geologic history of a province. Topics include the Valley and Ridge Province in West Virginia, the Colorado Plateau Province in Utah, and the Basin and Range Province in Nevada. A week-long field trip to the geologic province is required during spring break. A course fee covers field trip expenses. *May be repeated for credit with different topics. Prerequisite: GEOL 110.*

GEOL 280. Mineralogy

Group 1, lab

1 course

Includes laboratory. A qualitative and quantitative study of the physical, chemical and optical properties of minerals. The physical properties of minerals are studied through the identification of hand samples and geometric analysis of crystal models. Mineral chemistry is studied using literature sources and laboratory work. The optical properties of minerals are examined using the petrographic microscope. *Prerequisite: GEOL 110.*

GEOL 310. Sedimentology and Stratigraphy

Group 1, lab

1 course

Includes laboratory. Detailed study of the formation, transportation, and deposition of sediments, and criteria for inferring the geologic history of sedimentary rocks. The application of facies models in recognizing and interpreting ancient depositional systems is emphasized. *Prerequisite: GEOL 110.*

GEOL 320. Petrology

Group 1, lab

1 course

Includes laboratory. Genesis, classification and identification of igneous, metamorphic and sedimentary rocks. These rock groups are studied through the use of hand samples, rock and mineral chemistry, computers and petrographic analysis. Laboratory exercises include field trips to examine and interpret outcrops in Indiana and adjacent states. *Prerequisite: GEOL 280.*

GEOL 330. Geochemistry

Group 1, lab

1 course

Includes laboratory. An introduction to thermodynamics and kinetics applied to geological problems, with special emphasis on aqueous geochemistry. Students learn field collection techniques, sample analysis, and methods of presenting geochemical data. *Prerequisites: GEOL 110, CHEM 130, and CHEM 170; or permission of the instructor.*

GEOL 350. Structural Geology and Tectonics

Group 1, lab

1 course

Includes laboratory. Recognition, description and origin of structural features that form the architectural framework of the upper crust. Geometric (shape), kinematic (motion) and dynamic (mechanical) development of structural features is emphasized. Fieldwork and applied laboratory work with computers facilitate analyses of structures over a wide range in scale (lattice deformation to orogenic belts). *Prerequisite: GEOL 110.*

GEOL 370. Applied Hydrogeology

Group 1, lab

1 course

Includes laboratory. An investigation of the occurrence and movement of water within the hydrologic cycle. Special attention is given to water quality and water supply concerns. Lab and field work develop skills to apply course concepts to real world problems. *Prerequisites: GEOL 110, CHEM 130, and CHEM 170. MATH 135 proficiency recommended.*

GEOL 380. Environmental Geophysics

Group 1, lab

1 course

Includes laboratory. Detailed analysis of the basic theory, field methods and interpretation techniques of seismic, gravitational, magnetic and electrical methods of geophysical prospecting. Application of geophysical techniques to solving problems in geology, with emphasis on their applicability in environmental and exploration investigations. Outdoor work required. *Prerequisites: GEOL 110 or permission of instructor. MATH 135 proficiency and PHYS 120 recommended.*

GEOL 450. Senior Seminar

1/2 course

Students read, present and discuss research papers in the geosciences. *Prerequisite: A departmental major and senior standing.*

GEOL 470. Readings in Geology

1/4-1/2 course

Topical investigation using primary geological literature sources, including written analyses and oral presentations. *Prerequisite: Permission of chair of the department.*

GEOL 480. Problems in Geology

1/4-1/2 course

Advanced problems in geology, including written analyses and/or oral presentations. *Prerequisite: Permission of chair of the department.*

GEOL 490. Research Thesis

1/4-1/2-1 course

Original research in geology, including a written thesis and an oral defense. *Prerequisite: Permission of chair of the department.*

Courses in Geography

GEOG 105. Earthquakes and Volcanoes

Group 1, lab

1 course

An investigation of the theory of plate tectonics and how it explains the distribution of earthquake and volcanic activity throughout the world. Destructive historical earthquakes and volcanic eruptions are examined with consideration of the impact of these disasters on human populations. Advances in the prediction of earthquake and volcanic activity also are evaluated. *May include lab some semesters.*

GEOG 115. Physical Geography

Group 1

1 course

An introduction to the earth's physical environment. Earth-sun relationships, weather, climate, natural vegetation, soils and landforms are studied.

GEOG 125. Introduction to Environmental Science

Group 1

1 course

An introduction to the study of environmental science. Topics include matter, energy, ecosystems, human populations, natural resources, and the impact of human activity on the natural environment. Special attention is given to current environmental problems including air and water pollution, acid rain, stratospheric ozone depletion, climate change, deforestation, and species extinctions.

GEOG 197G. First-Year Seminar

1 course

A seminar focused on a theme related to the study of geography. *Open only to first-year students.*

GEOG 205. Introduction to GIS

1

An introduction to Geographic Information Systems (GIS) and applications. Topics include: GIS data models, cartographic concepts, spatial analysis, data visualization techniques, remote sensing, applications of GIS in the natural sciences and other fields. 100-level geoscience course recommended.

GEOG 315. Map Interpretation

Group 1, lab

1 course

Includes laboratory. Interdisciplinary study of geologic processes and resulting landforms through the analysis and interpretation of geologic and topographic maps. Course focuses on the relationship of map patterns to tectonic, geomorphic, hydrogeologic and climatic processes that shape and influence landform development. *May be counted towards a major in geology. Prerequisite: GEOL 110.*

GEOG 395. Topics in Geography

1/2-1 course

An examination of a topic in Geography. *May be repeated for credit with different topics. Prerequisite: Permission of chair of the department.*

History

2007-08 Faculty Members: J. Bruggemann, Y. Chiang (chair), S. Crawford, R. Dewey, M. Dixon-Fyle, N. Fancy, D. Gellman, G. Kuecker, J. Schlotterbeck, B. Steinson, C. Weinberg, B. Whitehead.

History, a discipline that belongs to both the humanities and the social sciences, is the study of change over time. By exploring the complexities of peoples and societies in the past, the present becomes more comprehensible. As a core discipline of the liberal arts, history encourages students to think critically, to argue logically and to examine the values of their society and those of other societies.

By developing research, analytical, writing, oral communication and problem solving skills, the undergraduate major in History is valuable preparation for a broad range of occupations, for graduate and professional schools and for the responsibilities of informed citizenship. Recent history majors have pursued careers in education, law, government service, journalism, public history, social agencies, business and finance.

The History department brings historians and history makers to campus, encourages off-campus study and travel, shows films and documentaries, sponsors field trips to historical sites and assists students in finding history-related internships.

The History department offers introductory and advanced work in the following geographic fields: Africa, East Asia, Europe, Latin America and the United States.

Students wishing to count courses taken off-campus toward a major or minor in history should note that approval is not automatic and that they must obtain prior approval from their academic advisors and the department chair.

Students preparing for social studies certification in secondary education are required to take HIST 400SS, normally during the spring semester of the junior year. They should review Section V, Teacher Education, and confer with the chair of the Education department about requirements for admission and certification.

Requirements for a major in History

Total courses required	Nine
Core courses	<ul style="list-style-type: none">• At least one course from three of the following five geographic fields: Africa, East Asia, Europe, Latin America and the United States• At least one course on a period of history before 1800• HIST 295: History Today: Debates and Practice• Either HIST 490: Seminar or HIST 495, HIST 496• Additional elective History courses to achieve a total of nine
Other required courses	In consultation with their advisors, students define a field of concentration consisting of at least four courses. Fields can be chronological, thematic and/or geographic. Students planning graduate work in history should note that graduate schools usually require a reading knowledge of one or more languages appropriate to the students' fields of study.
# 300 and 400 level courses	Three 300-level discussion
Senior requirement	Successful completion by giving a public presentation of research or compiling a portfolio of written work in history together with a self-reflective essay or undertaking a group project approved by a member of the department.
Additional information	
Recent changes in major	

Requirements for a minor in History

Total courses required	Five
Core courses	One course at the 100-level, one at the 200-level and one at the 300-level
Other courses	The department encourages students completing the minor to have a geographic concentration in one of five areas and encourages students with a U.S. or a European emphasis to take one course in African, Asian or Latin American history.
# 300 and 400 level courses	One

Recent changes
in minor

Courses in History

- HIST 105. The American Experience** Group 2 1 course
An introduction to American history through study of a special topic. Regularly offered American Experience courses include: The West, Slavery and Reform Movements. *HIST 105 may be repeated for credit with different topics.*
- HIST 107. Introduction to China and Japan** Group 4 1 course
An interdisciplinary introduction to Chinese and Japanese civilizations from their beginning through the mid-19th century, stressing cultural ideals and the social relations of families and classes, including peasants and townsmen, bureaucrats, beggars and bandits, warlords and women.
- HIST 108. Modern China and Japan** Group 4 1 course
An introductory examination of East Asia in the modern world, beginning with the Western impact in the mid-19th century and focusing on Japanese industrialization and empire, Chinese revolution, World War II in Asia and trends to the present.
- HIST 109. African Civilizations** Group 4 1 course
The precolonial and colonial history of Africa from 1500 to 1945: the early socioeconomic and political organization of African society; problems of state formation; organization of an acephalous society and African production and trade; the impact of capital on the African formation as seen in the slave trade; and the era of legitimate commerce and early capitalist penetration.
- HIST 110. Modern Africa** Group 2 1 course
Africa since 1945: the diverse socioeconomic and political concerns of a mature colonialism on the eve of decolonization; the many contradictions of a colonialism caught up in a wind of change, concession-prone in some areas, stolidly uncompromising in others; political independence and the policies it produced; and the path to Africa's present state of dependency and political instability.
- HIST 111. European Civilization I--1300-1800** Group 4 1 course
A history of Europe from about 1300 to 1789, including the end of the medieval world, the Renaissance and Reformation, Scientific Revolution, the age of Enlightenment and the French Revolution.
- HIST 112. European Civilization II--1789-Present** Group 4 1 course
A history of Europe from 1789 to the present, including French Revolution and Napoleon, Industrialization, the Age of the Nation States, the struggle among liberal, communist and fascist ideologies, World Wars I and II, postwar reconstruction, decolonization and European integration.
- HIST 115. Colonial Latin America** Group 4 1 course
The societies and cultures of Latin America from pre-Hispanic times to the early 19th century. Topics include indigenous societies, period of contact and conquest, resistance and accommodation in the emerging colonial regimes and the revolutions for independence. Emphasis on social relations and cultural practices of the diverse Latin American peoples.
- HIST 116. Modern Latin America** Group 2 1 course
The legacies of independence, modernization processes, revolutionary upheaval, nationalisms and the populist movements that marked the history of Latin America from 1825 to the present. Emphasis on social relations and cultural practices of the diverse Latin American peoples.
- HIST 121. Introduction to the Middle East** Group 4 1 course
The course surveys the various factors that shaped the political, religious, cultural and social features of Classical Islamic civilization and Middle Eastern/Islamic history from the sixth century to 1500 AD. Its geographic scope comprises Al-Andalus (Muslim Spain), Central Asia and the territories of the former Ottoman and Safavid empires: Algeria, Tunisia, Morocco, Turkey, Iraq, Syria, Palestine, Egypt, Arabia, the Caucasus and Iran. Where appropriate, audio-visual material will be utilized.
- HIST 122. Modern Middle East** Group 2 1 course

The course surveys the various factors that have shaped the political, religious, cultural and social features of the modern Middle East from 1500 to 2005. Its geographic scope comprises the central provinces and territories of the former Ottoman and Safavid empires: Algeria, Tunisia, Morocco, Turkey, Iraq, Syria, Israel, Palestine, Egypt, Arabia and Iran. It will emphasize the historical evolution of Middle Eastern politics from dynastic and religious empires in the 16th century to modern nation-states in the 20th century; the impact of industrial capitalism and European imperial expansion on local societies; and third, the religious, socio-cultural and ideological dimensions of these large-scale transformations.

HIST 156. Advanced Placement in History 1 course

Advanced placement credit for entering first-year students. A. United States History; B. European History.

HIST 197. First-Year Seminar 1 course

The first-year seminars focus on different historical topics, but all introduce students to the interdisciplinary nature of historical inquiry and include emphasis on discussion, writing and reading a variety of primary sources. Recent seminar topics include: Americans and War, Myth, Memory and History, Declarations of Independence, Rise and Fall of the Nuclear Family and (De)Constructing Race in the U.S. *HIST 197 is open only to first-year students.*

HIST 206. History of Mexico Group 2 1 course

A social history of Mexico from pre-Hispanic times to the present. Emphasizing processes of resistance, rebellion and accommodation, this course examines the social and cultural dynamics of the major Mesoamerican societies (Aztecs and Maya), the colonial period and the process of nation formation. Attention will be given to gender and ethnic issues.

HIST 221. France from Charlemagne to Napoleon Group 4 1 course

The history of France from the Merovingians of Gaul to the Napoleonic era with an emphasis on intellectual, cultural and social movements of this early period. Major topics: Charlemagne and the Carolingian Empire; the Hundred Years' War; rise of absolutism; the Wars of Religion; the Fronde; the Age of Louis XIV; the Enlightenment; the French Revolution.

HIST 225. European Women's History Group 4 1 course

An examination of the cultural and intellectual roles of women in Early Modern Western Europe. In addition to surveying the women's traditional place in European society, this course also considers the work of exceptional women who argued against that role. Topics include the debate on the nature of women, women in power, witchcraft, women and science, women in revolutions and the education of women.

HIST 232. 19th and 20th Century Britain Group 4 1 course

This course surveys Britain in the 19th and 20th centuries, a period that both affirmed and questioned the "greatness" of Great Britain in political, economic and social terms. Central course themes include the transformation of Britain's economic standing, from the "workshop of the world" to perceptions of "declinism". The contrasting political fortunes of the Conservative, Liberal and Labour parties are highlighted; from "Tory paternalism" to Thatcherite Revolution, from socialist trade unionism to "Blairism". Class, immigration and Anglo-Irish affairs are explored as well as the effects of war and peace, depression and prosperity upon British society. The course also includes a consideration of the growth of the British Empire and its comparatively rapid dissolution in the post-war era.

HIST 241. Russian History to the 19th Century Group 4 1 course

Development of Russian state, society and culture from the ninth to the 19th centuries, with particular attention to the Kievan, Mongol, Muscovite and Imperial periods.

HIST 242. Modern Russia Group 4 1 course

Culture and society in the last years of the Empire; the growth of the revolutionary movement in the late 19th and early 20th centuries; the establishment of the Soviet Union, its development, decline and collapse; and the beginnings of post-Soviet Russia.

HIST 244. Germany from Unification to Unification, 1870-1989 Group 4 1 course

Germany has played a central and disruptive role in the recent history of Europe. The domestic and foreign conflicts that have dominated the country's history with such far-reaching consequences will provide the focus of the course. The course covers the political, social and cultural developments that shaped the course of German history from the creation of a unified Germany in 1871 to the reunification of Germany in 1990. It examines the Imperial period, World War I, the Weimar Republic, the Nazi experience, the division of postwar Germany and its reunification in our own times.

HIST 252. United States-East Asian Relations Group 2 1 course

An examination of the interactions between the United States and the major countries in East Asia - China, Japan and Korea - from the 19th century to the present. Topics explored include cultural interactions and changing mutual images, impact of imperialism, Asian nationalism, the Pacific War, Communism in Asia and Japan's rise as an economic superstate.

HIST 256. African Cultures

Group 2

1 course

A review of cultural change in various African societies from earliest times to present. African society is first examined in the primordial state and then reviewed against the coming of Islam, Christianity and Western cultural penetration; a discussion of the current prevalence of cultural syncretism and plurality in African cultures.

HIST 257. Ethnicity and Conflict in South Africa

Group 2

1 course

The history of South Africa from the 17th century to the present; its relations with neighboring communities; the coming of white settlers; African subjugation and the rise of apartheid; local and foreign reaction to the apartheid state; the process of decolonization; and ethnic and class cleavages in post-Apartheid society.

HIST 263. The Founding of United States Civilization

Group 4

1 course

A survey of North American history from Columbus through the War of 1812, emphasizing territories that ultimately became part of the United States. Course includes such subjects as European-Indian interaction, African slavery in early America, the development of English colonies, the American Revolution, the U.S. Constitution and politics in the early republic.

HIST 264. Nineteenth-Century United States

Group 2

1 course

The United States between 1815 and 1900: development of a market economy and industrial society; political parties and presidential leadership; westward expansion; reform movements; slavery and emancipation; sectional crisis and Civil War; ethnic and class conflicts; and roles of women, African Americans and Native Americans.

HIST 265. Twentieth-Century United States

Group 2

1 course

United States social, economic, political and diplomatic history from 1900 to the present.

HIST 275. African American History

Group 4

1 course

A survey of the black experience in the United States focusing on ways African Americans reacted individually and collectively to their condition and how they have contributed to the development of the United States.

HIST 277. US Women's History: 1700-1900

Group 2

1 course

The impact of settlement, colonization, revolution and independence, industrialization, urbanization, slavery, the Civil War, westward expansion, education and immigration on women. Readings will be drawn from journals, diary excerpts, short stories, novels and letters and from scholarly essays and monographs by historians and other social scientists. Class, race and ethnic differences will be examined throughout the semester.

HIST 278. Women in the United States, 1890-Present

Group 2

1 course

A chronological survey of U.S. women's history from 1890 to the present. It considers experiences of women of different classes, races and ethnic backgrounds. Among the topics covered are changes in women's paid employment, women's participation in selected social and political movements, women and popular culture and the impact of the Great Depression and wars on women.

HIST 281. Africa and the Black Diaspora

Group 2

1 course

An exploration of the historical foundations and the development of Black life in Africa and its later diffusion in the Black Diaspora. Its purview will range from pre-colonial dynamics to the more contemporary manifestations of global Black history in North America, Europe, the Caribbean, Central America, Latin America and Melanesia. Topics include: African cultures before European contact, the slave trade and its impact on Africa and the Atlantic economy, the middle passage, internal migration in Africa and case studies of the creation of Diasporic communities and cultures.

HIST 290. Topics

1 course

A study of a special topic with an emphasis on discussion and participation. Descriptions of HIST 290 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. *May be repeated for credit with different topics.*

HIST 295. History Today: Debates and Practices

Group 4

1 course

An introduction to history as a discipline, including why historians interpret the past in different and often contested ways; problems of historical method, including use of evidence, objectivity, causation, periodization and categories of historical analysis (such as, nation-state, gender, race and class); and current approaches and methodologies in the history profession.

HIST 300. Topics

1/2-1 course

A study of a special topic at an advanced level. This and all 300-level courses are small discussion classes. Descriptions of HIST 300 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. *May be repeated for credit with different topics.*

HIST 332. European Union

Group 2

1 course

The seminar surveys European integration in its historic context and emphasizes the project for European unity since the Second World War. Topics for consideration include historic conceptualizations of East and West and the 'Idea of Europe', integration as a response to the World Wars experience and its evolution in a divided Cold War Europe. Theoretical assessments of integration and the comparative significance of both international and domestic factors are discussed as well as controversies over supra-nationalism, 'European identity' and the expansion of membership.

HIST 334. History Beyond the Classroom

Group 2

1 course

Most Americans learn about the past not in college classrooms but from visiting historical museums and sites, through reading 'popular' historical works and from hobbies, like genealogy and living history re-enactments. Visual markers of past eras-historical landscapes, buildings, and artifacts-are powerful places for learning about the past. But who decides which "pasts" are worth preserving and whose stories are retold? What is the relationship between history learned in the classroom and history learned at public sites? This course examines these questions from three perspectives: material culture, the objects that are the primary historical documents for interpreting the past at historical sites and museums; history museums and their role in determining how the past is displayed; and public memory, or popular uses of the past for commemoration or for heritage purposes.

HIST 335. The History of History

Group 4

1 course

A study of selected problems and texts in the critical history and philosophy of history. Major questions addressed by the course: Is objective history possible? What is the role of the historian? How is history politicized through selection of subject matter? And, how has the idea of progress influenced the writing of history?

HIST 337. The Age of Louis XIV

Group 4

1 course

A study of life in France during the reign of the Sun King. A deeper understanding of 17th-century French life is attempted through a study of French history, politics, society, literature, philosophy and art.

HIST 338. The Enlightenment

Group 4

1 course

This 18th-century European intellectual movement is approached through the works of the major thinkers of the period. Writers such as Voltaire, Montesquieu, Diderot, Rousseau, and de Sade are examined.

HIST 339. Imperial Europe

Group 4

1 course

This course will look at Western Europe at its height of power and influence and in the decades leading up to and including WWI (c.1870-1918). The class will approach Imperial Europe through a series of thematic clusters, such as empire, imperialism and militarism, nations and nationalism, gender and generation, culture, technology, politics and political organization, intellectual developments, mortality, sexuality, etc.

HIST 342. Europe of Dictators

Group 4

1 course

An examination of the social, economic, political and ideological conditions and processes that led to the establishment of single-party dictatorships in Italy, Germany and the Soviet Union.

HIST 350. The Samurai in Feudal Japan

Group 4

1 course

An exploration of feudal Japanese society (1185-1800) through an in-depth study of its major actors - the samurai. The topics that are explored in this course include the mores, ethos and valor of the samurai, on the one hand, and the changing as well as enduring social, economic and political structure of this period on the other hand.

HIST 351. Women and Family in Modern China

Group 2

1 course

The role and status of women and the evolution of the Chinese family from the late imperial period to the present. It draws on materials from novels and biographical case studies.

HIST 353. Industrial East Asia

Group 2

1 course

An examination of the emergence of East Asia from a pre-industrialized backwater in the 19th century to a vibrant economic region by the 1980s.

HIST 355. African Nationalism, 1890-1985

Group 4

1 course

A survey of African resistance to European imperialism with emphasis on the national peculiarities of the European penetration, the experience of Settler and non-Settler Africa, the personnel and methodology of proto-nationalist and nationalist resistance, and the general outcome of these efforts.

HIST 356. African Slavery

Group 2

1 course

A review of the processes of incorporation into slavery; slaves in production and exchange; the resistance history of slavery; the gender implications of the slave state; slaves and social mobility, interdependence and the manipulations of class; and the dynamics of manumission and abolition.

HIST 362. Voices of a Revolutionary Age

Group 4

1 course

The American Revolution in the context of revolutionary upheaval throughout the Atlantic world from 1775-1815. Topics include alternative visions of political society, the challenge of slavery, Native American responses to U.S. independence and the case for women's rights. We will encounter famous and ordinary people, often in their own words.

HIST 364. Civil War and Reconstruction

Group 2

1 course

The causes, impact and consequences of the Civil War: origins of sectional conflict, the secession crisis, emancipation, Reconstruction policies, political and military leadership, the impact of events on civilians and soldiers and long-term effects of this period on American society and political institutions.

HIST 367. The Civil Rights Movement

Group 2

1 course

The black-led freedom movement in the South from the end of World War II to the late 1960s. *Prerequisites: HIST 265, HIST 275 or permission of instructor.*

HIST 368. United States in the Sixties

Group 2

1 course

The decade of the 1960s was a tumultuous and often bewildering period in recent United States history. The course assesses the presidencies of Kennedy, Johnson and Nixon. Causes and manifestations of social, political and cultural change are examined. The Civil Rights, Black Power, New Left, Anti-War and Women's Liberation movements are studied, as well as the war in Southeast Asia.

HIST 371. Family and Community in America

Group 2

1 course

An interdisciplinary study of the history of the family and community in the United States from colonial times until the present.

HIST 373. Chicago and New York

Group 2

1 course

An investigation of the life and times of two of America's greatest metropolises, from their founding until approximately 1980. The course emphasizes the following themes: popular culture, poverty, politics, race, ethnicity and social reform. Historical narratives, literature and social criticism will be used as a springboard for discussing the variety of ways in which ordinary people constructed lives on a human scale and sometimes thrived in fast-changing urban environments.

HIST 375. Women's Social and Political Movements

Group 2

1 course

The varieties of female activism in the United States in the 19th and 20th centuries. Among the topics covered are benevolence, abolitionism, women's rights, the movement for reproductive freedom, the social settlement movement, temperance, suffragism and anti-suffragism, labor organizing, civil rights, women's liberation and radical feminism.

HIST 381. The Mexican Revolution

Group 2

1 course

An examination of the social fabric of the 1910 Mexican revolution, emphasizing both internal and external factors, it will cover from roughly 1876 to 1940. Major areas of analysis are: the formation of the Porfirian regime and its modernizing agenda during the late 19th century; the national eruption of diverse forms of cultural and political opposition led by peasants and workers; the emergence of the post-revolutionary

regimes; and the various and competing efforts of nation formation of the early 20th century.

HIST 382. US/Latin American Relations

Group 2

1 course

An examination of the political and economic contours of the relationship between the United States and Latin America. This course surveys the historical period from the late 1700s to the present. Special focus is on reading and using primary documents.

HIST 385. Latin American Revolutions

Group 4

1 course

This discussion course examines the revolutionary movements which swept Latin America after World War Two. These include: Guatemala in 1940-1954, Bolivia 1952, Cuba 1959, Chile 1970, Nicaragua 1979 and Chiapas 1994. Our analysis will cover a range of social, political, economic, and cultural frameworks for understanding these revolutions, why they happened, did they succeed, or why they failed. Analysis will focus on theories of revolution, why they happen, what their process is, and the thorny issue of how to evaluate their success or failure. We will learn about peasant and urban working class movements, as well as issues of consciousness as it pertains to the formation of counter-hegemonic movements. Guerilla warfare, the 'foco' strategy, and organizing tactics will be examined. We will develop an understanding of the role of US foreign policy in each revolution. The course will have a gender component by exploring how the role of women changed over time in the revolutionary movements. We develop an understanding of how and why the pre-1994 Chiapas revolutions were 'modern' responses to social, political, economic and cultural problems and how the Zapatista rebellion can be understood as the first postmodern revolution. Students will learn about why the autonomous movement is a more powerful tool of revolution than the 'traditional' revolutionary movements of the 1960s, 1970s and 1980s. The course will have approximately 7 monographs. Reading will be at the pace of a book every two weeks (150 pages a week+/-). Students will write multiple thesis drive essays responding to the reading. There will also be a term paper.

HIST 399. Internship in Public History

1/2 course

Exploration of current practices in public history through readings and hands-on experience at a historical museum or historical site. *History 334 is recommended for HIST 399 but not a formal requirement.*

HIST 400SS. Teaching of Social Studies

1/2 course

A divisional course serving students in the departments of economics and management, history, political science, psychology, sociology and anthropology. The work covers values and objectives, viewpoints of the individual social sciences, curriculum problems, classroom procedures and correlation and integration of the social studies. *Prerequisite: junior or senior classification and candidacy for a teacher's certificate in the social studies. May not be counted toward a major in history.*

HIST 490. Seminar

1 course

The practice of history as a discipline through research, interpretation and writing a major paper. Students are expected to take the seminar in their major area of concentration. Descriptions of seminar topics offered in a given semester will be made available prior to registration.

HIST 491. Reading Course

1/2-1 course

A study of either a geographical area (East Asia, Russia, France, etc.), a period (Europe since 1789, early America, etc.) or a movement, division of history or institution (socialism, military history, feudalism, etc.). Reading and/or research. *Prerequisite: permission of instructor. May be repeated for credit with different topics.*

HIST 495. Senior Thesis

1 course

Intensive research on a topic approved by the instructor and resulting in a thesis prepared under the instructor's supervision. During the first semester, the student will undertake reading and research and may participate in either a section of HIST 490 or a seminar group limited to students enrolled in HIST 495; during the second semester the student will complete the thesis and defend it before a committee of history department faculty. *Prerequisite: a major in history with a GPA in the major of at least 3.3 and permission of the department.*

HIST 496. Senior Thesis

1 course

Intensive research on a topic approved by the instructor and resulting in a thesis prepared under the instructor's supervision. During the first semester, the student will undertake reading and research and may participate in either a section of HIST 490 or a seminar group limited to students enrolled in HIST 495; during the second semester the student will complete the thesis and defend it before a committee of history department faculty. *Prerequisite: a major in history with a GPA in the major of at least 3.3 and permission of the department.*

HIST EXPb. History of the Caribbean

Group 2

1 course

This 100-level survey course will focus on the political, economic, and cultural history of the Caribbean region from the age of European discovery to the decolonization movements of the twentieth-century. Drawing heavily on the institutions of slavery and colonialism, a major aspect of the course will be the establishment of the links between the development of plantation economies and societies, and the

repercussions of these institutions in modern labor and revolutionary movements of the region. One objective is to situate the history of the Caribbean and its people within the broader history of empire in the Atlantic world. In order to promote a further understanding of the multi-cultural aspects of Caribbean societies and to demonstrate the complexities of the varying colonial and post-colonial systems in the region, the course will focus on the English, French, and Spanish-speaking islands. However, some emphasis will be given to the Danish and Dutch Caribbean experiences.

Honors Programs

2007-08 Faculty Members: D. Bohmer (director of Media Fellows), M. Villinski (director of Management Fellows), A. Harris (director of Honor Scholar), G. Townsend (director of Science Research Fellows).

Enrollment in courses in these programs is limited to those students who are invited to register for the class. For information on the nature and objectives of these programs, see Section V or visit the program homepages.

Courses in Honors Programs

Courses in Honor Scholar Program

HONR 101. Honor Scholar First-Year Seminar	Group 4	1 course
An introductory exploration of some of the dominant themes of our intellectual heritage through the examination of classic texts selected from several disciplines.		
HONR 102. Honor Scholar First-Year Seminar	Group 4	1 course
A continuation of HONR 101.		
HONR 300. Honor Scholar Area Seminar	Group 3 (A); 1 (B); 2 (C)	1 course each semester
A study of the historical and philosophical foundations of: A. the humanities; B. the sciences; and C. the social sciences. Each section of the seminar concentrates on an appropriate theme. Two sections are ordinarily taken during the sophomore year and one section during the junior year. <i>May not be taken Pass/Fail.</i>		
HONR 401. Honor Scholar Senior Tutorial		1 course
The preparation of the Honor Scholar Senior Thesis under the direction of a faculty member of the student's choice. The thesis ordinarily is on a topic in the student's major subject. <i>May not be taken Pass/Fail.</i>		
HONR 402. Honor Scholar Senior Tutorial		1 course
The preparation of the Honor Scholar Senior Thesis under the direction of a faculty member of the student's choice. The thesis ordinarily is on a topic in the student's major subject. <i>May not be taken Pass/Fail.</i>		

Courses in Management Fellows Program

HONR 151. Management Fellows Colloquium		1 course
This seminar will focus on topics related to business and how businesses function in contemporary society. Topics will vary but may include leadership in a business setting, how business functions in a global economy, the meaning of work, and an examination of various management and entrepreneurial models in contemporary society. <i>Open only to Management Fellows.</i>		
HONR 310. Management Readings--Business Writing		1 course
This course applies rhetorical principles to business and organizational communications. Students learn to analyze audience levels and needs and use media--letters, memos, reports and electronic forms--appropriate to the importance of the communication and standards of individual businesses. The reading portion of the class requires the students to research thoroughly an industry through newspapers, periodicals, financial reports and World Wide Web resources. The course culminates in a final, consultant-style report in which students provide a plan to position their internship business or organization as the market leader of its industry. <i>This correspondence course is open only to Management Fellows during their internship semesters. May not be taken Pass/Fail.</i>		
HONR 320A. Supervised Internship		2 courses

One-semester, supervised field experience in conjunction with A. Management Fellows Program, B. Media Fellows Program or C. the Science Research Fellows Program. Internships are full-time (35-40 hours per week). *Open only to students in the Fellows Programs. Interns earn two course credits upon successful completion of the internship and its associated writing assignments.*

HONR 400. Management Fellows Senior Seminar

1 course

A capstone course for Management Fellows. Students make presentations about their internships, focusing on the economic viability of the business. Case studies are used that illustrate planning, control, economic analysis and organization theory of selected companies.

Courses in Media Fellows Program

HONR 171. Media Fellows Colloquium I

1 course

An introduction to interdisciplinary issues raised by an analysis of media's role in politics, entertainment, journalism, the arts, advertising and public relations. Study of media and attendant legal and ethical issues. Analysis of media's societal role in shaping cultural values and in the dissemination of information. *Open only to students in the Media Fellows Program. May not be taken pass/fail.*

HONR 172. Media Fellows Colloquium II

1 course

A continuation of HONR 171.

HONR 320B. Supervised Internship

2 courses

See course description HONR 320A. *May not be taken pass/fail.*

HONR 370. Media Readings

1 course

Media readings is a course that may be taken by Media Fellows during their internship semester. Readings are in media issues, including biographies of principals in the history of media, classical and contemporary writings about the roles of media, and examinations of media ethics. *May not be taken pass/fail.*

HONR 470. Media Fellows Senior Seminar I

1 course

A capstone course for students in the Media Fellows Program. Students discuss contemporary media issues and prepare and present senior projects that arise from their readings in media, their practical experiences with campus media, and their observations on internship experiences. *May not be taken pass/fail.*

Courses in Science Research Fellows Program

HONR 191. Science Research Fellows Experience I

1/2 course

An interdisciplinary, introductory investigation into the nature of scientific inquiry. Emphasis on the interrelated nature of science. Studies of major ideas in the different sciences. Distinctions made between science and nonscience. Study of different methods of scientific investigation, including experimentation, comparative analysis and observation. The use of probability, statistics, graphical analysis and modeling in the sciences are explored. Students are introduced to questions dealing with the philosophy of science and the role of ethics in science. *Open only to students in the Science Research Fellows Program.*

HONR 192. Science Research Fellows Experience II

1/2 course

A continuation of HONR 191.

HONR 320C. Supervised Internship

2 courses

See course description HONR 320A.

HONR 390. Science Research Readings

1/2-1 course

This course may be taken by Science Research Fellows during their internship semester. Students read selected articles. These are obtained through a detailed literature search and may be related to the internship project or to some other area of scientific interest. The information extracted from the readings (and possibly actual research data) are summarized in the form of a written document. The paper is evaluated by a member of the science faculty in the appropriate scientific area. The grade earned on the paper constitutes the course grade.

Capstone course for Science Research Fellows Program. Students read and discuss articles about things that impact science. Among the topics covered are ethics, government prioritization and funding, technology and education. Students are expected to bring their own internship experiences into the weekly discussions.

Jewish Studies

Jewish Studies at DePauw is a place where faculty and students from a variety of disciplines come together in shared inquiry. History, religion, philosophy, literature, art history, anthropology, political science—all of these approaches provide a lens through which we can view the diversity and complexity of Jewish experience from ancient times to the present. There are two strands that are central to Jewish Studies: one is the study of Jewish intellectual life in both its religious and secular aspects; the other is the study of Jewish identity, again both religious and secular. And central to both these strands is the understanding that there is no singular or essential Judaism, Jewish thought, Jewish place, or Jewish identity. Jewish Studies, like all the liberal arts, poses questions and is never satisfied with an answer.

Students interested in exploring Jewish Studies can begin by taking one of the variety of courses that will be offered in the coming year. They are also encouraged to seek out one of the affiliated Jewish Studies faculty for advice and conversation.

Courses in Jewish Studies

Nothing to report. Please [try again](#). Thank you!

Kinesiology

2007-08 Faculty Members: P. Babington (chair), T. Ball, M. Bretscher, R. Call, J. Carter, N. Cartwright, A. Cohen, P. Cotton, R. Dortch-Doan, W. Fenlon, W. Harris, T. Hreha, K. Huffman, V. Lazar, J. Martin, M. Pickerill, J. Pipkin, S. Riggles, B. Sieg, B. Skrenta, K. Stoffregen, D. Zellers.

The Department of Kinesiology provides Physical Activity Courses (PE) and study toward the Bachelor of Arts degree with a major in Kinesiology (KINS). The major is designed to provide the undergraduate student with a strong liberal arts background and prepares the student in the discipline of kinesiology. Kinesiology is the scientific study of human movement and includes such sub-disciplines as biomechanics, physiology of work and exercise, motor control/motor learning, athletic training, sport pedagogy, i.e., teaching and learning of sport skills and strategies, sociology/psychology of sports and exercise, and philosophy of human movement.

The department's educational goals encompass both the breadth and depth of knowledge of human movement. Courses address such questions as how and why the body moves, how simple and complex motor skills are acquired and developed over a life span, how the effects of physical activity may be immediate and lasting, how and why injuries occur in the physically active, the impact of sports on society, and how attitudes toward women in sport have changed since Title IX.

Students who major in Kinesiology have a variety of career opportunities, including further study in areas of kinesiology, e.g., physiology, biomechanics, psychology of exercise and sport, motor control/motor learning; further study toward a professional degree, e.g., medical school, osteopathic medicine, physical therapy, physician's assistant; athletic training; researcher at a private or public university, government agency or private organization, such as Gatorade Sport Science Institute or Nike; teacher of physical education; coach, including strength coach of a school or university; exercise technologist in a hospital or clinical setting; program director and exercise leader in corporate wellness programs; personal trainer in private business or in association with health and fitness clubs; instructor in health and fitness clubs, including YMCAs, resort centers, etc.; corporate sport leadership; sports marketing/event planner.

There are three emphases in the department: Athletic Training, Sports and Exercise Science, and Sports Medicine. All majors take the same core courses with other courses according to the emphasis area selected. Students in the Athletic Training Education Program (ATEP) will complete major requirements for an Athletic Training emphasis.

CAATE Accredited Athletic Training Education Program:

The Athletic Training Education Program is a limited access program designed to prepare students for a successful career as a qualified allied health care professional, educated and experienced in the management of health care problems associated with sports participation. The Athletic Training Education Program is set in a liberal arts context and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The ATEP is designed as a five semester program that includes theory, laboratory, and clinical education components. Upon successful completion of the program and graduation, ATEP students will meet eligibility requirements to sit for the Board of Certification (BOC) examination. Upon certification by NATA, program graduates are then eligible for athletic trainer licensing by the Indiana Health Professions Bureau.

Admission to the University and the ATEP require separate application procedures. Program application is made during Fall Semester of the sophomore year. Students must submit their completed application prior to the Fall Semester deadline. Through a selective admissions process, approximately eight students are selected and admitted to the program each year by an admissions committee. Admitted students enter the program at the beginning of their sophomore Spring Semester. The program application requirements include:

- A. submission of a completed application packet;
- B. completion of directed observations;
- C. current enrollment in (or previous completion of) the following program prerequisite coursework (minimum "C" grade): KINS 110, PSY 100 and ENG 130;
- D. meet the technical standards for admission or show potential for accomplished tasks (students must meet certain technical standards as developed from the Americans with Disabilities Act);
- E. complete an interview by invitation;
- F. achieve a GPA of 2.5 in the prerequisite coursework and a cumulative GPA of 2.5 in all coursework;
- G. earn nine cumulative course credits by the end of the sophomore Fall Semester.

Once in the program, students must maintain an overall 2.25 GPA and a 2.5 departmental GPA and satisfactorily complete each phase of the clinical portion of the program.

Interested students can visit our web site at www.depauw.edu/acad/kinesiology. The web site offers students a proposed course sequence, a description of our program, application procedures, selection criteria, retention requirements, technical standards, Winter Term hosts, and more.

Requirements for a major in Kinesiology (Sports and Exercise Science)

Total courses required	Nine
Core courses	<ul style="list-style-type: none"> • KINS 100, KINS 110, KINS 201 • two courses from KINS 231, 232, 354 • KINS 254, KINS 353, KINS 409, KINS 450, KINS 451 • either KINS 401 or KINS 290
Other required courses	EDUC 250 is also required. BIO 203 is a prerequisite for KINS 409. PSY 214 or MATH 240 is a prerequisite for KINS 450.
# 300 and 400 level courses	Three and one-half
Senior requirement	The senior requirement consists of the successful completion of KINS 450 and KINS 451.
Additional information	Students seeking teacher certification should take KINS 401.
Recent changes in major	Beginning in 2007-08, majors are required to complete KINS 451, a continuation of the senior seminar, KINS 450.

Requirements for a major in Kinesiology (Athletic Training)

Total courses required	Ten
Core courses	KINS 100, KINS 110, KINS 150, KINS 160, KINS 262, KINS 303, KINS 304, KINS 353, KINS 363, KINS 366, KINS 367, KINS 369, KINS 403, KINS 404, KINS 406, KINS 409, KINS 450
Other required courses	EDUC 250 is also required. BIO 203 is a prerequisite for KINS 366, KINS 367 and KINS 409. PSY 214 or MATH 240 is a prerequisite for KINS 450. KINS 254 is a prerequisite for KINS 353.
# 300 and 400 level courses	Seven and one-half
Senior requirement	The senior requirement consists of the successful completion of KINS 450 and an approved sports medicine Winter Term internship.
Additional information	The Athletic Training emphasis is typically pursued by majors with an interest in practicing as an athletic trainer or pursuing fields such as physical therapy, wellness, nutrition, physician assistant and medical school
Recent changes in major	

Requirements for a major in Kinesiology (Sports Medicine)

Total courses required	Nine
Core courses	KINS 100, KINS 110, KINS 262, KINS 353, KINS 354, KINS 363, KINS 366, KINS 367, KINS 369, KINS 409, KINS 450, KINS 451

Other required courses	EDUC 250 is also required. BIO 203 is a prerequisite for KINS 366, KINS 367 and KINS 409. PSY 214 or MATH 240 is a prerequisite for KINS 450. KINS 254 or BIO 335 (with permission) is a prerequisite for KINS 353.
# 300 and 400 level courses	Six and one-half
Senior requirement	The senior requirement consists of the successful completion of KINS 450 and KINS 451.
Additional information	Students completing the Sports Medicine emphasis are encouraged to meet graduate or professional program course prerequisites in a health science area such as physical therapy, occupational therapy, physician's assistant, nursing, wellness, nutrition, athletic training, health care administration or pre-med.
Recent changes in major	Beginning in 2007-08, majors are required to complete KINS 451, a continuation of the senior seminar, KINS 450.

Requirements for a minor in Kinesiology

Total courses required	Five
Core courses	KINS 100, KINS 201
Other courses	
# 300 and 400 level courses	One
Recent changes in minor	

Requirements for a minor in Coaching

Total courses required	Four and one-half
Core courses	KINS 110, KINS 406 One from KINS 211, 212 or 242. KINS 353 or KINS 409.
Other courses	BIO 203 is a prerequisite for KINS 409. KINS 290 is encouraged.
# 300 and 400 level courses	Two
Recent changes in minor	

Courses in Kinesiology

Courses in Physical Education

PE 001-099. Physical Education Activities Group 6 1/4-1/2 course

Knowledge and skill development to satisfactorily participate in team sports, individual and dual sports, dance, swimming and physical fitness activities. Emphasis is placed on lifetime sports and fitness-wellness instruction. Any student who is unable to participate in regular activities due to physical disabilities should consult the department chair. No more than one full course of physical education activities may be applied toward the bachelor's degree. Classes meeting twice a week are for one-fourth course credit; classes meeting four times a week are for one-half course credit. Activity classes may not be counted toward a major in physical education, nor the major courses counted toward Group 6 requirement. Activities offered include: **Aquatics:** Aerobic Swimming, Beginning Swimming, Lifeguarding, Lifeguarding and First Aid Instructor, Scuba Diving, Water Safety Instructor **Fitness:** Free Weights, Aerobic Conditioning, Physical Conditioning, Super Circuit, Weight Training, Cross Training **Fitness-Wellness:** Lifefit includes personal fitness assessment: body composition, nutrition, cardiovascular, flexibility, muscular strength and endurance, and understandings for formulating personal exercise programs. Specific course topics are swimming, walking, physical conditioning or triathlon. Lifefit meets three times a week for activity and one time for lecture/discussion. **Lifetime Sports:** Badminton, Baseball, Basketball, Bowling, Fencing, Football, Golf, Soccer, Tennis, Racquetball, Volleyball **Martial Arts:** Tae Kwan Do, Hap Kido, Self-Defense, Tai Chi **Recreational Sports:** Pickleball, Walleyball

Courses in Kinesiology

KINS 100. Introduction to Kinesiology 1 course

Includes laboratory. Designed to introduce students to the discipline of kinesiology including the major subdisciplines and approaches to studying movement. Laboratory activities are designed to allow for measurement of phenomenon discussed in class, to introduce common laboratory procedures and techniques, and to learn how to collect and analyze data to answer questions of interest in kinesiology.

KINS 110. Introduction to Sports Medicine

1/2 course

Includes laboratory. Introduction to general principles and procedures in sports healthcare. Emphasis upon fundamental concepts in prevention, recognition, treatment and rehabilitation of athletic injuries.

KINS 150. Beginning Practicum in Athletic Training

1/4 course

Experiences with medical coverage of sporting events and clinical rotations through both university athletic training rooms expose the student to sports injuries and their management as well as administrative procedures in athletic training. A general health science observation is also required. The student will practice and develop proficiency in basic clinical skills. *Prerequisite: Admission to the CAAHEP Accredited Athletic Training Program.*

KINS 160. Clinical Education in Physical Conditioning and Nutrition

1/4 course

Focuses on clinical methods and techniques that relate to the enhancement of physical performance. Includes conditioning and physical testing of the active individual, nutritional assessment and planning, and development of clinical skills needed for effective psychosocial intervention. *Prerequisites: KINS 100 and KINS 110.*

KINS 197. First-Year Seminar in Kinesiology

1 course

A seminar focused on a theme related to the study of kinesiology. *Open only to first-year students.*

KINS 201. Philosophy, History and Sociology of Human Movement

Group 2

1 course

Overview of physical education, fitness and sport, including a study of the historical, philosophical and sociological concepts contributing to physical education, fitness and sport, as well as foundations related to instruction and curriculum development in physical education.

KINS 211. Coaching Techniques I

1/2 course

Coaching techniques with emphasis upon methods, tactics and strategy. Students choose one outdoor sport and one indoor sport from the following: A. outdoor sports: football or soccer; and B. indoor sports: volleyball or basketball. Three meetings a week of lecture and laboratory. *Prerequisite: experience in the selected sports.*

KINS 212. Coaching Techniques II

1/2 course

Coaching techniques with emphasis upon methods, tactics and strategy. Students choose two sports from the following: A. first half of semester: tennis or golf; and B. second half of semester: baseball, softball or track. Three meetings a week of lecture and laboratory. *Prerequisite: experience in the selected sports.*

KINS 231. Methods of Teaching Team Sports

1 course

Instruction in the methods of teaching team sports to students of physical education or participants in a different sport setting, such as camps, commercial clubs or community recreation centers. Such topics as appropriate equipment, safety considerations, teaching progression, game rules, grade-level sequencing and lesson plan format are presented along with laboratory experiences in the performance of and teaching of basketball, softball/baseball, soccer and volleyball. Five meetings a week of lecture and lab.

KINS 232. Methods of Teaching Rhythmic and Physical Activities

1 course

Instruction in the methods of teaching rhythmic and physical activities to students of physical education or participants in a different activity setting, such as camps, commercial clubs or community recreation center. Methods will include fundamental skills and rules, progression in learning, sequencing for different ages, safety, unit plans and lesson plans. There are laboratory experiences in the performance of and teaching of rhythmic activities, such as basic movement, folk and square dance; and the physical activities of weight training, racquet sports, leisure activities, and track and field. Five meetings a week of lecture and lab.

KINS 242. Aquatics

1/2 course

Organization and administration of a well-rounded aquatics program. Topics include the administration and coaching methods for competitive swimming and diving, as well as administration of a recreational aquatic program. *Prerequisite: current WSI certification.*

KINS 250. Motor Development and Adapted Physical Education Group 2 1/2-1 course
[See also EDUC 250]

Includes a historical perspective; legislative mandates; non-categorical approach; inclusion; categorical approach: mental retardation, learning disabilities, emotional disorders, deafness and hearing impairment, visual impairment, neurological and muscular disabilities, physical deviations and other disabling conditions; behavior management; the educational team; and administration of the program. Field trips to local educational or rehabilitation settings. *May be taken for one credit by participation in additional field experiences and correlating course work. Not open to students with credit in EDUC 440.*

KINS 254. Human Physiology Group 1 1 course

An integrated study of the normal functions of organs and organ systems in the human organism. The course begins with fundamental principles of biochemistry, cell biology and histology, followed by study of endocrine, nervous, muscular, cardiovascular, immune, respiratory, digestive, urinary and reproductive systems.

KINS 260. Sport and Exercise Psychology 1 course

An examination of the psychological factors which influence human performance in adults, children and the elderly and the role of gender and race on these psychological factors. In addition, the course involves investigation of the role of psychology in health and exercise. Topics covered include personality, motivation, arousal, anxiety control, psychological skill training in sports, models of behavior change, psychology of injury and other topics.

KINS 262. Therapeutic Modalities 1/2 course (includes laboratory)

Investigates the physiological theories and the physical properties involved in promoting tissue healing through utilization of contemporary modalities. Describes principles and techniques of modality application.

KINS 266. History: Women in Sport Group 2 1 course

Exploration of the historical development and sociological issues related to women's sports. Includes a general study of the history of women, progresses to the history of sportswomen and concludes with an examination of past controversial issues and present athletic issues.

KINS 267. Sport and Gender Group 2 1 course

This course examines sport and gender roles from a critical perspective. Both male and female gender roles are explored from historical, biological and sociological perspectives of sport. Learning is directed toward understanding hegemony and the patriarchal power within sport. Issues and concerns studied relate primarily to gender, with inclusion of homophobia, race and class, as well as an investigation of how these political issues relate to media and to law through the marginalization and trivialization of athletes associated with above issues.

KINS 290. Topics in Sports Science and Sports Medicine 1/2-1 course

Assorted topics related to physical education and sport; i.e., American sport, Olympic sport, sport psychology and sports marketing. *Course may be repeated with different topics.*

KINS 303. Clinical Practicum Athletic Training II 1/4 course

Clinical education in therapeutic modalities, environmental risk management and fitting/emergency removal of protective sports equipment. Affiliated field experience in an equipment-intensive sport with supervised application of the required clinical education proficiencies in this practicum.

KINS 304. Clinical Practicum in Athletic Training III 1/4 course

Clinical education in therapeutic exercise and medical documentation. Affiliated field experience with supervised application of the required clinical education proficiencies in this practicum.

KINS 353. Physiology of Exercise Group 1, lab 1 course

Includes laboratory. Study of physiological factors which influence human performance and the responses of body systems to physical activity. Laboratory emphasizes observation of concepts using the scientific method and developing quantitative skills in data interpretation.
Prerequisite: KINS 254 or BIO 335.

KINS 354. Bioenergetics of Human Movement Group 1 1 course

Examination of energy metabolism, including metabolism of carbohydrates, fats, proteins, and the role of vitamins and minerals in energy metabolism. The laboratory introduces techniques of measurement in energy metabolism.

KINS 363. Therapeutic Exercise		1/2 course
Includes laboratory. Examines the physiological and biomechanical theories of therapeutic exercise in the rehabilitation of the physically active individual. Presents principles and techniques of therapeutic exercise commonly integrated into the treatment/rehabilitation plan. <i>Prerequisite: KINS 366.</i>		
KINS 366. Injury Recognition and Evaluation I		1 course
Focus upon commonly accepted techniques and procedures for clinical evaluation of athletic injuries to the head, cervical spine, knee and lower leg. Integrates applied anatomy and characteristic injury pathologies into the evaluative process. Emphasis on objective documentation and oral evaluation skills. <i>Prerequisite: BIO 203 .</i>		
KINS 367. Injury Recognition and Evaluation II		1/2 course
Principles and methods utilized in the systematic evaluation of thigh, hip, spine and head injuries in sport. Integrates applied anatomy, injury pathology characteristics, head injuries in sport. Integrates applied anatomy, injury pathology characteristics and early injury management. Laboratory practice in clinical evaluation of pathologies.		
KINS 369. Medical Perspectives		1 course
Investigation of selected medical topics relevant to the athletic trainer's central role in sports healthcare. Topics include pharmacology, internal injuries, surgical techniques, imaging techniques, special medical conditions/illnesses, medical terminology, SOAP noting and facial injuries. Medical and allied health professionals contribute through guest lectures. <i>Prerequisite: KINS 366.</i>		
KINS 401. Methods and Evaluation in Physical Education		1/2 course
Explores methods of instruction for varied student populations and lesson planning in physical education. Acquaints students with the general field of tests and measurements as an administrative and teaching device used in presenting and evaluating the physical education program. Includes elementary statistics, pertinent tests in the field and alternative forms of assessment.		
KINS 403. Clinical Practicum in Athletic Training IV		1/4 course
Clinical education in evaluation of athletic injuries. Affiliated field experience with supervised application of the required clinical educational proficiencies in this practicum.		
KINS 404. Clinical Practicum in Athletic Training V		1/4 course
Clinical education on general medical conditions and healthcare administration. Affiliated field experience with supervised application of the clinical education proficiencies in this practicum.		
KINS 406. Administration and Risk Management		1 course
Administrative process is applied to sports science and athletic training. Includes program philosophy, program development, facility and fiscal management, management of supplies and equipment, office procedures and public relations. Students learn to implement safety measures to ensure participants in physical activity and sport programs of a safe environment and to safeguard institutions and their employees from court lawsuits. The two emphases, sports medicine and sports science, divide into specialized learning groups for the second half of the semester.		
KINS 409. Biomechanics	Group 1	1 course
The science of human motion based on anatomical, mechanical and physiological principles. Laboratory experiences. <i>Prerequisite: BIO 203.</i>		
KINS 450. Senior Seminar		1/2 course
A. Sports Medicine B. Sports Science		
This course provides students an opportunity to directly study an area of selected interest within the discipline while examining contemporary issues relevant to the field. This course provides students numerous opportunities for oral participation through various assignments and activities centered around article reviews, discussions, group debates, and presentations of common issues prevalent in the discipline today. Students will also complete and present a senior paper/thesis on a selected topic. <i>Prerequisite for KINS 450: PSY 210 or MATH 340.</i>		
KINS 451. Senior Thesis		1/2 course

This course is the continuation of KINS 450 Senior Seminar. Each student is required to complete an individual research project under faculty supervision and to submit a thesis. Prerequisite: KINS 450 and permission of research sponsor. This course is required of Sports Medicine and Exercise and Sport Science majors in the senior year. May not be taken pass/fail.

KINS 491. Projects in Kinesiology

1/2-1 course

Independent projects under the direction of a kinesiology faculty member. A detailed written project proposal must be approved by the supervising faculty member and the chair of Kinesiology. *Prerequisite: Permission of department. May be repeated up to 2 course credits. Not open for pass/fail credit.*

KINS 492. Projects in Kinesiology

1/2-1 course

A continuation of KINS 491.

KINS 590. Topics

1/2 - 1 course

Topics at the graduate level. *May be repeated with different topics.*

Latin American and Caribbean Studies

2007-08 Faculty Members: A. Castaneda (sociology), A. Dziubinskyj (Spanish), L. Elman (Spanish), R. Hershberger (Spanish and Film Studies), L. James (Religious Studies), G. Kuecker (History), D. LaLone (Anthropology), M. Luque (Spanish), J. Rambo (Spanish and Portuguese), Sahu (Political Science).

The minor in Latin American and Caribbean Studies requires a minimum of five courses, including a fourth-semester proficiency in Spanish or French (see Language Block)*, and a minimum of four additional courses selected from those listed under the Culture Block. The four Culture block courses must be taken from three different departments and at least one of these must be at the 300- or 400- level. Because of curricular overlap, no student will be allowed to minor in Spanish or French *and* Latin American and Caribbean Studies. Students may major in either Spanish or French and minor in Latin American and Caribbean Studies, provided that no more than three courses are used for both.

*Heritage speakers of Spanish who have placed beyond SPAN 232 on the placement exam, or heritage speakers of French who have placed beyond FREN 202 and who wish to continue their study of the language, must complete SPAN 332 or a 300-level language French course, and select from the courses taught in Spanish or French in the Culture Block.

Requirements for a minor in Latin American and Caribbean Studies

Total courses required

Five

Core courses

LANGUAGE BLOCK: SPAN 232 or FREN 202 (or placement beyond this level on the language proficiency exam)

Other courses

CULTURE BLOCK: Four courses chosen from ANTH 273, ANTH 279, ANTH 290 (if LACS topic), ANTH 352, ANTH 354, ANTH 356, ANTH 390, ECON 250, ML 197 (if LACS topic; in English), ML 260 (if LACS topic; in English), ML 264 (in English), FREN 315 (topics course, in French), FREN 401 (in French), FREN 420, SPAN 335 (in Spanish), SPAN 338 (in Spanish), SPAN 390 (in Spanish; if LACS topic), SPAN 444 (in Spanish), HIST 115, HIST 116, HIST 197 (if LACS topic), HIST 206, HIST 290 (if LACS topic), HIST 300, HIST 381, HIST 382, POLS 150, POLS 352, REL 267, REL 269, REL 290 (if LACS topic), REL 370 (if LACS topic), UNIV 290 (if LACS topic) Note: Courses not listed may be approved for credit towards the minor in Latin American and Caribbean Studies by the Steering Committee.

300 and 400 level courses

One to two

Recent changes in minor

Courses in Latin American and Caribbean Studies

LACS 100. Introduction to Latin American and Caribbean Studies

1 course

This introductory course to Latin American and Caribbean cultures serves as the gateway to an interdisciplinary exploration of the regions of Latin America and the Caribbean.

LACS 290. Topics in Latin American and Caribbean Studies

1 course

This course is an exploration of selected aspects of one of the societies and/or cultures in Latin America and the Caribbean, or a comparative treatment of aspects of these cultures. Specific case studies will include ethnographic research and/or readings of primary sources relating to Latin America and the Caribbean. Topics may include religion, migration, identity, gender, literature and art, and society. *May be repeated for credit with different topics.*

LACS 390. Advanced Topics in Latin American and Caribbean Studies

1 course

This course is designed to be an interdisciplinary examination of a significant theme, genre or period in Latin American and Caribbean literature and art, or an exploration of significant issues and/or periods in Latin American and Caribbean cultural and intellectual history. This course is different from LACS 290 in that its purpose is to explore the deeper questions raised by such issues as identity, ethnicity, gender, performance, and class. *May be repeated for credit with different topics.*

Mathematics

2007-08 Faculty Members: R. Elghanmi, A. Ellett, M. Kannowski, N. Manickam, R. Smock (chair), L. Smogor, J. Song, Z. Wu

The study of mathematics encourages the development of skills in analytical thinking and problem solving that have wide applicability. Students who graduate with a major in the department have continued their educations in fields as disparate as mathematics, computer science, physics, operations research, law, business, music, religion, dentistry and medicine; others have accepted employment in a wide variety of occupations. The department has a long tradition of successfully preparing students for the actuarial profession.

A major and minor is offered in Mathematics. The basic sequence of courses for Mathematics majors is MATH 151, 152, 223, 251 and 270. Advanced placement and credit can be granted for satisfactory performance on national or departmental examinations.

Students preparing for secondary teaching: review Section V, Teacher Education, and confer with the chair of the education department about requirements for admission and certification.

Requirements for a major in Mathematics

Total courses required	Ten
Core courses	MATH 151, MATH 152, MATH 223, MATH 251, MATH 270, MATH 495
Other required courses	Students concentrating in actuarial mathematics should include MATH 331, MATH 441 and MATH 442.
# 300 and 400 level courses	Four
Senior requirement	The senior requirement consists of participation in an approved seminar.
Additional information	
Recent changes in major	

Requirements for a minor in Mathematics

Total courses required	Five
Core courses	MATH 151, MATH 152, MATH 223, MATH 270
Other courses	
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Mathematics

MATH 123. Computational Discrete Mathematics

1 course

An introduction to the concepts of discrete mathematics with an emphasis on problem solving and computation. Topics are selected from Boolean algebra, combinatorics, functions, graph theory, matrix algebra, number theory, probability, relations and set theory. This course may have a laboratory component. *Not open to students with credit in MATH 253.*

MATH 135. Calculus with Review I

1 course

Extensive review of topics from algebra, trigonometry, analytic geometry, graphing and theory of equations. A study of functions, limits, continuity and differentiability of algebraic and transcendental functions with applications.

MATH 136. Calculus with Review II

Group 1

1 course

A continuation of MATH 135. Topics include further study of differentiation, integration of algebraic and transcendental functions with applications, and techniques of integration. Completion of this course is equivalent to completing MATH 151 and is adequate preparation for any course requiring MATH 151. *Prerequisite: MATH 135.*

MATH 141. Statistical Reasoning

Group 1

1 course

This course is designed to develop in the student the ability to reason with quantities through the study of elementary statistics. Whenever possible, the context for the statistics will be from other disciplines. This course may, at the discretion of the instructor, include a laboratory. *May not be counted toward a major or minor in mathematics.*

MATH 151. Calculus I

Group 1

1 course

A study of functions, limits, continuity, differentiation and integration of algebraic and transcendental functions with elementary applications.

MATH 152. Calculus II

Group 1

1 course

Techniques of integration, parametric equations, infinite series and an introduction to the calculus of several variables. *Prerequisite: MATH 151.*

MATH 197. First-Year Seminar

1 course

The basic approach in this course will be to present mathematics in a more humanistic manner and thereby provide an environment where students can discover, on their own, the quantitative ideas and mathematical techniques used in decision-making in a diversity of disciplines. Students work with problems obtained from industry and elsewhere.

MATH 205. Mathematics for Elementary School Teachers I

1 course

A study of mathematical reasoning and problem solving, the number system through the rationals, the operations of arithmetic and other mathematical topics relevant to elementary education. Includes an introduction to uses of manipulative devices, field experiences and emphasis on how children learn mathematics. For those intending to teach in elementary school. *Prerequisite: a major in Elementary Education or permission of instructor.*

MATH 206. Mathematics for Elementary School Teachers II

1 course

A study of additional topics underlying elementary school mathematics, including informal geometry and probability and statistics. Includes field experiences and emphasis on how children learn mathematics. *Prerequisite: a major in Elementary Education or permission of instructor. Prerequisite: MATH 205.*

MATH 223. Theory in Discrete Mathematics

1 course

An introduction to the concepts of discrete mathematics with an emphasis on theorems and proof. Topics are selected from Boolean algebra, combinatorics, functions, graph theory, matrix algebra, number theory, probability, relations and set theory. This course may have a laboratory component.

MATH 240. Introduction to Statistics (formerly MATH 340)

Group 1

1 course

This course introduces students to elementary probability and data analysis via visual presentation of data, descriptive statistics and statistical inference. Emphasis will be placed on applications with examples drawn from a wide range of disciplines in both physical and behavioral sciences and humanities. Topics of statistical inference include: confidence intervals, hypothesis testing, regression, correlation, contingency tables, goodness of fit and ANOVA. The course will also develop familiarity with the most commonly encountered tables for probability distributions: binomial, normal, chi-squared, student-t and F.

MATH 251. Calculus III

Group 1

1 course

An introduction to the calculus of several variables. Topics include vectors and solid analytic geometry, multidimensional differentiation and integration, and a selection of applications. *Prerequisite: MATH 152.*

MATH 270. Linear Algebra

1 course

Vector spaces, linear transformations, matrices, determinants, eigenvalues and eigenvectors and applications. *Prerequisite: MATH 152 or permission of instructor.*

MATH 321. Topics in Geometry

1 course

Selections from advanced plane, differential, non-Euclidean or projective geometry. *Prerequisite: either MATH 270 or MATH 223.*

MATH 331. Mathematics of Compound Interest		1 course
A mathematical treatment of measurements of interest and discount, present values, equations of value, annuities, amortization and sinking funds and bonds. Also, an introduction to life annuities and the mathematics of life insurance. <i>Prerequisite: MATH 151 or permission of instructor.</i>		
MATH 361. Analysis		1 course
A study of the theory of limits, continuity, differentiation, integration, sequences and series. <i>Prerequisite: MATH 251 and either MATH 270 or MATH 223.</i>		
MATH 363. Differential Equations	Group 1	1 course
Equations of the first degree, linear differential equations, systems of equations with matrix methods and applications. Selected topics from power series solutions, numerical methods, boundary-value problems and non-linear equations. <i>Prerequisites: MATH 251 and MATH 270.</i>		
MATH 367. Introduction to Numerical Analysis		1 course
Analysis of algorithms frequently used in mathematics, engineering and the physical sciences. Topics include sources of errors in digital computers, fixed point iteration, interpolation and polynomial approximation, numerical differentiation and integration, direct and iterative methods for solving linear systems, and iterative methods for nonlinear systems. Numerical experiments will be conducted using FORTRAN, C, or another appropriate high-level language. <i>Prerequisites: MATH 270 and CSC 121 or permission of instructor.</i>		
MATH 371. Algebraic Structures		1 course
The structure of groups, group homomorphisms and selected topics from other algebraic structures, such as rings, fields and modules. <i>Prerequisite: MATH 270.</i>		
MATH 382. Number Theory		1 course
Divisibility and factorization of integers, linear and quadratic congruences. Selected topics from diophantine equations, the distribution of primes, number-theoretic functions, the representation of integers and continued fractions. <i>Prerequisite: MATH 270 or permission of instructor.</i>		
MATH 400. Methods of Teaching Secondary Mathematics		1 course
A study of effective methods used in presenting topics usually included in secondary school mathematics and a study of exemplary mathematics programs. <i>May not be counted toward a major or a minor in Mathematics.</i>		
MATH 422. Operations Research	Group 1	1 course
Topics selected from linear and dynamic programming, network analysis, game theory and queueing theory are applied to problems in production, transportation, resource allocation, scheduling and competition. <i>Prerequisite: MATH 270.</i>		
MATH 441. Probability and Statistics I		1 course
Probability, sample spaces and events, discrete and continuous random variables, density and their distributions, including the binomial, Poisson and normal. <i>Prerequisite: MATH 251 and MATH 223.</i>		
MATH 442. Probability and Statistics II		1 course
Sampling, point and interval estimation, hypothesis testing, correlation, regression and other selected topics. <i>Prerequisite: MATH 441.</i>		
MATH 490. Mathematics Topics		1/2-1 course
A. Actuarial Mathematics; B. Algebra; C. Analysis; D. Foundations of Mathematics; E. Geometry; F. Probability and Statistics; G. Applied Mathematics; H. Special Topics. <i>Prerequisite: permission of instructor. May be repeated for credit with different topics.</i>		
MATH 495. Seminar: Mathematics		1 course
Advanced topics considered individually or in small groups. <i>Open only to senior Mathematics majors or by permission of the Department of Mathematics.</i>		
MATH EXP. Regression Analysis		1 course

(Offered Spring Semester 2006) This course covers the following topics: review of basic concepts in statistics, simple linear regression and associated topics, multiple linear regression, residual analysis and introduction to time series modeling and forecasting. *Prerequisite: MATH 240 (formerly MATH 340).*

Modern Languages

2007-08 Faculty Members: C. Andrews(Japanese), I. Aures(German), C. Belguellaoui (French), M. Belyavski-Frank (Russian), L. Chiang (Chinese), H. Chiba (Japanese), F. Coulont-Henderson (French), A. Dziubinskyj (Spanish), A. Ekorong (French), L. Elman (Spanish), A. Evans (French), M. Forcadell (Spanish), R. Hershberger (Spanish, chair), C. Klaus (French), M. Luque (Spanish), S. Mou (Chinese), H. Pollack-Milgate (German), A. Puga (Spanish), J. Rambo (Spanish/Portuguese), F. Seaman (Italian/French), M. Tudares (Spanish), Y. Wang (Chinese).

Majors are offered in French, German, Spanish and Romance Languages (a combination of French and Spanish). Minors are offered in Chinese, French, German, Japanese, Russian and Spanish. Language courses are offered for the major and minor in Asian Studies and Russian Studies and for the minors in Latin American and Caribbean Studies, European Studies and International Business. Transfer students are not accepted as majors until they have completed at least one course at the 200 level or above at DePauw. Courses taken for a major or minor may not be taken pass/fail.

The department encourages all majors and minors to spend at least one semester in an approved off-campus program in a country that speaks the target language. Students may apply credit from these programs to their major or minor as follows: two courses per semester may count toward the major, but only one course taken off-campus may count toward a minor. The International Center may assist students in locating an appropriate off-campus study program. *See descriptions of programs in Section V, Off-campus Studies.*

Placement beyond the two-semester elementary level fulfills Group 5 of DePauw's graduation requirements. Group 5 may also be fulfilled with the two semesters of the elementary sequence in any language. Students who entered prior to Fall 2005 may fulfill one-half Group 5 with the first-semester elementary level class. In French and Spanish, successful completion of the "Review of Elementary" course (FREN 110, SPAN 140) fulfills all of Group 5 in a single semester.

International students who are native speakers of any language other than English and who are degree candidates will be judged to have already satisfied the Group 5 requirement.

Many of the 300-400 level courses in the department are offered in alternate years. The choice of appropriate courses should be determined in consultation with the major or minor adviser.

The Modern Languages Department has been designated a dual subject department. A student who graduates with 31 courses may take 15 courses in the department (up to 12 in the major language).

Placement and retroactive credit policies: Students who enter DePauw with previous experience in a language are assigned to the appropriate level by a required placement examination. They may not continue their study of the language at a lower level than the assigned one, but may move up one level if they wish. In no case may a student with more than two years of foreign language study in high school (grades 9-12) start at the beginning level in the same language. If assigned to the second-semester intermediate level or higher, students will receive extra credit on completion of that course with a grade of C or better, according to the following patterns. (See special regulations for heritage speakers of these languages.)

Chinese: CHIN 262=one course credit extra; one full credit of CHIN 361=two course credits extra.

French: FREN 202=one course credit extra; FREN 300+=two course credits extra.

German: GER 212=one course credit extra; GER 300+=two course credits extra.

Japanese: JAPN 252=one course credit extra; JAPN 300+= two course credits extra.

Russian: RUS 222, 224 or 263=one course credit extra; RUS 300+=two course credits extra.

Spanish: SPAN 232=one course credit extra; SPAN 300+=two course credits extra.

Special regulations for heritage speakers: Heritage speakers (those U.S. residents who speak the language within their families) are not eligible to take certain courses offered in their languages within the department. Heritage speakers

of Spanish or French may take no course below the level of SPAN 332 or FREN 315; they may major or minor in their language, under special rules (see the appropriate sections under these language headings). Heritage speakers of other languages taught in the department should consult with faculty in those areas and with the department chair before registering for any courses in their language.

Interdisciplinary majors are offered in East Asian Studies and Russian. See Section III, Asian Studies and Russian Studies, for additional information.

Requirements for a major in French

Total courses required	Eight (exclusive of FREN 101, 102 and 110)
Core courses	FREN 305, FREN 327, FREN 413, FREN 420 and additional courses in French to complete the major.
Other required courses	
# 300 and 400 level courses	Six
Senior requirement	The senior requirement consists of the completion of FREN 420 with a grade of C or better. A student may elect a French major with a minor in International Business, which must include FREN 316 or 318 and 320. Students planning to teach French should take FREN 316 or 318 plus ML 400F and complete other courses required for the major.
Additional information	Heritage speakers of French majoring in the language must complete a minimum of six courses at the FREN 315 level or higher, including FREN 327, FREN 413 and FREN 420. When heritage speakers successfully complete their first three classes at the 300-level or higher, with a grade of C or better in each, they receive two retroactive credits for FREN 202 and FREN 305 toward completion of the eight-course major.
Recent changes in major	

Requirements for a major in Spanish

Total courses required	Eight (exclusive of SPAN 131, 132 and 140)
Core courses	SPAN 330, SPAN 332, SPAN 335, SPAN 430, SPAN 456 and additional courses in Spanish to complete the major
Other required courses	
# 300 and 400 level courses	Six
Senior requirement	The senior requirement consists of the completion of SPAN 456 with a grade of C or better. A student may elect a Spanish major with a minor in International Business, which must include SPAN 338 or 339 and 340. Students planning to teach Spanish should elect SPAN 338 or 339 plus ML 400S, and complete other courses required for the major. They are also encouraged to elect HIST 115 and/or 116.
Additional information	Heritage speakers of Spanish majoring in the language must complete a minimum of six courses at the SPAN 332 level or higher, including SPAN 332, SPAN 335, SPAN 430, SPAN 456. When heritage speakers successfully complete their first three classes at the 300-level or higher, with a grade of C or better in each, they receive two retroactive credits for SPAN 232 and SPAN 330 toward completion of the eight-course major.
Recent changes in major	

Requirements for a major in Romance Languages

Total courses required	Eleven
Core courses	Students must meet the requirements for a major in either French or Spanish and take at least three courses at the 300-level or above in the other language (including at least one literature and one language course)
Other required courses	
# 300 and 400 level courses	Eight
Senior requirement	The senior requirement consists of the completion of either FREN 420 or SPAN 456 (depending on the primary language studied) with a grade of C or better.
Additional information	

Recent changes in major

Requirements for a major in German

Total courses required Eight (exclusive of GER 111 and 112)
Core courses GER 211, GER 212, GER 304, GER 307, GER 415 and additional courses in German to complete the major
Other required courses
300 and 400 level courses Six
Senior requirement The senior requirement consists of the completion of the senior seminar with a grade of C or better.
Additional information A student may elect a German major with a minor in International Business, which must include GER 309.
Recent changes in major

Requirements for a minor in Chinese

Total courses required Five
Core courses None
Other courses Five credits in Chinese language courses at the 200-level or above or four courses in Chinese language at the 200-level or above plus HIST 107 or HIST 108. For the HIST courses, supplementary readings in Chinese are required for Chinese minors. Only one of these courses may be taken off-campus.
300 and 400 level courses One
Recent changes in minor

Requirements for a minor in German

Total courses required Five
Core courses None
Other courses The minor requires a minimum of five German courses, starting at the 200-level. Only one of these courses may be taken off-campus.
300 and 400 level courses Three
Recent changes in minor

Requirements for a minor in Russian

Total courses required Five
Core courses Varies
Other courses The minor requires a minimum of five courses, starting at the 200-level, including four courses taught in Russian plus one literature course (ML 227 or ML 326) or one culture course (ML 225 or ML 301). Only one of these courses may be taken off-campus.
300 and 400 level courses One-two
Recent changes in minor

Requirements for a minor in Spanish

Total courses required Five
Core courses None
Other courses The minor requires a minimum of five Spanish courses, starting at the 200-level. Only one of these course may be taken off-campus.
Minor for heritage speakers of Spanish: When students successfully complete three classes at the level of SPAN 332 or

higher, with a grade of C or better in each, they receive two retroactive credits for SPAN 232 and SPAN 330 to complete the five-course minor.

300 and 400 level courses Three
Recent changes in minor

Requirements for a minor in French

Total courses required Five

Core courses None

The minor requires a minimum of five French courses, starting at the 200-level. Only one of these courses may be taken off-campus.

Other courses Minor for heritage speakers of French: When students successfully complete three classes at the level of FREN 315 or higher, with a grade of C or better in each, they receive two retroactive credits for FREN 202 and FREN 305 to complete the five-course minor.

300 and 400 level courses Three
Recent changes in minor

Requirements for a minor in Japanese

Total courses required Five

Core courses None

Other courses The minor requires a minimum of five courses, either five courses in Japanese language at the 200-level or above, or four courses in Japanese language at the 200-level or above plus one of the following: ASIA 281, ASIA 282, REL 258 or REL 352. For the ASIA and REL courses, supplementary readings in Japanese are required for Japanese minors. Only one of the courses toward the minor may be taken off-campus

300 and 400 level courses Two-three
Recent changes in minor

Courses in Modern Languages

Courses in Modern Languages in English

M L 164. The Cinema Group 3 1 course

A. France; B. Spain/Latin America; C. Italy; D. Germany; E. Russia; F. Japan; G. China; H. World. Screening and study of representative masterworks of cinema, the film as art and a product of culture. No knowledge of the foreign language is required. *Credit toward a major or minor may be given at the discretion of the department.*

M L 197. First-Year Seminar in Modern Languages 1 course

A seminar focused on a theme related to the study of modern languages. *Open only to first-year students.*

M L 225. Russian Culture: From Icons to Faberge Group 3 1 course

Cultural expression in Russia from its beginnings through the 19th century, including musical, artistic, religious, folk, Imperial and literary elements. Perspectives of Russian writers on their society and homeland. *No prerequisites.*

M L 227. Nineteenth-Century Russian Literature Group 3, lit 1 course

The classics of Russian literature, including Alexander Pushkin, Nikolai Gogol, Fedor Dostoevsky, Leo Tolstoy and Anton Chekhov. Relationship of the writer with society, the state and ethical questions. Familiarization with literary terms and movements of the period. *No prerequisites.*

- M L 260. Topics in French Literature** Group 3, literature 1 course
Reading and analysis of the translated works of various authors, genres and/or periods of French literature. *Not applicable toward a major or a minor in the department. Student may repeat for credit with a different topic.*
- M L 264. Topics in Hispanic Literature** Group 3, literature 1 course
Reading and analysis of the works of Spanish and/or Latin American authors or of U.S. Latino authors. *Not applicable toward a major or a minor in the department. Student may repeat for credit with a different topic.*
- M L 290. Topics in Latin American Culture** Group 2 1 course
Study of topics in the Hispanic culture of Latin America. *Not applicable toward a major or a minor in the department. Student may repeat for credit with a different topic.*
- M L 295. Topics in Modern Languages** 1 course
Courses in specific topics, such as culture, literary movements or genres, linguistics or film. *Taught in English. May be repeated for credit with a different topic.*
- M L 301. Twentieth-Century Russian Culture** Group 2 1 course
A survey of the major Russian contributions in art, architecture, music, dance, literature, film and popular culture during the 20th century. From the Ballets Russes to avant-garde film, from Rachmaninov to Shostakovich, from Chagall to parodies of socialist realism, modern Russian culture is examined in relationship to the society, history and politics of its time. *No prerequisites.*
- M L 326. Twentieth-Century Russian Literature** Group 3, lit 1 course
This course examines some of the major works of 20th-century Russian literature, as well as the literary and social trends connected with them. Russian perceptions of the world and individual artistic choices in terms of message, style and ethical values for each era are discussed. Writers as diverse as the symbolist poets Blok, Sologub and Gippius; socialist realist writers Gorky and Sholokhov; futurists Mayakovsky and Khlebnikov; and dissidents Tertz and Solzhenitsyn are considered in this framework. *No prerequisites. The course counts toward the European Studies minor and the Russian Studies minor.*
- M L 395. Advanced Topics in Modern Languages** 1 course
Courses on specific topics, such as culture, literary movements or genres, linguistics or film. May address multiple areas, such as a course on European literature or culture. Taught in English. *May be repeated for credit with different topics.*
- M L 400F. Teaching of French** 1 course
Teaching methods and topics of value to the prospective teacher. *Not applicable toward a major or minor in the department.*
- M L 400G. Teaching of German** 1 course
Teaching methods and topics of value to the prospective teacher. *Not applicable toward a major or minor in the department.*
- M L 400S. Teaching of Spanish** 1 course
Teaching methods and topics of value to the prospective teacher. *Not applicable toward a major or minor in the department.*
- M L 492. Advanced Readings and Projects in Spanish** 1/2-1 course
Open to advanced students in Spanish with permission of chair. May be repeated for credit.

Courses in Chinese

- CHIN 161. Elementary Chinese I** Group 5 1 course

The goals for this course are for students to master the pinyin Romanization system and to acquire basic communication skills of speaking, listening, reading, and writing Mandarin Chinese. *CHIN 161 is open only to beginners in Chinese or those with two years or less of high school Chinese.*

CHIN 162. Elementary Chinese II Group 5 1 course

This course is a continuation of Elementary Chinese I. Students will continue to develop the language skills they acquired in Elementary Chinese I. *Prerequisite: CHIN 161 or qualifying score on the placement test.*

CHIN 261. Intermediate Chinese I Group 5 1 course

Course work helps students to develop four linguistic skills (speaking, writing, listening and reading) in Chinese at a more advanced level. Course work emphasizes drills, conversation and grammar. The goals are for students to acquire the following skills: to pronounce modern standard Chinese, to write words using both characters and pinyin Romanization system, to converse in more complicated sentences based on grammatical structures introduced in this course and to write essays. *Prerequisite: CHIN 162 or qualifying score on the placement test.*

CHIN 262. Intermediate Chinese II Group 5 1 course

A continuation of CHIN 261. *Prerequisite: CHIN 261 or qualifying score on the placement test.*

CHIN 269. Topics in Chinese 1/2-1 course

Topics in the Chinese language. *May be repeated with different topics for credit.*

CHIN 361. Advanced Chinese I Group 5 1 course

Reading and discussion of advanced Chinese materials. Exercise in speaking the language and in writing compositions. *Prerequisite: CHIN 261 or qualifying score on the placement test.*

CHIN 362. Advanced Chinese II Group 5 1 course

A continuation of CHIN 361. *Prerequisite: CHIN 361 or qualifying score on the placement test.*

CHIN 461. Advanced Readings and Projects in Chinese Group 5 1/2-1 course

Open to advanced students in Chinese. *May be repeated for credit.*

CHIN EXP. Chinese Conversation 1 course

Designed to improve communication skills in Mandarin Chinese, with special focus on the four tones and on acquiring useful terms and phrases for daily conversation. *Prerequisite: CHIN 262 or permission of instructor.*

Courses in French

FREN 101. Elementary French I Group 5 1 course

Introduction to the French language with emphasis on development of proficiency in speaking, listening, reading and writing. The essentials of French grammar. Emphasis on communication and Francophone cultures. *FREN 101 is open only to beginners in French or those with two years or less of high school French.*

FREN 102. Elementary French II Group 5 1 course

A continuation of FREN 101. *Prerequisite: FREN 101.*

FREN 110. Review of Elementary French Group 5 1 course

Practice in speaking, listening, reading and writing. Review of French grammar and study of Francophone cultures. For those students who have prior experience in French. Satisfies the Group 5 requirement. *Open to students who are placed into this level by test results or departmental direction. Not open to those who have credit for FREN 101 or 102.*

FREN 201. Intermediate French I Group 5 1 course

Reading, oral practice, composition and further study of grammar and Francophone cultures. *Prerequisite: FREN 102 or 110 or qualifying score on the French placement test.*

FREN 202. Intermediate French II	Group 5	1 course
A continuation of FREN 201. <i>Prerequisite: FREN 201 or qualifying score on the French placement test.</i>		
FREN 299F. Internship in French		1/2 - 1 course
Allows qualified students the opportunity to do off-campus internships in a French-speaking country. <i>The internship may, with departmental approval, count toward the major or minor. Not more than one course credit may be counted toward graduation. Not open to heritage speakers of French.</i>		
FREN 305. French Conversation and Phonetics	Group 5	1 course
Emphasis on oral practice and phonetics. <i>Prerequisite: FREN 202 or qualifying grade on the placement test. Students with recent foreign residence in a French-speaking country must consult with the chair of the department before registering for FREN 305. Not open to heritage speakers of French.</i>		
FREN 315. Introduction to Francophone Cultures	Group 2	1 course
An examination of the major artistic, intellectual and social movements and figures of the Francophone world. Students explore the historical and contemporary experiences of French-speaking cultures outside of France. <i>Prerequisite: FREN 305.</i>		
FREN 316. French Civilization	Group 4	1 course
Culture and institutions before the Fifth Republic. A study of artistic movements, intellectual currents, and social development in France to 1958. <i>Prerequisite: FREN 305.</i>		
FREN 318. Contemporary French Civilization	Group 2	1 course
Culture and institutions of the Fifth Republic. A study of artistic movements, intellectual currents and social developments in France since 1958. <i>Prerequisite: FREN 305.</i>		
FREN 320. Business French	Group 5	1 course
This course focuses on economics and business practices in France. Its goals are to familiarize students with the basic institutions (banking, Paris Stock Market, European Union), with how French corporations are organized and how they function (administrative structure, secretarial, marketing, sales, etc.), and with certain socio-cultural aspects of the workplace (executive behavior, management-labor relations, gender issues). Required work includes readings, tests, essays and oral presentations. <i>Prerequisite: FREN 305 or permission of instructor.</i>		
FREN 327. Introduction to Literature in French	Group 3, lit	1 course
Selection of significant texts from various periods. <i>Prerequisite: FREN 305 and one additional 300-level course.</i>		
FREN 401. Topics: Literatures and Cultures in the French-speaking World		1 course
Study of varied topics on the cultural, political, social, historical and literary aspects of life in the French-speaking world. <i>Prerequisites: FREN 305 and one other 300-level French course. May be repeated for credit with different topics.</i>		
FREN 413. Advanced French Stylistics	Group 5	1 course
Advanced syntax, writing styles, composition, linguistics and history of the French language. <i>Prerequisite: FREN 305.</i>		
FREN 420. French Seminar		1 course
A detailed study of an author, or a principal movement in literature and/or culture in French. <i>Open only to senior French majors.</i>		
FREN 427. Advanced Readings and Projects in French		1/2-1 course
<i>Open to advanced students in French with permission of chair. Student may repeat for credit with different topics.</i>		
FREN 428. Advanced Readings and Projects in French		1/2-1 course
A continuation of FREN 427.		

Courses in German

- GER 111. Elementary German I** Group 5 1 course
An introductory program with a variety of learning approaches. Presentation and reinforcement of grammar, pronunciation and idiom through simple reading, guided writing and functional spoken German. An introduction to the German cultural tradition. *GER 111 is open only to those without German language background or to those with two years or less of high school German. Prerequisite for GER 112: GER 111 or qualifying score on the placement test.*
- GER 112. Elementary German II** Group 5 1 course
A continuation of GER 111.
- GER 211. Intermediate German I** Group 5 1 course
General preparation in German for personal, academic and professional use. Exercise in speaking the language and in writing brief original compositions. Reading from modern literary and cultural sources; selected topics about contemporary German life and the German tradition. *Prerequisite: GER 112 or qualifying score on the placement test (or if GER 142 was taken prior to Spring 2001-02).*
- GER 212. Intermediate German II** Group 5 1 course
A continuation of GER 211. *Prerequisite: GER 211 or qualifying score on the placement test.*
- GER 304. Advanced German** Group 5 1 course
This course is designed to prepare students for advanced work in German language, literature and culture. Students will read a variety of texts. Active practice in spoken and written German. *Prerequisite: GER 212 or qualifying score on the placement test.*
- GER 307. Introduction to German Literature** Group 3, lit 1 course
Experience in the study of literature and German literary history through texts from the 18th century to the present. Students will gain an overview of the historical development of the German tradition. *Prerequisite: GER 212 or permission of instructor.*
- GER 309. German for Business** Group 5 1 course
This course is designed to introduce students to the language of business German and to give them insight into Germany's current place in the global economy. Consideration of various themes organized around major business and economic topics, along with language and skill-building activities. *Prerequisite: GER 304 . Not open to first-year students.*
- GER 314. German Cultural Studies** Group 2 1 course
Emphasis on aspects of popular, artistic, intellectual, religious and social tradition from selected periods. *May be repeated for credit with different topics.*
- GER 411. Twentieth Century German Literature and Culture** Group 3, lit 1 course
This course focuses on one period or theme taken primarily from 20th century German literature and culture. Possible topics include: Modernism in Berlin and Vienna, the Weimar Republic, Post-1945 German literature, etc. *Prerequisite: GER 307 or permission of instructor. May be repeated for credit with different topics.*
- GER 412. Topics** 1/2-1 course
Critical investigation of a subject, usually from one of the following areas: genre or motif study, comparative arts, recent writers and criticism, social background to literature, cultural studies, linguistics, contemporary theory. *Prerequisite: permission of instructor. May be repeated for credit with different topics.*
- GER 415. Senior Seminar** 1 course
A detailed study of an author or a principal movement of German literature and/or culture. *Prerequisite: permission of instructor.*
- GER 447. Advanced Readings and Projects in German** 1/2-1 course
Open to advanced students in German with permission of chair. May be repeated for credit.

GER 448. Advanced Readings and Projects in German

1/2-1 course

A continuation of GER 447.

Courses in Italian

ITAL 171. Introduction to Italian I

Group 5

1 course

Introduction to the Italian language with emphasis on development of proficiency in speaking, listening, reading, and writing.

ITAL 172. Introduction to Italian II

Group 5

1 course

A continuation of ITAL 171. *Prerequisite: ITAL 171.***ITAL 270. Readings and Projects in Italian**

Group 5

1/2-1 course

*Open to advanced students in Italian with permission of chair. Student may repeat for credit.***ITAL 271. Intermediate Italian**

Group 5

1 course

Second year Italian. First semester. This course emphasizes oral and written expression, listening comprehension and building vocabulary. It also provides an intensive review of grammar. Learning is facilitated by a careful selection of literary texts, such as plays, novels, short stories, celebrated lyrics from opera and contemporary music. A variety of real-life material is also employed, including newspaper and magazine articles, radio and television broadcasts. Students are required to participate and engage in conversation during class. Regular attendance is essential. Daily assignments are required. *Pre-requisite: Italian 171 & 172 or permission of a professor of Italian in the Modern Language Department.*

Courses in Japanese

JAPN 151. Elementary Japanese I

Group 5

1 course

Introduction to the Japanese language with emphasis on development of proficiency in speaking, listening, reading, and writing. JAPN 151 is open only to beginners in Japanese or those with two years or less of high school Japanese.

JAPN 152. Elementary Japanese II

Group 5

1 course

A continuation of the study of JAPN 151. Open to students who have successfully completed Japanese I or who are placed into this level by test results. *Prerequisite: JAPN 151 or qualifying score on the placement test.***JAPN 251. Intermediate Japanese I**

Group 5

1 course

Further study of Japanese language and practice in speaking, listening, reading and writing. *Prerequisite: JAPN 152 or qualifying score on the placement test.***JAPN 252. Intermediate Japanese II**

Group 5

1 course

A continuation of JAPN 251. *Prerequisite: JAPN 251 or qualifying score on the placement test.***JAPN 351. Advanced Japanese I**

Group 5

1 course

Readings and discussion of advanced Japanese materials. Exercise in speaking the language and in writing compositions. *Prerequisite: JAPN 252 or qualifying score on the placement test.***JAPN 352. Advanced Japanese II**

Group 5

1 course

Further study of the Japanese language. *Prerequisite: JAPN 252 or qualifying score on the placement test.***JAPN 451. Advanced Readings and Projects in Japanese**

Group 5

1/2-1 course

Open to advanced students in Japanese. May be repeated for credit.

Courses in Portuguese

PORT 181. Introduction to Portuguese I	Group 5	1 course
Introduction to Brazilian Portuguese with emphasis on development of proficiency in speaking, listening, reading and writing.		
PORT 182. Introduction to Portuguese II	Group 5	1 course
A continuation of PORT 181. <i>Prerequisite: PORT 181.</i>		
PORT 280. Readings and Projects in Portuguese	Group 5	1/2-1 course
<i>Open to advanced students in Portuguese with permission of chair. Student may repeat for credit with different topics.</i>		

Courses in Russian

RUS 121. Elementary Russian I	Group 5	1 course
Introduction to the Russian language with emphasis on development of proficiency in speaking, listening, reading and writing. Includes work with tapes and video supplements. <i>RUS 121 is open only to beginners in Russian or those with two years or less of high school Russian.</i>		
RUS 122. Elementary Russian II	Group 5	1 course
A continuation of RUS 121. <i>Prerequisite: RUS 121 or qualifying score on the placement test.</i>		
RUS 221. Intermediate Russian I	Group 5	1 course
Continued development of proficiency in Russian with focus on key points in style, word formation, grammar and speaking. Includes work with tapes and video supplements. <i>Prerequisite for RUS 221: RUS 122 or qualifying score on the placement test.</i>		
RUS 222. Intermediate Russian II	Group 5	1 course
A continuation of RUS 221.		
RUS 224. Reading Russian	Group 5	1 course
This course develops a number of reading techniques and provides intensive work in word-formation and syntax. A wide variety of non-fiction texts--including journal and newspaper articles, scientific and popular works--are examined. <i>Prerequisite or co-requisite: RUS 221.</i>		
RUS 263. Spoken Russian	Group 5	1/2-1 course
Designed to improve communication skills in the Russian language, the flexible curriculum may include any of the following: conversation (use of everyday idiom), comprehension (understanding at a native Russian pace), applied phonetics (specialized instruction in pronunciation and intonation). <i>May be repeated for credit with permission of instructor. Prerequisite or co-requisite: RUS 221.</i>		
RUS 321. Advanced Russian	Group 5	1 course
Offers advanced work in grammar, stylistics, reading, conversation and composition. <i>Prerequisite: RUS 222 or permission of instructor.</i>		
RUS 324. Topics		1/2-1 course
Supervised study of a subject of interest chosen in consultation with the instructor. <i>May be repeated for credit with different topics.</i>		

Courses in Spanish

SPAN 131. Elementary Spanish I	Group 5	1 course
Introduction to the Spanish language with emphasis on development of proficiency in speaking, listening, reading and writing. The essentials of Spanish grammar. Emphasis on communication and Hispanic cultures. <i>SPAN 131 is open only to beginners in Spanish or those with two years or less of high school Spanish.</i>		
SPAN 132. Elementary Spanish II	Group 5	1 course

A continuation of SPAN 131.

SPAN 140. Review of Elementary Spanish

Group 5

1 course

Practice in speaking, listening, reading and writing. Review of Spanish grammar and study of Hispanic cultures. For those students who have prior experience in Spanish. Satisfies the Group 5 requirement. *Open to students who are placed into this level by test results or departmental direction. Not open to those who have credit for SPAN 131 or 132.*

SPAN 231. Intermediate Spanish I

Group 5

1 course

Reading, oral practice, composition and further study of grammar and Hispanic cultures. *Prerequisite: SPAN 132 or SPAN 140 or qualifying score on the placement test.*

SPAN 232. Intermediate Spanish II

Group 5

1 course

A continuation of SPAN 231.

SPAN 299S. Internship in Spanish

1/2-1 course

Allows qualified students the opportunity to do off-campus internships in Spanish-speaking countries. *The internship may, with departmental approval, count toward the major or minor. Not more than one course credit may be counted toward graduation. Not open to heritage speakers of Spanish.*

SPAN 330. Spanish Conversation and Phonetics

Group 5

1 course

Emphasis on oral practice and phonetics. *Prerequisite: SPAN 232 or qualifying grade on the Spanish placement test. Students with recent foreign residence in a Spanish-speaking country must consult with the chair of the department before registering for SPAN 330. Not open to heritage speakers of Spanish.*

SPAN 332. Spanish Reading and Grammar

Group 5

1 course

Advanced reading techniques, including grammar review and composition. *Prerequisite: SPAN 232 or qualifying grade on the placement test.*

SPAN 335. Introduction to Hispanic Literature

Group 3, lit

1 course

Significant authors and texts from throughout the Spanish-speaking world. *Prerequisite: SPAN 330 or SPAN 332.*

SPAN 338. Latin American Civilization

Group 4

1 course

A study of the history, geography, art, intellectual currents and social developments of Latin America. *Prerequisite: SPAN 330 or SPAN 332 or permission of instructor.*

SPAN 339. Spanish Civilization

Group 4

1 course

A study of the history, geography, art, intellectual currents and social developments of Spain. *Prerequisite: SPAN 330 or 332 or permission of instructor.*

SPAN 340. Business Spanish

1 course

This course focuses on economics and business practices in the Spanish-speaking world. Its goals are to familiarize students with the basic institutions (banking, stock market), with how corporations are organized and how they function (administrative structure, secretarial, marketing, sales, etc.), and with certain socio-cultural aspects of the workplace (executive behavior, management-labor relations, gender issues). Required work includes readings, tests, essays, and oral presentations. *Prerequisite: SPAN 330 or 332 or permission of instructor.*

SPAN 390. Topics in Spanish

Group 3, literature (spring 2005)

1/2-1 course

Study of topics, such as literary periods, genres, movements or themes, areas of civilization, linguistics or oral interpretation. *Prerequisite: SPAN 332 or permission of instructor. May be repeated for credit with different topics.*

SPAN 430. Advanced Composition

Group 6

1 course

An opportunity to write creative prose in different styles in Spanish with emphasis on articles, essays and short stories. Illustrated readings for analysis and discussion. *Prerequisite: SPAN 332.*

SPAN 442. Literature of Spain

Group 3, lit

1 course

Selections from important authors of Spain. *Prerequisite: SPAN 335 or permission of instructor.*

SPAN 444. Spanish American Literature Group 3, lit 1 course

Selections from important authors of Spanish America. *Prerequisite: SPAN 335 or permission of instructor.*

SPAN 456. Hispanic Seminar 1 course

A detailed study of an author, genre, theme, or principal movement of Hispanic literature or civilization. *Open only to senior Spanish majors.*

SPAN 491. Advanced Readings and Projects in Spanish 1/2-1 course

Open to advanced students in Spanish with permission of chair. May be repeated for credit.

Courses in Arabic

ARAB EXP. Beginning Arabic I Group 5 1.0

A first semester introduction to the Arabic language. All basic skill areas of speaking, listening, reading, and writing will be practiced.

Music (CLA)

2007-08 Faculty Members: C. Balensuela, A. Barber, J. Beckel, N. Brockman, M. Carkeek, C. Carrillo, H. Choi, J. Clodfelter, P. Coburn, G. Crouch, C. Cymerman, R. Danforth, G. Dugan, E. Edberg, C. Edwards, L. Foy, M. Gianforte, D. Grammel, E. Hackmey, J. Helsley, J. Hollander, A. Hopson, S. Irwin, C. Jetton (Dean), C. Johnson, J. Lavacek, D. McCoy, H. Moore, P. Musser, B. Pare', C. Pare', R. Pejril, M. Phang, D. Prather, A. Reynolds, D. Rizner, R. Salman, L. Sirotkin, C. Smith, O. Smith, J. Spicknall, S. Spiegelberg, S. Stepp, K. Tonne, K. Watson, K. Webb, J. White, A. Williams.

See Section III, School of Music, for further academic information including course titles and descriptions.

Requirements for a major in Music (CLA)

Total courses required	Ten
Core courses	MUS 113, MUS 114, MUS 123, MUS 124, MUS 130, MUS 213, MUS 223, MUS 230, MUS 334, MUS 450.
Other required courses	Additional upper-level music history elective course credit (usually MUS 390). Two course credits in applied music in the primary instrument. Four semesters of participation in a major ensemble.
# 300 and 400 level courses	Three
Senior requirement	Satisfactory completion of MUS 450.
Additional information	Recital attendance each semester in residence as a declared major
Recent changes in major	

Requirements for a minor in Applied Music

Total courses required	Seven
Core courses	MUS 113, MUS 114, MUS 123, MUS 124, MUS 230. Two course credits in applied music in the primary instrument. Four semesters of participation in a major ensemble.
Other courses	One elective course credit at the 300-400 level. Four semesters of recital attendance.
# 300 and 400 level courses	One
Recent changes in minor	

Requirements for a minor in Jazz Studies

Total courses	Seven or 7 1/4
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required

Core courses	MUS 100 or MUS 113 and MUS 123; MUS 231; MUS 384; MUS 386. Two course credits in applied music in the primary instrument. Four semesters of participation in Jazz Ensemble. Two semesters of participation in Jazz Combos.
Other courses	One elective course credit in jazz studies at the 300-400 level. One-quarter course credit in applied music in jazz piano (if piano is not the primary instrument). Two semesters of recital attendance.
# 300 and 400 level courses	Three
Recent changes in minor	

Off Campus Study

2007-08 Faculty Members: K. Knaul (director of international education).

DePauw offers extensive opportunities for students to study in various locations worldwide. See Section V, International and Off-Campus Programs, for more information. The courses described below are those offered by DePauw University in the Vienna Music Program (fall semester only). In addition to the courses listed below, courses from the DePauw music curriculum are regularly offered.

Courses in Off Campus Study

OCS 330. The Arts in Vienna 1800-1900	1 course
Development of architecture, painting, sculpture and the decorative arts in Vienna from the Pre-March (Vormarz) period to World War I. The styles of the Biedermeier, Historicism, Jugendstil, Early Expressionism and other modern trends are covered in detail. Attention is given to the cultural interactions between literary movement, philosophical thought, music history and the pictorial arts.	
OCS 371. Applied Music	1/4-1/2-1 course
Individual applied music lessons are available in most instrumental and vocal areas.	
OCS 381. Topics	1/2-1 course
Additional theory and history courses are offered. Courses offered in recent years include Hayden-Mozart-Beethoven, 2nd Viennese School, Late Romantic Viennese Music. <i>May be repeated for credit with different topics.</i>	

Philosophy

2007-08 Faculty Members: J. Anderson, R. Cameron, M. Chandler, J. Everett, R. Lynch, M. McKelligan, R. Newton, N. Placencia, J. Roth, D. Shannon (chair), E. Wielenberg.

The purpose of the major in Philosophy is three-fold: it encourages clear, logical, and independent thinking; it affords the chance to explore problems and ideas about self, society, knowledge, and value that have intrinsic interest and are germane to other disciplines; when taken in conjunction with appropriate courses in other disciplines, it prepares students for professional fields, such as law, medicine, business, journalism, and government.

Requirements for a major in Philosophy

Total courses required	Nine
Core courses	PHIL 202, PHIL 215, PHIL 216, PHIL 439
Other required courses	One course from the following: PHIL 207, 208, 213, 214, 219 or a topics course (PHIL 206 or 307) in moral philosophy or in the philosophy of art and aesthetics.
# 300 and 400 level courses	Four, including either PHIL 430 or 433
Senior requirement	The senior requirement consists of the completion of PHIL 439.
Additional information	
Recent changes in major	

Requirements for a major in Philosophy bridged to another discipline

Total courses required	Nine
Core courses	PHIL 439 Five additional courses in philosophy (three at the 300-400 level) including either PHIL 440 or 490
Other required courses	One course in the other discipline at the 200-level or above. One course in the other discipline at the 300-400 level
# 300 and 400 level courses	Five
Senior requirement	The senior requirement consists of the completion of PHIL 439.
Additional information	Students seeking a bridge major must submit a plan by the third year which includes a description of desired courses, a rationale for the bridge demonstrating unity and consistency, and one course designated as the "bridge course." This plan is to be submitted to the major advisor and is to be approved by the department.
Recent changes in major	

Requirements for a minor in Philosophy

Total courses required	Four
Core courses	Courses must be at the 200-level or above
Other courses	
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Philosophy

PHIL 101. Introduction to Philosophy	Group 4	1 course
Selected problems of philosophy and some alternative solutions. Readings from philosophers of the past and present. <i>Seniors admitted only by permission of instructor.</i>		
PHIL 106. God, Evil and the Meaning of Life	Group 4	1 course
Readings from philosophical, religious and literary authors on such questions as the meaning of God, arguments for the existence of God, the problem of evil, the meaning of human life, the relation of morality and religious belief. <i>Open to first-year students and sophomores; open to others only by permission of instructor.</i>		
PHIL 197. First-Year Seminar		1 course
A seminar focused on a theme in the study of philosophy. <i>Open only to first-year students.</i>		
PHIL 202. Logic		1 course
A systematic study of reasoning with emphasis on questions of meaning and validity. Includes sentential logic, elementary quantification, a survey of fallacies and selected topics in inductive logic.		
PHIL 203. Cosmology [See also PHYS 203]		1 course
An examination of fundamental questions about the origin, order and meaning of the universe from the perspective of physics, philosophy and other disciplines. Topics include: development of Western cosmology; physics and metaphysics of space and time; the Cosmological and Design arguments for the existence of God; the Anthropic Principle; life and consciousness.		
PHIL 206. Topics		1 course
Usually a field of philosophy or a historical development, or a problem or set of problems. <i>May be repeated for credit with different topics.</i>		
PHIL 207. Ethics and Business		1 course
An examination of ethical questions relating to business activity. Topics include: economic justice, the moral responsibilities of corporations, rights and responsibilities of employers and employees, business and consumers, regulation of business.		

PHIL 208. Biomedical Ethics		1 course
Perplexing moral issues arising in contemporary biomedical practice, research and medical care which impinge upon our deeply held notions of human dignity and value. Readings from religion, philosophy, ethics and public policy, medical science and law.		
PHIL 209. Environmental Ethics	Group 4	1 course
An examination of the extent of, limits to, and grounds for individual and collective moral obligations with respect to the 'more-than-human world.' Discusses anthropocentric, zoocentric, biocentric and ecocentric value theories; ecofeminist, deep ecology, and environmental justice perspectives; and/or such topics as biodiversity, climate change, sustainable agriculture, and/or ethics of consumption. This course may include a community engagement/service learning project and required field trips.		
PHIL 211. Philosophy of Sex and Gender	Group 4	1 course
An introduction to the principal views in the history of philosophy on the issues concerning the status of women, relationship between the sexes, sexual attitudes and orientations. First part of the class: the foundations of the Conservative View and reactions against them. Second part of the class: some problem areas, such as the desire for pleasure, homosexuality in society, pornography and whether there are unconscious libidinal mechanisms directing our lives.		
PHIL 213. Ethical Theory	Group 4	1 course
Historical and contemporary answers to some of the main problems of ethics, including the standard of right and wrong, the criteria of goodness, the possibility of ethical knowledge and the place of reason in ethics.		
PHIL 214. Philosophy of Art	Group 4	1 course
Traditional and recent theories of art, the work of art, criticism, theories of taste and aesthetic quality and special problems concerning the individual arts.		
PHIL 215. History of Western Philosophy	Group 4	1 course
Major philosophers and philosophical schools of the West. Fall semester: the pre-Socratics to Augustine. Spring semester: Descartes through Kant.		
PHIL 216. History of Western Philosophy		1 course
Spring semester: Descartes through Kant.		
PHIL 218. Chinese Philosophy	Group 4	1 course
Major philosophers and schools in Classical China. Readings are selected from the writings of Confucius, Mencius, Laozi, Xunzi, Mozi, Zhuangzi, Hanfeizi. The main focus will be on Chinese philosophy, but some comparisons with Western thought will be made. <i>Not open to first-year students.</i>		
PHIL 219. Existentialism	Group 4	1 course
Introductory course in Existentialism. Major writers from both 19th and 20th centuries, including Kierkegaard, Nietzsche, Heidegger, Sartre and Camus. Issues to be discussed: the meaning of life, value of morality, absurdity of life, relation between being and nothingness.		
PHIL 221. Leadership and Responsibility		1 course
Examines theoretical, practical and moral dimensions of leadership. Topics include the nature of leadership, the elements of effective leadership, the obligations and responsibilities of leaders and followers, the challenges of leadership in a diverse society. Particular attention given to key figures and events in the civil rights movement as a way of illustrating and illuminating concepts covered in the course.		
PHIL 305. Philosophy of Science		1 course
The nature, aims and methods of the natural and social sciences. The nature of scientific description, explanation and prediction. The role of theories, models and deduction in science. <i>Prerequisite: one course in philosophy, or major in science or permission of instructor.</i>		
PHIL 307. Topics		1 course
This course is generally a topic area, such as metaethics, philosophy of religion, European philosophy in the 19th and 20th centuries and philosophy of common sense. <i>Prerequisite: one course in philosophy or permission of instructor. May be repeated for credit with different topics.</i>		

- PHIL 309. Advanced Logic** 1 course
 Techniques of proof in sentential logic, predicate calculus and predicate calculus with identity. Introduction of metalogical issues of consistency, completeness and Godel incompleteness. Topics in philosophical logic such as modal, tense and epistemic logics. *Prerequisite: PHIL 202 or permission of instructor.*
- PHIL 310. Philosophy of Religion** 1 course
 An examination of philosophical issues related to religious belief. Typical topics include various puzzles relating to the divine attributes, arguments for and against God's existence and the contemporary debate between theism and naturalism. *Prerequisite: one course in philosophy or permission of instructor.*
- PHIL 311. Epistemology** 1 course
 What is knowledge? What is it for a belief to be justified? What is the relationship between knowledge and justification? In this course, we examine some of the main analyses of knowledge and some of the main criteria of justification. Readings will include classic and contemporary sources. *Prerequisite: one course in philosophy or permission of instructor.*
- PHIL 312. Metaphysics** 1 course
 A philosophical study of the nature of reality, considering such problems as the theory of causes, the status of universals, freedom, mind-body, space and time, individuation. The course will consider both historical and contemporary sources. *Prerequisite: one course in philosophy or permission of instructor.*
- PHIL 313. Death** Group 4 1 course
 An examination of philosophical questions surrounding death. Topics include the rationality of fear of death, the possibility of the survival of death, the relation between mortality and the meaning of life and the ethics of suicide and euthanasia. *Prerequisite: one course in philosophy or permission of instructor.*
- PHIL 315. Philosophy of Law** 1 course
 An inquiry into the nature of law, the relation of law to morality, the notion of responsibility in the law, punishment and the import for law of liberty of expression. Readings from classical and recent philosophers of law.
- PHIL 317. Philosophy of Language** 1 course
 An inquiry into the nature and function of language, considering questions of reference, meaning, metaphor and the relationship of logic to thought. Although the course will focus primarily on issues raised by Frege and Wittgenstein and developed by contemporary analytic philosophers, discussions of language by non-analytic philosophers may also be considered. *Prerequisite: one course in philosophy or permission of instructor.*
- PHIL 351. Medieval Philosophy** Group 4 1 course
 This course examines the main figures and debates in Medieval Philosophy, beginning with St. Augustine of Hippo and concluding with Machiavelli. Some topics covered: the refutation of skepticism, what is truth, the City of God versus the City of Man, Natural Law, Just War and what constitutes good government.
- PHIL 430. Major Philosophers** 1 course
 One or two philosophers, usually chosen from Plato, Aristotle, Descartes, Locke, Berkeley, Hume, Leibniz, Spinoza, Kant, Hegel, Wittgenstein and Frege. *Prerequisite: two courses in philosophy or permission of instructor. May be repeated for credit with different topics.*
- PHIL 433. Philosophical Problem** 1 course
 A study of one problem, such as universals, time, freedom, causation, happiness and necessary truth. Attention mainly to recent papers and books. *Prerequisite: two courses in philosophy or permission of instructor. May be repeated for credit with different topics.*
- PHIL 439. Senior Seminar** 1 course
 This class is the capstone course for majors in philosophy. It covers a broad range of advanced topics in philosophy; typically three or four topics are covered during the semester. Topics may be treated historically or systematically. The students are responsible for presentations and discussions of the material. Several papers will be assigned, and the student selects one which will be the subject of a formal presentation. *May not be taken pass/fail. Open only to seniors.*

PHIL 440. Senior Thesis

1 course

This course provides an opportunity for outstanding philosophy majors to produce a substantial (normally 30+ pages in length) research paper on an important topic in philosophy. Students who are planning to do graduate work in philosophy are encouraged to take this course. Students must apply to the department for approval to undertake this project. Accepted students will be assigned a thesis advisor who will set the schedule for the completion of the paper. The course culminates with an oral defense of the completed paper. *Prerequisites: Major in Philosophy, senior status, and departmental approval. May not be taken pass/fail.*

PHIL 490. Independent Study in Philosophy

1/4-1/2-1 course

Directed studies in a selected field or fields of philosophy. *May be repeated for credit with different topics.*

Physics and Astronomy

2007-08 Faculty Members: N. Abraham, H. Brooks, J. Caraher, V. DeCarlo (chair), M. Kertzman, T. Kjonaas, A. Komives, B. Tunguz.

Physics is the study of the fundamental nature of everything. Through experiment and theory physicists seek to explain the interactions of matter and energy in terms of a small number of basic laws. Physics deals with everything from the very large (e.g. the structure of the universe) to the very small (e.g. atoms, nuclei, quarks and even smaller structures). The devices we depend on in our technological society are based on fundamental principles of physics. Both experimental and theoretical physicists are people who enjoy understanding how things work. Studying physics develops excellent critical thinking and problem solving skills, which are applicable to many careers.

Many of our physics graduates continue with graduate school in physics, astronomy or engineering. Others continue with professional training in medical school or law school. However, it is not necessary to pursue more education to have a rewarding career with physics. An undergraduate physics degree is a spring board to a broad spectrum of career options, including engineering, systems analyst, financial analyst, management, national security, medical research, education and journalism. Nationally, employment opportunities for physics graduates have been especially good in recent years.

The department offers a major and a minor in Physics. Students planning to major in Physics should consult with a member of the department as early as possible in their college careers. Incoming students who plan to major in Physics should take PHYS 120-130 and MATH 135-136 or MATH 151 in the first year. Most pre-engineering students must take PHYS 120, 130, 231 and 351. Students interested in pre-engineering should consult with a pre-engineering advisor as early as possible. The physics major is also appropriate for students who wish to attend graduate school in astronomy.

Department faculty members are actively involved in research. Our students have opportunities to work with faculty doing research in nuclear physics, high energy gamma ray astrophysics, applied physics engineering, optics and computational quantum mechanics. Recent students have also done off-campus research in conjunction with members of the department at the Fred Lawrence Whipple Observatory, the George C. Marshall Space Flight Center and Fermi National Accelerator Laboratory. The Oak Ridge Science Semester program enables students to spend a semester working under the guidance of an ORNL staff member. Recent students have participated in off campus research programs at the National Radio Observatory, Los Alamos National Laboratory, Kitt Peak National Observatory and Thomas Jefferson National Accelerator Facility.

The department is housed in the newly renovated Julian Science and Mathematics building. Departmental spaces include innovative integrated class and lab rooms for the introductory physics and astronomy classes, dedicated laboratory space for intermediate and advanced level courses, a dedicated physics computer lab, a physics student study room and research laboratories for faculty and students. The department also has fully equipped metal and wood machine shops.

The department sponsors an active Physics Club. Students meet regularly for visiting lecturers, trips to conferences, special club projects and social events. A local chapter of Sigma Pi Sigma, the physics honorary society, hosts annual receptions for the induction of new student members.

The department operates historic McKim Observatory. McKim contains many of its original instruments, including a 9.5-inch Clark refractor telescope and a Fauth and Co. meridian transit telescope. McKim is also well equipped with modern instruments, including five Celestron 8-inch and one Celestron 11-inch Schmidt-Cassegrain telescopes, an SBIG ST-6 CCD camera, a webcam, equipment for astrophotography and a spectrometer. McKim is used for astronomy labs, public open houses and student research projects.

Requirements for a major in Physics

Total courses required Nine

Core courses PHYS 120, PHYS 130, PHYS 220, PHYS 270, PHYS 280 (1/2 course), PHYS 480 (1/2 course)

Other required courses • Two of the following, one of which must be either PHYS 370 or PHYS 380: PHYS 240, PHYS 250, PHYS 300, PHYS 370, PHYS 380

- Two of the following: PHYS 410, PHYS 420, PHYS 430, PHYS 440

300 and 400 level courses Three and one-half
 Senior requirement PHYS 480
 Additional information MATH 151 (or MATH 135-136) and MATH 152 required
 Recent changes in major PHYS 220 was added to the list of core courses, Nov. 2006.

Requirements for a minor in Physics

Total courses required Five
 Core courses PHYS 120, PHYS 130
 Other courses
 # 300 and 400 level courses One
 Recent changes in minor

Courses in Physics and Astronomy

PHYS 103. Moons and Planets Group 1, lab 1 course

Includes laboratory. An introductory course concentrating on the solar system. Topics to be covered include: observational astronomy; the history and development of astronomy; Kepler's laws of planetary motion; Newton's laws of motion and gravity; the Earth-moon system; the structure and composition of the planets with an emphasis on comparative planetology; asteroids, comets, the formation of the solar system, the sun and the exploration of space. Emphasis is placed on investigating the methods by which astronomers gain knowledge about the solar system. Evening laboratory periods will emphasize observation and will help students develop quantitative skills in interpreting data. *PHYS 103 and PHYS 104 may be taken in either order. Prerequisite: high school algebra and trigonometry.*

PHYS 104. Stars and Galaxies Group 1, lab 1 course

Includes laboratory. An introductory course concentrating on the astronomy of stars and stellar systems. Topics to be covered include: properties of stars; stellar evolution; white dwarfs, neutron stars and black holes; the interstellar medium; the Milky Way; galaxies; Hubble's Law; and cosmology. Emphasis is placed on investigating the methods by which astronomers gain knowledge about the universe. Evening laboratory periods will emphasize observation and will help students develop quantitative skills in interpreting data. *PHYS 103 and PHYS 104 may be taken in either order. Not open to students with credit in PHYS 300 or 200. Prerequisite: high school algebra and trigonometry.*

PHYS 110. Physics for Poets Group 1, lab 1 course

Includes laboratory. The fundamental concepts of classical and modern physics with attention to their bearings in other fields of science and the humanities. Topics include the historical development of Newtonian mechanics, special and general relativity, quantum physics and modern cosmology. Contrasts between Newtonian and 20th-century world views are emphasized. *This course does not fulfill the prerequisites for advanced courses in physics, nor the requirements for medicine, engineering or secondary teaching. Prerequisite: high school algebra and trigonometry. Not open to students with credit in PHYS 112.*

PHYS 120. Principles of Physics I Group 1, lab 1 course

Includes laboratory. An introductory calculus-based course covering fundamental concepts of physics including: momentum, energy, conservation laws, particle interactions, Newton's laws, oscillations, orbits and planetary motion and special relativity. Laboratory sessions will provide a hands-on opportunity to explore the concepts of physics. This course is designed for students majoring in the sciences and mathematics and those in pre-professional programs in health sciences, medicine, engineering and teaching. *Prerequisite or co-requisite: MATH 136 or MATH 151. Not open to students with credit in PHYS 121.*

PHYS 130. Principles of Physics II Group 1, lab 1 course

Includes laboratory. This course builds on PHYS 120 and covers fundamental concepts of physics including: electric and magnetic fields, circuits, Maxwell's equations, electromagnetic waves, waves, interference and diffraction, wave-particle duality, atoms, nuclei and radioactivity, thermodynamics and statistical mechanics. Laboratory sessions will provide a hands on opportunity to explore the concepts of physics. This course is designed for students majoring in the sciences and mathematics and those in pre-professional programs in health sciences, medicine, engineering and teaching. *Prerequisite: PHYS 120. Not open to students with credit in PHYS 122.*

PHYS 156. Advanced Placement in Physics 1 course

Advanced placement credit for physics. A. Mechanics B. Electricity and Magnetism.

PHYS 203. Cosmology [See also PHIL 203]

1 course

An examination of fundamental questions about the origin, order and meaning of the universe from the perspectives of physics, philosophy and other disciplines. Topics include: creation myths; development of Western cosmology; physics and metaphysics of space and time; cosmological and design arguments for the existence of God; the Anthropic Principle; life and consciousness.

PHYS 220. Principles of Physics III

1 course

This course provides an introduction to quantum mechanics, and completes the survey of fundamental physics begun in PHYS 120 and 130. Topics to be covered include wave packets, the Schrodinger equation, solutions to the Schrodinger equation for one dimensional potentials, the hydrogen atom, multi electron atoms, quantum statistics, and an introduction to the physics of molecules, solids, nuclei, and particles.

Prerequisite: PHYS 130.

PHYS 231. Statics

1/2 course

Mathematical methods for analysis of force systems for rigid bodies, including equilibrium requirements, stresses in frames and trusses, forces in beams and cables, friction, centroids and moments of inertia. *Prerequisite: PHYS 120.*

PHYS 240. Electronics

1 course

Includes laboratory. Experimental and theoretical treatment of direct current and alternating current circuits. Topics include: diode applications, transistors, operational amplifiers, feedback, analog-digital conversion, digital logic and microprocessors. *Prerequisite: One semester of a laboratory science course.*

PHYS 250. Optics

Group 1, lab

1 course

Includes laboratory. Experimental investigation of geometrical and physical optics. Specific topics investigated include: image formation by lenses and mirrors, optical instruments, image processing, interference, diffraction, polarization, optical communication, lasers and holography. *Prerequisite: One semester of a laboratory science course. Not open to students with credit in PHYS 361.*

PHYS 270. Mathematical Methods

1 course

Methods in applied mathematics for students in physical sciences and engineering. Topics include: partial differentiation, vector analysis, complex numbers, linear algebra, ordinary differential equations, multiple integrals, and Fourier series. *Prerequisite: PHYS 120 and MATH 152. Not open to students with credit in PHYS 272.*

PHYS 280. Experimental Methods

1/2 course

Includes laboratory. An introduction to the techniques, methods and necessary skills used in experimental physics. Data will be collected by using a variety of instruments, including oscilloscopes, nuclear instrumentation, and other data sensors. The course will introduce a variety of statistical and data analysis techniques. Machine shop skills will be developed during the course. *Prerequisite: PHYS 120.*

PHYS 300. Astrophysics

1 course

The concepts of classical and modern physics are applied to the study of astronomy, providing a physical basis for understanding the components and structure of our universe. Topics to be covered include: spectroscopy, stellar properties, binary stars, stellar classification, stellar structure and evolution, galaxies and galactic structure, active galactic nuclei and cosmology. *Prerequisite: PHYS 130.*

PHYS 351. Dynamics

1 course

A theoretical treatment of the physical laws governing the motion of particles and rigid bodies, including studies of energy and momentum, kinematics, curvilinear motion and central forces. *Prerequisite: PHYS 130.*

PHYS 370. Atomic and Molecular Physics

1 course

Includes laboratory. A theoretical and experimental investigation in atomic, molecular and condensed matter physics. Topics to be covered may include: atomic models, magnetic dipole moments, multielectron atoms, x-ray excitations, optical excitations, atomic spectroscopy, quantum statistic, molecules, molecular bonding, molecular spectra, band theory of solids, conductors, semiconductors, superconductors, and collective phenomena. *Prerequisite: PHYS 130.*

PHYS 380. Nuclear and Particle Physics

1 course

Includes laboratory. A theoretical and experimental investigation in nuclear and particle physics. Topics to be covered may include: nuclear phenomenology, nuclear models, radiation, nuclear reactions, experimental methods in nuclear physics, particle interactions and detection, properties of elementary particle, symmetries, the standard model, and theories beyond the standard model. *Prerequisite: PHYS 130.*

PHYS 390A. Selected Topics in Astronomy

1/4-1/2-1 course

Selected topics in astronomy. May be an independent study project. *Prerequisite: depends on the topic.*

PHYS 390P. Topics in Physics

1/4-1/2-1 course

Selected topics in physics. May be an independent study project. *Prerequisite: depends on the topic.*

PHYS 400. Teaching of Physics

1/2 course

Includes laboratory. For students planning to teach physics and general science in secondary schools. Not applicable toward the major. *Prerequisite: PHYS 130.*

PHYS 410. Thermal Physics

1 course

Treatment of the laws of thermodynamics and the concepts of temperature, pressure, entropy, chemical potential and free energy as related to the quantum statistical behavior of microscopic systems. Included are applications to kinetic theory of gases, heat engines, photons and phonons, systems in magnetic and electric fields, transport phenomena, and biological and engineering problems. *Prerequisite: PHYS 130 and PHYS 270.*

PHYS 420. Classical Mechanics

1 course

Basic definitions and principles of classical mechanics, conservation laws, systems of particles and motion of rigid bodies, oscillating phenomena and an introduction to generalized coordinates and the methods of Lagrange and Hamilton. *Prerequisite: PHYS 130 and PHYS 270.*

PHYS 430. Electricity and Magnetism

1 course

Experimental foundations of electricity and magnetism, electrostatic and magnetostatic problems, dielectrics, the field concept in electromagnetism and Maxwell's equations, and the concept of energy in electromagnetism. Several periods may be in laboratory. *Prerequisite: PHYS 130 and PHYS 270.*

PHYS 440. Quantum Mechanics

1 course

Non-relativistic wave mechanical treatment of physical systems. Definition and interpretation of state functions; construction of wave packets; solutions of the Schrodinger equation for simple one-dimensional systems; the hydrogen atom; various approximation methods, including perturbation theory. *Prerequisite: PHYS 130 and PHYS 270.*

PHYS 450. Advanced Mathematical Methods

1 course

Advanced topics in applied mathematics for physics students, including tensor analysis, special functions, partial differential equations, complex variables, integral transforms. *Prerequisite: PHYS 130 and PHYS 270.*

PHYS 480. Senior Project

1/2 course

Students complete an individual project with the supervision of a member of the physics department faculty. *Prerequisite: PHYS 280 and a senior physics major or permission of instructor.*

Political Science

2007-08 Faculty Members: O. Gayazova, N. Nasr, B. O'Bannon, J. Payne, C. Peterson, S. Sahu (chair), R. Smith, B. Stinebrickner, G. Vurusic.

Topics of interest to political scientists include how governments function and should function; differences and similarities among the approximately 200 national political systems in the world; relations between and among the nations of the world as well as the role of nongovernmental actors in these relations; and ways of better understanding such phenomena as authority, conflict, legitimacy, political parties, elections, interest groups, international organizations, coup d'etats, and executive, legislative and judicial decision-making.

The department offers both a major and a minor in Political Science. In the political science department at DePauw, as in virtually every political science department in the United States, a disproportionate number of courses treat the American political system. But there are also courses on political systems in other countries and regions (Europe, the Middle East, China, India, and the Third World more generally), on relations among and between nations, and on issues and questions that transcend the politics of any particular place.

Many Political Science students enhance their understanding of politics through relevant off-campus experiences, including internships in various government offices, participation in election campaigns, Winter Term travel, and studying overseas or in Washington for a semester.

Political Science majors and minors have gone on to successful careers in elected and appointed government positions, journalism, business, research, teaching, and law.

Students wishing to count courses taken off campus toward a major or minor in political science must have prior approval from their academic advisor and the chair of the department. It is not recommended that courses substituting for POLS 110, 150, 230 or 270 be taken off-campus.

Students preparing for secondary teaching: review Section V, Teacher Education, and confer with the chair of the education studies department about requirements for admission and certification.

Requirements for a major in Political Science

Total courses required	Nine
Core courses	POLS 110, POLS 150, POLS 230, POLS 270, POLS 450
Other required courses	
# 300 and 400 level courses	Three
Senior requirement	The senior requirement consists of the completion of POLS 450 with a grade of C or better. POLS 110 and POLS 150 should be taken by the end of the first semester of the student's junior year.
Additional information	POLS 230 and POLS 270 should be taken before the student's senior year. POLS 156 cannot be counted as credit for a political science major.

Recent changes in major

Requirements for a minor in Political Science

Total courses required	Five
Core courses	POLS 150, POLS 230
Other courses	
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Political Science

POLS 110. American National Government Group 2 1 course

An introduction to the American political system that addresses the roles of political parties, elections, interest groups, public opinion, news media, the Constitution, and the legislative, executive and judicial branches in governing the United States.

POLS 150. Comparative Politics and Government Group 2 1 course

An examination of major theories of comparative politics applicable to liberal democratic, communist and developing Third World systems. Theories of modernization and development, functionalism, systems analysis, dependency and underdevelopment, political economy, state-society relations, corporatism and neo-corporatism in both Western and non-Western settings.

POLS 156. Advanced Placement in Political Science 1 course

Advanced placement credit for entering first-year students. A. U.S. Government. B. Comparative Politics. *POLS 156 cannot be counted as credit toward a POLS major.*

POLS 160. Principles of Government and Politics Group 2 1 course

The fundamental issues posed by government and politics as well as the conceptual and analytical tools used by political scientists in dealing with them. The nature and function of political institutions in relation to leading political theories and ideologies that have influenced their development. Such doctrines as liberalism, democracy, socialism, conservatism, communism and fascism as responses to such issues as the nature of political community, political power and leadership and the freedom and rights of the individual.

POLS 197. First-Year Seminar 1 course

A seminar on a theme related to political science. *Open only to first-year students.*

POLS 226. State and Local Government Group 2 1 course

The theory and especially the practice of subnational government in the U.S. Topics include intergovernmental relations; government institutions; elections, parties, and interest groups; taxing, spending and economic development activities; and policy problems besetting state and local governments and metropolitan areas.

POLS 230. Elements of Political Theory Group 4 1 course

An introduction to the basic ideas in the history of political thought that have provided philosophical foundations of modern political life.

POLS 240. Contemporary Political Ideologies Group 4 1 course

A survey of contemporary worldviews based on value and belief systems that generate sets of attitudes and behaviors toward political institutions and processes. Ideologies such as ethno-nationalism, religious fundamentalism, feminism, liberation theology, globalism and environmentalism are treated.

POLS 253. China and India in the 21st Century Group 2 1 course

Why do the two Asian giants, India and China, with more than 38 percent of the population of the world, matter to the rest of the world at the beginning of the 21st century? What are China's superpower prospects? Will nuclear India attain great power status? What is the future of communism and the prospect of political freedom and democracy in China? Is Indian democracy stable? What are the sources of instability of Indian government? What does a weak central government mean to Indian federalism? The dynamics of ethnic minorities in China? The future of secularism in India? The nuclear dynamics in Sino-Indian relations? These questions and many others will be explored in this course.

POLS 254. Government and Politics of Western Europe Group 2 1 course

Political systems of selected countries in Western Europe; their historical and cultural settings; parties and elections; decision-making; problems of foreign policy. Considerable attention to the European community, the movement toward economic and political integration and its impact on political systems of member countries.

POLS 270. International Politics Group 2 1 course

An analysis of world politics, focusing on the units of analysis, patterns of conflict and collaboration, the international agenda (including trends and issues), the structure of the international system and the current state and future of world order.

POLS 299. Internship in Political Science 1/2-1 course

Supervised participation in a special (and usually competitive) internship program outside the University.

POLS 310. Political Parties Group 2 1 course

Parties, public opinion, elections, and voting behavior in the context of the American political system.

POLS 315. The Legislative Process Group 2 1 course

Focus on the U.S. Congress. Examines rules, procedures and structures of Congress, as well as sources and motivations of legislative behavior. Emphasis is on the development of an understanding of how Congress works and why Congress as an institution and individual members of Congress function as they do.

POLS 316. The Presidency Group 4 1 course

Seeks first to develop students' understanding of the powers and imperatives of the American presidency, as well as an understanding of the president's role in the American political order. Primary attention also given to examination of presidential success in office: what makes a good president, what citizens look for in a president, what strategies and/or behaviors are more or less likely to result in successful presidencies.

POLS 318. Research Methods: Research Design Group 2 1 course

A critical examination of research designs used by political scientists in the last half century in their attempts to understand political reality. The theory and practice of experimental designs will be compared and contrasted with other ways of gathering data that can lead to reliable inferences about political reality.

POLS 320. African American Politics Group 4 1 course

This course focuses on how the continuing struggle for Black political empowerment has helped influence and shape the current African American political community. An interdisciplinary approach incorporating economics, history and sociology will be used to gain an overall understanding of the African American community and its critical influence upon the American political system.

POLS 323. The Politics of Race	Group 2	1 course
<p>This course explores the centrality and significance of race in the modern American political system. The course covers, but is not limited to, the role of race in electoral politics, urban politics, the political and social attitudes of Americans and the debates about the scope and function of the federal government.</p>		
POLS 324. Politics of Civil Rights and Liberties	Group 2	1 course
<p>Analysis of civil rights and civil liberties policies in the United States and of the processes that produce those policies. Emphasis will be on policies relating to the practice of democracy (freedom of expression and associated freedoms), criminal justice, and "discrimination". Treatment of the policy process will include an examination of the roles of judicial, legislative and executive branches and the activities of interest groups.</p>		
POLS 330. Governments and Politics of the Middle East	Group 2	1 course
<p>This course focuses on the Middle East in international politics as well as the internal politics of the region. Special attention is given to the rise of the state system, the dynamics of modernization, major political movements, ideologies, religions and social and economic change.</p>		
POLS 341. American Political Thought	Group 4	1 course
<p>An introduction to American political thought that concentrates on important debates and controversies that have contributed to shaping American political life.</p>		
POLS 351. Government and Politics of Russia and the CIS	Group 4	1 course
<p>Examines the origins and nature of Bolshevik movement and the 1917 revolution; the ideological and institutional sources of the Soviet state and party structures; Stalinism as totalitarian experiment; the erosion of the Soviet system; its economic decline and crisis; the reasons for the failure of the Gorbachev reform effort; the Moscow coup and implosion of the system; subsequent Russian political and economic reforms; selected events in some CIS republics.</p>		
POLS 352. Politics of Developing Nations	Group 2	1 course
<p>An introduction to the similarities and unifying characteristics of heterogeneous developing nations. Emphasis on diversities to be found in different regions of the Third World. The focus is on issues and problems and not countries and regions, though case studies are used for illustrative purposes. The course covers theories and approaches to the study of the Third World; changes in the Third World (political, economic, governmental and regime); contemporary issues (hunger and famine, multinationals, foreign debt and the New International Economic Order); and Third World ideologies and movements (nonalignment, developmental socialism, anti-Americanism and Islamic revivalism).</p>		
POLS 370. American Foreign Policy	Group 2	1 course
<p>The process of formulating and implementing American foreign policy. The development of American traditions regarding foreign policy, the main factors influencing American foreign policy since World War II and specific policies toward regions and countries of the world.</p>		
POLS 374. Foreign Policies of the Soviet Union and Successor States	Group 4	1 course
<p>After an introduction to the ideological and state imperatives shaping the record of the Soviet Union in international affairs, an examination of the international effects of the collapse of the Soviet system and the post-Soviet Russian effort to fashion a new international role for the Russian state vis-a-vis the former Soviet republics and East European communist states, as well as the European Union, the United States, and the external world generally.</p>		
POLS 382. Global Issues	Group 2	1 course
<p>An analytical survey of global issues: their essence, management and political implications. The course starts with a theoretical framework for the study of leading global issues, such as global security, population growth, global political economy, food, ethno-nationalism, terrorism, human rights, consumption of non-renewable resources and the integrity of the environment. Institutions, values and policies are emphasized in the context of growing interdependence among nations and related issues of integration and conflict.</p>		
POLS 384. International Law	Group 4	1 course
<p>Contemporary problems relating to law and legal institutions in the global community. The nature, sources, and application of international law; international instruments; membership in the international community; state and non-state actors; duties and responsibilities at the global level; war and peace.</p>		

POLS 390. Topics in Government and Politics	1 course
An examination of selected topics related to political science.	
POLS 400SS. Teaching of Social Studies	1/2 course
See History 400SS. May not be counted toward a major in Political Science.	
POLS 450. Senior Seminar	1 course
This course, offered in multiple and independent sections, focuses on theory and analysis in the various fields of the discipline and in the discipline as a whole.	
POLS 499. Independent Study	1 course
Intensive reading and research in American politics, political theory, comparative politics and/or international politics. <i>Permission of instructor and department required. May not be taken pass/fail.</i>	

Psychology

2007-08 Faculty Members: K. Ahlm, T. Bitner, T. Bonebright (chair), M. Hertenstein, P. Jeffries, K. Moore, J. Newton, P. Propsom, S. Ross, S. Spencer, C. VanBrunt, C. Wagner.

Psychology is the scientific study of behavior and mental processes approached from physiological, cognitive, behavioral, social and applied perspectives. Majors in Psychology receive training in the scientific approach as it has been applied to the study of such topics as: brain function, perception, learning, motivation, memory, development, social influence, attitudes, organizational behavior and mental disorders and treatments. Understanding how these topics have been investigated scientifically requires the development of critical thinking skills, quantitative reasoning skills, and speaking and writing abilities necessary to communicate research knowledge to others, as well as an appreciation for the ethical issues involved in dealing with colleagues, clients and subjects. Although these skills are developed throughout the Psychology curriculum, demonstrated competence in the Statistics and Research Methods courses is essential.

Psychology majors have gone on to successful careers in research, counseling and teaching, as well as such fields as medicine, business, journalism and law.

A major and a minor are offered in Psychology.

PSY 100 is a prerequisite for all courses in the department.

Neuroscience Concentration

The psychology and biology departments offer neuroscience concentrations for their majors. Each concentration (biology or psychology) consists of 4 or 5 credits in addition to the courses required for the majors. Interested students should contact their advisors or the chairs of the biology and psychology departments.

Requirements for a major in Psychology

Total courses required	Ten
Core courses	PSY 100, PSY 214 (formerly 210), PSY 215 (formerly 220) The content area core requires four courses: <ul style="list-style-type: none"> Two courses should be chosen from PSY 280, PSY 330 (formerly 385) or PSY 331, PSY 300 (formerly 401), PSY 380 (formerly 420) or PSY 381, PSY 350 Two courses should be chosen from PSY 260 or PSY 261, PSY 290, PSY 232 (formerly 390), PSY 360 (formerly 411).
Other required courses	The laboratory component requires two psychology laboratory courses at the 200-level or above, in addition to PSY 215 (Research Methods).
# 300 and 400 level courses	Four
Senior requirement	Majors must satisfy their senior requirement by completing either PSY 493 (one-semester thesis) or PSY 495 and PSY 496 (two-semester empirical research and thesis) with at least a C- or better. The major also requires successful completion of a departmental comprehensive examination. This exam is administered

in sections to all seniors in the fall semester. To certify for graduation with a major in psychology, students must earn a 70 percent or better on all sections of the exam.

Additional information Psychology majors must complete a total of two courses in the natural sciences, computer science, and/or mathematics outside of psychology. The following courses do not meet this requirement: MATH 135, MATH 205, MATH 206, MATH 400.

Recent changes in major

Requirements for a minor in Psychology

Total courses required Five

Core courses PSY 100

Other courses The department will consider PSY 214 (formerly 210) or PSY 215 (formerly 220) to be a 300-level course for the minor (if a student so chooses).

300 and 400 level courses Two

Recent changes in minor

Courses in Psychology

PSY 100. Introductory Psychology Group 1 1 course

This course is a thorough survey of the major areas and approaches in psychology. As a discipline, psychology examines how humans and other organisms develop, function and adapt, including such topics as: how the brain and nervous system function; how we sense and perceive information from our environment; how we learn, remember, think about and interact with the world and each other; how we change during development from birth to old age; why we are motivated to act as we do; the factors that make each of us distinct individuals; what causes psychological disorders; and how those disorders are treated. The course places particular emphasis on scientific methodologies within the discipline. *This course is a prerequisite for all other courses in the psychology department.*

PSY 197. First-Year Seminar in Psychology 1 course

A seminar focused on a theme related to the study of psychology. *Open only to first-year students.*

PSY 214. Statistics for Behavioral Sciences (formerly PSY 210) Group 1 1 course

Application of descriptive and inferential statistics to the behavioral sciences. Includes measures of central tendency, variability and correlation, estimation and tests of significance, including chi square, t-test and analysis of variance. *Prerequisite: PSY 100. Required of Psychology majors as a prerequisite for PSY 215. Students who have received credit for MATH 240 may not take PSY 214 for credit. May not be taken pass/fail.*

PSY 215. Research Methods (formerly PSY 220) Group 1, lab 1 course

A course in methods of research, experimental design and statistical applications. Lab includes collection of data on human and animal behavior for analysis and report writing. *Prerequisite: PSY 100 and PSY 214. Required of Psychology majors. May not be taken pass/fail.*

PSY 232. Abnormal Psychology (formerly PSY 390) Group 1 1 course

An introductory survey of maladaptive and disordered behaviors and thought processes in humans. The objectives of this course include developing an understanding of the definition of abnormality and the historical and social values that play a role in this definition. In addition, the contributions of clinical research on abnormal behavior are considered, as are different theoretical approaches that attempt to explain the onset of abnormal behavior. Finally, issues related to the assessment and diagnosis of abnormality and defining characteristics of each of the major diagnostic categories are covered. *Prerequisite: PSY 100.*

PSY 246. Topics in Psychology (formerly PSY 240) 1/2-1 course

Prerequisite: PSY 100. May be repeated for credit with different topics.

PSY 252. Drugs, Brain and Behavior (formerly PSY 250) 1 course

This course is an introduction to the major psychoactive drugs and how they act on the brain to influence behavior. The course begins with basic principles of pharmacology, pharmacokinetics, neural transmission, tolerance, sensitization, and mechanisms of addiction. The course presents a survey of major drugs of abuse, their mechanism of action, and their behavioral effects, both acute and chronic. Drugs for the treatment of psychological disorders are also addressed. Issues of drugs, behavior, and society are emphasized throughout the course.

Prerequisite: PSY 100.

PSY 253. Health Psychology

1/2 course

Health psychology uses the biopsychosocial model to examine the interaction of physiological processes, thoughts, feelings and behaviors, and the social/cultural environment on health. Issues addressed include the effects of stress on health, health protective factors, patient-practitioner interactions, health behavior change, and coping with chronic illness. *Prerequisite: PSY 100.*

PSY 254. Consumer Psychology (formerly PSY 320)

Group 2

1 course

The concepts, findings, theory and methods of research in consumer behavior. Psychological data, consumer differentiation, market segmentation, environmental influences and consumer differences are covered. *Prerequisite: PSY 100. May not be taken pass/fail.*

PSY 260. Social Psychology

Group 1

1 course

An examination of the effects of the presence and influence of others on human behavior. Topics to be covered include conformity, persuasion, aggression, prejudice, interpersonal attraction and behavior within groups. *Prerequisite: PSY 100. Not open to students with credit in SOC 319 or PSY 261.*

PSY 261. Social Psychology with Lab

Group 1, lab

1 course

An examination of the effects of the presence and influence of others on human behavior. Topics covered include conformity, persuasion, aggression, prejudice, interpersonal attraction and behavior within groups. Lab includes collection of data on human participants using a variety of empirical techniques, including observation, content analysis, field studies and lab experiments. *Prerequisite: PSY 100. Not open to students with credit in PSY 260 or SOC 319. (Lab meets once a week for 2-3 hours.)*

PSY 280. Cognitive Psychology

Group 1

1 course

This course will examine the psychological structures and processes involved in the acquisition, retention and use of knowledge. Both historical and current research will be reviewed to provide students with an appreciation for how science provides a basis for our continued refinement of understanding mental processes. Topics covered include pattern recognition, attention, memory, language, problem solving and decision-making. Applications of the research to everyday experience will be emphasized. *Prerequisite: PSY 100.*

PSY 290. Developmental Psychology

Group 1

1 course

This course centers on the scientific study of biosocial, cognitive, and psychosocial development across the lifespan. The fundamental issues in the field of development will be introduced and a person-context perspective will be emphasized throughout the course. Developmental principles that extend beyond specific domains or periods of psychological development will be underscored. Specific topics include the development of emotion, perception, gender, identity, cognition, language, psychopathology, and the brain. *Prerequisite: PSY 100.*

PSY 300. Physiological Psychology (formerly PSY 401)

Group 1

1 course

This course examines the interactions between physiology and behavior with an emphasis on the nervous and endocrine systems of both human and non-human animals. Fundamental concepts of neuroanatomy, neurophysiology, and psychopharmacology will provide the foundation for discussions of behavior. A wide variety of behaviors including: ingestive behaviors, sleep, sexual behavior, learning and memory, stress, drug abuse, and disordered behavior will be studied in relation to these physiological principles and systems. *Prerequisite: PSY 100.*

PSY 305. History of Psychology (formerly PSY 406)

Group 4

1 course

This course is a history of psychology in particular, but also of science more broadly. It is also a history of how psychology, other sciences and society have interacted. The course presents a view of the roots and origins of the modern science of psychology by examining past views on recurring issues and themes in historical context. The course begins with the ancient roots and early history of psychology and science in philosophy, medicine, mathematics and biology. It moves on to the more recent scientific and philosophical roots of psychology and then turns to early scientific psychology. The course concludes with recent approaches and schools of thought and how they developed into contemporary psychology. *Prerequisite: PSY 100 or permission of instructor.*

PSY 330. Human Perception (formerly PSY 385)

Group 1

1 course

This course presents a survey of past and current research and theory concerning human acquisition of information from the environment through the senses. Emphasis will be placed on the evolution of perceptual processes in response to environmental stimuli, as well as the practical experiences that arise due to our perceptual limitations. Topics include the anatomy and neuroanatomy of the sensory systems (vision, hearing, smell, taste, touch), perceptual illusions (color, motion, time, music, and speech), and the psychology of pain. *Prerequisite: PSY 100. Not open to students with credit in PSY 331.*

PSY 331. Human Perception with lab	Group 1, lab	1 course
<p>This course presents a survey of past and current research and theory concerning human acquisition of information from the environment through the senses. Emphasis will be placed on the evolution of perceptual processes in response to environmental stimuli, as well as the practical experiences that arise due to our perceptual limitations. Topics include the anatomy and neuroanatomy of the sensory systems (vision, hearing, smell, taste, touch), perceptual illusions (color, motion, time, music, and speech), and the psychology of pain. The laboratory component of the course will give students the opportunity to experience research in perception by designing studies, collecting and analyzing data (using the statistical package SPSS), and writing their results in APA style. <i>Prerequisite: PSY 100 and PSY 214. Not open to students with credit in PSY 330.</i></p>		
PSY 346. Topics in Psychology (formerly PSY 340)		1/2-1 course
<p><i>Prerequisite: PSY 100. May be repeated for credit with different topics.</i></p>		
PSY 350. Evolutionary Psychology (formerly PSY 358)	Group 1	1 course
<p>This course examines how evolution has shaped behavioral, cognitive, and emotional mechanisms in humans and other animals. The course begins with coverage of evolutionary theory and then examines the nature of evidence for evolved mechanisms, including how evidence from other species may inform us about human characteristics. The course also examines why evolutionary approaches and explanations of human behavior are so controversial and the implications of evolutionary explanations for society. The course is interdisciplinary and draws on ideas and information from psychology, biology, anthropology and other fields. <i>Prerequisite: PSY 100 or permission of instructor.</i></p>		
PSY 352. Psychotherapy and Behavioral Change (formerly PSY 415)		1 course
<p>A survey of the major approaches to effecting cognitive and behavioral changes in both adults and children, including psychoanalysis, behavior modification, cognitive and cognitive-behavioral therapies, humanistic and existential therapies and others. Special attention is given to the development of the therapeutic relationship and the ethical guidelines followed by psychologists. Ethical, legal and moral dilemmas in the practice of therapy are also considered. <i>Prerequisite: PSY 100.</i></p>		
PSY 353. Intelligence and Creativity		1/2 course
<p>This course concentrates on the topics of intelligence and creativity within a discussion-based format. The history of intelligence testing, examples of intelligence tests, and current theories in this area will be discussed, analyzed, and evaluated. Creativity will be examined by considering both empirical literature and popular writings. The impact in everyday life of current perspectives in both areas will form a central part of the course. <i>Prerequisite: PSY 100.</i></p>		
PSY 360. Psychology of Personality (formerly PSY 411)	Group 1	1 course
<p>A survey and evaluation of the major contemporary theories of personality. In addition, personality measurement and research on topics of current importance are covered. <i>Prerequisite: PSY 100.</i></p>		
PSY 364. Industrial and Organizational Psychology (formerly PSY 310)	Group 2	1 course
<p>This course examines the science of psychology applied to the workplace. The first half of the course examines the subfield of industrial psychology that focuses on the individual differences related to traditional business problems. Some of the topics in this field include job analysis, personnel selection, training, performance appraisal, and job performance. The second half of the course focuses on the organizational side of the field that emphasizes the psychological processes experienced by employees upon entering the workforce. Topics within this domain include motivation, leadership, stress, emotion, and job attitudes. <i>Prerequisite: PSY 100. May not be taken pass/fail.</i></p>		
PSY 370. Emotions Across the Lifespan	Group 1	1 course
<p>This course centers on the scientific study of emotion and its development, integrating research on biological, behavioral, cognitive, and cultural aspects of emotion systems. Developmental and evolutionary processes will be emphasized throughout the course. The methods used to study emotion, especially neuroscience methods, will also be stressed throughout the course. <i>Prerequisite: PSY 100. Not open to students with credit in PSY 371. May not be taken pass/fail.</i></p>		
PSY 371. Emotions Across the Lifespan with Lab	Group 1, lab	1 course
<p>This course centers on the scientific study of emotion and its development, integrating research on biological, behavioral, cognitive, and cultural aspects of emotion systems. Developmental and evolutionary processes will be emphasized throughout the course. The methods used to study emotion, especially neuroscience methods, will also be stressed throughout the course. <i>Prerequisite: PSY 100, PSY 214 (formerly 210). Not open to students with credit in PSY 370. May not be taken pass/fail.</i></p>		
PSY 375. Directed Research (formerly PSY 440)		1/4-1/2-1 course

Opportunity to work with faculty members on research in psychology. Contact individual faculty members to learn of their current research interests. *Prerequisite: PSY 100. Directed research may be repeated to earn a total of one credit.*

PSY 380. Learning and Comparative Cognition (formerly PSY 420)

Group 1

1 course

This course examines the mechanisms that allow organisms (humans and other animals) to adapt to environments based on experience. The course opens with evolved adaptive mechanisms and then focuses on how organisms acquire and store new information, and how that information guides action within environmental constraint. The course places particular emphasis on links between the study of learning and other areas of psychology (physiological, developmental, social, cognitive and abnormal), neuroscience, and biology. *Prerequisite: PSY 100. Not open to students with credit in PSY 381.*

PSY 381. Learning and Comparative Cognition with Lab

Group 1, lab

1 course

This course examines the mechanisms that allow organisms (humans and other animals) to adapt to environments based on experience. The course opens with evolved adaptive mechanisms and then focuses on how organisms acquire and store new information, and how that information guides action within environmental constraint. The course places particular emphasis on links between the study of learning and other areas of psychology (physiological, developmental, social, cognitive and abnormal), neuroscience, and biology. The laboratory component will provide research experience with common procedures and organisms. Lab meets once a week for 2-3 hours. *Prerequisite: PSY 100. Not open to students with credit in PSY 380.*

PSY 493. Senior Thesis (formerly PSY 450)

1 course

Individual work on selected topics with oral reports and a major literature survey and thesis. (Includes additional examination which must be taken the fall semester as part of senior comprehensive requirement.) This course is designed for students who do not plan to take the PSY 495-496 Empirical Senior Thesis I & II sequence. *Prerequisite: PSY 100, PSY 214 (formerly 210), PSY 215 (formerly 220) and a major in Psychology. This course or the PSY 495-496 sequence is required of Psychology majors in the senior year. May not be taken pass/fail.*

PSY 495. Empirical Senior Thesis I (formerly PSY 451)

1 course

Extensive literature survey, oral reports and written proposal of a research design. (Includes additional examination which must be taken the fall semester as part of senior comprehensive requirement.) *Prerequisite: PSY 100, minimum final course grades of B in PSY 214 (formerly 210) and PSY 215 (formerly 220), at least a 3.0 overall cumulative GPA, and a major in Psychology. Registration for PSY 496 in the second semester is required to complete the sequence. PSY 495/PSY 496 or PSY 493 are required of Psychology majors in the senior year. May not be taken pass/fail.*

PSY 496. Empirical Senior Thesis II (formerly PSY 452)

1 course

Each student is required to complete an individual research project (designed in PSY 495) under staff supervision and to submit a thesis. *Prerequisite: PSY 495 and permission of research sponsor. This course sequence (PSY 495 and PSY 496) or PSY 493 (formerly 450) is required of Psychology majors in the senior year. May not be taken pass/fail.*

Religious Studies

2007-08 Faculty Members: R. Arnold, B. Benedix, J. Fuller, L. James, J. Kenney (chair), P. Watt, V. Ziegler.

Religion has played, and continues to play, a central role in virtually all societies. It is intimately related to such key aspects of communities as the structure of political power, economic organization, class structures, conceptions of gender, marriage, work and war. In short, religion shapes both the institutional order and the thought and behavior of individuals who inhabit it.

The study of religion, therefore, is basic to the liberal arts and helps prepare students for a variety of career paths, including journalism, law, business, education and work in philanthropic and religious institutions.

The department offers a major and a minor in Religious Studies; it also offers a bridge major, which involves the combination of work in religion with courses in another or other fields. Key to the program are courses on the history, scriptures, thought, practices and institutions of both Western and Asian religious traditions. Attention is also given to the interaction between religion and society and to the comparative study of religions.

Requirements for a major in Religious Studies bridged to another discipline

Total courses required	Nine
Core courses	REL 479

	Five additional courses (two at the 300-400 level)
Other required courses	Two courses in the other discipline at the 200-level or above. One course in the other discipline at the 300-400 level.
# 300 and 400 level courses	Four (inclusive of REL 479)
Senior requirement	
Additional information	Students seeking a bridge major must submit a plan by the third year which includes a description of desired courses, a rationale for the bridge demonstrating unity and consistency, and one course designated as the "bridge course." This plan is to be submitted to the major advisor and is to be approved by the department.
Recent changes in major	

Requirements for a major in Religious Studies

Total courses required	Nine
Core courses	REL 130 (or REL 130E), REL 479
Other required courses	<ul style="list-style-type: none"> • One course in biblical literature chosen from the following: REL 141, REL 142, REL 241. • One course in Western religious traditions chosen from the following: REL 132, REL 244, REL 250, REL 252. • One course in Eastern religious traditions chosen from the following: REL 253, REL 257, REL 258.
# 300 and 400 level courses	Three (inclusive of REL 479)
Senior requirement	The senior requirement consists of the completion of REL 479 with a grade of C or better. Students should consult with their major advisors about the senior seminar before the beginning of the senior year.
Additional information	
Recent changes in major	

Requirements for a minor in Religious Studies

Total courses required	Five
	One course in Western religious traditions to be chosen from the following: REL 130, REL 132, REL 141, REL 142, REL 241, REL 244, REL 250, REL 252
Core courses	One course in Eastern religious traditions to be chosen from the following: REL 130, REL 130E, REL 253, REL 257, REL 258.
Other courses	REL 130 may be counted toward either the Western or Eastern religions requirement but cannot be counted toward both.
# 300 and 400 level courses	One
Recent changes in minor	

Courses in Religious Studies

REL 130. Introduction to Religions Group 4 1 course

A basic cross-cultural survey course of major religious traditions, usually Hinduism, Buddhism, Islam, Chinese and Japanese religions with comparative references to major Western religions. Particular attention is paid to the thought, scriptures, practices and institutions of these traditions. *Not open to students with credit in REL 130E.*

REL 130E. Introduction to Religions Group 4 1 course

This course always includes sections on Chinese and Japanese religions and may be counted toward either the Religion or East Asian Studies majors. *Not open to students with credit in REL 130.*

REL 132. Judaism, Christianity, Islam	Group 4	1 course
A basic cross-cultural survey course of the major religious traditions of the West: Judaism, Christianity and Islam. Particular attention is paid to the thought, scriptures, practices and institutions of these traditions.		
REL 141. The Hebrew Scripture	Group 4	1 course
The literature and faith of the Hebrew Scriptures (Tanakh/Old Testament), studies within the historical and cultural context of the ancient Near East, and particularly of ancient Israel and Judah.		
REL 142. New Testament	Group 4	1 course
The literature and faith of the New Testament communities studied in the context of the early church and the Judaic and Greco-Roman world.		
REL 150. Introduction to World Religious Literature (formerly REL EXP)	Group 3, literature	1 course
This course introduces major Eastern and Western religious themes and ideas through a combination of sacred and secular literature. The approach is comparative in nature, emphasizing texts that place these traditions in new geographical, cultural, temporal, and philosophical contexts. <i>May be counted toward a major or minor in English literature upon approval of English department chair.</i>		
REL 197. First-Year Seminar		1 course
A seminar focused on a theme in the study of religion. <i>Open only to first-year students.</i>		
REL 241. Biblical Literature	Group 3, lit	1 course
An assessment of the Old and New Testament as anthologies of poetry and prose. Students will be invited to observe the varieties of literary genre, the artistic character of literary traditions and of individual books and the role of the author or editor in delivering a specific message to an audience, and the role of contemporary literary theory and interpretation.		
REL 244. Judaism	Group 4	1 course
An introduction to Jewish life, thought and practice. Description of basic Jewish beliefs, attitudes, values and practices.		
REL 250. Christianity	Group 4	1 course
A survey of major beliefs, practices and forms of the Christian religion. Special attention will be given to the Biblical foundations, theological formation and pivotal historical developments.		
REL 252. Islam	Group 4	1 course
A survey of the major beliefs, rituals and institutions of Islam. Special emphasis will be given to recurring themes and issues that have shaped Muslim self-understanding throughout history.		
REL 253. Religions of India	Group 4	1 course
A study of Hinduism, early Buddhism, Jainism, Sikhism, Islam and Syrian Christianity, with emphasis on how each tradition has changed, or has been changed by, the others with which it has come into contact.		
REL 257. Hinduism	Group 4	1 course
A survey of the history of Hinduism, beginning with the Vedic tradition and ending with modern movements that focus on the guru, or religious teacher. Includes readings from the epics, puranas and devotional hymns.		
REL 258. Buddhism	Group 4	1 course
Examines the development of Buddhist thought, scriptures, practices and institutions in India and the religion's spread to China and Japan.		
REL 263. Religion in American Culture: Friend or Foe?	Group 4	1 course
The class examines both historical and contemporary examples of the relationship between religion and culture in the United States in light of such questions as: In what ways has religion in the United States reflected the values of the larger culture? In what ways has it rejected those values? What happens when religious traditions conflict with or seek to convert one another? In what ways, apart from institutional settings such as churches and synagogues, have Americans found religious grounding for their lives? How does religious affiliation affect adherents' views of racial relationships, family life or capitalism? What myths undergird American identities?		

- REL 267. Caribbean Religions and Culture** Group 4 1 course
 An exploration of the relationship between Caribbean religious traditions and culture in the development of Caribbean identity and nationhood. It focuses on how the major world religions were modified through the encounter between peoples of Amerindian, African, European and Asian descent. Further, it studies the impact of slavery, emigration, colonialism, and globalization on the emergence of indigenous Caribbean religious traditions (Vodun, Santeria, Rastafari).
- REL 269. Liberation Theology** Group 4 1 course
 An examination of the interaction between Western religious traditions and the foremost liberation movements: Third-World, black, gay and women's liberation.
- REL 275. Religion and Film** Group 3 1 course
 This course uses major theories of religion in order to investigate religious themes and symbols in a number of contemporary films. In this course we use the screening of a dozen or so religiously evocative films in order to open up a discursive space within which we can think critically about ourselves and the time we live in. In order to do this we look at the ways in which powerful religious themes have been dealt within film. At times the religious themes addressed in movies are overt and tradition-specific while at other times they are covert and universal. Throughout the course we interrogate filmic texts in order to understand the ways in which religious themes are dealt with through the cinematic medium. But we also allow the films to interrogate us! In this class we view the screening of the films as an opportunity for us to reflect upon the nature of religion as we try to come to a better understanding of its place within society and our own lives. The purpose of the course is twofold: first, students learn how to think critically about religion and its place as a social and cultural force in the contemporary world; second, they learn how to apply a critical attitude and critical tools to view films and other aspects of popular culture.
- REL 281. Religion, Healing and Medicine** Group 4 1 course
 This course deals with the fact that religious traditions all over the world understand illness and disease as symptoms of spiritual defects. Additionally, many of these religious groups focus to varying degrees on therapeutic means of dealing with illness. This course considers cross-cultural contexts that include traditions of Asia, South America and the West.
- REL 290. Topics in Religion** 1 course
 Topics such as religious phenomena, e.g., Millennialism, religious ethics and historical religious figures and movements. *May be repeated for credit with different topics.*
- REL 320. Genesis and Gender: Jewish, Christian and Muslim Readings** Group 4 1 course
 This course considers ways that interpretations of sacred texts influence religious perceptions of gender and social order. Christian readings of Genesis 1-3 are the main focus; yet attention is also given to understandings of Eve and Adam in Judaism and Islam. Interpretations of Genesis that historically and presently argue for the subordination of women to men forms a central theme of the course. A counter theme emerges as we consider alternative readings that have traditionally used Genesis 1-3 to argue for gender equality. We will also reflect on the ways in which a hierarchical reading of the text has served to legitimate the domination of groups such as African-American slaves. Texts range from the Gnostic gospels, Philo, the Qur'an, *The Maelleus Maleficarum*, *Paradise Lost*, *The Bible Defense of Slavery*, *The Woman's Bible* and "The Coming of Lilith."
- REL 340. Topics in Biblical Studies** Group 4 1 course
 A study of selected problems or current developments in relation to the Old and/or New Testaments. Topics may include history and myth in the Ancient Near East, the social world of the prophets, the Dead Sea Scrolls, the historical Jesus and hermeneutics. *May be repeated for credit with different topics.*
- REL 341. Women and the Bible** Group 4 1 course
 The effect of the Biblical tradition on women, both ancient and modern. The experiences and stories of women as recorded in the Old and New Testaments read and examined in the light of contemporary feminist hermeneutics. The role of the Bible both in suppressing and liberating women.
- REL 350. Modern Christian Thought: From Liberalism to Liberation** Group 4 1 course
 Examines the ways in which Christian theology has responded to challenges presented by the modern world, particularly the Enlightenment. Considers the rise of 19th century liberalism, the development of historical critical approaches to scripture, and the search for the historical Jesus; post-World War I disillusionment and the neo-orthodox critique of liberalism; European theological responses to National Socialism; and the formation of gender, ethnic, racial and economic critiques of traditional Christianity that seek to present Christianity as a religion of liberation.

REL 352. Religion in Modern Japanese Society

Group 4

1 course

Examines religion within the context of Japanese society from the 17th to the 20th century. Attention given to the rise of Confucianism in the 17th century, the Shinto revival of the 18th century, Buddhism in early modern Japan, the appearance of the new religions, and the relationship of religion to modernization and nationalism. *Prerequisite: an introductory course in the department, East Asian history or permission of the instructor.*

REL 370. Advanced Topics in Religion

1 course

Usually a category of religious phenomena, such as religious experience, mysticism, the nature of deities; or the role and status of persons; healing in religious traditions; sectarian groups; major thinkers or movements; or themes and approaches in the study of religion. *May be repeated for credit with different topics.*

REL 479. Seminar in Religion

1/2-1 course

This class involves readings and discussion of theoretical issues concerning the study of religion, research methods and concentrated research on a topic in Religious Studies. It culminates in a major paper that will be presented to senior majors and department faculty. *Prerequisite: major in religious studies and senior status. May not be taken pass/fail.*

REL 491. Independent Study in Religion

1/4-1 course

Directed studies in a selected field or fields of religion. *May be repeated for credit with different topics.*

Russian Studies

2007-08 Faculty Members:

The Russian Studies program has been suspended as of May 9, 2007, pending review of the program by the Committee on Academic Policy and Planning. No new majors or minors will be accepted into the program.

Requirements for a major in Russian Studies

Total courses required	Ten
Core courses	RUS 221, RUS 222 At least three courses are required outside the language, literature and culture offerings.
Other required courses	Courses that can count toward the major are: RUS 224, RUS 263, RUS 321, RUS 324, ECON 342, HIST 241, HIST 242, HIST 300 (appropriate topic), HIST 342, ML 225, ML 227, ML 301, ML 326, ML 395 (appropriate topic), POLS 351, POLS 374, POLS 450 (appropriate topic), RS 400, RS 401. Majors are also required to write a senior comprehensive paper under the direction of one of the members of the Russian Studies Committee.
# 300 and 400 level courses	Three
Senior requirement	The senior requirement consists of a comprehensive thesis, specializing in either Russian language and literature, history or political science.
Additional information	
Recent changes in major	

Requirements for a minor in Russian Studies

Total courses required	five
Core courses	RUS 221 and four approved courses from those listed for the major, drawn from at least two of the following disciplines: language, economics, history and political science
Other courses	

300 and 400 level
courses one
Recent changes in
minor

Courses in Russian Studies

R S 400. Independent Readings

1/2- 1 course

Independent readings to be arranged with a member of the Russian Studies faculty. The readings will have a broad multi-disciplinary nature but will be more heavily oriented toward one of the disciplinary areas (language, literature and culture; Russian and East European politics; Russian history), depending upon the back-ground of the instructor.

R S 401. Senior Research

1/2 - 1 course

This course is designed to provide research time and supervision for the senior comprehensive requirement in Russian Studies for the major. It carries one credit if, in the judgment of the instructor, the student's research requirements will necessitate that amount of time to complete the comprehensive. Alternatively, one-half credit is granted, if significant preliminary work has emerged from other related courses.

Sociology and Anthropology

2007-08 Faculty Members: S. Basu (anthropology), M. Bhan (anthropology), T. Beauboeuf (sociology), C. Bondy (sociology), R. Bordt (sociology), A. Castaneda (anthropology), N. Davis (sociology), K. Hall (sociology), T. Hall (sociology; chair), D. LaLone (anthropology), J. Montez de Oca (sociology), D. Newman (sociology), M. Oware (sociology), R. Upton (anthropology).

Sociology & Anthropology foster a critical consciousness of how different cultures and social groups organize and make sense of their world. Majors explore the ways in which social interaction, social practices, culture and social structures promote solidarity, mark differences, legitimate power, create inequality, police deviance, maintain social order, promote resistance, and lead to movements for change. Majors discover the patterns, rules and logic that undergird criminal justice systems, gender and race relations, sexuality, family, work, law, medicine, religion, and the arts, as well as the cultural variability in these. Majors examine struggles for power and privilege and the ways in which humans have transformed their own societies and those of others.

Sociology and Anthropology majors also learn how to question received knowledge; think critically and imaginatively; interpret, situate, and evaluate an argument; design and carry out research on human behavior, social groups, and societies; formulate, articulate, and support a position; write cogently, persuasively, and with sensitivity to ethical issues; develop an historical and comparative gaze in tackling contemporary problems; and act in a world that is complex, global, and multi-faceted.

Sociology & Anthropology courses are interactive, combining lecture and discussion. Many majors enhance their understanding of other cultures and societies by studying abroad, e.g., in Australia, China, France, Italy, Mexico, Spain, and South Africa. Many also take courses in interdisciplinary campus programs such as Asian Studies, Black Studies, European Studies, Latin American & Caribbean Studies, Conflict Studies, and Womens Studies. Still others participate in off-campus internship programs, including in New York, Philadelphia, and London.

An Anthropology, Sociology, or combined Sociology/Anthropology major prepares students for a rich variety of post-graduate programs and professions. Majors have gone on to successful careers in law, publishing, academia, student affairs, environmental activism, criminal justice, counseling, medicine, museum curatorship, community organizing, policy analysis, urban planning, social work, public relations, business, government, and foundation work.

SOC 100 and ANTH 151 and 153 serve as introductory courses and as prerequisites for advanced courses. However, after their first year at DePauw, students may take 200-level courses without a prerequisite.

Requirements for a major in Anthropology

Total courses required Nine

Core courses ANTH 151, ANTH 153, ANTH 380, ANTH 383, ANTH 452. The required courses in the major, including the required 300-level course, must be taken on campus.

Other required courses Of the remaining four courses, one must be at the 300-level. Two courses in sociology may apply toward the anthropology major, but not toward the 300-level course.

300 and 400 level
courses Four

Senior requirement The senior requirement consists of the completion of a thesis with a grade of C- or higher in ANTH 452.

Additional information

Recent changes in major

Requirements for a major in Sociology

Total courses required	Nine
Core courses	SOC 100, SOC 303, SOC 401, SOC 410. The required courses in the major, including the required 300-level course, must be taken on campus.
Other required courses	Of the remaining five courses, one must be at the 300-level. Two courses in anthropology may apply toward the sociology major, but not toward the 300-level course.
# 300 and 400 level courses	Four
Senior requirement	The senior requirement consists of the completion of a thesis with a grade of C- or higher in SOC 410.
Additional information	
Recent changes in major	

Requirements for a major in Sociology and Anthropology

Total courses required	Ten
Core courses	SOC 100, SOC 303, ANTH 151, ANTH 383; either SOC 401 or ANTH 380; either SOC 410 or ANTH 452. The required courses in the major, including the required 300-level course, must be taken on campus.
Other required courses	Five courses in each discipline must be completed.
# 300 and 400 level courses	Four
Senior requirement	The senior requirement consists of the completion of a thesis with a grade of C- or higher in SOC 410 or ANTH 452.
Additional information	
Recent changes in major	

Requirements for a minor in Sociology

Total courses required	Five
Core courses	SOC 100
Other courses	
# 300 and 400 level courses	One
Recent changes in minor	The number of courses required for the minor was increased from four to five, effective 2007-08.

Requirements for a minor in Anthropology

Total courses required	Five
Core courses	ANTH 151 or ANTH 153
Other courses	
# 300 and 400 level courses	One
Recent changes in minor	The number of courses required for the minor was increased from four to five, effective 2007-08.

Courses in Sociology and Anthropology

Courses in Sociology

SOC 100. Contemporary Society

Group 2

1 course

An introduction to sociology: its questions, concepts and ways of analyzing social life. The focus is on how human societies organize themselves; how culture, socialization, norms, power relations, social institutions and group interaction affect the individual; and how, in turn, societies are transformed by human action. Of particular concern are problems facing contemporary societies. *Not open to seniors or for Pass-Fail credit.*

SOC 197S. First-Year Seminar

1 course

This course, designed especially for first-year students, explores an innovative or timely issue in sociology. Sociological perspectives and ways of knowing are used to study a particular topic in depth. Ethical, historical and sometimes comparative dimensions to the issue will be examined. Topics may include: Popular Culture in the U.S., Culture Wars in American Society, Dilemmas in Health Care, and Justice and Society. Seminars are small and emphasize writing and class discussion. *Prerequisite: first-year students only.*

SOC 201. Sociological Perspectives

1/2-1 course

An exploration of a timely topic in sociology, sometimes interdisciplinary in nature, that is not offered in the formal sociology curriculum. Topics may include: Sociology of Education, Environmental Sociology, Sociology of Immigration, and other topics. The course may be repeated with different topics. *Prerequisite: SOC 100 or sophomore standing.*

SOC 210. Gender and Society

Group 2

1 course

This course examines the role of gender systems in human societies. How do societies vary in the positions assigned to men and women? In the power and privileges accorded each sex? How do we acquire a gender identity? What are the consequences of sex-typing and sex-stratified societies? The role of religion, intellectual traditions, language, families and schools, economic organization, labor markets and the state is explored. The focus is on contemporary U.S. society and recent changes in gender relations. *Prerequisite: SOC 100 or sophomore standing.*

SOC 211. Sociology of Childhood

Group 2

1 course

This course examines the years of two to eleven as a social construction. A particular focus is placed on how race, class, gender, and globalism create an array of childhood experiences and expectations. Throughout the semester, we will pose such questions as: What does it mean to be a child in our society? What social changes have most influenced our current understandings of childhood? How has the concept of childhood changed over the last century? How do various subcultures see the purpose and social value of childhood? How are children shaped by society and specific social institutions such as schools? How do children alter the families and cultures in which they live? How is childhood presented and exploited as a market? *Prerequisite: SOC 100 or sophomore standing.*

SOC 212. Sociology of Family

Group 2

1 course

This course examines issues associated with family life, such as gender role socialization, sexuality, mate selection, the internal dynamics of relationships, domestic violence and marital dissolution. The course also considers the social implications of current trends in family life and the expanding definitions of family that include non-traditional relationships that have until recently lacked institutional legitimacy. *Prerequisite: SOC 100 or sophomore standing.*

SOC 214. Sociology of Education

Group 2

1 course

This course examines schools as social institutions that draw heavily on our longstanding race-, class-, and gender-based notions of ability, productiveness, and social value. In viewing schools as microcosms of society, we explore historical and contemporary examples of how schools have participated in the socio-political processes of Americanization, segregation, social mobility, multiculturalism and social justice. *Prerequisite: SOC 100 or sophomore standing.*

SOC 215. Criminology

Group 2

1 course

The course explores theoretical explanations for criminal behavior, empirical research on crime in diverse contexts and policy debates on crime control and punishment in the U.S. We place particular emphasis on the intersection of race, social class and gender as a conceptual lens through which to analyze street crime, white collar crime and intimate familial crime. *Prerequisite: SOC 100 or sophomore standing.*

SOC 219. Sociology of Madness

Group 2

1 course

An examination of the history and social construction of the concept of mental illness. Explores the social, political, economic, legal and personal implications of the medicalization of madness. *Prerequisite: SOC 100 or sophomore standing.*

SOC 222. Social Deviance

Group 2

1 course

This course is an examination of the changing definitions and explanations of deviance. Conceptions of deviance are looked at within historical, political and cultural contexts. Implications for policies of social control are explored. *Prerequisites: SOC 100 or sophomore standing.*

SOC 225. Sexuality, Culture and Power	Group 2	1 course
<p>An exploration of the diverse ways in which human sexualities have been conceptualized, molded, policed and transformed in particular cultures, social contexts, moral climates and political terrains. Investigated are how the seemingly personal and natural world of sexual desire and behavior is shaped by larger societal institutions (e.g., law, medicine, religion) and by cultural ideas. Also examined is how social categories that have primacy in a culture.(e.g., gender, race, class and age) are expressed in sexual ideas, behavior and politics. <i>Prerequisites: SOC 100 or sophomore standing.</i></p>		
SOC 237. Racial and Ethnic Relations	Group 2	1 course
<p>This course explores the origins, changes and possible futures of racial and ethnic relations. It is concerned with both the development of sociological explanations of ethnic and racial conflict, competition and cooperation as well as with practical approaches to improving inter-group relations. The course surveys global and historical patterns of inter-group relations but focuses on late 20th-century and early 21st-century United States. <i>Prerequisite: SOC 100 or sophomore standing.</i></p>		
SOC 249. Native Nations of the United States	Group 2	1 course
<p>An overview of the relations between European settlers and the many peoples indigenous to the United States from initial contact to the present. Students gain enhanced sensitivity to Native American views through use of Native American materials and develop critical skills in evaluating portrayals of native peoples. <i>Prerequisite: SOC 100 or sophomore standing. This course may not be taken pass/fail.</i></p>		
SOC 301. Topics in Sociology		1/2-1 course
<p>An exploration of timely, often policy-oriented and/or interdisciplinary issues in sociology. A specific topic will be addressed each time the course is offered. Topics might include Principles of Population, Social Inequalities, and other topics. May be repeated with different topics. <i>Prerequisite: one course in SOC or permission of instructor.</i></p>		
SOC 303. Social Theory	Group 2	1 course
<p>This course involves the posing and answering of questions about the nature of the self and of social life. It investigates the fundamental issues of how social order is maintained and conversely, how social conflict and change occur. Central theoretical traditions in sociology--modernist and post modernist--are explored: their development, major ideas, research applications and implications for contemporary social life. <i>Prerequisite: SOC 100 and Sociology or Sociology-Anthropology major, or permission of instructor.</i></p>		
SOC 319. The Individual and Society	Group 2	1 course
<p>An introduction to social psychology from a sociological perspective. Several major theories in social psychology are discussed in relation to topics, such as interpersonal relationships, person perception, motivation, socialization, self and the social construction of reality. <i>Prerequisite: one course in SOC 100, PSY 100 or ANTH 151. Not open to students who have credit in PSY 260 and 261.</i></p>		
SOC 320. Protest, Activism and Change	Group 2	1 course
<p>An investigation of activists who have mobilized to change the shape of American society. Explores how protest has changed American society; the forces giving rise to it; the dilemmas in mobilizing social movements; tactical, ethical and organizational issues; and the role of movement opponents in affecting what can be achieved. Grassroots organizing and large-scale social movements. such as civil rights, labor, feminist, student, gay and lesbian, and peace activism, are considered. <i>Prerequisite: one course in Sociology or permission of instructor.</i></p>		
SOC 322. Black Issues and Identity	Group 2	1 course
<p>This course considers how oppressive social realities inform the lives and the study of socially marginal and politically disempowered groups. While emphasis is placed on the experiences of people of African descent, the class covers issues of power, definition, bias, resistance, and resilience that are also prominent in the histories of other marginalized groups in the U.S. <i>Prerequisite: One course in Sociology or permission of instructor.</i></p>		
SOC 323. Social Change	Group 2	1 course
<p>The study of social change begins with the neolithic revolution when humans first took up agriculture and follows changes in social organization, structures, processes and lifeways through the present. The course emphasizes large-scale, long-term processes, including social evolution. Students learn to think about current social processes in a long-term perspective and develop skills for understanding and influencing possible future changes. <i>Prerequisites: SOC 100 and at least one 200-level sociology course, or equivalent in other social sciences. This course may not be taken pass/fail.</i></p>		
SOC 329. Social Inequalities	Group 2	1 course

This course examines multiple systems of privilege and oppression, such as gender, race, ethnicity, social class, and sexuality. The course considers how these systems of inequality intersect to influence peoples experiences of social processes (e.g., discrimination, stereotyping, and violence) and various social institutions (e.g., family, paid labor, education, and media).

SOC 332. Women, Culture and Identity

Group 2

1 course

Drawing on sociology, psychology, and cultural and feminist studies, this course explores how understandings and experiences of womanhood are largely shaped by the gendered norms and expectations of our cultural contexts. Investigating the intimate connections between identity change and social transformation, the course emphasizes how women -- diverse with respect to age, ability, class, ethnicity, race, and sexual orientation encounter and at times resist circumstances they find oppressive.

SOC 333. Intimate Violence

Group 2

1 course

This course examines intimate violence from a historically grounded, cross-cultural and interdisciplinary perspective. We explore the meaning of intimate violence, its relationship to violence in general, its root causes, and its universal and parochial forms. In addition to exposure to various theories of violence, we consider the usefulness of these theories in explaining specific empirical cases of intimate violence (e.g., rape, child abuse, hate crimes, femicide and trafficking in women) with an eye toward understanding these micro-level phenomena in broader social, cultural, economic and political context. *Prerequisite: one course in sociology or permission of instructor.*

SOC 334. Prison History and Culture

Group 2

1 course

This course focuses on sociological analyses of prisons in the United States from their inception to present day. Racism, poverty and masculinity provide a central analytic frame for understanding this unique and powerful form of social control. We consider the following questions: Why do we incarcerate more people than any other country in the world? Why are poor, young, African-American men disproportionately represented in prison? Was convict leasing simply slavery in a different guise? Why is prison big business, and who benefits from it? Does prison create crime? What does prison do to those who live and work behind bars? What is the future of incarceration? *Prerequisites: one course in sociology or permission of instructor.*

SOC 337. Ethnic Conflict

Group 2

1 course

This course addresses the differences, origins, life-cycle and factors promoting and/or attenuating ethnic conflict. After surveying general theories of ethnic conflict, each student will identify, select, study, and report in oral and written form on one instance of ethnic conflict in depth. Since ethnic conflicts have occurred since the dawn of civilization, or for some 5,000 years, cases may be drawn from current or historical conflicts. The class as a whole will compare all the cases to discern the varieties, commonalities and specificities of ethnic conflict. *Prerequisite: at least one course on race and ethnicity and one additional course in the social sciences. This course may not be taken pass/fail.*

SOC 343. Sociology of Frontiers and Borders

Group 2

1 course

This course will be one of "discovery". Students will read about various frontiers, then work together to develop a theory or explanation of frontiers. Subtopics will be racial/ethnic conflict and continuity, ethnogenesis (creating new ethnic groups and/or identities), transformations of ways of making a living, shifting boundaries, etc. Frontiers will range of the last 3,000 years all over the world, with a strong emphasis on the western US and Asia. *Students should have had at least one relevant course: Sociology of Race/Ethnicity, North American Indians, or history course on the west or Native Americans, or colonialism.*

SOC 401. Methods of Social Research

1 course

A seminar dealing with elements of the scientific method as they apply to research in sociology and other social sciences. Covers strategies of research design, scaling and measurement; questionnaires and interviews; projection and other indirect methods; processing, analysis, interpretation of data and testing of hypotheses. *Prerequisite: junior Sociology major or permission of instructor. This course may not be taken pass/fail.*

SOC 410. Senior Seminar in Sociology

1 course

A seminar of senior Sociology or Sociology/Anthropology majors focused around a major substantive or methodological area of sociology. The course involves a core of common reading, discussion and the writing and presenting of a senior thesis related to the general focus of the seminar. Topics might include: global struggles for human rights, cultural conflict in American society, social problems in global/historical perspective, and race & ethnicity. *Prerequisite: senior Sociology or Sociology/Anthropology major.*

SOC 413. Readings and Projects in Sociology

1 course

Prerequisite: permission of instructor.

SOC 414. Readings and Projects in Sociology

1 course

Prerequisite: permission of instructor.

Courses in Anthropology

ANTH 151. Human Cultures

Group 2

1 course

An introduction to the perspectives, methods and ideas of cultural anthropology. Analysis of human diversity and similarities among people throughout the world, both Western and non-Western, through cross-cultural comparison. Topics include: culture and society; ethnographic research; ethnocentrism vs. cultural relativism; how societies adapt to their environment; different forms of marriage and social relationships; male, female and other forms of gender; the social functions of religion; and processes of socio-cultural change. *May not be taken pass/fail.*

ANTH 153. Human Origins

Group 1

1 course

An introduction to physical anthropology and archaeology, showing how biology and culture enable humankind to survive in many different environments. Topics discussed include primate behavior, fossil humans, tools and society, and the relationships between biology and human behavior. *May not be taken pass/fail.*

ANTH 156. Advanced Placement in Human Geography

1 course

Advanced placement credit for entering first-year students in Human Geography.

ANTH 197A. First-Year Seminar

1 course

This course, designed especially for first-year students, explores an innovative or timely issue in anthropology. Anthropological perspectives and ways of knowing are used to study a particular topic in depth. Ethical and comparative dimensions to the issue will be examined. Topics might include: Culture and Morality, Women and Work, Culture and Medicine, Human Rights and Cultural Survival, and Culture and Violence. Seminars are small and emphasize writing and class discussion. *Prerequisite: first-year students only.*

ANTH 252. Anthropology of Power and Violence

Group 2

1 course

Are humans by nature violent? If so, then how do we explain cooperation in human communities? If cooperation is the norm, then how do we account for warfare? What are the foundations of power and inequalities in societies? In this course we explore many of these classical topics from an interdisciplinary perspective that encompasses biology, philosophy, history, and ethics. But all of this is informed by anthropology's cross-cultural and cross-temporal perspective.

ANTH 253. Environmental Anthropology

Group 2

1 course

A study of the relationships between humans and their environment, with special emphasis on how human lifestyles may be understood as responses to environmental challenges. *Prerequisite: ANTH 151 or 153 or sophomore standing.*

ANTH 254. Anthropology of Religion

Group 2

1 course

The study of religious beliefs and rituals from different cultures around the world, mainly in small-scale and agricultural societies (e.g., Africa, Indonesia, Pacific Islands, South America) but may also include Judaism, Christianity and Islam. Instead of a theological perspective, the course studies religion in its socio-cultural context. Emphasis is on general theories that explain the functions of religion as well as case-studies that examine the particular meanings of religions. Topics may include: totemism; death, ghosts and the soul; magic versus science; myth; sorcery and witchcraft; male and female initiation ceremonies; purity and pollution beliefs; religion and social change. *Prerequisite: ANTH 151, sophomore standing or permission of instructor.*

ANTH 255. The Anthropology of Gender

Group 2

1 course

This class explores anthropological theories of gender differences and inequalities in cross-cultural contexts. The course examines the role of kinship, reproduction, politics and economic systems in the shifting determinations of gender in various contexts. It also questions the meanings of masculinity, transsexual/transgender issues and the roles of women in global contexts. In this course, the various ways that anthropology has theorized and understood questions of gender are explored and made relevant to contemporary societies. *Prerequisite: ANTH 151, sophomore standing or permission of instructor.*

ANTH 256. Anthropology of Law

Group 2

1 course

This course explores cross-cultural ethnographic research on law and the subfield of political anthropology. Studying law "anthropologically" means that "law" is viewed as a product and expression of a cultural system. The course will examine different cultural systems by studying: legal norms, processes, and subcultures, questions of power and resistance, constructions of conflict and morality, and issues of language within the law. *Prerequisite: ANTH 151, sophomore standing or permission of instructor.*

ANTH 257. Culture, Medicine and Health	Group 2	1 course
<p>What is sickness? What is health? How do these ideas vary across cultures and history? This course investigates how and why people explain what it means to be "well" or "unwell" in society. It examines such topics as: Western biomedicine, the body and gender; access to health care in differing cultural and political contexts, ethics, death and dying, birth and the politics of reproduction, drugs and how we think we "treat" illness or choose not to.</p>		
ANTH 258. Archaeology	Group 2	1 course
<p>(formerly ANTH 354) Archaeology is much more than digging into the ancient past. It is also a form of detective work that allows us to understand ancient as well as modern societies by uncovering the clues of their material remains. In this course, we see how archaeologists show how and why civilizations rise and collapse. <i>Prerequisite: ANTH 151, ANTH 153 or permission of instructor.</i> Not open to students with credit for ANTH 354.</p>		
ANTH 266. Anthropology and the Arts	Group 3	1 course
<p>The study of artistic expression (primarily visual arts but also music and dance) in different, mainly small-scale and agricultural cultures around the world. Emphasis is on the interpretation of art as an expression of cultural values and the organization of society. The course will investigate three general questions: why do all societies have forms of art, how can we make sense of art in other cultures and how can we best display the art works of our people in our museums? Topics may include: what is art, or how can we recognize art; the origins of art; art, the mind and cognition; socio-cultural change, tourism and art; museums; art and theories of culture; Africa, native North America, South America and the Pacific Islands will be studied. <i>Prerequisite: ANTH 151, sophomore standing or permission of instructor.</i></p>		
ANTH 271. African Cultures	Group 2	1 course
<p>In this course, students examine the cultural, political, economic, psychological and social aspects of life in Africa. Through lectures, discussions, films and a variety of readings, students will explore a number of issues, including ancient Egypt, slavery, colonialism, religion, music, art, African cinema and Pan-Africanism. <i>Prerequisite: ANTH 151, sophomore standing or permission of instructor.</i></p>		
ANTH 273. Indigenous Peoples: South and Central America	Group 2	1 course
<p>Indians of South and Central America range from hidden peoples of the Amazon to the builders of the Inca, Aztec and Maya civilizations. This course explores the ways of life of some of the world's least-known, yet most intriguing peoples. <i>Prerequisite: ANTH 151 or sophomore standing.</i></p>		
ANTH 275. Pacific Island Cultures	Group 2	1 course
<p>This course examines the customs, social practices and histories of the indigenous cultures of the Pacific Islands (Polynesia, Micronesia, Melanesia, Aboriginal Australia). It focuses on traditional institutions, e.g., religion, marriage, initiation and social changes due to such processes as alcohol use, colonialism, tourism and economic development. <i>Prerequisite: ANTH 151, sophomore standing or permission of instructor.</i></p>		
ANTH 277. Cultures of India	Group 2	1 course
<p>This course introduces students to topics in the anthropology of India. Topics explored include: the relationship between caste, class and race, the meanings and legacy of nationalism, forms of kinship, religious practices, and material culture such as food and clothing. Novels, Films, statistical snapshots, anthropological essays and ethnographics will be used. The course examines a variety of Indian cultures, rather than trying to find "Indian" essences or commonalities. <i>Prerequisite: ANTH 151, sophomore standing or permission of instructor.</i></p>		
ANTH 279. U.S. Latino Cultures	Group 2	1 course
<p>This course explores the complexity of the Latino experience in the United States. It examines the diversity of culture groups that make up the Latino population (e.g. Mexican-American, Chicano, Puerto Rican-American, Cuban-American) through topics such as cultural assimilation and acculturation, language, education, border culture, Latino political movements, and Latino popular culture. Students conduct their own ethnographic projects among Latino communities in Indiana.</p>		
ANTH 290. Anthropological Perspectives		1/2-1 course
<p>This course studies innovative, timely and often interdisciplinary topics that are not a formal part of the sociology and anthropology curriculum. Often these courses apply anthropological perspectives and insights to issues that we either take for granted or study in other disciplines. Topics may include Anthropology of Time and Space; Anthropology of the Body; Power and Violence; Men and Masculinity; Judaism and Bible; and other topics. <i>Prerequisite: ANTH 151, sophomore standing or permission of the instructor. The course may be repeated for credit with different topics.</i></p>		
ANTH 336. Art and Literature in Paris and Berlin		1 course

This course focuses on the relationship between cultural performance and identity. Specific case studies include ethnographies on tango, rumba and Mexican corridos. Of particular interest are the interconnected roles of power and politics in the performance of culture, how the two are performed in an attempt at re-forming and sometimes de-forming and mis-informing each other. This course examines the formal aspects of performance, audience/performer relationships as well as social and contextual influences on cultural performance.

ANTH 351. Human Nature and Anthropology

Group 2

1 course

Human diversity has always been the central subject matter of anthropology. Cultural diversity is so great that most introductory cultural anthropology courses seem to lead to the conclusion that there is simply no such thing as human nature. However, biological anthropology shows that all humans are members of a single species and have more commonalities than differences. This course explores how biological as well as cultural evidence may give us new insights into what makes us all human.

ANTH 352. Urban Anthropology

Group 2

1 course

This course will draw on anthropology and related disciplines to explore the principal factors shaping the nature of urban life. Through lectures, discussions, films, readings and field trips students examine such themes as urban poverty, gentrification, Third World urbanism, migration and migrant communities, deindustrialization, networks and voluntary associations and urban leisure. *Prerequisite: ANTH 151 or permission of instructor.*

ANTH 356. Gender and Global Change

Group 2

1 course

This course uses the lens of gender to analyze the effects of widespread socioeconomic and cultural changes connected to globalization. Topics examined include: major theories and debates of the field, the rise of international development and international aid programs, trade and patent negotiations, human rights campaigns, and military excursions. *Prerequisite: ANTH 151, sophomore standing or permission of instructor.*

ANTH 360. Mind, Self and Emotion in Culture

Group 2

1 course

This course explores anthropological approaches to emotions, personal identity, dreams, cognition, early childhood and mental illness in different societies around the world. The objective is to investigate the relationship between culture and the nature of the individual in such places as New Guinea, India, Japan, Africa and the Arctic. *Prerequisite: ANTH 151, sophomore standing or permission of instructor.*

ANTH 366. Performing Latin American Culture

Group 3

1 course

This course focuses on the relationship between cultural performance and identity. Specific case studies include ethnographies on tango, rumba and Mexican corridos. Of particular interest are the interconnected roles of power and politics in the performance of culture how the two are performed in an attempt at re-forming and sometimes de-forming and mis-informing each other. This course examines the formal aspects of performance, audience/performer relationships as well as social and contextual influences on cultural performance.

ANTH 380. Ethnographic Methods

1 course

A course designed to introduce students to anthropological methods of qualitative research. Readings and discussion in seminar-like format on participant observation, formal and informal interviewing, research design and interpretation of data will prepare students to carry out their own ethnographic projects. The course will also cover ethics in fieldwork and the current debate on the subjectivity of ethnographic inquiry.

ANTH 383. History of Anthropology

Group 2

1 course

A survey history of the central theoretical perspectives, questions and data of socio-cultural anthropology. Focusing on significant scholars and case studies, the course explores the development of different ways that anthropologists have formulated and understood fundamental questions concerning human society, culture, change and universals. *Prerequisite: Junior or Senior; Anthropology or Sociology-Anthropology major or permission from instructor. This course may not be taken pass/fail.*

ANTH 390. Topics in Anthropology

1/2-1 course

An exploration of selected topics in anthropology, culture and society (see Anthropology of the U.S. and topics listed under ANTH 290.) *Prerequisite: sophomore standing. May be repeated for credit with different topics.*

ANTH 441. Readings and Projects in Anthropology

1/2-1 course

Prerequisite: permission of instructor.

ANTH 442. Readings and Projects in Anthropology

1 course

Prerequisite: permission of instructor.

ANTH 452. Senior Seminar in Anthropology

1 course

A seminar of senior Anthropology majors focused on contemporary theories and issues of culture, change, development, universals and diversity. The actual topic alters each year. Students discuss a common core of readings while researching-writing a senior thesis.

Prerequisite: senior Anthropology or Sociology/Anthropology major. This course may not be taken pass/fail.

University Studies

2007-08 Faculty Members: K. Bode, K. Kauffman, F. Love, T. Mote, K. Nightenhelser.

University Studies includes interdisciplinary and Competence Program courses that fall outside the major departments. A major is not offered in University Studies.

Courses in University Studies

Courses in the Competence Program

UNIV 001. Competence Certification

0 credit

A. W Certified; B. Q Certified; C. S Certified. Students who achieve certification in a competence requirement in ways other than associated with a course will have that certification designated on the academic record in this manner.

UNIV 101. Introduction to Quantitative Reasoning

1 course

This course is designed to develop students' ability to reason with quantities through solving problems in arithmetic, algebra, probability, statistics, logic and geometry. Students explore attitudes about and approaches to quantitative work, and learn effective study techniques. The course helps prepare students for the Q course requirement. Admission to this course is by placement. *May not be counted toward a major in Mathematics. May not be taken Pass/Fail.*

UNIV 131. Bonner Scholars Seminar

1/2 course

This seminar is designed to give students who are serving as volunteers in the community with the poor and marginalized an opportunity to study the problems that they are responding to with their volunteer efforts and to look at the larger social system in which these problems exist.

UNIV 170. Environmental Science Seminar

1/2 course

The course focuses on environmental issues from the perspective of various scientific disciplines. Students read, present and discuss topics relating to the environmental sciences. Topics are chosen by the class during the first sessions and then are explored over the course of the semester. *Prerequisite: one semester of science from any of the supporting disciplines (Geology, Biology, Chemistry, Physics) or permission of the instructor.*

UNIV 190. Topics

1/2-1 course

An introductory, interdisciplinary study of a specific problem or series of ideas in the liberal arts. *May be repeated for credit with different topics.*

UNIV 197. First-Year Seminar

1 course

This course explores an interdisciplinary or cross-disciplinary topic, with an emphasis on reading, class discussion and writing. Topics vary. *Open to first-year students only.*

UNIV 275. Introduction to Public Health

1 course

The study of basic principles in public health and issues encountered in the practice of public health. Emphasis is on poor and disenfranchised populations in the United States and abroad. Some coverage of community health issues in the United States is included. Topics include primary health care; epidemiology; sociocultural determinants of health, nutrition and malnutrition; population-based health; traditional and nontraditional medicine; ethics; first aid; oral health; mental health; health issues in special groups (such as the elderly, women and children); reproductive health, including sexually transmitted disease; health impact of violence; and environmental health. Case studies are used. Service project is required.

UNIV 290. Topics

1/2-1 course

An exploration of particular topics or issues within the liberal arts from a disciplinary or cross-disciplinary perspective. *May be repeated for credit with different topics.*

UNIV 297. Summer Internship

0 credit

This non-credit summer internship is for students participating in an on-campus summer research internship or an individually arranged external internship that is connected to the student's academic program. An internship must involve a minimum of 200 hours at the internship site and must be clearly related to the student's academic program. Enrollment requires approval of a learning contract by a faculty sponsor in the student's academic program and the internship director. The academic component of the internship is detailed in the learning contract, and may include readings, on-site journals or reflections, and a final internship report. Internship categories: A. Health Science; B. Legal/Political; C. Museum/Public History; D. Music Business; E. Business; F. Computer Science/Technology; G. Science Research; H. Education; I. Pastoral; J. Mental Health; K. Mass Media; M. Coaching; N. Sports Science; P. Non-Profit; Q. Arts.

UNIV 298. Internship Readings

1 course

This one-credit reading course is designed for students with an approved independently designed internship. It must be taken concurrently with the two-credit Independently Designed Internship course (UNIV 299).

UNIV 299. Independently Designed Internship

2 courses

This course is designed for students with an approved independently designed internship. Students who enroll for this course must also enroll for UNIV 298: Independent Study for Independently Designed Internships.

UNIV 300. Practicum for Oral Communication Consultants

1/2 course

The study of advanced communication skills, especially those used in coaching, counseling and appraising communications, such as reports, class discussions, interviews, oral readings, etc. Role plays in class and directed practice with clients in the Speaking and Listening Center use principles studied. *Prerequisite: permission of instructor. May not be taken pass/fail.*

UNIV 301. Practicum for Writing Consultants

1/2 course

Development of advanced composition skills through readings on composition theory and peer evaluation of writing. Experience in tutoring under direct supervision. *Prerequisite: permission of instructor.*

UNIV 310. Practicum for Quantitative Reasoning Consultants

1/2 course

Development of tutoring and problem-solving skills through readings, solving problems and discussion. Experience in tutoring under direct supervision. *Prerequisite: permission of instructor.*

UNIV 350. Independent Study

1/2-1 course

Independent work in the liberal arts with attention to interdisciplinary perspectives.

UNIV 390. Topics

1/2-1 course

An exploration of particular topics or issues within the liberal arts from a disciplinary or interdisciplinary perspective.

Women's Studies

2007-08 Faculty Members: M. Altman, I. Aures, S. Basu, T. Beauboeuf, R. Bordt, J. Bruggemann, M. Chandler, Y. Chiang, N. Davis, D. Dudle, C. Klaus, S. Dewey, L. Elman, A. Flury, D. Geis, S. Hahn, J. Hollander, A. Jennings, J. Kenney, J. Liu, M. McInnes, D. Newman, B. O'Bannon, D. Shannon, B. Steinson, A. Sununu, R. Upton, C. White, V. Ziegler

In the past 30 years, Women's Studies has produced a compelling body of interdisciplinary and multicultural scholarship that has challenged traditional interpretations of history, experience, culture and even science. Women's Studies courses (offered in 16 academic departments) encourage students -male as well as female -to reconsider the diversity of women's experiences in the past and the changing roles of men and women today. Women's Studies at DePauw offers outstanding opportunities to develop critical thinking, interpretive and writing skills as well as the cultural knowledge necessary for a liberal education. Many of the nation's finest graduate schools offer advanced degrees in Women's Studies. Women's Studies majors find employment in the same broad range of fields as do graduates of other liberal arts disciplines.

The Women's Studies major and minor offer students an opportunity to concentrate on an area of passionate interest while acquiring skills, and interrogating perspectives, from many different disciplines. Women's Studies majors complete an ambitious independent research project of their own design in the senior year.

Students may choose to major in Women's Studies, or simply to take one or more courses in the field. Many students begin with Introduction to Women's Studies (WS 140), but one can begin almost anywhere: there is a range of courses cross-listed with traditional departments from

which to choose. The capstone course, Feminist Theory (WS 340), is designed for students with some Women's Studies experience.

Studying in an off-campus DePauw-sponsored or GLCA program, such as the Comparative Women's Studies Program in Europe, is encouraged for majors and minors. Appropriate courses from off-campus may be applied toward the minor or major upon approval by the director of Women's Studies.

Requirements for a major in Women's Studies

Total courses required Ten

Core courses WS 140, WS 240, WS 340, WS 440.

The six remaining elective courses must be chosen from an approved list which currently includes but is not limited to: ANTH 255, ANTH 290*, ANTH 356, ANTH 390*, ANTH 452*, ARTH 235, ARTH 290, ARTH 390*, CLST 300*, COMM 450*, ECON 390*, ENG 155*, ENG 264, ENG 390*, ENG 391*, ENG 393*, ENG 394*, ENG 395*, ENG 461*, FREN 420*, GER 307, GER 412*, HIST 105*, HIST 225, HIST 277, HIST 278, HIST 290*, HIST 300*, HIST 351, HIST 375, KINS 266, MUS 390*, PHIL 206*, PHIL 211, POLS 390*, REL 290*, REL 320, REL 341, REL 370*, SOC 210, SOC 212, SOC 225, SOC 301*, SOC 333, SPAN 390*, WS 197, WS 370. Other First-Year Seminars with appropriate topics. Other courses may be counted with the permission of the director.

(*appropriate topics)

300 and 400 level courses Three in addition to WS 340 and WS 440

Senior requirement The senior requirement consists of the completion of WS 440.

The elective courses required for the major must be drawn from at least three academic disciplines.

Additional information Students must include in their program one or more courses dealing with non-Western women and/or women of color in the United States.

No more than four courses of off-campus study may be counted toward the major.

Recent changes in major

Requirements for a minor in Women's Studies

Total courses required Five

Core courses WS 140, WS 340

Other courses The remaining three courses may be chosen from those listed for the major, drawn from at least two disciplines.

300 and 400 level courses Two

Recent changes in minor

Courses in Women's Studies

W S 140. Introduction to Women's Studies

Group 4

1 course

This course introduces some key issues in contemporary women's studies and provides a starting vocabulary and background in the field. Because Women's Studies is an interdisciplinary field, readings come from a number of different areas, including literature, history, philosophy, psychology and sociology.

W S 190. Topics in Women's Studies

1 course

An interdisciplinary exploration of a particular theme, area, or period, with respect to issues of women and gender.

W S 197. First-Year Seminar

1 course

A seminar focused on a theme related to the study of women. *Open only to first-year students.*

W S 240. Feminist Inquiry

Group 2

1 course

This course offers hands-on experience in the interdisciplinary field of Women's Studies. Students will survey research methods by reading excellent examples that show how various research methods have been applied; by reading about, and discussing, the practical details and the ethical issues involved in doing research; and by applying research methods themselves in exercises that will be presented and critiqued with a workshop format.

W S 250. Queer Theory, Queer Lives

1

An interdisciplinary exploration of the lives of gay, lesbian, bisexual, transgendered and intersexed people through historical, sexological, scientific and literary texts, media representations and autobiographies. We will examine scholarly and activist definitions of sexual identity, especially as these have intersected with race, class, gender, ethnicity and age, and discuss ways sexual desire often escapes, complicates or is mismatched with fixed gender roles and dominant cultural categories. We will also discuss the insight queer perspectives can bring to our understanding of masculinity and femininity, cultural constructions of the body, the social construction of heterosexuality, and the future of difference.

W S 260. Women of Color in the U.S.

Group 4

1 course

The course draws on the disciplines of history, sociology, anthropology and literary study to offer an in-depth look at the experiences and concerns of women of color, with an emphasis on hearing women's voices. The course is divided approximately in thirds: accounts of the experiences of various ethnic groups (e.g., African-American, Native American, Asian) issues facing women of color in the U.S. today (e.g., culture, the body, family, work); and theory. The class involves frequent writing (formal and informal), including a research paper and in-class presentations.

W S 290. Topics in Women's Studies

1 course

An interdisciplinary exploration of a particular theme, area or period, with respect to issues of women and gender.

W S 340. Feminist Theory

Group 4

1 course

This course focuses on contemporary feminist thought. Throughout the semester, students emphasize the relationship between feminist theory and feminist practice and ways in which feminism changes our fundamental understanding of the world.

W S 370. Topics in Women's Studies

1/2-1 course

An interdisciplinary exploration of a particular theme, area or period, with respect to issues of women and gender.

W S 390. Independent Study

1/2-1 course

Independent Study.

W S 440. Women's Studies Senior Thesis

1/2-1 course

Required of all Women's Studies majors. Students design and carry out an original, interdisciplinary project or paper on a women's studies topic. The thesis is directed by the Women's Studies coordinator or other designated faculty member, and the candidate is interviewed by an interdisciplinary committee of three.

School of Music

2007-08 Faculty Members: C. Balensuela, A. Barber, J. Beckel, N. Brockman, M. Carkeek, C. Carrillo, H. Choi, J. Clodfelter, P. Coburn, G. Crouch, C. Cymerman, R. Danforth, G. Dugan, E. Edberg, C. Edwards, L. Foy, M. Gianforte, D. Grammel, E. Hackmey, J. Helsley, J. Hollander, A. Hopson, S. Irwin, C. Jetton (Dean), C. Johnson, J. Lavacek, D. McCoy, H. Moore, P. Musser, B. Pare', C. Pare', R. Pejril, M. Phang, D. Prather, A. Reynolds, D. Rizner, R. Salman, L. Sirotkin, C. Smith, O. Smith, J. Spicknall, S. Spiegelberg, S. Stepp, K. Tonne, K. Watson, K. Webb, J. White, A. Williams.

The DePauw University School of Music is an accredited institutional member of the **National Association of Schools of Music**.

The School of Music prepares music majors for a variety of careers, in music and other fields, and provides opportunities for all students to study music as an essential part of a liberal arts education. The School of Music offers several degree options so students can tailor their educations to match their levels of interest and future plans. All students receive careful and close advising from faculty members in order to choose the program that best suits their needs.

Students are admitted to the School of Music by audition.

Degrees

The following degree options are available to students interested in majoring in music:

- **Bachelor of Music (B.M.)**
 - Performance
 - Performance with a Second Major
 - Performance with an emphasis in Business
- **Bachelor of Musical Education (B.M.E.)**
 - Choral/General Music Emphasis
 - Instrumental/General Music Emphasis
- **Bachelor of Musical Arts (B.M.A.) with:**
 - General Music Emphasis
 - Emphasis in Business
 - Second Major
- **Bachelor of Arts (B.A.), with a major in Music**
- **Five-year Bachelor of Music/Bachelor of Arts Double-Degree Program**

The following options are available to students interested in minoring in music:

- **School of Music students**
 - Minor in Instrumental Jazz Studies
- **College of Liberal Arts students**
 - Minor in Applied Music
 - Minor in Jazz Studies

Description of Music Degrees

Detailed degree requirement worksheets for all majors within the School of Music can be found at <http://www.depauw.edu/music/academics/degreeworksheets.asp>.

Bachelor of Music in Performance

The Bachelor of Music degree (B.M.) is ideal for the student who wishes to pursue music as a career. The B.M. is the most common professional degree in music and the most music-intensive of all options, with approximately **two-thirds** of all coursework in music and one-third in other liberal arts courses. Individual and ensemble performance standards are high for all majors. Students choosing the B.M. generally practice several hours daily on a principal instrument, in addition to carrying a normal class load. With careful planning, students in the B.M. degree program may also complete a second major in a liberal arts discipline or an emphasis in business.

Students are admitted to the B.M. degree program by successful completion of a qualifying performance examination at the end of the sophomore year. Performance majors complete a half recital in the junior year and a full recital in the senior year.

Bachelor of Music Education

The Bachelor of Music Education degree (B.M.E.) is designed for students who wish to become certified music teachers. The program meets requirements for P-12 teaching certification in Indiana and reciprocal states. The curriculum for the B.M.E. degree involves approximately **one-half** of the coursework in music (performance and musicianship studies) and approximately the other half in liberal arts courses and professional education courses. Two majors are available: an **instrumental/general music emphasis** and a **choral/general music emphasis**.

All students who wish to complete the B.M.E. degree must be admitted to the Teacher Education Program, preferably by the end of the sophomore year. Please confer with the chair of the Education Studies department about requirements for admission and certification. (A GPA of 2.5 is required to be admitted to this program.)

All B.M.E. degree students complete a semester of student teaching in the senior year.

Bachelor of Musical Arts

The Bachelor of Musical Arts degree (B.M.A.) is designed for students who wish to divide their academic program almost equally between music and the liberal arts. As with the B.M. degree, students complete a rigorous core curriculum in theory, musicianship, music history and literature, and they are expected to develop a discrete competence in an area outside of music.

Three majors are available. For the **general music emphasis**, students individually design an interdisciplinary liberal arts component. The **second major** curriculum combines the general music emphasis with another major in a liberal arts discipline. (A minimum GPA of 2.8 is required to complete the second major.) For the **emphasis in business**, the liberal arts curriculum combines required and elective business-related courses.

The B.M.A. degree provides an education that is more general than the B.M. degree while still emphasizing music. This degree differs from the B.A. degree in that it generally requires more music theory and history classes, with approximately half of all coursework in music and half in other liberal arts courses. The B.M.A. effectively prepares students for graduate study in music.

Bachelor of Arts with a Major in Music

Students in the College of Liberal Arts working toward the Bachelor of Arts degree (B.A.) may major in music. Students fulfill all general University requirements, including the specified distribution and competence requirements expected of students in the College of Liberal Arts, and must complete 19 credits in courses other than music. Approximately one-third of the curriculum is the music major, which is comprised of required sequences in music theory, music history and literature, as well as performance requirements and music electives. The B.A. degree with a major in music provides an excellent liberal arts experience.

See Section III, Music (CLA), for a summary of the requirements for a CLA major in music.

Five-year Bachelor of Music/Bachelor of Arts Double-Degree Program

Students who wish to complete the professional study in music required for the Bachelor of Music degree as well as the full liberal arts curriculum required for the Bachelor of Arts degree in a discipline outside of music have that option. This double degree program requires a minimum of five years of study. Unlike the B.M. and B.M.A. degrees with a second liberal arts major, the double-degree program requires that students fulfill all College of Liberal Arts degree requirements, including the distribution requirements and the competency program requirements, as well as complete work in a College of Liberal Arts major. Completing the requirements for both degrees will require 36-40 course credits. Students in the double-degree program are expected to take lessons and participate in ensembles for each of their five years in the program.

Degree Requirements for all School of Music Majors

Detailed degree requirement worksheets for all majors within the School of Music can be found at <http://www.depauw.edu/music/academics/degreeworksheets.asp>

Total Credits and Grade Point Average:

B.M. and B.M.A. degrees: minimum of 31 course credits, with a cumulative GPA of 2.0 or higher, plus ensemble requirements

B.M.E. degrees: minimum of 33 course credits, with a cumulative GPA of 2.5 or higher, plus ensemble requirements

Core Courses:

- First-Year Seminar
- MUS 130 (First-Year Seminar: Understanding Music)
- MUS 113 (Theory I)
- MUS 114 (Theory II)
- MUS 123 (Musicianship I)
- Mus 124 (Musicianship II)
- MUS 213 (Theory III)
- MUS 223 (Musicianship III)
- Fourth-semester theory
 - B.M. degrees: MUS 214 (Theory IV) and MUS 224 (Musicianship IV)
 - B.M.E. (instrumental/general) degree: MUS 384 (Jazz Theory) and MUS 386 (Jazz Improvisation)
 - B.M.A. and B.M.E. (choral/general) degrees: MUS 214 and 224 OR MUS 384 and 386
- MUS 360 (Conducting I)

History and Literature

- MUS 230 (History of Western Art Music)
- MUS 334 (20th-Century Musical Literature)
- Upper-level history course (usually MUS 390 topics course)

Applied Music:

- Primary instrument: weekly hour-long lessons every semester in residence
 - Secondary instrument: four semesters
- Note: Piano is the secondary instrument for all students until completion of piano proficiency requirements.

Ensembles:

- Major Ensemble: every semester in residence

- Chamber Ensemble
 - B.M. degrees: four semesters, after advancement to the performance degree program
 - B.M.A. and B.M.E. degrees: two semesters

Recital Attendance:

- Every semester in residence

Other General Requirements:

- Competency Requirement
 - W certification: all students, by end of junior year
 - S certification: BMA degree students (BME students earn S certification through student teaching)
- Winter Term: 3 Winter Term projects
- Residency: 15 courses (including six of the last eight courses) in residence or in a University-approved program.

Minors

Detailed degree requirement worksheets for all music minors can be found at <http://www.depauw.edu/music/academics/degreeworksheets.asp>

Students in the School of Music may complete a minor in **instrumental jazz studies**. The minor requires 4 1/4 credits of academic courses and performance in jazz studies, most of which may not overlap with the music major.

Students in the College of Liberal Arts who are majoring in disciplines other than music may complete a minor in either **applied music** or **jazz studies**. The completion of a successful audition is required before a student can be certified as a minor.

See Section III, Music (CLA), for a summary of the requirements for the CLA minors in music.

School of Music Courses

Notes on Applied Music

Students earn one-half course credit for weekly 60-minute lessons or one-quarter course credit for weekly 30-minute lessons per semester. (After completion of the sophomore performance examination and advancement into the B.M. degree program, junior and senior performance majors earn one course credit in the primary instrument.)

Permission of the instructor is required for liberal arts students to enroll for applied lessons. All CLA students who have not studied applied voice previously at DPU must contact the Voice Coordinator to schedule and complete an audition before registering for applied voice lessons. Degree-seeking students may not take applied music courses on an audit basis. Ordinarily, students in the School of Music may earn no more than one course credit in applied music each semester.

Additional fees are charged for individual applied lessons, applied music classes and dance classes. *Music majors* are not required to pay fees for private lessons or applied music classes, except for courses taken beyond the credit required for the specific degree program. All students pay fees for dance courses.

Students pay additional fees for piano accompanists.

Applied Music (Individual Lessons)

--1/4-1/2-1 course

MUS BAS	Double Bass	Group 6
MUS BASJ	Jazz Bass	Group 6
MUS BSN	Bassoon	Group 6
MUS CLO	Violoncello	Group 6
MUS CLR	Clarinet	Group 6
MUS EUP	Euphonium	Group 6
MUS FLT	Flute	Group 6
MUS GUI	Folk Guitar	Group 6
MUS GUIJ	Jazz Guitar	Group 6

MUS HCD	Harpichord	Group 6
MUS HRN	Horn	Group 6
MUS HRP	Harp	Group 6
MUS JPNJ	Jazz Piano	Group 6
MUS OBO	Oboe	Group 6
MUS ORG	Organ	Group 6
MUS PNO	Piano	Group 6
MUS PRC	Percussion	Group 6
MUS SAX	Saxophone	Group 6
MUS TBA	Tuba	Group 6
MUS TBN	Trombone	Group 6
MUS TPT	Trumpet	Group 6
MUS VLA	Viola	Group 6
MUS VLN	Violin	Group 6
MUS VOC	Voice	Group 6

Applied Music Courses

MUS 901. Beginning Class Piano I	Group 6	1/4 course
Open only to students with very limited or no prior experience in the study of piano.		
MUS 902. Beginning Class Piano II	Group 6	1/4 course
A continuation of MUS 901. <i>Prerequisite: MUS 901 or the equivalent.</i>		
MUS 903. Advanced Class Piano I	Group 6	1/4 course
A continuation of MUS 902. <i>Prerequisite: MUS 902 or the equivalent.</i>		
MUS 904. Advanced Class Piano II	Group 6	1/4 course
A continuation of MUS 903. <i>Prerequisite: MUS 903 or the equivalent.</i>		
MUS 905. Beginning Class Voice I	Group 6	1/4 course
Open only to students with very limited or no prior experience in the study of voice.		
MUS 907. Beginning Folk Guitar I	Group 6	1/4 course
Open only to students with very limited or no prior experience in the study of guitar.		
MUS 908. Beginning Folk Guitar II	Group 6	1/4 course
A continuation of MUS 907. <i>Prerequisite: MUS 907 or the equivalent.</i>		

Ensemble Courses

Grades earned in music ensembles are not calculated in the GPA. For students in the College of Liberal Arts, a maximum of one large and one small ensemble per semester may be applied toward the BA degree. (See Section II, Graduation Requirements, for further information.) Ensemble requirements for each degree program in the School of Music vary (see Section III); credit for ensembles for School of Music students is counted in addition to the amount of course credit required for that degree (31 credits for the BM and BMA degrees and 33 credits for the BME degree).

MUS 271. University Symphony Orchestra	Group 6	1/4 credit
MUS 273. University Band	Group 6	1/4 credit
MUS 275. University Chorus	Group 6	1/4 credit
MUS 277. Chamber Singers	Group 6	1/4 credit

MUS 278. Jazz Ensemble	Group 6	1/4 credit
MUS 283. Performing Opera	Group 6	1/4 credit
MUS 284. Performing Musical Theatre	Group 6	1/4 credit
MUS 289. Chamber Music	Group 6	1/4 credit

A. General Chamber Music	B. Brass Quintet
C. Clarinet Ensemble	D. Piano Trio
E. Bass Ensemble	F. Flute Choir
H. Horn Ensemble	I. Improvised Chamber Music
J. Jazz Combos	K. Keyboard
P. Percussion Ensemble	Q. String Quartet
R. Trumpet Ensemble	S. Saxophone Ensemble
T. Trombone Choir	V. Vocal Chamber Music
W. Woodwind Quintet	X. Cello Ensemble
Z. Baroque Chamber Music	

Dance Courses

MUS 171-172. Beginning Ballet I, II	Group 6	1/2 course each semester
Designed for the student who has had no previous dance training. Basic concepts and terminology will be considered as will aspects of history and appreciation.		
MUS 173-174. Intermediate Ballet I, II	Group 6	1/2 course each semester
A continuation of MUS 172.		
MUS 175-176. Beginning Jazz Dance I, II	Group 6	1/2 course each semester
Designed for the student who has had no previous dance training. Basic jazz technique and terminology will be addressed. Students will gain body control and awareness through class performance.		
MUS 177-178. Intermediate Jazz Dance I, II	Group 6	1/2 course each semester
A continuation of MUS 176.		
MUS 179. Ballroom Dancing	Group 6	1/2 course
An introduction to the history and practice of ballroom dancing.		

Theory & Musicianship Courses

MUS 100. Fundamentals of Music Theory	Group 3	1 course
A basic course that enables the non-music major to understand the manner in which the elements of music are constructed and combined in order to form a coherent musical expression. <i>Not open to students in the School of Music.</i>		
MUS 104. Introduction to Music Theory for Non-Majors	Group 3	1 course
An introduction to the basic structures, terminology and analysis methods for tonal music including scales, harmony, form, and simple composition. <i>Prerequisite: evidence of ability to read music as documented by high school participation for two years in band or orchestra or four years in choir or qualifying score on a music notation test. Not open to students in the school of music.</i>		

MUS 113. Theory I	Group 3	1/2 course
The first of four core courses on the structure of tonal music. The basics of harmony, rhythm, intervals, scales, and form are introduced.		
MUS 114. Theory II		1/2 course
The second of four core courses on the structure of tonal music. More details of form and diatonic harmony are covered. <i>Prerequisite: MUS 113 or placement test.</i>		
MUS 123. Musicianship I		1/2 course
The first of four core courses that develop aural and performance skills. Sight singing (movable Do solfege), melodic and harmonic dictation, improvisation, and keyboard skills are covered.		
MUS 124. Musicianship II		1/2 course
The second of four core courses that develop aural and performance skills. Continued study in solfege, dictation, improvisation and keyboard skills are combined with the introduction of aural identification of form. <i>Prerequisite: MUS 123 or placement test.</i>		
MUS 213. Theory III		1/2 course
The third of four core courses on the structure of tonal music. Chromatic harmony, modulation, and larger forms are introduced. <i>Prerequisite: MUS 114 or placement test.</i>		
MUS 214. Theory IV	Group 3	1/2 course
The fourth of four core courses on the structure of tonal music. Advanced chromatic techniques, fugues, rondo and sonata forms are covered. <i>Prerequisite: MUS 213 or placement test.</i>		
MUS 219-220. Composition	Group 6	1/2 course each semester
Creative works in various styles utilizing and developing the techniques acquired in the study of harmony and counterpoint. <i>Prerequisite: MUS 114 and 124 or consent of instructor.</i>		
MUS 223. Musicianship III	Group 3	1/2 course
The third of four core courses that develop aural and performance skills. Sight singing, dictation, improvisation, and keyboard performances of chromatic music are combined with the aural identification of larger forms. <i>Prerequisite: MUS 124 or placement test.</i>		
MUS 224. Musicianship IV	Group 3	1/2 course
The fourth of four core courses that develop aural and performance skills. The culmination of studies in solfege sight singing, dictation, improvisation and keyboard skills. <i>Prerequisite: MUS 223 or placement test.</i>		
MUS 290. Topics		1/2-1 course
Investigation of special topics in music theory, history and literature. Recent offerings have included World Musics, Musics of the Southwest, Film Music, Armstrong & Ellington, and Advanced Computer Notation.		
MUS 313. Advanced Keyboard Skills		1/2 course
This class involves the development of harmonization and transposition skills. Realization of figured bass and open score reading are included as well. <i>Prerequisite: MUS 214 and 224 or consent of instructor.</i>		
MUS 323. Orchestration	Group 3	1/2 course
Modern band and orchestral instrumentation. Arrangements for string, woodwind, brass and percussion combinations and orchestrations of composition by classical, romantic and modern composers. <i>Prerequisite: MUS 214 & 224 or MUS 384 & 386.</i>		
MUS 360. Conducting I	Group 6	1/2 course
Baton technique, simple and complex rhythms, score study and practical experiences in conducting. <i>Prerequisite: MUS 214 & 224 or MUS 384 & 386.</i>		
MUS 362. Conducting II	Group 6	1/2 course
A. Instrumental: Advanced baton techniques and specific problems related to instrumental conducting with practical experiences in conducting. B. Choral: Advanced conducting techniques related specifically to choral music. <i>Prerequisite: MUS 360.</i>		
MUS 384. Jazz Theory	Group 3	1/2 course

This course will focus on understanding jazz structures by analyzing the various elements of harmony, chord and scale functions as they relate to the jazz forms and songs that have developed throughout its history and are being employed today. <i>Prerequisite: MUS 213 & 223 or consent of instructor.</i>		
MUS 386. Jazz Improvisation	Group 3	1/2 course
This course is a fundamental study of jazz improvisation. Students will develop a primary awareness of techniques, style, rhythm, nomenclature, ear training and improvisational exercises. Students will examine standard and basic tune vehicles including blues, modality, II V I progressions and the ballad. <i>Prerequisite: MUS 213 & 223 or consent of instructor.</i>		
MUS 395: Topics		1/2-I course
Investigation of specialized topics in areas such as music theory, literature, musical cultures, and performance issues. Recent offerings have included Jazz Styles and Analysis, Psychology of Music, Mind, Body & Wellness, and String Quartet Literature. <i>Prerequisite: MUS 230 or consent of instructor.</i>		
MUS 480. Advanced Jazz Improvisation		1/2 course
A continuation of the materials and skills introduced in MUS 386. This course focuses on the compositions of the saxophonist Wayne Shorter. Shorter's body of work spans over four decades and the stylistic transitions from bebop through modalism, chromaticism, and fusion. Improvisational styles, techniques and devices are studied through recorded solos and transcriptions. <i>Prerequisite: MUS 386 or consent of instructor.</i>		
MUS 482. Jazz Arranging	Group 3	1/2 course
Study and practice of arranging techniques for jazz ensembles. <i>Prerequisite: MUS 384 and 386 or permission of instructor.</i>		

History & Literature Courses

MUS 102. Music Appreciation	Group 3	1 course
A non-technical course designed to give the layman an overview of the development of Western art music, including its major composers, styles and genres. Includes an introduction to the instruments of the orchestra and commonly used musical terms. Required readings, directed listening assignments, required concert attendance. <i>Not open to students in the School of Music.</i>		
MUS 130. Understanding Music	Group 3	1 course
In this course, the first-year seminar for entering students in the School of Music, students will be taught to explore the holistic nature of their own musical education--in theory, history and performance--and to seek interrelationships between talent, skill, feeling and knowledge. Students will also be introduced to many vital skills important for further music study, such as improvisation, library and Web research, score analysis and technology, as well as speaking, writing and improvisational techniques.		
MUS 230. History of Western Art Music	Group 3	1 course
This course is a one-semester survey of European art music from the ancient Greeks to the end of the Romantic era (ca. 1900). The course is designed to provide a solid grounding in the important historical, formal, aesthetic and stylistic developments in Western art music during this time. Topics include the development of important genres and forms, biographies of major composers, various theories of history and historical change and analyses of historically important musical works. <i>Prerequisite: MUS 130 and 114 & 124, or permission of instructor.</i>		
MUS 231. Jazz History	Group 3	1/2 course
A consideration of jazz history from its beginnings to the present day. Students will develop an awareness of important periods, major performers, arrangers and composers, trends, influences, stylistic features, terminology, and related materials. <i>This course is appropriate for liberal arts students.</i>		
MUS 233. Miles and Trane		One-half course
This course examines the life and works of Miles Davis and John Coltrane, two of the most influential musicians in the world. For more than 45 years, from 1945 when he first made his mark on the jazz scene until his death in 1991, Miles Davis has been in the front rank of American music. His music has defined jazz for three different generations of listeners. John Coltrane was a key figure in jazz history, a pioneer in world music, and an intensely emotional force. The immense force of Coltrane's music has inspired poetry, sculpture and modern dance. <i>This course is appropriate for liberal arts students.</i>		

MUS 236. Survey of Wind Literature	Group 3	1/2 course
An introduction to the vast array of literature available to the band and wind ensemble from a historical perspective. Students develop both aural and score knowledge of the variety of styles of wind music (from the Middle Ages through the 20th century) and an understanding of the development of wind composition.		
MUS 290. Topics		1/2-1 course
Investigation of special topics in music theory, history and literature. Recent offerings have included World Music, Music of the Southwest and Music of Africa.		
MUS 324. History of Orchestration	Group 3	1/2 course
A historical survey (including musical examples and readings) about pre-17th century orchestral instruments, the instruments that were included in the orchestra of the 18th century and their patterns of usage, idiomatic writing and mechanical improvements. <i>Prerequisite: MUS 214 & 224 or MUS 384 & 386.</i>		
MUS 333. Opera Literature	Group 3	1/2 course
Opera literature provides a thorough survey of the history of opera from its origins in the early Baroque to the present. Topics include the development of important genres and musical styles, connections between music and society, and relevant performance practices. Representative works in various styles and genres are examined in some depth. <i>Prerequisite: MUS 230 or consent of instructor.</i>		
MUS 334. 20th-Century Musical Literature	Group 3	1/2 course
Styles and techniques in 20th-century music literature and works of significant composers. <i>Prerequisite: MUS 230 or consent of instructor.</i>		
MUS 336. Solo Vocal Literature I	Group 3	1/2 course
A consideration of the solo vocal literature of the Italian Baroque, the German Lied and American Art Song from 1600 to the 21st century. <i>Prerequisite: MUS 230 or consent of instructor.</i>		
MUS 337. Solo Vocal Literature II	Group 3	1/2 course
A consideration of the solo vocal literature of the German Baroque, the French Melodie and English Art Song. <i>Prerequisite: MUS 230 or consent of instructor.</i>		
MUS 341. Wagner and the Ring Cycle	Group 3	1 course
In depth study of Richard Wagner's four-part opera, <i>Ring of the Nibelung</i> . Through multimedia presentations, students will explore the life of Wagner, the historical controversy surrounding the opera, Wagner's revolutionary musical language, and the mythological basis of the story. Through written resources, multiple video interpretations, and score-study, students will develop their reading and analytical skills while discovering the beauty of this fascinating and timeless work. <i>Prerequisite: MUS 230 or consent of instructor.</i>		
MUS 343. Symphonic Literature	Group 3	1/2 course
An investigation of the significant symphonic literature of the 17th, 18th, 19th, 20th and 21st centuries. <i>Prerequisite: MUS 230 or consent of instructor.</i>		
MUS 347-348. Keyboard Literature I, II	Group 3	1/2 course each semester
A consideration of keyboard literature from its origins to the present. <i>Prerequisite: MUS 230 or consent of the instructor.</i>		
MUS 390. Music History Topics		1/2-1 course
Investigation of specialized topics in music history with a consideration of musicological methodology. These courses expand upon the historical issues discussed in MUS 230 and MUS 334. Recent offers have included Beethoven, Mozart, Representations of Gender and Sexuality in Opera, Mahler and His Time, Das Lied, Music for the Mass, Improvisation in Western Art Music, and Chamber Music of the 17th, 18th, and 19th Centuries. <i>Prerequisite: Mus 230 and MUS 334 or consent of instructor.</i>		
MUS 461. Choral Literature for Music Education Students		1/2 course
A survey of choral literature from Gregorian Chant to the present, incorporating music suitable for a variety of choral bodies, including high school, collegiate and professional ensembles. <i>Prerequisite: MUS 230 or consent of instructor. Applicable only to degrees in the School of Music.</i>		

Music Education & Diction Courses

MUS 115. Technology in Music Education	1/2 course
The goal of this course is to provide music education students with a solid practical knowledge of the pedagogical applications of technology to music instruction. Through lecture and hands-on experience, students will explore learning theories as they apply to music instruction and how to use them to develop technology-based lesson plans. Students will develop basic proficiency in the use of software and hardware based music technologies. Additional assignments and projects reinforce the central course concepts.	
MUS 150. Introduction to Music Education	1/4 course
Introduces the student to the music teaching profession. Emphasis is placed upon teacher-student relationships, role of the music teacher in schools and the individual examination and refinement of personal attitudes and skills needed to become an effective music teacher. Field experiences are required for all students.	
MUS 170. Foundations of Music Education	1/2 course
A study of major points of view in contemporary American education and those knowledge bases that influence educational decisions. Survey of the historical, sociological, philosophical and psychological factors and functions of music in general education as they relate to principles and practices in education today.	
MUS 191. Italian Diction for Singers	1/2 course
A theoretical and practical consideration of pronunciation principles for singers of the Italian repertoire. <i>Applicable to voice majors and their degrees in the School of Music.</i>	
MUS 192. German Diction for Singers	1/2 course
A theoretical and practical consideration of pronunciation principles for singers of the German repertoire. <i>Applicable to voice majors and their degrees in the School of Music.</i>	
MUS 193. French Diction for Singers	1/2 course
A theoretical and practical consideration of pronunciation principles for singers of the French repertoire. <i>Applicable to voice majors and their degrees in the School of Music.</i>	
MUS 194. English Diction for Singers	1/2 course
A theoretical and practical consideration of pronunciation principles for singers of the English repertoire. <i>Applicable to voice majors and their degrees in the School of Music.</i>	
MUS 251. Percussion Techniques	1/2 course
Study and practice of the standard range of percussion instruments. Students are taught using method books designed for elementary, middle and secondary schools, and they are introduced to appropriate pedagogical techniques. <i>Applicable only to degrees in the School of Music.</i>	
MUS 252. String Techniques	1/2 course
Study and practice of each of the following string instruments: violin, viola, cello and bass. Students are taught using method books designed for elementary, middle and secondary schools, and they are introduced to appropriate pedagogical techniques. <i>Applicable only to degrees in the School of Music.</i>	
MUS 253. Brass Techniques	1/2 course
Study and practice of each of the following brass instruments: trumpet, horn, trombone and tuba. Students are taught using method books designed for elementary, middle and secondary schools, and they are introduced to appropriate pedagogical techniques. <i>Applicable only to degrees in the School of Music.</i>	
MUS 254. Woodwind Techniques	1/2 course
Study and practice of each of the following woodwind instruments: flute, clarinet and saxophone. Students are taught using method books designed for elementary, middle and secondary schools, and they are introduced to appropriate pedagogical techniques. <i>Applicable only to degrees in the School of Music.</i>	

MUS 255. Instrumental/Choral Music Education Lab	1/4 course (first- and second-year students); 1/2 course (third-year students)
This course provides an environment in which future ensemble directors learn to rehearse and arrange for middle school and high school instrumental and choral ensembles. Juniors apply their pedagogical knowledge of the sequencing of lesson materials, select appropriate methods and literature for school ensembles, prescribe rehearsal techniques and refine their personal communicative teaching skills. First and second year-students examine a variety of curricular issues, including the development of an effective teaching style and the integration of the National Standards for Arts Education into their ensemble teaching and assessment.	
MUS 261. Music in the Elementary Classroom	1 course
The fundamentals of music and methods of teaching general music to children in grades kindergarten through six. Includes a survey of materials and observations in the local public schools. <i>This course is open only to liberal arts students preparing to teach in the elementary grades.</i>	
MUS 262. Music in Early Childhood	1/2 course
Detailed consideration of the music program in nursery schools and kindergarten; topics include the nature of early musical responses, objectives, experience levels of the program, methods of teaching and materials. Observation of music teaching and participation in music teaching are included in the coursework. <i>Prerequisites: MUS 150 & 170, EDUC 170, or consent of instructor.</i>	
MUS 263. Music for Students with Diverse Needs	1/2 course
Introduction to the role of music in the education of students with diverse needs (students with disabilities, economically disadvantaged students, gifted students, etc.). Includes the history and major issues of special education, considers characteristics of students with diverse needs and the development/adaptation of curricular and instructional approaches designed to guide the musical development of these students. <i>Prerequisites: MUS 150 & 170, EDUC 170, or consent of instructor.</i>	
MUS 351. Elementary General Music: Methods, Materials and Curricula	1 course
Methods and materials suitable for teaching vocal music in the elementary school. General survey of elementary music curricula. Includes analysis of texts and literature relevant to the elementary music program. Incorporates theories of learning, curriculum development, organization and evaluation and teaching strategies and techniques. Observation of music teaching and participation in music teaching are included in the coursework.	
MUS 352. Secondary Vocal Music: Methods, Materials and Curricula	1 course
Methods and materials appropriate for teaching vocal music at the middle and high school levels. General survey of middle and high school curricula and study of philosophical bases of curriculum design. Includes an analysis of texts, literature and representative materials outlining related responsibilities of the vocal music teacher. Provides detailed consideration of organization, development, maintenance and evaluation of comprehensive choral programs in secondary schools. Observation of music teaching and participation in music teaching are included in the coursework.	
MUS 354. Elementary and Secondary Instrumental Materials	1 course
Methods of teaching instrumental music in the elementary and secondary schools, including an analysis of texts and literature for the concert band, jazz band, orchestra and small ensembles and representative material outlining related responsibilities of the instrumental music teacher. <i>Prerequisite: MUS 213 & 223. Applicable only to degrees in the School of Music.</i>	
MUS 355. Secondary General Music: Methods, Materials and Curricula	1/2 course
Introduction to teaching general music in the secondary schools. Examination of the objectives, organization and operation of a secondary general music program. Study of teaching materials, curriculum, instructional methods and assessment practices appropriate for adolescent learners. Observation of and participation in music teaching are included in the coursework.	
MUS 375. Field Experience	1/2 course
Designed to provide music education majors with practical experience in working with public school music students in elementary general, instrumental or choral music classrooms. During these experiences, pre-service teachers will work in cooperation with public school personnel. This course must be taken in conjunction with one of the following three methods classes for which students must also register: MUS 375A (Choral): taken in conjunction with MUS 352; MUS 375B (General): taken in conjunction with MUS 351; MUS 375C (Instrumental): taken in conjunction with MUS 354.	

MUS 397-398. Piano Teaching Methods and Materials	1/2 course each semester
A study of elementary and advanced piano playing procedures, including technique, interpretation and methods for both class and individual instruction. <i>Prerequisite: MUS 213 & 223.</i>	
MUS 399. Pedagogy	1/2 course
Brass, harp, organ, percussion, string, vocal and woodwind. A study of the methods, materials and techniques relevant to the teaching of beginning, intermediate and advanced students in individual lessons and class contexts. <i>Prerequisite: MUS 213 & 223.</i>	

Other Courses

MUS 001. Recital Attendance	0 credit
Music majors are required to attend recitals and concerts programmed by the School of Music every semester in residence.	
MUS 110. Introduction to Music Technology	1/2 course
The goal of this course is to provide students with a solid practical knowledge of music technology and its applications to music performance and pedagogy. Through lecture and hands-on experience, students develop basic proficiency in network and communications, music notation software, computer-assisted instruction, including CD-ROM based applications, intelligent accompaniment and improvisation software, digital audio and basic sequencing skills. Additional assignments and projects reinforce the central course concepts. <i>Liberal Arts students may register with the consent of instructor.</i>	
MUS 197. First-Year Seminar	1 course
A seminar focused on a theme in the study of music. <i>Open only to first-year students.</i>	
MUS 299. Internship in Music Business	1/2-1 course
An experiential course for those students who are completing an internship with an agency or organization not usually included in University programs. A detailed written project proposal must be approved by the supervising faculty member and the Dean of the School of Music. <i>Prerequisite: consent of the Dean of the School of Music.</i>	
MUS 432. Independent Study Projects	1/4-1/2-1 course
Independent investigations under the direction of a music faculty member. A research paper or performance subject to review by three members of the music faculty is required. A detailed written project proposal must be approved by the supervising faculty member and the Dean of the School of Music. <i>The course may be repeated for credit with different topics.</i>	
MUS 450. Senior Seminar	1/2 course
Basic principles of research in music are emphasized in this course. Each student is required to complete a major research paper and an oral presentation.	
MUS EXPa. Explorations in Jazz Composition	1/2 course
The goal of this course is to examine the basic notational and theoretical principles of jazz composition, while giving students a chance to develop their own compositional voice. Assignments and compositional projects will lead to a recorded concert featuring the class's work.	
MUS EXPb. Beginning Tap	1/2 course
The study of tap dance technique from the basic rhythms and time steps to creating and performing tap routines. Emphasis on individual and group performances.	

Section IV: Academic Policies

DePauw University's academic calendar consists of a fall semester, a Winter Term during the month of January and a spring semester. Degrees are awarded in May and December.

Credit. The unit of credit for standard semester-long classes is a course; one course is equivalent to four semester hour credits. Some classes carry one-half or one-quarter credit. Students generally enroll in four courses, although they may take from three to 4.5 courses in a semester.

Classification of Students

Students are classified under one of three groups: undergraduate, special or auditor.

Undergraduate students are candidates for degrees. The classification of students is determined by the amount of academic credit earned.

First-year:	fewer than seven course credits
Sophomore:	seven to 14.75 course credits
Junior:	15 to 22.75 course credits
Senior:	23 or more course credits

Special students are those not pursuing degree programs. Special students may take any subject for which they are eligible without regard to requirements for a degree. The **Alpha Program** enables selected students from Putnam County high schools to take courses for credit at a special fee of \$185 per course.

Auditors are registrants who attend classes as listeners and do not receive credit or grades for their work. In order to audit a course, the student must first obtain the instructor's permission to register for the course as an auditor. At that time, the instructor and student are to agree on the amount of participation required in order for the student to have the audit appear on the transcript. If the class is not completed to the instructor's satisfaction, the class will not be recorded for degree students. Special and audit students who do not complete the class will receive a W (withdraw) grade. There is no refund for withdrawal from an audit class after the adjustment period. Students may only register for audit courses during the open registration period and must use a special permission access code (SPAC) that they have obtained from the instructor. Certain classes are not open to audit, such as music ensembles and applied music.

Course Numbering System

001-099	Non-credit courses and physical education activity classes--open to all students
100-199	Introductory courses at the first-year level
200-299	Courses at the sophomore level
300-399	Courses at the junior level
400	Teaching methods courses at the senior level (open to juniors by permission)
401-499	Courses at the senior level
500-599	Courses at the graduate level - not a part of the regular undergraduate curriculum
900-949	Group music lessons in the School of Music

Generally, odd numbers (101, 203, etc.) designate courses offered the first semester, and even numbers (104, 306, etc.) are second semester courses.

Grades

A, A-	Achievement of exceptionally high merit
B+, B, B-	Achievement at a level superior to the basic level
C+, C, C-	Basic achievement
D+, D, D-	Minimum achievement that warrants credit
F	Failure: the achievement fails to meet course requirements. The student receives no credit.
I	<p>An incomplete grade (I) is to be used only when a student has not completed the requirements of the course for reasons beyond the student's control, such as illness or equipment failure in the case of laboratory classes. In addition, the class must have been essentially completed so that only an examination remains or a paper or project already well underway needs to be completed. An I may not be given for failure to submit work on time because of inadequate planning or to extend time to improve a grade.</p> <p>The student must complete the work within the first two weeks (ten class days) of the following semester in which the student is enrolled at DePauw. Exceptions to the two week deadline may be granted by the Petitions Committee. When the student completes the work, a letter grade is recorded. However, the I grade remains on the transcript. If the I is not completed within the time limit and the student has not been approved for an extension, the grade becomes an F.</p> <p>Students who withdraw and return to campus more than a year (two semesters) following the incomplete may not complete the course. The grade will be converted to a W provided the student demonstrates that the original I grade was for appropriate reasons.</p> <p>Students may not graduate with an incomplete grade on their record.</p>
W	<p>Withdrawal (W) indicates that the student withdrew from a course before the end of the semester; no credit is given. A student may withdraw with a grade of W through the Friday following the deadline to submit progress reports (approximately the end of seven weeks). The Petitions Committee will approve withdrawals after the seventh week of classes only under extraordinary circumstances. A student must also have permission of the Petitions Committee to withdraw when doing so means changing to a part-time status or not completing a first-year seminar or competence course within the required time period.</p> <p>In a case involving an allegation of academic dishonesty, the student in question may not withdraw. If, however, the case is resolved in the student's favor, the student may petition to withdraw from the course even after the close of the semester in which the course was taken.</p>
L	<p>Deferred (L) indicates that the final grade is deferred because evaluation is dependent upon work being done the succeeding semester. Permission to give an L in a course must be secured in advance from the Office of the Registrar. The L should be changed to a final grade as soon as the subsequent coursework makes it possible to determine the grade. It may be changed to any grade from A to F.</p>
P-D-F	A Pass (P) grade indicates that the student has done C- work or better in accordance with grade standards of

the class. Pass/Fail courses are not counted in computing the student's scholastic average. A grade of **D** indicates work is of below average quality, but credit is granted for the class. A Fail (**F**) grade indicates that the student has not successfully completed the work in the class. The student receives no credit for an **F**, but it does not enter into computing the cumulative grade point average. *See Pass/Fail* later in this section for additional policies regarding **P-D-F**.

S-D-U Satisfactory (**S**), **D** or unsatisfactory (**U**) grades are reported for on-campus Winter Term projects. **S-U** grades are also used for other Winter Term projects, internships and non-credit courses.

A **#** is recorded when no grade has been reported.

X An **X** indicates that a course has been taken for audit. There is no credit or other grade designation for a class taken as an audit.

A student's cumulative GPA includes all grades recorded on the transcript, except for grades in courses:

- taken Pass/Fail;
- not applicable toward the degree; and
- taken while studying on approved off-campus programs (except the DePauw program in Vienna) or music ensembles. These off-campus grades and music ensembles are recorded on the transcript but not calculated into the DePauw GPA.

Change of Grades. Grades reported to the Office of the Registrar may be changed by one of two procedures.

1. A grade of I, L or W may be changed as set forth in the preceding paragraphs.
2. A grade of A, B, C, D or F may be changed only upon the instructor's request and with the approval of the registrar. Approval to change a grade will be made for such reasons as: calculation error or material that was turned in on time but was not considered. Students are not to be given additional time to complete or re-do work after the semester has ended to improve their grade.

Competence Certification

DePauw students learn and demonstrate writing (**W**), quantitative reasoning (**Q**) and oral competence (**S**) by successfully completing designated upper-level courses across the curriculum. Certification in each of the competence areas will be recorded upon completion of the designated courses. The following designations will show on the student's record after the course credit:

W Writing Competence

Q Quantitative Reasoning Competence

S Oral Communication Competence

Grade Reports

Students may access their midterm progress reports, final semester and Winter Term grades through e-services. Students are encouraged to share their grades with their families. Staff in academic affairs and the office of the registrar, dean of students, and dean of student academic support services may discuss academic progress with parents or guardians of dependent students.

Progress Reports. Instructors submit progress reports the Monday of the seventh week of the semester for all first-year students, students on academic probation, and upper class students who are making grades of **C-** or lower.

Mid-semester progress reports are not permanent or final but serve as a basis for advising students of their progress. Students (and their academic advisors) with midterm grades receive an e-mail to check their e-Services. Students having a GPA of less than a 1.3 at mid-semester may be advised to withdraw from the University. Parents of first-year students and students on academic probation with low midterm grades may be notified that the University is concerned about their student's progress.

Final Grade Reports. Students may access their final semester and Winter Term grades through e-services as soon as grade reports are processed, generally after 4:00 pm the day grades are due.

Letter grades translate into grade points for each class. The cumulative grade point average determines the scholastic standing of all students.

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00
I	0.00
W	0.00
L	0.00
P-D-F	0.00
S-D-U	0.00
#	0.00
X	0.00

Absences/Attendance

Regular attendance at classes and laboratories is expected of all students according to guidelines established by individual instructors. There are no "allowed cuts" or "free" absences from class sessions. Students may be dropped from a course if absences are too frequent or if the student's behavior seriously disrupts the learning environment in the classroom.

Students who miss classes for medical, personal or psychological reasons may notify the Student Affairs Office. Student Affairs staff will confirm with faculty that serious illness or an emergency has been reported to them. Students are responsible to contact each faculty member, preferably before missing class, to arrange for making up the work.

Absences for medical reasons: When an absence due to medical reasons will result in a student being unable to fulfill academic responsibilities--for example, papers and examinations--the student should notify the instructor in advance. Each instructor should let the students know how to give this notification. The instructor and student should work out arrangements for possible extension or makeup work. In cases where students are hospitalized, the University physician will, with the student's permission, notify the Student Affairs Office. It is the student's responsibility to contact the faculty; in addition, the faculty will be notified by student affairs personnel.

If a student misses two or more weeks of class for medical or other reasons beyond the student's control, the student's faculty instructors, in consultation with a member of the Academic Affairs staff, will decide whether the student may reasonably make up the missed work. Students who miss two or more weeks of class may no longer be eligible to continue in the class. The final decision about whether a student may continue with a class rests with the faculty instructor.

Absences for personal or psychological reasons: Occasionally student affairs staff will encounter students who must miss class for personal or emotional reasons. These cases include such events as death or illness of a family member or emergency psychological crisis. When possible, student affairs staff will ask the student to notify faculty and indicate that faculty may call student affairs staff for confirmation if such validation is deemed necessary. In some of these cases, the student affairs staff member has no real way to validate the student's statement. Maintaining such information over a period of time, however, could help determine possible patterns of dishonesty for an individual student. In some extreme emergencies, student affairs staff may notify faculty directly.

Early Departure or Late Return from Breaks: Faculty are expected to hold class on the days immediately before and after breaks. Students will not be excused from class attendance or from taking examinations at their announced time to accommodate travel schedules. It is the responsibility of students and their families to make travel arrangements accordingly.

Extracurricular Activities: DePauw University believes that both curricular and extracurricular activities make important contributions to the education of students. The University reminds students, however, that classroom performance takes priority over all extracurricular activities. When conflicts between regularly scheduled classes and academically approved extracurricular activities arise, all parties involved in such conflicts have certain responsibilities toward resolving them. These responsibilities are enumerated in the Student Handbook.

Absences for religious holidays: Students who miss class or other academic responsibilities because they are adherents of a faith tradition that prohibits such activities are expected to notify their instructors of their intent to fulfill the obligations of their faith tradition. Special scheduling or rescheduling arrangements should be made well in advance. A list of the holy days that regularly occur during the academic year that may

affect attendance are listed in the Student Handbook.

Academic Advising

Students have primary responsibility for knowing graduation requirements and planning adequately to meet them. Faculty advisors work closely with students in planning their programs of study.

First-year students are advised by the faculty instructor of their first-year seminar (or by a faculty member closely associated with the seminar). Students normally work with their advisor through the first two years or until they choose a major, but they may change advisors at any time.

Students declare a major and choose a faculty advisor in the appropriate department by the sixth week of the second semester of the sophomore year.

Full-time faculty members are eligible to serve as advisors after they have been associated with the University for one year. Advisors confer with students individually each semester, provide academic advice consistent with the aims and obligations of a liberal arts education and help plan individual programs in keeping with each student's abilities, academic interests and aspirations.

Academic Integrity

A university presupposes a basic integrity in its members as a foundation for the mutual trust necessary to its life as an academic community. For this reason, academic dishonesty in any of its forms is regarded as a serious offense against the University.

Forms of academic dishonesty and procedures for handling violations of academic integrity are set forth in the *Student Handbook*.

Academic Probation and Dismissal

The committee on academic standing reviews records of each student who achieves less than a 2.0 semester and/or cumulative GPA or has less than a 2.0 in the major, and it takes appropriate action. Students are warned that scholastic improvement is necessary and are offered resources to help improve academically. Students who achieve below a 2.0 in two consecutive semesters, receive less than a 1.3 any given semester or do not make satisfactory progress are subject to academic suspension. The *Student Handbook* contains more specific information regarding academic probation and dismissal.

Advanced Placement

First-year students may earn a maximum of eight courses through a combination of the following programs:

1. Advanced Placement Program of the College Entrance Examination Board.

Students who have passed the CEEB Advanced Placement (AP) examination with ratings of 5, 4 and sometimes 3 may enroll for those higher-level courses for which the department concerned determines them to be qualified. Any student who receives a score of 5 or 4 on an examination is granted one course credit toward graduation, except for studio art and economics. Students must take both microeconomics and macroeconomics in order to earn a full course credit in economics. In some cases, an additional course credit may be granted upon recommendation of the department concerned and the approval of the Office of the Registrar. Students with ratings of 3 may receive credit at the discretion of the department concerned. The full AP Policy is available at the Registrar's web site:

<http://www.depauw.edu/admin/registrar>.

2. College-level Courses Taken While a High School Student.

Students who enroll in college-level courses taken in the high school must establish credit by subsequent evaluation at DePauw. See transfer credit in this section for more information. High school students who take college classes taught on a college campus with other college students and earn a grade of C or higher may receive credit. (College credit taken on a college campus is not included in the eight course limit.)

3. Departmental Placement Examinations.

Students may qualify for credit or admission to higher-level courses on the basis of departmental placement examinations given on campus during the orientation period. Departments have established examinations to evaluate the competence and preparation of new students in their respective fields and will assign them to courses on the basis of the examinations.

4. Credit by Examination.

Each student has the right to take a departmental examination in any given subject during the first semester at DePauw. If the results of the examination warrant, the department concerned may grant up to two course credits subject to the maximum number of courses of advanced credit. The department may grant the advanced credit without requiring the student to take additional work in the requirement area.

There is a non-refundable fee for each examination that is constructed, administered and graded by a departmental representative of DePauw University at student request.

5. International Baccalaureate

(IB) credit may be awarded for subjects taken at the higher level upon departmental review and recommendation. A student normally receives at least one course credit for each higher-level examination with a score of 5, 6 or 7, subject to departmental approval. Students

may receive one course credit for higher-level examinations with a score of 4 following further departmental examination. Advanced credit or exemption from requirements is also available through regular University placement and testing.

Assessment

DePauw University is committed to excellence in its academic programs. To assess and improve its academic programs, the University obtains periodic measurements of student perceptions and intellectual growth. Participation in assessment activities is expected of all students. The information obtained through these assessment procedures is used solely to improve the quality of the educational experience at DePauw.

Commencement

The University awards degrees in December and May. Commencement exercises are held only in May, however.

Students who are within two courses and/or a Winter Term of meeting all graduation requirements may participate in commencement exercises. The diploma will be awarded in either December or May following successful completion of the required course work.

Students whose financial obligations are not settled before commencement are ineligible to receive their diplomas. See *Section VII, Student Financial Obligations*.

Dean's List

Eligibility is based on the completion of at least three courses with a 3.5 semester GPA or better with no incomplete or failing grades. Once incomplete grades are completed, eligibility is reevaluated.

Examinations in Courses

Instructors schedule all but the final examination in their courses. No hour examinations may be given the last five class days of the semester except for laboratory portions of final exams. Only assignments that substitute for a final exam should be given a due date during finals week. In addition, assignments for papers and projects due in the last five days of class should be provided well in advance.

Final Examinations

An examination period is provided at the end of each semester for instructors to give such examinations as they deem proper to cover the course work. Normally, a final examination should not exceed three hours. Final examinations are not to be given at any time other than that announced in the official schedule, although the laboratory portion of final examinations in science courses may be given in a regularly scheduled lab period in the last week of classes. The Vice President for Academic Affairs must approve any request to move an exam time for a whole class. Instructors may allow individual students with unusual circumstances (such as a death or serious illness in the family, postseason athletic events, or having three exams in one day) to take an examination at another time. Problems involving transportation, family occasions, and/or jobs, for example, are not sufficient grounds for changing an examination. No student may be excused from taking the final examination in any course in which an examination is a requirement for credit in the course.

Multiple Exams Policy

No student may be required to take more than two in-class final exams on the same day. Any student with three final exams in one day is responsible for trying to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If none of the professors involved voluntarily agrees to give the student his/her exam on another day, the professor whose exam is scheduled second in the day will offer an alternative date for the exam. The student should obtain a multiple exam form from the registrar's office to provide written verification to the professors involved that three final exams are actually scheduled and being given on the same day.

Graduation Honors

Graduating seniors who have excellent academic records at DePauw University may earn the baccalaureate degree with honors, *summa cum laude*, *magna cum laude* and *cum laude*. To be eligible for graduation honors, students must complete at least 15 courses at DePauw University with the required scholastic average for the DePauw work. Approximately 20 percent of graduates in the College of Liberal Arts (CLA) and in the School of Music earn Latin honors. The minimum grade average for the honors for each of the schools follow:

	College of Liberal Arts	School of Music
Summa Cum Laude	3.8	3.9
Magna Cum Laude	3.7	3.8
Cum Laude	3.5	3.7

Pass/Fail

Students who have junior or senior classification may take one class each semester on a Pass/Fail basis up to a maximum of three registrations. In addition, ENG 120 and the activity courses in physical education (PE) may be taken Pass/Fail, regardless of the student's classification.

The credit received applies toward the degree for which the student is working as elective credit only, and, with the exception of PE activity courses, does not fulfill any specific graduation requirement. Grades for a Pass/Fail enrollment are on a P-D-F scale, with P indicating performance at the C- level or above, D passing performance below the C- level, and F failure.

Students indicate the work to be done on a Pass/Fail basis at the time of registration. Courses may be designated as Pass/Fail or changed from Pass/Fail to a grade through the seventh week of classes.

Pass/Fail courses may not be taken in a student's major or minor area, to satisfy distribution requirements or to earn competence certification; nor can students take courses over the required number of elective courses in the major or minor area Pass/Fail. Pass/Fail courses are not counted in computing the student's scholastic average.

Petitions

A student has the right to request approval from the Petitions Committee for any of the following that is not in accord with regular practice:

- to deviate from the normal student course load;
- to carry a normal course load when registering late;
- to make an adjustment in registration after the adjustment deadline;
- to modify graduation requirements;
- to deviate from other academic regulations.

Petition forms are available from the Office of the Registrar or on DePauw's Web site and should be submitted to the registrar's office. The *Student Handbook* has additional information about petitions.

Registration Information

Each semester the Office of the Registrar produces a *Schedule of Classes* on the web that lists registration procedures as well as the courses offered, class meeting times, room assignments, and instructors. The final exam schedule is also available as a part of the Schedule of Classes. See www.depauw.edu/e/reg/soc-view.

Students who do not complete registration by paying tuition and fees by the designated date may forfeit their class enrollment. Students must receive permission from the Petitions Committee to begin classes after the first week of class and may be limited in their course loads. No student may enroll after the second week of classes. The act of registration indicates that the student intends to comply with the University regulations.

The University reserves the right to change a course and cancel any course for which enrollment is fewer than five students or for which satisfactory arrangements cannot be made. Most classes have enrollment limits to facilitate learning.

Adjustments in Registration. Students are responsible for the accuracy of their course registrations. They may check their class schedule at any time on Student e-Services. Students, in consultation with their advisors, make changes to their course schedule within the deadlines specified as follows:

- The add/drop period extends through the first six class days of the semester. During this period, students may add or drop courses.
- Adjustments involving withdrawal from a course after the add/drop period or changes in the grade or credit status (grade to pass/fail, pass/fail to grade, credit to audit) may be made until the end of the seventh week of classes.
- The deadline for adjustments in seven-week courses is the end of the fourth week of classes.

Adjustments after the above deadlines may be made only under extraordinary circumstances with permission of the Petitions Committee and a late adjustment fee may be assessed.

Prerequisites. Prerequisites follow course descriptions and are in italics. A prerequisite defines conditions under which a student may enroll in a course.

Repetition of a Course

Students may repeat one time a course in which the original grade is a D+ or lower provided:

- the advisor and department concerned approve the repeat;
- the repeated course is taken for a grade, if that is the way the original course was taken; and
- the course is repeated at DePauw.

In the case of repeated courses, only the second grade counts toward the cumulative GPA. The original grade and credit remain on the

students' academic record, however. If credit was already earned in the course, no additional credit is given.

With the permission of the Petitions Committee, students may also repeat a grade of C- if it is needed to raise the major GPA to a 2.0. The above policies apply.

Transfer students who are required, on the basis of placement tests or official recommendation, to repeat courses for which they have credit elsewhere receive the credit and grade earned at DePauw. The original credit is rescinded. Courses voluntarily repeated carry the original credit and grade points.

Semester Course Load

The number of courses carried each semester constitutes the student's course load, even if courses do not apply toward a degree or are Pass/Fail. The normal course load is four courses. The course load may vary from three to four and one-half courses.

Normally, first-year students should limit their registration to courses numbered 100-199 unless they have prerequisite preparation for advanced courses. It is not recommended that students in the College of Liberal Arts register for more than two fractional courses in any semester.

Students with a cumulative or immediately preceding semester GPA of at least 3.0 may take up to four and three-quarter courses, and those with a 3.25 GPA or better may take up to five course credits. Students will be charged additional tuition for all courses over the maximum four and one-half, including PE activity courses and dance. An exception is made for music ensembles; a limited number of ensembles may be taken tuition-free each semester.

Degree students must receive permission of the Petitions Committee to take an overload or fewer than three courses or to withdraw from a class that reduces the course load below three courses. Last semester seniors do not need to petition if they need fewer than three courses to graduate.

Transcript of Credits

Upon official request, the Office of the Registrar furnishes a transcript of credits that includes all the information on the student's record: credit, grades, degrees received and dates awarded. Transcripts also include any transferred credits accepted, but not grades.

Normally, transcripts should be sent directly to potential employers and graduate schools upon request of the student. The cost of transcripts may be obtained from the Office of the Registrar.

The University does not release transcripts or official statements of student records until all student accounts are paid.

Transfer Credit

DePauw students who take part of their work at another institution with the intention of transferring the credit to DePauw should obtain advance approval through the Office of the Registrar, from the advisor and the department chairs concerned. Final transfer credit evaluation will be made only after DePauw has received an official transcript of the coursework directly from the issuing school.

DePauw generally accepts course credits earned at accredited institutions as elective credit, if the grades are C or above and the subject and level are appropriate for a DePauw liberal arts degree. However, the University does not accept credit awarded at another institution by national tests or departmental examinations. Other transfer credit policies are:

- Courses are evaluated on the basis of equivalent course offerings at DePauw and, if accepted, may be counted toward meeting graduation distribution requirements. Department chairs determine those courses that meet major requirements.
- DePauw records, without credit, physical education activity courses taken if an institution does not give credit for those courses. However, the classes may count toward the graduation distribution requirement.
- The University may accept courses taken Pass/Fail, if the grade P indicates that the student has done C work or better in accordance with the grade standards of the institution or if the student can prove through the institutional authorities that the course performance was a C grade or above. A grade of P in PE activity courses is accepted up to the equivalent of one course credit.
- Students transferring to DePauw from another school at which January or interim session courses are a part of the regular curriculum that is offered during the academic year may receive credit for the courses. DePauw students wishing to attend another school that gives credit for a January interim session normally receive Winter Term credit only. Exceptions allowing for credit transfer may be arranged through the Office of the Registrar.
- DePauw accepts course credits from junior or community colleges when the quality and extent of the work prove to be the equivalent of DePauw work. Students who have completed the equivalent of four semesters may not transfer credit earned at a community college.
- When credit allowed for work taken at another institution is not justified by the quality of subsequent DePauw work, the credit may be rescinded.

Distance Learning Credit

A maximum of one course credit may be earned through correspondence or open ended distance learning classes. Distance learning courses with a fixed beginning and end date which allow regular interaction with the class members are treated the same as other transferred classes. This credit must be approved by the department into which it transfers. The University does not allow credit in modern languages or laboratory science taken in this way.

Summer School Credit

The University evaluates credit earned in summer schools on the basis of equivalent work at DePauw; however, the credit given by DePauw may not exceed that granted by the original school. No grades below **C** are accepted. Any student who wishes to apply for credit for summer school courses must have the approval of the department concerned.

Policy for Summer Study Abroad

There are additional steps for obtaining approval to earn credit on an international program during the summer. Contact the Registrar's Office.

College Credit for High School Students

Students who earn college credit while attending classes in a high school setting will not receive credit until they are evaluated by the appropriate department or program at DePauw. Generally, students should perform at the **B** level or higher if they expect to earn transfer credit.

If the student is attending classes on a college or university campus with students who have already matriculated and the course is taught by a regular college or university faculty member, DePauw will allow credit if the student receives a grade of **C** or higher and provided that subsequent testing at DePauw, when appropriate, indicates satisfactory learning.

Credit for Training in Armed Forces

In the evaluation of credit for training and educational experiences in the armed services, the University considers the recommendations in the American Council on Education *Guide to the Evaluation of Educational Experiences in the Armed Services* and the appropriateness of the work toward a liberal arts degree.

One course credit may be granted for the completion of a specific military program in the Reserve Officers Candidate Schools. The University does not give credit for such a program in addition to credit for military service and/or ROTC.

Transfer Credit from Other 4-1-4 Schools

Students wishing to take a course at another university for transfer credit during January may do so if:

- the student has completed the First-Year Winter Term requirement successfully;
- credit is authorized by the appropriate department at DePauw and the Office of the Registrar;
- it is not taken concurrently with a DePauw Winter Term; and
- it is not used as one of the three required Winter Terms.

Withdrawal from the University

All students, except graduating seniors, who are leaving the University are requested to notify personnel in the Office of the Registrar or the Student Affairs Office. A leave of absence may be arranged for students planning to return within one or two semesters. Contact the Registrar's Office for additional information.

Any student who has received student loans must have an exit interview with the Student Loan Office prior to withdrawal.

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Section V: The DePauw Experience

At DePauw, students have many opportunities to apply their classroom education in a variety of learning experiences, many of which are outside the University. DePauw's Winter Term, international study, fellows and honors programs, internships and pre-professional preparation in the context of strong liberal arts curriculum lay the groundwork for initial opportunity and the development of fulfilling personal lives and careers.

Winter Term

All DePauw University students complete at least three Winter Term projects before graduation. Winter Term, which takes place each January between fall and spring semesters, is a time of intellectual exploration and enrichment that reflects DePauw's serious commitment to non-traditional, experiential learning.

Four main types of Winter Term projects are possible:

- on-campus courses
- off-campus study and service projects, led by faculty members
- internships
- independent study projects

Winter Term provides the opportunity for a rich variety of experiences. Students may study or work intensively on a specific problem or topic of personal interest and educational merit; explore a new subject; work collaboratively on a project with faculty members or professionals with similar interests; study a problem or topic from a cross-disciplinary perspective; experience a new culture; work and live with others and provide a valuable community service; learn and practice a new skill; participate in a valuable group experience in a work, performance or educational setting; explore a potential career or a field unrelated to career; or learn about oneself in relation to potential academic majors.

On-Campus Courses

The on-campus Winter Term program offers DePauw students a chance to focus on a single topic of interest that is well-suited for an intensive period of study. Typically, Winter Term courses are not part of the regular curriculum and range in style and approach from the academic to the experiential, from the traditional to the innovative. The academic component of the on-campus Winter Term strives to maintain high expectations for engagement, learning and accomplishment, while allowing for exploration of non-traditional areas of study.

Short-Term Off-Campus Study and Service Projects

Winter Term off-campus study and service projects, designed and led by members of the DePauw faculty, offer students the opportunity to expand their awareness of the global community in the context of an integrated and carefully designed learning experience. Students explore and study new cultures, perform valuable community service and develop new skills.

Internships

Internships during Winter Term offer students the chance for an intense, concentrated exploration of personal and career goals in a professional setting. DePauw students develop projects in virtually every professional field, including: business, education, health sciences, law, research, communications, media and the non-profit sector.

Independent Study Projects

Strongly motivated upper-class students are encouraged to set up independent study projects that focus in depth on an area of special interest. Projects range from the traditionally academic to the highly experiential and may be carried out on-campus or off-campus. Students develop their projects in conjunction with a supervising member of the faculty.

Study at Another Institution

Many other institutions and approved organizations also offer courses during the month of January. Upper-class students can therefore take advantage of an even greater number of course offerings by enrolling in a Winter Term program at another 4-1-4 college or participating in a group project sponsored by another organization.

International and Off-Campus Programs During the Semester

One of the major goals of the University is to provide its students with an understanding and appreciation of the many different human cultures. With this in mind, DePauw offers off-campus study opportunities designed to broaden intellectual horizons and to enable the student to achieve a deeper sense of individual identity and cultural awareness.

By its very definition, a liberal arts education should be inseparable from direct contact with many people and diverse cultures. Through participation in an international program or an off-campus program in the United States, the student is able to enhance and strengthen academic goals and personal objectives. Off-campus study stimulates the growth of new thinking. Leaving the shelter of familiar circumstances

encourages greater self-reliance and sophistication in thought and action. With an understanding of other cultures, one becomes dramatically aware of the need to search for solutions to the problems confronting humankind.

Therefore, DePauw has endeavored to integrate off-campus experiences into the academic program students pursue on campus by encouraging them to spend one or two semesters in approved international or stateside off-campus study programs. Students may participate in these programs during the period extending from the second semester of their sophomore year through the first semester of their senior year.

Three features distinguish DePauw's approach to international and off-campus education.

1. A wide range of program options is available to students to meet their diverse academic and cultural interests. Where feasible, the International and Off-Campus Study Center arranges for direct enrollment of DePauw students in foreign universities and educational institutions. In other cases, special programs are designed to achieve cultural immersion or to meet specialized academic needs. Foreign language study and immersion are available at all levels of language proficiency. Some off-campus programs include an internship component, which allows students to obtain practical experience in an area that interests them.
2. There is continual supervision and assessment of program content and organization by the staff of the International and Off-Campus Study Center and the International Education & Off-Campus Study Committee.
3. All students interested in off-campus study are personally interviewed by the staff of the International and Off-Campus Study Center and appropriate faculty members. These interviews are designed to match students' needs to program offerings on a case by-case basis.

International and Off-Campus Study Center

The University maintains this center to administer all aspects of international and off-campus study at DePauw, except those managed separately for Winter Term, departmentally sponsored internships and the internship programs of the Management Fellows, Media Fellows and Science Research Fellows programs. In its library of brochures and catalogs, the center has information about a variety of programs sponsored by DePauw. Information about off-campus study opportunities may be obtained from the International and Off-Campus Study Center, DePauw University, P.O. Box 37, Greencastle, IN 46135-0037; phone (765) 658-4373; or on the Web at <http://www.depauw.edu/univ/international>.

Application Procedures

Selecting and applying for off-campus study is rather like selecting a college in a process of matching students' aptitude and interests with the academic strengths and cultural immersion aspects of a program. Students interested in studying off campus should start the process early and begin by exploring the International and Off-Campus Study Website at www.depauw.edu/univ/international. Students receive assistance from the staff of the International and Off-Campus Study Center, returned off-campus study students and faculty members in their major and minor departments.

The off-campus study application procedure has two steps. Students first apply for approval to study off campus on a particular program from the International and Off-Campus Study Center by the off-campus study deadline, early in the spring semester. Applications are then reviewed by members of the International Center professional staff and the International and Off-Campus Study Education Committee. Once approval is granted, students then apply to the off-campus study program itself by the program's deadline. Nearly all students who are approved by the International and Off-Campus Study Center are also approved by their chosen programs, provided they meet the program's deadlines and prerequisites.

For a detailed description of the off-campus study application and selection process, see <http://www.depauw.edu/univ/international/offcampus/offcampus.asp>.

Requirements — A minimum cumulative GPA of 2.5 in the semester of application is required for participation in an off-campus program. The DePauw Music Program in Vienna requires a GPA of 3.0. Host programs set their own requirements, usually between 2.5 and 3.0. In addition, the student's aptitude for adaptation to a different cultural experience is considered. All students studying in a country where English is not the national language must take the national language or a local one if it is offered by the program. If DePauw teaches the language, the students should take at least one semester of the language immediately before going away. When this is not possible, those students' cases will be dealt with on an individual basis.

Participation in all off-campus programs depends on satisfactory completion of the prior semester's work and completion of DePauw's competence requirement within the mandated time frame. In addition, participants must be in good disciplinary standing. Other eligibility and prerequisite requirements may apply. Applicants are advised to contact the International and Off-Campus Study Center or see the Web page for detailed information on program requirements and participation conditions.

Off-Campus Study Fees — There is a uniform tuition charge, which is the same as on-campus tuition for all DePauw-approved off-campus study opportunities. Students receive financial aid towards meeting this tuition charge according to the normal rules for financial aid at DePauw. International degree-seeking students are normally eligible for financial aid to support only one semester of off-campus study; international degree-seeking students may apply for a special exception to this policy by petition to the IEC. The off-campus programs bill DePauw for tuition and academic fees. Students should continue to use the same method of tuition payment during off-campus study as for other semesters. The off-campus program bills the student directly for all other expenses, which usually include room, board and, in some cases, field trips, books and travel from the US to the program site.

In addition to the uniform tuition charge, all students enrolling in off-campus study will be billed a supplemental off-campus study fee. For 2006-2007, the off-campus study fee is \$2500 for a semester and \$3000 for year-long study at one program or for an approved pair of programs. The fee is packaged for need-based financial aid loans, which are administered by the Financial Aid office. There are some

additional funds available for need-based awards to support the additional costs of off-campus study, including the off-campus study fee and travel costs associated with the program destination. Students approved for off-campus study who are on need-based financial aid are eligible for these supplemental awards. The awards will be administered by the Financial Aid office in consultation with the administrative staff of the International Center.

The student is responsible for any additional expenses not included in the host program bill. Students receiving scholarships should inform themselves about program costs at the International and Off-Campus Study Center and its Web page and then discuss their plans with the Financial Aid Office. Eligibility to receive federal and state grants and loans generally applies to off-campus study.

Course Credit — All coursework taken off-campus for credit must have the approval of the International and Off-Campus Study Center and, whenever possible, be assigned to a DePauw academic department. The amount of credit granted in any one department normally does not exceed two courses per semester. The department shall determine those courses that meet the requirements for its major.

Care should be taken to ensure that students have 19 courses outside their major subject; students in dual-subject departments must have 19 courses outside the major subject and 16 courses outside the department.

A maximum of 10 courses may be earned in off-campus programs with no more than four and one-half courses taken in a semester. Summer school courses taken abroad, which are not part of the regular program, are not included in this limitation.

Final credit evaluation for study off-campus is made by the Office of the Registrar after the student has returned to campus. The recording of credit is based on the official academic transcript available from the off-campus program, the foreign school or the international study program. On all programs other than the DePauw Music Program in Vienna, grades are recorded on the DePauw transcript but not calculated in the GPA.

In those off-campus courses where grades are not available, the courses are recorded on a credit-only basis. In such cases, credit determination is made upon the recommendation of the appropriate academic department and the approval of the Office of the Registrar with no grades reported. Students receive grades of S (Satisfactory) or U (Unsatisfactory) for the internship component of off-campus programs.

Off-Campus Study Programs

DePauw offers a choice among a wide variety of strong academic programs on six continents. Programs are regularly reviewed, and some are added to the roster while others are dropped. Check the Website or contact the International and Off-Campus Study Center for a current and complete list of endorsed programs. A sample is given below of DePauw's consortial and exchange programs.

GLCA-Recognized Programs

Programs recognized by the Great Lakes Colleges Association (GLCA) combine the excitement of off-campus study and the strengths of a liberal arts college. GLCA's member institutions have cooperated in the area of off-campus study since 1962. GLCA-recognized programs get consultation and advice from committees that include faculty and administrators from several member campuses. Programs are regularly evaluated, earning the GLCA label by meeting high academic and administrative standards. Faculty members from GLCA campuses generally serve as on-site academic directors for these programs, giving students daily access to advice and support from a professor who knows the program and the local culture as well as U.S. higher education.

A member institution of GLCA, or an affiliated organization with special strengths in the program area, administers each program. The primary affiliated organizations are the Associate College of the Midwest (ACM) and the Council on International Educational Exchange (CIEE).

GLCA-recognized international programs include:

- The Border Studies Program
Administered by Earlham College
El Paso, Texas and Ciudad Juarez, Mexico
- The Central European Studies Program
Administered by ACM
Palacky University in Olomouc, Czech Republic
- India Studies Program
Administered by ACM
Pune, India
- The Japan Study Program
Administered by Earlham College
Waseda University in Tokyo, Japan
- Studies in Kenya or Senegal
Administered by Kalamazoo College
Nairobi, Kenya or Dakar, Senegal
- The Russian Studies Program
Administered by ACM
Kuban State University in Krasnodar, Russia
- Global Partners Semester in Turkey
Administered by the Global Partners Program (ACM, ACS and GLCA colleges)
Istanbul and Ankara, Turkey

- CIEE China Programs
Administered by Council on International Education Exchange (CIEE)
Beijing, Nanjing or Shanghai, China and Taipei, Taiwan

GLCA-recognized domestic programs include the following internship and research programs:

- The New York Arts Program
Administered by Ohio Wesleyan University
- Newberry Library Program
Administered by ACM
Chicago, IL
- Oak Ridge Science Semester
Administered by Denison University
Oak Ridge National Laboratory
Oak Ridge, TN
- The Philadelphia Center
Administered by Hope College

DePauw University's Vienna Music Program

For over thirty years, DePauw University's Vienna Music program has been providing music students with select music courses, private instrumental or vocal instruction and a rich cultural experience in Vienna, Austria. The Austro-American Institute of Education (AAIE) is the program's home and is located in the heart of Vienna, directly across from the Opera house. The program provides a unique vantage point from which to consider many aspects of European musical evolution: music history, specific composers, private music instruction from Viennese masters, courses in art history and Austrian culture and study trips to sites inside Vienna and throughout central Europe. Students study German language and all other courses are offered in English. Students live with Austrian host families. Fall semester.

DePauw University's Exchange Programs

DePauw has long-standing direct exchange relationships with three universities in Japan: Waseda University in Tokyo (The Japan Study Program), Nanzan University in Nagoya, and Kansai Gaidai University in Osaka. Students live with host families and study Japanese language and Asian Studies topics courses. DePauw also has exchange relationships with the prestigious Institute of Political Science in Paris, France; Nanjing University in Nanjing, China; Tsinghua University in Beijing, China, Aoyama Gakuin University in Tokyo, Japan and Koç University in Istanbul, Turkey.

DePauw Affiliated Programs

Students may also choose to participate in a wide range of programs offered by affiliated organizations and universities. A partial list of these organizations includes: Australearn, Arcadia University, Brethren Colleges Abroad, College Year in Athens, CIEE, Denmark's International Study Program, EPA internship programs, IES, The School for Field Studies, The School for International Training, Sea Education Association (SEA), University College Cork (Ireland), The University of Queensland (Australia) and the University of Westminster (England).

Programs of Distinction

Honor Scholar Program

The DePauw Honor Scholar Program carefully selects a small number of students who not only demonstrate high academic caliber, but also the desire to push themselves intellectually. Being an Honor Scholar implies more than formal academic study; the program also provides students with the opportunity to direct their energy to important and difficult questions and to be part of a group that seeks especially to find its college education an intensive and stimulating interdisciplinary experience.

Honor Scholars enroll in five Honors Seminars during their first three years of college: two as first-year students and three as sophomores and juniors. First-year students take interdisciplinary Honor Scholar Seminars. As sophomores and juniors, students must take one of each of the area seminars; the areas are broadly constructed as the Humanities, the Social Sciences, and the Sciences. Each interdisciplinary course challenges students to read, discuss and write about classic works of enduring significance as well as important recent works under the close guidance of senior professors.

Program seniors crown their Honor Scholar experience with the writing of an Honors thesis, a year long independent study on a topic of their choice, written under the direction of the Honor Scholar Director and their chosen thesis committee. The culmination of the thesis is its defense, attended by the Honor Scholar and his or her committee.

This distinguished program is ideal for students who welcome intense academic stimulation and who believe, with Socrates, that the "unexamined life is not worth living".

For further information, please visit the Program's web site at: <http://www.depauw.edu/honors/scholars>.

Management Fellows Program

The Robert C. McDermond Center for Management & Entrepreneurship was established in 1980 to prepare liberal arts students for leadership roles in private and public sector management and to encourage the spirit of entrepreneurship. The Center houses the **Management Fellows Program**, an honors program for students interested in business, management and entrepreneurship. This four-year learning experience integrates the study of management with the liberal arts. Students complete courses in business ethics, quantitative analysis, economics and accounting. Fellows may major in any of the University's disciplines.

One of the highlights of the Management Fellows Program is the semester-long internship. Students have served internships all over the world in the private, public and not-for-profit sectors. Past internship sites include: Eli Lilly and Company, Indianapolis; Goldman, Sachs and Co., Chicago; Partners in Housing Development Corp., Indianapolis; Activision, Santa Monica, Calif.; Western Petroleum, Minneapolis, Minn.; National Heritage Academies, Grand Rapids, Mich.; Ernst & Young Global, London, England; and KPMG, Woodcliff Lake, NJ. These paid internships are typically completed in the junior year and often include a summer and/or Winter Term.

The Management Center Lecture Series bring the business world to DePauw and relates practice to theory in an integral part of the program. This series features lectures by entrepreneurs, government officials, professors and industry leaders representing various private and public fields and career opportunities. Some past lecturers have been: Ben Cohen and Jerry Greenfield, Founders of Ben & Jerry's Ice Cream; Kim Whittle, Special Agent for the Federal Bureau of Investigation; Candace DeBarger, Vice President Consumer Products for MasterCard; James Stewart, Executive VP and CFO for CIGNA; Jeff Harmening, Director, New Business for General Mills; Timothy Pearson, Vice Chair-Global for KPMG, LLP; Kenneth Stevens, COO for Bath and Body Works; Kathy Vrabeck, President of Activision Publishing; Paul Solman, Business, Economics & Art Correspondent for The NewsHour on Public Television; and Paul Volcker, Former Chairman of the Board of Governors for the Federal Reserve System.

Through the Executive-in-Residence Program and the Management Center Lecture Series, the center brings business leaders to campus for presentations, management training workshops and roundtable discussions. In addition, the center works with other campus groups to organize symposia, such as The Symposium for DePauw Entrepreneurs, Women on Wall Street and Global Career Opportunities.

Course Requirements — All Management Fellows must complete course requirements in the major of their choice and the Management Fellows core curriculum.

Students must take all courses required for the Management Fellows Program on campus for letter grades (not Pass/Fail).

In the internship semester, students take Management Fellows Reading/Business Writings (HONR 310) by correspondence for one course credit while also receiving two course credits for the internship (HONR 320).

To remain a Management Fellow in good standing, a student must meet all requirements listed in the current Management Fellows Handbook.

Only under extraordinary circumstances will courses be approved that are intended to take the place of ECON 100, 220, 280, 294, 295 or 393.

Admission — Admission to the program is highly selective and is based on superior academic ability, a high degree of intellectual curiosity, leadership potential and an interest in a management career. Most students apply to the Management Fellows Program during their high school senior year, although students may be admitted as a lateral entry in their first year at DePauw. A written application and personal interview are required. Satisfactory completion of the program is noted on the student's transcript. For additional information about the Management Fellows Program or on how to apply for the program, contact the director of the Management Fellows Program.

Management Fellows Core Curriculum

GROUP A Seven required course credits

HONR 151	Management Fellows Colloquium
ECON 100	Introduction to Economics
ECON 220 (formerly ECON 150)	Financial Accounting
ECON 350	Quantitative Analysis
PHIL 207	Ethics and Business*
HONR 310	Management Readings/ Business Writing **
HONR 320A	Internship***

GROUP B One of the following:

ECON 294	Intermediate Microeconomics
ECON 295	Intermediate Macroeconomics

GROUP C One of the following:

ECON 280	Managerial Accounting
ECON 393	Managerial Finance

* Acceptable substitute: PHIL 213—Ethical Theory

** Taken by correspondence during the internship semester with a DePauw faculty member.

***Counts as two course credits.

Media Fellows Program

The Media Fellows Program is an honors program designed for the student who either wants to plan a career in media or gain knowledge about how the media works in order to be more effective in his or her chosen field. It was organized in 1992. The home of the Media Fellows Program is the Eugene S. Pulliam Center for Contemporary Media. It is a well-equipped facility dedicated in 1991. It combines under one roof all student media, including complete facilities for television, radio, newspaper, yearbook and literary magazine publication. The facility also boasts a photography studio and darkrooms and the Watson Forum, a 91-seat multi-media classroom/auditorium.

The Media Fellows Curriculum is a concentrated honors study designed to complement a major course of study at DePauw:

1. First year: Media Fellows First-Year Colloquium (HONR 171-172). This is a two- semester colloquium that introduces students to media in their different forms and lays the foundation for further study.
2. Second year: Each semester students attend 4-5 luncheon discussions with upperclassmen and faculty. Topics include internship preparation and experiences and current issues in media.
3. Third year: Semester-long professional internship in a media setting, such as a newspaper, radio or television station, entertainment program or news bureau. This internship carries two credits. In addition, the student takes a readings course designed to continue the analytical study of the media while participating in the practical experience of the internship.
4. Fourth year: Capstone seminar second semester entailing an in-depth project coupled with readings and discussion of important media issues.

Prior to graduation, two courses—one in process and one in analysis of the media—must be taken. Students select the classes based on their interests and pursuits in consultation with the Media Fellows director. Only one of the classes can be in the student's major.

The student is also expected to complete four semesters of work in campus media. It can be done in television, radio, newspaper, literary magazine, yearbook production or other activities that are approved by the director. In addition, the student is expected to attend four special lectures and seminars each semester.

In order to remain a Media Fellow in good standing, the student must achieve a 3.1 cumulative GPA at the end of three semesters and a 3.2 GPA at the time of graduation. In addition, the student must satisfactorily complete all required coursework as detailed above.

Admission — The Media Fellows Program is highly selective. Application to the program is made the senior year of high school and is contingent upon acceptance to the university. The Media Fellows admissions process includes a written essay, an interview with a Media Fellows board member and current student, proven academic ability and desire to learn more about the media. There is also very limited entry to the program for first-year students already enrolled at DePauw.

Contact the director of the Media Fellows Program, Eugene S. Pulliam Center for Contemporary Media, to obtain more information about the Media Fellows Program.

Science Research Fellows

The Science Research Fellows Program is an innovative honors program for outstanding students interested in studying science and gaining significant research experience as an undergraduate. Each year approximately 15-20 students from the entering class are selected. The Science Research Fellows Program, which admitted its first class in 1991, is creatively integrated into DePauw's traditional liberal arts education.

The liberal arts atmosphere at DePauw allows for guidance on a personal basis from senior faculty members. Professors' commitment to the academic careers of students through collaborative undergraduate research projects stimulates and prepares students to seek graduate study and careers in science.

A student in the program may choose a major in any of the science departments (biology, chemistry and biochemistry, computer science, geosciences, mathematics, physics and astronomy, or psychology). During students' first year in the program they participate in two research seminar courses. These courses have an investigative focus and provide exposure to various science disciplines, helping to develop the requisite skills for future research experiences.

Research Internships — Science Research Fellows are supported one summer on campus, usually following their first year at DePauw, working on a collaborative research project with a science faculty member. They also participate in a semester-long research internship in a major scientific laboratory or research site in either the public or private sector during the spring semester of the junior year or fall semester of their senior year. A number of students have completed their internships outside of the United States.

Science Research Fellows close their DePauw careers by taking a senior- level capstone seminar. The class provides the opportunity for students to share their research internship experiences with one another and to read about and discuss scientific issues that are at the forefront of the various science disciplines.

Speakers: The Science Research Fellows Program brings to campus speakers from a variety of scientific settings—academic, industrial and governmental—to provide enlightening views of how science is done and at the same time to raise the general scientific awareness of the DePauw community.

Admission: For admission into the Science Research Fellows Program, students must exhibit high academic promise and have a firm commitment to study and to conduct research in a scientific field. Students must apply to the program separately from applying to DePauw University. The strongest candidates are invited to the campus for interviews with the program director and with members of the Science

Research Fellows Steering Committee before final selections are made.

Information Technology Associates Program

The Information Technology Associates Program (ITAP) offers students the opportunity to be involved in learning, using and creating the latest information technologies during all four of their years at DePauw. The program includes students from a range of majors interested in learning more about contemporary technologies. They bring their unique perspectives to leadership roles, developing a community of learners with keen analytical and communication skills.

First-year ITAP students spend an average of 8 to 10 hours a week experimenting with the latest technological advancements and are paid for their work. ITAP apprentices begin the program with 4 six-week rotations, developing their technical skills under the guidance of DePauw's award-winning faculty and staff.

Sophomores, juniors and seniors participate in on-campus internships working closely with faculty and IT professionals. Students receive training, real-world experience, and close mentoring in areas of their choice.

Internships

DePauw defines itself as a place where the intellect is challenged by experience. DePauw has been nationally recognized among liberal arts colleges for its commitment to internships, as well as for its innovative internship programs. Internships are viewed not simply as a way of gaining experience in "the real world." Rather, for many students they are a way of discovering greater purpose and focus in their classroom studies. Through internships, off-campus study and research projects, DePauw students enrich the classroom with practice and application. Students return from their internships knowing how important it is to become good learners and how abstract discussions of values, aesthetics, ethics and knowledge come to matter outside the classroom.

DePauw students have the opportunity to earn experiential or internship credit by participating in approved off-campus study programs with an internship component. Among these are the Philadelphia Center program and the New York Arts program. There are many other approved off-campus programs, both domestic and international, that offer internship opportunities.

The Fellows Programs at DePauw include an internship opportunity, typically during a student's junior year. The Management Fellows, Media Fellows, and Science Research Fellows internships are set up in conjunction with the Director of the respective program.

Internships are a significant component of DePauw's Winter Term. Following the procedures established by the Winter Term office, around 300 students arrange month-long, full-time internships each year. Typically these projects are unpaid but earn DePauw Winter Term credit.

Students may apply a maximum of three courses of internship credit toward graduation and may have no more than a total of five internship experiences, including Winter Term Internships.

Independently-Designed Internships – Semester Long

DePauw's Independently-Designed Internship is a semester-long internship that provides opportunities for students who desire to have high-quality active learning experiences as part of their formal education but for whom other available options are not appropriate or possible.

This two-credit internship is considered to be essentially a full-time work experience (at least 30 hours per week). Applicants assume most of the responsibility for organizing their internships. They develop a thorough preliminary proposal, which is reviewed by their academic advisor and the Academic Affairs administrator of the program; then, after they receive preliminary approval they find a faculty sponsor willing to supervise the project and an off-campus internship host.

To ensure that students reflect upon and synthesize the work experience, an additional one-credit readings course associated with the internship experience and/or the student's major field of study is required. This course will require an additional 10-12 hours a week of the student's time, and may include web-based interactions with interns at other sites.

This application process begins a year in advance with a preliminary application deadline of February 15 for Fall Semester internships and a preliminary application deadline of April 15 for Spring Semester internships. Students approved for this program will register for UNIV 299 (2 course credits), graded on a S/U basis, and for UNIV 298 (1 course credit). In some cases, students may arrange to have some of the internship or the study course count toward a department major.

Summer

Some departments also sponsor internships during the summer. These are also regular course offerings identified by the course number 299. They must be supervised by a faculty member and must carry at least one-half course academic credit. DePauw tuition is charged by the course credit.

Determination of credit is based on whether the activity augments or extends, in significant theoretical or practical ways, an area of instruction. If academic credit is granted, grading will be either S (Satisfactory) or U (Unsatisfactory) unless otherwise stipulated. Determination of grades is based on whether the follow-up evaluation (e.g. paper, journal, etc.) of the project demonstrates that significant learning took place.

A non-credit summer internship (UNIV 297) is also available for students who wish to do a summer internship under the guidance of a faculty sponsor and have it appear on their transcript. Contact the Winter Term Office, Durham House, at 658-4360 or 658-6004.

Bonner Scholars Program

The Bonner Scholars Program is designed to provide access to education and opportunity to serve. Involved students work and learn in Greencastle and throughout Putnam County. Twenty new students are awarded the Bonner Scholarship each year with approximately 80 Bonner Scholars in the program.

Students selected for the Bonner Scholars Program must demonstrate financial need as well as commitment to service through participation in community service activities or caring for a family member during high school.

Bonner Scholars are expected to maintain a good academic standing at DePauw and participate in educational and enrichment activities planned in conjunction with their direct service. First-year students are also required to take a service-learning seminar during their first semester on campus.

Students are involved in community service for an average of 10 hours per week during the school year. Bonner Scholars choose from a variety of service opportunities in the local community, partnering with schools, hospitals, non-profit and government organizations.

During the summer, Bonner Scholars work for a minimum of seven weeks (280 hours total) at sites selected by each student and approved by the Bonner Scholars Program staff. This opportunity allows students to further explore community issues by working in full-time internships. Students may select sites locally, nationally or internationally.

Bonner Scholars receive book and travel stipends at the start of each semester. Upon graduation, students are eligible for loan remission based on the successful completion of their service. DePauw's Bonner Scholars Program is one of 25 nationally and is endowed by The Corella and Bertram F. Bonner Foundation in Princeton, N.J.

Teacher Education Programs*

Master of Arts in Teaching

By Fall 2008 DePauw will offer an MAT program to prepare students for teaching in both the elementary and secondary schools once they have completed an undergraduate degree. Students who are planning to pursue DePauw's MAT licensure program should meet with the Director of the Teacher Education Program or an Education Studies faculty advisor to discuss their intended field of licensure. Upon satisfactory completion of the field-based MAT program, a criminal history check and receipt of passing scores on the required Pre-Professional Skills Test (PPST) and Praxis II Specialty Area Tests, a student is eligible for licensure.

Licensure requirements vary for each of the 50 states. DePauw's TEP has met standards and been approved by the Indiana Professional Standards Board (IPSB) as well as the National Council for Accreditation for Teacher Education (NCATE). Indiana is also a member of the Interstate Contract Agreement (NASDTEIC), which provides reciprocity in over forty states. Professional and academic requirements for teaching in all states are on file with the Director of Teacher Education. Students desiring licensure in other states should consult with the Director of Teacher Education to discuss how they will meet the requirements of the states concerned.

Admission to the Teacher Education Program (MAT)

Application to the MAT initial licensure program requires a complete application process that is reviewed by the Education Studies Department and the Teacher Education Committee (TEC). Students are notified by the Director of Teacher Education about their admission decision. For specific admissions requirements and the process of admissions, students should contact the Director of Teacher Education.

Teacher Education Program for Students Admitted to the Program Prior to March 2006

Requirements for Elementary Teaching

This program qualifies a student to teach in grades K through 6. Students majoring in elementary education must complete the following requirements to be eligible for recommendation for licensure:

1. Graduation with a Bachelor of Arts degree. See Section II, Graduation Requirements.
2. Completion of 10 courses in professional studies:
 - o EDUC 170
 - o EDUC 180 and EDUC 230 (1/2 credit each)
 - o EDUC 222
 - o EDUC 310 and EDUC 315 (4 courses)—should be taken separately
 - o EDUC 430A and EDUC 450A—student teaching with senior seminar (3 courses)
3. Successfully pass the PPST and Praxis II Specialty Area Test(s). It is recommended that interested students should: a) consult a prospective advisor as soon as possible; b) take the PPST prior to applying to the Teacher Education Program; and c) take Praxis II during the senior year.

Requirements for Secondary Teaching

This program of study qualifies a student to teach a major subject (and minor subjects if elected) in grades 5-12. Secondary teaching areas are: English, foreign language (French, German, Latin or Spanish), mathematics, music (choral, instrumental), physical education, science (biology, chemistry, Earth space science or physics), social studies (anthropology, economics, geography, government, psychology, sociology, or historical perspectives), and visual arts.

Students electing this program of study must complete the following requirements to be eligible for recommendation for licensure:

- Graduation with a Bachelor of Arts degree or Bachelor of Music Education degree. See Section II, Graduation Requirements.
- See an education advisor for information on general education courses needed to meet state standards.
- Courses with field experience that are required for a teaching license at the secondary level include: EDUC 170; EDUC 180 and EDUC 230 (1/2 credit each); EDUC 222; EDUC 351; EDUC 361 and EDUC 363 (2 1/2 courses) in addition to a 1 or 1/2 credit methods course in a subject area other than Education at the 400 level; EDUC 430B and EDUC 450B—student teaching with senior seminar (3 courses)
- Satisfactory performance in field experience assignments
- Students must successfully pass the PPST and Praxis II Specialty Area Test(s). It is required that the PPST be taken prior to admission to the Teacher Education Program and the Praxis II Specialty Area Test(s) be taken during the senior year
- Ten to 13 courses in a single teaching major or teaching area.

For details about specific licensure course requirements, students should check with an Education advisor as early as possible. Students are advised to consult with an education advisor in addition to the advisor from a major/content area and the licensing advisor in the Education Studies Department to monitor their progress in the completion of requirements.

Admission to Teacher Education Program

Application to the Teacher Education Program requires the process outlined below. Students are notified by the Chair of the Department of Education Studies about the admission decision. There are two deadlines for the TEP application: mid-March and mid-October.

Students seeking admission to the TEP are to provide the following materials: (See the Education Studies Handbook and the Education Studies website for more information.)

- a letter which includes a statement of goals, philosophy, and reasons for seeking entry into the program;>
- a completed application form;
- four recommendations: 1)from the student's major advisor, 2)from another faculty member in the major area, 3)two from faculty members in areas not in the student's teaching major; at least one of the four should come from an Education Studies faculty member;
- Education portfolio consisting of a collection of class-directed and self-selected items to be evaluated by the Teacher Education Committee (TEC) and Education Studies faculty or staff. The format and guidelines for portfolio development are available in the Education Studies office. Students should attend the workshops/general meetings held at the beginning of each semester for preparing the portfolio; and
- Passing scores on all three parts of the National Pre-professional Skills Test (PPST) in reading, writing and math. A student will be admitted conditionally if all other criteria are met and the PPST is taken but scores are not yet available. Final admission will be granted upon the receipt of PPST passing scores.

The criteria the Teacher Education Committee (TEC) uses in admitting students to the TEP includes:

- completion of at least one education course
- a 2.5 cumulative GPA is required for admission. Continuation in the Education Program and admission to Student Teaching are contingent upon maintaining a minimum 2.5 GPA
- strong performance in education courses and field experiences
- interpersonal and interactive skills and other dispositions essential for successful classroom teaching
- passing scores to meet the Indiana requirement for the PPST in reading (176), writing (172) and math(175)
- acceptable quality of the portfolio, letter and disposition sheets.

A projected program of study advising record must be on file with the Department of Education Studies. To complete this record, the student needs to confer with an Education Studies advisor in the Department of Education Studies.

Other Pertinent Information

- a Winter Term internship in the public schools is strongly recommended
- students must pass the specialty area test(s) of the Praxis II before being recommended for licensure
- upon application to the Teacher Education Program, secondary education students should contact their major department to verify the timetable for the 400 special methods course offering so that it can be taken prior to student teaching.

Right of Appeal — The University respects the principles of due process. Students may appeal decisions denying them admission to or retention in the TEP and recommendation for licensure. See the Chair of the Department of Education Studies for procedures.

Requirements for Student Teaching — Students must apply to Student Teaching *one year* in advance of the semester in which they wish to student teach. A student must be admitted to the Teacher Education Program in order to student teach. The Student Teaching Application is available in the Education Studies office and on-line. Application for Student Teaching is processed by the Director of Teacher Education. These materials are read by public school supervisors and approval for placement is largely determined by the appropriateness of the application materials. Students must submit their INTASC portfolio and receive a "basic" rating to be eligible to student teach.

Enrollment in student teaching is subject to the approval of the Education Studies Department. No student may enroll in student teaching without a minimum 2.5 cumulative GPA. The student must have received a C average or better in all professional education courses completed. Normal enrollment for student teaching is for three full course credits, two course credits for student teaching experience and one course credit for senior seminar.

Student teaching placements are made in approved schools with qualified supervising teachers having at least five years of teaching experience and/or holding a Master's Degree. The geographical area of placement is determined by subject area taught and individual needs. Student teaching placement must be within a 50 mile radius of the DePauw campus and supervised by a DePauw University Education Studies faculty member. Student teaching outside the Putnam County area requires special permission from the Director of Teacher Education. Such placements are made only to accommodate an appropriate student teaching experience and based upon the availability of adequate supervision.

Student teaching is a full-time commitment and critical to future career development. Students must adhere to the school calendars where they are placed for student teaching and should not take on campus responsibilities that could interfere with their effectiveness. Since student teaching can be done either in the Fall or Spring semester of the senior year, students should choose the best time for this important experience.

Licensing — The criteria for an Indiana Teaching License is:

- complete general education requirements according to state-approved plan
- complete elementary major or secondary minor subject area according to state-approved plan
- have a successful student teaching experience
- take and pass the required Praxis II tests, PPST and Specialty Area tests
- complete Bachelor's Degree
- complete an application for an Indiana Teaching Licensure with the Director of Teacher Education in the Department of Education Studies
- pass a criminal background check as required by the Indiana Professional Standards Board
- successfully pass ("proficient" level) the exit INTASC portfolio.

Application for OUT-OF-STATE License. It is the responsibility of the student to obtain requirements from other states. These should be taken to the Director of Teacher Education in the first year or as soon as possible to ensure that the requirements can be met.

- Obtain license application from state in which licensing is desired (The Department does NOT have these; you must request them.)
- Confer with the Director of Teacher Education in the Department of Education Studies as soon as possible to make sure all Indiana and out-of-state requirements can be met
- Meet the above criteria for Indiana licensure as directed by the Director of Teacher Education.

Placement of Education Graduates — Teacher placement assistance in elementary or secondary schools is provided for all students approved by the Department of Education Studies. Students are encouraged to collect materials throughout their preparation to use in a portfolio for the job search process. Each teacher education student is expected to file information with the Career Services Center during the final year of study. No graduate is recommended for certification for licensure unless all credentials are in order and maintained. All placement records and correspondence are confidential.

The Career Services Center offers advice on the job search, circulates job listings and schedules interviews in addition to maintaining credential files.

Fifth Year Program – Teacher Certification for Holders of Bachelor's Degrees.

Students who have completed the bachelor's degree at DePauw, and who meet the admission requirements to the Teacher Education Program, may take professional education courses at a reduced rate (one-third regular tuition for full-time course loads). Courses taught outside the Department of Education Studies (including the teaching methods course taught in the department of the major) are charged at the regular tuition rate. Interested persons should contact the Director of Teacher Education in the Department of Education Studies.

To be eligible for this program, students must have or do the following:

- have a 2.5 cumulative grade point average
- consult with the Chair of Education Studies for program planning
- seek admission to the Teacher Education Program
- comply with all requirements for the admission to student teaching
- contact the Registrar's Office.

Transition to Teaching

This program is designed for either of the following qualifications: (1) a baccalaureate degree with a grade point average of at least 3.00, both in the major and overall; or (2) a baccalaureate degree with a grade point average of at least 2.50, both in the major and overall and five years of professional experience. Information regarding application, courses and other requirements may be obtained on the Education Studies web page.

Dual Professional Degree Program

- Pre-engineering

DePauw offers a dual degree program in cooperation with other institutions in engineering. Typically, students spend three years at DePauw and then transfer to cooperating colleges and universities. Students receive their Bachelor of Arts degree from DePauw after completing the professional program or after satisfactorily completing the first year of the professional program if that program leads to a graduate degree.

General Requirements for the Dual Professional Degree Program

During the first three years at DePauw, students select pre-professional courses and complete the requirements listed below. Because of the variation in admission requirements among the professional schools, students should study the entrance requirements of the professional school they plan to attend and confer with their faculty advisors before selecting pre-professional courses.

Interested students should apply for these programs as early as possible and no later than the second semester of the sophomore year.

Candidates wishing to receive the Bachelor of Arts degree from DePauw University are expected to continue and complete the professional course of study immediately after leaving DePauw.

To obtain a Bachelor of Arts degree from DePauw University under the pre-professional program, students complete the following:

1. At least 23 courses applicable toward the B.A. degree. A minimum of 15 courses, including six of the last eight courses preceding entrance into the professional school, must be earned in residence at DePauw University. The minimum number of courses must include:
 - a. Major: for interdisciplinary majors (e.g., pre-engineering) 10-12 courses in at least two disciplines with at least four courses in each of two disciplines. For single-subject majors, a minimum of six courses with at least two at the 300-400 level.
 - b. At least 10 courses outside the subjects involved in the major.
 - c. Prescribed courses required by the professional school.
2. These additional graduation requirements must be met prior to leaving DePauw:
 - Cumulative GPA of 2.0
 - GPA in the major of 2.0
 - First-year seminar
 - Distribution requirements fulfilled
 - Two Winter Term projects
 - Successful completion of W course (writing competency)
 - Successful completion of Q course (quantitative competency)
 - Successful completion of S course (speaking competency)

Pre-engineering

DePauw has formal agreements with two engineering schools—Columbia University and Washington University (St. Louis). These agreements enable students to earn both the B.A. from DePauw and the B.S. in engineering after a five-year course of study. Normally, this includes three years at DePauw and two years at the engineering school. However, due to the intensive character of engineering education, some students in some fields may require two and one-half to three years beyond the DePauw phase.

Other options, including the 4-2 program leading to either a bachelor's or a master's degree in engineering, are available. Prospects for transfer to other engineering schools with which DePauw does not have a formal agreement should be discussed with the pre-engineering advisor.

The pre-engineering student should plan four or four and one-half courses each semester, and never less than three and one-half. This course load allows for the fullest benefit of science electives and as insurance against schedule conflicts or need for a course withdrawal.

In addition to DePauw's requirements, students must satisfy the requirements of the chosen engineering school. All students must complete a course in differential equations, one year of physics, one year of chemistry and a two-course concentration outside the sciences and mathematics. Additional science course requirements vary with the chosen engineering field. The standard minimum GPA for transfer to one of the three engineering colleges is 3.0, but variations from 2.5 to 3.5 may occur.

Pre-professional Programs

- Health Professions
- Doctoral Programs
- Physical therapy
- Sports medicine
- Other health related programs
- Ministry
- Law

Generally, DePauw recommends students complete four years at DePauw to gain a background appropriate to undertaking professional study and obtaining admission to nationally recognized graduate universities.

Health Professions

Schools in the various health professions (including medical, dental and veterinary schools) are interested in students who have acquired a broad background in the arts, humanities and social sciences, as well as in the biological and physical sciences. Students may fulfill the prerequisites for most health professions programs while majoring in almost any academic area. Those majoring outside the natural sciences have as good an acceptance rate into programs as those majoring in the sciences. More important than the type of major is how well students do in academic programs they have chosen. Since competition for admission to health professions is keen, students should build an academic program that provides alternatives to the health professions.

Programs differ widely in their expectations of applicants. It is essential that students interested in the health professions plan their course work carefully, with the assistance of faculty and health science advisors, and that they check the specific requirements of the programs and schools in which they are interested. Such information can be obtained from health science advisors, the health sciences Web site (www.depauw.edu/admin/acadaffairs/healthsciences), Career Services and the Web sites of schools and professional organizations.

Besides providing evidence of intellectual ability and academic achievement, students must demonstrate that they have the character, interest and aptitude for a career in a health profession. Graduate programs in the health professions expect that students have some practical experience in the field. This may come from work or volunteer experience, observation of health professionals at work, or internships. Students are strongly urged to take advantage of the Winter Terms and summers, as well as their opportunities to do volunteer service during the academic year, to obtain such experience.

Course Work for Doctoral Health Professions

Allopathic medicine (M.D.), optometry (O.D.), dentistry (D.D.S. or D.M.D), osteo- pathic medicine (D.O.), podiatric (D.P.M.), pharmacy (Pharm.D.) and veterinary medicine (D.V.M.)

Most programs in the doctoral health professions use a qualifying examination for applicants (MCAT, DAT, VMCAT, OAT, GRE, etc.). This examination is often taken during the spring semester of the junior year or in the summer prior to the senior year. By that time, students need to have completed (or be completing) the coursework necessary to prepare for the examination. For the Medical College Admissions Test (MCAT), we recommend the following minimum:

- Two semesters of introductory biology
- One upper-level biology course
- Two semesters of general chemistry
- Two semesters of organic chemistry and/or biochemistry
- One year of physics
- One semester of calculus

Additional coursework in the sciences may be desirable, but is not specifically required for the test. The test includes a verbal reasoning section, so coursework that develops reading and critical thinking ability is strongly advised.

Required coursework for application to programs varies not only by field, but by school. The courses listed above are part of the prerequisites for most doctoral degree programs in the health sciences. Most require that science courses have a lab and be appropriate for the major in that field. Many schools now accept a semester of biochemistry (CHEM 240) in place of second semester organic chemistry. Other courses commonly required or recommended include English and humanities courses, psychology, biochemistry, statistics and foreign language. Students should check the prerequisites for programs they are interested in early and often to make sure they are meeting entrance requirements.

Allied Health Professions

Students who begin their college study with premedical interests often find their talents and interests are better suited for an allied health profession rather than a degree in medicine. There are many possible careers including: physician assistant, medical technician, athletic trainer, nurse practitioner, public health professional, occupational therapist, physical therapist, paramedic, speech-language pathologist, clinical psychologist, health-care administrator, health-care social worker, wellness and fitness educator, and dietician. Most require students to have a four-year degree before matriculating; a few programs are open to students who wish to transfer in after two or three years at a liberal arts institution. Students interested in these fields should consult with a health science advisor and explore information available in the Health Sciences Resource Room located in the Julian Science Center.

Physical Therapy

Physical therapy is a dynamic health-care field with employment opportunities in a variety of settings. The American Physical Therapy Association encourages students pursuing a career in physical therapy to enter the profession with a post-baccalaureate degree. Almost all physical therapy programs are now post-baccalaureate degree programs offering either an entry level master's degree or an entry level doctor of physical therapy degree. It is anticipated that the doctor of physical therapy degree will become the future entry degree for the physical therapy profession. This level of education is the most comprehensive and equips graduates with the highest level of knowledge and skills so that they are better prepared to meet the challenges of an increasingly complex health care environment.

DePauw University recognizes the highly competitive process for admission into professional programs in physical therapy. Students are identified as "Pre-PT" for advising purposes. Pre-physical therapy students can choose a major in any academic department (Biology, Kinesiology and Psychology are common choices) and then take the prerequisite courses that are typical for admission into a physical therapy program. There are minor differences in prerequisites among various physical therapy programs. It is essential to check specific prerequisites of each program in which the student may have interest. In general, programs require two semesters of chemistry with labs, two semesters of physics with labs, human anatomy, human (animal) physiology, one general biology and one to two upper-level biologies, introductory psychology, developmental psychology and/or abnormal psychology, and statistics. One or more of the following courses may also be required by an individual program: sociology, exercise physiology, philosophy, English composition, speech, micro-computer application, anthropology and calculus.

A strong academic record is essential for gaining admittance to a physical therapy program. GPA in the prerequisite coursework, as well as overall GPA, are two of the most heavily weighted admission criteria in the student selection process. Other selection criteria include:

1. Diverse clinical experiences (observing, working, volunteering) to ensure a well developed appreciation of the physical therapy profession. The opportunity to work with physical therapists and other health care professionals is a valuable experience and an important inclusion in the application for physical therapy school. An in-patient experience, an out-patient experience and an experience in a specialized area of physical therapy are recommended. DePauw's Winter Term provides a mechanism for students to complete internships in physical therapy settings. In addition to Winter Term, students can also gain these experiences around their coursework or during the summer.
2. Your score on the Graduate Record Exam (the GRE is required by many schools while a small number of schools require the Miller Analogy Test or other aptitude assessment).
3. Personal qualities, motives and characteristics evident from narrative statements, personal interview and letters of recommendation.

Pre-physical therapy students at DePauw are encouraged to take advantage of information and programs sponsored by the Health Sciences Advising Committee. The Committee disseminates information via meetings, e-mails, career fairs, speakers and the health sciences web page www.depauw.edu/admin/acadaffairs/healthsciences. The web page contains information not only on physical therapy but also on pre-nursing, pre-dental, pre-med, athletic training and sports medicine and pre-physician assistant.

Athletic Training

Students who plan to complete the KINS major with an athletic training emphasis (academic major equivalent) need to explore the DePauw University Athletic Training Education Program (ATEP), which is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). For this program, there is a selective admission process that admits approximately eight students each year. Students apply for ATEP in the fall of their sophomore year. Interested students should contact the program director for the application requirements during their first year at DePauw and for additional information on the program (see Section III, Kinesiology). In addition to completing the KINS core courses and the athletic training education program courses, the program has a five-phase clinical education component. Clinical education is conducted in DePauw's three athletic training room facilities under the supervision and direction of certified athletic trainers. A variety of medical specialists and allied health personnel also contribute to student learning in the program. Following graduation from DePauw, students who have successfully completed the program are eligible to sit for the Board of Certification (BOC) exam. Students in this program are advised to further their education with post-baccalaureate study in athletic training or other allied health areas. Athletic trainer certification with an additional allied health credential gained through post-baccalaureate study increases an individual's employment opportunities and, in some cases, their advancement potential.

Students interested in athletic training should consult with their advisor, a member of the Health Sciences Advising Committee or the director of the Athletic Training Education Program.

A major is offered in kinesiology with emphasis in sports medicine. This major is pursued by students with an interest in the health science fields that relate to sports medicine. Students in the sports medicine emphasis typically continue their education by completing post-baccalaureate programs in areas such as physical therapy, occupational therapy, physician assistant, nursing, wellness, nutrition, athletic training, exercise physiology, health-care administration or medical school. Students should carefully plan (in consultation with their advisor or with a member of the Health Sciences Advising Committee) a course of study at DePauw that will fulfill prerequisites for admission into a post-baccalaureate program in one of the aforementioned areas. Note: Unlike the athletic training emphasis, there are no clinical requirements for this particular emphasis and it does not lead to athletic trainer certification.

Internships with sports medicine professionals can be structured and fulfilled through the DePauw Winter Term. Internships can be completed in hospitals, medical offices, out-patient physical therapy clinics and other settings. Graduate and professional programs expect that program applicants will have developed an understanding and appreciation of the health profession for which they aspire. A Winter Term internship can

be a valuable experience that leads to new insights and broadened perspectives. Observation, volunteer work and summer employment are other ways that a student may gain experiences specific to sports medicine and the health professions.

Students interested in sports medicine should consult with their advisor, a member of the Health Sciences Advising Committee or the director of the Athletic Training Education Program.

Ministry

The bachelor's degree is a requirement for admission to seminaries accredited by the Association of Theological Schools (ATS). The following recommendations are in general agreement with those of the ATS. Pre-seminary students should gain the tools of liberal education:

1. ability to write and speak English effectively;
2. ability to think clearly through coursework with philosophy, the scientific method and literary and historical criticism; and
3. ability to read one or more foreign languages, preferably Classical Greek. Students should be introduced to the basic theological disciplines: biblical studies, theology, history of religions.

In addition, the pre-seminary student benefits from knowledge of philosophy, history and the social and behavioral sciences.

For further information, see the advisor for the pre-ministry program.>

Law

As a prerequisite to admission, most law schools expect a student to have acquired a sound liberal arts education, without regard to any set of prescribed courses or any particular course of study (e.g. majors and minors). The quality of the student's undergraduate preparation, in other words, far outweighs its particular subject matter or choice of major. All law schools do require, however, the completion of the bachelor's degree for admission.

Successful legal study requires well developed speaking, writing and analytical skills. For the pre-law students, DePauw's W, S, and Q competency requirements address these expectations. In addition, such academic skills ought to develop from the student's work in any number of courses and in a wide range of disciplines as an integral part of the liberal arts experience.

Along with the GPA, the Law School Aptitude Test provides the most important statistical data for admissions consideration. The LSAT, taken at the end of the student's junior year or early in his or her senior year, seeks to measure the candidate's verbal abilities and logical and analytical skills. Extracurricular activities, leadership positions, internships of various kinds, summer employment, off-campus experiences and a demonstrated sense of purpose are additional qualities valued by law admissions committees, but they should not be seen as substitutes for a good GPA or LSAT result. Refer to the Law School web site for additional information: www.lsac.org.

At DePauw, students thinking of law school, whatever their undergraduate major, are counseled on an individual basis by their faculty advisor or by the pre-law advisor.

Students are encouraged to research the schools that they are interested in so they are familiar with the specific requirements at the respective schools. This research enables potential candidates to take a more directed approach to the application process, making adjustments to their schedules when necessary.

Special Programs

ROTC PROGRAMS

Aerospace Studies (Air Force ROTC)

DePauw University students interested in being commissioned as Air Force officers upon graduation can enroll in classes offered through the Air Force ROTC department at Indiana University. All courses are offered on the Indiana University campus in Bloomington, IN.

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All students at DePauw University are eligible for the Air Force ROTC classes. A maximum of four course credits in ROTC may be applied toward the minimum number of 31 courses required for graduation. Courses in the Air Force program may not be taken Pass/Fail. Full-time students enrolled in the first-year and sophomore courses do so without paying extra tuition, and textbooks are provided.

Students must go to a field training camp between their sophomore and junior years before they can enter the last two years of the program. Students completing the first two years of classes will go to a four-week camp, and all others will go to a five-week camp.

The commissioning requirements may be met in either a four-year or a two-year accelerated program. Financial assistance is provided during the junior and senior years. Additionally, two-, three- and four-year full and partial tuition scholarships are available through this program. For more information, write to the Professor of Aerospace Studies, 814 E. Third Street, Indiana University, Bloomington, IN 47405 or call (812) 855-4191.

Air Force Reserve Officer Training Courses

AS 101-102. Foundations of the Air Force – 1/2 course each semester

This survey course briefly covers topics relating to the Air Force and defense. It focuses on the structure and missions of Air Force organization, officership and professionalism. It is also a good introduction in to the use of communication skills. *Leadership laboratory activities are included. May not be taken Pass/Fail.*

AS 201-202. The Evolution of Aerospace Studies – 1/2 course each semester

This survey course is concerned with the beginning so manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War and the peaceful employment of U.S. air power in civic actions, scientific missions and support of space exploration. *May not be taken Pass/Fail.*

AS 301-302. Leadership Studies – 3/4 course each semester

This course is a study in the anatomy of leadership, the need for quality and management leadership, the role of discipline in leadership situations and the variable affecting leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory. *May not be taken Pass/Fail. Permission of instructor required for 300- and 400-level courses.*

AS 401-402. National Security Affairs and Preparation for Active Duty – 3/4 course each semester

Learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, you will study topics that will prepare you for your first active duty assignment as an officer in the Air Force. *May not be taken Pass/Fail. Permission of instructor required for 300- and 400-level courses.*

Military Science (U.S. Army ROTC)

ROTC is a college elective open to all full-time DePauw University students through an agreement with the Wabash Battalion at Rose-Hulman Institute of Technology. Upon completion of the course, students earn a commission as an officer in the Regular Army, Army Reserves or Army National Guard.

The ROTC program develops students' leadership abilities, communication skills and self-confidence. The leadership and management skills taught in ROTC are in high demand in the civilian market as well as the military. The program includes a Basic Course for freshmen and sophomores and the advance course for juniors and seniors. There is no military obligation for taking the Basic Course, which examines military history and the principles of effective leadership. The Advanced Course concentrates on tactical operations as well as advanced techniques of management, leadership and command.

Qualified students must satisfy certain administrative requirements for enrollment and retention in the Advanced Course. Highly motivated students have the opportunity to attend the Army Airborne and Air Assault courses and earn the coveted Silver Wings. Other training involves National Advanced Leadership (NALC), which is completed between the junior and senior years. Acceleration of both the Basic and Advanced course is possible. Contact the ROTC office for more information.

Veterans should contact the Registrar's Office concerning possible reimbursement for part or all of the Basic Course. Graduate students and students who expect to complete degree requirements in less than four years should contact the ROTC office.

Credit received as a result of successfully completing military science courses may count toward degree requirements as general "free" electives. Grades received for military science course completion are included in cumulative grade point averages.

Allowances. In general, military science textbooks and uniforms are furnished to all students without charge. Students enrolled in the Advanced Course receive a monthly subsistence allowance during the school year and receive payment for attending the National Advanced Leadership Course.

Scholarships. The Department of the Army annually awards a number of four-, three- and two-year ROTC scholarships to qualified students in a merit-based competition. In general, these scholarships cover the majority of tuition and related fees. There is also an allowance for books and an additional subsistence allowance per month for ten months.

Four-year scholarships are open to high school graduates prior to entering Army ROTC as first-year students. Any students enrolled at DePauw University may apply for a three- or two-year scholarship. For details on the scholarship program and ROTC in general, contact the ROTC department at Rose-Hulman (812) 877-8348 or check the website at www.rhitarmyrotc.com.

United States Army Reserve Officer Training Courses Basic Courses

ARMY 101. Leadership and Personal Development, 1/4 course

This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership,

officership, and the Army profession. Focus is placed on developing basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program.

ARMY 102. Foundations in Leadership, 1/4 course

This course overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises.

ARMY 201. Innovative Tactical Leadership, 1/2 course

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of rank, uniform, customs and courtesies. Leadership case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos.

ARMY 202. Leadership in Changing Environments, 1/2 course

This course examines the challenges of leading in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations. Cadets develop greater self awareness as they practice communication and team building skills. Contemporary Operational Environment case studies give insight into the importance and practice of teamwork and tactics in real world scenarios.

Advanced Course

The U.S. Army ROTC Advanced Course is structured to develop the leadership potential of students choosing to pursue an officer commission. Prerequisites for the Advanced Course may be satisfied in a number of ways; specific questions on individual eligibility should be addressed to the department staff. Students accepted into the Advanced Course agree to complete the curriculum and to accept an Active U.S. Army, U.S. Army Reserve, or U.S. Army National Guard commission, if offered.

ARMY 301. Adaptive Team Leadership, 3/4 course

This course challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Cadets begin to analyze and evaluate their own leadership values, attributes, skills, and actions. Primary attention is given to preparation for LDAC and the development of leadership qualities.

ARMY 302. Leadership Under Fire, 3/4 course

This course uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading, and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development Assessment Course (LDAC). Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operation orders. Cadets are evaluated on what they know and do as leaders

ARMY 401. Developing Adaptive Leaders, 3/4 course

This course develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Cadets are challenged to analyze, evaluate, and instruct younger cadets. Both classroom and battalion leadership experiences are designed to prepare cadets for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

ARMY 402. Leadership in a Complex World, 3/4 course

This course explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Significant emphasis is placed on preparing cadets for their first unit of assignment.

Other Programs

Fifth-Year Intern Program

The Fifth-Year Intern program at DePauw University was instituted in 1989-1990 as a jointly sponsored effort by the Student Congress and the Academic Affairs Office to enrich and extend the DePauw liberal arts experience for a select number of graduating seniors. Fifth-Year Interns

receive a stipend to carry out a detailed individual project intended to benefit the DePauw community in some significant way, and they are permitted to take a limited number of courses tuition-free. The program is open to all graduating seniors who have a cumulative GPA of 3.0 or better.

The project should provide a demonstrable benefit to the DePauw community, defined broadly to include both the academic and non-academic life of the campus. An ideal proposal will offer a tangible benefit to the student as well, providing, for instance, the chance to carry out a long-desired project or to gain valuable experience in an area of interest. The project must be sponsored by a DePauw faculty or staff member with whom the student will work to develop the proposal, including budget where appropriate, and who agrees to provide continuing support and supervision during the project. Fifth-year interns are expected to submit to the faculty/staff sponsor and to the associate dean of academic affairs a detailed report at the end of the fall and spring semesters.

Coursework — An additional goal of the program is to broaden the liberal arts experience by allowing students to continue their DePauw studies tuition-free. Fifth-Year interns, who are expected to be in residence at DePauw during the year, may take up to three courses during the academic year (no more than two in any one semester). Courses may be taken both inside and outside the undergraduate major and may be taken for a grade or on a pass/fail basis.

Fifth-Year interns are enrolled as special status students; for registration purposes, they are given senior priority. Courses taken during the fifth year are listed on the DePauw transcript, but grades are not calculated into the undergraduate GPA.

Finances — Fifth-Year interns receive a stipend from the University as well as tuition remission for courses taken. Room arrangements in University housing are possible on a space-available basis. Students are responsible for all other costs, including other living expenses, medical fees, activity fees, course-related fees and the like. Fifth-Year interns are not eligible for University financial aid, including work study, and since they are not enrolled in a degree program, they may have to begin paying off student loans.

Summer Program - The DePauw Institute

The DePauw Institute is a unique pre-orientation program for selected first-year students. The DePauw Institute immediately precedes Orientation Week in August. It is designed to provide a solid foundation for students to make successful academic and social transitions to college life and DePauw. The program has included class meetings with professors, workshops on necessary academic skills, career exploration, leadership development, introductions to various services on campus, such as Health Services, Counseling Services and Public Safety and social activities. DePauw faculty, staff and student program assistants work closely with participants to help make the transition to college as smooth as possible.

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Section VI: Campus Living

Community Living

A necessary part of any healthy college experience is having an environment that is conducive to learning and living. Because we value our students' rights to have a place to study, sleep, relax and socialize, we work to help students build strong residence communities. Building positive living and learning communities means that we hire and train excellent student leaders to assist students in our halls; maintain clean, safe and secure physical environments; continue to make physical improvements to our residence facilities; provide social activities and shared governance opportunities through the Resident Student Association (RSA) and housing councils; and provide quality services to our residents through direct contact with professional staff members.

Our residential system at DePauw includes residence halls, Rector Village suites, duplexes, University-owned apartments and houses and Greek houses. All first-year students live in the residence halls. Sophomores are eligible to live in the residence halls, Rector Village suites or Greek houses and juniors and seniors are eligible to live in all housing options. The residence halls are divided into the North Quad and the South Quad. The South Quad residence halls include Bishop Roberts, College Street, Hogate, Humbert and Longden Halls. The North Quad residence halls include , Bloomington Street, Lucy Rowland, Mason, Senior Halls and Rector Village. We are proud of all of our residential communities and believe that each offers an excellent environment in which to live, learn and grow.

In our communities, residents have the opportunity to become involved in a variety of activities, including the Resident Student Association (RSA), Housing Councils, intramural athletics and a variety of social and personal development programs that are planned by the Residence Life student staff, RSA and Housing Councils. Resident Assistants are upper-class student leaders who live in the residence halls and are available to assist you and meet your needs. We encourage you to utilize their support and provide them with input on how we can continue to improve our residential communities in order to better meet the needs of our students.

The residential communities at DePauw are intended to be far more than just places to eat and sleep. However, how much you gain from the opportunities available is largely up to you. Your relationships with your community members and activities in the halls can provide you with some of the most significant parts of your collegiate experience.

Fraternities and Sororities

In addition to providing housing for many DePauw students, fraternities and sororities are based upon a foundation that encourages an atmosphere of learning, social responsibility and constructive development for members.

While fraternities and sororities are private, independent units, they are administered by the Office of Greek Affairs; the University's liaison is the associate dean for campus life (Director of Greek Affairs). The Office of Greek Affairs has direct contact with each fraternity and sorority chapter through the undergraduate officers, advisers, house corporations and house directors who encourage high standards of group living and supervise domestic affairs of the chapter houses.

The rush/recruitment process occurs in February, and rules governing such are published each year by the respective governing association--the women's Panhellenic Council and the men's Interfraternity Council.

Three historically African-American sororities and two historically African-American fraternities are currently recognized by the University. They are active members of the Greek community and belong to the National Pan-Hellenic Conference. In addition, one Latina sorority is active on campus. None of these organizations accept first-year students as members, and recruitment is done on an individual chapter basis.

DePauw's sororities include:

- Alpha Chi Omega
- Alpha Kappa Alpha
- Alpha Phi
- Delta Gamma
- Delta Sigma Theta
- Delta Zeta
- Gamma Phi Omega
- Kappa Alpha Theta
- Kappa Kappa Gamma
- Pi Beta Phi
- Zeta Phi Beta

DePauw's fraternities include:

- Alpha Phi Alpha
- Alpha Tau Omega
- Beta Theta Pi
- Delta Chi

- Delta Tau Delta
- Delta Upsilon
- Kappa Alpha Psi
- Phi Delta Theta
- Phi Gamma Delta
- Phi Kappa Psi
- Sigma Alpha Epsilon
- Sigma Chi
- Sigma Nu

DePauw.Year1

The first-year experience program, [depauw.year1](#), provides first-year students a supportive yet challenging environment that inspires self-discovery and an active engagement with the learning and growth opportunities available within the DePauw community.

Upper-class student mentors, working with both faculty and staff, introduce first-year students to what it means to be a member of our campus community and support them in their academic and co-curricular endeavors. Students learn about all aspects of campus life through close interaction with their peers throughout the entire academic year. They will also have the opportunity to explore the meaning of the values espoused in the DePauw Community Covenant – intellectual engagement, unique opportunities, supportive relationships, and community engagement –as they join a tradition of service and leadership at DePauw University and develop a foundation for their own life plan.

Programming

Convocation Programs

The convocation series at DePauw brings to campus nationally and internationally recognized public figures, scholars, government leaders, authors, artists and scientists. In addition to large public lectures, convocation speakers are available to students in question-and-answer sessions and other informal occasions. Major visitors in Fall term 2005 included rapper and social critic Chuck D and former Iraq administrator Dr. Paul Bremer.

The Ubben Lecture Series has brought distinguished individuals to the DePauw University campus since 1986, including former Soviet Union leader Mikhail Gorbachev, 2004 presidential candidate and retired General Wesley Clark, former British Prime Ministers Margaret Thatcher and John Major, the Rev. Jesse Jackson, former Israeli Prime Minister Shimon Peres, Ross Perot, General Colin Powell, Spike Lee, Mike Krzyzewski, Harry Belafonte and ice cream entrepreneurs Ben & Jerry. Made possible by the generosity of Timothy H. and Sharon (Williams '58) Ubben '58, the Series presents between two and five Ubben Lectures each academic year.

The purpose of the convocation program is to introduce students first-hand to a wide range of thought and artistry presented by the world's opinion makers and creative artists.

For additional information, click on "<http://www.depauw.edu/calendar>".

Music on Campus

The influence of DePauw's School of Music spreads far beyond those who major in music performance, composition, education, music-business or musical arts. Professional and student groups present more than 100 performances per year that include symphonies, opera-theatre, musicals, gospel choir, jazz, quartets and quintets.

Musical Groups (These groups are not limited to music majors.)

- Brass, String, Woodwind, Percussion Ensembles and Chamber Music
- Century Singers
- Chamber Orchestra
- Collegians
- Concert Choir
- Festival Chorus
- Jazz Ensemble
- Opera/Musical Theatre
- Tiger Pep Band
- University Band
- University Choir
- University Orchestra

Student Activities

The University, through the Office of Campus Life and other offices, along with many of the student groups listed on the website actively

encourages participation in extracurricular activities that complement the classroom experience. There are plenty of opportunities at DePauw to participate in community service, be involved in the leadership of an organization or just be entertained.

How can students get involved in these activities or organizations? One of the best ways is to attend the Activities Fair, which is usually held at the end of Orientation Week. Although it takes place during Orientation, the Activities Fair is designed to let all DePauw students know about the different clubs and organizations available and how students can get involved.

In addition to the Activities Fair, the best way for students to get information is to ask. Talking to professors who seem to have interests similar to individual students, visiting the Office of Campus Life (first floor of the Memorial Student Union Building), going to the Office of Academic Affairs, Student Affairs Office or any other University office, talking to resident assistants, mentors or other students are all excellent ways to get information about what is going on at DePauw.

Finally, students should read signs and ads posted on bulletin boards; on table tents and in *The DePauw*; and check out the information on DePauw's web site <http://www.depauw.edu>. These places contain a wealth of information on things to do at DePauw.

Clubs, Organizations and Honoraries

DePauw's recognized student organizations are listed at www.depauw.edu/student/orgs/recognized.asp. They are open to all eligible students. The University, through Student Congress, recognizes student organizations. Faculty or staff advisors are required for all student organizations. If students have an interest that doesn't seem to be represented by an established group, they should contact the Office of Campus Life to start a new group.

Athletics

DePauw University Athletic Department Mission Statement

The DePauw University Athletic Department strives to enhance the total educational experience of each student-athlete. The Athletic Department is proud of the academic success of its student-athletes and is committed to providing an environment that fosters this academic success. It is striving to provide the following:

- the opportunity for all student-athletes to reach their maximum potential;
- fair and equitable treatment for all athletes and all teams;
- a safe environment where the primary concern is for the athlete's health and well-being; and
- a variety of opportunities available for student-athletes to participate in a diverse offering of intercollegiate programs.

The DePauw University Athletic Department supports the aims and purposes of the University, the principles of fair play and all NCAA and conference rules and regulations.

DPU Athletic Code of Conduct

As athletes and coaches at DePauw University, we recognize that it is an honor and privilege to represent the entire community. As campus leaders, we acknowledge and accept responsibility for our actions as they may impact the athletic program and the University community. It is expected that all student-athletes and coaches follow the policies set forth by the National Collegiate Athletic Association, the Southern Collegiate Athletic Conference, DePauw University and the athletic department. Failure to do so may result in loss of competition, loss of captaincy or suspension from an athletic team.

DePauw athletes and coaches do not condone the illegal or irresponsible use of alcohol or drugs. It is also expected that all athletes and coaches demonstrate respect through actions and attitudes with regard to academic integrity, the display of good sportsmanship, prevention of hazing and tolerance of others. The athletic department is committed to providing educational opportunities and support to encourage responsible behavior for all members of the DePauw athletic community.

DPU Coaches Statement of Expectation

Unless other acceptable arrangements have been made, a coach is expected to be in attendance at all practices and competitions, accompany the team on all trips and perform all of the other duties as stated in the coach's job description.

DePauw University is committed to providing a wide range of varsity and intramural athletics as part of a well-rounded liberal arts education.

DePauw is a member of the National Collegiate Athletic Association (NCAA) Division III and as such does not offer athletic scholarships. The University does, however, offer fine facilities and dedicated coaches for varsity athletes and very competitive intramurals and club sports.

DePauw's men and women compete in the Southern Collegiate Athletic Conference. Students compete in 21 varsity sports at the University, 10 for men and 11 for women.

More than one out of every five students is a member of an intercollegiate team at DePauw. The University's student-athletes have always distinguished themselves in the classroom as well as in the athletic arena. Twelve DePauw alumni have received the prestigious NCAA Post-Graduate Scholarship, and many have been selected as academic all-Americans.

Eligibility

To participate in intercollegiate athletics, men and women must meet eligibility requirements outlined by the National Collegiate Athletic Association (NCAA). In the interpretations and privileges of association rules, the scholarship interests of the student receive primary consideration.

The eligibility requirements for student activities apply equally to intercollegiate athletics. All students must carry a minimum of three courses. A second semester senior making normal progress toward a degree and not needing the full three courses to graduate is an exception.

The Faculty Athletic Board Committee is the final authority to determine the eligibility of students for athletic teams. Complete eligibility requirements can be found in the *Student Handbook*.

Men's sports include:

- Baseball
- Basketball
- Cross country
- Football
- Golf
- Soccer
- Swimming and Diving
- Tennis
- Track and field (indoor)
- Track and field (outdoor)

Women's sports include:

- Basketball
- Cross country
- Field hockey
- Golf
- Soccer
- Softball
- Swimming and Diving
- Tennis
- Track and field (indoor)
- Track and field (outdoor)
- Volleyball

Spiritual Life

As a United Methodist university, DePauw values religious experience and spiritual development as part of the educational process. Some students will consider themselves to be "spiritual" rather than "religious." DePauw honors the spiritual quest for meaning, values, and a sense of purpose in all of its forms. A multi-faith approach is taken to religious programming in which opportunities are provided for persons to engage their own faith traditions while also interacting with those from different traditions. Thus, the Office of Spiritual Life, led by the University Chaplain and the Associate University Chaplain, sponsors a wide range of religious programs and services for students, faculty and staff in the arenas of worship (and music), dialogue, support and individual pastoral care.

Worship

- Shabbat, Friday evenings, The Sanctuary, Spiritual Life Center
- DePauw Christian Fellowship, First Sunday of every month, UB Ballroom, 12 noon

Dialogue

Each semester the chaplains offer a variety of discussion groups focusing on Bible studies, theology, world religions and social justice issues.

Interest Groups

- DePauw Hillel
- Bismillah (Muslim Student Association)
- Catholic Student Association
- Chaplains' Student Advisory Corps
- DePauw Gospel Choir
- Hindu Student Association
- Buddhist Student Group

- Sojourners (Pre-ministry Student Association)

Volunteer Service Programs

The Grover L. Hartman Center House provides opportunities for personal growth and leadership development through service. Housed in the Hartman House are student meeting and classroom space, administrative resources, and program offices for volunteer initiatives and leadership opportunities. The various programs provide students an opportunity for civic engagement through direct service to DePauw University and the surrounding community. Each year talented students with outstanding records as volunteers are chosen as Civic Interns who serve as program coordinators for the Hartman House. Annually, more than one thousand DePauw students are involved in volunteer service programs which include: DePauw Community Service, Civic Fellows, Indiana Reading Corps, Winter Term in Service, Leadership Academy, Sports Night, Indiana Campus Compact Service Learning, Youth Service Day, Summer Internships, Make a Difference Day, Civic Education Convocations, First-Year Student Leadership Workshops, Accepting the Challenge Conference, Alternative Spring Break and the Bonner Scholars Program. The Russell J. Compton Center for Peace and Justice is also housed in the Hartman House.

The house is named for Grover L. Hartman '35, a Methodist layperson who spent his life as an advocate for a multitude of social, political and economic causes.

Contact: Sarah Ryan, Director, Hartman Center, Extension 4620, sryan@depauw.edu.

Student Academic Support Services

Student Academic Support Services brings together four important service areas that share the goal of helping students achieve academic success: Academic Support Services, Academic Resource Center, First-Year Programs and Career Services.

The Office of Academic Programs monitors the academic progress of students at DePauw. Through an early alert system and midterm grades, it attempts to identify students who might be having academic difficulty and provide or arrange for appropriate, timely academic support. The office also coordinates efforts to help students who have been placed on academic probation. Such assistance may include tutorial services offered by the Academic Resource Center, individually arranged tutorials and learning skills workshops. Also, students on academic probation are assigned a mentor who meets with them throughout the semester to discuss their progress toward improved academic performance.

The dean of Student Academic Support Services serves as the University's coordinator for the Americans with Disabilities Act. Students who have disabilities that may require accommodations meet with the ADA coordinator to review relevant documentation and formulate a program of accommodations and support.

Student Academic Support Services also offers or participates in a number of programs designed to help students adjust to college, including the DePauw Institute, a week-long pre-orientation program for selected students, which exposes them to the academic and social challenges they may face in college and acquaints them with the support services that will help them meet those challenges.

Academic Resource Center

The Academic Resource Center is composed of four support services, three of which are associated with the University's competence program. The Writing, Quantitative Reasoning and Speaking and Listening centers provide assistance to students in courses throughout the DePauw curriculum, not just W, Q and S courses. Trained student consultants staff the centers during afternoon and evening hours. Each center has a faculty director, who offers a training course for consultants and meets with students to develop appropriate assistance strategies.

The Academic Support Office in the ARC offers learning skills workshops, as well as individual consultations, on such topics as reading, listening, note taking, time management, motivation and test taking.

In the ARC, academic support means support on all levels and toward a variety of interests. The Writing Center offers assistance with writing résumés and applications. The Speaking and Listening Center offers opportunities for mock interviews and videotaped presentations.

Office of Multicultural Affairs

Located in Union Building 100A, the Office of Multicultural Affairs (OMA) serves the DePauw campus by providing programs and services on issues of multiculturalism, diversity and social justice and by acting as an advocate for members of diverse communities.

- The Office of Multicultural Affairs provides students with a sense of cultural identity and belonging at DePauw through:
- Programming--guest speakers; "The Hump" programming series; Winter Term co-curriculars; conferences; alumni/ae interactions; and other events that increase cultural awareness and affirm difference. Services--affinity/identity group advising; sensitivity training and workshops; social justice training; and resources to students, faculty and staff on cultural pluralism.
- Campus Education and Advocacy--diversity training and support for students in need; facilitated discussion groups; and educational opportunities that promote academic achievement.

The Office of Multicultural Affairs at DePauw University defines "culture" broadly to include racial and ethnic heritages, religious affiliation,

gender (identity and expression), orientation, economic class, physical ability and first generation experience.

The Office of Multicultural Affairs at DePauw University defines "culture" broadly to include racial and ethnic heritages, religious affiliation, gender (identity and expression), orientation, economic class, physical ability and first generation experience.

The Career Services Center

The Career Services Center, located in Harrison Hall, offers numerous services which include:

Individualized counseling and advising. Appointments may be made with the Director or Assistant Director to discuss various academic and occupational issues. Issues generally include choosing a major, gaining some career direction, finding an internship, deciding on a graduate school program and developing job-search strategies.

Workshops — Topics include choosing a major, summer employment, résumé writing, successful interviewing, orientation sessions for job-hunting seniors, job-search strategies, self-assessment and graduate and professional school planning.

Special Programs — Career Exploration Day is offered every fall so that students may discuss occupations and interests with DePauw alumni representing various occupational fields. In the spring, the Internship and Summer Job Fair is held on campus giving all students the opportunity to talk with employers actively hiring for positions. Career Services also participates in several off-campus job fairs: Indy Connection, WorkChicago, College Talent Recruitment Day and Teacher Candidate Interview Day. The Center also conducts numerous workshops and seminars during January (Winter Term) that are specifically geared toward first-year students. Joint efforts with other campus departments have produced the Health Sciences Career Day and outreach programs to living units and students in various academic majors and clubs.

Employment Recruiting-Posting-Referral — Employers visit campus each fall and spring to interview students for full-time positions and internships, to present information about their organizations through employer presentations and to educate students about the interviewing process through Interview Preparation workshops and mock interviews. In addition, employers submit full-time, summer job and internship postings, which are posted in the Career Library and on Career Services' homepage. The Career Center sends student résumés to prospective employers throughout the year. Résumés of DePauw students are also available on the Web site (www.depauw.edu/admin/career).

Career Library Resources — Resources housed in Career Services include the DePauw Alumni Career Network database, categorized by occupation and employer name. Employer resources include employer files, videotapes, binders and directories. Occupational Information may be gathered through books and periodicals arranged by occupational interest area as well as through on-line assessment instruments. A wealth of career-related information is available on the Career Center's web site. Free handouts cover topics such as résumé writing, researching a company, choosing a major, informational and employment interviewing and writing the graduate school essay. Graduate/professional school resources include the Peterson's Annual Guide to Graduate Studies series, graduate school literature and graduate school testing information bulletins.

Counseling Services

DePauw Counseling Services is available for students, at no charge, to address a wide range of issues and concerns. Counseling can be an important component to academic success for students as they face a variety of stressors, cope with relational and identity concerns, depression and/or stress. Counseling Services provides short-term counseling, crisis intervention and consultation. Consultation is also available to faculty and staff.

Confidentiality is strictly adhered to as indicated by law. Counseling information is maintained in a file separate from the student's educational records. Students must sign a Release of Information form in order for any information to be released. During the initial appointment, students are informed of the specifics of confidentiality.

If a student needs counseling services beyond the scope of DePauw Counseling Services, the counselor will make a referral to mental health professionals in the community. Students are responsible for charges for off-campus services. Counseling Services also provides workshops and outreach programming. Examples of programming include: stress/time management, sexual assault prevention and healthy relationships.

Counseling Services is part of the Wellness Center, located on the first floor of Hogate Hall at 800 S. Locust Street. Students may schedule appointments in person or by calling (765) 658-4268. After hour emergency services are available by calling DePauw's Public Safety switchboard at (765) 658-4261.

Student Health Services

The Student Health Services and the University physician are located in Suite 100 of the Wellness Center, located in Hogate Hall at 800 S. Locust Street. The goal of Student Health Services is to provide DePauw students with timely and cost-effective healthcare so that they are able to focus on their education with minimal interruptions due to illness or injury. Student Health Services provides walk-in, no-appointment, routine health care to students during the following hours:

Monday, Wednesday, Friday	9:00 a.m.--5 p.m. (open during lunch)
Tuesday, Thursday	9:00 a.m.--12 noon, 1:00 p.m.--5 p.m.

Services offered include treatment of illness, **prescribing medicines**, gynecological services, allergy shots and group health education

presentation for students. Pap smears are done by appointment only. Emergency services are available through Putnam County Hospital when Health Services is closed. Students can also reach Student Health Services staff by contacting DePauw's Public Safety switchboard at (765) 658-4261.

DePauw Public Safety

The mission of the DePauw Public Safety Office is to ensure a safe environment in which all members of the campus community can work, learn and live.

While the campus has a relatively low crime rate, DePauw is not immune to many of the same crime problems encountered in today's society. Working in partnership with students, the University community and local law enforcement, Public Safety's primary concern is personal safety and security of personal property. A report of campus crime statistics is sent to current students annually and is available upon request by contacting the Director of Public Safety at 765.658.4261.

The department is professionally staffed with eight sworn police officers and 12 student security assistants. The police officers are empowered with full police authority, authorized to make arrests and charged with enforcing federal and state laws, as well as University rules and regulations. DePauw Public Safety is committed to working pro-actively with all patrol and investigative efforts, as well as providing educational programming in such areas as personal safety, alcohol education, sexual assault awareness and crime prevention.

Public Safety operates 24 hours each day throughout the year. The DePauw Public Safety Office is located in the Memorial Student Union Building, room 200, and may be reached by phone at (765) 658-4261; e-mail police@depauw.edu or the Website <http://www.depauw.edu/student/safety/>.

Campus Life Guidelines

As responsible members of the community, DePauw students are expected to maintain the University's highest ideals of academic and social conduct. Students are responsible for knowing the student life guidelines published in the Student Handbook, which convey a respect for group living and provide for protection of individual rights. All regulations are effective from the time the student is accepted and has paid his/her deposit (including all vacations and Winter Term) until the student leaves the campus following commencement.

Students are free to express dissent and support causes by orderly means that do not disrupt the essential operation of the University or deprive others of the right of free speech.

More complete information about general and academic regulations can be found in the Student Handbook, which is published and distributed to all students annually. An on-line version is also available at the following web-site address: <http://www.depauw.edu/univ/handbooks>.

Dismissal

Right of University to Dismiss — Students may be dismissed from the University because of poor scholastic performance, disregard of established rules and regulations or conduct contrary to the best interest of the University community.

Right of Appeal — Students have the right to appeal dismissal. The procedure to appeal can be found in the *Student Handbook*.

University and Student Life Policies

Affirmative Action, Civil Rights and Equal Employment Opportunity Policies

DePauw University, in affirmation of its commitment to excellence, endeavors to provide equal opportunity for all individuals in its hiring, promotion, compensation and admission procedures. Institutional decisions regarding hiring, promotion, compensation and admission will be based upon a person's qualifications and/or performance without regard to race, color, creed, religion, national origin, sexual orientation, disability, age, gender, gender identity or gender expression, except where religion, gender or national origin is a bona fide occupational qualification.

DePauw University's goals and commitments are best served if the institution reflects the diversity of our society; hence, DePauw seeks diversity in all areas and levels of employment and abides by all local, state and federal regulations concerning equal employment opportunities. The University admits, hires and promotes individuals upon their qualities and merits.

Harassment

The University is committed to a policy of equal opportunity for all members of the University community, including, but not limited to, members of the faculty and staff, students, guests of the University, and applicants for employment and admission. In this regard, the University reaffirms the right of its students to live and learn, and its employees to teach and work, in an environment free from inappropriate and/or offensive comments or conduct.

Motor Vehicles

All students may operate motor vehicles while at DePauw. Students must register their automobiles, pay a registration fee at the DePauw Public Safety Office and give assurance that automobiles will be parked in University-designated parking spaces. DePauw is not responsible for

damage to motor vehicles parked or operated on University property.

Information about parking, a copy of the regulations for motor vehicles and motor vehicle registration materials are available at the DePauw Public Safety Office or online at <http://www.depauw.edu/student/safety/parking/>.

Student Record Policy

DePauw complies fully with the Family Educational Rights and Privacy Act (FERPA). Full information about the policy is published in the *Student Handbook*. Students have the following rights:

1. to inspect and review their educational records;
2. to request the amendment of the student's records that the student believes is inaccurate or misleading
3. to release personal identifiable information (such as transcripts), except to the extent that FERPA authorizes disclosure without consent, including to school officials with legitimate educational interests
4. to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA; and
5. to withhold "directory" information.

Directory information may be disclosed by DePauw for any purpose at its discretion. Enrolled students may withhold disclosure by notifying the Office of the Registrar in writing by August of the year they wish this information withheld.

Because of the nature of the student body, DePauw assumes all unmarried students age 22 and under are dependent. Students who are financially independent and wish to control their parents' or guardian's access to education records should report to the Office of the Registrar.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar or Student Affairs Office.

Directory information includes:

- name
- address (local and home)
- telephone numbers
- e-mail username
- school in which enrolled
- student classification
- dates of enrollment
- date and place of birth
- major field of study
- participation in officially recognized activities and sports
- physical factors (weight and height of athletes)
- photographs for University identification and other publications
- class rosters
- previous educational institutions attended
- degrees conferred and dates, as well as awards received
- eligibility (not grades) for institutionally recognized organizations and honoraries, including sororities and fraternities.

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✉ DEPAUW UNIVERSITY P.O. BOX 37 GREENCASTLE, IN 46135-0037 ☎ (765) 658-4800

Section VII: Admission, Expenses, Financial Aid

Admission

Admission Philosophy

DePauw is selective in admission, meaning that many more students apply than can be accommodated. We seek to determine those applicants who are academically capable of success at the University and select those who demonstrate the motivation to be actively engaged students. DePauw believes that a diverse student body not only enhances the learning environment, but also better prepares students to lead in a diverse workforce and society. Accordingly, DePauw seeks to admit qualified students from many environments, cultures and viewpoints whom we believe will contribute to the learning community.

Detailed information about the required admission credentials which must be submitted and how to obtain them is detailed below. The purpose of this introduction is to help applicants and other interested parties understand the intellectual and personal attributes we seek in our students and how we ascertain those qualities from the application process.

There is no precise set of academic and personal credentials that will guarantee admission to DePauw University. In general, successful candidates demonstrate strong academic achievement, intellectual curiosity, the desire to learn from and with others in a collaborative setting, and a lively interest in taking advantage of the many campus opportunities for personal and social development. The greatest weight in the admission decision is given to evidence of superior academic accomplishment and a passion for learning.

The Admission Committee considers each applicant as an individual, and each is measured against important academic and personal standards in general as well as in relation to other applicants in a particular year. Specifically, the Admission Committee will evaluate each student's academic record as reflected on the high school transcript (and college transcripts if applying for transfer admission) and review his/her scores on the SAT I and/or ACT. The transcript is particularly important because it illustrates the rigor of the academic program as well as the grades earned in each course. It is the Admission Committee's expectation that students will take as rigorous an academic program as they can handle and that it should include honors, AP and/or IB courses if offered. Although the Committee does not expect students to excel in all academic areas, they do expect students to challenge themselves and earn excellent grades while so doing. Successful candidates should take a minimum of five academic solids per semester, in each of their academic terms, and achieve at the A/B level.

SAT I and/or ACT scores are another important component of admission consideration. Because no two high schools are the same, standardized test scores help measure knowledge across the broad educational opportunities students experience in the United States and around the world. Although the single best predictor of academic success at DePauw University is the high school transcript, including both courses taken and grades earned, standardized testing is helpful in substantiating student achievement.

Beyond the applicant's academic record, the Admission Committee (and the DePauw faculty) is very interested in a prospective student's facility with the written word. Applicants have the choice of submitting a photocopy of a recent graded high school paper or a personal essay. These writing samples are reviewed with interest, and the Admission Committee members will evaluate each applicant on his/her ability to communicate their thoughts in writing. Both form and content are important. Students should focus on a subject of particular interest to them and write to the best of their ability, remembering that everyone's work improves with advance preparation and revision.

The Admission Committee is also very interested in school and community involvements, as they demonstrate the level of activity a student is likely to pursue at DePauw. Examples of the kind of involvement we often see include school clubs and activities, athletics, music performance, community service, religious activities and/or part-time employment. There is no preference for one kind of activity over another. Rather, the Admission Committee looks for evidence that an applicant is making a significant contribution in one or more areas. In other words, peripheral involvement in a number of activities is not particularly compelling. We seek students who have substantive roles in a couple of activities that hold meaning for them.

Admission interviews, although not required, are highly recommended for all applicants. It is an important way that students can personalize the admission process and breathe life into the information they provide on an application. Interviews may occur on campus during an admission visit; in the student's home community in conjunction with an admission staff member's visit; or over the telephone. Admission interviews at DePauw are evaluative, meaning the staff member is charged with finding out each applicant's academic and personal goals, and exploring with them how or if those goals are well suited to DePauw University. Students are asked to respond to questions about their academic preparation and record, school and community involvements and goals for the future. Information gained during these interviews becomes part of the applicant's application and will be reviewed by the Admission Committee.

Recommendations from the applicant's counselor and teachers are reviewed carefully as well. Their insights into a student's high school career are very helpful and provide additional context in which to evaluate a candidate.

Applying for Admission

Applicants to DePauw University should demonstrate outstanding academic preparation. A high school diploma is not required for admission consideration but students should offer evidence of commensurate preparation. To ensure adequate academic preparation for success we recommend the following pattern of secondary school coursework:

- four years of English, emphasizing literature and composition
- three to four years of science (two or more laboratory sciences)
- four years of mathematics
- four years of social science
- a minimum of two (preferably four) years of the same foreign language

Application Process

Candidates may complete a fee-waived online application on the University's admission web site <http://www.depauw.edu/admission/applying/index.asp>, or an application form may be downloaded for your convenience. Candidates may also obtain a paper application by calling the admission office 800.447.2495. DePauw is a member of Common Application and the University welcomes its use.

To complete the admission application process, all candidates should submit the following materials to be received in the admission office by the appropriate due date:

- Application for Admission
- Official SAT I and/or ACT scores
- Official high school transcript(s)
- Secondary School Report
- Application fee
- Official college transcript(s), if applicable
- Early Decision Candidate's Agreement, if applicable

School of Music candidates must also submit:

- Supplemental Application for Admission to the School of Music
- Music Teacher Recommendation
- Complete an audition on campus before School of Music faculty. In unusual circumstances, a tape recording may be submitted with the permission of the dean of the School of Music.

Transfer applicants must also submit:

- Official college transcript(s) from each school attended
- Transfer Application Supplement

Application for Admission Due Dates

Early Decision	November 1
Early Notification	December 1
Regular Admission	February 1
Transfers	March 1 or December 1

Financial Aid Application Due Dates

Early Decision	January 5
Early Notification	February 15
Regular Admission	February 15
Transfers	March 1 or December 1

Early Decision

Early Decision is an admission program designed to assist applicants who decide early in their senior year that DePauw is their first-choice college. It is expected that Early Decision candidates, if accepted, will attend DePauw and withdraw all applications pending elsewhere. The

University takes this commitment seriously and expects that Early Decision applicants will do so as well. The non-refundable enrollment deposit that reserves a student's place in the class is due by February 15 for Early Decision applicants. There is no admission advantage to applying Early Decision, and those who are not sure that DePauw is the best choice for them should apply under one of the other admission programs.

Early Notification

Early Notification allows students the opportunity to apply for admission by December 1 and learn the Admission Committee's decision by February 15. However, Early Notification candidates are not bound by a commitment to attend DePauw and have until May 1 to pay their non-refundable enrollment deposit that reserves their place in the class.

Regular Admission

Regular Admission candidates apply for admission by February 1 and, if admitted, have until May 1 to pay the non-refundable enrollment deposit that reserves their place in the class.

Enrollment Deposit

The enrollment deposit is due in the Admission Office no later than the date stipulated in the letter of admission. Enrollment deposits mailed after the due-date will be accepted only if space remains in the class. The enrollment deposit is credited against the first semester charges.

Transfer Students

Transfer students are encouraged to apply to DePauw University if they have achieved B grades or better in their college-level work. All materials noted above should be received in the Admission Office by March 1 for fall semester admission, and December 1 for spring semester admission. The non-refundable enrollment deposit is due on the date stipulated in the letter of admission. *It is important to note that the University will not consider students for transfer admission who are not eligible to return to their previous institution for either academic or social reasons.*

Final transfer credit evaluation will be made after official transcripts and course descriptions, if requested, are received by the Office of the Registrar. Credits are accepted for transfer only if granted by an accredited institution and carrying grades of C or above. For more complete information, see *Section IV, Credit and Transfer Credit under Academic Policies of the University.*

If additional transcripts of college-level work are presented that were not made available to the Admission Committee, the University reserves the right to deny transfer credit or to withdraw the student from the University if pertinent information has been withheld.

Applicants Without High School Diplomas

Early Admission is possible for highly qualified high school juniors who wish to forgo their senior year and enroll at DePauw without earning a high school diploma. A student considering Early Admission must present an excellent high school academic record and have the unqualified support of the secondary school and family. An interview on campus with an admission officer is required to assess the emotional, social and intellectual maturity of the applicant. *Students enrolling without a high school diploma or GED must meet an Ability to Benefit test to qualify for federal and state financial aid funds.*

Non-Degree

Non-degree seeking students (special student status) other than international candidates apply for admission to the University through the Office of the Registrar.

International Students

International students are encouraged to apply for admission to DePauw University. They must demonstrate proficiency in English with a minimum score of 560 on the written Test of English as a Foreign Language (TOEFL) or 220 computer-based. SAT I and/or ACT scores are required in addition to the TOEFL. All international students described below are subject to all University rules and regulations.

DePauw's scholarship funds for international students are limited, so most students should plan to assume full financial responsibility for the costs of their education. These costs include tuition, room and board, fees, books, the required University configured laptop computer, personal expenses and travel between their home and DePauw.

All international students are under the supervision of the director of international education and the international student advisor. DePauw University is authorized by the federal government to issue the I-20 form to international students who are admitted to the University and indicate their plans to attend.

Students who are not U.S. citizens are admitted as:

- regular degree candidates, or
- special students and exchange students or
- international auditors

Regular degree-seeking international students work toward the Bachelor of Arts or Bachelor of Music degrees. Where satisfactory documentary evidence of advanced placement is missing, examinations are given. Fees are the same as for U.S. degree candidates.

Special international students are not candidates for DePauw degrees but may transfer their DePauw credits toward a degree at another institution. Special international students are admitted to study at DePauw on a temporary basis (one or two semesters) and enroll in courses for credit. Such students may elect one course per semester on a Pass/Fail basis. Fees are the same as for U.S. degree candidates. A certificate of attendance at DePauw is provided.

Exchange students are regularly enrolled degree candidates at their home universities who come to DePauw for one year as upper-class special students. They enroll for credit and transfer those credits back to their home schools. The fee arrangements vary with each program, depending upon the exchange agreement. Regular exchange agreements exist with Waseda, Kansai Gaidai and Nanzan universities in Japan. All one-year foreign-exchange students live in residence halls while studying at DePauw. A certificate of attendance at DePauw is provided.

Readmission

Candidates who were previously enrolled at DePauw apply for readmission through the Office of the Registrar. Readmission is evaluated on the basis of previous work done at DePauw, any subsequent course credits earned at another college or university, and other experiences since leaving DePauw. Medical and other information may be requested, and all previous financial obligations to the University must be paid in full before readmission will be considered. Deadline dates for readmission applications and accompanying documents are: July 1, for the fall semester; November 1, for Winter Term; and December 1, for the spring semester. Appropriate housing arrangements are made through the Student Affairs Office. Guidelines and application for readmission are available on the Registrar's Office website: <http://www.depauw.edu/admin/registrar/forms>.

DePauw Four-Year Guarantee

The University guarantees graduation within four years of matriculation at DePauw in standard four-year degree programs. The student has primary responsibility for knowing the graduation requirements and planning adequately to meet them. Should a student follow the course of study agreed upon with his/her academic advisor and not be able to graduate within eight consecutive semesters, tuition will be waived for any subsequent course work necessary for graduation provided the student:

- declares a major by the middle of the sophomore year and persists in that major,
- completes a full-time course load with grades of C or higher for a total of 31 course credits over eight consecutive semesters and
- adheres to the distribution and competence requirements.

With appropriate planning, most students can participate in special honors programs, off-campus study opportunities, prepare for teacher certification, and/or have a minor or even a second major within four years as well. The guarantee applies only to the basic degree requirements for programs that require 31 courses, however. Certain specialized programs in the School of Music and dual degree programs are exempt. Although students planning to major in a biological or physical science do not need to declare their majors immediately, they must begin taking appropriate laboratory science courses upon matriculation.

While teacher certification is not included in the guarantee, DePauw has a special program for students who decide to obtain teacher certification late in their academic programs, and they should consult with the education department or the Office of the Registrar for more information.

Ninth Semester Tuition Policy

DePauw matriculated students are normally eligible for eight semesters of financial aid, offered only in those semesters in which the students carry a full-time load. Under special circumstances students may be awarded a ninth semester of financial aid. Tuition charges will be at the normal rates and financial aid packaging will be done according to the normal principles.

This program is designed for students who demonstrate appropriate academic justifications. For example:

- students in the Music Education program which requires 33 credits plus ensembles;
- students who are advised to take a reduced academic load to enhance the successful completion of their DePauw degree; and
- students who must withdraw during a semester for health reasons and therefore require an additional semester.

Students may apply for a ninth-semester of financial aid after completing their fourth semester of college but before the end of their sixth semester. The successful candidate will demonstrate strong academic potential for completion. In addition, the course of study complete thus far must conform to the academic advice given by both faculty advisors and the Dean of Student Academic Support Services regarding scheduling and the order of classes. If special circumstances arise during the seventh semester, the committee will consider a late application.

Applications for eligibility for a ninth semester of financial aid for academic reasons will be reviewed by the Petitions Committee in consultation with the financial aid office.

Procedures:

- Applications may be obtained from the registrar's office.

- Return application to the registrar's office and request that a transcript be attached.
- Attach letters of support to the application or arrange for them to be sent to the registrar's office. Students should have a letter from their academic advisor confirming that the student followed the advisor's advice and other university personnel who might have advised them about their academic program.
- Applications should be filed by mid-June or mid-January within the semesters indicated.

Scholarship Note:

Merit Awards will not be continued for the ninth semester. Only students with need-based financial aid packages will be considered for aid based upon demonstrated financial need.

2007-2008 Tuition and Fees per Semester

Tuition:

2 1/2 through 4 1/2 courses a semester	\$14,650.00
Fewer than 2 1/2 or more than 4 1/2 courses, per course	\$3,680.00
1/2 course	\$1,840.00
1/4 course	\$920.00

Fees per semester:

Application fee (for Common Apps & DPU paper apps)	\$40.00
Enrollment deposit (one-time, non-refundable)	\$400.00
Health services fee	\$115.00
Student activity fee	\$85.00

Tuition in the School of Music includes private instruction in required applied music, in accordance with specifications listed in *Tuition for Private Instruction*. However, students enrolled in the College of Liberal Arts are charged an extra fee for private instruction as indicated below.

2007-08 fees for private and applied group instruction in one instrument in Applied Music taken by students matriculated in the College of Liberal Arts and by students matriculated in the School of Music who elect to take more than the allotted number of courses in

Applied Music:

One 30-minute lesson per week	\$325.00
One 60-minute lesson per week	\$650.00

Applied music tuition and dance course tuition are refunded, with charges deducted for lessons received, only if the student has canceled the course with the approval of the dean of the School of Music and has adjusted his or her registration within the first six days of the semester. There is no refund after the first six days of the semester. Students in the College of Liberal Arts who have declared a music major are not charged for up to four courses of applied music provided they are applicable toward the Bachelor of Arts degree.

2007-08 tuition for group instruction in piano, voice or guitar taken by students matriculated in the College of Liberal Arts:

Per semester	\$250.00
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2007-08 tuition for group instruction in dance taken by all students:

Per semester \$75.00

2007-08 fees for expenses in connection with supervised student teaching: \$370.00

2007-08 tuition for students enrolled in the Fifth-Year Teacher Education Program:

Courses taken in the Department of Education and teaching methods courses in departments at the 400 level are charged \$1230.00. The per course credit for all other courses is one-half the tuition rate.

2007-08 fees for special departmental examinations:

Per examination \$200.00

There is no refund of the fee for the departmental examination in case of failure to establish credit.

Tuition for students not enrolled during either semester who wish to enroll in Winter Term only or for students enrolled in Winter Term make up projects:

Full session \$340.00

Students not enrolled during the first semester, but who wish to enroll for the second semester, pay full tuition and fees at the time of registration whether or not they participate in Winter Term.

2007-08 fee for auditors.

Full-time students may audit one course each semester without charge. The fee for all others:

Per course \$200.00

International auditors enrolled in the equivalent of 2 1/2 to 4 1/2 courses pay \$2,300 per semester plus fees for applied music and dance.

NOTE:

There is no transcript entry for credit and grades earned for audit classes. Auditors who use University materials or equipment are assessed additional fees to cover the cost.

Payment of tuition covers:

1. Enrollment in any course applicable toward a degree.
2. Enrollment in Winter Term during January.
3. For music majors, enrollment in the amount of private or class instruction required for the individual degree program, the use of practice rooms and necessary equipment. (Students in the BM degree program pay additional fees beyond seven applied music credits; students in the BMA degree program pay additional fees beyond five applied music credits; students in the BME degree program pay additional fees beyond five and 1/4 applied music credits; music majors in the College of Liberal Arts pay additional fees beyond two applied music credits.)
4. Enrollment in Army and Air Force ROTC courses and Music Ensembles for School of Music students only that may exceed a student's maximum semester course load. NOTE: All students must petition the Petitions Committee through the Office of the Registrar if they deviate from the normal semester course load although students in the School of Music may take up to 5.25 credits without a petition as long as ensembles constitute the overload.
5. Facilities provided by the physical education department, including individual locker service and some equipment used in activity classes.
6. Limited counseling services.
7. Use of science, computer and language laboratories; libraries; and Memorial Student Union Building.
8. University chapels, convocations, lectures and music programs.
9. Admission to all varsity athletic contests held in Greencastle.
10. A diploma upon completion of graduation requirements.

Payment of fees covers:

1. Services of the Student Health Services

Payment of Tuition and Fees

Payment of tuition and fees is due no later than August 1 (first semester) and January 31 (second semester). A student's registration is not complete until all charges are paid. A deferred payment plan is described in this section.

Late Registration Fee.

Students who do not complete their registration by payment or arrangement for payment of their tuition and fees by August 1 and January 31 may be charged a \$40 late registration fee.

Late Processing Fee. A fee of \$40 may be charged for course adjustments made after the deadline but granted by the Petitions Committee.

A fee of \$40 may be charged if a student fails to complete Winter Term registration by the first day of Winter Term or to complete Winter Term adjustments approved by the Petitions Committee within the specific adjustment period.

Loss and Breakage. When University materials and equipment are issued to the student for class work, the student will be charged for loss or breakage. At the discretion of the department chair, payment for loss or breakage is charged to the student's account and is payable in the Cash Receipts Office.

Physical Education and Music Ensembles. The required activity courses in physical education are not counted in determining the semester course load but are counted in determining tuition. Music ensembles are not counted in determining the semester course load and are not counted in determining tuition.

Transcript of Credit. No transcripts or official statements of student records are sent until all accounts are paid in full.

Off-Campus Study Programs. A cancellation fee of \$100 is assessed any student who decides not to participate in an off-campus study program after May 1 for fall semester or full year off-campus programs and September 15 for spring semester programs. In addition, the student is liable for any cancellation fees charged by the host institution.

Room and Board

Room and board payment is due on the same dates as tuition and fees payments. A Deferred Payment Plan is available for payment of room and board charges.

Room and Board Costs.

The cost of room and board in all University residence halls is \$4,050.00 a semester for 2007-08. For room and board purposes, the first semester ends in the middle of Winter Term. Room contracts are for the entire year, including Winter Term. Once a student moves into a residence hall room, he or she is responsible for payment for that semester.

A board plan is mandatory for students living in the residence halls; it is optional for students living in alternative housing.

Students requiring special diets for medical reasons should make arrangements through the Student Affairs Office.

Furniture and Room Damage. Damage to equipment and furnishings in University residences, over and above that caused by normal usage, will be charged to the student. Any charge for damage incurred during residence is payable at the Cash Receipts Office in the Administration Building.

Deferred Payment Plan

Room, board, fees and tuition are payable in full within the billing dates specified unless arrangements have been made for deferred payment. Students and families may request participation in DePauw's deferred payment plan. Under this plan, an agreement is made involving an initial payment with the balance divided into four payments during each semester, which are due August 1, September 1, October 1 and November 1 for the fall semester and, February 1, March 1 and April 1 for the spring semester. Details of the deferred payment plan are available from the Cash Receipts Office.

Prepaid Tuition Plan

Prepayment of DePauw University tuition may occur at any time up to the date regular tuition is due, usually August 1 of the academic year. From one to eight semesters may be prepaid at the tuition rate in effect for the current academic semester. For additional information, contact the Office of the Vice President for Finance and Administration.

Basic Costs Summary for 2007-2008

The cost each semester per student is shown below. All policies are under continual review. The University reserves the right to change its charges.

College of Liberal Arts and School of Music

Tuition (including Winter Term)	\$14,650.00
Room in residence halls and alternative housing	\$2,125.00
Board (meal plan)	\$1,925.00

Other Expenses:

Students can purchase textbooks and supplies at the DePauw Bookstore or any other store of their choosing. In addition, each student has variable expenses for clothing, laundry, travel, recreation and incidentals to consider.

Expenses for students who become members of social fraternities and sororities are somewhat higher than for those who do not affiliate.

Each year, student organizations in the residence halls vote to assess each resident a fee to cover the cost of newspapers, magazines, books for hall libraries, parties and other incidentals. This additional fee will be included with the room and board charges on the tuition statement.

A fee is charged to replace student identification cards and a \$20 parking permit fee is required for students who have a motor vehicle on campus. Unpaid parking fines and late payment fees are assessed to the student's tuition account on a monthly basis. A fee is also charged for checks returned due to insufficient funds or stop payment orders.

Winter Term Expenses

Students are not charged extra for their chosen Winter Term projects on campus, except for costs directly related to the project. However, all off-campus costs are the responsibility of the student participants for their chosen faculty-approved off-campus projects.

Students participating in the graduation ceremony purchase their own caps and gowns.

Withdrawal and Refund Policy

Tuition Refund. A student who withdraws during the semester will receive an adjustment to tuition charges on a per diem pro-rata (number of days enrolled divided by the number of days in the semester) through 60 percent of the semester. A student who withdraws within eight weeks due to illness may elect to take a certificate issued by the vice president for finance and administration for the portion of the actual tuition paid. A \$100 administrative fee is charged for withdrawal during the semester. A student who is suspended from the University during the semester for disciplinary actions is not entitled to any refund of tuition.

Residence Hall Room and Board Refund. There is no refund for the room portion of the residence hall room and board charges. Board charges will be refunded on a prorated per diem basis throughout the semester regardless of the reason for withdrawal. The board refund is calculated beginning the day the residence hall room is totally vacated.

Note of explanation.

Federal law specifies how to determine the amount of federal assistance to be retained by a student who withdraws during a semester. DePauw's refund policy treats all students the same regardless of whether they have federal funds as a part of their financial aid package. The law is very precise and complicated. Students who withdraw from classes should consult with the Financial Aid or Cash Receipts Offices for full information about refund policies. Full information is also available upon request or at www.depauw.edu/admin/financial-aid.

Appeals. Special exceptions to the above policies should be directed to: Vice President for Finance and Administration, DePauw University, 313 S. Locust Street, P.O. Box 37, Greencastle, IN 46135-0037.

Student Financial Obligations

The Office of the Vice President for Finance and Administration, Student Loan Office, Student Affairs Office, Office of the Registrar, Cash Receipts Office, Financial Aid Office, fraternity and sorority living units, Telephone Center or DePauw University Public Safety may place holds on grades, transcripts or official statements of student records or registration if a student leaves an unsatisfied account of \$25 or more (any amount due for graduating seniors), has been notified of the amount due and was allowed 10 days to pay the following:

1. **University Bills.** Any account due the University must be paid. This includes tuition, fees, room and board, miscellaneous charges and emergency loans.
2. **Student Loans.** A borrower must participate in an exit interview in the Student Loan Office whenever that student ceases eligible enrollment at the University.
3. **Grants, Scholarships, Loans.** Students will be contacted by the Financial Aid Office about repayment obligations of current-year awards whenever a student ceases eligible enrollment at the University. This includes withdrawing from the University or reducing the course load to fewer than three course credits.

Financial Aid

Financial aid at DePauw is designed to assist students who would otherwise be unable to attend the University due to financial constraints and to recognize academic achievement and potential. DePauw maintains its own scholarship, work and loan programs, and participates in federal and state financial aid programs. This variety of resources permits a majority of students attending DePauw to defray the cost of their education through some form of financial assistance, including scholarships, loans and/or work-study. DePauw has enjoyed remarkable financial support from alumni and friends, and their generosity makes it possible to help many students through an extensive financial aid program.

Merit Awards. All enrolling students will automatically be considered for a variety of merit awards. Most of these merit awards do not require a

separate application; others, such as the Holton Memorial Scholarship, Bonner and LEAD Scholarships, do. Additional awards are reserved for continuing students who are selected on the basis of their college academic achievements or for positions of leadership on campus. *Please note that merit awards may not exceed the cost of tuition in any academic year.*

Parents and students are invited to write for more specific information about scholarship opportunities and financial aid to: Financial Aid Office, DePauw University, 313 S. Locust Street, P.O. Box 37, Greencastle, IN 46135-0037. Call (765) 658-4030.

Grants and scholarships

Grants and scholarships constitute a major portion of financial aid for students at DePauw. These awards require no repayment and are made available through federal, state and DePauw financial resources. A student's eligibility for merit-based grant or scholarship assistance may be determined by: 1) high school academic record, class rank and standardized test scores; and 2) special talents and involvement in extracurricular activities, including leadership and service.

The **Edward Rector Scholarship** at DePauw University is one of the oldest merit scholarship programs in the nation. Students with outstanding academic achievement are selected to receive three-fourths tuition Rector Scholarships. A select group of Rector Scholars will receive full tuition scholarships on the basis of a special campus interview. Recipients are chosen by a University committee on the basis of high school academic record, standardized test scores, special talents and leadership abilities. Rector Scholarships replace other merit awards previously offered.

The **Holton Memorial Scholarship** was established in 1997 in memory of Philip and Ruth Holton to recognize excellent students who demonstrate hard work, integrity, leadership and service to their community. The Holton Memorial Scholarships require an additional application essay and resume, and awards range from \$1,000 to full tuition per year. Holton Scholarships are added to other merit awards previously offered.

School of Music Performance Awards up to full tuition are given to the most outstanding performers in instrumental and vocal performance and composition. Interested students should contact the office of admission to arrange an audition.

DePauw University National Merit Scholarships are available to National Merit Finalists. Awards of \$1,000 are available to finalists, regardless of need, who list DePauw University as their first choice with the National Merit Scholarship Corporation. Recipients will be notified prior to April 15.

Applying for Need-Based Financial Aid

To apply for need-based financial assistance an applicant and his/her parents must:

- Complete the Free Application for Federal Student Aid (FAFSA) by the appropriate due date. This form is available in high school guidance offices and on the World Wide Web in November for the subsequent entrance year. The renewal FAFSA for continuing students is mailed by the U.S. Department of Education to the student's home address. The FAFSA is the application required for both federal and state financial aid programs. **DePauw's FAFSA code number is 001792.**
- Complete the DePauw Application for Need-Based Assistance by the appropriate due date. The DePauw application is available from the offices of Admission and Financial Aid. Families may choose to substitute the College Scholarship Service's PROFILE Form in lieu of the DePauw form. **Our PROFILE code number is 1166.**
- Provide signed copies of the student's and parents' federal income tax returns for the current year, including W-2 forms and all schedules. Having tax information available should eliminate most requests for additional information.
- Please note that students must reapply for need-based assistance each year according to deadlines established by the Financial Aid Office. Families should not infer that an offer of need-based financial assistance one year means that they will receive the same level of aid in subsequent years, as family financial circumstances often change. The most common circumstances that affect need-based financial aid eligibility are changes in family income due to the addition of a parent going to work or increasing work hours, income, etc. or a change in the number of other siblings in college.
- Students who choose to marry after they are enrolled at DePauw will continue to receive financial aid as dependent students. In other words, their parents' financial obligation remains regardless of the student's marital status.
- DePauw University reserves the right to use institutional scholarship funds at its discretion.

After evaluating the information listed on the FAFSA, the federal student aid program provides an analysis of the expected family contribution to DePauw. If the University's own analysis indicates that an applicant is eligible for assistance, the financial aid staff will put together a financial aid package that incorporates all available sources of scholarship money, job opportunities and loan programs for which the student qualifies.

Notification of need-based financial aid eligibility will be made to entering freshmen and transfer students beginning in late March, provided that the financial aid application is complete (both the FAFSA and the DePauw form or PROFILE filed by the appropriate due dates). Awards to continuing students will be made beginning in June.

Awards based upon inaccurate information submitted by the student or student's parents are subject to revision. It is the student's responsibility to inform the Financial Aid Office of any updates or reporting errors.

Additional information about the financial aid application, awarding process, financial assistance offered, and how funds are disbursed to the student's account may be found at www.depauw.edu/admin/financial-aid.

It is very important that students and families who require need-based financial assistance to attend DePauw apply for aid by the stated deadlines. Applicants for admission should file both the FAFSA with the federal processor and the DePauw Application for Need-based Assistance with the University's Financial Aid Office no later than February 15 of the year they will enter college. Late applicants will receive scholarship assistance only if funds remain available. *Indiana residents please note: The FAFSA must be received by the federal processor prior to March 10 in order to receive state scholarship assistance.*

Returning students must meet the deadlines established in the renewal process by the Financial Aid Office. Returning students whose financial aid applications are completed after the May 1 deadline will have their scholarship assistance reduced. On June 1 when financial aid awards are packaged, students who have incomplete files will have their scholarship assistance reduced by \$500 per month until their application is complete. Reductions in scholarship assistance will be met with additional loan funds.

Financial Aid eligibility is affected by the following:

Satisfactory Academic Progress to Receive Federal Grants and Loans.

The federal government requires that institutions of higher education establish minimum standards of satisfactory progress toward the completion of a degree. DePauw's eligibility standards are based on 10 semesters to complete a major or program of study. However, scholarship and grant assistance from DePauw and state agencies is limited to eight semesters. Students who fail to meet the following standards are not eligible to receive state and federal financial aid or DePauw assistance. In order to make satisfactory progress, full-time students must achieve the credit total shown below at the end of the semester they have just completed. Completing a course means receiving a grade of A, B, C, D, P or S. The credit of a course will not count toward the minimum required hours listed above if the student fails a course with a grade of F or U, withdraws from a course and receives a grade of W, audits a course and receives a grade of X or takes a previously completed course to improve the overall grade point average. Students must also be academically eligible to continue at DePauw.

Semester	Credit total
4	12
5	15
6	19
7	22
8	25
9	28
10	31

Part-time work will be prorated to equivalent full-time semesters at a rate of one course equals one-fourth semester.

Probation. Students who fail to earn the required number of credits will receive a warning that they are falling behind and will be placed on financial-aid probation for one semester. Students will be eligible to receive federal aid during the probationary semester. If a student does not attain the appropriate number of cumulative credits by the beginning of the following semester, the student will not be eligible to receive financial assistance until the required standard is met. Transfer students will have their progress evaluated upon receipt of academic transcripts from all schools previously attended. Transfers are held to the same progress standards listed above by combining enrollment and course credit from previous institutions with enrollment and credit earned at DePauw.

Incompletes. A student who fails to meet the minimum credit requirement due to an incomplete course will be placed on financial-aid probation. The student will have a prescribed period in which to complete the course; see Section IV. A student on financial-aid probation who fails to meet the minimum credit requirement due to an incomplete will become ineligible to receive financial aid.

Grade Point Average. Financial aid recipients must meet the requirements given in the *Student Handbook* under "Academic Probation and Dismissal." The Academic Standing Committee will determine whether a student may remain at DePauw and, therefore, continue to receive financial aid if above progress is being met.

Institutional Aid. The requirements outlined above also apply to eligibility for all financial aid given by DePauw University. In addition, students are ineligible to receive DePauw scholarships and grants beyond their eighth semester at DePauw unless the student is eligible for Ninth

Semester Tuition. Transfer students will have enrollment periods at schools previously attended deducted from the usual eight semesters of DePauw scholarship eligibility.

Probation Appeals Procedure. A student who is placed on probation or denied financial aid due to failure to make satisfactory progress can appeal in writing to the director of financial aid. The director will review the appeal and notify the student in writing of the decision within 10 days. A student wishing to appeal the decision of the director of financial aid may do so in writing to the vice president for admission and financial aid.

Reinstatement of Aid. If a student who has been denied aid succeeds in fulfilling the minimum credit and grade point average requirement at the end of the academic year, he or she may request reinstatement of his or her eligibility. Requests should be made in writing to the director of financial aid.

Loan Assistance

Loans are available to students and parents as a means of financing a DePauw education. Loans must be repaid based upon the terms of the individual loan program. Students must sign a promissory note (legal agreement to repay) for any loan monies received. The promissory note contains detailed information about terms, responsibilities and repayment of the loan. There are no penalties for prepaying the principal in any student loan program.

Federal Perkins Loans are awarded through the University on the basis of financial need as evidenced by the FAFSA. The interest rate for a Federal Perkins Loan is 5 percent. Repayment begins nine months after the student ceases to be enrolled at least half-time. Repayment may be deferred if a student returns to at least half-time study or for other specified periods of study or service. The maximum that a student may borrow for undergraduate study through the Perkins Loan is \$20,000. Partial cancellation of the Federal Perkins Loan is possible for a borrower in special circumstances.

DePauw University Student Loans have been established through the generosity of alumni, University organizations, faculty, staff and friends. Such monies will be used when other resources have been exhausted. Provisions are comparable to the provisions of the federal loan programs.

Subsidized and Unsubsidized Federal Stafford Loans may be used for educational expenses at DePauw University. Students obtain these loans by applying through a bank or other lending institution. Data from a current FAFSA must be on file in the Financial Aid Office. Need-based loans are *subsidized*, meaning that the government pays the interest while the student is enrolled at least half-time. Students who receive unsubsidized loans are responsible for interest payments while enrolled in school and during deferment and grace periods.

The maximum annual amount that a dependent undergraduate may borrow is \$2,625 for the first year, \$3,500 for the second year and \$5,500 per year after two completed years of study. The interest rate is variable and reset annually but will not exceed 8.25 percent. Repayment begins six months after the student ceases to be enrolled at least half-time.

Federal PLUS Loans provide funds in addition to the Federal Stafford program. Parents may apply through our website: www.depauw.edu/adm/finaid.htm. The yearly loan limit is the cost of education minus estimated financial aid the student will receive. Parents must have a good credit history to qualify. The interest rate is variable but will not exceed 9 percent per year. Repayment of the loan begins within 60 days after full disbursement. Provisions to defer payment of the loan are possible, but interest accrues during the deferment period.

Additional information regarding loans is available from the Financial Aid Office, your lender or your state guarantee agency.

IMPORTANT:

Any student who borrows from one of the above programs (except Federal PLUS) is required to complete an on-line student loan entrance interview before funds are credited to his or her account. Each student is presented with important loan information in this session. The student must also attend a student loan exit interview before withdrawing, transferring or graduating from DePauw. Academic records may be held if the exit interview is not completed. (See the section on Student Financial Obligations.)

Employment Opportunities

The Federal Work-Study Program enables students to defray a portion of their educational expenses through on-campus employment or participation in community service positions. The Financial Aid Office manages all University student employment. University job opportunities are available initially to those students qualifying for work-study employment. There are also jobs available to students not receiving this financial aid award; however, the majority of jobs are awarded to students who have work-study eligibility.

Eligibility for the Federal Work-Study Program is determined after the analysis of family financial data submitted on the FAFSA. This type of need-based assistance may also be packaged with scholarship and/or loans. PLEASE NOTE: A work-study award does not guarantee that the student will earn the amount awarded, and the student must take responsibility for working the required hours to earn the amount offered.

Federal Work-Study funds are paid directly to the student on a biweekly basis under an hour's pay for an hour's work arrangement. If the student or the student's family expects these funds to be used to meet University charges, the student should sign over the payroll checks to be credited to the tuition account.

Students interested in employment opportunities may contact the Financial Aid Office, DePauw University, 313 S. Locust Street, P.O. Box 37, Greencastle, IN 46135-0037. Or call (765) 658-4030.

Disbursing Financial Aid

The Financial Aid Office posts the student's financial aid awards to the student's University account at the beginning of each semester. Loan applications that are not complete at this time are posted when finalized. The Federal Stafford Loan and the Federal Work-Study awards are not part of this posting process. After the University receives the Federal Stafford Loan disbursement from the lender either in the form of a co-payable check or by electronic funds transfer, the Financial Aid Office forwards the disbursement to the Cash Receipts Office in accordance with federal guidelines. In the case of a check, proceeds are deposited to the student's tuition account upon endorsement. Any funds in excess of current-year tuition, fees, room and board (residence hall contracts only) charges are refunded to the student. These refunds are available only after the first day of classes. Students selected for federal verification as part of the financial aid process will have their aid held until the verification process is complete. Students selected for verification will be notified by the Financial Aid Office.

Financial aid eligibility is affected by the following:

Full-time enrollment. Only full-time students (enrolled for a minimum of three or more courses) can receive DePauw assistance. The only exception may be granted to second-semester seniors. DePauw merit awards and all need-based assistance for second-semester seniors with less than full-time schedules will be prorated. Other students with less than full-time schedules may be eligible for federal assistance.

Additional Financial Aid Information

Financial aid information is always available from DePauw's Financial Aid Office located in the Administration Building, or by calling (765) 658-4030. DePauw University reserves the right to change policies on an annual basis.

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✉ DEPAUW UNIVERSITY P.O. BOX 37 GREENCASTLE, IN 46135-0037 ☎ (765) 658-4800

Section VIII: University Personnel

Presidents of DePauw University

Cyrus Nutt (Acting)	1837-1839
Matthew Simpson	1839-1848
William C. Larrabee (Acting)	1848-1849
Lucien W. Berry	1849-1854
Daniel Curry	1854-1857
Cyrus Nutt (Acting)	1857-1858
Thomas Bowman	1858-1872
Reuben Andrus	1872-1875
Alexander Martin	1875-1889
John P.D. John	1889-1895
Hillary Asbury Gobin (Acting)	1895-1896
Hillary Asbury Gobin	1896-1903
Edwin Holt Hughes	1903-1909
Francis John McConnell	1909-1912
George Richmond Grose	1912-1924
Henry Boyer Longden (Acting)	1924-1925
Lemuel Herbert Murlin	1925-1928
G. Bromley Oxnam	1928-1936
Clyde Everett Wildman	1936-1951
Clyde Everett Wildman (Emeritus)	1951-1955
Russell J. Humbert	1951-1962
Glenn W. Thompson (Acting)	1962-1963
William Edward Kerstetter	1963-1975
William Edward Kerstetter (Chancellor)	1975-1978
Thomas Wyatt Binford (Acting)	1975-1976
Robert Holton Farber (Acting)	1976-1977
Richard Franklin Rosser	1977-1986
Richard Franklin Rosser (Chancellor)	1986
Robert G. Bottoms	1986-

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Abraham, Neal Broadus, Vice President for Academic Affairs; Dean of the Faculty. Professor of Physics and Astronomy; 1998. B.S., Dickinson College, 1972; Ph.D., Bryn Mawr College, 1977.

Adams, Jennifer L., Assistant Professor of Communication and Theatre. 2004. B.A., Duquesne University, 1994; M.A., University of New Mexico, 1996; Ph.D., Purdue University, 2002.

Aherne, Tavy DeLacy, Part-time Assistant Professor of Art. 2007. B.A., University of California, San Diego, 1988; M.A., Indiana University, 1993; Ph.D., Indiana University, 2000.

Ahlm, Karin L., Kenneth S. Wagoner Professor of Psychology; Professor of Psychology. 1990. B.A., California State University at Long Beach, 1972; M.A., California State University at Long Beach, 1974; Ph.D., Indiana University, 1984.

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California, Irvine, 1993; Ph.D., University of California, Irvine, 2004.

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Arnold, Russell Cory, Assistant Professor of Religious Studies. 2006. B.A., Bates College, 1993; M.A., University of California, Los Angeles, 1999; Ph.D., University of California, Los Angeles, 2005.

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Barber, Amy L., Professor of Music. 2002. B.Mus., Boston University, 1971; M.Mus., University of Massachusetts, 1977; D.M.A., Hartt School of Music, 1988.

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Belyavski-Frank, Masha, University Professor; Professor of Modern Languages (Russian). 1992. B.A., Middlebury College, 1973; M.A., Middlebury College, 1976; Ph.D., University of Chicago, 1983.

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Benedix, James H., Jr., Professor of Biology. 1993. B.A., University of Maine, 1985; M.S., Northern Arizona University, 1988; Ph.D., Kansas State University, 1991.

Benedix, Beth D., Associate Professor of Religious Studies. 1999. B.A., University of Illinois at Urbana-Champaign, 1992; M.A., University of Illinois at Urbana-Champaign, 1995; Ph.D., University of Illinois at Urbana-Champaign, 1999.

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Bretscher, Mary Margaret, Associate Professor of Kinesiology. 1974. B.A., Western Michigan University, 1973; M.S., Indiana University, 1978.

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Burgman, Raymonda L., Part-time Assistant Dean of Academic Affairs and CFD Program Coordinator; Assistant Professor of Economics and Management. 2001. B.A., New College of University of Southern Florida (New College of Florida), 1995; M.A., University of Florida, 1998; Ph.D., University of Florida, 2002.

Call, Rex A., Director of Sports Medicine with rank of Assistant Professor in Kinesiology; 1989. B.S., Ball State University, 1979; M.S., University of Arizona, 1980.

Cameron, Richard James, Assistant Professor of Philosophy. 2005. B.A., St. Olaf College, 1987; M.A., University of Colorado, Boulder, 1997; Ph.D., University of Colorado, Boulder, 2000.

Caraher, John M., Assistant Professor of Physics and Astronomy. 2005. B.S., University of Michigan, 1987; M.A., University of Michigan, 1997; Ph.D., University of Michigan, 2005.

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Crawford, Sharika DeShawne, Part-time Instructor of History. 2007. B.A., Kalamazoo College, 2000; M.A., University of California Los Angeles, 2001.

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