

# DePauw University Catalog 2020-2021



## Contents

Preamble ..... 2

The University ..... 3

Accreditation ..... 7

Graduation Requirements ..... 13

Majors and Minors..... 26

School of Music Degrees..... 31

Programs and Courses ..... 37

The DePauw Experience ..... 323

Academic Policies..... 355

Tuition, Fees and Expenses ..... 377

Admission..... 384

Faculty..... 395

## **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.

### **Equal Opportunity Policy**

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.

### **Higher Learning Commission**

DePauw University is accredited by The Higher Learning Commission. The public is invited to submit comments about the University.

Mail to:

Public Comment on DePauw University  
The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411

## 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.

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 President Bill Clinton; Soviet Union leader Mikhail Gorbachev; retired chairman of the Joint Chiefs of Staff General Colin L. Powell; former British Prime Ministers Tony Blair and Margaret Thatcher; anthropologist and conservationist Jane Goodall; former First Lady Barbara Bush; civil rights leaders Jesse Jackson and Julian Bond; Nobel Prize winners, including Holocaust writer Elie Weisel, Liberian women's rights activist Leymah Gbowee, former South African President F. W. de Klerk, physicist Leon Lederman and DePauw alumnus Dr. Ferid Murad; journalists, including Carl Bernstein of Watergate-fame, Candy Crowley of CNN, Bernard Shaw of ABC News and George Will of the Washington Post; 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 Democratic National Committee Chair Howard Dean, advisor to President George W. Bush Karl Rove, Obama for America Campaign Manager David

Plouffe, award-winning director and screenwriter Jason Reitman, 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 develops leaders the world needs through an uncommon commitment to the liberal arts.*

DePauw's diverse and inclusive learning and living experience, distinctive in its rigorous intellectual engagement and its global and experiential learning opportunities, leads to a life of meaning and means. DePauw prepares graduates who support and create positive change in their communities and the world.

(Updated 2017)

## **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 prevocational 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 primary intellectual aims of the University are **to seek and understand many truths and to educate the whole student.**

Students who graduate from DePauw will:

- 1. Love learning** and exude a commitment to continued learning throughout their lives.
- 2. Appreciate varied disciplinary and interdisciplinary methods** for acquiring knowledge and demonstrate the ability to synthesize knowledge from multiple disciplines.
- 3. Understand and value artistic, cultural, and scientific achievements** and the limits of those achievements, past and present.
- 4. Understand and appreciate cultures, languages and groups** different than their own and regularly reflect on domestic and global issues of power, privilege and diversity.
- 5. Identify and solve well-defined and ill-defined problems** both collaboratively and individually, and apply these skills to problems facing humanity.
- 6. Demonstrate competency with varied forms of data analysis** including organizing, interpreting, and drawing conclusions from quantitative and qualitative information.
- 7. Demonstrate knowledge of technology and its implications in society** and be able to leverage technology, where appropriate, for creative activities or innovative solutions to problems.
- 8. Develop capacities for clear, thorough, and independent thought** that demonstrates the ability to analyze arguments on the basis of evidence and to understand the value and limitations of multiple types of evidence.
- 9. Clearly express their ideas and the ideas of others** to varied audiences, both in writing and orally.
- 10. Engage in serious reflection** on the moral and ethical aspects of situations and cultivate a commitment to act in the world for good.
- 11. Embrace healthy and sustainable living** through self-reflection and commitment to cultivating positive relationships with others, and both the global and local environment.
- 12. Attain a deep understanding of a subject area** to appreciate the value of depth of knowledge and to serve as a foundation for future learning.

\* \* \*

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 19th 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:



Higher Learning Commission

University Senate of the United Methodist Church

Committee on Professional Training of the American Chemical Society

Indiana State Board of Education

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, its Prindle Center for Ethics, Tenzer Technology Center, McDermond Center for Management & Entrepreneurship, Hubbard Center for Student Engagement and Pulliam Center for Contemporary Media, DePauw presents its community of learners with an unsurpassed environment, made all the more remarkable by its adjacent 520-acre Nature Park and trail system.

The **AAAS House**, located on Seminary 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 Academic Resource Center is located on the first floor.

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. Bartlett Alumni House now serves as the home for the **Center for Spiritual Life**, which provides a sanctuary for Jewish and Muslim worship and a fellowship hall.

The boutique **DePauw Inn** has 55 rooms and suites, two restaurants – the Fluttering Duck and 24 West – conference facilities, including a banquet room with capacity for 350, an outdoor patio, a bright lobby with a fireplace, and a cozy reading area with a fireplace. Formerly the Walden Inn, the Inn was built in 1986 and acquired by the university in 2005, following a 19,000 square-foot expansion. Frequent musical performances are hosted at “the Duck”, including Jazz at the Duck featuring DePauw faculty, staff and student musicians.



The **Eugene S. Pulliam Center for Contemporary Media**, funded by a gift from the Pulliam family, 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.

The **DePauw University Nature Park**, a 520-acre nature park just one-third mile west of campus. 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.

Also located in the Nature Park are the **Janet Prindle Institute for Ethics** and the **Bartlett Reflection Center**. A generous gift from Janet W. Prindle '58 funded the construction of the facility that houses the Institute. Standing on the knoll of an old quarry site that is being reclaimed as an extension of the DePauw University campus, the Institute's beautiful natural setting provides an inspirational environment for gatherings to mine new veins of research, dialogue and teaching that probe the issues and concerns of ethical theory and practice. Adjacent to The Prindle Institute for Ethics, the Bartlett Reflection Center provides a place for individual and group reflections in a quiet, natural setting. The two buildings are joined by a series of waterfalls and streams of water. The Reflection Center complements the Institute by offering a space conducive to meditation and contemplation.

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 **William Weston Clarke Emison Building** houses the **Office of Admission and Financial Aid** Offices, including interview rooms and resources for prospective students and their families. It is also home to the University's Shidzuo Iikubo '23 Asian Art Gallery and its Arthur E. Klauser Asian and World Community Collection, and a gallery for the Vandiver-Haimann Collection of African Art. Built in 1908 as the Andrew Carnegie Library, with a grant from the industrialist of \$50,000 plus a subscription from donors of \$57,000 for maintenance, the building served as DePauw's main library until it was renamed in 2005 following a gift from Emison family to reflect DePauw's commitment to the visual arts.

The **Olin Biological Sciences Building**, constructed with grant funding from the F.W. Olin Foundation, is designed for undergraduate research. In fact, there are more laboratories than classrooms, reflecting DePauw's view that participation in hands-on research is a crucial part of a young scientist's education. The building features subject-area laboratories including physiology, cell biology, neuroscience, genetics, microbiology and ecology, and each faculty member has an individual laboratory to encourage collaborative research with students. Other features include a tissue culture facility, a climate-zone and computer-operated greenhouse, and the Buehler Biomedical Imaging Center, which houses numerous microscopy instruments, including a scanning electron microscope.

The **Hollensteiner 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. It is home to the first Solar Array mounted on the roof.

### **Academic Quad**

In addition to Roy O. West library (see below), Academic Quad includes **John H. Harrison Hall**, first build in 1938 and renovated in 2008, home to the classical studies, history, economics and psychology departments, and **Asbury Hall, erected in 1938 and named after the pioneer Methodist bishop** after whom the university itself was originally named upon its 1837 charter as Indiana Asbury University.

### **Athletics, Fitness, Health and Recreation.**

The **Buehler Health and Wellness Suites** was opened in the Lilly Physical Education and Recreation Center, with a Buehler Family Foundation gift, in April 2020. The suites are home to DePauw Health, powered by Hendricks Regional Health, and DePauw Counseling Services. The new facility is central to campus and accessible, while prioritizing client privacy and confidentiality, and includes individual exam, therapy and training rooms – with separate exam rooms for students and employees/dependents – plus a nurses' station and procedure room, private and group counseling spaces, and educational programming spaces.

A gift from the Eli Lilly family made possible the **Lilly Physical Education and Recreation Center**, 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. A separate dance studio provides space for aerobics, dancercise, jazzercise, slimnastics and ballet events. The 5,600-square-foot **Welch Fitness Center** and weight room addition to the Lilly Center offers state-of-the-art exercise equipment and free weights designed to meet the needs of the DePauw community. A hardwood court for racquetball and handball is on the ground level. There is also a golf simulator located on the ground floor. The swimming pool is 25-yards by 25-meters, offering eight competition lanes and two one-meter and one three-meter diving boards.

Additional athletics facilities include **Reavis Stadium** (field hockey, men's and women's lacrosse, men's and women's soccer), **Boswell Field** (soccer), **Walker Field** (baseball) and a **women's softball field** built in 1997. **Blackstock Stadium and Nick Mourouzis Field** (football, track and field) underwent a major renovation in 1997, including the addition of new locker rooms and sports medicine facilities; in 2013 a new all-weather track was installed with long jump/triple jump/pole vault runways and a high jump venue; in 2017 the press box was renovated. The **Hollensteiner Indoor Tennis and Track Center** opened in 2001 and is one of the finest indoor facilities in the country. 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 and boasts DePauw's first Solar Array mounted on the roof.

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 2016, the Union Building underwent significant renovation to Student Life and Student Government on the basement level, as well as student mail room; the Student

Living Room, Ballroom, Ubben Lounge, and Convenience Store on the main floor; and the Student Academic Life offices on the second floor. The building also houses three major university centers:

- The **Robert C. McDermond Center for Management & Entrepreneurship**, which houses the Management Fellows program and provides entrepreneurship and business-readiness programs, networking opportunities, leadership experiences, and skills training and certifications.
- The **Kathryn F. Hubbard Center for Student Engagement**, where students can connect their academic experience to off-campus study away or abroad, internships, and career services/development opportunities, plus on-campus employment, and resources to continue their education at graduate and professional schools.
- The **Grover L. Hartman Center for Civic Education and Leadership**, established in 1995, which serves as a connector between the campus and community and provides administrative office space, meeting rooms and work spaces for DePauw's student volunteer and leadership service programs, including Winter Term in Service, DePauw Community Services and the Bonner Scholars Program. Hartman was 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 **Justin and Darrienne Christian Center for Diversity and Inclusion** opened in November 2017. The Christians, both 1995 graduates of DePauw, funded the facility in support of DePauw's institutional commitment to diversity and inclusion. It houses the **Dorothy Brown Cultural Resource Center, International Student Services**, and supports student identity-affinity organizations for group meetings and programmatic offerings. Its flexible space is used for mentoring, classes, study groups and various social programs by members of the DePauw community.

**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.

### **Residence Halls**

**Ubben Quadrangle residence halls** (named for 1958 DePauw graduates and benefactors Timothy H. and Sharon W. Ubben) 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. The **South Quadrangle residence halls** are **Bishop Roberts, Longden, Humbert** and a newly built **first-year residence hall** in 2020. **Bloomington Street Hall** was renovated in 2019. For upperclass students, additional university-owned residences include a number of **Greek houses, Senior Hall, Rector Village**, and autonomous-living apartments/houses/duplexes in neighborhoods adjacent to campus. **Anderson Street Hall** now houses residence life offices.

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

Dedicated to the teaching, creation, and display of art, DePauw's 80,000 square-foot **Richard E. Peeler Art Center**, designed by internationally-acclaimed architect Carlos Jiménez, is a world-class facility featuring three spacious galleries/exhibition spaces, a 90-seat auditorium with state-of-the-art acoustics, high-tech seminar rooms for classes, galleries, computer labs for graphic design and digital video, studio space for ceramics, sculpture, painting, drawing, digital art, and photography facilities. The building also houses offices for faculty and staff in the Departments of Art and Art History.

The **Judson and Joyce Green Center for the Performing Arts**, a \$29 million project, provides 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 opened in Fall 2007 and the communication and theatre spaces in Fall 2008.

## **Libraries**

**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. Plans are underway for a \$30 million expansion and renovation.

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.

Formerly an abandoned house, the **Robert G. Bottoms Alumni and Development Center**, with its expansive columned porch overlooking Burkhardt Walk entrance to campus, was dedicated in 2018 as a gathering place for visiting alumni and home to the Division of Development and Alumni Engagement staff. The Center, named after former president Robert "Bob" Bottoms, who led the university from 1986-2008, was designed in keeping with the Georgian architecture of the former home, and features a front and central patio, meeting and reception spaces, warm and welcoming seating areas, and a kitchen for on-site catering.

The **Studebaker Administration Building** provides offices for the University president, vice president for finance and administration, as well as the registrar, 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.

The **R. David and Suzanne A. Hoover Hall**, opened in 2016, is a modern, spacious, brightly lit facility that houses several meeting rooms in addition to the open and airy main **student dining hall**. **James G. Stewart Plaza**, with its lovely fountains and outdoor seating, sits between Hoover Hall and the Memorial Student Union and links the two popular facilities.

The new **Ullem Center for Sustainability and Campus Farm** opened May 2019 as the hub of sustainability education and programming, engagement in sustainable agriculture and environmentally friendly land use, plus volunteer opportunities for students, staff and faculty, including 12 acres of surrounding property for food growth and production – 90 percent of which is sold to DePauw's dining services and 10 percent of which is donated to local food pantries -- an outdoor classroom area, and a stunning building with a spacious, flexible interior equipped with resource-saving systems that demonstrate ways to enhance environmental quality.

The **101 E Seminary Building**, across from the DePauw Inn, houses the Offices of Communications and Marketing, including a photo/video studio, and the DePauw Police.

## Graduation Requirements

These requirements apply to students entering Fall 2019 and after. They include two new distribution requirements: Global Learning (GL) and Power, Privilege and Diversity (PPD) and the new requirements for the 21st Century Music programs offered by the School of Music.

### Degrees

Curricular 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. The curricula are developed through departmental and interdisciplinary programs in the Asbury College of Liberal Arts and in the School of Music.

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 and the Office of the Registrar to determine whether courses are still applicable toward the degree within the current academic catalog.

## **Graduation Rate**

DePauw graduates an average of 80 percent of first-time degree students in four years. An additional 3-4 percent will graduate within 6 years of enrolling at DePauw.

### **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 (B.A.) degree. The Bachelor of Music (B.M.), Bachelor of Musical Arts (B.M.A.) and Bachelor of Music Education (B.M.E.) degrees require 36 courses.
- 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 Majors, for more information.

- B.A. students must have 19 course credits outside the major subject and 16 outside the major area.
- 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 2.8 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 language 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 School of Music B.M., B.M.A., and B.M.E. degree programs complete W and S certification.
- Students must complete two Extended Studies experiences with passing or 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.

#### Maximum Limits

- Physical Education: A maximum of one course credit of physical education (PE) activities is applicable toward the bachelor's degree.
- Applied Music: 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 171-180), and ensembles (MUS 271-289). In any semester, credit for only one large and one small ensemble may count toward the course credit total required for graduation.
- ROTC: A maximum of four course credits in ROTC may be applied toward an undergraduate degree at DePauw.
- Pass/Fail: Students may take up to three Pass/Fail courses, excluding physical education activities and English 120. See Pass/Fail for additional information.
- Internships: A maximum of three internship course credits and five internship experiences (including Extended Study experiences) may be applied toward the bachelor's degrees.

### Grade Requirement

The minimum cumulative GPA required for graduation is 2.0 for all courses in which a final grade has been recorded and which count toward the degree. See 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. The Bachelor of Music Education program requires a 2.8 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.

## THE DEPAUW CURRICULUM

### FIRST-YEAR SEMINAR

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. As seminars, these courses emphasize and nurture discussion and other skills essential to active student participation in their own educations. They are also each student's gateway into DePauw's writing curriculum and emphasize writing skills that will be taken up and built upon across the curriculum. Seminars 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 writing, thinking and reading;
- encourages the academic growth and development of individual students; and
- uses a variety of writing assignments, along with 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 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. Students who fail or withdraw from their First-Year Seminar will not be required to repeat.

## SENIOR CAPSTONE EXPERIENCE

In their first and second years at DePauw students experience multiple modes of inquiry, cultivate rhetorical, analytical, and problem-solving skills, and explore the different realms of human knowledge.

Subsequent off-campus experiences (Winter Term, off-campus study, internships) help students develop intellectual and personal maturity, as well as a spirit of independent inquiry. The increasingly complex courses within the major field of study during their first three years provide students with a deep knowledge of a particular area and an understanding of its fundamental questions and methodologies. The senior year at DePauw University represents the culmination of students' curricular experience. Seniors use this time to draw together and synthesize these various threads of study and experience through a variety of intellectual activities: senior seminars, comprehensive exams, theses, projects, performances and/or exhibitions. Satisfactory completion of a senior capstone is required to complete a major at DePauw. Departments, schools, and programs are responsible for determining that each student in the major is sufficiently prepared in the field as a whole, and for certifying that the student has satisfied the senior capstone requirement. Departments, schools, and programs must notify students of their senior capstone requirements by the seventh week of the first semester each year.

In the senior capstone experience, students intentionally integrate, interpret, and create knowledge in their chosen fields through scholarly or artistic exploration and expression. This is both the challenge and the reward of their four years spent in the intellectual life of the University. Capstone experiences also prepare students for the intellectual, ethical, interpersonal, and professional challenges that lie ahead after graduation, whether or not they go on to formal graduate study. Academic disciplines vary, so each department, school, and program has designed its own senior capstone requirements. These are described in detail in this catalog under the requirements for each department, school, or program, and on the department, school, or program website.

A number of departments, schools, and programs offer students a senior seminar that provides a summative experience of the discipline. Some senior seminars focus on particular topics or themes. Senior seminars often require completion of a substantive piece of original work.

A department, school, or program may require students to complete a senior thesis or project over the course of one or both semesters of their senior year. Some departments, schools, and programs provide an option for students who have completed the core senior requirement to pursue additional independent work. All seniors with appropriate academic credentials, as determined by each department, school, or program, may apply for the opportunity to conduct a departmental or interdisciplinary capstone project or thesis by contacting a faculty member of their choice.

Departments, schools, or programs may require examinations that serve as a comprehensive review and synthesis of crucial material in the discipline as a component of the senior capstone. Satisfactory performance on these exams is required to earn a major. 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, school, or program, a student may take a maximum of two re-examinations.

## SENIOR CAPSTONE CELEBRATION

DePauw University is proud of the work done by our senior students. To express this pride, and to recognize student work, the university sets aside time in the Spring semester for campus-wide celebration of senior accomplishments. The university encourages departments, schools, and programs to highlight or display the work of all successful senior capstone students in ways that are most appropriate for the discipline (e.g., public poster presentations, performances, exhibitions, readings, etc.). In addition, the university publicly honors the best senior work in various ways such as a special awards ceremony, a senior honors booklet, and/or on the university website.

## COMPETENCE REQUIREMENTS

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

- expository writing
- quantitative reasoning
- speaking/oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursuing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. 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.

## OVERVIEW OF THE WRITING CURRICULUM

Writing at DePauw is taught across the curriculum on the assumption that skill in written communication is intimately connected with clear thinking in all subjects. We believe that writing is an essential means for thinking and learning across the University. Writing requirements are also premised on the idea that students do not learn to write in any one particular course, that is, no single course completes one's growth and development as a writer

and thinker. Rather, writing is a skill that must be nurtured and developed throughout one's intellectual journey.

DePauw's writing program begins with a writing intensive First-Year Seminar, builds with a required writing-competency or 'W' course during the sophomore year, and culminates with demonstrated writing competency within the major. This last feature in particular marks DePauw's embrace of the idea that the nature and role of writing varies across disciplines. Writing for different purposes and audiences must be tailored to demands inherent in the disciplines themselves. Regardless of one's chosen major, a DePauw education emphasizes the importance of writing to thinking and learning.

### CORE COMPONENTS OF THE WRITING CURRICULUM

As part of the writing program, each student takes a writing intensive First-Year Seminar (described in detail above). First-Year Seminars introduce students to skills essential for success at DePauw generally, but focus on writing and oral communication specifically given their centrality to everything we do. The course begins nurturing essential skills in writing, thinking and speaking with the expectation that these skills will be reinforced and further developed throughout students' time at DePauw both in courses specific to the writing curriculum and in broader general education and departmental/program curricula.

As part of the developmental approach DePauw embraces, students must complete a course with a W designation during their sophomore year. Sophomore W courses are offered across the curriculum each semester; enrollment is limited to approximately 18, with sophomores receiving first priority during registration. The sophomore W combines 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 during their sophomore year. (Music degree students have until the second semester of their junior year to complete the W requirement.) 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.

DePauw's writing curriculum also includes requirements—developed by each department or program—that focus on the skills, methodologies, and types of writing specific to one's chosen major. The writing curriculum thus sharpens skills throughout the college career, culminating in explicit focus on the role of writing within specific academic fields.

## OTHER WRITING-SPECIFIC COURSES

Writing and the teaching of writing are emphasized in many courses at DePauw, far more than will be listed specifically here. Still, certain courses deserve special attention.

Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Students are expected to complete ENG 110 or 115 in the semester assigned. Students placed in ENG 110 in the Fall Semester will be expected to take ENG 115 in the Spring. They may withdraw from these courses only under exceptional circumstances, such as extended illness, with the permission of the Petitions Committee.

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 to first-year students in the fall semester as an elective on a Pass/Fail basis.

Writing Intensive Topics (WIT) courses are offered for first-year students who enjoy writing and seminar-style discussion, and/or who seek to sharpen their skills in college writing. WIT courses are offered in the spring semester as electives, with priority given to first-year students; other interested students may enroll as space permits.

## 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. Contact the director of the Quantitative Reasoning program for more information on "alternate Q."

### 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.

To satisfy the oral communication requirement, students must demonstrate such competence in an S course or in a designated alternative. S courses are offered in many departments at the 300-400 level.

S courses help students develop:

- the presentation of logical arguments and refutation;
- the ability to distinguish and identify important substantive arguments;
- the ability to skillfully analyze, evaluate, and integrate of supporting material;
- the selection and implementation of effective presentation style(s);
- the ability to adapt the manner of delivery to specific audiences and situations;
- the demonstration of techniques for leading and participating in discussion(s);
- the demonstration of critical listening skills;
- the demonstration of effective and reflective listening; and
- the knowledge of the ethical obligations of speakers, discussants, and listeners.

Under unusual circumstances, students may receive S certification outside of an S course, while enrolled at DePauw. Contact the director of the Speaking and Listening program for more information on "alternate S."

## DISTRIBUTION REQUIREMENTS

DePauw University's general education requirements produce both an exciting and fulfilling undergraduate educational experience and prepare our students for a life of engaged, thoughtful, reasoned choices. The University's Competency Requirements (in Writing, Quantitative

Reasoning, and Speaking and Listening) develop students' abilities in overarching skills of analysis and communication, while the distribution requirements allow students to investigate a broad range of means of inquiry and look critically at the world.

The General Education program creates a network of skills and abilities that successful students will draw on throughout their college experience and their careers after DePauw.

The Distribution Requirements are organized into two overarching umbrellas:

- o Liberal Arts Foundations
- o Global and Local Awareness

The University holds an abiding belief in the value of the core liberal arts and that students learn best when they are able to approach problems from a variety of perspectives. In their lives after DePauw, students will constantly draw upon their liberal arts training. The Liberal Arts Foundations, in which students complete six courses, provide a crucial foundation for life and for a dynamic undergraduate curriculum.

At the same time, students broaden their Global and Local Awareness. We live in a world that feels more or less natural to us, but that world is constructed by, among other things, the language or languages we speak, the exercise of power, and attitudes and prejudices we inherit from friends, family, teachers, and the media. To begin seeing beyond our limited perspectives, students will study foreign language and foreign cultures and how inequities of power shape the world.

## **LIBERAL ARTS FOUNDATIONS**

### **ARTS AND HUMANITIES**

Students earn two course credits in the arts and humanities. These courses explore fundamental questions of experience, belief, and expression. Through critical observation, textual analysis, and creative engagement, they consider the realms recalled or imagined in the arts, history, literature, philosophy, and religion.

### **SCIENCE AND MATHEMATICS**

Students earn two course credits in the behavioral, computational, mathematical, and natural sciences. These courses explore the physical, mechanical, and quantitative working of numbers, matter, and life. Through observation, experimentation, and scientific and mathematical reasoning, they seek to comprehend the world and model its operations.

### **SOCIAL SCIENCE**

Students earn two course credits in the social sciences. These courses explore cultural, economic, political, and social questions. Through observational, comparative, and analytic methods, they seek to understand human identities and interactions at the personal, local, and global levels.

## **GLOBAL AND LOCAL AWARENESS**

### **LANGUAGE REQUIREMENT**

Effective Fall 2019, students enrolled in the College of Liberal Arts will complete two semesters of a language other than English. To fulfill the requirement, both semesters must be taken in the same language. Students may choose to complete this requirement with a language they have studied previously or they may choose to begin a new language at the first-semester level. Students taking a language studied previously should begin their language study at the appropriate level, according to a placement exam and in consultation with the director of the appropriate language program. Students may fulfill part of the requirement by taking one semester in an off-campus program with advance approval of the relevant language program director. International students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar, and in consultation with the director of English for Academic Purposes. With approval of the relevant language director, students who transfer to DePauw may fulfill one semester of the language requirement through transfer credit (this is in addition to the maximum of four credits that transfer students may apply to distribution requirements). The language requirement does not apply to the School of Music four-year degree programs (School of Music students should consult the SOM graduation requirements, which are different from those required of students enrolled in the College of Liberal Arts). Please visit the Language Requirement and Placement web page for more information on placement exam procedures, first-semester language courses, as well as information and contacts for specific languages.

### **GLOBAL LEARNING**

Students earn one course credit through the study of a culture or cultures distinct from US culture. This may be earned in DePauw courses focusing on the politics, society, religion, history, or arts of a foreign culture or through a DePauw-approved study-abroad experience. International students fulfill this requirement through their study at DePauw.

Global Learning (GL) Goals:

1. Engagement with cultural difference: Gain a critical understanding of perspectives and voices of specific people and places outside of the U.S.
2. Historical/structural analysis: Understand and analyze the complex historical relationships between cultures and identities in a globalized framework.
3. Recognition and development of cross-cultural skills: Develop a self-reflective sensibility towards cultural difference through the critical understanding of your globally-situated identities and responsibilities.

## **POWER, PRIVILEGE AND DIVERSITY**

Students earn one course credit in courses that have as a major component the analysis of the interplay of power and privilege in human interactions. Such courses will frequently focus on the experience of non-dominant members of political or social groups. They might also emphasize the dynamics of inequality from a more theoretical perspective.

Power, Privilege and Diversity (PPD) Learning Goals:

1. Recognition: Demonstrate your recognition of the barriers to inclusion for groups that experience marginalization in the United States.
2. Historical/structural analysis: Understand and analyze the structures and institutions of power that have historically created and sustained marginalization in the United States.
3. Lived experiences: Understand and assess inequities, perspectives, and lived experiences for groups that experience marginalization in the United States.

## **POLICIES FOR DISTRIBUTION REQUIREMENTS**

Courses that meet the distribution requirements are listed in the Courses section of this Catalog and in the Schedule of Classes each semester, with the abbreviation of the area of study following the course title.

1. Working closely with their academic advisors, students should, as far as possible, complete these requirements within the first two years. If the requirements have not been completed by the end of sophomore year, students must enroll in at least one eligible course in each succeeding semester until they complete the requirements. 2. Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements must be from different subject areas. The subject area is denoted by the text code preceding the course number in the schedule of classes and on the transcript. 3. Course credit used to fulfill distribution requirements in Arts and Humanities, Science and Mathematics, Social Science, and Power, Privilege and Diversity must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution requirements. 4. Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis. 5. No course may be used to satisfy more than one of a student's distribution requirements. 6. Individual departments, programs, and the School of Music, with the guidance and approval of the Course and Calendar Oversight Committee, determine which of their courses meet distribution requirements.

## **EXTENDED STUDIES**

Every DePauw student must complete at least two Extended Studies opportunities with a passing or satisfactory grade. Options for completing the Extended Studies requirement include:

4. credit-bearing Winter Term or May Term course
5. approved non-credit-bearing course, internship, travel experience or service learning program



6. semester-long off-campus study opportunity or internship
7. independent study, research project or creative project

Each of these experiences must be pre-approved to count toward the Extended Studies requirement. At least one of these opportunities must be completed through participation in a DePauw-led Winter Term or May Term course, group travel experience or service learning program.

Students who receive incomplete (I) grades in an Extended Studies opportunity must complete the course by the end of the following semester or the grade will automatically convert to grade of failure (F) or unsatisfactory (U). Students who have a deficient number of Extended Studies opportunities may petition to make up a course in an alternative way. Graduating seniors who receive a failing or unsatisfactory Extended Studies grade during the senior year may petition to make up the course during the final spring semester if appropriate arrangements can be made. Tuition is charged to enroll in a make-up Extended Studies opportunity that is credit-bearing course.

## Majors and Minors

### THE MAJOR

Each candidate for the bachelor's degree must complete one major with at least a 2.0 (C) grade point average and a satisfactory senior capstone.

#### Types of Majors

There are three types of majors offered in the College of Liberal Arts: departmental, inter-departmental and interdisciplinary. In the School of Music, the major is associated with the degree: Performance with the Bachelor of Music, Music with the Bachelor of Musical Arts, and Music Education with the Bachelor of Music Education.

**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 also require as many as six courses from related departments. The total number of course credits required for a major may not exceed 14 (including prerequisites). 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.

**Inter-departmental major.** This major involves coursework from two or three complementary departments. The inter-departmental major is administered by a joint committee of the contributing departments. It consists of 10-12 course credits from the contributing departments and may include additional courses from other departments, with the total requirements not to exceed 14 course credits (including prerequisite courses). A minimum of 16 course credits must be from outside the contributing departments.

**Interdisciplinary major.** An interdisciplinary major consists of an integrated series of courses selected from at least two of the conventional academic disciplines. Interdisciplinary majors may be administered by an interdisciplinary program (Africana Studies, Asian Studies, Peace and Conflict Studies, Film Studies, Global Health and Women's, Gender and Sexuality Studies) or an academic department. Also, there is an option for a student-designed independent interdisciplinary major.

The interdisciplinary major includes a total of 10 to 14 courses in at least two disciplines. At least four courses in the total must be at the 300-400 level.

Interdisciplinary majors must have at least 16 courses outside the subject matter of the major and may have no more than eight courses in any one discipline (subject) comprising the major.

**Independent Interdisciplinary Major.** Students also have the opportunity to devise, in consultation with faculty advisors, an independent interdisciplinary major. Although any general

problem of a genuine academic, scientific or intellectual nature may constitute the subject of an interdisciplinary major, such a major is ordinarily defined in one of three ways:

8. an area of the world, geographically, politically or culturally prescribed, such as the United States, Latin America, Asia, East Europe or the Middle East;
9. 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
10. 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.

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.

Each individualized major is supervised by a committee of three faculty members. Upon the recommendation of two faculty members from the disciplines 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.

### Senior Capstone Experience

The Senior Capstone experience may consist of one or more of the following options, as determined by departments, schools or programs: senior seminar, comprehensive examination, theses, projects, performances and/or exhibitions. Descriptions of the senior capstone experience requirement for each major are included in the catalog description of the major.

Satisfactory completion of a senior capstone is required to complete a major at DePauw. For departments, schools, or programs that require an examination as a component of the senior capstone experience, satisfactory performance on this exam is required to earn a major. Students who do not perform satisfactorily on the 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, school, or program, 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.

## Policies for Majors

**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.

**Two Majors.** Students 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.

**Changes in Major Requirements.** Department, school or program 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, schools and programs are responsible for determining and certifying that each student in the major is sufficiently prepared in the field as a whole.

<b>Majors in the College of Liberal Arts</b>
--

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

Actuarial Science	Communication	Global French Studies	Neuroscience
Africana Studies	Computer Science	Global Health	Peace and Conflict Studies
Anthropology	Earth Sciences	Greek	Philosophy
Art (History)	Economics	Hispanic Studies	Physics
Art (Studio)	Education Studies	History	Political Science
Asian Studies	English (Writing)	Independent Interdisciplinary	Pre-engineering

## DePauw University Catalog 2020-2021

Biochemistry	English (Literature)	Italian Cultural Studies	Psychology
Biology	Environmental Biology	Japanese Studies	Religious Studies
Cellular and Molecular Biology	Environmental Geoscience	Kinesiology	Romance Languages
Chemistry	Film Studies	Latin	Sociology
Chinese Studies	Geology	Mathematics	Theatre
Classical Civilization	German	Music (College of Liberal Arts)	Women's, Gender, and Sexuality Studies
	German Studies		

### THE MINOR

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.

### MINORS AT DEPAUW

Accounting and Finance for Decision Making	Classical Civilization	Hispanic Studies	Musical Theatre
Africana Studies	Computer Science	History	Peace and Conflict Studies
Anthropology	Earth Sciences	International Business	Philosophy

# DePauw University Catalog 2020-2021

Art (History)	Economics	Italian Cultural Studies	Physics
Art (Studio)	Education Studies	Japanese Studies	Political Science
Asian Studies	English Writing	Jazz Studies	Psychology
Astronomy	Environmental Geoscience	Kinesiology	Religious Studies
Biochemistry	Film Studies	Latin	Rhetoric and Interpersonal Communication
Biology	Geography	Latin American and Caribbean Studies	Sociology
Business Administration	Geology	Literature	Statistics
Chemistry	German	Mathematics	Theatre
Chinese Studies	German Studies	Media Studies	Women's, Gender, and Sexuality Studies
Classical Archaeology	Global French Studies	Museum Studies	World Literature
	Greek	Music (Applied)	

## School of Music Degrees

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:

#### **11. Bachelor of Music (B.M.)**

- a. Performance
- b. Performance with a Second Major
- c. Performance with an Emphasis in Business
- d. Five-year Bachelor of Music/Bachelor of Arts Double Degree Program (B.M./B.A)

#### **12. Bachelor of Music Education (B.M.E.)**

- a. Choral/General Music Emphasis
- b. Instrumental/General Music Emphasis

#### **13. Bachelor of Musical Arts (B.M.A.)**

- a. General Music Emphasis
- b. Emphasis in Business
- c. Second Major

#### **14. Bachelor of Arts (B.A.), with a major in Music (through the College of Liberal Arts)**

The following options are available to students interested in minoring in music:

- **School of Music students**
  - a. Minor in Instrumental Jazz Studies

#### **15. College of Liberal Arts students**

- a. Minor in Music
- b. Minor in Jazz Studies

## DESCRIPTION OF MUSIC DEGREES

Detailed degree requirement worksheets for all majors within the School of Music can be found at <https://music.depauw.edu/studentresources/degreeworksheets/>

### **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 primary 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 meeting all academic prerequisites and the successful completion of a qualifying performance examination at the end of the sophomore year. For additional information on the Sophomore Proficiency Examination, visit the School of Music Handbook. Performance majors complete a half recital in the junior year and a full recital in the senior year. Students pursuing the B.M. degree satisfy the senior capstone requirement by successfully completing the senior recital jury and the subsequent presentation of a senior recital that is 55-60 minutes in length.

Completion of the B.M. degree requires a total of 36 course credits, including ensembles, lessons and recitals.

**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. The program requires 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 area requirements and the competency requirements, as well as complete work in a College of Liberal Arts major. A minimum cumulative liberal arts GPA of 2.8 and a minimum cumulative music GPA of 2.8 are required. Completing the requirements for both degrees will require at least 44 course credits, including ensembles, lessons and recitals. Students in the double degree program are expected to take lessons and participate in ensembles each of their five years in the program.

### **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 one-



half in liberal arts courses and professional education courses. Two options 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 Music Teacher Education Program, preferably by the end of the sophomore year. Please confer with the music education faculty about requirements for admission and certification. (A GPA of 2.5 is required to be admitted to this program.)

Students pursuing the B.M.E. degree, must successfully complete 14-weeks of full-time teaching experience in an approved music department of a school district. Students are under the supervision of a cooperating teacher and, at least, one University supervisor. In conjunction with student teaching, students enroll in the music education senior seminar, which stresses a professional examination of principles of classroom management, legal rights and responsibilities, certification, accountability, and current issues in education. Students participate in a final exhibition that involves a formal presentation of personal growth and competence via the electronic portfolio process.

Completion of the B.M.E. degree requires a total of 36 course credits, including ensembles and lessons.

### **Bachelor of Musical Arts**

The Bachelor of Musical Arts degree (B.M.A.) is an interdisciplinary music degree which requires students to develop a secondary area of emphasis outside of music. Students personally design these interdisciplinary liberal arts components through a process of individual advising with faculty members.

The program culminates in a capstone experience relating studies in music to the secondary area of emphasis. As with the B.M. degree, students complete a rigorous core curriculum in theory, musicianship, music history and literature.

Three tracks 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 core and core-related elective courses. Students will complete approximately half of their courses in music and half of their courses in liberal arts.

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. The B.M.A. effectively prepares students for graduate study in music.

Students pursuing the interdisciplinary B.M.A. degree fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings

designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

Completion of the B.M.A. degree requires a total of 36 course credits, including ensembles and lessons.

### **Bachelor of Arts with a Major in Music (through the College of Liberal Arts)**

Students in the College of Liberal Arts working toward the Bachelor of Arts degree (B.A.) may major in music. Any student wishing to pursue a B.A. in Music, who has not previously auditioned for the School of Music, must successfully complete an audition to declare a major. The major can only be officially declared with the completion of a satisfactory audition. Students fulfill all general University requirements, including the specified distribution area and competency requirements expected of students in the College of Liberal Arts, and must complete 21 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.

Students pursuing the **B.A. with a major in Music** fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

## **DEGREE REQUIREMENTS FOR ALL SCHOOL OF MUSIC MAJORS**

Detailed degree requirement worksheets for all majors within the School of Music can be found at <https://music.depauw.edu/studentresources/degreeworksheets/>

Total Credits and Grade Point Average

B.M. and B.M.A. degrees: minimum of 36 course credits, with a cumulative GPA of 2.0 or higher.

B.M. and B.M.A. degrees with second major: minimum of 36 course credits, with a cumulative GPA of 2.8 or higher.

B.M.E. degrees: minimum of 36 course credits, with a cumulative GPA of 2.8 or higher.

B.M./B.A. double degree: minimum of 44 course credits, with a 2.8 or higher cumulative music GPA and a 2.8 or higher cumulative CLA GPA.

General Course Work

### **Theory and Musicianship**

16. MUS 111, Theory I

17. MUS 112, Theory II

- 18. MUS 121, Musicianship I
- 19. MUS 122, Musicianship II
- 20. MUS 211, Theory III
- 21. MUS 212, Theory IV
- 22. MUS 221, Musicianship III
- 23. MUS 222, Musicianship IV
- 24. MUS 360, Conducting I

### **History and Literature**

- 25. MUS 265, History of Western Music I
- 26. MUS 266, History of Western Music II
- 27. Upper-level history course (usually a MUS 390 topics course)

### **21 CM (21st-Century Musician) Courses**

- 28. MUS 130, First-Year Seminar: Understanding Music
- 29. MUS 240, State of the Art
- 30. MUS 340, Entrepreneurship (required for B.M. and B.M.A. only)
- 31. MUS 444, Practicum (required for B.M. and B.M.A. only)

### **Applied Music**

- 32. Primary instrument: weekly hour-long lessons every semester in residence
- 33. Completion of Piano Proficiency Exam

### **Ensembles**

- 34. Major Ensemble: every semester in residence
- 35. Chamber Ensemble
  
- 36. B.M. and B.M.A. degrees: six semesters for instrumental students; MUS 283, Performing Opera, and MUS 284, Performing Musical Theatre, for voice students

### **Recital Attendance**

- 37. Every semester in residence

### **Other General Requirements**

- 38. Competency Requirements
  - a. W certification: all students, by end of junior year
  - b. S certification: all students
  
- 39. Extended Studies: two experiences
- 40. 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 <https://www.depauw.edu/academics/music/prospective/degrees/minor/>.

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 **music** or **jazz studies**. The completion of a successful audition is required before a student can be certified as a minor.

## Programs and Courses

### Africana Studies

A discipline that examines and critiques the experience of Africans and peoples of African descent, Africana 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, Africana 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, Africana Studies is the only discipline that situates black people at the center of study and offers an intellectual tool without seeking intellectual hegemony.

Africana 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, Africana 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 Africana Studies.

### Requirements for a major in Africana Studies

Total courses required	Ten
Core courses	AFST/BLST 100, AFST/BLST 240, AFST/BLST 281, AFST/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 322, SOC 329, or other courses approved by the director.
# 300 and 400 level courses	Four

Senior requirement	<p>The senior requirement consists of the completion of the Africana Studies Senior Project (which counts as one of the upper-level courses). Students work with the director of Africana Studies or a faculty member who teaches in the program to complete a major project or paper that focuses on some aspect of the Africana experience. Students will enter into a formal contract. The contract will define the parameters of the study, including the general terms and conditions to be met by way of completing the project. Distribution of the signed contract will be as follows: 1 copy to be kept by the supervisor of the thesis/project, 1 by the student, and 1 by the Africana Studies director. The project is to be completed within the semester in which it is offered (1 course) and so designed so that the director or the supervising faculty in consultation with the director, having determined that the student has completed the written part of the project with minimum grade of C-, will arrange for the student to defend the thesis before a committee of Africana Studies faculty, made up of at least 4 persons, two of whom shall be the Director of Africana Studies and the thesis faculty supervisor, plus two to three other faculty members who teach in the Africana Studies program. Prior to the defense, the student's project will be circulated to members of the defense panel. The student will be required to do a 15-20 minute presentation on the thesis/project after which members of the panel will ask him/her questions on the thesis/project. Following the question and answer period, the student will be asked to leave the room. The defense panel will then adjudicate whether or not the student passed the defense. A simple pass/fail grade is required for successful completion of the defense. On the basis of the student's performance in the defense, the panel will decide on the student's overall grade, including the written part, for the senior project. The student is then invited to return to the room and informed as to whether s/he has passed the defense and informed of the overall grade for the project. The director then informs the Registrar's office of the final grade.</p>
Additional information	
Recent changes in major	<p>The Black Studies major was renamed Africana Studies in February 2015. Requirements for the major did not change. Courses from the program changed to an AFST prefix beginning Fall 2015.</p>

## Requirements for a minor in Africana Studies

Total courses required	Five
Core courses	AFST/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      The name of the minor was changed from Black Studies to Africana Studies Feb. 2015.

## Courses in Africana Studies

**AFST 100. Introduction to Africana Studies**      Social Sciences      1 course

(Previously BLST 100, Introduction to Black Studies) Designed as the gateway to Africana 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.

**AFST 281. History of the Black Atlantic**      Social Sciences      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. *Cross-listed with HIST 281.*

**AFST 290. Topics in Africana Studies**      Group      1/2-1 course

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

**AFST 390. Advanced Topics in Africana Studies**      Group      1/2-1 course

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

**AFST 480. Senior Project**      Group      1 course

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

**AFST 490. Independent Study**

Group 1/2-1 course

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

**BLST 197. First -Year Seminar**

Group 1 course

A seminar focused on a theme in Black Studies *Open only to first-year students.*

**BLST 240. Readings in Literatures of the Black Diaspora**

Arts and Humanities

Group 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. *Cross-listed with ENG 255.*

## Art and Art History

The Department of Art and Art History offers courses of instruction in the studio arts, history of art and museum studies. Students may elect majors or minors in studio art and art history and a minor in museum studies.

Studio courses (in drawing, painting, ceramics, sculpture, photography, video and digital art) stress the fundamentals of visual communication and engage students in conceptual and technical exploration of contemporary art practice.

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, gallerists and art educators; those with majors in art history have become art critics, art historians, museum or gallery professionals or arts administrators.

The department hosts a range of events, including visits by artists, art historians, curators, and critics, that contribute to the vibrancy of the cultural life of the campus. 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, St. Louis, or Cincinnati.



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 students 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, Rome, Paris and other important centers of art and learning.

## Requirements for a major in Art History

Total courses required	Ten
Core courses	Any two 100 level courses (ARTH 131, ARTH 132, ARTH 133, ARTH 134, or ARTH 135), and ARTH 494. .  At least one course from each of the three groups below, A, B, and C, so as to work across chronological and geographical boundaries within art history:
Other required courses	<ul style="list-style-type: none"> <li>• Group A--European Art before 1500: ARTH218, ARTH235, ARTH310, ARTH340, ARTH350;</li> <li>• Group B--European and American Art after 1500: ARTH201, ARTH225, ARTH226, ARTH251, ARTH275, ARTH336, ARTH360;</li> <li>• Group C--Asian Art: ARTH231, ARTH232, ARTH233, ARTH 234, ARTH331, ARTH332, ARTH333, ARTH 334.</li> </ul>
# 300 and 400 level courses	Three: two 300 level courses plus 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. The course reviews the major methodologies of art history, through reading and discussion of landmark articles in the field, and initiates students in their application. A major original research paper, on a topic of the student's choosing, is done under the direction of the instructor. The results of the research are presented in a formal twenty-minute public lecture at the end of the semester.
Additional information	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: ASIA 140, ASIA 281, CLST 100, CLST 262, CLST 263, CLST 264, ENG 261, ENG 263, ENG 265, ENG 266, ENG 281, ENG 283, HIST 10, HIST 107, HIST 108, HIST 111, HIST 112, PHIL 240, REL 130, REL 132, and REL 259. The other course must be chosen from among the studio courses (any studio course). First-year seminars on art historical topics may be counted toward an art history major or minor.
Recent changes in major	

## Requirements for a major in Studio Art

Total courses required	Eleven
	Three introductory studio art courses--one from each of the following categories recommended:
Core courses	<ul style="list-style-type: none"><li>• painting/drawing: ARTS 152, ARTS 153</li><li>• photo/new media: ARTS 160, ARTS 163, ARTS 165</li><li>• sculpture/ceramics: ARTS 175, ARTS 170</li></ul>
	And Senior Projects: ARTS 491 and ARTS 492
Other required courses	Four additional studio art courses at the 200 or 300-level, at least one of which must be at the 300-level. Two art history courses, one survey (ARTH 131, ARTH 132, ARTH 133, ARTH 134, or ARTH 135) and one upper level course (ARTH 226 recommended).
# 300 and 400 level courses	Three including ARTS 491 and ARTS 492
Senior requirement	The senior comprehensive requirement consists of the completion of ARTS 491, Senior Projects (fall semester senior year) and ARTS 492, Senior Projects (spring semester senior year) with a grade of C or better, and an exhibition of the student's work at the end of the senior year. Throughout this two seminar sequence, students will review the major methodologies of studio art practice through sustained exploration of ideas, continued experimentation with materials and techniques, ongoing critiques with faculty and peers and the development of a professional artist's packet. Examples of contemporary art practice will be investigated through lectures, readings, research presentations and museum visits. At the end of spring semester, students will present a cohesive, conceptually focused body of work for exhibition and a formal gallery talk at the opening reception in the Visual Arts Gallery.
Additional information	
Recent changes in major	

## Requirements for a minor in Studio Art

Total courses required	Five
Core courses	Four studio art courses. At least one 300 level studio art course is required for all minors.
Other courses	One course in art history.

# 300 and 400 level  
courses                      One  
Recent changes in  
minor

## Requirements for a minor in Art History

Total courses                      Five  
required

Core courses                      Four art history courses, one course at the 100 level, and three courses at the 200 or 300 level. At least one course must be at the 300 level. One studio art course.

Other courses                      Of the three non-introductory art history courses, one course must be taken from each of the three groups above, A, B, and C. Students considering a minor in art history should consult with an art history faculty member.

# 300 and 400  
level courses                      One  
Recent  
changes in  
minor

## Requirements for a minor in Museum Studies (Approved 2017-2018)

Total  
courses                      Six  
required

Core  
courses                      

- One foundations course (MSST 110)
- 1/2 credit practicum. Can be fulfilled with approved Extended Studies course, internship, approved Prindle reading group, or independent studies. Students should consult with minor advisor.
- 1/2 credit capstone (MSST 493).

Other  
courses                      Three art history courses- one 100-level course and two upper level courses from the following: ARTH 226, ARTH 231, ARTH 233, ARTH 234, ARTH 250, ARTH 331, ARTH 332, ARTH 333, ARTH 334, ARTH 360. One cognate course from outside the Art and Art History department: please consult with minor advisor to select this course.

# 300 and  
400 level  
courses                      One  
Recent  
changes in  
minor

## Courses in Art and Art History

### Courses in Art History

#### **ARTH 131.**

##### **Introduction to Art History Ancient to Medieval**

Arts and Humanities

Group 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.

#### **ARTH 132.**

##### **Introduction to Art History Renaissance to Modern**

Arts and Humanities

Group 1 course

A survey of Western Art from the early Italian Renaissance to modern and contemporary art. We will view and discuss the major works of art from this period in chronological sequence, discussing their place in the larger historical developments of the west, including the political, social, economic, philosophical and theological. We will also discuss and practice some basic modes of art historical analysis.

#### **ARTH 133. East Asian**

##### **Art, Bronze to the Mongols**

Arts and Humanities

Group 1 course

A survey of the arts of East Asia from 1500 B.C.E to the 14th century, analyzing the major developments in the art and architecture of China, Japan, Korea, and the Ryūkyūs over a range of media. We will study some of the various methodologies that can be applied to East Asian Art as well as key themes in the chronological and historical development of visual cultures against the background of religious, political and social contexts. May count toward Asian Studies.

#### **ARTH 134. Art of India**

Arts and Humanities or Global Learning

Group 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 135.**

**Developments in East Asian Art, Modernity**      Arts and Humanities      Group      1 course

A survey of the arts of East Asia from the 14th century to the present, analyzing modernity, as well as the march towards modernity, in the art and architecture of China, Japan, Korea, and the Ryūkyūs over a range of media. We will study some of the various methodologies that can be applied to East Asian Art as well as key themes in the chronological and historical development of visual cultures against the background of political, social, and cultural contexts. May count toward Asian Studies.

**ARTH 190.**

**Introductory Art History Topics**      Arts and Humanities      Group      1 course

Introductory level art history courses in a specific topic. No prerequisite. Not offered Pass/Fail.

**ARTH 197. First-Year Seminar**

Group      1 course

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

**ARTH 218. Cathedral and Court: Gothic Art**

Arts and Humanities      Group      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.

**ARTH 225. Modern Art and Modernity**

Arts and Humanities      Group      1 course

Surveys the history of European and American art of the late 19th and first half of the 20th century, 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; the 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 226.**

**Contemporary Art & Theory**      Arts and Humanities      Group      1 course

This course will be focused on art from the late 1960s to the present. This is the tradition in art which rejects many of the basic principles and qualities of Modernism; that is, it rejects an exclusive focus on oil painting and pedestal-based sculpture, the autonomy of the artwork from the wider world, and the ideal of the artist as a larger-than-life person. We will address the situation in contemporary art in which art takes on a bewildering array of materials, methods, procedures, goals, and modes of self-presentation, including an emphasis on installation, performance, digital and social media, and an art focused on social interactions.

### **ARTH 231. Prints &**

**Print Culture of Early Modern & Modern Japan**      Arts and Humanities      Group      1 course

This course explores the spectacle and complexity of Japanese urban life in the early modern and modern periods through a study of the eras' visual arts, particularly woodblock prints, paintings, and print culture. Investigation of pre-modern woodblock prints or ukiyo-e yields a rich tapestry of issues and topics relevant to "early modernity." The study of sōsaku hanga or creative prints, which developed in reaction to ukiyo-e in the early 20th century, expands our understanding of Japanese modernity, as well as of the global impact of Japanese art. We will consider the economic currents of the times, the wealth of the commoner class as well as the concomitant blurring of social boundaries in pre-modern Japan, government attempts at control, the powerful entertainment industries of theatre & sex, the visualization of urban literature, concepts of beauty, the "burden" of history, and the demands of modernity. Our interdisciplinary approach will allow us to engage with not only art-historical issues, but also literary, sociological, historical, and religious concerns.

### **ARTH 232. Warrior**

**Art of Japan and the Ryūkyūs**      Arts and Humanities      Group      1 course

This course explores the arts produced for and by the warrior elite of Japan and the Ryūkyū islands (now Japan's Okinawa prefecture) from 1185 until 1868. From the tragic tale of Minamoto Yoshitsune to the mythical, warrior origins of Ryūkyū royalty, the class will concentrate on the arts produced for the men who led these nations through both treacherous and prosperous times. We will study arms & armor, castles & retreat pavilions, various ceremonial performances, including Ryūkyūan investiture and the Japanese tea ceremonies, paintings, Noh theatre, Ryūkyūan dance, and film. Through a careful consideration of translated documents, slide reproductions of art objects, movies, and selected treasures from the DePauw

University Art Collection, students will learn about what motivated these powerful men to produce art, how they embraced the arts to better themselves culturally, and what these monuments and artworks conveyed about the culture of Japan's and the Ryūkyūs's medieval and early modern eras.

**ARTH 233.**

**Monumental Art of Japan, 1550-1900: Splendor & Angst**

Arts and Humanities

Group 1 course

This course explores large-scale art and architecture produced in Japan from 1550 to 1900. These years encompass the last turbulent decades of warfare and the first two centuries of an era of peace, witnessing the construction (and destruction) of resplendent castles, villas, religious complexes, and their accompanying interior decoration. Powerful and pervasive artistic ateliers, which were responsible for the decoration of these structures, also left an indelible artistic stamp on the nation during this period. What role did such resplendent monuments play in the struggle for power, both politically and culturally? For whose eyes was such splendor intended and what hidden, underlying angst pervades these efforts? What aesthetic values are expressed and did they extend beyond the elite, ruling class? Students will consider these questions and more, ultimately investigating the larger role of "art" in society.

**ARTH 234. East West Encounters**

Arts and Humanities

Group 1 course

This course examines cross-cultural artistic encounters between the Western world (Europe and the United States) and Asia (India, China, and Japan) from ca. 1500 to the mid-twentieth century, concentrating on the role of art objects and visual culture, broadly speaking, in the cultural exchange between East and West over the past five hundred years. Topics include the impact of Western realism on traditional Asian art forms; the role of commodities and empire in artistic production; Japonisme and Chinoiserie in 19th century Europe and America; early photography; collections of Asian art objects in the West; issues of cultural identity in Asian modernism; and post-World War II abstract art.

**ARTH 235. Women and Medieval Art**

Arts and Humanities

Group 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 count towards Women's Studies.*

**ARTH 251. Van Gogh,  
Gauguin and Post-  
Impressionism**

Arts and Humanities

Group 1 course

This course considers how art historians have conceptualized "Post Impressionism" and explores the institutions 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 fascination with primitivism and the colonial "other" as well as ideas of genius and madness in creativity, and the role of gender in the creation of the myth of the "modern" artist.

**ARTH 265. Art and  
Literature Paris and  
Berlin**

Group 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.

**ARTH 275. First  
World War and  
Modernist Culture**

Arts and Humanities

Group 1

It is often said that the First World War-- the "first industrialized war"-- changed everything, brought an end to 19th century culture and politics, and ushered in the Modern era. An entire generation experienced the horrors of the trenches, endless artillery bombardments, and poison gas, only to return home to a world they no longer recognized, and that no longer understood them. The painters, poets, novelists, and movie makers among them did their best to convey their experiences of war and combat through their art forms, and in the process contributed to the creation of modernist art and literature. This course will examine the experience of the war through art and literature.

**ARTH 290. Topics in  
The History of Art**

Arts and Humanities

Group 1/2 - 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 310. Painting &  
Presence: Image  
Theory in Medieval  
Art**

Arts and Humanities

Group 1 course



This course examines the changes and controversies that informed the theory of the late medieval image (1400-1550) in altarpieces and devotional panels, and books of hours. In manifesting the presence of the divine, painting existed at the boundaries of the material and the immaterial, the earthly and the divine, the two-dimensional and three-dimensional, the visible and the invisible. How were these boundaries negotiated by the makers of images? And by their viewers? Study of original sources that theorize image making in conjunction with contemporary art historical scholarship will shape our discussions of how images come to be and how they come to mean. In focusing on the late medieval art of Jan van Eyck, Rogier van der Weyden, Robert Campin and their contemporaries, we will seek to understand the impact of new materials and techniques (oil painting, multiple point perspective), as well as new iconography (The Seven Joys of Mary, the Wound of Christ), new ways of seeing (realism, symbolic and otherwise), and new identities (the new prominence of the artist through signature and commissioned work). The fundamental questions of the course are: 'How does painting create presence?' and 'What are the consequences of this creation?' This course counts towards the WIM (Writing in the Major) for art history majors

**ARTH 326. Abstract  
vs. Figurative Painting**

Group 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?

**ARTH 331. Kyoto: A  
Cultural Metropolis**

Arts and Humanities

Group 1 course

This course examines the rich visual culture of Kyoto, the imperial capital of Japan from 794 until 1868. During its long history, the city witnessed astounding growth, cultural flowering first under the emperors and then under various warlords, devastation by wars, fires, and famine, and multiple rebirths. Kyoto presided over some of the nation's greatest artistic achievements including the construction of sumptuous palaces, get-away villas, grand temples, and the production of the paintings and decorative flourishes within these structures. In the early modern period, Kyoto silk weavers, lacquer-ware specialists, book illustrators, calligraphers, and especially, painters commanded the respect of consumers throughout Japan, spreading Kyoto's artistic "style" to other urban centers and to the villages at the peripheries of power. The class will proceed chronologically, beginning with the founding of the city in 794 and ending with the city's role in the restoration of imperial power in 1868. Each week we will focus on specific case studies, monuments, art objects, illustrated works of literature, and maps, as well as translated primary sources and pertinent studies by art historians of Japan. Besides gaining a familiarity with Kyoto's pre-modern visual culture, the class aims to impart an awareness of Kyoto's role in the formation of Japanese 'nationhood' and national identity.

**ARTH 332.**

**Representation in  
Japanese Visual  
Culture**

Arts and Humanities

Group 1 course

This course examines the concept of "representation" in Japanese visual culture, engaging with subject matter from contemporary times, as well as from Japan's modern and pre-modern periods (12th through the early 20th centuries). We will proceed along thematic lines. Balancing theoretical readings with scholarly articles and a sprinkling of translated primary sources, the class will address issues relating to the representation (or re-presentation) of landscape and the environment, the body and gender roles, canonical narratives as performance, and national identity at three crucial periods in Japan's history. At times we will reference Japanese monuments and works of art produced prior to the early modern era, as well as the Chinese sources that influenced some of the Japanese topics at the locus of our investigation. What lies at the heart of representation--subjectivity, political aims, societal concerns, emotional responses--and the complexity this question reveals are the central concerns of this course.

**ARTH 333. The  
Supernatural in  
Japanese Art**

Arts and Humanities

Group 1 course

This course explores the theme of the supernatural in Japanese visual culture from the 12th century to the present. With origins in religion, folklore, and literature, otherworldly creatures and their powers have captured the imagination of the Japanese and consequently inspired creative visualizations of them. Students will not only analyze works ranging from traditional painting mediums to contemporary manga, as well as anime, but also will engage with texts that have supernatural worlds and beings as a central element. Moreover, this course will ask students to place these exhilarating and cautionary tales in context: what do these narratives say about the societies that created them, believed in them, and produced visualizations of the supernatural creatures featured within them?

**ARTH 334. Women  
and East Asian Art**

Arts and Humanities

Group 1 course

This course examines the role of women in the arts in pre-modern East Asia and the negotiation of women's concerns, by female artists, in modern and contemporary East Asian art. Did women have no sense of empowerment at all in pre-modern China, Korea, and Japan? What about Chinese, Korean, and Japanese women artists today? What are their interests and agendas? Students will engage with historical works of art and artists, while concurrently gaining an understanding of gendered female roles as determined by religious, philosophical, and societal conceptualizations of the past. Then, students will study feminist discourses originating from the West in their analysis of modern and contemporary East Asian art by and about women. Ultimately, the aim of this course is to demystify and to complicate understandings about women as the subject of art, as well as women as the producers of art, in East Asia. This course counts towards the WIM (Writing in the Major) requirement for art history majors.

**ARTH 340. Love and War in Medieval Art and Literature**

Arts and Humanities

Group 1 course

"Love is a kind of war, and no assignment for cowards." Thus spoke Ovid in c. 2 B.C.E. with great pertinence to love and war in the Middle Ages and to the endeavors of this class. I propose to work with you through three forms of vernacular writing and imagery: war epic poems, Arthurian romances, and allegorical love poetry. All three of these forms were articulated in the incredibly rich 12th - 14th centuries, though often they refer to much earlier periods. All three of these forms flourished outside the purview (and approval) of the Church. And all three of these forms interacted with that most troublesome (because uncontrolled) of all entities: the secular image. Both the texts and images of medieval love and war existed without the sanction or authority of sacred text (i.e. the Bible in its many medieval manifestations). This "unmoored" quality resulted in an especially productive, volatile and fascinating interaction between orality, memory, writing, and transmission. The course seeks to be aware of how "timeless" stories move between various verbal and visual forms, what the impacts of those forms are on the stories, and what happens to them in our modern era (where they are still consistently translated into film and further fiction).

**ARTH 350. Race and Difference in Medieval Art**

Arts and Humanities

Group 1

This course seeks to uncover and analyze strategies of difference in the pre-modern years of 1000-1550. Our modern categories of difference and conflict involve race, class and gender: what categories did medieval culture use to mark difference, and what can we learn from them? Starting in northern Europe with the warrior Beowulf's battle against Grendel the monster, moving to Spain and its geopolitics of Convivencia, continuing to the Middle East with the Crusades, and ending in the fantastic maps and travel writings and images of the kingdoms of India, Africa, and China we will study categories of ethnicity, dynastic loyalty, religion, and language, among others, as they constructed difference in medieval textual and visual culture. At stake in this class is a critical understanding of the historical construction of difference, and the lessons it can give us for understanding strategies of difference in our own culture.

**ARTH 360. Pablo Picasso, Henri Matisse, and the Parisian Avant-Garde**

Arts and Humanities

Group 1 course

Pablo Picasso and Henri Matisse were the two artists credited with indicating the two most important directions in 20th century art: a painting of a bold, expressive color, and a painting of analytical attention to the picture's surface. These two artists were rivals for the leadership of an intentional but tightly-knit avant-garde community of other artists, writers, critics, collectors, and provocateurs. Their art has been the focus of numerous studies, books, and exhibitions, but nonetheless remains difficult to describe in words. It will allow students to familiarize themselves with different methods of art historical study, will introduce them to the rich

cultural world of early 20th century Paris, and will give them the rich opportunities to develop the kinds of writing skills useful not only in studying art history, but also in working in museums, galleries, auction houses, or in any task that requires sharp, critical writing about something not inherently verbal. The course will touch on critical issues such as the appropriation by European artists of the art of other cultures, the intersections of high art and popular culture, and exhibition practices. This course counts towards the WIM (Writing in the Major) requirement for art history majors.

**ARTH 390. Advanced**

**Topics in the History of Art**      Arts and Humanities      Group      1/2-1 course

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

**ARTH 494. Art History Seminar**

Group      1 course

Students will research and write a major paper on a topic in art history, and present their work in a public forum. In addition, issues in the current practice of art history will be explored.

**Courses in Studio Art**

**ARTS 152. Drawing: Learning to See**

Arts and Humanities      Group      1 course

Drawing is one of the most immediate and responsive forms of art-making. This class will introduce concepts that will carry over into other visual practices and develop our ability to recognize and create good drawings.

**ARTS 153.**

**Introduction to Painting**

Arts and Humanities      Group      1 course

What is a painting (if not just a rectangle with paint on it)? What makes a good painting (if not just technique)? This class introduces you to the questions and techniques of painting from multiple points of view. While designed for students with little or no experience in painting, this class prepares students for advanced painting classes and independently driven work. We will sharpen our awareness of the ways paintings suggest meaning through form, context, narrative, and its relationship to the viewer.

**ARTS 160.**

**Introduction to Digital Art**

Arts and Humanities      Group      1 course

This course investigates software as artistic material and cultural form. Using different platforms and technologies students will gain a tool set of different approaches to begin an art practice in new media/digital art. Students will learn to conceptualize and design their own

projects, as well as learn to utilize a variety of software-based art-making strategies in order to resolve these ideas as artworks.

**ARTS 163.**

**Introduction to  
Photography**

Arts and Humanities

Group 1 course

An introduction to the art of chemical 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 contact instructor before classes start.

**ARTS 165.**

**Introduction to Video  
Art**

Arts and Humanities

Group 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.

**ARTS 170.**

**Introduction to  
Sculpture**

Arts and Humanities

Group 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.

**ARTS 175.**

**Introduction to  
Ceramics**

Arts and Humanities

Group 1 course

This survey class is an introduction to contemporary ceramic art practice. Through demonstrations, studio work, readings, and critiques, students will build a strong understanding of ceramic concepts, methods, and materials. Course content will explore both handmade pottery and sculptural forms through a range of techniques including hand building, wheel forming and surface development.

**ARTS 184. On-  
Campus Extended  
Studies Course**

Group Variable

An on-campus studio art (184S) or art history (184H) course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

**ARTS 197. First-Year Seminar**

Group 1 course

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

**ARTS 198.**

**Introductory Studio Arts Topics**

Arts and Humanities

Group 1/2 - 1 course

Introductory level studio courses in specific media. Areas of study may include: A. Drawing, B. Painting, C. Ceramics, D. Sculpture, E. Photography, F. Video, G. Digital, H. Interdisciplinary Study. No prerequisite. Not offered Pass/Fail

**ARTS 256.**

**Intermediate Painting: The Contemporary Figure**

Arts and Humanities

Group 1 course

We will explore the ever-evolving presence of the figure in painting and how we can use it to learn about who we are, individually and collectively. The class will engage in an intersectional study of how the figure has been represented throughout history in different cultural expressions. Students will develop the ability to create paintings and articulate ideas. Readings, films, and critiques will prepare each student to pursue studio practice and research. Prerequisite: Introduction to Painting or consent of instructor.

**ARTS 257.**

**Intermediate Painting: Every Painter is a Thief**

Arts and Humanities

Group 1 course

There's no way around it: you got your ideas from somewhere else. In this class we will explore the lineage of our ideas and be deliberate in their context, function, framing, and form. It matters where our ideas and studio practice come from, but the question is: what do we do with them now that they're ours? Students will develop the ability to create paintings and articulate ideas through comparing what is original, reproduced, and appropriated. Readings, films, and critiques will prepare each student to pursue studio practice and research. *Prerequisite: Introduction to Painting*

**ARTS 262. Intermediate**

Arts and Humanities

Group 1 course

**Photography: Studio Lighting**

This course explores the lighting studio, digital editing software and digital color printing. Using the lighting studio as a basis for the course, students will explore assignments such as the constructed still life, studio portraiture and the photo tableau with digital cameras. Notions of the real and the ability to create rather than document the world will be central themes of discovery. We will also interrogate concepts of beauty and the historical role of the lighting studio in reinforcing stereotypes about gender and race. Ultimately students will conceptualize how the lighting studio can transform their means of creative production. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. *Prerequisite: Introduction to Photography and Intermediate Photography: Digital Photography*

**ARTS 264.**

**Intermediate**

**Photography:**

Arts and Humanities

Group

1 course

**Darkroom**

**Experiments**

An introduction to experimental cameras and darkroom photographic techniques, this course will explore alternative methods for creating photography. Technical processes will explore pinhole and Diana cameras, sandwiched negatives, hand-applied emulsions and non-silver alternative processes such as Cyanotype. Students will simultaneously learn the history of photography as they push the boundaries of the medium. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. *Prerequisite: Introduction to Photography.*

**ARTS 266.**

**Intermediate**

**Photography: Digital**

Arts and Humanities

Group

1 course

**Photography**

This course will train students in digital photography including image acquisition, workflow management, digital printing and the software programs such as, Lightroom and Photoshop. We will use this technical training to make conceptually centered images and projects within a studio art environment. The technical training will merely be a foundation for students to develop their own ideas and concepts. The course will consist of completing a series of tutorials in Lightroom as well as demonstrations with cameras, scanners and printers. In addition, we will explore image editing/organizing workflow strategies and advanced image correction. Student's will also be introduced to the history of digital imaging within the field of photography, as well as the early origins of montage and negative compilation from the late 1800's. Like any field, and photography is no exception, technical advancements do not happen in a vacuum. These discussions invariably raise questions about photography's contested relationship to the "truth." Through demonstrations, tutorials, class exercises, projects, readings, and slide lectures students will learn to navigate the field of digital photography. *Prerequisite: Introduction to Photography*

**ARTS 271. Sculpture  
in Public Places**

Arts and Humanities

Group 1 course

This course explores the methods and theories of contemporary public sculpture. Emphasis will be placed on the acquisition of skills and techniques relating to materials suitable for outdoor display, including woodworking, welding, sewing, and fiberglass resin. Discussions and slide lectures delve deeply into both the practical issues of public art-- model-making, site selection, and presenting ideas for approval--but also the theoretical considerations--how and why art in the public sphere is so distinct from more traditional gallery art. Issues of permanence, site-specificity, community engagement, and environmental concerns will be explored through a series of project such as inflatable art, ambient art, earthworks, and construction of a large-scale sculpture for exhibition on campus.

**ARTS 272. Kinetic  
Sculpture**

Arts and Humanities

Group 1 course

This course explores contemporary time-based art through basic techniques of movement and kinetics. Various methods of motion are explored, including mechanical devices and motors, natural sources such as wind, and manual or man-driven operations. Demonstrations provide the technical and material expertise necessary to complete related projects such as automaton, flying machines, and a Rube Goldberg machine. Discussions, readings and slide lectures will focus on examples of kinetic and time-based art through recent art history, with emphasis on conceptual and visual concerns of moving objects; not just how they function physically, but how they are interpreted in the context of our fast-paced, post-industrial culture. Prerequisite: Introduction to Sculpture or consent of instructor

**ARTS 273. Sculpture  
and Sustainability**

Arts and Humanities

Group 1 course

This course explores sustainable art practices related to contemporary environmental and economic concerns. Various approaches to sustainability will be discussed and explored while developing artwork that addresses issues of sustainability in both its construction and its content. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building an earthwork from natural materials, making a sculpture for \$1.00, and altering/reclaiming found or salvaged objects. Discussions, readings and slide lectures will focus on examples of sustainable art practices through recent art history, with emphasis on conceptual, practical and visual concerns of making sculpture that is environmentally and economically responsible.

**ARTS 274. Sculpture  
and Community-Based  
Art**

Arts and Humanities

Group 1 course

This course explores experimental art forms used to create socially engaged art. Social practice art often utilizes participatory, community-centered approaches to address pressing political and social concerns, both locally and globally. Demonstrations provide the technical and material



expertise necessary to complete related sculptural projects such as building a miniature golf course for charity, designing a project for the Occupy House at Peeler, and creating an independent social practice project. Discussions, readings and slide lectures will focus on examples of social practice art through recent art history, with emphasis on conceptual, practical and visual concerns of researching controversial topics, collaborating with a diverse group of peers and local community members, and creating artwork that maintains high artistic standards while addressing social or political concerns.

**ARTS 276. Ceramics:** Arts and Humanities Group 1 course  
**Food and Community**

This studio art class focuses on the various relationships between ceramics and food, specifically the ways that food and objects are produced, consumed and valued in our contemporary culture. Course content includes explorations of production methods of food, food and identity, food shortages and geophagy (eating clay for nourishment) and mealtime culture. Students will use information from readings and discussions as a foundation to explore food-related issues through ceramic art projects, as well as collaborative and social practice. Demonstrations will cover functional pots, large scale works, customized ceramic surfaces and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

**ARTS 277. Ceramics:** Arts and Humanities Group 1 course  
**Material Explorations**

This studio art class focuses on both conventional and alternative ceramic materials and processes. Course content explores the relationship between process and product, the implicit meaning of materials, personalized clay and glaze formulation, custom production methods, and more. Students will test materials in the studio and research other artists' work to develop art projects that demonstrate a sophisticated and practiced use of clay, glaze, firing methods and more. Demonstrations will include raw materials tests, glaze composition, large scale construction methods and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

**ARTS 278. Ceramics:** Arts and Humanities Group 1 Course  
**Making Meaning**

This studio art class focuses on the continually evolving cultural significance of ceramic objects, ranging from historical artifacts, to limited production artworks, to mass produced commercial items. Course content explores the ways that various cultural influences, production methods and marketing strategies affect the way we perceive the value and meaning of the things around us. Students will use information from readings and discussions to consider issues such as originality, authorship, production, consumption, and recontextualization. Demonstrations will include mold making, slip casting, ceramic decals, repetition in service of refinement, and wheel and handbuilding techniques. Students will advance their personal art

practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

**ARTS 279. Ceramics: The Body**      Arts and Humanities      Group      1 course

This studio art class focuses on the human figure as related to historical and contemporary ceramics. Course content includes representations of identity, the individual versus the collective, and the performative nature of functional objects in collaboration with the body. Students will use information from readings and discussions as a foundation to explore issues of the body through ceramic art projects. Demonstrations will include rendering the human figure, functional pots, large scale works, customized ceramic surfaces and more. Students will advance their studio art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

**ARTS 298. Intermediate Studio Art Topics**      Arts and Humanities      Group      1/2-1 course

Intermediate level studio art courses in specific media. Areas of study may include: A. Drawing, B. Painting, C. Ceramics, D. Sculpture, E. Photography, F. Video, G. Digital, H. Interdisciplinary Study. Prerequisite will vary. Not offered Pass/Fail

**ARTS 356. Advanced Painting: The Contemporary Figure**      Arts and Humanities      Group      1 course

We will explore the ever-evolving presence of the figure in painting and how we can use it to learn about who we are, individually and collectively. The class will engage in an intersectional study of how the figure has been represented throughout history in different cultural expressions. Students will develop the ability to create paintings and articulate ideas. Readings, films, and critiques will prepare each student to pursue studio practice and research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Painting and a 200-level Painting course.*

**ARTS 357. Advanced Painting: Every Painter is a Thief**      Arts and Humanities      Group      1 course

There's no way around it: you got your ideas from somewhere else. In this class we will explore the lineage of our ideas and be deliberate in their context, function, framing, and form. It matters where our ideas and studio practice come from, but the question is: what do we do with them now that they're ours? Students will develop the ability to create paintings and articulate ideas through comparing what is original, reproduced, and appropriated. Readings, films, and

critiques will prepare each student to pursue studio practice and research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Painting and a 200-level Painting course.*

### **ARTS 362. Advanced**

**Photography: Studio Lighting**      Arts and Humanities      Group      1 course

This course explores the lighting studio, digital editing software and digital color printing. Using the lighting studio as a basis for the course students will explore assignments such as the constructed still life, studio portraiture and the photo tableau with digital cameras. Notions of the real and the ability to create rather than document the world will be central themes of discovery. We will also interrogate concepts of beauty and the historical role of the lighting studio in reinforcing stereotypes about gender and race. Ultimately, students will conceptualize how the lighting studio can transform their means of creative production. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a photographic artist, and present their research in an oral presentation. *Prerequisite: Introduction to Photography and Intermediate Photography: Digital Photography.*

### **ARTS 364. Advanced**

**Photography: Darkroom Experiments**      Arts and Humanities      Group      1 course

An introduction to experimental cameras and darkroom photographic techniques, this course will explore alternative methods for creating photography. Technical processes will explore pinhole and Diana cameras, sandwiched negatives, hand-applied emulsions, and non-silver alternative processes such as Cyanotype. Students will simultaneously learn the history of photography as they push the boundaries of the medium. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a photographic artist, and present their research in an oral presentation. *Prerequisite: Introduction to Photography and any 200-level photography course.*

### **ARTS 366. Advanced**

**Photography: Digital Photography**      Arts and Humanities      Group      1 course

This course will train students in digital photography including image acquisition, workflow management, digital printing and the software programs such as, Lightroom and Photoshop. We will use this technical training to make conceptually centered images and projects within a studio art environment. The technical training will merely be a foundation for students to

develop their own ideas and concepts. The course will consist of completing a series of tutorials in Lightroom as well as demonstrations with cameras, scanners and printers. In addition, we will explore image editing/organizing workflow strategies and advanced image correction. Student's will also be introduced to the history of digital imaging within the field of photography, as well as the early origins of montage and negative compilation from the late 1800's. Like any field, and photography is no exception, technical advancements do not happen in a vacuum. These discussions invariably raise questions about photography's contested relationship to the 'truth.' Through demonstrations, tutorials, class exercises, projects, readings, and slide lectures students will learn to navigate the field of digital photography. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a photographic artist, and present their research in an oral presentation. Advanced students will also design their own project mid-semester. *Prerequisite: Introduction to Photography and Intermediate Photography: Digital Photography*

### **ARTS 371. Advanced**

#### **Sculpture in Public Places**

Arts and Humanities

Group 1 course

This course explores the methods and theories of contemporary public sculpture. Emphasis will be placed on the mastery of skills and techniques relating to materials suitable for outdoor display, including woodworking, welding, sewing, and fiberglass resin. Discussions, readings and slide lectures delve deeply into both the practical issues of public art- model-making, site selection, and presenting ideas for approval- but also the theoretical considerations- how and why art in the public sphere is so distinct from more traditional gallery art. Issues of permanence, site-specificity, community engagement, and environmental concerns will be explored through a series of projects such as inflatable art, ambient art, and construction of a large-scale sculpture for exhibition on campus. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture and any 200-level studio art course*

### **ARTS 372. Advanced**

#### **Kinetic Sculpture**

Arts and Humanities

Group 1 course

This course explores contemporary time-based art through basic techniques of movement and kinetics. Various methods of motion are explored, including mechanical devices and motors, natural sources such as wind, and manual or man-driven operations. Demonstrations provide the technical and material expertise necessary to complete related projects such as automaton, flying devices, and Rube Goldberg machines. Advanced students will demonstrate mastery of techniques and materials related to time-based construction. Discussions, readings and slide lectures will focus on examples of kinetic art and time-based art through recent art history, with emphasis on conceptual and visual concerns of moving objects; not just how they function physically, but how they are interpreted in the context of our fast-paced, post-industrial culture. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a

public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture and any 200-level studio art course*

### **ARTS 373. Advanced**

#### **Sculpture and Sustainability**

Arts and Humanities

Group 1 course

This course explores sustainable art practices related to contemporary environmental and economic concerns. Various approaches to sustainability will be discussed and explored while developing artwork that addresses sustainability in both its construction and its content. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building an earthwork from natural materials, making a sculpture for \$1.00, and altering/reclaiming found or salvaged objects. Discussions, readings and slide lectures will focus on examples of sustainable art practices through recent art history, with emphasis on conceptual, practical and visual concerns of making sculpture that is environmentally and economically responsible. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on an environmental artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture*

### **ARTS 374. Advanced**

#### **Sculpture and Community-Based Art**

Arts and Humanities

Group 1 course

This course explores experimental art forms used to create socially engaged art. Social practice art often utilizes participatory, community-centered approaches to address pressing political and social concerns, both locally and globally. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building a miniature golf course for charity, designing a project for the Occupy House at Peeler, and creating an independent social practice project. Discussions, readings and slide lectures will focus on examples of social practice art through recent art history, with emphasis on conceptual, practical and visual concerns of researching controversial topics, collaborating with a diverse group of peers and local community members, and creating artwork that maintains high artistic standards while addressing social or political concerns. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a social practice artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture*

### **ARTS 376. Advanced**

#### **Ceramics: Food and Community**

Arts and Humanities

Group

This studio art class focuses on the various relationships between ceramics and food, specifically the ways that food and objects are produced, consumed and valued in our contemporary culture. Course content includes explorations of production methods of food, food and identity, food shortages and geophagy (eating clay for nourishment) and mealtime culture. Students will use information from readings and discussions as a foundation to explore

food-related issues through ceramic art projects, as well as collaborative and social practice. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will cover functional pots, large scale works, customized ceramic surfaces and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and any 200-level studio art course or consent of instructor.*

### **ARTS 377. Advanced**

**Ceramics: Material Explorations**      Arts and Humanities      Group      1 course

This studio art class focuses on both conventional and alternative ceramic materials and processes. Course content explores the relationship between process and product, the implicit meaning of materials, personalized clay and glaze formulation, custom production methods, and more. Students will test materials in the studio and research other artists' work to develop art projects that demonstrate a sophisticated and practiced use of clay, glaze, firing methods and more. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will include raw materials tests, glaze composition, large scale construction methods and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and any 200-level studio art course or consent of instructor.*

### **ARTS 378. Advanced**

**Ceramics: Making Meaning**      Arts and Humanities      Group

This studio art class focuses on the continually evolving cultural significance of ceramic objects, ranging from historical artifacts, to limited production artworks, to mass produced commercial items. Course content explores the ways that various cultural influences, production methods and marketing strategies affect the way we perceive the value and meaning of the things around us. Students will use information from readings and discussions to consider issues such as originality, authorship, production, consumption, and recontextualization. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will include mold making, slip casting, ceramic decals, repetition in service of refinement, and wheel and hand-building techniques. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and any 200-level studio art course or consent of instructor.*

**ARTS 379. Advanced Ceramics: The Body**

Arts and Humanities

Group 1 Course

This studio art class focuses on the human figure as related to historical and contemporary ceramics. Course content includes representations of identity, the individual versus the collective, and the performative nature of functional objects in collaboration with the body. Students will use information from readings and discussions as a foundation to explore issues of the body through ceramic art projects. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will include rendering the human figure, functional pots, large scale works, customized ceramic surfaces and more. Students will advance their studio art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and a 200-level studio art course or consent of instructor.*

**ARTS 398. Advanced Studio Art Topics**

Arts and Humanities

Group 1/2-1 course

Advanced level studio art courses in specific media. Areas of study may include: A. Drawing, B. Painting, C. Ceramics, D. Sculpture, E. Photography, F. Video, G. Digital, H. Interdisciplinary Study. Prerequisite will vary.

**ARTS 491. Senior Projects I**

Group 1 course

This is the first course in a two-semester series of focused studio practice for art majors in their senior year. In this course, students will produce a body of work that explores themes and concepts relevant to their own artistic research. These ideas will serve as the foundation for their exhibition in the Visual Arts Gallery in the spring semester. Through sustained exploration of ideas, continued experimentation with materials and techniques and ongoing critiques with faculty and peers, students will identify and articulate their core practice as an artist. Students will investigate examples of contemporary art practice through lectures, readings, research presentations and museum visits. In order to prepare for the professional art world, students will develop artist statements, document their work in a portfolio and seek opportunities such as exhibitions, residencies and graduate school. This course is WIM (writing in the major) course for studio art majors.

**ARTS 492. Senior Projects II**

Group 1 course

This is the second course in a two-semester series of focused studio practice for art majors in their senior year. In this course, students will produce a cohesive, conceptually focused body of work for exhibition in the Visual Arts Gallery at the end of spring semester. Students will develop contemporary studio practice through artistic research in support of their individual ideas and evidenced mastery of materials and techniques appropriate to their chosen medium.

Students will be expected to demonstrate active independent research and studio management, while participating in art related events on and off campus. With the gallery staff, students will engage in all aspects of exhibition; including design of postcards and advertising material, organization and arrangement of the exhibition, and professional installation and de-installation of their art. Submission of a final artist packet, including artist statement, resume, documentation of art, and slide list, will be required of all students. As part of this course's requirement, each student must also prepare and present a formal gallery talk for the exhibition opening.

## Courses in Museum Studies

### **MSST 110.**

**Contemporary Issues in Museum Studies**      Arts and Humanities      Group      1 course

This course introduces and examines the institutional practices of museums (as well as other exhibition spaces) with emphasis on the ethical dimensions of these practices. How do the creators of exhibits find ways to translate complex ideas and contextual material into accessible, compelling displays? What methods do museum professionals employ to involve and assist visitors? Why do some exhibitions become sites of public controversies and battles over representation- whose voices are heard and whose are silenced? In what manner do discussions of power, privilege, and diversity come into play in museums? How do exhibition planners negotiate ethnic, racial, class, religious, gender, and sexual difference? This course has a two-fold goal: it will introduce students to museums and their operations, and it will explore critical issues of power, privilege, and diversity in contemporary museum studies. In meeting the first goal, we will consider museum missions, practices of collection, exhibition strategies and interpretation, and audience appeal. Then, the class will situate museum strategies and practices in a larger context, examining changing museum ideologies and institutional engagements with the politics of cultural representation, as well as the ethical debates over the 'ownership' of culture and cultural artifacts. Assignments and site visits will further strengthen students' reading, writing, and critical thinking skills.

**MSST 296. Topics in Museum Studies**      Arts and Humanities      Group      1/2 - 1 course

An in-depth study of a particular topic in museum studies.

**MSST 396. Advanced Topics in Museum Studies**      Arts and Humanities      Group      1/2 - 1 course

An in-depth study of a particular topic in museum studies.

**MSST 493. Museum Studies Capstone**      Group      1/2 course

This seminar course provides museum studies minors with an opportunity to synthesize material from previous museum studies courses, internships, and allied coursework by



translating theory into practice. Students will first consider the history and ethics of museum practice through small-group discussions and advanced readings in museum theory, curatorial studies, and exhibition design. Then, under the collaborative guidance of art history faculty and the director and curator of galleries, students will co-curate a professional exhibition drawing from the DePauw University permanent art collection of 3,600 objects. Students will design the exhibition thesis and supporting subthemes, synthesize subject material, consider object relationships and layout, and install the final exhibition for public display. The capstone project will culminate in a public exhibition opening, complete with oral representations and tours led by students.

## Asian Studies

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 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. (The Asian Studies Program has substantial scholarships available for all Asian Studies majors wishing to study in Asia.) 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 or minor in Asian Studies, minors in Japanese and Chinese language are 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 Asian Studies major and minor.

### Requirements for a major in Asian Studies

Total courses  
required      Ten

Three of the following introductory courses: ARTH 133, ARTH 134, ARTH 135, ARTH 234, ASIA 140, ASIA 197, HIST 107, HIST 108, POLS 253, REL 130, REL 253

ASIA 480

Core courses      The Inter-Cultural Competency Requirement (ICCR) can be fulfilled in one of three distinct ways: 1.) Completion of two semesters of a Chinese or Japanese language at DePauw at any level; 2.) Successful completion of an intensive summer language class in Japanese, a Chinese language or an Indian language at an approved program; 3.) Successful completion of a semester-long immersive study abroad experience in India, China or Japan. (Please note that substantial guaranteed funding is available for Asian Studies majors seeking to participate in an accredited study abroad program.)

DePauw courses that count toward the ICCR include: CHIN 161, CHIN 162, CHIN 261, CHIN 262, CHIN 361, CHIN 362, JAPN 151, JAPN 152, JAPN 251, JAPN 252, JAPN 351, JAPN 352

The ICCR may be waived for students from Asia or those with extensive knowledge of an Asian language. However, all majors must take the equivalent of 10 courses inclusive of DePauw courses and off-campus study programs. Scholarships are available for all majors wishing to participate in an immersive semester-long cultural experience abroad or in an approved off-campus summer program regardless of linguistic abilities or prior experience in Asia.

A minimum of four courses from among the following (2 of the 4 courses must be at the 300-400 level): ANTH 290 (when an Asian topic), ARTH 231, ARTH 232, ARTH 233, ARTH 234, ARTH 331, ARTH 332, ARTH 333, ARTH 334, ASIA 250, ASIA 281, ASIA 282, ASIA 290, ASIA 390, ASIA 470, CHIN 261, CHIN 262, CHIN 361, CHIN 362, ENG 265, HIST 252, HIST 290 (when an Asian topic), HIST 351, HIST 353, HIST 490 (when an Asian topic), HIST 491, JAPN 251, JAPN 252, JAPN 351, JAPN 352, JAPN 451, PHIL 210, POLS 253, REL 253, REL 257, REL 258, REL 290 (when an Asian topic), REL 357, REL 359, REL 491 (when Asian topic). - A number of other courses apply toward the Asian Studies program. See the Schedule of Classes each semester for a complete listing.

Other required  
courses

# 300 and 400  
level courses

Three including ASIA 480

Senior  
requirement

All Asian Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480) with a grade of "C" or above. 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 presentation.

A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study abroad programs.

Additional  
information

An approved intensive summer language program covering the equivalent of a year's worth of Asian language study at DePauw will fulfill the inter-cultural competency requirement and the student may receive up to 2 language credits toward the Asian Studies major.

Although a maximum of 5 language courses can count toward the Asian Studies major we strongly encourage students to take full advantage of DePauw's offerings in Asian languages in order to deepen their understanding of Asian cultures and peoples.

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	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**      Arts and Humanities      Group      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 150. Introduction to Taoism**      Arts and Humanities or Global Learning      Group      1 course

Through a close reading of the classic of Taoism Tao te ching in the context of its antiquity (around the 7th century BCE) and in its contemporary applications in politics, aesthetics, arts, gender relations, violence and peace, and power and authority, students will learn one of the three major schools of thought in China. Particular attention will be paid to the philosophical and cultural issues that influenced not only Chinese but also many other Asian and Western cultures.

**ASIA 190. Topics**      Group      1 course  
Topics in Asian Studies.

**ASIA 197. First-Year Seminar in Asian Studies**      Group      1 course

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

**ASIA 250. China on Screen**

Arts and Humanities

Group 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 251. Classical Chinese Literature in Translation**

Arts and Humanities

Group 1 course

This course outlines Chinese literature from the beginning to the Tang dynasty (618-907). From some of the most beloved and celebrated literary texts, we will glean the ageless enigmas of the Warring States sophists, the whimsical wisdom of Chinese hippies of the Bamboo Grove, and the anomalies and the fantastic from poetesses (both male and female) of China's Golden Age, the Tang dynasty. In seven themes, we will explore major genres and sub-genres of Chinese literature, including poetry (e.g., "the music bureau," "classical poetry," and "lyric meters"), prose (e.g., historical and philosophical), and fiction (e.g., 'describing anomalies' and 'romances'). We will learn and experience how politicians and common people in China over 2,500 years ago thought, felt, and lived. How did the ancient Chinese achieve immortality, behave in courtship, eavesdrop on a love affair, express their emotions, and criticize one another? Amazingly enough, many of the answers are as contemporary as scenes in a Hollywood movie today. No knowledge of Chinese is required.

**ASIA 290. Topics in Asian Studies**

Group 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 Asian Studies**

Group 1 course

Typically examines selected themes, genres or periods in Chinese, Japanese or Indian literature. May also explore issues and/or periods in Chinese, Japanese or Indian cultural and intellectual history. *Prerequisite: One of the following courses - ARTH 133, ARTH 134, ARTH 135, ARTH 234, ASIA 140, ASIA 197, HIST 107, HIST 108, POLS 253, REL 130, or REL 253*

**ASIA 470. Directed Readings in Asian Studies**

Group 1 course

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

**ASIA 480. Asian Studies Senior Seminar**

Group 1 course

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

## Biology

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 Cellular and Molecular Biology

Total courses required 8.5 BIO + CHEM 120 + 3 MATH and/or CSC

Core courses BIO 101; BIO 102; CHEM 120; BIO 241 or BIO 250; BIO 315.  
4 BIO courses including:

- Other required courses
- 3 courses from Group 1 (minimum of 2) and Group 2
  - Group 1: BIO 241, BIO 250, BIO 314, BIO 320, BIO 325, BIO 361, BIO 381, BIO 385, BIO 415, BIO 490 (CMB area)
  - Group 2: BIO 230, BIO 285, BIO 334, BIO 335, BIO 382
  - 1 additional Biology elective

3 courses chosen from the following Computer Science and Math courses: CSC 121, CSC 122, CSC 232, CSC 233, MATH 123, MATH 141, MATH 151, MATH 152, MATH 251, MATH 341

No more than two courses from off-campus programs can count toward the major.

# 300 and 400 level courses

Minimum of 3 BIO (not including BIO 450)

Senior requirement

BIO 450 completion with a grade of C- or better, or half credit BIO 490 research in a CMB area.

Additional information

The CSC and MATH courses requirement may be fulfilled as follow: 3 CSC, or 3 MATH, or 2 CSC + 1 MATH, or 1 CSC + 2 MATH. BIO 375, BIO 325, BIO 381 are recommended electives. Students may take BIO 375 and MATH 141, however BIO 375 may not be substituted for one of the Math requirements, or vice versa. BIO 490 half credit research or more recommended in a CMB area, may be counted as upper level elective for the major. Interdisciplinary project with Math or Computer Science is encouraged.

Recent changes in major

## Requirements for a major in Environmental Biology

Total courses required

7.5 Biology + CHEM 130 + 4.0 Allied + 1.0 Elective

Core courses

BIO 101, BIO 102, CHEM 130, BIO 450

Other required courses

Five upper level Biology courses. Must include BIO 375 and either BIO 342 or BIO 345 (or similar approved topics course). Four allied courses from outside Biology (minimum two from the social sciences, arts or humanities; minimum one from the sciences). At least one of these must be at or above the 200 level. These courses are selected from a list of environmental course offerings maintained by the Biology Department. One additional elective course, which may be in Biology, Chemistry, or from the list of allied courses.

# 300 and 400 level courses

Three (not including BIO 450)

Senior requirement

Completion of BIO 450 with a grade of C- or better.

Additional information

No more than two courses from off-campus programs may count toward the major. Environmental biology majors are encouraged to also take courses in physics and computer science.

Recent changes in major

## Requirements for a major in Biology (for students entering Fall 2014 and after)

Total courses required	9.5 BIO + CHEM 120 + 1.0 allied course credit
Core courses	<p>BIO 101, BIO 102, BIO 450</p> <p>Seven upper level Biology courses. At least one course from each upper level cluster (Cellular/Molecular Biology, Organismal Biology, Ecology/Evolution). The remaining four Biology courses can be selected from any of the approved courses for the major. CHEM 120 and an additional allied course are also required.</p> <p><b>Cellular/Molecular Biology:</b> Courses in this cluster emphasize processes of cells and/or unicellular organisms including cellular processes such as metabolism/bioenergetics and the maintenance and expression of DNA, RNA and/or proteins. Courses that fulfill this cluster are BIO 241, BIO 250, BIO 314, BIO 315, BIO 325, BIO 381.</p>
Other required courses	<p><b>Organismal Biology:</b> Courses in this cluster emphasize biological diversity and adaptive characteristics of multicellular organisms such as physiology, anatomy, development, and reproduction. Courses that fulfill this cluster are BIO 230, Bio 235, BIO 285, BIO 334, BIO 335.</p> <p><b>Evolution/Ecology:</b> Courses in this cluster emphasize the consequences of interactions of organisms with each other and their (abiotic and biotic) environment and the processes which shape these interactions at the population, community and ecosystem levels. Courses that fulfill this cluster are BIO 342, BIO344, BIO 345, BIO346, BIO348.</p> <p>Students will take one course from the following list of allied courses: CHEM 240, CHEM 260, CSC 121, GEOS 110, PHYS 120</p>
# 300 and 400 level courses	Three (not including BIO 450)
Senior requirement	<p>The senior requirement consists of the completion of BIO 450 with a grade of C- or better.</p> <p>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.</p>
Additional information	
Recent changes in major	In this Fall 2014 version of the major, the introductory sequence, BIO 101 and BIO 102, replaces the former introductory sequence, BIO 135, BIO 145 and BIO 215.

## Requirements for a minor in Biology

Total courses required	Six
Core courses	BIO 101, BIO 102
Other courses	Three BIO courses, with at least one at the 300-level, and CHEM 120.
# 300 and 400 level courses	One
Recent changes in minor	Prior to Fall 2014 the core courses were: BIO 135, BIO 145, BIO 215. This minor required seven courses to complete.

## Courses in Biology

### **BIO 101. Molecules, Genes and Cells**

Science and Mathematics      Group      1 course

Includes laboratory. An introduction to genetics, cell biology and molecular biology. Students will examine topics in biological chemistry, cellular structure and function, metabolism and energy flow in cellular systems, Mendelian genetics, and the cell cycle.

### **BIO 102. Evolution, Organisms and Ecology**

Science and Mathematics      Group      1 course

Includes laboratory. An introduction to the principles and practice of evolutionary biology, population genetics, and ecology. Students will examine topics in natural selection, the modern synthesis, speciation, phylogeny, primary productivity and ecological efficiency.

### **BIO 104. Human Biology**

Science and Mathematics      Group      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. *May not be counted toward a major in biology.*

### **BIO 105. Human Genetics**

Science and Mathematics      Group      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. *May not be counted toward a major in biology.*

### **BIO 130. Plants in Human Cultures**

Science and Mathematics      Group      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. *May not be counted toward a major in biology.*

**BIO 156. Advanced Placement in Biology**

Group 1 course

Credit for students earning advanced placement in biology. Does not count toward the major in Biology.

**BIO 183. Off-Campus Extended Studies Course**

Group variable

Winter or May Term off-campus study project related to a biological theme. *May not be counted toward major*

**BIO 190. Topics**

Science and Mathematics

Group 1/2-1 course

Selected topics in biology. May include laboratory depending on subject. *May not be counted toward major in biology.*

**BIO 197. First-Year Seminar**

Group 1 course

A seminar focused on a theme related to the study of biology. *Open only to first-year students. May not be counted toward major.*

**BIO 203. Human Anatomy**

Group 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. *Prerequisite: one course in biology or KINS 100*

**BIO 230. Plant Biology**

Group 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 101 and BIO 102, or permission of instructor.*

**BIO 235. Organismal Biology**

Science and Mathematics

Group 1 course

(formerly BIO 135) Includes laboratory. With an emphasis on land plants and animals, this course provides an introduction to the evolution of the structure-function relationships that characterize these organisms. Topics covered include the evolution of adaptations associated with nutrition, internal transport, gas exchange, water and ion balance, growth, reproduction, development and integration of activities. *Prerequisite: BIO 101 and BIO 102.*

**BIO 241. Intermediate Cellular Biology**

Science and Mathematics

Group 1 course

This class focuses on the regulatory mechanisms governing cellular function. Topics will include: protein trafficking, vesicular transport, cytoskeletal dynamics, cell signaling mechanisms, cell cycle regulation, cell-cell and cell environment interactions, regulation of apoptosis, autophagy, stem cells and cell fate determination. The course will also introduce students to critical analysis of peer-reviewed literature. One or two sets of hands-on laboratory modules exploring select cellular processes and imaging techniques will be performed during class time. *Prerequisite: BIO 101 or CHEM 240 (prior or concurrent).*

**BIO 250. Microbiology**

Group 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 101*

**BIO 285. Biodiversity**

Group 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 101 and BIO 102, or permission of instructor..*

**BIO 290. Topics**

Group 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 295. Practicum for  
Biology Tutors**

Group 1/2 course

Development of tutoring and problem-solving skills in biology through readings, direct experience, reflection and discussion. Experience in tutoring/assisting of a biology course under direct supervision. *Prerequisites: one year of Biology and permission of instructor. May be counted one time toward Biology majors.*

**BIO 314. Biochemistry and  
Cellular Biology**

Group 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 101 and BIO 102, or permission of instructor*

**BIO 315. Molecular Biology**

Group 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 101 and CHEM 120.*

**BIO 320. Genetics**

Group 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 101 and BIO 102, or permission of instructor.*

**BIO 325. Bioinformatics**

Group 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 101 or CHEM 240*

**BIO 334. Developmental  
Biology**

Group 1 course

Includes laboratory. A comparative investigation of embryonic development, including cell differentiation, tissue organization and mechanisms of organ development. *Prerequisites: BIO 101 and BIO 102, or permission of instructor.*

**BIO 335. Animal Physiology**

Group 1 course

In Animal Physiology we use an integrative approach to study the mechanisms by which animals maintain internal environments that are compatible to life. The basis of organ systems function, homeostatic responses to environmental stresses, evolutionary and developmental adaptations and normal body functions are explored at the cellular and organismic level. Selected physiological topics including osmoregulation, metabolism, nerve function, cardiac and respiratory physiology are investigated in the accompanying laboratory sessions. *Prerequisites: BIO 101*

**BIO 342. Ecology**

Group 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 101 and BIO 102, or permission of instructor.*

**BIO 344. Ecological and  
Evolutionary Genetics**

Group 1 course

This course examines how interactions among organisms and their biotic and abiotic environments influence the quantitative and molecular genetics of natural populations. Following a brief introduction to theoretical population and quantitative genetics, students make extensive use of the primary literature to examine current research in this area. *Prerequisites: BIO 101 and BIO 102, or permission of instructor.*

**BIO 345. Conservation  
Biology**

Group 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 101 and BIO 102, or permission of instructor.*

**BIO 346. Plant-Animal  
Interactions**

Group 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 101 and BIO 102, or permission of instructor.*

**BIO 348. Behavioral Ecology**

Group 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 101 and BIO 102, or permission of instructor.*

**BIO 361. Immunology**

Group 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. *Prerequisites: BIO 101 and BIO 102, or permission of instructor.*

**BIO 375. Biostatistics**

Group 1 course

Includes laboratory. A detailed survey of the techniques involved in the collection and analysis of biological data. Topics include sampling and the types of biological data, hypothesis generation and testing, parametric and nonparametric statistical tests, categorical data analysis and design of experiments. *Prerequisites: BIO 101 and 102, or permission of instructor. Not open to students with credit in ECON 350 or PSY 214.*

**BIO 381. Cell Signaling in Physiology**

Group 1 course

This class explores how cellular signaling coordinates physiological function. It focuses on the modes of operation of complex and dynamic molecular networks that are linked to the families of G-protein coupled receptors, receptor tyrosine kinases, cytokines receptors, second messengers, and small G proteins. The class explores the role of cell signaling in 1) cell growth, proliferation, differentiation, and cell death, and 2) their regulation of stress responses, inflammation, tissue remodeling, wound healing, regeneration and cancer. This class makes extensive use of primary literature. Weekly 3-hour labs include tissue culture, cell imaging, protein expression, protein isolation and detection by ELISA and Western, and a multi-week independent project (4 to 5 weeks) using various cell and molecular techniques, and in vitro cell culture models as well as in vivo research models. *Prerequisite: BIO 214 or 250 or 315 or CHEM 240*

**BIO 382. Neurobiology**

Group 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 101 and BIO 102, or permission of instructor.*

**BIO 385. Molecular Neurobiology**

Group 1 course

This course is concerned with the regulation of neural gene expression and protein synthesis and is designed for advanced students. We approach neurobiological questions from the molecular (gene and protein) level with the aim to understand how patterns of gene expression and protein synthesis relate to brain function and dysfunction. Topics include neurodegenerative diseases (such as Alzheimer's, Huntington's and Parkinson's disease), addiction, mood disorders, neural development, neural regeneration, stem cells, and progress in neural therapies. Along these lines, current concepts of transcriptional and translational control of selected neural genes in normal, diseased and developing nervous systems are discussed. Molecular techniques such as protein isolation, Western Blotting, immunodetection, and tissue culture are explored in the laboratory. *Prerequisites: BIO 101*

**BIO 390. Topics**

Group 1/2-1 course

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

**BIO 415. Molecular Genetics & Genomics**

Group 1 course

This course focuses on the genes in the Human Genome that are responsible for causing simple monogenic diseases (see OMIM) and more complex polygenic diseases such as atherosclerosis,

diabetes, Crohn's disease, asthma and autism. Both classical genetics (Mendelian, Quantitative, Population) and modern genetics (Single Nucleotide Polymorphisms in Genome Wide Association Studies) are introduced for probing the discovery, transmission, and molecular functions of these genes. We also probe new ways of treating and testing for diseases along with the ethical implications. *Prerequisite: BIO 101, CHEM 240, or permission of instructor. Recommended: BIO 315, BIO 325 or BIO 320.*

**BIO 450. Senior Seminar**

Group 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**

Group 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.*

## Chemistry and Biochemistry

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 Women in Science group also sponsors 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"> <li>• <i>Chemical Reactivity</i> (1.5 courses chosen from CHEM 320, CHEM 331, CHEM 332, CHEM 335; at least one class must include lab);</li> <li>• <i>Chemical Analysis</i> (CHEM 450 plus one course chosen from CHEM 351, CHEM 352, CHEM 353, CHEM 354);</li> <li>• <i>Theoretical and Computational Chemistry</i> (CHEM 460 plus one course chosen from CHEM 361, CHEM 362, CHEM 363, CHEM 364).</li> </ul>
# 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
	NOTE: Chemistry majors may not earn a minor in Biochemistry.
Core courses	CHEM 120, CHEM 170, CHEM 240, and CHEM 260.
	One course chosen from: CHEM 310, CHEM 343 or CHEM 440 and one course from BIO 314, BIO 315, BIO 320, BIO 325, BIO 335, BIO 361 or BIO 415.
Other courses	300 and 400 level courses: 2.
# 300 and 400 level courses	Two
Recent changes in minor	A number of 300 and 400 level chemistry and biology courses have been added to the list of electives for the minor.

## Requirements for a minor in Chemistry

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

## Courses in Chemistry and Biochemistry

### CHEM 100.

**Medicinal Plants for Poets** Science and Mathematics Group 1 course

This course covers the concepts needed to understand medicinal plants from a broad scientific and cultural perspective. We will use a case study approach as a means of introducing the basic chemical concepts needed to understand the molecules in a plant and how they function. We'll also consider some concepts from pharmacology and related areas. To complete the picture, we will look at the cultural origins of medicinal plant knowledge, the nature of scientific methods/scientific truth and the role of medicinal plants in different societies.



*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 102. General  
Chemistry 1A**

Group 1/2 course

CHEM 102 and CHEM 103 follow the curriculum of a typical first semester college general chemistry course, but the course work is spread over two semesters. CHEM 102 is offered in the fall; CHEM 103 in the spring. The laboratory is built into the course. In order to earn one full credit of general chemistry, students must take both CHEM 102 and 103. *Not intended for students wishing to major in chemistry or biochemistry at DePauw. Prospective majors should enroll in either CHEM 120 or CHEM 130 as the starting course.*

**CHEM 103. General  
Chemistry 1B**

Group 1/2 course

Continuation of CHEM 102. *Prerequisite: CHEM 102*

**CHEM 120.  
Structure and  
Properties of  
Organic Molecules**

Science and Mathematics Group 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**

Science and Mathematics Group 1 course, class and lab

An introduction to structure, bonding, properties and simple reactions 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, structure, properties, and reactivity of inorganic substances, including simple ionic substances and coordination complexes. Characterization using infrared and visible spectroscopy is also introduced. *Prerequisite: high school chemistry or CHEM 100. May not be taken pass/fail.*

**CHEM 156.**

**Advanced Placement  
in General  
Chemistry**

Group 1 course

Advanced placement credit for entering first-year students.

**CHEM 170.**

**Stoichiometric  
Calculations**

Group 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 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**

Science and Mathematics Group 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. Pre- or co-requisite: CHEM 170.*

**CHEM 260.**

**Thermodynamics,  
Equilibrium and  
Kinetics**

Science and Mathematics Group 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**

Group 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. May not be counted as an elective for the chemistry major. *Prerequisite: CHEM 130, Chem 240, CHEM 260. May not be taken pass/fail.*

**CHEM 320. Organic Mechanisms and Synthesis**

Group 1 course, class and lab

This course focuses on the concept of reaction mechanisms, surveys a variety of reactions, and introduces the principles of organic synthetic design and strategy. Laboratory introduces fundamental methods of synthesis and purification, and makes heavy use of instrumentation to verify structure and purity. May not be counted as an elective for the biochemistry major. *Prerequisite: CHEM 130, Chem 240, CHEM 260.. May not be taken pass/fail.*

**CHEM 331. Inorganic Reaction Mechanisms**

Group 1/2 course, class only

This course offers a more in-depth look at the range of inorganic reactions. Basics of structure, bonding and properties are used to rationalize reactions ranging from simple precipitation, redox, and acid-base reaction to significantly more involved organometallic reaction mechanisms. Topics vary from year to year but other possible topics include inorganic catalytic cycles, inner and outer sphere redox chemistry, dissociative and associative mechanisms in coordination chemistry, and major bioinorganic reaction mechanisms. Frequently examples are chosen from the most recent primary chemical literature. *Prerequisite: CHEM 130, CHEM 240 and CHEM 260. May not be taken pass/fail.*

**CHEM 332. Inorganic Synthesis**

Group 1/2 course, 1 hour class and lab

A laboratory course focusing on advanced synthesis techniques, such as air sensitive handling, sublimation and solid-state synthesis. Use of the chemical literature will be integrated into the course. *Prerequisite: CHEM 130, CHEM 240 and CHEM 260. May not be taken pass/fail.*

**CHEM 335. Topics in Chemical Reactivity**

Group 1/2 course, class or lab

Selected topics in inorganic and organic chemical reactivity are offered. *May be repeated for credit (with a different topic). Prerequisite: varies with topic. May not be taken pass/fail.*

**CHEM 341.**

**Metabolism  
(discontinued after  
Fall Semester 2005)**

Group 1/2 course

A detailed examination of the function, bioenergetics and regulatory mechanisms of enzymes in the context of intermediate metabolism. Focuses on chemical transformation, regulation and integration at both cellular level and between different organs--lecture only. *Prerequisites: CHEM 240 and CHEM 260. May not be taken pass/fail.*

**CHEM 342. Topics  
in Biochemistry**

Group 1/2 course, class or lab

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

**CHEM 343.**

**Advanced  
Biochemistry**

Group 1 course

A detailed examination of the function, bioenergetics and regulatory mechanisms of enzymes in the context of intermediate metabolism. Focuses on chemical transformation, regulation and integration at the level of cells and organs. The project-oriented laboratory focuses on advanced techniques such as methods of isolation and those needed to analyze structure and function of biomolecules. *Prerequisites: CHEM 130, Chem 240, CHEM 260; BIO 101 or BIO 215. May not be taken pass/fail.*

**CHEM 351.**

**Chemometrics**

Group 1/2 course, class only

An introduction to the mathematical handling of chemical data, including the statistical analysis of data, linear regression, standardization strategies, sampling, optimization and ruggedness testing. *Prerequisite: CHEM 130, CHEM 240, CHEM 260. May not be taken pass/fail.*

**CHEM 352.**

**Analytical  
Equilibria**

Group 1/2 course, class only

This course provides a more detailed examination of equilibrium chemistry and its application to gravimetry, titrimetry and analytical separations, including solvent extractions and chromatography. *Prerequisite: CHEM 130, CHEM 240 and CHEM 260. May not be taken pass/fail.*

**CHEM 353.**

**Instrumental  
Methods of Analysis**

Group 1/2 course, class only

A detailed examination of spectroscopic, electrochemical and flow injection methods of analysis. The application of kinetic methods of analysis is also considered. *Prerequisite: CHEM 130, CHEM 240 and CHEM 260. May not be taken pass/fail.*

**CHEM 354. Topics  
in Chemical Analysis**

Group 1/2 course, class or lab

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

**CHEM 361.  
Chemical Kinetics**

Group 1/2 course, class only

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, CHEM 130, CHEM 240, CHEM 260. May not be taken pass/fail.*

**CHEM 362.  
Chemical  
Thermodynamics**

Group 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, CHEM 130, CHEM 240, CHEM 260. May not be taken pass/fail.*

**CHEM 363.  
Quantum Mechanics  
in Chemistry**

Group 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, CHEM 130, CHEM 240, CHEM 260. May not be taken pass/fail.*

**CHEM 364. Topics  
in Theoretical and  
Computational  
Chemistry**

Group 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**

Group 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**

Group 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**

Group 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**

Group 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; BIO 315. May not be taken pass/fail.*

**CHEM 450. Method**  
**Development**

Group 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. *Pre- or co-requisite: CHEM 351, CHEM 352 or CHEM 353. May not be taken pass/fail.*

**CHEM 460. Theory**  
**and Experiment**

Group 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. *Pre- or co-requisite: CHEM 361 or CHEM 362 or CHEM 363. May not be taken pass/fail.*

## Classical Studies

From Homer to Vergil, the Parthenon to the Colosseum, Classical Studies majors and minors study the greatest works of literature and art from the ancient Greek and Roman Worlds. Courses in Classical Studies approach the Greco-Roman world from a variety of humanistic disciplines and analytical methods, including Greek and Latin language and literature, history, philosophy, and art and archaeology. Students learn to critically evaluate literature and material culture, grapple with fundamental questions of human civilization, and appreciate the relevance of the Greco-Roman tradition in the 21st century. In Greek and Latin language courses, students develop logical and creative thought, and explore some of the greatest works of western literature in the original language.

Majors and minors in Classical Studies often participate in Winter Term trips to Italy and Greece (or elsewhere in the Mediterranean) and in semester abroad programs such as the College Year in Athens or the Intercollegiate Center for Classical Studies in Rome. Students interested in Classical Archaeology are also encouraged to participate in summer fieldwork in the Mediterranean World.

Classical Studies provides a good foundation for a wide variety of careers. As they sharpen their skills in linguistic and textual analysis, logical thinking, observation, and argumentation, Classics majors equip themselves with the essential skills for a wide variety of careers, including journalism, medicine, teaching, museum curation, law, theater and the arts, and academia.

Students considering teaching Latin should take as much Latin as possible and consult with the chair of Classical Studies about teaching certification and job opportunities. 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.

For more information about opportunities in Classical Studies, please see the department web pages.

### Requirements for a major in Greek

Total courses  
required      Nine

Six courses in Greek

Core courses

CLST 153 (formerly 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 usually consists of completion of CLST 454, Senior Seminar, which includes a major paper or project. In exceptional cases, students may opt to complete an independent senior thesis. For both options, students are expected to give a public presentation of their work.
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 , CLST 153 (formerly CLST 253), or CLST 154 (formerly 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 usually consists of completion of CLST 454, Senior Seminar, which includes a major paper or project. In exceptional cases, students may opt to complete an independent senior thesis. For both options, students are expected to give a public presentation of their work.
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"> <li>• Six courses in Latin;</li> <li>• Either CLST 154 (formerly CLST 254) or CLST 264</li> </ul>
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 usually consists of completion of CLST 454, Senior Seminar, which includes a major paper or project. In exceptional cases, students may opt to complete an independent senior thesis. For both options, students are expected to give a public presentation of their work.
Additional information	
Recent changes in major	

### **Requirements for a minor in Classical Civilization**

Total courses required	Five
Core courses	CLST 153 (formerly CLST 253), CLST 154 (formerly 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 Archaeology**

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**                      Arts and Humanities                      Group                      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**                      Arts and Humanities                      Group                      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. *May count towards European Studies minor.*

**CLST 153. Ancient Greek World**                      Arts and Humanities                      Group                      1 course

This course provides a broad survey of Greek history, society, and literature from the mythological origins until the Age of Alexander the Great. Students read widely from Greek primary sources such as Homer, Plato, Herodotus, and Thucydides. *Not open to students with credit in CLST 253.*

**CLST 154. Ancient Roman World**                      Arts and Humanities                      Group                      1 course

This course provides a broad survey of Roman history, society, and literature from its foundation until the fall of the Roman Empire. Students read widely from Roman primary sources such as Cicero, Vergil, and Tacitus. *Not open to students with credit in CLST 254.*

**CLST 161. Introduction to Mediterranean Archaeology**                      Social Sciences                      Group                      1 course

This courses 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 183. Off-Campus Extended Studies Course**

Group variable

Winter or May Term off-campus study project on a theme related to classical studies.

**CLST 197. First-Year Seminar**

Group 1 course

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

**CLST 200. Topics in Classical Studies**

Group 1 course

Study of a specific topic in Mediterranean civilizations or literature. May be repeated for credit with different topics.

**CLST 256. The Impact of Empire: Augustus to Constantine**

Arts and Humanities

Group 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**

Arts and Humanities

Group 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**

Arts and Humanities

Group 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**      Arts and Humanities      Group      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 281. Airs, Waters, Places: Classics and the Environment**      Arts and Humanities      Group      1 course

This course repurposes the title of "Airs, Waters, Places," a Hippocratic treatise on the influence of place upon human health. In line with the Hippocratic investigation into the relationship between environment and human health, this course explores how ancient Greek and Roman thinkers and artists conceive of the environment and its role in shaping human culture and how the environment, in turn, informs the ideas and art of ancient Greek and Roman writers. Topics may include ancient conceptions and representations of the cosmos (ecology), wilderness, farming, and pastoral poetry. *Formerly CLST 351*

HIST

**CLST 300. Topics**      Group      1 course

The advanced 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      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**      Group      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** Group 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.*

**CLST 455. Independent Senior Thesis** Group 1 course

Outstanding students in Classical Civilization, Latin, or Greek may choose to complete an intensive independent research project in their senior year. The project culminates in a written thesis (approx. 30-40 pages) and a public presentation of their research. The thesis is directed by a faculty member in the Department of Classical Studies. Thesis proposals must be approved by the Department of Classical Studies before a student can register for CLST 455.

**Courses in Greek**

**GRK 101. Elementary Greek I** Group 1 course

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

**GRK 102. Elementary Greek II** Language Group 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** Language Group 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** Language Group 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 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 1/2-1 course

A continuation of GRK 451.

## Courses in Latin

### **LAT 123. Elementary Latin I**

Group 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**

Language

Group 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 140. Review of Elementary Latin**

Language

Group 1 course

Intensive review of Latin grammar with an introduction to Latin literature, including selections from Cicero, Caesar, and Virgil. For those students who have prior experience with Latin. This course prepares students for more advanced reading courses in Latin literature and satisfies the language requirement. *Open to students who are placed into this level by test results or departmental direction. Not open to those who have credit for LAT 123 or 124.*

### **LAT 223. Introduction to Latin Prose**

Language

Group 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**

Language

Group 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 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 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 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 390. Topics in Latin Literature**

Group 1 course

An examination of a particular theme, author, or period in Latin literature. This course may include both prose and poetry. Topics may include (for example): Neronian literature, Medieval Latin, and Literature of the Late Republic. This course may be taught in conjunction with the Sunoikisis Classics consortium.

**LAT 431. Roman Historians**

Group 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 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**

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.

## Requirements for a major in Communication

Total courses  
required

Nine

Core courses

COMM 200

Students majoring in communication must take coursework in the three areas of the department (rhetoric and interpersonal communication, media studies and theatre).

To meet the theatre coursework requirement students must take one of the following: COMM 111, COMM 117, COMM 210, COMM 211, COMM 213, COMM 214, COMM 311, COMM 314, or COMM 315.

Other required  
courses

To meet the media studies coursework requirement students must take one of the following: COMM 233, COMM 235, COMM 237, or COMM 334.

To meet the rhetoric and interpersonal coursework requirement students must take one of the following: COMM 223, COMM 225, COMM 227, COMM 322, COMM 323, COMM 325, COMM 326, COMM 327 or COMM 328.

Substitution of a departmental topics course for one of these other required courses may be approved by the department chair.

# 300 and 400  
level courses

Four

Senior  
requirement

The senior capstone experience in Communication and Theatre is where majors intentionally integrate, interpret, and create knowledge in their chosen area of focus through scholarly or artistic exploration and expression. This is both the challenge and the reward of their years spent in the intellectual life of the department and discipline. Capstone experiences also prepare students for the



intellectual, ethical, interpersonal, and professional challenges that lie ahead after graduation, whether or not they go on to formal graduate study. These capstone experience options are described in detail below.

Most seniors will complete their capstone experience through a department Senior Seminar experience. In Communication and Theatre the Senior Seminar is the culmination of students' discipline-specific studies. The seminar challenges majors to integrate their learning in and understanding of the diverse sub-divisions of Communication and Theatre even as they may complete a very specialized and discrete thesis or artistic project. Seminar's ultimate goal is to challenge majors to produce a substantial scholarly or artistic work that reflects their learning in the major as supported by their broad liberal arts coursework.

Seniors who meet the stated academic eligibility requirements may apply for the opportunity to conduct a departmental or interdisciplinary independent senior capstone thesis or artistic project by contacting a department faculty member of their choice and completing the necessary application materials. Details of the requirements and proposal procedure and application forms are located on the Communication and Theatre Department website.

In preparation for these options, all students are required to take one of the following 300-level courses prior to enrolling in senior seminar: COMM 314 Theatrical Theory and Criticism, COMM 315 Topics in Theatre History and Criticism, COMM 322 Rhetorical Theory and Criticism, COMM 323 History of Public Discourse, COMM 326 Communication in Organizations, COMM 327 Communication and Cultural Identity, COMM 334 Media Criticism, COMM 335 Media Law, COMM 337 International Media, or COMM 350 Research Methods. Priority for placement in a fall seminar is determined in three ways: 1. Completion of all other required courses in the major; 2. Completion of at least two of the required 300 level courses with priority given to those students who've completed one of the required seminar preparation courses within the major; 3. The existing university registration sequence. Coursework completed in meeting the senior requirement can be applied toward meeting the 300-400 level course requirement.

Majors will fulfill this Senior Capstone requirement through the successful completion of a department Senior Seminar course or through an independent Senior Capstone Thesis or Artistic Project with a minimum grade of C- (1.67).

Additional  
information

Recent  
changes in  
major

Effective for Fall 2011, COMM 100, Foundations of Communication, was renumbered COMM 200. COMM 125, Interpersonal Communication, was renumbered COMM 225. COMM 100 and COMM 291, Communication Theory, will satisfy the core requirement for COMM 200. Many courses were added to those that satisfy the area requirements in the Communication major. The number of 300-400 level courses required was increased from 3 to 4.

Effective Fall 2013, the number of required 300 level or above courses to complete the major was increased from three to four. Provision was made for the opportunity to complete an Independent Senior Capstone Experience Thesis or Artistic Project. All majors are now required to take one of the specifically listed 300 level courses prior to registering for a Senior Seminar. The list of 300 level courses that count as one of the required courses majors must take prior to Senior Seminar has been increased. The minimum grade required for satisfactory completion of the Senior Seminar or an Independent Senior Capstone Experience Thesis or Artistic Project is now a C- (1.67).

## Requirements for a major in Theatre

Total courses required	Nine
Core courses	COMM 200, COMM 111 or 211, COMM 117, COMM 314, COMM 001 (0 credit)  One course in the rhetoric/interpersonal area from the following: COMM 223, COMM 225, COMM 227, COMM 322, COMM 323, COMM 325, COMM 326, COMM 327 or COMM 328.  One course in the media studies area: either COMM 233, COMM 235, COMM 237 or COMM 334.
Other required courses	One of the following two theatre history courses: COMM 213 or COMM 214  Two additional 300-level courses from the following: COMM 310, COMM 311, COMM 315, COMM 316, COMM 317, COMM 319 or a 300-level communication course or a 300-level course in a related department with permission of the department chair.
# 300 and 400 level courses	Four
Senior requirement	The senior capstone experience in Communication and Theatre is where majors intentionally integrate, interpret, and create knowledge in their chosen area of focus through scholarly or artistic exploration and expression. This is both the challenge and the reward of their years spent in the intellectual life of the department and discipline. Capstone experiences also prepare students for the intellectual, ethical, interpersonal, and professional challenges that lie ahead after graduation, whether or not they go on to formal graduate study. These capstone experience options are described in detail below.  Most seniors will complete their capstone experience through a department Senior Seminar experience. In Communication and Theatre the Senior Seminar is the culmination of students' discipline-specific studies. The seminar challenges majors to integrate their learning in and understanding of the diverse

sub-divisions of Communication and Theatre even as they may complete a very specialized and discrete thesis or artistic project. Seminar's ultimate goal is to challenge majors to produce a substantial scholarly or artistic work that reflects their learning in the major as supported by their broad liberal arts coursework.

Seniors who meet the stated academic eligibility requirements may apply for the opportunity to conduct a departmental or interdisciplinary independent senior capstone thesis or artistic project by contacting a department faculty member of their choice and completing the necessary application materials. Details of the requirements and proposal procedure and application forms are located on the Communication and Theatre Department website.

In preparation for these options, all students are required to take a 300-level course designed to prepare students for senior seminar prior to enrolling in senior seminar. All Theatre majors are required to complete COMM 314 Theatrical Theory and Criticism as a requirement for the major, but a student may complete preparation for the seminar in any of the following courses: COMM 314 Theatrical Theory and Criticism, COMM 315 Topics in Theatre History and Criticism, COMM 322 Rhetorical Theory and Criticism, COMM 323 History of Public Discourse, COMM 326 Communication in Organizations, COMM 327 Communication and Cultural Identity, COMM 334 Media Criticism, COMM 335 Media Law, COMM 337 International Media, or COMM 350 Research Methods. Priority for placement in a fall seminar is determined in three ways: 1. Completion of all other required courses in the major; 2. Completion of at least two of the required 300 level courses with priority given to those students who've completed one of the required seminar preparation courses within the major; 3. The existing university registration sequence. Coursework completed in meeting the senior requirement can be applied toward meeting the 300-400 level course requirement.

Majors will fulfill this Senior Capstone requirement through the successful completion of a department Senior Seminar course or through an independent Senior Capstone Thesis or Artistic Project with a minimum grade of C- (1.67).

Additional  
information

Effective Fall 2011, COMM 100, Foundations of Communication, has been renumbered to COMM 200. COMM 100 and COMM 291, Communication Theory, will continue to apply to the core courses. The lists of course that can count toward various areas has been expanded. There is a new description of the senior capstone. The number of 300-400 level courses has been increased from 3 to 4.

Recent  
changes in  
major

Effective Fall 2013, the number of required 300 level or above courses to complete the major was increased from three to four. Provision was made for the opportunity to complete an Independent Senior Capstone Experience Thesis or Artistic Project. All majors are now required to take one of the specifically

listed 300 level courses prior to registering for a Senior Seminar. The list of 300 level courses that count as one of the required courses majors must take prior to Senior Seminar has been increased. The minimum grade required for satisfactory completion of the Senior Seminar or an Independent Senior Capstone Experience Thesis or Artistic Project is now a C- (1.67).

### **Requirements for a minor in Rhetoric and Interpersonal Communication**

Total courses required	Four
Core courses	
Other courses	Four courses selected from COMM 123, COMM 223, COMM 225 (formerly COMM 125), COMM 227, COMM 322, COMM 323, COMM 325, COMM 326, COMM 327, COMM 328.
# 300 and 400 level courses	One
Recent changes in minor	Added to the courses that may be counted toward the minor.

### **Requirements for a minor in Media Studies**

Total courses required	Four
Core courses	COMM 233
Other courses	Three courses selected from COMM 235, COMM 236, COMM 237, COMM 334, COMM 335, COMM 337.
# 300 and 400 level courses	One
Recent changes in minor	The name of this minor was changed from Mass Communication to Media Studies, effective Fall 2011. The number of courses required for the minor was changed to 4 and the list of courses that could count was expanded.

### **Requirements for a minor in Theatre**

Total courses required	Four
Core courses	COMM 117 <ul style="list-style-type: none"> <li>• COMM 111, COMM 210, or COMM 211</li> <li>• One course selected from COMM 213, COMM 214, COMM 314, COMM 315</li> </ul>
Other courses	<ul style="list-style-type: none"> <li>• One course selected from COMM 310, COMM 311, COMM 314, COMM 316, COMM 317, COMM 319.</li> </ul>

# 300 and 400 level courses      One

Recent changes in minor

### Courses in Communication and Theatre

#### **COMM 001. Co-Curricular Activities**

Group      0 credit

**A.** DePauw Theatre; **B.** Debates; **C.** WGRE-FM; **D.** D3TV.

#### **COMM 110. Introduction to Theatre**

Group      1 course

This course offers an overview and introduction to the understanding and appreciation of theatre arts by examining foundations of drama as a communicative act. The course also addresses dramatic theory and literature, collaborative theatre artists, and basic production techniques. Students will gain insight into the imaginative and creative process that makes up the art of theatre.

#### **COMM 111. Acting I**

Arts and Humanities

Group      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      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      1 course

This course examines the attitudes, methods, and techniques used in effective public speaking. Effective performance required in a variety of speaking situations.

**COMM 183. Off-Campus  
Extended Studies Course**

Group variable

Winter or May Term off-campus study project on a theme related to communications and theatre.

**COMM 184. On-Campus  
Extended Studies Course**

Group Variable

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

**COMM 197. First-Year Seminar**

Group 1 course

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

**COMM 200. Foundations of  
Communication Studies**

Group 1 course

This course introduces students to the interdisciplinary field of communication studies. Drawing on primary and secondary source material, the course encourages students to explore a variety of theoretical and methodological approaches to the study of human communication. Emphasizing the department's commitment to an integrated program of study, this course provides students with the foundational concepts and skills necessary for successful completion of majors in Communication and Theatre through the study of primary and secondary source material.

**COMM 210. Performance Studies  
I**

Group 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.

**COMM 211. Voice and Movement**

Group 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**

Arts and Humanities

Group 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**      Arts and Humanities      Group      1 course

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

**COMM 215. Theatre, Culture and Society**

Arts and Humanities      Group      1

Theatre, Culture and Society explores representations of social identity, culture, and ideology in live performance and film with special emphasis on issues of race, gender, class, and sexual identity. Live performances and historical performance descriptions are considered as texts to be 'read' within cultural contexts, alongside mediated events, such as film, television, or novels, with special focus on performance traditions of non-dominant social groups from cultural, critical, historical, and theoretical perspectives. The course also explores the role of the audience, historical performance, and strategies for recognizing, reinforcing, or subverting conventional depictions of power and ideology.

**COMM 223. Public**

**Communication and Controversy**      Arts and Humanities      Group      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 225. Interpersonal Communication**

Social Sciences      Group      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.

**COMM 227. Intercultural Communication**

Group      1 course

A consideration of the influence of such cultural variables as language values, institutions, traditions, customs and nonverbal behavior on the communication process.

**COMM 233. Media, Culture, and Society**

Group      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**

Group 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 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 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**

Group 1 course

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

**COMM 292. Project in Communication**

Group 1/4 - 1 course

A. Interpersonal Project, B. Interpersonal Course Teaching Assistant, C. Theatre Project, D. Theatre Course Teaching Assistant, E. Media Studies Project, F. Media Studies Course Teaching Assistant, G. Rhetoric Project, H. Rhetoric Course Teaching Assistant, J. Communication Course Teaching Assistant. *Prerequisite: permission of department. No more than two course credits may be taken as projects. Not open for Pass/Fail credit.*



**COMM 299. Internship in Communication**

Group 1/4-1/2-1 course

A. Media Studies; 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 1 course

Application of Performance Studies approach (see COMM 210) to a specific area of study or artistic expression. *Prerequisite: COMM 111, COMM 210 or COMM 211, or permission of instructor.*

**COMM 311. Acting II**

Group 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 COMM 211 or permission of instructor.*

**COMM 314. History of Theatrical Theory and Criticism**

Group 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 315. Topics in Theatre History and Criticism**

Group 1 course

While refining students' analytical and interpretive skills, this course offers intensive examination of specific issues in theatre history and performance theory, often those at the center of current critical interest. Recent sections have focused on Women and Theatre, Gender and Theatre, and African-Atlantic Theatre. Repeatable for credit with different topics.

**COMM 316. Stage Directing**

Group 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 COMM 211, COMM 117, and COMM 213 or COMM 214, or permission of instructor.*

**COMM 317. Theatre Production and Design II**

Group 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 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 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 1 course

Analysis of selected speakers and their speeches, with reference to the social, political, and intellectual milieu within which they have appeared.

**COMM 325. Topics in Advanced  
Interpersonal Communication**

Group 1 course

While refining students' analytical and critical skills, this course offers intensive examination of specific issues in interpersonal communication theory. Possible topics may include relational communication, family communication, health communication, communication across the lifespan, friendship, communication in the workforce, and communication and aging. Repeatable for credit with different topics.

**COMM 326. Communication in  
Organizations**

Group 1 course

An examination of the role of communication in coordinating, integrating and regulating human activity in organizations. This course examines and applies methods of doing research in organizational contexts.

**COMM 327. Communication and  
Cultural Identity**

Group 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 328. Topics in Conflict Communication**

Group 1 course

While refining students' analytical and critical skills, this course offers intensive examination of specific

issues related to conflict and communication at interpersonal, social, and cultural levels.

Possible topics

may include environmental communication, alternative dispute resolution, civil rights and communication,

and political communication. Repeatable for credit with different topics.

**COMM 334. Media Criticism**

Group 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 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, newsperson 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 337. International Media**

Group 1 course

Analysis of structures and content of international media (newspapers, TV, film, and Internet) and the role of culture in globalization, in order to increase understanding of the politics and economics of media systems in specific regions of the world and the societies in which they function. This course aims to explore key developments in information technologies, international relations, the free flow of information, interpretations of free expression and intellectual property, aggregated regional networks, and the influence of Western media and consequent forms of resistance located in historical and cultural perspectives of different genres of media programs including news, entertainment, advertising and PR.

**COMM 350. Communication Research Methods**

Group 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). *Not open for pass/fail credit.*

**COMM 401. Special Topics in Communication**

Group 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. *This course number may be repeated for credit with different topics.*

B

**COMM 450. Senior Seminar**

Group 1 course

The integrated conclusion of the departmental curriculum with emphasis on research methodology and writing. *Prerequisite: permission of the department. Not open for pass/fail credit.*

**COMM 491. Projects in Communication**

Group 1/4-1 course

A. Interpersonal Project, C. Theatre Project, E. Media Studies Project, G. Rhetoric Project, K. Co-Curricular Project, M. Senior Capstone Thesis or Project. *Prerequisite: permission of department. No more than two course credits may be taken as projects. Not open for Pass/Fail credit.*

## **Computer Science**

The most important aspect of Computer Science is problem solving, an essential skill for life. Students study 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 pen-based computer 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, Information Technology Associates Program 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	Nine and one-half CSC + MATH 123 + one allied course
Core courses	CSC 121, CSC 122, CSC 231, CSC 232, CSC 233, CSC 240, CSC 498
Other required courses	One CSC course at the 400 level in addition to CSC 498.
# 300 and 400 level courses	Four including CSC 498
Senior requirement	The senior requirement is CSC 498. As a culmination of the computer science major, each senior completes an independent project with credit earned through the course CSC498. Each student describes his or her project idea in a formal project proposal. Projects typically involve the design, implementation, testing and documentation of a software system that builds on earlier coursework both inside and outside the department. Students are mentored by a faculty member and meet regularly in groups to present their work and to discuss related topics such as the ethical implications of their work.
Additional information	MATH 123 is also required. MATH 223 may be substituted for MATH 123 with approval of the advisor. Students are required to take one allied course from a list maintained by the department; with approval of the advisor, students may substitute a 300/400 level CSC course for the allied course. Students are encouraged to complete an internship or research experience related to the major. This is not a requirement, however, and no departmental credit is awarded for these experiences. The advisor will offer guidance on selection of courses inside and outside of the department for students who may be interested in focusing on particular areas related to computer science.
Recent changes in major	Beginning Fall 2013, the number of CSC courses required for the major is reduced from 10 to 9.5. CSC 240, Writing in Computer Science (.5 credit) has been added to the core courses for the major. Students are now required to take an allied course. These new requirements apply to students entering DePauw Fall 2012 and after.

## Requirements for a minor in Computer Science

Total courses required	Five
Core courses	CSC 121 and CSC 122
Other courses	At least two of the courses from: CSC 231, CSC 232, CSC 233. At least one CSC course at the 300 or 400 level.
# 300 and 400 level courses	One
Recent changes in minor	The minor requirements on this page apply to students entering DePauw in fall 2009 or thereafter. Other students may follow the previous set of requirements. Consult with any member of the Computer Science Faculty if you have questions.

## Courses in Computer Science

**CSC 121. Computer Science I** Science and Mathematics Group 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). *Offered each semester. Not offered pass/fail.*

**CSC 122. Data Structures** Science and Mathematics Group 1 course

This course builds on CSC 121 and includes programming topics such as sorting and searching, sets, recursion and dynamic data types. Additional concepts involve data type abstraction and implementation developed through studying structures such as lists, stacks, queues, hash tables and binary search trees. The course emphasizes object oriented implementation of these structures. Students learn tools for algorithm analysis and explore the use of standard libraries. The concept of tradeoffs (i.e., time vs. space, iteration vs. recursion, static vs. dynamic) recurs as a theme throughout the course. *Prerequisite: CSC 121. Offered each semester. Not offered pass/fail.*

**CSC 197. First-Year Seminar** Group 1 course

A seminar focused on a theme related to the study of computer science. *Open only to first-year students. Does not count toward the major in computer science or into the major GPA.*

**CSC 231. Computer Systems** Group 1 course

This is an introduction to the study of computer hardware and its relationship to software. Topics include information representation, architecture of the central processing unit, memory

organization and hierarchy, assembly language and machine level representation of programs, interactions and relationships among system components (hardware, operating systems, compilers, network environments), and the impact of architectural decisions on performance. *Prerequisites: CSC 122. Offered each semester. Not offered pass/fail. Not open to students who have credit for CSC 221.*

**CSC 232. Object Oriented Software Development**

Group 1 course

A study of fundamental techniques and tools for managing software development projects, together with relevant professional and ethical issues. Topics include methodologies such as UML diagrams for software specification and design, documentation standards, and tools for testing, code management, analysis, and debugging. Object oriented programming techniques such as inheritance and polymorphism are emphasized. Students will develop skills in individual and team software development through extensive practice designing and implementing object oriented software systems. In addition, students gain experience reading, documenting, presenting and critiquing such systems. *Prerequisites: CSC 122. Offered each semester. Not offered pass/fail.*

**CSC 233. Foundations of Computation**

Group 1 course

This course explores the theoretical foundations of computation at various levels of abstraction. Specific topics include graph theory and related algorithms; functional programming with an emphasis on recursion and recurrences; the description of languages using formalisms such as regular expressions, finite state machines, and context free grammars; and digital logic and its application to sequential and combinational circuits. *Prerequisite: CSC 122 and Math123. Offered each semester. Not offered pass/fail.*

**CSC 240. Writing in Computer Science**

Group 1/2 course

In this course students learn to communicate technical and non-technical information about computer science to technical and non-technical audiences. This writing includes communication with users (e.g., user manuals), the general public (e.g., op-ed pieces related to technical issues), and other non-technical audiences (e.g., legislators, potential investors, customers). Students also develop a project proposal document. Some of the writing in this course deals with ethical and social issues. *Prerequisite or corequisite: CSC232*

**CSC 296. Computer Science Topics**

Group 1/2-1 course

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. *May count as an allied course in the computer science major depending on the topic. Does not count toward the major GPA.*

**CSC 320. Human Computer Interaction**

Group 1 course

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). *Prerequisite: CSC 232. Typically offered annually. Not offered pass/fail.*

**CSC 322. Computer Networking**

Group 1 course

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). *Prerequisites: CSC 231 and CSC 232. Typically offered annually. May not be taken pass/fail.*

**CSC 330. Artificial Intelligence**

Group 1 course

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. *Prerequisite: CSC 232 and 233. Typically offered annually. Not offered pass/fail.*

**CSC 340. Web Programming and Cybersecurity**

Group 1 course

This course covers some fundamental networking concepts, web application development and web application security. Topics covered include: introduction to the Internet, World Wide Web and internet protocols, markup languages, client side scripting, server side scripting, database concepts, encryption/decryption, web application vulnerabilities and how to build secure web applications. *Prerequisites: CSC 232 and either CSC 231 or CSC 233. Typically offered bi-annually. Not offered pass/fail.*

**CSC 350. Graphics**

Group 1 course

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. *Prerequisite: CSC 232. Typically offered annually. Not offered pass/fail.*

**CSC 360. Autonomous Robotics**

Group 1 course

Autonomous robots collect data from their environments and respond to the values gathered from their sensors in order to solve problems. In this introduction to autonomous robotics, students will first learn the basic principles of mechanical construction, electronics, sensors, motors and robot programming. Then, they will design, build and program original robots to solve problems such as finding the brightest light in a room and traversing a maze. In the hands-on course, students spend the majority of their time actually working with robots under instructor supervision. There is a significant writing component used in assessment, so students enhance their scientific writing skills.

*Prerequisites: CSC231 and CSC233. Typically offered annually. Not offered pass/fail.*

**CSC 396. Computer Science Topics**

Group 1/2-1 course

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. *Open to students by permission of instructor or to those who satisfy prerequisites determined by the instructor.*

**CSC 424. Programming Languages**

Group 1 course

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. *Prerequisite: CSC 231, CSC 232, and CSC 233. Typically offered annually. Not offered pass/fail.*

**CSC 426. Compilers**

Group 1 course

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. *Prerequisites: CSC 231, CSC 232, and CSC 233. Typically offered annually.*

**CSC 428. Operating Systems**

Group 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 231, CSC 232, with a pre- or co-requisite of CSC 233. Typically offered annually. Not offered pass/fail.*

**CSC 430. Computer Security**

Group 1 course

This course examines and discusses computer security, how to protect our computing infrastructure from illegal access, tempering, denial of access, etc. We will first define terms such as security and secure computing, then we'll talk about cryptography including symmetric and public key cryptographic techniques and their applications. Other topics covered include secure software, cyber security, database security, system security and hardware security. *Prerequisites: CSC231, CSC232, and CSC233.*

**CSC 440. Theory of Computation**

Group 1 course

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. *Prerequisite: CSC 233. Typically offered annually. Not offered pass/fail.*

**CSC 480. Database and File Systems**

Group 1 course

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 language SQL will be studied to the degree that students will be able to become proficient in this language 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. *Prerequisite: CSC 231, CSC 232 and CSC 233. Typically offered annually. Not offered pass/fail.*

**CSC 496. Computer Science Topics**

Group 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**

Group 1 course

Students complete a project proposal and a project under the sponsorship of a member of the computer science faculty. Students build on previous course work and/or internship experiences to complete their projects, to produce a project write-up, and to examine ethical issues related to their projects. Periodic progress reports will also be given. *Prerequisite: CSC 231, CSC 232 and CSC 233, CSC 240 (beginning in 2015-16), senior standing and at least one computer science course at the 300 or 400 level. Offered each semester. Not offered pass/fail.*

## Peace and Conflict Studies

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 Peace and Conflict Studies

Total courses  
required Eleven

PACS 100, PACS 295, PACS 430. PACS 100 must be completed by the fourth semester of study or at the latest the semester following the declaration of major. Students majoring in Conflict Studies are required to participate in workshops that are designed to help them integrate conflict theory and knowledge of practice.

Additional courses that may be chosen for the major are: ANTH 151, ANTH 253, ANTH 255, ANTH 256, ANTH 290\*, ANTH 390\*, COMM 223, COMM 224, COMM 227, COMM 327, COMM 401\*, ECON 250, ECON 262, ECON 290\*, ECON 320, ECON 390\*, 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 300\*, HIS 351, HIST 355, HIST 358, HIST 364, HIST 367, HIST 368, HIST 385, HIST 490\*, HONR 101\*, PHIL 230, PHIL 233, PHIL 234, PHIL 342, POLS 130, POLS 150, POLS 170, POLS 235, POLS 324, POLS 335, POLS 352, POLS 360, POLS 370, POLS 374, POLS 382, POLS 384, POLS 390\*, POLS 450\*, PSY 246\*, PSY 346\*, PSY 352, REL 132, REL 252, REL 263, REL 269, REL 290\*, REL 340\*, REL 370\*, SOC 197S\*, SOC 210, SOC 222, SOC 225, SOC 237, SOC 249, SOC 301\*, SOC 303, SOC 323, SOC 334, SOC 337, SOC 410\*, WS 140, WS 270, WS 340, WS 370\*.  
(\*if approved topic)

This list of courses that satisfy PACS requirements for credit toward the major is not exhaustive. Other courses may be awarded PACS credit in the context of

a given theme. Additional required courses will be determined in consultation with the student's Conflict Studies advisor.

# 300 and 400  
level courses

Five

Senior  
requirement

All seniors must take PACS 430. Content of the senior seminar in Conflict Studies will invariably reflect the area of expertise of the instructor. Topics, therefore, range widely and may include: topical concentrations (e.g., globalization, war and peace), geographical foci (e.g., Latin America, Middle East / North Africa), and conflict typology (i.e., value conflicts, issue conflicts, interest conflicts). The senior seminar may emphasize conflict analysis (i.e., origins, processes and dynamics), conflict intervention (e.g., conflict transformation, post conflict peacebuilding), or the implications of analysis for third party practice. A research project is always a significant dimension of the capstone experience.

Additional  
information

Majors will develop a learning contract, required by week six of the second semester, sophomore year (or at least one month after major declaration), structured around two thematic tracks (e.g., Identity Based Conflict, International Diplomacy and Conflict, Organizational Conflict, Peace/War, etc.). The terms of the contract specify the substantive nature of the chosen tracks, including relevant courses. Majors must take at least four courses at the 300-400 level; two in each track. Each track must consist of at least three courses, but no more than five courses can be credited to a single track.

## Requirements for a minor in Peace and Conflict Studies

Total courses  
required

Five

Core courses

PACS 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

## Courses in Peace and Conflict Studies

### PACS EXP. Alternative Dispute Resolution

Group

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**

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 economic 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
	ECON 100, ECON 294*, ECON 295, ECON 350, ECON 480 (or 485)
Core courses	MATH 151 or MATH 136 is a prerequisite for ECON 294.
Other required courses	Also required is at least one course from the following: ECON 410, 415, 420, 430, 440, 450, 465, 470, 490.
# 300 and 400 level courses	Three (may include ECON 350, ECON 480 or 485, and the required 400-level elective).
Senior requirement	The senior requirement consists of completing ECON 480 or ECON 485 during the senior year, as well as passing a comprehensive examination. The senior requirement usually includes completion of ECON 480: Seminar. In exceptional cases, students may apply to complete an intensive, independent senior thesis which culminates in both a written thesis and a public presentation of the work. ECON 485: Independent Senior Thesis is a one-credit course that may be offered as 1 credit for one semester, or as 1/2 credit in each of two consecutive semesters. <a href="#">Application Form</a>
Additional information	Eight of the 10 required courses must be taken on campus.
Recent changes in major	The option of ECON 485: Independent Senior Thesis for the senior requirement was added effective Fall 2011.

## Requirements for a minor in Economics

Total courses required	Five
	ECON 100, ECON 294*, ECON 295
Core courses	MATH 151 or MATH 136 is a prerequisite for ECON 294.
Other courses	Also required are two additional courses from the following list: ECON 140, 210, 235, 250, 262, 290A, 315, 320, 342, 350, 360, 375, 390A, 410, 420, 430, 440, 450, 470, 490A.
# 300 and 400 level courses	One
Recent changes in minor	

## Requirements for a minor in International Business

Total courses required	eleven
Core courses	ECON 100, ECON 150, ECON 280 or 393, ECON 295, ECON 420, two courses of foreign language beyond the intermediate level, an internship
Other courses	A minimum of four elective courses related to the international area of specialization, of which at least two must be from the departments of history and political science, is required (electives must be approved by the International Business Advising Committee).
# 300 and 400 level courses	three
Recent changes in minor	

### Requirements for a minor in Accounting and Finance for Decision Making

Total courses required	Six
	ECON 100, ECON 220, ECON 280, ECON 360*, ECON 393*
Core courses	*Prerequisite: ECON 350 preferred, but other statistics courses are acceptable (BIO 375, COMM 350, MATH 247, MATH 341, MATH 441, MATH 442, POLS 318, PSY 214, SOC 401)
Other courses	One additional course from: ECON 398, Business Policy; ECON 470, Money, Banking and the Financial System; MATH 336, Introduction to Financial Engineering; or other elective as determined by the chair of the Economics department.
# 300 and 400 level courses	Three
Recent changes in minor	This minor (approved December 2016) is designed for students who are interested in business and want to gain a foundational understanding of accounting and finance, both core business related disciplines. Accounting and finance focus on the preparation, communication and use of economic information for organizations and in personal decision making. At their core is decision making. Accounting-based information is the central means of communicating within a business and to the business' stakeholders. Finance uses accounting and other information for making decisions within profit and non-profit organizations and financial institutions, as well as for personal investing. <i>The Accounting and Finance minor is not available for students majoring in Economics.</i>

### Requirements for a minor in Business Administration

Total courses required	Six
Core courses	<p>ECON 100, ECON 220, and ECON 280 or ECON 393</p> <p>Selected Core (choose one): ECON 393, ECON 398, PSY 364*, MATH 422*</p> <p>Quantitative Analysis (choose one): BIO 375*, COMM 350, ECON 350, MATH 247, MATH 341, MATH 441*, MATH 442*, POLS 318, PSY 214*, SOC 401</p> <p>Elective (choose one): PACS 100, COMM 326, COMM 335*, CSC 121, ECON 360*, ECON 393, ECON 398, ECON 420*, ECON 430*, ECON 470*, KINS 406, MATH 331*, MATH 336, MATH 422*, MATH 423*, PHIL 230, PHIL 233, PHIL 231, PSY 254*, PSY 364</p>
Other courses	<ul style="list-style-type: none"> <li>• At least four of these courses must be outside the student's major(s) and other minors.</li> <li>• Students with a minor in Business Administration are required to attend at least six Management Center lectures during their junior or senior year. (The McDermond Center for Management &amp; Entrepreneurship must be notified of a student's intention to complete this minor during the spring of their junior year.)</li> <li>• Completion of an internship approved by the Department of Economics and Management is required.</li> <li>• Courses that have a prerequisite in addition to the core or quantitative course requirement are designated with *.</li> </ul>
# 300 and 400 level courses	1
Recent changes in minor	

### Requirements for a minor in Business Administration (Prior to 2016)

Total courses required	eight
Core courses	ECON 150, CSC 121, a statistics course (either ECON 350, MATH 240, PSY 214 or POLS 318), PSY 364
Other courses	In addition, two social or behavioral science courses are required as are two electives from the following list: any advanced computer course, any model-building course that has a forecasting or an operations research emphasis, any



history course that stresses economic trends and the relationship between business and government, ECON 280, ECON 294, ECON 295, ECON 342, ECON 380, ECON 390, ECON 393, ECON 398, ECON 430, ECON 470, PSY 320 or COMM 332. Students are also required to complete a one-month business internship and participate in the Management Center Lecture Series.

# 300 and  
400 level one  
courses  
Recent  
changes in  
minor

## Courses in Economics & Management

### **ECON 100. Introduction to Economics**

Social Sciences

Group

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**

Social Sciences

Group

1 course

Analysis of selected current economic problems using economic principles. The economic problems covered by this course vary from semester to semester. *Prerequisite: ECON 100.*

### **ECON 183. Off-Campus Extended Studies**

Group

Variable

An off-campus Extended Studies course devoted to a theme in economics.

### **ECON 184. On-Campus ES Course**

Group

variable

On-Campus Extended Studies course in Economics and Management.

### **ECON 197. First-Year Seminar**

Group

1 course

A seminar focused on a theme related to the study of economics. *Open only to first-year students. ECON 197 cannot be counted toward an Economics major.*

### **ECON 210. The History of Economic Thought**

Group

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 220. Introduction to Financial Accounting**

Group 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 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 245. Environmental and Natural Resource Economics**

Social Sciences

Group 1 course

This course uses economic theories and concepts to explore environmental and natural resource problems and evaluate policies for addressing them. Topics vary and may include energy, water, agriculture, sustainable development, environmental justice, and other timely issues. *Prerequisite: ECON 100. Not open to students with credit in ECON 335*

**ECON 262. Urban Economics**

Group 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 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*

**ECON 290. Topics in Economics and Management**

Group Variable

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**

Social Sciences

Group 1 course

Decision-making by firms, households and other economic units about production, consumption, pricing, resource allocation, market structure and externalities. *Prerequisite: ECON 100; MATH 151 or MATH 136.*

**ECON 295. Intermediate Macroeconomic Theory**

Social Sciences

Group 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 315. Economics of the Labor Market**

Group 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 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 330. Asian Economies**

Global Learning

Group 1 course

Provides an overview of key economic developments in the Asia-Pacific region. Students will have an opportunity to apply economic theories and models to understand the divergent development paths of countries in this region. Topics include the rise of the East Asian economies, the challenges that emerged from the Asian financial crisis, development obstacles of East and South Asian economies and prospects for regionalization. *Prerequisites: Econ 100, Econ 295*

**ECON 342. Comparative  
Economic Systems**

Group 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. *Prerequisite: ECON 100.*

**ECON 350. Statistics for  
Economics and Management**

Science and Mathematics Group 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 dummy variables, testing for serial correlation and other related problems. *Prerequisite: ECON 100. Students who have completed BIO 275 or 375, MATH 141, MATH 247 or PSY 214 will receive only one-half credit for ECON 350.*

**ECON 360. Investment Analysis  
and Portfolio Management**

Group 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. *Prerequisite: ECON 350, MATH 240 (formerly MATH 340) or permission of instructor.*

**ECON 375. Mathematical  
Economics**

Group 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. *Prerequisite: ECON 294 and MATH 151 .*

**ECON 385. Regression and  
Simulation for Economics and  
Management**

Group 1 course

Regression analysis is applied to a variety of economics and management examples and data. Extensive use of Monte Carlo simulation enables deep understanding of chance processes and sampling variability. Advanced Excel applications (such as add-ins and user-defined functions) develop skills useful in other courses and the workplace. *Prerequisite: Elementary statistics (such as ECON 350, BIO 275, MATH 141, MATH 247 or PSY 214) or consent of the instructor.*

**ECON 390. Advanced Topics in Economics and Management**

Group 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 393. Corporate Finance**

Group 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. *Prerequisites: ECON 220 and 350.*

**ECON 398. Business Policy**

Group 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. *Prerequisite: ECON 280 or permission of instructor.*

**ECON 410. Public Finance**

Group 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). *Prerequisite: ECON 294 or permission of instructor.*

**ECON 415. Labor Economics**

Social Sciences

Group 1 course

This course is concerned with a group of topics on microeconomic aspects of the labor market and a few selected topics on the macroeconomic issues of labor. Building on the models developed in Intermediate Microeconomics, it develops more sophisticated models by incorporating more realistic assumptions in models. It covers topics such as the supply of labor, labor force participation, the demand for labor, reasons for disparity in wages, non-traditional labor models, labor unions and collective bargaining, government regulation of labor markets and labor unions, and macroeconomic

causes of cyclical unemployment. Economic aspects of labor unions, bargaining theories of wages, minimum wage legislation, labor supply incentives of various welfare programs, occupational licensure, labor mobility, migration, and discrimination theories are discussed and examined. Students also get an experience in conducting empirical research on a topic of their choice.

*Prerequisites: ECON 294, ECON 350.*

**ECON 420. International Economics**

Group 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 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**

Group 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**

Group 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 465. Health Economics**

Social Sciences

Group 1 course

The purpose of this course is to introduce economic analysis of health and health care within the context of the United States. The course provides an overview of the existing institutions and policies in the United States health care system and examines both the supply-side and the demand-side of health care. Standard microeconomic tools, such as models of imperfect competition, are used to analyze how the current structure influences the allocation and

distribution of health services. The course also examines topics such as medical malpractice, Medicare, Medicaid, the cost of prescription drugs, and markets for human organs. The course evaluates the impact of existing policies and proposed reforms on the economically disadvantaged; it considers the appropriate role of government in health care after taking into account the potential of both the market failure and the government failure. The course looks at the latest health care reforms and the advantages and disadvantages of having universal health care of some type in the U.S. This course also compares the current American health care system with those of other countries such as Canada, the U.K., Germany and France. Students also write a semester-long empirical paper on a health economics topic of their choice. *Prerequisites: Econ 294, Econ 350.*

**ECON 470. Money, Banking and the Financial System**

Group 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**

Group 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. ECON 480 or ECON 485 is required of all senior Economics and Management majors.*

**ECON 485. Independent Senior Thesis**

Group 1/2-1 course

Outstanding students in economics may complete an intensive independent research project in their senior year. The project culminates in a written thesis and a public presentation of their research. The thesis is directed by a faculty member in the Department of Economics and Management. Thesis proposals must be approved by the department before a student can register for ECON 485: [Application Form](#). *Prerequisite: Permission of the department. May be taken for 1 semester (1 credit) or in two consecutive semesters (1/2 credit each semester). Not open for pass/fail credit.*

**ECON 490. Advanced Topics in Economics and Management**

Group 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

### Undergraduate Non-licensure Programs in Education Studies

The four-year non-licensure Education Studies program focuses on education as discipline within the liberal arts. Courses in Education Studies investigate topics within the sociology of education, the political economy of schools, theories of learning and development, as well as cultural, historical and philosophical studies in education. Both a major and minor in Education Studies are offered, as outlined below.

### Requirements for a major in Education Studies

Total courses required	Ten
Core courses	EDUC 170, EDUC 222, EDUC 223, EDUC 480, EDUC 490
Other required courses	Five additional courses in Education Studies, three of which must be at the 300-level.
# 300 and 400 level courses	Five
Senior requirement	The capstone experience in the Department of Education Studies is the senior seminar (EDUC 490). Students engage in a half semester of common readings determined by the seminar faculty member and then select and complete an individual, empirical project. This original research is the subject of a 25-35 page thesis and a final presentation. Students must earn a grade of C or higher to successfully meet the senior requirement.
Additional information	
Recent changes in major	

### 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.

## Courses in Education Studies

### Courses in Education Studies

**EDUC 170. Foundations of Education** Social Sciences Group 1 course  
(includes field experience) Establishes a liberal arts foundation for teacher preparation with an emphasis on community/school relationships. Explores major philosophical, historical, and sociological points of view in contemporary American education and their influence on educational decisions and systems. Field experience is required, and students should register for lab time concurrently. *May not be taken pass/fail.*

**EDUC 222. Developmental Theories in Education** Social Sciences Group 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 in educational settings. Field experience is required and students should register for lab time concurrently. *May not be taken pass/fail.*

**EDUC 223. Deconstructing Difference: Education and Society** Social Sciences Group 1 course  
Investigates the cultural foundations of American Education and examines the challenges that issues of cultural and cognitive differences pose to the learning process. Focuses on existing definitions of knowledge, identity, community, inclusion, equity and the distribution of power. Field experience is required and students should register for lab time concurrently. *May not be taken pass/fail.*

**EDUC 240. Issues and Trends in Education** Group 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 275. Radical Philosophy and Education**

Arts and Humanities      Group      1 course

This class looks at contemporary issues in radical education. We investigate the relationship between education and social, economic, and political transformation. Focusing on literature influenced by post-structuralism, queer theory, marxism, the Black radical tradition, and anarchism, we explore the radical possibilities of things like studying, failure, forgetting, ignorance, silence, and weakness. In addition to asking what form education should take, we also research how people are imagining alternative visions for our future.

**EDUC 280. Contexts of Schooling in the United States**

Group      1 course

Investigates how and why schooling in the U.S. is failing to serve the academic needs of many low-income students and students of color. Explores the wide variety of schooling and unschooling contexts available to K-12 students in the U.S. Examines the ways in which the available forms of schooling respond to the needs of the communities where they are located. A strong emphasis is placed on deconstructing the various contexts of schooling in the U.S. through critical engagement with the course material and field experiences. Provides opportunities for students to become more informed decision makers about school related issues and recognize ways to enhance the quality of education available to all students in the U.S. *May not be taken pass/fail.*

**EDUC 290. Topics**

Group      1/2-1 course

Assorted topics related to the field of education and education-related issues. *May be repeated with different topics for credit. May not be taken pass/fail.*

**EDUC 305. The American High School: Anatomy of an Educational Institution**

Group      1 course

Examines the American high school, a school that has been described as the 'icon' of American education from multiple perspectives: architectural, historical, institutional, organizational, and as a reform element in American education. To frame our examination of the American high school as an institution, students conduct a major research project which involves the life story of a current, mid-career high school teacher. *May not be taken pass/fail.*

**EDUC 311. Critical Multiculturalism**

Group      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. *Prerequisite: EDUC 223 highly recommended. May not be taken pass/fail.*

**EDUC 320. Education and Social Change**

Group      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 1 course

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. Issues related to thinking, understanding, and intellectual development will be explored from early childhood through adulthood. 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 in education. *Prerequisite: EDUC 222 highly recommended. May not be taken pass/fail.*

**EDUC 325. History of American  
Education**

Group 1 course

Explores the purposes and practices of American education as they are reflected in the documentary history of formal education from colonial times to the present. Cultivates an understanding of the evolving contexts within which American traditions of education evolved, developed, and became institutionalized over time. *May not be taken pass/fail.*

**EDUC 330. Comparative Education**

Group 1 course

A socio-cultural comparative view of education in different social contexts. Investigates the impact of economic, social, cultural and political factors upon schooling in Asia, Europe, Africa and the Americas. *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.*

**EDUC 331. School Discipline:  
Practices, Issues and Trends**

Group 1 course

School discipline is a topic of major interest and concern among parents, principals, teachers, school boards and even state legislatures. This course explores 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 impact of social and political forces. Theory and current research on school discipline are reviewed in an attempt to seek alternative discipline responses. *May not be taken pass/fail.*

**EDUC 332. Artistic Dimensions of  
Teaching**

Group 1 course

Explores the artistic dimensions of teaching and examines the relationships between teaching and performing as art forms. 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. *May not be taken pass/fail.*

<b>EDUC 350. Women in Education</b>	Social Sciences	Group	1 course
-------------------------------------	-----------------	-------	----------

Women in Education is an interdisciplinary discussion of how girls and women have affected and been influenced by K-12 schooling and post-secondary education over the last 125 years. Drawing on the fields of education studies, sociology, women's studies, and history, we will examine areas such as the rise of co-education, the feminization of teaching, 'feminine' learning styles, and the impact of race, ethnicity, sexuality, and social class on women's aspirations, interactions, and experiences within learning institutions. *Prerequisite: W S 140 or permission of instructor. Cross-listed with W S 355.*

<b>EDUC 355. Education Process</b>	Group	1 course
------------------------------------	-------	----------

Examines the impact of education upon our culture within the dynamics of social change. *May not be taken pass/fail.*

<b>EDUC 360. The Political Economy of Schools</b>	Group	1 course
---	-------	----------

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. Examines the claim that economic imperatives have shaped and re-named the world, including the school, and have turned education into a production process. *May not be taken pass/fail.*

<b>EDUC 362. Education Reform</b>	Group	1 course
-----------------------------------	-------	----------

Investigates the educational reports, agendas, initiatives and debates that have had an impact on American schools since 1978. Involves the critical analysis of present school systems, as well as the changes expected from reform proposals. *May not be taken pass/fail.*

<b>EDUC 390. Topics in Education Studies</b>	Group	1 course
--	-------	----------

Detailed study of theoretical and policy topics and issues related to education studies. *May be repeated for credit with different topics. May not be taken pass/fail.*

<b>EDUC 399. Deschooling: Rediscovering the Joy of Learning</b>	Group	1
---	-------	---

Examines 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. *Prerequisite: EDUC 170 highly recommended.*

**EDUC 405. John Dewey and  
Progressive Education**

Group 1 course

Examines the major writings and impact of America's foremost educational philosopher John Dewey and the educational reform that has come to be known as Progressive Education. Roughly set in the period 1890-1920, this examination focuses on the transformation of American schools from traditional enclaves of narrow curricular offerings and formulaic teaching to classrooms that focused upon experimental curricula and child-centered teaching characterized by student action and engagement. *May not be taken pass/fail.*

**EDUC 410. Historical Perspectives on  
American Curriculum Reform**

Group 1 course

Examines the historical development of school curricula within American public education. Focuses upon major curriculum reform efforts in the United States and historical interpretations of these reform efforts through the examination of original documents and other interpretive sources. *May not be taken pass/fail.*

**EDUC 411. Directed Study**

Group 1/2-1 course

Independent study. *Prerequisite: by permission of instructor. May not be taken pass/fail.*

**EDUC 412. Directed Study**

Group 1/2-1 course

Independent study. *Prerequisite: by permission of instructor. May not be taken pass/fail.*

**EDUC 415. American Public School  
Law**

Group 1 course

Explores 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 are 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. *May not be taken pass/fail.*

**EDUC 420. Explore P-12 Institutes as  
Equitable Teaching and Learning  
Environments**

Group 1 course

This course is designed for those students who are considering the career of teaching in their future whether through an experiential induction programs (such as Fulbright, AUSL Chicago Teacher Residency, TFA, AEON Amity, JET, etc.) or a traditional post-baccalaureate licensing program of study. Weekly classroom study of the field of education on campus is balanced with a weekly teaching practicum in a P-12 classroom. Interested students need to contact the instructor to discuss their interest as the heavy field practicum requires one-on-one placement.

**EDUC 425. Projects in Education**

Group 1 course

A systematic exploration of projects reflecting issues and concerns in education. Focuses on students in collaboration with faculty examining 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**

Group 1/2-1 course

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

**EDUC 480. Methods of Educational Research**

Group 1 course

A hands-on exploration of the research process, with particular focus on educational issues. Examines the important connections between theory, research, and practice; ethics; research design; data analysis; interpretation; and the writing of research. Draws on published research from the social sciences and education to illuminate best methodological practice. *May not be taken pass/fail.*

**EDUC 490. Education Studies Senior Seminar**

Group 1 course

The capstone course in the major and an independent study experience that is guided by the instructor and informed by the peer community. Involves the development and completion of 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. *May not be taken pass/fail.*

## English

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.

## Requirements for a major in Writing

Total courses required	Ten plus one fine arts
Core courses	One Reading & Literature (ENG 151, 161, 171, 181, 191), ENG 149, ENG 349 and ENG 412.
Other required courses	Three additional courses in writing above the 100-level in at least two different genres, including two at the 300-level; three additional courses in literature, including one at the 300-level and one literature survey; survey courses may include ENG 250, ENG 263, ENG 264, ENG 265, ENG 266, ENG 281, ENG 282, and ENG 283.
# 300 and 400 level courses	Five (including one literature and ENG 412)
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	Students must complete a course outside English in the fine arts or performing arts (.25, .5 or 1.0 credit). Students may only count one ENG 255 that is a cross-listed Modern Language course toward the major. ENG 197 may be counted toward a major. Only one course from off-campus study may be counted into the English (Writing) major.
Recent changes in major	For students declaring the English (Writing) major after July 1, 2015, there are several important changes to the major. The Reading Literature courses have replaced ENG 151: Literature and Interpretation requirement. Students are no longer required to take ENG 152: Reading as Writers, and are required to take one 300-level literature class instead of two. Students must now complete one literature survey course and ENG 349. Writing in the major requirements have been modified to reflect these changes.

## Requirements for a major in Literature

Total courses required	Ten
Core courses	One Reading & Literature course (ENG 151, 161, 171, 181, 191), ENG 251 and ENG 451.
Other required courses	One course in literature before 1660; one course in literature between 1660 and 1900; one course in literature from 1900 to the present; and one literature survey (ENG 250, ENG 263, ENG 264, ENG 265, ENG 266, ENG 281, ENG 282, ENG 283)
# 300 and 400 level courses	Five (including ENG 451)
Senior requirement	The senior requirement consists of the completion of ENG 451 with a grade of C or better.
Additional information	ENG 197 may be counted toward a major. Students may count one ENG 255 that is cross-listed as a Modern Language course toward the major. ENG 351 is recommended but not required.
Recent changes in major	For students declaring the English (Literature) major after July 1, 2015, there are several important changes to the major. The Reading Literature courses have replaced ENG 151: Literature and Interpretation. Students must now complete one survey course, which could meet the requirement for a course in one of the three historical periods.  For students declaring the English (Literature) major after July 1, 2013, there are several important changes to the major. Students are no longer required to take two of three survey courses or three courses in literature before 1830. ENG 251 is now required, in addition to one course each in the three historical periods identified above.

## 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.
Other courses	ENG 197 may be counted toward a minor. ( <i>April 2010</i> )
# 300 and 400 level courses	Two
Recent changes in minor	Students may only count one ENG 155 that is a cross-listed Modern Language course toward the minor. ( <i>April 2010</i> )

## Courses in English



## Courses in Literature

**ENG 151. Reading and Literature: Poetry, Fiction and Drama**      Arts and Humanities      Group      1 course

This course explores literature as means of transforming language into art, looking closely at ways that writers explore the relationship between form, content and meaning. It focuses particularly on three primary literary genres, though it may also include a secondary emphasis on others, such as essay and film. The course might also consider adaptation and the way genres evolve over time. *Students who have credit for ENG 151, Literature and Interpretation, may not take ENG 151, Reading Literature: Poetry, Fiction and Drama, for credit.*

**ENG 161. Reading Literature: Visual and Digital Narratives**      Arts and Humanities      Group      1 course

This course explores the way changes in media have influenced literature, focusing on narrative forms that combine verbal, visual, and digital representation, including film, television, interactive fiction, and social media. It will consider the possibilities that new technologies of representation have brought to the art of storytelling and could also explore critical questions of new media literacy, such as production, dissemination, and reception.

**ENG 167. Introduction to Film**      Arts and Humanities      Group      1 course

Designed to develop students' ability to understand and appreciate film as art and to acquaint them with a representative group of significant works and the characteristics of film as a type of literature.

**ENG 171. Reading Literature: Intercultural Perspectives**      Arts and Humanities      Group      1 course

This course explores literature as a means of understanding difference across boundaries of race, nation, class, gender, or religion. It will feature literary works that foreground a variety of intercultural perspectives, including literature in translation and literature that thematizes difference.

**ENG 181. Reading Literature: Ethics and Society**      Arts and Humanities      Group      1 course

This course explores literature as a form of social engagement, with the potential to influence our thinking about aesthetic, ethical, or political questions. It considers imaginative writing as a motive force in history through studies of specific works intervening in specific contexts or, more generally, through an analysis of the strategies that writers use to articulate, clarify, and sometimes resolve social or ethical problems.

**ENG 191. Reading Literature: Science and Technology**      Arts and Humanities      Group      1 course

This course explores literature as a response to scientific and technological change. It considers the ways that new scientific discoveries inspire new visions in literature and the ways, in turn,

that imaginative writing inspires new approaches in science. It features literary works that contextualize past scientific and technological advances, interpret and critique changes happening in the present, and imagine the changes that might occur in the future.

**ENG 197. First-Year Seminar**

Group 1 course

An exploration of a literary theme with an emphasis on class discussion and participation, independent projects, historical and cultural awareness and writing. Recent courses have included Poetry of Song, Reading Las Vegas, War and Sex in Arthurian Legend, and Milestones: Four African-American Artists. *Enrollment limited to first-year students. May be counted toward a major or minor.*

**ENG 250. World Literature**

Arts and Humanities

Group 1 course

A study of literature from both Western and non-Western traditions. Readings may focus on a theme that runs across cultures, a specific historical period or an event that affects a number of cultures.

**ENG 251. Writing in Literary Studies**

Arts and Humanities

Group 1 course

This course explores the purpose and craft of writing about literature, refining the ability to recognize and communicate pattern and meaning in texts and culture. The course fosters the writing and research skills necessary for advanced literary study, including the Senior Seminar in Literature, and for participation in larger conversations in the field. Through major writing projects and peer workshops, students will practice a variety of approaches to writing and research, while also expanding methods of writing for a variety of audiences. Required for Literature majors. Not open for credit to students who have completed ENG 350.

**ENG 252. Children's Literature**

Group 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 be counted toward a major in English. Offered second semester.*

**ENG 255. Topics in Literary Studies**

Arts and Humanities

Group 1 course

While refining students' general analytical and interpretive skills, this course offers intensive examination of specific issues in literature and culture, often those at the center of current critical interest. Recent sections have focused on The Gangster Film, Memoir and Sexuality, Quest for the Grail, and Native American Literature. *Students may only count one ENG 255 that is a cross-listed Modern Language course toward the major or minor.*

**ENG 261. Modern Continental Literature**

Arts and Humanities

Group 1 course

European writing from about 1885, stressing new directions in fiction and poetry from Zola to contemporary writers. *Counts toward European Studies Minor.*

**ENG 263. African-American Literature** Arts and Humanities Group 1 course

A study of African-American writing, including biographies, essays and polemics as well as drama, fiction and poetry.

**ENG 264. Women and Literature: Topics** Arts and Humanities Group 1 course

Introduces students to the work of women writers and the importance of gender as a category of literary analysis. Issues covered may include: images of women in literature by women and men; impediments women writers have faced; women's writing in historical/social context; feminist literature; intersections of race, class and gender. *May be repeated for credit with a different topic.*

**ENG 265. Asian American Literature** Arts and Humanities Group 1 course

This course introduces students to the cultural diversity of Asian-American writing. Through a broadly structured anthology showcasing enduring works of prose, poetry, and drama, supplemented by a collection of short fiction, a novel, a play and a collection of poems, this course will develop a deeper understanding of the diverse works of Asian-American writers, poets and playwrights. Since Asian-American literature is typically presented from the perspective of race, our topics will focus on cultural identity, immigration experience, displacement, gender identities, and language.

**ENG 266. Native American Literature** Arts and Humanities Group 1 course

This course surveys a range of American Indian oral and written literatures within the context of Euro-American colonization, conflict, and assimilation. We will assess the problems facing early native writers working within an alien culture and examine the ways the more recent writers of the Native American Renaissance have redefined Indian identity as a compromise between traditional Native culture and contemporary American society. Reading may include creation myths and trickster stories, Native autobiographical writing, fiction, and poetry.

**ENG 281. British Writers I** Arts and Humanities Group 1 course

This course surveys works of representative British authors from Anglo-Saxon times through the Augustan period. It is designed for students wishing to acquaint themselves with this broad area of British letters. *Counts toward European Studies Minor.*

**ENG 282. British Writers II** Arts and Humanities Group 1 course

A continuation of the survey begun in ENG 281, this course begins with representative writers of the Romantic period and ends with contemporary British literature. *ENG 281 is not a prerequisite for this course. Counts toward European Studies Minor.*

**ENG 283. American Writers**

Arts and Humanities

Group

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

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

1 course

Realism and romance in selected major poems of Chaucer and his contemporaries studied in their medieval context. *Counts toward European Studies Minor.*

## ENG 361. Shakespeare

Group

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. *Counts toward European Studies Minor.*

## ENG 363. Renaissance or Early Modern British Literature

Group

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. *Counts toward European Studies Minor.*

## ENG 364. Milton

Group

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. *Counts toward European Studies Minor.*

**ENG 365. Restoration and  
Eighteenth Century**

Group 1 course

An in-depth survey of literary genres (including poetry, satire, the periodical essay, the gothic, and the novel) from 1660-1800 and their relationship to nationalism, gender, empire, and the cultural and political practices of the English Enlightenment. *Counts toward European Studies Minor.*

**ENG 366. The Romantic Period**

Group 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. *Counts toward European Studies Minor.*

**ENG 367. The Victorian Period**

Group 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. *Counts toward European Studies Minor.*

**ENG 368. Modern British  
Literature**

Group 1 course

British novelists, poets and dramatists of the first half of the 20th century, including Conrad, Joyce, Yeats, Lawrence and Woolf. *Counts toward European Studies Minor.*

**ENG 369. Contemporary British  
Literature**

Group 1 course

British and postcolonial writers from the mid-20th century to the present. Writers may include Rushdie, Gordimer, Larkin, Amis and Heaney. *Counts toward European Studies Minor.*

**ENG 371. American Literature:  
Revolution and Renaissance**

Group 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 Jefferson, Franklin, Cooper, Poe, Emerson, Hawthorne, Douglass, Stowe, Melville, Jacobs, Whitman and Dickinson.

**ENG 372. American Literature: The  
Age of Realism**

Group 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 1 course

A study of literature written in the first half of the 20th century and the main philosophical, social and aesthetic issues that shaped it. Writers might include Faulkner, Hemingway, Eliot, Williams, Dos Passos, Moore, Hurston, Hughes, and Wright.

**ENG 374. American Literature:  
Post-War to Post-Modern**

Group 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 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 context; feminist literature theory and literary criticism; intersections of race, class and gender; formation of the literary canon. *May be repeated for credit with a different topic.*

**ENG 391. Authors: Advanced  
Topics**

Group 1 course

In-depth study of one or more writers. Examples include Joyce, Morrison, Samuel Johnson, and Henry James.

**ENG 392. Genre: Advanced Topics**

Group 1 course

Study of works drawn from a specific literary genre or subgenre. Examples include Confessional Poetry, The Early Novel and Revenge Tragedy.

**ENG 393. Literature and Culture:  
Advanced Topics**

Group 1 course

A study of the relations between literature and culture, with a specific thematic focus. Examples include Literature and Law, American Gothic, and Drugs, Literature and Culture.

**ENG 394. Literature and History:  
Advanced Topics**

Group 1 course

A study of literary representations of historical topics. Examples include Literature and Toleration, New England Heterodoxy, and Literature of Reform.

**ENG 395. Literature and Theory:  
Advanced Topics**

Group 1 course

Study of a specific topic within contemporary literary theory. Examples include The Rise and Fall of Deconstruction, Theories of the Avant Garde, and Film Theory.

**ENG 396. World Literature:  
Advanced Topics**

Arts and Humanities Group 1 course

Study of works in world literature emphasizing a global context. Examples include The Bildungsroman, Representations of the Artist, The Global Avant-Garde, The Great Novel, and Global Science Fiction.

**ENG 397. Irish Literature:  
Advanced Topics**

Arts and Humanities Group 1 course

An intensive exploration of Irish culture and authors from a literary perspective. Topics might include medieval Irish literature, James Joyce, modern Irish drama, Irish mythology, the Gaelic revival, Irish poets, the "troubles" and postcolonialism, and Irish film.

**ENG 451. Seminar in Literature**

Group 1 course

Concentrated study of a topic in literary studies. *Prerequisite: two 300- or 400-level courses in literature. Required of majors in English with emphasis on literature. May be repeated once for credit.*

**ENG 460. Readings in Literature**

Group 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. *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.*

**Courses in Writing**

**ENG 001. Co-Curricular Activities**

Group 0 credit

A. The DePauw--Writers; B. The DePauw--Editors; C. *Midwestern Review*; D. *Mirage*, E. *Eye on the World* and F. *the cauldron*. Practical experience in writing for *The DePauw* (A&B), *Midwestern Review* (C), *Mirage* (D), *Eye on the World* (E), and *the cauldron* (F). The DePauw writers (A) receive one-quarter activity credit per semester, and editors (B) receive one-half activity credit per semester. *Midwestern Review*, *Mirage*, *Eye on the World* and *the cauldron* staff members (C, D, E and F) receive one-quarter activity credit (Group 6) per semester. No academic credit is awarded toward the 31 courses required for graduation. *Prerequisite: signature of The DePauw advisor required.*

**ENG 110. Academic English  
Seminar I**

Group 1 course

This course strengthens the English language fluency of multilingual students (including international students, resident immigrants, and students whose language in the home was not English), developing their ability to write, speak, and read proficiently in a college-level academic environment. *May not be counted toward a major in English. See Writing Program for details.*

**ENG 115. Academic English  
Seminar II**

Group 1 course

This course provides intermediate-level instruction in academic English for multilingual students (including international students, resident immigrants, and students whose language in the home was not English). It focuses on academic writing proficiency and critical thinking in preparation for the more advanced skills required in other college-level writing courses. *English 115 may not be counted toward a major in English. See Writing Program for details.*

**ENG 120. College Writing I**

Group 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 149. Introduction to Creative  
Writing**

Group 1 course

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

**ENG 232. News Writing and Editing**

Group 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 1 course

A workshop focused on the writing of short fiction using modern and contemporary short stories as models and inspiration. *Prerequisite: ENG 149.*



**ENG 302. Creative Writing II:  
Fiction Topics**

Group 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 149.*

**ENG 311. Creative Writing II:  
Poetry Workshop**

Group 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 149.*

**ENG 312. Creative Writing II:  
Poetry Topics**

Group 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 149.*

**ENG 321. Creative Writing II:  
Nonfiction Workshop**

Group 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 149.*

**ENG 322. Creative Writing II:  
Nonfiction Topics**

Group 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 149.*

**ENG 331. Creative Writing II:  
Advanced Reporting Workshop**

Group 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 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. *Prerequisite: ENG 232 or permission of instructor.*

**ENG 341. Creative Writing II:  
Playwriting Workshop**

Group 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 149.*

**ENG 342. Creative Writing II:  
Screenwriting Workshop**

Group 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 149.*

**ENG 343. Creative Writing II:  
Dramatic Writing Topics**

Group 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 149.*

**ENG 349. Form and Genre**

Arts and Humanities

Group 1 course

(Formerly ENG 152: Reading for Writers) This forms course asks Writing majors to read extensively in two genres in order to deepen their understanding of the craft of creative writing. Class discussion will focus on the decisions writers take in their particular genres to create certain effects. By focusing on how successful writing works, the course will examine the various tools available to the writer. We will, in effect, reverse engineer pieces of classic and contemporary literature to better understand how such writing is built. Students will take ENG 349 concurrently with their Creative Writing Workshops (ENG 301-343) and before Senior Seminar (ENG 412).

**ENG 401. Independent Writing**

Group 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**

Group 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.*

**Courses in**

**ENG 183. Off-Campus Extended Studies Course**

Group variable

Winter or May Term off-campus course.

**ENG 184. On-Campus Extended Studies Course**

Group Variable

An on-campus literature (184L) or writing (184W) course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

**ENG 315. Language, Writing and Power**

Arts and Humanities

Group 1 course

This course offers intensive practice in academic writing across a variety of genres on the subject of language and power. Students will write about a range of issues such as varieties of English languages around the world, dying or extinct languages, how language evolves, perceptions of proficiency and its relationship to power, the politics of official languages, and controversies surrounding bilingual education. They will develop and enhance their own writing process and their skills as editors of their own work and examine the choices writers make as they work to improve their texts. Readings will cover the ways in which language intersects with issues of privilege and power. Open to Sophomores, Juniors, and Seniors (First-Year students by permission). Priority will be given to multilingual students, including international students and students for whom English was not the primary language spoken at home. International students must have completed or tested out of ENG 115.

## Film Studies

Film and video are ubiquitous in contemporary society, combining image and text to create a powerful medium which increasingly reflects us, defines us, persuades us, markets us, and tells our stories. Students all over the country--and world--are majoring in Film Studies: to teach, to succeed in the business world, to enter graduate study, to work with non-profit arts or charitable organizations, to work in media of all types, or to create their own films.

DePauw offers both a major and a minor in Film Studies. The major requires nine (9) courses in film, which complement the other graduation requirements defined by the university, to fully engage students in the liberal arts model. The minor requires five (5) total courses in film. Specific requirements for the major and minor are listed below and aim to expose students to a variety of approaches to film study--from history to theory and criticism, cultural to genre exploration, production to the final capstone senior project (for majors only) which enables students to focus on a scholarly or creative project of larger scope.

## Requirements for a major in Film Studies

Total courses required	Nine and one-quarter
Core courses	FILM 100 (ENG 167), FILM 200 (COMM 237), FILM 429, FILM 430 One additional course in each of the following areas:
Other required courses	<ul style="list-style-type: none"> <li>• Film theory, criticism, and history courses</li> <li>• Production or screenwriting courses</li> <li>• Topics courses in film cultures and traditions</li> </ul>
# 300 and 400 level courses	4 (including the Senior Project)
Senior requirement	Successful completion of FILM 430.
Additional information	
Recent changes in major	FILM 429 (.25 credit) was added to the list of core courses and the number of courses required for the major was increased to 9.25, effective Fall 2014.

## Requirements for a minor in Film Studies

Total courses required	5
Core courses	One course from either FILM 100 (ENG 167) or FILM 200 (COMM 237) One class from each of the following areas:
Other courses	<ul style="list-style-type: none"> <li>• Film theory, criticism, and history courses</li> <li>• Production or screenwriting courses</li> <li>• Topics courses in film cultures and traditions</li> </ul>
# 300 and 400 level courses	1
Recent changes in minor	

## Courses in Film Studies

**FILM 100. Introduction to Film**      Arts and Humanities      Group      1 course

(cross-listed with ENG 167) Designed to develop students' ability to understand and appreciate film as art and to acquaint them with a representative group of significant works and the characteristics of film as a type of literature.

**FILM 200. Film and Culture**      Arts and Humanities      Group      1 course

(cross-listed with COMM 237) 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.

**FILM 211. Documentary Film**      Arts and Humanities      Group      1 course

(cross-listed with ARTH 250 or COMM 291) This discussion-based course is structured thematically around such topics as representations of the family, subjectivity and selfhood, crime and justice, sexuality, trauma, and war propaganda. We view a wide variety of documentary styles: poetic, ethnographic, direct cinema, government sponsored, social advocacy, rockumentary, mockumentary, pseudo-documentary, and different hybrid forms. These styles and themes are used as springboards to explore larger questions: What is the source of our fascination with the real? How can documentary evoke discourses of truth, realism and authenticity when the boundaries between fiction and non-fiction have become ever more fluid; when digital technology makes possible the absence of any camera or original referent from the 'real' world; and when documentarians make use of strategies such as staging, re-enactments, discontinuous editing, or various poetic devices? What are the conventions of documentary film practice, that provide the necessary impression is the ethical responsibility of a filmmaker to his/her subjects who are, after all, not actors, but people going about the business of their lives? To understand better the complex nature of representation, we also take into account how context, expectations, institutional supports, viewing communities, cultural frameworks, and historical and social forces (and their interaction) all contribute to the making of meaning in visual images.

**FILM 220. Topics in Film History**      Arts and Humanities      Group      1 course

Introduces students to pivotal eras in cinema history (both U.S. and international) as well as questions of historiography. Courses will engage with historical approaches to film industries, film texts, and/or film audiences. Topics may include courses such as: U.S. Film History 1897-1950; Hollywood Since 1950. May be repeated for credit.

**FILM 230. Introduction to Digital Film Production**      Arts and Humanities      Group      1 course

This course provides an introduction to camerawork, sound recording, lighting and editing in digital filmmaking, with short units on short film screenwriting and working with actors. Prior experience in film production not required. Prerequisite: FILM 100, FILM 200, FILM 241, or permission of instructor.

**FILM 241. Topics in Film Cultures and Traditions**

Arts and Humanities      Group      1 course

(may be cross-listed with ENG 255 or M L 164) This course offers intensive examination of specific issues in film cultures and traditions, often those at the center of current critical interest. Topics for this course are conceived broadly to encompass studies of national cinemas, specific directors, filmmaking practices, and specific genres. May be repeated for credit with a different topic.

**FILM 250. Global Cinema**

Arts and Humanities      Group      1 course

This introductory film course is a survey of contemporary films from across the globe. Students will be exposed to a diverse array of culturally distinct and unique aesthetic expressions and will be encouraged to engage perspective(s) apart from their own while discussing topics including, but not limited to, race, gender, ethnicity, religion, class, and sexual orientation.

**FILM 260. African American Cinema**

Arts and Humanities      Group      1 course

Reading African American cinema as a pivotal archive in African American cultural production, this course explores the diverse black aesthetic traditions that African American film has and continues to develop, explore, and shape. Specifically, the course will track how films produced, written, and/or directed by African Americans are situated in larger debates about the politics of race and representation.

**FILM 310. Film Theory**

Arts and Humanities      Group      1 course

(may be cross-listed with ENG 395) Provides students who already have a background in introductory film studies with a sense of the most important theoretical issues in cinema. Topics may include the following: early film theory; film and (anti-) narrative; auteur theory; genre theory; semiotics; psychoanalysis; ideology and politics; feminist film theory; theories of documentary; postmodernism; post-colonialism and "third cinema"; new media and the digital era. Prerequisites: FILM 100 (ENG 167) or FILM 200 (COMM 237).

**FILM 311. Topics in Gender, Sexuality and Cinema**

Arts and Humanities      Group      1 course

(may be cross-listed with ENG 390 or COMM 401) Introduces students to the importance of gender as a category of film scholarship. Issues covered may include: women in film,

masculinity and film, feminist filmmaking and film scholarship, women filmmakers. May be repeated for credit with a different topic.

## FILM 321. Advanced Topics in Cinema

Arts and Humanities

Group

1

A course on an advanced topic in film studies.

## FILM 331. Advanced Topics in Digital Film Production

Arts and Humanities

Group

1 course

Advanced topics courses in the area of digital film production. Courses may include Intermediate Digital Filmmaking, Directing for the Camera, or Film Development as well as COMM 319, Writing for the Stage, Screen and TV, and ENG 342, Screenwriting Workshop. Some courses will require a prerequisite; prerequisite for Intermediate Digital Filmmaking: FILM 100, FILM 200, FILM 220, OR FILM 241 AND FILM 231 or its equivalent.

## FILM 420. Independent Study in Film

Group

1/2 - 1 course

Independent project under tutorial supervision designed for juniors and seniors wishing to work in depth on a particular aspect of film study.

## FILM 429. Film Studies Senior Project Preparation

Group

1/4 course

The Film Studies Senior Capstone Experience is the culmination of the Film Studies major, designed to provide students with a challenging final project of significant length and complexity, spanning fall and spring semester of senior year at DePauw. Whether the final project is a scholarly thesis paper of significant length and scope or a creative/production-oriented venture (such as a feature-length screenplay, short narrative film or documentary), the capstone project requires extensive planning, on-going organization, persistence and dedication, along with the ability to meet deadlines and work closely with a faculty advisor. To this end, the Film Studies Senior Project Prep (FILM 429) is a .25-credit prelude to the Film Studies Senior Project (FILM 430). In consultation with the Director of Film Studies and a faculty project advisor from the program, students prepare and submit proposals and supporting documents to the FS faculty committee. Once proposals are approved, students complete additional preparatory work, including research, extensive outlining, and/or preliminary pre-production, which is submitted to their advisor for evaluation. These phases of the project provide a solid base from which to begin the second, full (1) credit semester, and the more intensive writing/production phases of their capstone projects.

## FILM 430. Film Studies Senior Project

Group

1 course

This course is the culmination of the Film Studies Senior Capstone Experience, building on the work completed in FILM 429. Working closely with their FS faculty project advisor, students

immerse themselves in intensive writing and revision, and/or the progressive filmmaking phases of pre-production/production/post-production. Three deadlines must be met over the course of the semester: the first installment; completed first draft or edit; and the final draft or edit. (A failing grade on any project development phase results in course failure; and students must earn a C- or above in the course to graduate.) At the year's end, students present their work to a faculty and student audience. *Prerequisite: FILM 429*

## Geosciences

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, water quality concerns in Indiana including acid mine drainage from Indiana coal mines, and the development and evolution of 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.

## Requirements for a major in Geology

Total courses required	9.5 GEOS + 1.25 CHEM
Core courses	GEOS 110, GEOS 280, GEOS 310, GEOS 350, GEOS 450 <ul style="list-style-type: none"> <li>• GEOS 210, GEOS 320</li> <li>• CHEM 130 &amp; 170 (1.25 credit)</li> <li>• At least 3 course credits from the following courses (at least one must be at the 300 level or higher): GEOS 205, GEOS 220, GEOS 230, GEOS 315, GEOS 330, GEOS 370, GEOS 380, GEOS 470*, GEOS 480*, GEOS 490*</li> </ul>
Other required courses	*only 1 course credit counts towards major
# 300 and 400 level courses	Four and one-half
Senior requirement	<p>The senior requirement consists of GEOS 450. The Department of Geosciences Senior Seminar provides students with the opportunity to integrate skills and expertise learned in previous coursework at DePauw as well as to prepare for opportunities after graduating from DePauw. Students research and prepare mock applications to graduate schools and potential employers. They also explore two areas of the geosciences in-depth by critically reading and analyzing the primary literature and leading class discussions. Later, they prepare and present both oral and poster presentations on selected research topics to peers and the Department.</p> <p>Recommended courses from which to choose:</p>
Additional information	<ul style="list-style-type: none"> <li>• MATH 151, MATH 152</li> <li>• PHYS 120, PHYS 130</li> <li>• CSC 121, CSC 122</li> <li>• POLS courses (e.g., POLS 110, 160, 382 )</li> <li>• ANTH 253</li> <li>• Off-campus study in an approved geoscience program</li> <li>• Additional GEOS, CHEM, and/or BIO courses</li> <li>• Winter Term internship in a geoscience-related field</li> <li>• Summer geology field camp</li> </ul>

## Requirements for a major in Environmental Geoscience

Total courses required	9.5 GEOS + 4 in other departments
Core courses	<p>GEOS 110, GEOS 280, GEOS 310, GEOS 350, GEOS 450</p> <ul style="list-style-type: none"> <li>• GEOS 125, GEOS 230</li> <li>• At least 3 course credits from the following courses (at least two must be at the 300 level or higher): GEOS 205, GEOS 220, GEOS EXP Weather, Climate and Climate Change, GEOS 315, GEOS 330, GEOS 370, GEOS 380, GEOS 470*, GEOS 480*, GEOS 490* (*only 1 course credit counts towards major)</li> </ul>
Other required courses	<ul style="list-style-type: none"> <li>• At least four course credits from the following*: ANTH 253+, CHEM 120, CHEM 130, BIO 102, BIO 342+, BIO 345+, ECON 335+, PHIL 232, UNIV 170</li> </ul> <p>*Students should consult with the department chair regarding other courses that might fulfill this requirement. +These courses have prerequisites.</p>
# 300 and 400 level courses	Four and one-half
Senior requirement	<p>The senior requirement consists of GEOS 450. The Department of Geosciences Senior Seminar provides students with the opportunity to integrate skills and expertise learned in previous coursework at DePauw as well as to prepare for opportunities after graduating from DePauw. Students research and prepare mock applications to graduate schools and potential employers. They also explore two areas of the geosciences in-depth by critically reading and analyzing the primary literature and leading class discussions. Later, they prepare and present both oral and poster presentations on selected research topics to peers and the Department.</p> <p>Recommended courses from which to choose:</p>
Additional information	<ul style="list-style-type: none"> <li>• MATH 151, MATH 152</li> <li>• PHYS 120, PHYS 130</li> <li>• CSC 121, CSC 122</li> <li>• POLS courses (e.g., POLS 110, 160, 382)</li> <li>• Additional GEOS, CHEM, and/or BIO courses</li> <li>• Winter Term internship in a geoscience-related field</li> <li>• Off-campus study in an approved geoscience program</li> <li>• Summer geology field camp</li> </ul>
Recent changes in major	<p>The requirement that majors complete two out of three areas outside the Geosciences department was dropped and the requirement that majors complete four courses from a list of related courses outside the department was added. Effective Fall 2011.</p>

## Requirements for a major in Earth Science

Total courses required	8.5 GEOS + 2.25 CHEM/PHYS
Core courses	<p>GEOS 110, GEOS 280, GEOS 310, GEOS 350, GEOS 450</p> <ul style="list-style-type: none"> <li>• CHEM 130 &amp; CHEM 170 (1.25 total credit)</li> <li>• PHYS 103 or PHYS 104</li> <li>• At least 4 course credits from the following courses (at least one of the four must be at the 300 or higher level): GEOS EXP (Weather &amp; Climate Change), GEOS 105, GEOS 107, GEOS 115, GEOS 125, GEOS 205, GEOS 210, GEOS 220, GEOS 230, GEOS 315, GEOS 320, GEOS 330, GEOS 370, GEOS 380, GEOS 470*, GEOS 480*, GEOS 490*, UNIV 170.</li> </ul>
Other required courses	<p>*only a total of 1 course credit counts towards major</p>
# 300 and 400 level courses	Three and one-half
Senior requirement	<p>The senior requirement consists of GEOS 450. The Department of Geosciences Senior Seminar provides students with the opportunity to integrate skills and expertise learned in previous coursework at DePauw as well as to prepare for opportunities after graduating from DePauw. Students research and prepare mock applications to graduate schools and potential employers. They also explore two areas of the geosciences in-depth by critically reading and analyzing the primary literature and leading class discussions. Later, they prepare and present both oral and poster presentations on selected research topics to peers and the Department.</p> <p>Recommended courses from which to choose:</p>
Additional information	<ul style="list-style-type: none"> <li>• MATH 151, MATH 152</li> <li>• PHYS 120, PHYS 130</li> <li>• CSC 121-122</li> <li>• POLS (Political Science) courses (e.g., POLS 110, 160, 382)</li> <li>• ANTH 253</li> <li>• Additional GEOS, CHEM, and/or BIO courses</li> <li>• Winter Term internship in a geoscience-related field</li> <li>• Off-campus study in an approved geoscience program</li> <li>• Summer geology field camp</li> </ul>

## Requirements for a minor in Geology

Total courses required	Five
Core courses	GEOS 110

Other courses	At least four additional GEOS course credits, including at least one at the 300 level or above.
# 300 and 400 level courses	One
Recent changes in minor	Effective for minors declared after July 1, 2011, the number of courses required is raised from four to five.

## Requirements for a minor in Environmental Geoscience

Total courses required	Seven
Core courses	GEOS 110, GEOS 125, GEOS 230 <ul style="list-style-type: none"> <li>• One GEOS course credit at the 300 level or above</li> <li>• At least three course credits from the following*: ANTH 253+, CHEM 120, CHEM 130, BIO 102, BIO 342+, BIO 345+, ECON 335+, PHIL 232, UNIV 170.</li> </ul>
Other courses	*Check with department chair about other courses that might count. +Course has prerequisite.
# 300 and 400 level courses	One
Recent changes in minor	Effective for minors declared after July 1, 2011, number of courses required is increased from five to seven, including three courses outside GEOS.

## Requirements for a minor in Earth Science

Total courses required	Five
Core courses	GEOS 110 <ul style="list-style-type: none"> <li>• At least three additional GEOS course credits, including at least one at the 300 level or above.</li> </ul>
Other courses	<ul style="list-style-type: none"> <li>• At least one course credit from the following: CHEM 130, PHYS 103, PHYS 104.</li> </ul>
# 300 and 400 level courses	One
Recent changes in minor	Effective for minors declared after July 1, 2011, the number of courses required is increased from four to five.

## Requirements for a minor in Geography

Total courses required	Four
------------------------	------

Core courses GEOS 115

Other courses

# 300 and 400 level courses One

Recent changes in minor

## Courses in Geosciences

### **GEOS 105. Earthquakes and Volcanoes**

Science and Mathematics Group 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.*

### **GEOS 107. Geology of America's National Parks**

Science and Mathematics Group 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.*

### **GEOS 110. Earth and the Environment**

Science and Mathematics Group 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.

### **GEOS 115. Physical Geography**

Science and Mathematics Group 1 course

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

### **GEOS 117. Weather, Climate and Climate Change**

Science and Mathematics Group 1 course

An introduction to the Earth's atmosphere through the study of weather, climate and climate change. Topics covered include atmospheric composition, structure and function, weather phenomena and climate, and natural and human-induced climate change. Global societal responses to rapid climate change are also discussed.

**GEOS 125. Introduction to Environmental Science**

Science and Mathematics

Group

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.

**GEOS 183. Off-Campus Extended Studies Course**

Group

variable

Winter or May Term off-campus study project with a geosciences theme.

**GEOS 190. Energy and Environment**

Science and Mathematics

Group

1 course

An introduction to energy resources and the environmental impacts of their use. The importance of nonrenewable fossil fuels in modern industrialized societies is examined and the effects of changing rates and costs of energy production on modern lifestyles are explored. The potential economic costs and societal impacts of transitioning to renewable and sustainable sources of energy are discussed.

**GEOS 197. First-Year Seminar**

Group

1 course

G. Geography. S. Geology. A seminar focused on a theme related to the study of geology or geography. *Open only to first-year students.*

**GEOS 205. Introduction to GIS**

Science and Mathematics

Group

1 course

Includes laboratory. An introduction to Geographic Information Systems (GIS) and their applications. Emphasis on cartographic concepts, strengths and limitations of different GIS data formats, spatial statistics, and spatial analysis. Students use a variety of specialized GIS tools to solve spatial problems and map spatial phenomena. *Prerequisite: GEOS 110.*

**GEOS 210. Historical Geology**

Science and Mathematics

Group

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: GEOS 110.*

**GEOS 220. Geologic Field Experiences**

Science and Mathematics

Group

1 course

Includes laboratory. A. West Virginia B. Utah C. Nevada D. California E. 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: GEOS 110.*

**GEOS 230. Environmental Geology (formerly GEOS 109)**

Science and Mathematics

Group

1 course

An intermediate examination of the processes that influence the physical and chemical nature of the Earth's surface with special attention given to the influence of human actions on the lithosphere, hydrosphere, and atmosphere. Students learn how the risks from natural hazards are assessed and minimized; understand the consequences of natural resource extraction; and consider the sources, transportation, fate, and remediation of waste and pollution in the environment. Real-world examples emphasize the importance of these topics for solving environmental problems. *Prerequisite: GEOS 110 or permission of instructor.*

**GEOS 280. Mineralogy**

Science and Mathematics

Group

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: GEOS 110.*

**GEOS 290. Topics**

Group

Variable

An exploration of selected topics in the geosciences. May be repeated for credit with different topics.

**GEOS 300. Writing in the Geosciences**

Group

1/2 course

In this course, students will further develop their writing skills by reading and discussing texts about writing in the geosciences, writing original papers for different audiences, providing feedback for other purposes in the class, and editing and revising their own work. Students will be evaluated based on their ability to 1) effectively communicate their ideas using appropriate geologic terms and concepts, 2) adapt their writing style for different audiences, and 3) appropriately incorporate references and citations into their papers.

**GEOS 310. Sedimentology  
and Stratigraphy**

Group 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: GEOS 110.*

**GEOS 315. Map  
Interpretation**

Science and Mathematics

Group 1 course

Includes laboratory. Analysis and interpretation of topographic maps, geologic maps, and geologic cross sections. Course focuses on the relationship of map patterns to tectonic, geomorphic, hydrogeologic and climatic processes that shape and influence landform development. Involves some work with Google Earth and Adobe Illustrator software packages. *Prerequisite: GEOS 110.*

**GEOS 320. Petrology**

Group 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: GEOS 280.*

**GEOS 330. Geochemistry**

Group 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: GEOS 110, CHEM 130, and CHEM 170; or permission of the instructor.*

**GEOS 350. Structural  
Geology and Tectonics**

Group 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. *Prerequisite: GEOS 110.*

**GEOS 370. Applied  
Hydrogeology**

Group 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. *Prerequisite: GEOS 110. MATH 135 proficiency recommended.*



**GEOS 380. Environmental Geophysics**

Group 1 course

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

**GEOS 390. Topics**

Group Variable

An exploration of selected topics in the geosciences. *Prerequisite: Sophomore standing. May be repeated for credit with different topics.*

**GEOS 395. Topics in Geography**

Group 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.*

**GEOS 450. Senior Seminar**

Group 1 course

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

**GEOS 470. Readings in Geology**

Group 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.*

**GEOS 480. Problems in Geology**

Group 1/4-1/2 course

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

**GEOS 490. Research Thesis**

Group 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.*

## **Global Health**

### **Requirements for a major in Global Health**

Total courses required	Ten and one-half
Core courses	GLH 101, GLH 301, GLH 401. One of: Math 141, BIO 375, BIO 275, PSY 214. Additional courses that may be chosen for the major include: ANTH 151, ANTH 255, ANTH 257, ANTH 355, ANTH 370, ANTH 390 (when a global health topic), BIO 102, BIO 250, BIO 382, CHEM 240, CHEM 343, CHEM 342 (when global health topic), HIST 285, ECON 465, PHIL 230, PHIL 232, PHIL 234, PHIL 360, POLS 170, POLS 235, POLS 253, POLS 352, POLS 360, POLS 382, POLS 384, PSY 100, PSY 214, PSY 252, PSY 260, PSY 343, SOC 100, SOC 210, SOC 242, SOC 329, SOC 342. Refer to the Global Health website for the most up-to-date course options.
Other required courses	Majors develop a learning contract, required by week six of the second semester, sophomore year (or at least one month after major declaration), structured around two thematic tracks (Examples of tracks--such as Biosocial Determinants of Health, Environment and Human Health, Ethics and Global Health, Population & Family Health, and Biostatistics --are available on the GLH Program website). The terms of the contract specify the substantive nature of the chosen tracks, including relevant courses. The courses in each track must be from at least two distinct disciplines. Each track must consist of at least three courses, one of which is at the 300-400 level. No more than five courses can be credited to a single track.
	Students planning to pursue a career or graduate work in Global Health are encouraged to become proficient in a second language
# 300 and 400 level courses	Four and one-half, including senior seminar and practicum
Senior requirement	GLH 401, Senior Seminar.
Additional information	Attendance at global health seminars in junior and senior years.
Writing in the major	The writing requirement for the Global Health major consists of a portfolio of writings presented with a written reflection. Portfolios will be reviewed by the Global Health steering committee for evidence of improvement and competence in writing in the major. Portfolios are due on the second Wednesday of May of the junior year.

## Courses in Global Health

### GLH 101. Introduction to Global Health

Group 1 course

This course introduces students to the basic tenets, applications, and foci of global health. It contextualizes current global health issues historically and provides an overview of the core disciplines in the field. Using case studies, students analyze disease burden across several sectors to examine factors affecting health. Readings are drawn from a range of disciplinary perspectives.

**GLH 301. Practicum  
Experience in Global  
Health**

Group 1/2 course

GLH 301 is a half-credit course centered on a practicum project that includes one (1) applied clinical or community-based experience. Options that qualify include, but are not limited to, original research, an internship, or another kind of experiential learning (January and May projects and certain off-campus study projects may qualify, subject to committee review). A practicum is a unique opportunity for undergraduate students to integrate and apply skills and knowledge gained through coursework with experience gained in a professional public health work environment. Global health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms among others. This practicum expectation mirrors expectations set by the Council on Education for Public Health. A typical practicum experience in the Global Health major requires students to work a range of 80 - 120 hours under the supervision of an experienced site supervisor and the course instructor. Each practicum has at least one tangible deliverable to be determined by the student and instructor.

**GLH 370. Public Health  
in Africa**

Social Science or Global Learning

Group 1 course

*(cross-listed with ANTH 370)* This is a seminar style course that examines the intersections between the interrelated perspectives in public health, international health, and global health from the 19th to the 21st centuries. Our attention will be on the relationship between Western and non-Western forms of scientific practice and health systems as they have emerged in the African continent and Diaspora. Specifically, this course will examine the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, North and South, public welfare and private interest, research practices and human subjects, the commodification of health and the body, and human rights discourse throughout Africa and the Diaspora. The course will be divided chronologically into four parts, tracing imperial health formation formations in the late 19th century, the nascent internationalism of the interwar period, the construction of bureaucracies of development in the postwar and postcolonial era, and contemporary configurations of public and private interests in the new global health of the late 20th and early 21st centuries. In addition to garnering an understanding of the background and politics/policies of public health in Africa, students will become familiar with how to conduct a "hands-on" needs assessment of a particular cultural group in the continent. Students in this class will acquire knowledge of the history and practice of public health in Africa and the Diaspora through a wide range of readings from multidisciplinary and anthropological sources. Students will acquire the practical skills necessary to evaluate contemporary public health issues in an African context utilizing skills in Community Needs Assessment practice. Students will work collaboratively to produce a Needs Assessment document for a community

that will be shared with those in the continent and who are actively working in public health. There are no pre-requisites at present for this course although some prior coursework in Anthropology, Global Health and/or Biology is encouraged.

**GLH 401. Senior Seminar  
in Global Health**

Group      1 course

GLH 401 focuses on contemporary issues in global health using theoretical and methodological skills acquired and discussed in prior foundational courses in the major. The topic will vary based on the expertise of the instructor, but must remain accessible to students with a variety of backgrounds given the interdisciplinary nature of the major. Students will discuss common readings and research and produce a senior project such as a thesis, creative work, or research contribution that fulfills the capstone experience in the Global Health major. Topics for GLH401 will be approved by the GLH steering committee.

## History

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.

## Requirements for a major in History

Total courses  
required      Nine

- Core courses
- HIST 295
  - Either HIST 490 or HIST 495 and HIST 496.
  - The core courses in the major, as well as the required 300-level courses, must be taken on campus,

Other required courses

Of the remaining seven courses, five must be at the 200-level or above, at least three of which must be at the 300-level. At least one course must be taken in three of the following six geographic fields: Africa, East Asia, Europe, Latin America, Middle East and the United States. At least one course must be on a period of history before 1800. 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.

# 300 and 400 level courses

Four

The History Department offers two routes to the senior capstone experience: a) Senior Seminar (History 490); b) Senior Thesis (History 495-496). Both experiences require students to employ and refine the research, writing and communication skills they have developed over the previous three years at DePauw by producing a piece of original historical research. These writing-intensive projects require sophisticated approaches to sources, analysis, and presentation, as well as imagination and discipline in the selection and refinement of research topics.

Senior requirement

Senior Seminar (History 490) is a one-semester class devoted to the design and implementation of historical research in a subfield and historical methodology of each seminar member's choosing. The seminar instructor assumes primary responsibility for guiding the seminar participants, though students are encouraged over the course of the semester to consult other department faculty whose regional, thematic, and chronological specializations correspond to the selected topic. The end result is an original piece of historical research typically totaling between 30 and 40 pages of writing. (For a list of some recent Senior Seminar papers, [click here](#); for a sample History 490 syllabus, [click here](#)). In addition to producing a paper, students must contribute actively to the development of their peers' projects through brain-storming, editing, and commentary; each student will make a research presentation to the seminar and invited guests toward the end of the semester.

Senior Thesis (History 495-496) requires two-semesters of intensive research and writing on a topic approved by a member of the department who serves as the student's principal thesis supervisor. During the first semester, the student will undertake reading, research, and drafting. Thesis students 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 written thesis; give a public presentation based on the research; and defend the thesis before a committee of history department faculty. Students seeking a rigorous challenge of developing a historical project of greater scope and requiring

greater independence than Senior Seminar may wish to consider this option. To be eligible for the Senior Thesis a history major must have a GPA in the major of at least 3.3 and permission of the department. Theses typically total between 60 and 80 pages, organized in chapters. (For a selection of Senior Thesis titles in recent years, [click here](#)). Students contemplating graduate study in history are encouraged to consider this option.

## 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 One  
courses

Recent  
changes in  
minor

## Courses in History

**HIST 100. Historical Encounters** Arts and Humanities Group 1 course

An introduction to historical analysis and argumentation. While individual sections will focus on different topics and time periods, in all sections students will investigate a range of sources, methods and historical approaches to the past. Hist 100 may be repeated for credit with different topics.

**HIST 105. The American Experience** Arts and Humanities Group 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** Arts and Humanities Group 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**                      Arts and Humanities                      Group                      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**                      Arts and Humanities                      Group                      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**                      Arts and Humanities                      Group                      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**                      Arts and Humanities                      Group                      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. *Counts toward European Studies minor.*

**HIST 112. European Civilization II--1789-Present**                      Arts and Humanities                      Group                      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. *Counts toward European Studies minor.*

**HIST 113. Introduction to Central Europe**                      Arts and Humanities                      Group                      1 course

In this course we examine the historical and cultural developments of Central Europe with special attention to the dramatic events of the 20th century. The course will include an analysis of the Reformation, Religious Warfare including the Thirty Years war, the legacy of the Austro-Hungarian Empire, the divisions of Poland etc. In the 20th century, we examine the legacy of World War II, German Occupation and the Holocaust, the emergence and experience of Communism and the influence of the Soviet Union, as well as the revolutions of 1989 and post-communist Eastern Europe. Moreover, we will pursue transnational issues such as the role of women and religious and ethnic minorities (Gypsies and Jews) in the region. *Counts toward European Studies minor.*

**HIST 115. Colonial Latin America**    Social Sciences                      Group            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**    Social Sciences                      Group            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**                      Arts and Humanities                      Group            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**                      Social Sciences                      Group            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: 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 150. History Commons**                      Arts and Humanities                      Group            1 course



A multi-section course probing a major historical theme with global or comparative dimensions. Topic will rotate every two to three years.

**HIST 156. Advanced Placement in History**

Group 1 course

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

**HIST 183. Off-Campus Extended Studies Course**

Group variable

May or Winter Term off-campus study project on a historical theme.

**HIST 184. ES On-Campus Course**

Group 1/2 course

Extended Studies History course.

**HIST 190. Topics**

Group 1 course

An introductory study of a special topic with an emphasis on discussion and participation. Descriptions of HIST 190 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 197. First-Year Seminar**

Group 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**

Social Sciences

Group 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 207. Latin American Environmental History**

Social Sciences

Group 1 course

The diversity of people, geography and ecology in Latin America combine to make it one of the most diverse environments on the planet. Complementing this diversity is a rich history of human interactions with the environment. Knowing this history informs us about indigenous economic and cultural practices that offer alternative ways of thinking about how people relate to their environment. The history of conquest and colonization illustrate the dramatic, if not

catastrophic, impact of European environmental practices, which helps us to further understand how modernity attempted to control nature, as well as the consequences of this effort. Learning the history also shows the troubled relationship between capitalism and the planet's resources, and how the troubles were important in shaping Latin America's social, political, economic and cultural landscapes. The history is important for our thinking about the contemporary and future challenges we face, especially in the areas of climate change, resource extraction, food sovereignty, disease and energy.

**HIST 221. France from Charlemagne to Napoleon**

Arts and Humanities      Group      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. *Counts toward European Studies minor.*

**HIST 222. The Crusades**

Arts and Humanities      Group      1 course

This course will examine the 10th- to 14th-century movement of Western European Christians to the lands of the eastern Mediterranean. Why did they go? What were the expected outcomes of this movement? Was it successful, and how should success be determined? How did the crusades change both European and Middle Eastern culture? These questions and more will be the focus of this course. *Counts toward European Studies Minor.*

**HIST 223. The Vikings**

Arts and Humanities      Group      1 course

This course will examine Scandinavian and early medieval European society before, during, and after the Viking raids of the eighth through eleventh centuries in order to assess the impact of those raids on the development of European civilization. We will work to come to an understanding of this period through the close analysis of a variety of sources, including law codes, epic poems, artwork, and archaeological excavations. *Counts toward European Studies minor.*

**HIST 225. European Women's History**

Arts and Humanities      Group      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. *Counts toward European Studies minor.*

**HIST 232. 19th and 20th Century Britain**

Arts and Humanities      Group      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. *Counts toward European Studies minor.*

**HIST 233. British Empire**                      Arts and Humanities                      Group                      1 course

At its apogee, the British Empire incorporated nearly one-quarter of the world's landmass and population. This course examines the British imperial "world system" from the granting of the East India Company charter through imperial liquidation, with a particular emphasis on events during the nineteenth and twentieth centuries. The course's geographic range includes considerations of British imperialism in South Asia, Asia, the Pacific, Africa and the Americas. The class analyzes important historiographical debates, the differences between formal and informal imperialism, competing visions of Empire, indigenous responses, and the cultures of imperialism.

**HIST 241. Russian History to the 19th Century**                      Arts and Humanities                      Group                      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. *Counts toward European Studies minor.*

**HIST 242. Modern Russia**                      Arts and Humanities                      Group                      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. *Counts toward European Studies minor.*

**HIST 244. Germany from Unification to Unification, 1870-1989**                      Arts and Humanities                      Group                      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. *Counts toward European Studies minor.*

**HIST 252. U.S. - East Asian Relations**

Social Sciences

Group

1 course

This course will examine the interactions between the United States and the major countries in East Asia -

China, Japan, and Korea - from the 19th century to the present. The topics that will be explored include

cultural interactions and changing mutual images, the impact of imperialism, Asian nationalisms, the

Pacific War, communism in Asia, the Japanese developmental state, and, more recently, China's rise as a capitalist state with Chinese characteristics.

**HIST 256. African Cultures**

Social Sciences

Group

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**

Social Sciences

Group

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**

Arts and Humanities

Group

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**

Social Sciences

Group

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**

Social Sciences

Group

1 course

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

**HIST 273. Roots of American Popular Music**

Arts and Humanities

Group

1 course

An examination of the roots of American popular music from the mid-18th century to the mid-1960s. Topics include its British and African origins and development in the South; expressions in ballads, hymns, spirituals, blues, work songs, protest songs, and regional music; and how technology changed vernacular music to create new genres of popular music, including minstrelsy, gospel, urban blues, country, and rock 'n roll.

**HIST 275. African American History**

Group

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**

Arts and Humanities

Group

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**

Arts and Humanities

Group

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. History of the Black Atlantic**

Social Sciences

Group

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 285. History of Science I**

Arts and Humanities

Group

1 course

This course surveys the history of the human endeavor to understand the natural world around them. It particularly problematizes the notion that the rise of modern science, as practiced in Western societies, was inevitable or pre-ordained. Instead, with the help of primary and secondary sources, the course examines the various trajectories of science from the Greek, to the Islamic to the Western medieval context.

**HIST 290. Topics**

Group 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 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**

Group 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 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. *Counts toward European Studies minor.*

**HIST 334. History Beyond the Classroom**

Group 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 336. The Witchcraze in  
Early Modern Europe**

Group 1 course

Why did Europe suddenly erupt in a fury of witch trials in the sixteenth century? Why did these trials just as suddenly die out in the eighteenth? What was the role of religion in the pursuit of witches? Was misogyny at the heart of the witchcraze? These questions and more will be addressed in this course as we try to understand the nature of the European witchcraze. Through a close and careful analysis of primary documents, we will try to develop our own conclusions on this troubling episode of European history. *Counts toward European Studies minor. Counts toward Womens Studies major.*

**HIST 337. The Age of Louis XIV**

Group 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. *Counts toward European Studies minor.*

**HIST 338. The Enlightenment**

Group 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. *Counts toward European Studies minor.*

**HIST 339. Imperial Europe**

Group 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. *Counts toward European Studies minor.*

**HIST 340. Modern European  
Women's History**

Group 1 course

In this course we will use women's experiences as the key to understanding European history over the past two centuries. Some of the issues that shaped the 19th century, such as gender relations in modern society are still being discussed today; others that we now take for granted such as universal suffrage, were by no means normal a hundred years ago. The course will address topics concerning women's experiences and will encourage students to explore issues in women's history and the influences that women had on the development of modern Europe.

**HIST 342. Europe of Dictators**

Group 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. *Counts toward European Studies minor.*

## HIST 344. Paradise Revisited

Arts and Humanities

Group

1 course

The notion of the Pacific Islands as 'paradise' is a historic and pervasive fixture of stage, screen and tourist brochures. But when and how did the European construction of 'paradise' and the representations that followed from it come about? More importantly, how have indigenous peoples of the Pacific Islands represented or "re-presented" Oceania in light of that legacy? HIST 344 analyzes depictions of the Pacific Islands including Aotearoa (New Zealand) from a historical perspective with a chronological emphasis on the late 18th century to the present. During the semester students will engage and evaluate historiographical and epistemological debates which have shaped the study of Oceania as well as primary and secondary sources drawn from history, literature, anthropology, art and film.

## HIST 350. The Samurai in Feudal Japan

Group

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

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

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

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

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 358. Gender and Sexuality in the Middle East**

Group 1 course

This course seeks to explore the evolution of gendered and sexual identities in the Middle East from the rise of Islam to the present. We shall explore ways in which people in the Middle East have shaped and redefined gender and sexual identities from the earliest days of Islam to the present. Although the primary focus of the course will be the Muslim populations in the Middle East, the course will also examine conceptions of gender and sexuality amongst non-Muslim populations in the Middle East, before and after the rise of Islam.

**HIST 359. Partition and Memory**

Group 1

This course examines the history of partition, its representations, memories and legacy in Israel-Palestine and Pakistan-India in a broadly comparative manner. The course not only engages with the events leading up to partition, but how partition and partition memories and narratives continue to inform the construction of national identities, and how the conflicts within those narratives continue to fuel current clashes in these regions. Using an interdisciplinary approach, the course grapples with the differing memories of key events to flesh out their ethical and political implications. The course also engages with films on and about partition and memory. It assesses the limits and capabilities of this genre for refining cultural memories, coping with memories of violence, as well as challenging the status quo of collective memories and national histories.

**HIST 362. Voices of a Revolutionary Age**

Group 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 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 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 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 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 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 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 382. US/Latin American Relations**

Group 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 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**

Group 1/4-1/2 course

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

**HIST 490. Seminar**

Group 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**

Group 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**

Group 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**

Group 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.*

## Honors Programs

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

1 course

An introductory exploration of some of the dominant themes of our intellectual heritage through the examination of texts selected from several disciplines.

## HONR 102. Honor Scholar First-Year Seminar

Group

1 course

A continuation of HONR 101.

**HONR 300. Honor Scholar Area Seminar**

Group

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. *May not be taken Pass/Fail.*

**HONR 401. Honor Scholar Senior Tutorial**

Group

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. HONR 401 may be taken as an overload with no fee, with the approval of the Honor Scholar Director and in consultation with the senior's Honor Scholar thesis advisor. *May not be taken Pass/Fail.*

## HONR 402. Honor Scholar Senior Tutorial

Group

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. HONR

402 may be taken as an overload with no fee, with the approval of the Honor Scholar Director and in consultation with the senior's Honor Scholar thesis advisor. *May not be taken Pass/Fail.*

## Courses in Management Fellows Program

**HONR 310. Management Readings--  
Business Writing** Group 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. *This correspondence course is open only to Management Fellows during their internship semesters. May not be taken Pass/Fail.*

**HONR 320. Supervised Internship** Group 2 courses

One-semester, supervised field experience in conjunction with the Management Fellows Program. Internships are full-time (35-40 hours per week). *Open only to students in the Management Fellows Program. Interns earn three course credits upon successful completion of the internship and its associated readings course.*

**HONR 400. Management Fellows Senior Seminar** Group 1 course

This is the capstone course for Management Fellows. Students draw on coursework in the program, across the curriculum, and in their majors and utilize their internship experiences to further develop their decision-making skills as they study and discuss business literature and case studies. Students demonstrate their ability to identify, analyze, and address organizational problems by completing a substantial individual or group report.

## Courses in Media Fellows Program

**HONR 171. Media Fellows Colloquium I** Group 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** Group 1 course

A continuation of HONR 171.

**HONR 221. Media Fellows Practicum Experience I**

Group 1/4 course

Project-based practicum experience for Media Fellows sophomores. Students work in groups with university and community organizations on media-related projects such as: marketing, public relations, video production, audio production, podcasting, etc.

**HONR 320. Supervised Internship**

Group 2 courses

One-semester, supervised field experience in conjunction with the Media Fellows Program. Internships are full-time (35-40 hours per week). *Open only to students in the Media Fellows Program. Interns earn three course credits upon successful completion of the internship and its associated readings course.*

**HONR 370. Media Readings**

Group 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 421. Media Fellows Practicum Experience III**

Group 1/4 course

Project-based practicum experience for Media Fellows seniors. Students work as project leaders for projects with university and community organizations such as: marketing, public relations, video production, audio production, podcasting, etc. These seniors will oversee Media Fellows sophomore students taking HONR 221.

**HONR 470. Media Fellows Senior Seminar I**

Group 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 193. Science Research Fellows: Understanding Science**

Group 1/2 course

Examines the facets of science, including science as a body of knowledge, as a process, and as a human endeavor.

**HONR 194. Research Methods**

Group 1/2 course

An introduction to important techniques in scientific research, including experimental design, statistical reasoning and data analysis, with an emphasis on designing an independent research study.

**HONR 291. Science Research Fellows Experience I**

Group 1/2 course

An interdisciplinary introduction to independent research. *Open only to students in the Science Research Fellows Program.*

**HONR 292. Science Research Fellows Experience II**

Group Variable

Mid-semester, independent research linked to the SRF summer research experience. Offering is project dependent.

**HONR 320. Supervised Internship**

Group 2 courses

One-semester, supervised field experience in conjunction with the Science Research Fellows Program. Internships are full-time (35-40 hours per week). *Open only to students in the Science Research Fellows Program. Interns earn three course credits upon successful completion of the internship and its associated readings course.*

**HONR 390. Science Research Readings**

Group 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.

**HONR 491. Science Research Fellows Senior Seminar**

Group 1/2 course

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.

## Courses in Environmental Fellows

**HONR 122. Rethinking the Environment**

Group 1 course

What constitutes an 'environmental' problem? Which environmental problems are most urgent? Urgent for whom, and who decides? Environmental issues, it turns out,

are always about more than the natural world. In order to understand environmental problems, we also need to understand human societies and the diverse ways that people cause, are affected by, and seek to solve these problems. Using case studies, students will learn to recognize the complex ways that environmental issues such as pollution, climate change, and biodiversity loss intersect with social justice issues such as poverty, racism, and gender inequality. This course aims to develop students' cultural competence, information literacy, and critical thinking skills in preparation for more advanced environmental coursework across a range of academic disciplines. Open only to students in the Environmental Fellows Program or by instructor permission. May not be taken pass/fail.

## **Courses – Practicum and Seminar**

### **HONR 222. Media Fellows Practicum Experience II**

Group 1/4 course

Project-based practicum experience for Media Fellows sophomores. Students work in groups with university and community organizations on media-related projects such as: marketing, public relations, video production, audio production, podcasting, etc.

### **HONR 422. Environmental Fellows Senior Seminar**

Group 1 course

An interdisciplinary capstone course for Environmental Fellows. Students draw on field experience, leadership projects, and coursework in the program, across the curriculum and in their majors as they analyze environmental issues from multiple disciplinary perspectives. Students are expected to demonstrate their understanding of environmental complexity by discussion of, for example, ethics, science, art, culture, economics and policy.

## **Kinesiology**

The Kinesiology major provides a breadth and depth of knowledge of human movement in the context of a strong liberal arts education. Courses address how the human body functions from a physiological, biochemical, mechanical, and psychological view using exercise and physical activity as the model for study. Students gain hands-on experience through multiple rich laboratory experiences. Each student completes a research project as a culminating experience for their degree that exposes the student to all aspects of the research process. Kinesiology majors graduate to become researchers at universities, government agencies and private organizations (such as Nike and the Gatorade Sport Science Institute); strength and conditioning coaches; exercise technologists in healthcare settings; leaders of corporate wellness programs; personal trainers; fitness instructors; and corporate sports leaders. After graduation, students can pursue graduate school in a Kinesiology-related topic, or seek advanced professional degrees in physical therapy, occupational therapy, nursing, medicine, and the like.



## Requirements for a major in Kinesiology

Total courses required	Nine KINS plus anatomy and statistics
Core courses	KINS 100, KINS 254, KINS 309 (formerly 409), KINS 353, KINS 450, KINS 451 <ul style="list-style-type: none"> <li>Two courses from KINS 350, KINS 354, KINS 410, KINS 420.</li> <li>Two courses (one must be at the 300 or 400 level) from KINS 230, KINS 260, KINS 269, KINS 363, KINS 366, KINS 406</li> </ul>
Other required courses	<ul style="list-style-type: none"> <li>BIO 203</li> <li>PSY 214, MATH 141 or MATH 247</li> </ul>
# 300 and 400 level courses	Six
Senior requirement	The senior requirement consists of the completion of KINS 450, Senior Seminar, in the fall semester of the senior year followed by KINS 451, Senior Thesis, in the spring semester. Each senior designs and proposes a research study during KINS 450. During KINS 451 the research is carried out through data collection and analysis. Results are presented in a formal setting. A faculty member mentors students throughout the process.
Additional information	
Recent changes in major	

## Requirements for a minor in Kinesiology

Total courses required	Five
Core courses	KINS 100, KINS 230, KINS 254, KINS 309, KINS 353
Other courses	
# 300 and 400 level courses	Two
Recent changes in minor	

## Courses in Kinesiology

### **KINS 100. Introduction to Kinesiology**

Science and Mathematics

Group

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 183. Off Campus ES Course**

Group VAR

An off-campus Extended Studies experience in Kinesiology.

**KINS 197. First-Year Seminar in Kinesiology**

Group 1 course

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

**KINS 230. Scientific Principles of Conditioning**

Group 1 course

Study of physiological and biomechanical mechanisms underlying both neuromuscular and cardiorespiratory conditioning; acute and chronic adaptations of cardiovascular, respiratory, metabolic and neuromuscular systems to exercise stress; and methods of enhancing performance via structured aerobic, anaerobic and resistance training. Also presents techniques associated with anaerobic, aerobic and resistance training, and evaluation.

**KINS 254. Human Physiology** Science and Mathematics

Group 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 255. Human Anatomy and Physiology I**

Science and Mathematics

Group 1 course

An integrated study of the normal function and structure of organs and organ systems in the human organism with some exploration of comparative/ pathophysiology to reinforce concepts of normal physiological function. Topics include examining the fundamental principles of homeostasis, biochemistry, cell biology, and energy metabolism, followed by histology, integumentary, skeletal, muscular, and nervous systems. Includes laboratory. *Prerequisite: one course in biology or KINS 100.*

**KINS 256. Human Anatomy and Physiology II**

Science and Mathematics

Group 1 course

An integrated study of the normal function and structure of organs and organ systems in the human organism with some exploration of comparative/ pathophysiology to reinforce concepts of normal physiological function. Topics include examining the cardiovascular, endocrine,

lymphatic, respiratory, urinary, digestive and reproductive systems. Includes laboratory. *Prerequisite: KINS 255 or instructor permission.*

**KINS 260. Sport and Exercise  
Psychology**

Group 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 290. Topics in Sports  
Science and Sports Medicine**

Group 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 309. Biomechanics**

Group 1 course

(Formerly KINS 409) The science of human motion based on anatomical, mechanical and physiological principles. Laboratory experiences.

**KINS 350. Motor Control**

Group 1 course

This course is an overview of the neural mechanisms underlying the control of human movement. Current theories of human motor control are used as a backdrop for the importance that different portions of the nervous system play in creating movement. *Prerequisite: KINS 254. Not open to students with credit in KINS 250..*

**KINS 353. Physiology of  
Exercise**

Group 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. Nutrition for Health**

Group 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 410. Muscle Physiology**

Group 1 course

This course provides an in depth examination of skeletal muscle from the molecular to system level function. Skeletal muscle physiology, production of movement, adaptation to increased and decreased use of skeletal muscle, and the physiological response to insults on system integrity are explored. *Prerequisites: KINS 353 or permission of the instructor.*

**KINS 420. Environmental Physiology**

Group 1 course

This course explores the physiological responses and adaptations that humans make resulting from exposure to environmental stressors. Exposure to high environmental temperature, low environmental temperature, hypobaria, hyperbaria, reduced gravitational effects, and air pollution will be considered. *Prerequisites: KINS 353 or permission of the instructor.*

**KINS 450. Senior Seminar**

Group 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. *Prerequisite for KINS 450: PSY 214, MATH 141 or MATH 247.*

**KINS 451. Senior Thesis**

Group 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**

Group 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**

Group 1/2-1 course

A continuation of KINS 491.

## Latin American and Caribbean Studies

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) 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.
Other courses	
# 300 and 400 level courses	One to two
Recent changes in minor	

### Courses in Latin American and Caribbean Studies

<b>LACS 100. Introduction to Latin American and Caribbean Studies</b>	Group	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**

Group 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**

Group 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

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.

### Mathematics

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.

### Actuarial Science

Actuaries are responsible for determining rates and premiums on insurance policies (e.g. life, health, home and auto) and forecasting future events affecting the soundness of insurance programs. Some actuaries work with consulting firms as advisors to corporations regarding human resource and pension benefits.

Government agencies, such as the Social Security Administration or insurance regulatory boards, also employ actuaries. Actuaries can specialize in life and health insurance, in property and casualty insurance, or in pension benefit programs. The department of mathematics encourages the development of skills in analytical thinking and problem solving that prepare our students for life beyond DePauw. Actuarial Science is a collection of mathematical and statistical techniques that make it possible to calculate the monetary value of uncertain future events. Actuaries apply these principles and techniques to solve problems in finance, insurance and related fields. Actuaries are involved with every aspect of the insurance industry and must possess strong mathematical skills and a solid business background to apply their technical knowledge.

## Requirements for a major in Actuarial Science

Total courses required	Ten
Core courses	MATH 151, MATH 152, ECON 100 <ul style="list-style-type: none"> <li>• One mathematics course at the 200 level (MATH 223, MATH 247, MATH 251 or MATH 270)</li> <li>• MATH 331 &amp; MATH 332</li> <li>• MATH 441 &amp; MATH 442</li> <li>• Either ECON 294 or ECON 295</li> <li>• One elective from the following courses: MATH 336, ECON 393 or ECON 450</li> </ul>
Other required courses	
# 300 and 400 level courses	Five
Senior requirement	The senior requirement consists of MATH 495.  MATH 332 and MATH 442 are one-half credit courses and will be offered in the same semester as MATH 331 and MATH 441 respectively.
Additional information	<b>A student may not major in both Actuarial Science and in Mathematics. A student may not major in Actuarial Science and minor in Mathematics.</b>
Recent changes in major	This new major will become available in the 2013-14 academic year.

## 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 planning graduate work in mathematics should include MATH 361 and MATH 371. Students concentrating in actuarial mathematics should include MATH 331 and MATH 442.

# 300 and 400 level courses      Four (not including MATH 495)  
 Senior requirement      MATH 495  
 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

## Requirements for a minor in Statistics

Total courses required      5  
 Core courses      MATH 141, MATH 151, MATH 341. (ECON 350, BIO 275, PSY 214 may be substituted for MATH 141)  
 Other courses      Two courses from: MATH 247, MATH 340, MATH 441, MATH 423, ECON 450.  
 # 300 and 400 level courses      2  
 Recent changes in minor

## Courses in Mathematics

### **MATH 123. Computational Discrete Mathematics**

Science and Mathematics      Group      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.

### **MATH 135. Calculus with Review I**

Group      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. *Not open to students with credit in MATH 151 or any higher level calculus course.*

**MATH 136. Calculus with Review II**

Science and Mathematics

Group

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. Stats for Professionals**

Science and Mathematics

Group

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. *Students who have completed or are concurrently enrolled in ECON 350 will only receive one-half credit for MATH 141.*

**MATH 151. Calculus I**

Science and Mathematics

Group

1 course

A study of functions, limits, continuity, differentiation and integration of algebraic and transcendental functions with elementary applications.

**MATH 152. Calculus II**

Science and Mathematics

Group

1 course

Techniques of integration, parametric equations, infinite series and an introduction to the calculus of several variables. *Prerequisite: MATH 136 or MATH 151.*

**MATH 197. First-Year Seminar**

Group

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 223. Foundations of Advanced Mathematics**

Science and Mathematics

Group

1 course

An introduction to concepts and methods that are fundamental to the study of advanced mathematics. Emphasis is placed on the comprehension and the creation of mathematical prose, proofs, and theorems. Topics are selected from Boolean algebra, combinatorics, functions, graph theory, matrix algebra, number theory, probability, relations, and set theory. *Prerequisite: MATH 123 or MATH 136 or MATH 151.*

**MATH 247. Mathematical Statistics**

Science and Mathematics

Group

1 course

This course introduces students to the theory behind standard statistical procedures. The course presumes a working knowledge of single-variable calculus on the part of the student. Students are expected to derive and apply theoretical results as well as carry out standard statistical procedures. Topics covered will include moment-generating functions, Gamma distributions, Chi-squared distributions, t-distributions, and F-distributions, sampling distributions and the Central Limit Theorem, point estimation, confidence intervals, and hypothesis testing. *Prerequisite: MATH 136 or MATH 151.*

**MATH 251. Calculus III**

Science and Mathematics

Group

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**

Group

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**

Group

1 course

Selections from advanced plane, differential, non-Euclidean or projective geometry. *Prerequisite: either MATH 223 or MATH 270.*

**MATH 323. Algorithmic Graph Theory**

Science and Mathematics

Group

1 course

Algorithmic Graph Theory is that branch of Mathematics that deals with mathematical structures that are used to model pairwise relations between objects from a certain collection, together with algorithms used to manipulate these models. Algorithmic Graph Theory is used to model many types of relations and process dynamics in physical, biological and social systems. This course helps students develop the mathematical underpinnings of the theory of graphs and algorithms, a branch of discrete mathematics. This course provides an excellent background to an exciting area of mathematics that has applications in fields like computer science, economics, and engineering. *Prerequisites: CSC 233, foundations of computation or MATH 270, linear algebra or MATH 223, foundations of advanced mathematics. It will be beneficial for the student to be fluent in a programming language for this course.*

**MATH 331. Mathematics of Compound Interest**

Group 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. *Prerequisite: MATH 152 or permission of instructor.*

**MATH 332. Seminar in Financial Mathematics**

Group .5 course

This is a problem solving seminar that looks at the application of general derivatives, options, hedging and investment strategies, forwards and futures, and swaps. The context of these topics is actuarial science and financial mathematics. This course is of great assistance for students who are preparing for the actuarial exam (FM). *Prerequisite: MATH 331 which may be taken concurrently.*

**MATH 336. An Introduction to Financial Engineering**

Group 1 course

The course builds on mathematical models of bond and stock prices and focuses on the mathematical modeling of financial derivatives. It covers several major areas of financial derivative pricing modeling, namely: Efficient market and No-Arbitrage Principle; basics of fixed-income instrument and risk-free asset; Risk-neutral Probability and Risk-Neutral Pricing; Black-Scholes' arbitrage pricing of options and other derivative securities; Numerical Methods like a Binomial Tree for derivative pricing; the Greeks and Hedging using derivatives. Assuming only a basic knowledge of probability and calculus, it covers the material in a mathematically rigorous and complete way at a level accessible to second or third year undergraduate students. This course is suitable not only for students of mathematics, but also students of business management, finance and economics, and anyone with an interest in finance who needs to understand the underlying theory. *Prerequisites: MATH 136 or MATH 151, ECON 100, and either MATH 141 or ECON 350.*

**MATH 340. Topics in Statistics**

Group 1/4-1/2-1 course

Topics in statistics.

**MATH 341. Statistical Model Analysis**

Science and Mathematics

Group 1 course

This course is designed to provide students with a solid overview of basic and advanced topics in regression analysis. This course mainly covers the simple and multiple linear regression models--method of least squares, model and assumptions; testing hypotheses; estimation of parameters and associated standard errors; correlations between parameter estimates; standard error of predicted response values; inverse prediction; regression through the origin; matrix approach; extra sum of squares principle as used in model building; partial F-tests and sequential F-tests. More advanced topics in regression analysis, such as selecting the 'best' regression equation, classical approaches: all possible regressions; backward elimination; forward selection; stepwise regression; indicator (dummy) variables in regression also introduces in this course. Additionally, nonlinear (binary) logistic regression model with qualitative independent variables discusses in this course. A statistical computing package, such as R, is used throughout the course. *Prerequisite: MATH 141 or ECON 350 or PSY 214 or BIO 275*

**MATH 361. Analysis**

Group 1 course

A study of the theory of limits, continuity, differentiation, integration, sequences and series. *Prerequisite: MATH 152 and either MATH 223 or MATH 270.*

**MATH 363. Differential Equations**

Group 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. *Prerequisites: MATH 152 and MATH 270.*

**MATH 367. Introduction to Numerical Analysis**

Group 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. *Prerequisites: MATH 270 and CSC 121 or permission of instructor.*

**MATH 371. Algebraic Structures**

Group 1 course

The structure of groups, group homomorphisms and selected topics from other algebraic structures, such as rings, fields and modules. *Prerequisite: MATH 270.*

**MATH 382. Number Theory**

Group 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. *Prerequisite: MATH 270 or permission of instructor.*

**MATH 390. Advanced  
Topics in Mathematics**

Group 1/2 - 1

A. Actuarial Mathematics; B. Algebra; C. Analysis; D. Foundations of Mathematics; E. Geometry; F. Applied Mathematics; G. Special Topics.

**MATH 422. Operations  
Research**

Group 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. *Prerequisite: MATH 270.*

**MATH 423. Advanced  
Topics in Operations  
Research**

Group 1 course

Advanced topics in linear programming, integer programming, nonlinear programming, game theory, Markov chains, and dynamic programming. *Prerequisite: MATH 422*

**MATH 441. Probability**

Group 1 course

Probability, sample spaces and events, discrete and continuous random variables, density and their distributions, including the binomial, Poisson and normal. *Prerequisite: MATH 152 and MATH 223.*

**MATH 442. Probability  
Problems Seminar**

Group 1/2 course credit

The seminar will include the topics of multivariate distributions, order statistics, the law of large numbers, basic insurance policies, frequency of loss, frequency distribution, severity, severity distribution, characteristics of an insurable risk, measurement of risk, economics risk, expected value of loss, loss distribution, premium payment, claim payment distribution, limits on policy benefit (deductible, maximum, benefit limits) and role of actuaries. After studying, students will be able to demonstrate a solid foundation in probability by their ability to solve a variety of basic and advanced actuarial practical problems. *Prerequisite: MATH 441 which may be taken concurrently.*

**MATH 490. Mathematics  
Topics**

Group 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. *Prerequisite: permission of instructor. May be repeated for credit with different topics.*

**MATH 495. Seminar:  
Mathematics**

Group      1 course

Advanced topics considered individually or in small groups. *Open only to senior Mathematics majors or by permission of the Department of Mathematics.*

## Global Language Studies

Majors are offered in Chinese Studies, Global French Studies, German, German Studies, Hispanic Studies, Italian Cultural Studies, Japanese Studies, and Romance Languages (a combination of French and Spanish). Minors are offered in Chinese, French, German, German Studies, Hispanic Studies, Italian Cultural Studies, Hispanic Studies, and Japanese Studies. Language courses are offered for the major in Asian Studies for the minors in Latin American and Caribbean 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 Off-campus Studies.*

Placement beyond the two-semester elementary level fulfills DePauw's language requirement. The language requirement may also be fulfilled with the two semesters of the elementary sequence in any language. In French and Spanish, successful completion of the "Review of Elementary" course (GFS 110, HISP 140) fulfills the language requirement 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 language requirement.

**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 with the department's approval. 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: GFS 202=one course credit extra; GFS 300+=two course credits extra.
- German: GRMN 212=one course credit extra; GRMN 300+=two course credits extra.
- Japanese: JAPN 252=one course credit extra; JAPN 300+= two course credits extra.
- Spanish: HISP 232=one course credit extra; HISP 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 HISP 332 or GFS 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.

An interdisciplinary major is offered in East Asian Studies. See Asian Studies for additional information.

The Global Language Studies department has been designated a dual subject department. A student who graduates with 31 credits 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 with the department's approval. 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: GFS 202=one course credit extra; GFS 300+=two course credits extra.

German: GRMN 212=one course credit extra; GRMN 300+=two course credits extra.

Japanese: JAPN 252=one course credit extra; JAPN 300+= two course credits extra.

Spanish: HISP 232=one course credit extra; HISP 300+=two course credits extra.

## DePauw University Modern Language Placement Test Policy

Students must demonstrate a level of proficiency in a second language equivalent to two semesters of college study at DePauw University. They may meet this requirement in either of the following ways:

- by completing an introductory-level modern or classical language course sequence at DePauw
- by achieving a satisfactory score on a DePauw placement exam administered during Orientation

Placement tests are offered only during Orientation week and the week before the course request deadline for the following term. Placement tests can only be taken once a day during the testing periods. While a student is registered or enrolled for a course, he/she may not take the placement test without withdrawing from the course.

\* Second-semester seniors who have been unable to place into their beginning-level course may petition to test out during their final semester, provided that they are not currently enrolled in a language course that fulfills the requirement, with a petition to the chair of the Modern Language Department.

If you do not have prior experience with the language that you wish to study, you do not need to take the proficiency/placement exam. Simply enroll in the introductory course for that language.

**Placement for Heritage Speakers:** Heritage speakers--those students who use an additional language other than English with their families and home communities--may major or minor in their language (see the appropriate sections under these language headings) and should consult with faculty of their language and with the department chair regarding placement. Heritage speakers of Spanish or French that place into the 300 level should begin with HISP 333/GFS 315.

An interdisciplinary major is offered in East Asian Studies. See Asian Studies for additional information.

## Requirements for a major in Chinese Studies

Total courses required	Ten
	Two courses in Chinese language
	One course covering Chinese culture broadly: ASIA 140, ASIA 251, HIST 107, HIST 108, or POLS 253
Core courses	ASIA 480: In consultation with the instructor, students should include a component of China in the substantial essay completed for the course. In



exceptional cases, students may opt to complete an independent senior thesis with consultation and permission from the Asian Studies director.

Other required courses A minimum of six courses from among the following (at least two of the six courses should be on a Chinese topic only): ARTH 133, ARTH 135, ARTH 234, ARTH 236, ARTH 334, ASIA 140, ASIA 190 (when a Chinese topic), ASIA 197 (when a Chinese topic), ASIA 250, ASIA 251, ASIA 290 (when a Chinese topic), ASIA 390 (when a Chinese topic), ASIA 470 (when a Chinese topic), CHIN 161, CHIN 162, CHIN 261, CHIN 262, CHIN 269 (Topics in Chinese), CHIN 361, CHIN 362, CHIN 461, CHIN EXP (Chinese Conversation), ECON 330, HIST 100, HIST 107, HIST 108, HIST 252, HIST 290 (when a Chinese topic), HIST 351, HIST 353, HIST 490 (when a Chinese topic), HIST 491 (when a Chinese topic), POLS 253, REL 130, REL 258, REL 259, REL 290 (when a Chinese topic), REL 491 (when a Chinese topic), SOC 301 (when a Chinese topic). Honors Scholars can also take HONR 102 (when a Chinese topic) and HONR 300 (when a Chinese topic).

A number of other courses may be applied toward the Chinese Studies program. See the Schedule of Classes each semester for a complete listing.

Number 300 and 400 level courses Three including ASIA 480 (where China is substantial in the content)

Senior requirement and capstone experience All Chinese Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480), which includes a substantial essay, with a grade of "C" or above. All students are expected to give a public presentation of their work.

A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study-abroad programs. A maximum of 6 language courses can count toward the Chinese Studies major.

Additional information All students are encouraged, but not required, to participate in at least one study-abroad experience in China, Hong Kong, or Taiwan, whether through a study-abroad program, an Extended Studies course, an approved summer language program, or an approved internship program. Students should consult with their advisor or the Chinese Studies coordinator for other options.

## Requirements for a major in Global French Studies

Total courses required Nine

Core courses Two courses in French at the 200-level

Other required courses Two courses in English or another language at the 200-level or above by approval of the Director of Global French Studies OR two additional courses in French at the 300-level.

Number 300 and 400 level courses Five

Senior requirement and capstone experience GFS 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a substantial research-based project in French on a related subject. Students will present their work in English at a public panel.

*Off-campus courses*

Additional information Students majoring in Global French Studies may receive up to two credits for courses in French taken off-campus with approval by the director of Global French Studies.

Students minoring in Global French Studies may receive one credit for courses in French taken off-campus with approval by the director of Global French Studies.

*Heritage speakers* of French may not enroll in courses below the 300-level.

Writing in the major One WIM-based 300-level course. In the 300-level WIM course, students will develop skills in research and writing as they prepare for their capstone project in GFS 420 (the Global French Studies senior seminar).

## Requirements for a major in Hispanic Studies

Total courses required Ten

Core courses

- HISP 330, HISP 332 **or** HISP 333 (see below), HISP 430, HISP 456
- Students who test into HISP 232 or higher will receive 1-2 retroactive credits according to placement
- Hispanic Studies majors may receive up to three off-campus study credits

Other required courses

- Students may include 100-200 level courses in the Hispanic Studies Curriculum from their point of entry at placement.

- Students may apply advanced courses in the HISP curriculum to the major requirement
- Possible interdisciplinary courses (electives conducted in English or another language; up to two may count toward major): ANTH 251, ANTH 273, ANTH 279, ANTH 366, HIST 115, HIST 116, HIST 206, HIST 207, HIST 382, HIST 385, LACS 100, LACS 290, LACS 390, WLIT 205, WLIT 215, WLIT 315, or any course which engages with Latinx, Latin American, or Spanish-speaking issues, and meets with the approval of the Hispanic Studies program director and the instructor of said course.

Number 300 and 400 level courses Students must at least complete the core curriculum at the 300 and 400 levels (see above)

Senior requirement and capstone experience

- In their senior year, students typically take HISP 430 and HISP 456 to fulfill the requirement. These courses involve a portfolio (HISP 430) and a formal seminar paper (HISP 456) as capstone experiences.
- Students who have completed all other major requirements may petition the Hispanic Studies Coordinator to complete the major prior to their senior year.

*Off-campus courses:*

- *Hispanic Studies majors may receive up to three off campus study credits, to be approved by the Hispanic Studies Coordinator*
- *Students must seek approval to complete core or capstone components off-campus.*

Additional information

*Heritage speakers*

- *Students who place into the 300 level and identify as Heritage Speakers, i.e. having grown up with Spanish in the home, may begin the core sequence at HISP 332 (or HISP 333)*
- *Heritage Speakers who test into the 300 will receive 2 retroactive credits.*

Writing in the Major

In order to satisfy the Writing in the Major requirement for Spanish, students must complete HISP 430: Advanced Composition in addition to the senior seminar (HISP 456). In both HISP 430 and HISP 456, students will have a variety of writing assignments and opportunities to revise and reflect on their writing, including a portfolio in HISP 430 and a formal paper in HISP 456. Upon completion of the major students should be able to write in Spanish clearly and effectively for a wide range of audiences and in varied contexts, from informal correspondence through professional and academic discourse.

## Requirements for a major in Italian Cultural Studies

Total courses required	Eight
Core courses	ITAL 171, ITAL 172, ITAL 271, ITAL 272 and additional courses in Italian to complete the major. Note that after the 100 level, courses are not necessarily sequential. Taking an upper level course without taking the 200 level courses needs permission of Program Director.
Other required courses	Up to four, at least 3 at the 300 level or above: ITAL 371, ITAL 372, ITAL 375, ITAL 376, ITAL 471, ITAL 472, ITAL 470. Courses taught in English with emphasis on Italian culture may also apply. Only one at the 100 or 200 level. The list includes ARTH 131, ARTH 132, ML 164, ML 295, ML 183, CLST 154, CLST 256, CLST 264, CLST 310, EDUC 420, ENG 261, HIST 111, HIST 112, HIST 342, MUS 191, MUS 390. Internships in Italy and/or courses taken during study abroad in Italy may count up to 2 credits toward the requirement for the major.
Number 300 and 400 level courses	
Senior requirement and capstone experience	The senior requirement and capstone experience may have an interdisciplinary approach on a topic of interest to the students, including Global Health, Political Science, Sociology, Anthropology, International Relations, Economics, History, Art History, Music, Museum Studies etc. Alternative capstone experiences may include a service learning project directed to the dissemination of Italian Culture, or an innovative project of the student's design, with approval of the Program Director, as long as these projects include a component of scholarship and reflection.
Additional information	A student may elect an Italian major with a concentration in International Business. Heritage speakers of Italian majoring in the language must complete a minimum of four courses at the 300 level or higher, including ITAL 375, ITAL 471, ITAL 472. 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 ITAL 271 and ITAL 272 toward completion of the eight-course major.
Writing in the major	Students may satisfy the Writing in the Major requirement for Italian Cultural Studies either with ITAL 375, ITAL 376, ITAL 470, ITAL 471, ITAL 472 or by taking a senior seminar in English in the area of their specialization, where a member of the steering committee will serve as co-advisor. This will open the opportunity for the students to develop their research skills within a

community of learners, giving them the chance to discuss and present their work in the context of a seminar. Any course outside of the Italian program may be eligible, according to the student's project and with the approval of the Program Director.

## Requirements for a major in Japanese Studies

Total courses required	Ten  Four Courses in Japanese language
Core courses	One course covering Japanese culture: ARTH 133, ARTH 135, ARTH 234, ASIA 197, ASIA 281, ASIA 282 ASIA 480
Other required courses	A minimum of four courses from among the following (at least two of the four courses should be solely on a Japanese topic). ARTH 232, ARTH 233, ARTH 236, ARTH 331, ARTH 332, ARTH 333, ARTH 334, ASIA 290 (Japanese topic), ECON 330, HIST 107, HIST 108, HIST 252, JAPN 351, JAPN 352, JAPN 451, REL 130, REL 258, REL 259, an Extended Studies course about Japan
Number 300 and 400 level courses	A number of other courses may be applied toward the Japanese Studies program. See the Schedule of Classes each semester for a complete listing.  Three including ASIA 480 (where Japan is substantial in the content)
Senior requirement and capstone experience	All Japanese Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480), which includes a substantial essay, with a grade of "C" or above. All students are expected to give a public presentation of their work.
Additional information	A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study abroad programs.  All Japanese Studies Majors are strongly encouraged to experience Japan through a semester or year-long study abroad program, an approved summer language program, an Extended Studies course in Japan, or an internship in Japan.
Writing in the major	A maximum of 6 language courses can count toward the Japanese Studies major.

Majors in Japanese Studies complete the writing in the major requirement by preparing a portfolio of their writing from courses taken in Japanese Studies. The portfolio should include the following items: 1) an analysis of a cultural product, perception or practice, 2) a thesis or research paper, 3) an essay written in Japanese, 4) an essay reflecting on the intellectual trajectory in Japanese Studies. Students complete items 1 and 2 in their normal courses, and 3 in JAPN 252 or an advanced Japanese language course. The only additional writing for the portfolio is item 4. Students should consult with their advisor or the director for details about the portfolio

## 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 another Romance language (French, Italian or Spanish) or two courses at the 300-level or above in another Romance language plus one course at any level with a prefix on a topic related to the secondary language.
Other required courses	
Number 300 and 400 level courses	Eight
Senior requirement	The senior requirement consists of the completion of either FREN 420 or HISP 456 (depending on the primary language studied) with a grade of C or better.

## Requirements for a major in German Studies

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	
Number 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.

## MINORS IN GLOBAL LANGUAGE STUDIES

### Requirements for a minor in Chinese Studies

Total courses required	Five (Three of the five must be taken at DePauw)
Core courses	Two Chinese language courses at any level
Other courses	<ul style="list-style-type: none"><li>• A minimum of three courses in which China is an essential part of the curriculum.</li><li>• At least one of the three courses should be solely on a Chinese topic.</li></ul>
Number 300 and 400 level courses	One

### Requirements for a minor in German Studies

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.
Number 300 and 400 level courses	Three

### Requirements for a minor in Hispanic Studies

Total courses required	Five
Core courses	None
Other required courses	<ul style="list-style-type: none"><li>• The Students who test into HISP 232 or higher will receive 1-2 retroactive credits according to placement.</li><li>• Hispanic Studies minors may receive up to one off-campus study credit toward the minor.</li></ul>

Number 300  
and 400 level courses     At least one course at the 300 level or higher.

### **Requirements for a minor in Japanese Studies**

Total courses required	Five
Core courses	Two Japanese language courses at any level.  Approved courses chosen from those listed for the major.
Other courses	A minimum of three courses in which Japan is an essential part of the curriculum.  At least one of the three courses must be solely on a Japanese topic.
Number 300 and 400 level courses	One

### **Requirements for a minor in Italian Cultural Studies**

Total courses required	Five
Core courses	Four courses taught in the target language at any level. Taking an upper level course without taking the 200 level courses requires permission of Program Director.
Other courses	The minor requires one additional course from the following: ITAL 371, ITAL 372, ITAL 375, ITAL 376, ITAL 471, ITAL 472, ITAL 470 ARTH 131, ARTH 132, CLST 154, CLST 256, CLST 264, CLST 310, EDUC 420, ENG 261, HIST 111, HIST 112, HIST 342, MUS 191, MUS 390. Internships in Italy and/or courses taken during study abroad in Italy may count up to 1 credit toward the requirement for the minor. Only one course may be taken off-campus.

### **Requirements for a minor in Global French Studies**

Total courses required	Five
------------------------	------



Core courses	Two 200-level French courses Two 300-level French courses
Other Required courses	One additional course in French at the 300-level or above OR one course in English or another language at the 200-level or above by approval of the Director of Global French Studies. Only one of these courses may be taken off-campus.  <i>Minor for heritage speakers of French:</i>  When students successfully complete two courses at the 300-level or above, with a grade of C or better in each, they receive retroactive credits for two 200-level courses to complete the four French courses required for the minor. The fifth course remains as described above.
Number 300 and 400 level courses	Two or three

## COURSES IN GLOBAL LANGUAGE STUDIES

### COURSES IN CHINESE STUDIES

#### **CHIN 161. Elementary Chinese I** 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** Language 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 197. First-Year Seminar** 1 course

A seminar focused on a theme related to Chinese Studies. Open only to first-year students.

#### **CHIN 261. Intermediate Chinese I** Language 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** Language 1 course

A continuation of CHIN 216. *Prerequisite: CHIN 261 or qualifying score on the placement test.*

**CHIN 269. Topics in Chinese** Language 1/2-1 course

Topics in the Chinese language. *May be repeated with different topics for credit.*

**CHIN 361. Advanced Chinese I** Language 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** Language 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** Language 1/2-1 course

Open to advanced students in Chinese. *May be repeated for credit.*

**COURSES IN GLOBAL FRENCH STUDIES**

**GFS 101. Elementary French I** 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. *GFS 101 is open only to beginners in French or those with two years or less of high school French.*

**GFS 102. Elementary French II** Language 1 course

A continuation of GFS 101. *Prerequisite: GFS 101.*

**GFS 110. Review of Elementary French**

Language

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. *Open to students who are placed into this level by test results or departmental direction. Not open to those who have credit for GFS 101 or 102.*

**GFS 197. First-Year Seminar Course**

variable

A seminar focused on a theme related to Global French Studies. *Open to first-year students.*

**GFS 201. Outsiders and Insiders: Immigration in Post-Colonial France**

Language

1 course

Who gets to be "French"? Who belongs and who doesn't? Do 'differences' matter? This course will address these questions and more through French young-adult fiction and film that explore the migratory experience as well as distinct perspectives on sociocultural integration in today's France. This course will also serve as an introduction to literary and film analysis in French.

**GFS 202. Sex, Gender, and Identity in Contemporary France**

Language

1 course

This course introduces students to non-normative expressions of gender, sexuality, and identity in contemporary France. Throughout the course, students explore (graphic) novels, films, shorts, as well as cultural and political content and campaigns with these three themes in mind. The course begins by interrogating the notion of identity through critical markers like gender, sexuality, race, class, ableism, and religion. Using these tools students scrutinize expressions of masculinity and homophobia in francophone high schools and the banlieue; critically analyze the representation of sexuality and gender in media; and are introduced to the concerns of French trans-identified citizens.

**GFS 203. Recent Fiction in French**

Global Learning

1 course

Through close study of novels and short stories by contemporary writers, students will gain familiarity with, and appreciation of, recent fiction published in France and across the francophone world, and they will develop skills for discussing and writing about literature in French.

**GFS 204. Screening Borders in Contemporary French and Francophone Media**

Global Learning

1 course

This interdisciplinary course examines the complex concept of "borders" as a critical space of inquiry through a wide range of contemporary media resources including, but

not limited to, films, documentaries, blogs, podcasts, radio, television, music, and print media. This course will also serve as an introduction to media text analysis in French.

**GFS 205. A LA UNE: France Today**

Global Learning

1 course

Students will learn about issues and problems of high interest in contemporary France as they work with sources in the French press (including radio, television, and online newspapers) to explore current events and ideas from such fields as politics, business and the economy, energy and the environment, women's rights, religion, ethics, education, health, family, arts, entertainment, and sports. This course is designed to enrich vocabulary, strengthen students' grasp of the structures of the French language, and build oral and written proficiency.

**GFS 206. Topics: French**

Global Learning

1 course

An examination of a specific theme or issue in French and francophone literature and culture.

**GFS 303. Queer Francophone Identities**

Global Learning

1 course

In this interdisciplinary course, students will be introduced to key themes and critical frameworks in the interrelated fields of LGBT and Queer studies within a francophone and anglophone context. Through graphic novels, topical magazines, journals, and media, as well as personal, fictional, and historical accounts of LGBTQI+ francophone expression, students will learn to interrogate conceptions of gender, sex, the body, and sexuality; will explore the politics of sexuality and sexual identity; will survey diverse expressions of sexuality, activism, and community; and will consider the reception/application of Queer studies in France. Particular attention will be paid to the ways in which sexual identities intersect with and shape other categories of identity, including gender, race, religion, class, culture and nationality. opics in French and Francophone literature and culture.

**GFS 304. Liberte, Egalite, Et Autre(S): Non-Normative Identities and The Queer French Republic**

Global Learning

1 course

This course explores how non-normative French communities are evolving the sacrosanct notions of French citizenship, universalism, and republicanism in contemporary France. Students will explore works focused on members of the LGBTQI+, Muslim, immigrant, banlieue, and feminist communities through readings, cultural realia, film, documentaries, conferences, and critical articles. We will question what it means to be a citizen in contemporary France; how the rise of communitarian practices is viewed by and is changing the French Republic; what form a "Queer" French Republic might take.

**GFS 306. Advances Topics:  
French**

Global Learning

1 course

An examination of a specific theme or issue in French and francophone literature and culture at the advanced level.

**GFS 315. Eux Et Nous:  
Francophone Peripheral Voices**

Social Science or  
Global Learning

1 course

A critical appreciation of the construction of individual and/or collective identities in Francophone literatures and cultures. Students examine the complex dynamics between "national identity" and cultural diversity through a variety of contemporary texts, each of which engages with questions of, among others, race, privilege, space(s), displacement of colonial ideology, representation, and freedom of religion.

**GFS 319. Plural Histories**

Arts and  
Humanities or  
Global Learning

1 course

An unconventional and interdisciplinary look at French history that critically engages notions of dominance and power, and involves disciplines such as literature, philosophy, gender and media studies and film.

**GFS 327. Literary Voices**

Arts and  
Humanities or  
Global Learning

1 course

Students will read, discuss, and write about a variety of literary works past and present, in multiple genres (including poetry, prose, and drama) and from multiple perspectives within France and throughout the French-speaking world. Students will consider how writers engage in aesthetic, intellectual, social, and political issues; they will assess the enduring value of writers and texts; and they may even do some creative writing of their own in French.

**GFS 420. Global French Studies  
Senior Seminar**

1 course

GFS 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a writing project in French on a related subject. They will present their work in English at a public panel.

**COURSES IN GERMAN and GERMAN STUDIES**

**GRMN 111. Elementary German I**

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. *GRMN 111 is open only to those without German language background or to those with two years or less of high school German.*

**GRMN 112. Elementary German II** Language 1 course

A continuation of GER 111. *GRMN 111 or qualifying score on the placement test.*

**GRMN 115. Science and Society in Modern Europe: Germany** 1 course

The German-speaking world, known today for its ecological awareness, was also the origin of much of the modern science and technology which dominates the structure and thinking of our contemporary lifeworld: from public health to heroin, from automobiles to sustainability, from the theory of relativity to the 'science' of race and sexuality. In this class, we will discuss various topics in the history of selected disciplines of natural science in modern times against the backdrop of their social and cultural contexts along with the moral issues they raise. Students will learn to see and evaluate the rise of natural science and technology as part of wider cultural developments of modernity. *Course offered in English.*

**GRMN 116. Modern European Culture From a Global German Perspective** Global Learning 1 course

"All that is solid melts into air"...Thus, Karl Marx describes the massive technological, political, social, artistic, and spiritual transformations which have shaken the modern world and which show no signs of abating. This course critically examines how modern European contributions in literature, philosophy, and the arts (with a German focus) have engaged these changes, from the perspective of 21st century global culture and its discontents. By examining modern Europe's unprecedented emphasis on individual fulfillment both in spiritual awareness and social change as well as seeing the triumphs of cultural achievement against the horrors of colonialism, students will explore models of interpreting a world of constant change, of seeking orientation in times of rapidly changing values, and negotiating a multilingual, multicultural universe. Topic units will vary by semester and may include: the "Project of Enlightenment" and European Imperialism, Romanticism and the "Oriental Renaissance," Contemporary Religion and Spirituality in Transcultural Context. *Course offered in English.*

**GRMN 117. Societies Past and Future: Marxism, Fascism, and In-Between in German Culture** Global Learning 1 course

Not long ago, it seemed that the world's future was destined to be a version of US-American culture, what some called "the end of history." Today we need to look

farther afield to understand the decline of democracy and liberalism; the history of German politics and culture gives us important insights to the attractions and pitfalls of social movements in the post-American century and questions of transnationalism. In this course we will look back (via history, literature, film, and philosophy) at German-cultural ways of thinking communal living. We will examine societies which had multiple different forms of government and social organization in a single century (Empire, Republic, Fascism, Communism, Social Market Democracy, European Union) and ask questions such as: What are the attractions of totalitarianism? How are national and post-national identities formed? How do imaginative visions of the future comment upon and shape the way modern societies are organized and transform themselves?

*Course offered in English.*

**GRMN 118. Germany Today** Global Learning 1 course

This course will introduce you to contemporary German culture and society. What does it mean to be a German? Is there such a thing as German culture? By closely examining a variety of texts and other media (film, music, contemporary art) we will try to understand what it means to live in today's Germany. How do Germans and recent immigrants perceive daily life in Germany? What are the societal issues Germans are confronted with (migration, gender roles, power structures, family life, environmental pollution, etc)? Are these issues specific to Germans and Germany or are these global issues that impact people around the world? How does life in Germany compare to life in the USA? By closely examining contemporary German culture and society, we will also gain new insights into our own culture and society. You will be introduced to a wide variety of topics, some of which you will study in more detail in upper-level courses.

*Course offered in English.*

**GRMN 197. First-Year Seminar** 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.*

<b>GRMN 211. Intermediate German I</b>	Language	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: GRMN 112 or qualifying score on the placement test.*

<b>GRMN 212. Intermediate German II</b>	Language	1 course
---	----------	----------

A continuation of GRMN 211. *Prerequisite: GRMN 211 or qualifying score on the placement test.*

**GRMN 295. Topics in German Studies**

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.*

**GRMN 306. German Studies through the Disciplines**

Language

1 course

An investigation that situates knowledge from other disciplines within a German cultural and linguistic context. Close analysis of a case study or case studies of places where other disciplines touch German Studies, in their origins, development, or application. Depending on enrollment, can meet either individually or seminar-style as a group, but in any case with a significant independent and interdisciplinary research component. Examples include the notion of sustainability (in its original and/or present German context), the economics of the German social market economy, Weimar Republic Film, Kantian philosophy, Neuroscience research in Germany, etc. German texts will be included consonant with the German ability of each student. *Prerequisite: GRMN 212 or permission of instructor.*

**GRMN 307. Introduction to German Literature and Culture**

Arts and  
Humanities

1 course

A 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: GRMN 212 or permission of instructor.*

**GRMN 314. German Cultural Studies**

Social Science or  
Global Learning

1 course

Emphasis on aspects of popular, artistic, intellectual, religious and social tradition from selected periods. *Prerequisite: GRMN 212 or permission of instructor. May be repeated for credit with different topics.*

**GRMN 412. Topics: German**

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: Any 300-level German course or permission of instructor. May be repeated for credit with different topics.*

**GRMN 415. Senior Seminar**

1 course



A detailed study of an author or a principal movement of German literature and/or culture.

**GRMN 447. Advanced Readings and Projects in German I**

½ - 1 course

Open to advanced students in German with permission of chair. May be repeated for credit.

**GRMN 448. Advanced Readings and Projects in German II**

½ - 1 course

A continuation of GRMN 447. *Prerequisite: Open to advanced students with permission of chair.*

**COURSES IN HISPANIC STUDIES**

**HISP 131. Introduction to the Spanish-Speaking World I**

1 course

Introduction to the Spanish language with emphasis on development of speaking, listening, reading and writing. Emphasis on Spanish-speaking cultures and communication in authentic contexts. *HISP 131 is open only to beginners in Spanish or those with two years or less of high school Spanish.*

**HISP 132. Introduction to the Spanish-Speaking World II**

Language

1 course

Continued introduction to the Spanish language with emphasis on the development of speaking, listening, reading and writing skills. Emphasis on Spanish-speaking cultures and communication in authentic contexts.

**HISP 140. The Spanish-Speaking World: Intensive Level**

Language

1 course

Intensive study of the Spanish language with emphasis on the development of speaking, listening, reading and writing skills. Emphasis on Spanish-speaking cultures and communication in authentic contexts. This course is designed for those students who seek more immediate entry into higher levels.

**HISP 231. Topics of the Spanish-Speaking World I**

Language

1 course

Further development of reading, writing, speaking, and listening skills through focused topics of the Spanish-speaking world, such as identity and memory, borders and immigration, social movements and revolution, and multilingualism. *Prerequisite: HISP 132 or HISP 140 or qualifying score on the placement test.*

**HISP 232. Topics of the Spanish-Speaking World II** Language 1 course

A continuation of HISP 231.

**HISP 330. Orality in the Spanish-Speaking World** Global Learning 1 course

Emphasis on oral registers and speaking practice, including debates, tertulias, charlas, and the language of popular movements. *Prerequisite: HISP 232 or qualifying grade on the Spanish placement test. Students with recent foreign residence in a Spanish-speaking country must consult with the director of the program before registering for HISP 330.*

**HISP 332. Literacy in the Spanish-Speaking World** Language 1 course

Advanced reading techniques, including grammar review and composition, for entry into the advanced curriculum. Students read from a variety of representative texts of multiple registers from the Spanish-speaking world. Open to students from all language learning backgrounds.

NOTE: Students may not earn major/ minor credit for both HISP 332 and HISP 333. *Prerequisite: HISP 232 or qualifying grade on the placement test.*

**HISP 333. Spanish as a Heritage Language** Language 1 course

Designed for students who grew up using Spanish with their families and/or communities, but who received the majority of K-12 education in English. Emphasis on advanced reading and writing strategies and differentiation between written and oral registers of Spanish through discussion of key issues affecting the Latinx community and civic engagement. A focus on Spanish as a national language in the U.S. and the deconstruction of myths based on power and privilege associated with being Latino in the U.S. Topics vary by semester, but may include immigration, identity construction, bilingualism, literature, or popular culture.

NOTE: Students may not earn major/ minor credit for both HISP 332 and HISP 333. *Prerequisite: HISP 232 or qualifying grade on the placement test.*

**HISP 335. Introduction to Hispanic Literature** Arts and Humanities 1 course

Significant authors and texts from throughout the Spanish-speaking world. *Prerequisite: HISP 332 or HISP 333.*

**HISP 338. Latin American Civilization**

Arts and  
Humanities

1 course

A study of the history, geography, art, intellectual currents and social developments of Latin America. *Prerequisite: HISP 330, HISP 332 or HISP 333, or permission of instructor.*

**HISP 339. Spanish Civilization**

Arts and  
Humanities

1 course

A study of the history, geography, art, intellectual currents and social developments of Spain. *Prerequisite: HISP 330, HISP 332 or HISP 333, or permission of instructor..*

**HISP 340. Business Spanish**

Language

1 course

This course focuses on economics and business practices in the Spanish-speaking world. Its goals are to familiarize students with the basis 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: HISP 330, HISP 332, HISP 333, or permission of instructor.*

**HISP 390. Advanced Topics in the Spanish-Speaking World**

Language

½ - 1 course

Study of topics, such as literary periods, genres, movements or themes, areas of civilization, linguistics or oral interpretation. *Prerequisite: HISP 332 or HISP 333, or permission of instructor. May be repeated for credit with different topics.*

**HISP 395. Advanced Topics in Hispanic Studies**

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.*

**HISP 430. Advanced Composition in Spanish**

Language

1 course

An opportunity to write prose in different styles and registers of Spanish with emphasis on articles, essays, and short stories. Students learn relevant research methods and presentation formats, and produce a final portfolio. Representative readings for analysis and discussion. *Prerequisite: HISP 332 or HISP 333.*

**HISP 442. Literature of Spain**

Arts and  
Humanities

1 course

Selections from important authors of Spain. *Prerequisite: HISP 335 or permission of instructor.*

**HISP 444. Spanish American Literature** Arts and Humanities 1 course

Selections from important authors of Spanish America. *Prerequisite: HISP 335 or permission of instructor.*

**HISP 456. Hispanic Seminar** Language 1 course

A detailed study of an author, genre, theme, or principal movement of Hispanic literature or civilization. Students will produce long-form research projects as a capstone to the major. *Open only to senior Spanish majors.*

**HISP 491. Advanced Readings and Projects in Spanish I** Language 1/2-1 course

*Open to advanced students in Spanish with permission of chair. May be repeated for credit.*

**HISP 492. Advanced Readings and Projects in Spanish II** Language 1/2-1 course

*Open to advanced students in Spanish with permission of chair. May be repeated for credit.*

## COURSES IN ITALIAN CULTURAL STUDIES

**ITAL 171. Elementary Italian I** 1 course

First year Italian. First semester. Offered only in the fall semester. Designed for students with no previous knowledge of Italian, this course is based on interaction and promotes the development of speaking, listening-comprehension, reading and writing skills. The method fosters cultural awareness and understanding of Italian traditions in the greater context of contemporary culture. Italian 171 & 172 are usually taken in sequence. *No prerequisites.*

**ITAL 172. Elementary Italian II** Language 1 course

First year Italian. Second semester. This course expands on the acquisition of the Italian language within the cultural context. It further promotes the acquisition of listening, reading, speaking and writing skills, encouraging students to engage with authentic pedagogical material. Like first semester Italian, in this course all students actively participate in class and further pursue proficiency. At the end of the second semester, students are able to express themselves correctly in Italian on a variety of topics and to

compare Italian traditions to their own. *Prerequisite: ITAL 171, placement test, or approval of the Program Director.*

**ITAL 197. First Year Seminar**

1 course

A seminar focused on a theme related to Italian Cultural Studies. *Open only to first-year students.*

**ITAL 271. Intermediate Italian I** Language

1 course

Second year Italian. First semester. The course focuses especially on developing proficiency in writing, reading and oral expression, and all work is contextualized in contemporary culture. The course is designed to widen knowledge of vocabulary, perfect structural use of the language, and prepare students who want to work or live in Italy for a semester or a longer time. Lessons will present a variety of authentic materials such as newspaper articles, listening-comprehension clips, and films to facilitate immersion in Italian culture and society. In this course students gain intercultural competence and grow to be global citizens by learning to be aware of cultural difference, developing skills to listen and observe, opening up to learning from other cultures, adopting new ways to learn, and adapting to new cultural environments. *Prerequisites: ITAL 171 and 172, or placement test, or approval of the Program*

**ITAL 272. Intermediate Italian II** Language

1 course

Second year Italian. Second semester. Continuation of ITAL 271. *Prerequisites: ITAL 171 and 172, or placement test, or approval of the Program Director. ITAL 271 and 272 are taken in sequence, but 271 is not necessarily a prerequisite of ITAL 272.*

**ITAL 285. Topics in Italian Literature or Culture**

Arts and  
Humanities -or-  
Global Learning

1 course

This is the equivalent of the former ML 295 (*Topics in Modern Languages*) 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. May count towards Italian Cultural Studies minor or major, and World Literature minor.

**ITAL 371. Advanced Italian I**

Global Learning

1 course

This course focuses on the study of contemporary Italian society and culture. Students explore a variety of themes in current events that are significant to today's world, and that present the complexity and diversity of contemporary Italy. The methodological approach is student-centered and favors interaction, while also promoting the development of critical thinking and growth toward linguistic autonomy and fluency. This course connects students' interest in Italian language and culture to their personal life-experience and stimulates intercultural exchange of ideas. Students learn to interpret and relate, to engage with ambiguity, while learning to respect and to value diversity in

ways of thinking, understanding the impact of historical and social contexts. The method fosters skills to analyze, interpret, and evaluate. The course stimulates intellectual curiosity, tolerance of cultural difference, appropriate behavior in intercultural situations, and sensitivity toward other worldviews. *Prerequisites: ITAL 171 and 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.*

**ITAL 372. Advanced Italian II**      Global Learning      1 course

Continuation of Italian 371. *Prerequisites: ITAL 171 and 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory. ITAL 371 is not a prerequisite of ITAL 372.*

**ITAL 375. Topics in Italian Literature and Culture**      Global Learning      1 course

This course provides an introduction to Italian Literature to students who already have an advanced knowledge of Italian. The curriculum invites students to a full immersion in Italian culture through the literary text, which is a passage to the discussion of ideas, values and experiences connected to specific historical periods. The encounter with some of the most celebrated Italian writers will open up to reflections on Italian culture and to comparisons with other cultural backgrounds. In this course, students will learn how to read between the lines, to question the power of the word, and to investigate the complexity of the human experience. *Prerequisites: ITAL 171 and 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory. May be repeated for credit with different topics.*

**ITAL 376. Italian Through Film**      Language      1 course

Italian 376 is an advanced level course that offers an in-depth look at Italian history and culture through the medium of film. This course on Italian Cinema presents a range of opportunities to discuss historical, literary, cinematic, sociological and cultural issues. While focusing on the Italian language and working on developing conversational fluency, students are encouraged to analyze the complexity of Italian society, investigating the Italian cultural heritage within both a national and international framework. Through films, students continue to work on refining writing skills, increasing vocabulary and perfecting listening-comprehension skills. As in a seminar, students will be asked to present on a variety of topics, lead discussion, debate, re-create dialogues, analyze scenes and interpret specific moments in the movies. *Prerequisites: ITAL 171 and 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.*

**ITAL 385. Advanced Topics in Italian Literature, History, and Culture**

Social Science -or-  
Global Learning

1 course

Courses on Courses on specific topics, such as culture, literary movements or genres, linguistics, sociology, history, music history, art history and film. May address multiple areas, such as a course on European literature, culture, or History. *Taught in English.* May be repeated for credit with different topics.

**ITAL 470. Readings and Projects in Italian**

1/2-1 course

This course is an independent studies course for advanced students of Italian who wish to pursue an independently designed program of research or inquiry in Italian. *Open to advanced students in Italian with permission of chair. May be repeated for credit with different topics.*

**ITAL 471. Italian Cultural Studies I**

1 course

This course has a thematic approach, offering a portrait of Italy through a discussion of work, food, literature, art, theater, history, geography, the economy, and famous intellectual figures of Italy. The course instigates intellectual curiosity, and invites the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. Students also focus on developing communicative skills of argumentation and negotiation. The course is designed to provide options for interdisciplinary work. It introduces students to different aspects of contemporary Italy. Students will look at the changes happening in contemporary Italian society and culture. *Prerequisites: ITAL 171 and 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory.*

**ITAL 472. Italian Cultural Studies II**

1 course

This course This course is a continuation of ITAL 471. *Prerequisites: ITAL 171 and 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory. ITAL 471 is not a prerequisite of ITAL 472.*

**COURSES IN JAPANESE STUDIES**

**JAPN 151. Elementary Japanese I**

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** Language 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 197. First-Year Seminar**

A seminar focused on a theme related to Japanese Studies. Open only to first-year students.

**JAPN 251. Intermediate Japanese I** Language 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** Language 1 course

A continuation of JAPN 251. *Prerequisite: JAPN 251 or qualifying score on the placement test.*

**JAPN 351. Advanced Japanese I** Language 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** Language 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** 1/2-1 course

*Open to advanced students in Japanese. May be repeated for credit.*

**COURSES IN PORTUGUESE**

**PORT 181. Elementary Portuguese I** 1 course



Introduction to Brazilian Portuguese with emphasis on development of proficiency in speaking, listening, reading and writing.

**PORT 182. Elementary Portuguese II**

Language

1 course

A continuation of PORT 181. *Prerequisite: PORT 181.*

**PORT 190. Intensive Elementary Portuguese**

1 course

Intensive Portuguese is an intensive review of elementary Portuguese which assumes prior knowledge and some experience with Portuguese and/or Spanish. The course uses a variety of language teaching approaches to help students achieve proficiency in all four basic language skills: listening, speaking, reading and writing. At the same time students will become familiar with some of the most important cultural currents of Brazil. *Not open to students with credit for PORT 181 and/or PORT 182.*

**PORT 280. Readings and Projects in Portuguese**

Language

1/2-1 course

*Open to advanced students in Portuguese with permission of chair. Student may repeat for credit with different topics.*

## **Music (CLA)**

Students in the Asbury College of Liberal Arts may earn a Music major for the Bachelor of Arts degree through the School of Music. The Music (CLA) major is not available to School of Music students, including those in the dual degree program. Students in the College of Liberal Arts who are majoring in disciplines other than music may complete a minor in either applied music or instrumental jazz studies. The completion of a successful audition is required before a student can be certified as a minor. School of Music students may complete the minor in instrumental jazz studies.

### **Requirements for a major in Music (CLA)**

Total courses  
required

Ten + one course in fine arts

Core courses

MUS 111, MUS 112, MUS 121, MUS 240, MUS 265 or MUS 266, MUS 450.

Other required courses	Additional upper-level music history elective (usually MUS 390). Four semesters participation in major ensemble. One course credit in another fine art (theatre or art). 3.75 course credits in music electives.
Number 300 and 400 level courses	Two
Senior requirement	Students pursuing the B.A. with a major in Music fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.
Additional information	21 course credits in the liberal arts (outside music) are required. Any student wishing to pursue a B.A. in Music who has not previously auditioned for acceptance into the School of Music or for a music performance award must successfully complete an audition to declare the major.
Recent changes in major	This major has been redesigned to coincide with the changes to the School of Music degree curriculum effective Fall 2015.

## Requirements for a major in Music (CLA)

Total courses required	Ten courses in Music plus one course in fine arts
Core courses	MUS 113, MUS 114, MUS 123, MUS 124, 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. One course credit in another fine art (theatre or art).
Number 300 and 400 level courses	Four
Senior requirement	Students pursuing the B.A. with a major in Music fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.
Additional information	Recital attendance each semester in residence as a declared major.
Recent changes in major	Any student wishing to pursue a B.A. in Music, who has not previously auditioned for the School of Music either for acceptance into the School of Music or for a Music Performance Award, must audition for a panel of faculty members at the time the major is to be declared. The major can be officially declared with the completion of a satisfactory audition (9/14/09). The

requirement for one course credit in a fine art (theatre or art) outside music was added on 10/6/2009, effective for all who declare the major after this date.

## Requirements for a minor in Music

Total courses required	6.25
Core courses	MUS 111, MUS 112, MUS 121, and MUS 265 or MUS 266. One elective course at the 300-400 level. Four semesters of recital attendance.
Other courses	Three elective courses chosen from MUS 124, 213, 214, 223, 224, 240, 265, 266, 290, 390, 395, applied lessons (requires audition), or large ensemble courses.
Number 300 and 400 level courses	.75

## Requirements for a minor in Jazz Studies

Total courses required	6.75 - 7.0
Core courses	MUS 100, MUS 231, MUS 384, and 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.
Number 300 and 400 level courses	Three

## Courses in Music (CLA)

### Courses in Music Ensemble

**MUS 181. Symphonic Band**                      Arts and Humanities                      1/4 course

The Symphonic Band provides playing experiences for College of Liberal Arts majors, and School of Music majors who want to improve their technique and skills on secondary woodwind, brass, and percussion instruments. The mission of the Symphonic Band is to create maximum enjoyment with limited performance demands for students who wish to continue to perform in a large ensemble as part of their collegiate educational experience. Auditions are not

required for participation.

However, they are held for optional chair placements and part assignments.

**MUS 288. Named Chamber Ensembles**      Arts and Humanities      1/4 course

Based on an audition, selected students will be assigned to a specific named chamber ensemble. Students will rehearse as a group independently and under the tutelage of a chamber music coach. Ensembles will perform on and off campus representing the School of Music.

**MUS 485. Senior Recital**      1/4 course

This is the second of two courses required to complete the music performance degree (Bachelor of Music). This course is taken in conjunction with a student's applied lessons during the semester in which the senior recital will be presented in a public setting. Students will work with their applied professor to prepare a 60-minute recital consisting of the repertoire required by the instrumental/vocal area. Students will also be responsible for creating a recital program and developing and engaging an audience for the event.

**Courses in Applied Music**

**MUS 381. Elective Recital (30-minute)**      1/4 course

This course is taken in conjunction with a student's applied lessons during the semester in which a 30-minute elective recital will be presented in a public setting. Students will work with their applied professor to prepare a 30-minute recital consisting of the repertoire required by the instrumental/vocal area. Students will also be responsible for creating a recital program and working to develop and engage an audience for the public event.

**MUS 481. Elective Recital (60-minute)**      1/4 course

This course is taken in conjunction with a student's applied lessons during the semester in which a 60-minute elective recital will be presented in a public setting. Students will work with their applied professor to prepare a 60-minute recital consisting of the repertoire required by the instrumental/vocal area. Students will also be responsible for creating a recital program and working to develop and engage an audience for the public event.

**MUS JAZZ. Applied Jazz**      Arts and Humanities      Variable

**Courses in Music (Other)**

**MUS 340. Music Entrepreneurship**      1/2 course

A project-based introduction to the attitudes, skills and habits needed for musicians entering the marketplace to create their own opportunities rather than (or in addition to) seeking employment from existing musical organizations. Topics include entrepreneurial mindset; authentic motivation; portfolio/project-based career models; importance of marketplace distinction; networking and relationship building; developing a personal or group following;

promotional writing (biographies, press releases, etc.); traditional and electronic marketing, including social media and video; funding models; and basics of personal finance. *Open the first-year and sophomore SOM students by permission only. Open to CLA students by permission only.*

### **MUS 385. Junior Recital**

1/4 course

This is the first of two courses required to complete the music performance degree (Bachelor of Music). This course is taken in conjunction with a student's applied lessons during the semester in which the junior recital will be presented in a public setting. Students will work with their applied professor to prepare a 30-minute recital consisting of repertoire required by the instrumental/vocal area. Students will also be responsible for creating a recital program and working to develop and engage an audience for the public event.

## **Courses in Music History & Literature**

### **MUS 265. History of Western Music I**

3/4 course

European art music from the ancient Greeks to the end of the Classical Era (ca. 1800). The course places the stylistic development of important genres and forms of Western art music into a spectrum of musical, social and economic contexts. The analysis of historically important works will consider how music has been experienced by composers, performers, patrons and audiences. *Prerequisites: MUS 112, 122*

### **MUS 266. History of Western Music II**

3/4 course

European and American art music from Beethoven to today. The course places the stylistic development of important genres and forms of Western music into a spectrum of musical, social and economic contexts. The analysis of historically important works will consider how music has been experienced by composers, performers, patrons and audiences. *Prerequisites: MUS 112, 122*

## **Off Campus Study**

DePauw offers extensive opportunities for students to study in various locations worldwide. See Section V, International and Off-Campus Programs, for more information.

## **Courses in Off Campus Study**

Students should visit the Hubbard Center for updates.

## **Peace and Conflict Studies**

Peace and Conflict Studies is a program 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 Peace and Conflict Studies

Total courses required	11	
Core courses		<p>CFT or PACS 100, CFT or PACS 295, CFT or PACS 430. CFT or PACS 100 must be completed by the fourth semester of study or at the latest the semester following the declaration of major. Students majoring in Peace and Conflict Studies are required to participate in workshops that are designed to help them integrate conflict theory and knowledge of practice.</p> <p>Additional courses that may be chosen for the major are: ANTH 151, ANTH 253, ANTH 255, ANTH 256, ANTH 290*, ANTH 390*, COMM 223, COMM 224, COMM 227, COMM 327, COMM 401*, ECON 250, ECON 262, ECON 290*, ECON 320, ECON 390*, 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 300*, HIS 351, HIST 355, HIST 358, HIST 364, HIST 367, HIST 368, HIST 385, HIST 490*, HONR 101*, PHIL 230, PHIL 233, PHIL 234, PHIL 342, POLS 130, POLS 150, POLS 170, POLS 235, POLS 324, POLS 335 POLS 352, POLS 360, POLS 370, POLS 374, POLS 382, POLS 384, POLS 390*, POLS 450*, PSY 246*, PSY 346*, PSY 352, REL 132, REL 252, REL 263, REL 269, REL 290*, REL 340*, REL 370*, SOC 197S*, SOC 210, SOC 222, SOC 225, SOC 237, SOC 249, SOC 301*, SOC 303, SOC 323, SOC 334, SOC 337, SOC 410*, WS 140, WS 270, WS 340, WS 370*.</p> <p>(*if approved topic)</p> <p>This list of courses that satisfy PACS requirements for credit toward the major is not exhaustive. Other courses may be awarded PACS credit in the context of a given theme. Additional required courses will be determined in consultation with the student's Peace and Conflict Studies advisor.</p>
Other required courses		
Number 300 and 400 level courses	5	
Senior requirement		<p>All seniors must take PACS 430. Content of the senior seminar in Peace and Conflict Studies will invariably reflect the area of expertise of the instructor. Topics, therefore, range widely and may include: topical concentrations (e.g., globalization, war and peace), geographical foci (e.g., Latin America, Middle East / North Africa), and conflict typology (i.e., value conflicts, issue conflicts, interest conflicts). The senior seminar may emphasize conflict analysis (i.e., origins, processes and dynamics), conflict intervention (e.g., conflict transformation, post conflict peacebuilding), or the implications of analysis for third party practice. A research project is always a significant dimension of the capstone experience.</p>

Additional information	Majors will develop a learning contract, required by week six of the second semester, sophomore year (or at least one month after major declaration), structured around two thematic tracks (e.g., Identity Based Conflict, International Diplomacy and Conflict, Organizational Conflict, Peace/War, etc.). The terms of the contract specify the substantive nature of the chosen tracks, including relevant courses. Majors must take at least four courses at the 300-400 level; two in each track. Each track must consist of at least three courses, but no more than five courses can be credited to a single track.
Recent changes in major	The Conflict Studies major was renamed Peace and Conflict Studies (PACS) effective July 1, 2016.

## Requirements for a minor in Peace and Conflict Studies

Total courses required	5
Core courses	PACS 100 (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 peace and conflict studies, from two academic disciplines.
Number 300 and 400 level courses	2
Recent changes in minor	

## Courses in Peace and Conflict Studies

<b>PACS 100. Introduction to Peace and Conflict Studies</b>	Social Sciences	Group	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.*

<b>PACS 290. Topics in Peace and Conflict Studies</b>	Social Sciences	Group	1/4-1/2-1.0 course
---	-----------------	-------	--------------------

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

**PACS 295. Advanced Conflict Analysis and Resolution**

Group 1 course

This course serves as a bridge between the introductory course in the Peace and Conflict Studies Program (PACS 100) and the Program's senior capstone experience (PACS 430) and is designed to be fully integrative in terms of conflict theory, practice, and research. The class is intended to provide students with an understanding of how to integrate theory and analytical knowledge into developing effective research methodology and practice. In addition to regular class-time, students will complete a 2-hour practicum lab each week, which immerses them in extensive simulated case studies and equips them with tools for applied conflict analysis and resolution. *Prerequisite: CFT or PACS 100.*

**PACS 390. Topics in Peace and Conflict Studies**

Social Sciences Group 1/4-1/2-1.0 course

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

**PACS 430. Senior Seminar: The Study and Analysis of Peace and Conflict**

Group 1 course

This course fulfills the senior experience requirement for the Peace and 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.

## Philosophy

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	<ul style="list-style-type: none"> <li>Any two from PHIL 212, PHIL 213 and PHIL 216</li> <li>PHIL 251</li> <li>PHIL 490</li> </ul>
Other required courses	One course from the following: Value Courses, from PHIL 230 to 242, PHIL 340, or a topics course (PHIL 209 or 309) in moral philosophy or in the philosophy of art and aesthetics.
# 300 and 400 level courses	Four, including either PHIL 419 or 469
Senior requirement	The senior requirement consists of the completion of PHIL 490, the capstone course for majors in philosophy. This course covers a broad range of advanced topics in philosophy; typically, three or four topics are covered during the semester. This course places a particular emphasis on original thought; students are expected to frame philosophical problems for themselves and conduct independent research.

## Requirements for a major in Philosophy bridged to another discipline

Total courses required	Ten to Twelve
Core courses	PHIL 470 or PHIL 491
Other required courses	Five additional courses in philosophy (three at the 300 or above). Three to six courses in the other disciplines (two to three at the 200-level or above and one to two at the 300-level or above)
# 300 and 400 level courses	Five
Senior requirement	<p>In the senior year, bridge majors complete either PHIL 470 or PHIL 491. In either case, bridge majors write a substantial paper that deals with material at the intersection of philosophy and the other disciplines.</p> <p>The department can provide students with samples of pre-approved bridge majors. Students designing their own bridge major must submit a plan no later than fall break of the third year. This plan must include a description of the philosophical problem(s) at the intersection of philosophy and the other discipline(s) that the student wishes to explore, as well as courses that will constitute the bridge major. The plan should designate one course from the student's list of courses that will constitute the bridge major as the "bridge course." This plan is to be submitted to the major advisor and must be approved by the department and filed with the Office of the Registrar. The department's decision about whether to approve the plan will be based on the coherence of the plan as well as the department's assessment of the student's ability to carry out the independent research required to complete the proposed plan.</p>
Additional information	

Please note that all students seeking a bridge major must secure agreement from a philosophy department faculty member to oversee PHIL 470 or 491 in the student's senior year.

Recent changes in major      Number of courses changed from 10 to 10-12 and the courses outside of Philosophy may be from multiple disciplines. Effective Jan. 1, 2017.

## 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

## Courses in Philosophy

### **PHIL 001. Ethics Debate Team**

Group      0 Course Credit

Participation in Ethics Bowl or Bioethics Bowl competitions.

### **PHIL 101.**

#### **Introduction to Philosophy**

Arts and Humanities

Group      1 course

Selected problems of philosophy and some alternative solutions. Readings from contemporary and historical philosophers. *Seniors admitted only by permission of instructor.*

### **PHIL 102. God, Evil and the Meaning of Life**

Arts and Humanities

Group      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. *Open to first-year students and sophomores; open to others only by permission of instructor.*

### **PHIL 184. On-Campus Extended Studies Course**

Group      Variable

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

**PHIL 197. First-Year Seminar**

Group 1 course

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

**PHIL 209. Topics**

Group 1 course

An introductory course to a systematic field of philosophy, history, philosophical movement, or set of philosophical problems. *May be repeated for credit with different topics.*

**PHIL 212. History of Western Philosophy: Ancient**

Arts and Humanities

Group 1 course

Major philosophers and philosophical schools of western philosophy. The course covers the Pre-Socratics through Stoicism and Skepticism. Offered only fall semester.

**PHIL 213. History of Philosophy: Medieval**

Arts and Humanities or Global Learning

Group 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. Christian, Jewish, and Muslim philosophical theories are featured. *Counts toward European Studies Minor.*

**PHIL 216. History of Western Philosophy: Early Modern**

Group 1 course

Major philosophers and philosophical schools of western philosophy. The course covers Descartes through Kant. Emphasis on epistemology and metaphysics. Offered only spring semester. *Counts toward European Studies Minor.*

**PHIL 220. Existentialism**

Arts and Humanities

Group 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. *Counts toward European Studies Minor.*

**PHIL 230. Ethical Theory**

Arts and Humanities

Group 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 232. Environmental Ethics**

Group 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 233. Ethics and Business**

Group 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 234. Biomedical Ethics**

Group 1 course

Perplexing moral issues arising in contemporary biomedical practice, research and medical care. Readings from a variety of sources.

**PHIL 240. Philosophy of Art**

Arts and Humanities

Group 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 242. Philosophy of Sex and Gender**

Social Sciences

Group 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 251. Logic**      Science and Mathematics      Group      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 309. Topics**      Group      1 course

An advanced course in a topics area, such as, metaethics, contemporary European philosophy, or Social-Political Philosophy. *Prerequisite: one course in philosophy or permission of instructor. May be repeated for credit with different topics.*

**PHIL 340. Classical  
Political Philosophy**      Group      1 course

With an emphasis on classic texts from writers such as Plato, Aristotle, Aquinas, Hobbes, Locke, Mill and Marx, this course pursues fundamental questions in political philosophy. Why have government at all? What is the nature and extent of our obligation to obey government? What obligations does the government have toward us? What right do we have to disobey? Our first goal will be to understand our authors' answers to such questions, but our most important task will be the critical appraisal of their answers. *Prerequisite: one course in philosophy or permission of instructor.*

**PHIL 342.  
Philosophy of Law**      Group      1 course

An inquiry into topics, such as, 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 351.  
Advanced Logic**      Group      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 251 or permission of instructor.*

**PHIL 352.  
Epistemology**      Group      1 course

What is knowledge? Is it possible for humans to get it? If so, how? 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 and other related questions. Readings will include classic and contemporary sources. *Prerequisite: one course in philosophy or permission of instructor.*

**PHIL 353.**  
**Metaphysics**

Group 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 360.**  
**Philosophy of  
Science**

Group 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. *Prerequisite: one course in philosophy, or major in science or permission of instructor.*

**PHIL 363.**  
**Philosophy of  
Religion**

Group 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 364. Death:**  
**Philosophical  
Approaches**

Group 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 idea of a good death. *Prerequisite: one course in philosophy or permission of instructor.*

**PHIL 419. Major  
Philosophers**

Group 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. Counts toward European Studies Minor.*

**PHIL 469.**  
**Philosophical  
Problems**

Group 1 course

A study of one or more problems, 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 470.**

**Independent Study  
in Philosophy**

Group 1/4-1/2-1 course

Directed studies in a selected field or fields of philosophy. *May be repeated for credit with different topics.*

**PHIL 490. Senior  
Seminar**

Group 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. *May not be taken pass/fail. Open only to seniors.*

**PHIL 491. Senior  
Thesis**

Group 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.*

## Physics and Astronomy

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, and 350. 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 Society of Physics Students. 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	<ul style="list-style-type: none"> <li>Two of the following, one of which must be either PHYS 370 or PHYS 380: PHYS 240, PHYS 250, PHYS 320, PHYS 370, PHYS 380</li> <li>Two of the following: PHYS 410, PHYS 420, PHYS 430, PHYS 440</li> </ul>
# 300 and 400 level courses	Three and one-half
Senior requirement	<p>All senior physics majors must complete PHYS 480, Senior Seminar. This course is designed to allow students to read, interpret, and discuss primary literature from current physics research. It follows a format similar to journal clubs that are found in many physics graduate school programs. The specific topics and content vary from year to year. Students utilize the knowledge base that they have developed during their previous coursework to understand the foundational principles of the contemporary research topic.</p> <p>Majors who want to conduct their own independent research investigations may do so by enrolling in an independent study project under PHYS 390. These projects usually involve the student working with a department faculty member on a topic of mutual interest. The projects often produce research posters or papers that are shared with the larger community.</p>
Additional information	MATH 151 (or MATH 135-136) and MATH 152 required
Recent changes in major	The number of upper level courses required for the major was changed from four and one-half to three and one-half (May 2014).

## Requirements for a minor in Astronomy

Total courses required	Four
Core courses	PHYS 104 or PHYS 320 and either PHYS 300 or PHYS 310.
Other courses	Two additional from: PHYS 103, PHYS 104, PHYS 203, PHYS 310, PHYS 320, PHYS 330, PHYS 300.
# 300 and 400 level courses	One
Recent changes in minor	

## Requirements for a minor in Physics

Total courses required	Five
Core courses	PHYS 120, PHYS 130, PHYS 220
Other courses	PHYS 310 may not count toward the minor.
# 300 and 400 level courses	One
Recent changes in minor	

## Courses in Physics and Astronomy

### **PHYS 103. Moons and Planets**

Science and Mathematics      Group      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**

Science and Mathematics      Group      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 and Society**

Science and Mathematics      Group      1 course

Includes laboratory. The fundamental concepts of classical and modern physics presented with particular attention to their application to questions of importance to members of technological society (such as energy and energy policy). Topics may include Newtonian mechanics, special and general relativity, quantum and nuclear physics and modern cosmology. *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.*

### **PHYS 120. Principles of Physics I**

Science and Mathematics      Group      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. 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*.

**PHYS 130. Principles of Physics II**

Science and Mathematics

Group

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. 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 and MATH 151 or MATH 136*

**PHYS 156. Advanced Placement in Physics**

Group

1 course

Advanced placement credit for physics. A. Mechanics B. Electricity and Magnetism.

**PHYS 190. Topics**

Group

1/4 - 1/2 - 1

A. Astronomy. P. Physics. Selected topics in astronomy or physics. May be an independent study project. Credits: 1/4 - 1/2 - 1 *Prerequisites: Depends on the topic.*

**PHYS 190. Topics**

Group

Variable

A. Astronomy. P. Physics. Selected topics in astronomy or physics. May be an independent study project.

**PHYS 203. Cosmology**  
[See also PHIL 203]

Group

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**

Group

1 course

This course provides an introduction to relativity, thermodynamics, statistical and quantum mechanics, and completes the survey of fundamental physics begun in PHYS 120 and 130. Topics to be covered include special relativity, 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**

Group 1/2 course

This is a core course in mechanical and civil engineering and related fields. The course will develop 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. Students will present case studies of engineering disasters and the impact of these disasters on subsequent projects of a similar nature. *Prerequisite: PHYS 120 and MATH 151.*

**PHYS 240. Electronics**

Science and Mathematics

Group 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**

Science and Mathematics

Group 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.*

**PHYS 270. Mathematical Methods**

Group 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.*

**PHYS 280. Experimental Methods**

Group 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 290. Topics**

Group Variable

A. Astronomy. P. Physics. Selected topics in astronomy or physics. May be an independent study project. *Prerequisite: depends on the topic.*

**PHYS 300. Historical Astronomy**

Science and Mathematics

Group 1

This course explores the development of mankind's understanding of the universe. We will follow the development of astronomical thinking from ancient cultures to the time of Newton. This course places emphasis on the tools, techniques and discoveries relevant to the development of astronomy. Topics include calendars, sundials (we'll spend some time making some of our own), astrolabes (we'll also make some of these), lunar and solar eclipses, the use of a quadrant and a horologium nocturnum, precession of the equinoxes and the Ptolemaic and Copernican planetary models. There is an accompanying evening lab for the course which will often involve observing the sky. The only prerequisite is high school algebra and trigonometry.

**PHYS 310. Observational Astronomy**

Group 1 course

Includes Laboratory. The overall goal of this course is to develop the skills needed to become knowledgeable life-long observers of the night sky. It includes the study and understanding of celestial coordinate systems, motions of the Sun and stars, seasons, phases of the moon, motion of the planets, systems of time keeping, and similar phenomena. The course teaches the skills necessary to observe objects our Solar system (the Moon, the planets, the Sun, comets, and asteroids), and well as objects outside of our solar system (stars, galactic nebulae and external galaxies) through observing with the naked eye, binoculars and telescopes. It includes the use of astronomical reference tools such as star charts and planetarium software. Digital recording of astronomical observations through astrophotography and CCD imaging will be covered.

**PHYS 320. Astrophysics I**

Group 1 course

In astrophysics 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. The focus of Astrophysics I is stars. Topics to be covered include: spectroscopy, stellar classification, stellar properties, binary stars, stellar structure, stellar evolution, and the end states of stars (white dwarfs, neutron stars, and black holes). *Prerequisite: PHYS 130*

**PHYS 330. Astrophysics II**

Group 1 course

In astrophysics 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 covered in Astrophysics II include: the Milky Way, galaxies and galactic structure, active galactic nuclei, high energy phenomena, dark matter, and an introduction to cosmology. *Prerequisite: PHYS 130 and either PHYS 104 or 320. PHYS 270 recommended.*

**PHYS 340. Biophysics**

Group 1 course

In biophysics we apply fundamental physics concepts, such as force and energy, along with statistical analysis, to describe and understand the form and function of living systems. In this class we will focus our attention on the physics of cells and subcellular molecules. Along with a review of forces, energy and entropy, we will explore topics such as molecular diffusion, osmotic pressure, micelles and membranes, enzyme kinetics, protein motors, and nerve impulses. *Pre-requisites: PHYS 130 and one of PHYS 210 or PHYS 220, MATH 152.*

**PHYS 351. Dynamics**

Group 1/2 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 120 and MATH 151.*

**PHYS 360. Gravitation and Cosmology**

Group 1 course

This is a course about gravity: its description as spacetime curvature, its effect on the motion of bodies, and its role in shaping the evolution of the universe. The first part of the course is devoted to a discussion of the main features of General Relativity, with an emphasis on the behavior of light and matter in the vicinity of black holes. Part two of the course constitutes an introduction to Big Bang cosmology. Topics covered include the physics of the early universe, the cosmic microwave background, the evidence for dark matter and dark energy, and inflation.

**PHYS 370. Atomic and Molecular Physics**

Group 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 220 and PHYS 280.*

**PHYS 380. Nuclear and Particle Physics**

Group 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 220 and PHYS 280*

**PHYS 390. Topics**

Group 1/4-1/2-1 course

A. Astronomy. P. Physics. Selected topics in astronomy or physics. May be an independent study project. *Prerequisite: depends on the topic.*

**PHYS 410. Thermal  
Physics**

Group 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**

Group 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 120 and PHYS 270.*

**PHYS 430. Electricity and  
Magnetism**

Group 1 course

Theoretical investigation of electrostatics and magnetostatics, both in vacuum and in the presence of matter. Further topics include the Maxwell equations and electromagnetic waves. *Prerequisite: PHYS 130 and PHYS 270.*

**PHYS 440. Quantum  
Mechanics**

Group 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 220 and PHYS 270.*

**PHYS 480. Senior  
Seminar**

Group 1/2 course

Individual presentations and group discussions cover a wide range of topics. *Prerequisite: A senior physics major or permission of instructor. Required of all physics majors.*

## Political Science

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, 130, 150 or 170 be taken off-campus.

## Requirements for a major in Political Science

Total courses required	Nine
Core courses	6 total. Must complete three of four subfield introductory courses (POLS 110, POLS 130, POLS 150, POLS 170), a course from any level in the other subfield, POLS 318 and POLS 450.
Other required courses	
# 300 and 400 level courses	Three (including POLS 450)
Senior requirement	The senior requirement consists of the completion of POLS 450 with a grade of C or better.
Additional information	POLS 156 cannot be counted as credit for a political science major.
Recent changes in major	POLS 318, Research Design and Writing in Political Science was added as a requirement for the major, effective Fall 2014.

## Requirements for a minor in Political Science

Total courses required	Five
Core courses	Two from POLS 110, POLS 130, POLS 150, POLS 170
Other courses	



# 300 and 400 level  
courses      One

Recent changes in  
minor      POLS 230, which was offered before fall 2010, can also be counted as  
one of the two required courses.

## Courses in Political Science

**POLS 110A. American  
National Government**      Social Sciences      Group      1 course

This course will serve as an introduction to the American political system. The three branches of the national government and the roles of political parties, elections, public opinion, interest groups, and other political actors will be addressed. Each version of the course will use a different lens to study American National Government: POLS 110A American National Government; POLS 110B American National Government: The Political System Today; POLS 110C American National Government: Race and Privilege; POLS 110D American National Government: The Data; POLS 110E American National Government: The Power of Individuals. *Only one POLS 110 course may be counted toward degree and major requirements. POLS 110C may count toward the Power, Privilege and Diversity requirement.*

**POLS 130. Elements of  
Political Theory**      Social Sciences      Group      1 course

This course offers an introduction to selected topics in Political Theory. It covers a range of thinkers, from the ancient Greeks to the Enlightenment thinkers of Europe and closes on a contemporary note that asks us to reflect on the theoretical underpinnings of our time. It explores the political implications and limits of texts by Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Mill, Burke, Marx, and Arendt, reading them in chronological order with an eye toward changes in concerns and concepts across time.

**POLS 150. Comparative  
Politics and Government**      Social Sciences or Global Learning      Group      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**      Group      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 170. International Politics (formerly POLS 270)**

Social Sciences

Group 1 course

An analysis of continuity and change in world politics, focusing on the units of analysis; patterns of conflict and competition, cooperation and order, and constraint; the structure of the international system; the international agenda and emerging trends and issues such as globalization and terrorism; and the current state of world order and its future.

**POLS 184. On-Campus ES Course**

Group variable

On-Campus Extended Studies course in Political Science.

**POLS 197. First-Year Seminar**

Group 1 course

A seminar on a theme related to political science. *Open only to first-year students.*

**POLS 210. Political Parties (formerly POLS 310)**

Social Sciences

Group 1 course

Parties, public opinion, elections, and voting behavior in the context of the American political system.

**POLS 220. African American Politics**

Social Sciences

Group 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 226. State and Local Government**

Social Sciences

Group 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 235. Equality and Justice**

Social Sciences

Group 1 course

This course investigates multiple dimensions of the principle of equality, such as equality in nature, equality among the sexes, equality among classes and equality before the law. It puts

them in the context of broader discussions of justice and interrogates the relationship between the two through a close reading of texts by Cicero, Locke, Goldman, Fanon, Nietzsche and Wendy Brown. Some of the questions raised by this course include, does an embrace of equality lead to a tolerant and socially just polity where resources and opportunity are available to all? Or does an uncritical adoption of equality lead to a stunted and conformist politics that is reluctant to accept change and restricts individual freedom?

**POLS 240.**

**Contemporary Political Ideologies**      Social Sciences      Group      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, terrorism, feminism, liberation theology, globalism and environmentalism are treated.

**POLS 253. China and India in the 21st Century**

Social Sciences      Group      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**

Social Sciences      Group      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. *May count towards European Studies minor.*

**POLS 265. Introduction to Environmental Policy**

Social Sciences      Group      1 course

This course examines the different actors, interests, and institutions that aim to govern or regulate the environment and its resources. Students will learn how environmental policy has evolved over time to deal with changing needs and threats, ranging from domestic pollution issues to longer-term threats such as climate change and drought. Much of the course material will focus on environmental policy at the federal level in the US, though students will also look at more local and international efforts to address the global issue of climate change. Throughout the class, we will also examine the societal implications of environmental threats and policy in

order to better understand how environmental outcomes and policies affect issues such as inequality, health, and global conflict.

**POLS 290. Topics in Political Science** Social Sciences Group 1 course

An examination of selected topics in political science.

**POLS 299. Internship in Political Science** Group 1/2-1 course

Supervised participation in a special (and usually competitive) internship program outside the University.

**POLS 315. The Legislative Process** Group 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 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 Design and Writing in Political Science** Group 1 course

The course provides an overview of some of the quantitative and qualitative research methods political scientists use to draw conclusions about the political world. It also teaches students the writing skills specific to political science. By the end of the course, it is expected that students would have learned how to find an interesting topic and pose a research question; how to obtain and analyze data (qualitative or quantitative); how to read and think critically and use various methods of inquiry--theoretical, historical, comparative, behavioral, and post-behavioral; and how to formulate a thesis statement and write a scholarly literature review. Students are required to (1) write a series of short essays that engage with a variety of research tools and methods (argument, critique, textual analysis, content analysis, discourse analysis, participant-observation method, interviews, etc.); (2) engage in peer review exercise, and (3) write a literature review, a research proposal, and/or an analytical or argumentative paper. They receive feedback from the instructor on each assignment and are expected to revise drafts in response to

comments received. To satisfy the major's requirement in political science, a student must earn the grade of C+ or above in the course.

**POLS 323. The Politics of Race**

Group 1 course

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.

**POLS 324. Politics of Civil Rights and Liberties**

Group 1 course

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.

**POLS 330. Governments and Politics of the Middle East**

Group 1 course

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.

**POLS 335. Muslim Political Thought**

Group 1 course

This course is an exploration of the resurgent tradition of Muslim political thought. It begins with an examination of the canonical thinkers Al-Farabi and Ibn Khaldun and then proceeds to Hourani's account of the confrontation and engagement of Arab theorists with a largely European liberalism. Their readings, critiques, adaptations, challenges to, and expansions of liberalism remain powerful in the shaping of contemporary Muslim political thought. It then turns to an exploration of key texts of political Islam, including controversial works by Qutb and Maududi. It closes with an examination of Women and Islam through an exploration of contemporary debates surrounding the issue of veiling.

**POLS 341. American Political Thought**

Group 1 course

An introduction to American political thought that concentrates on important debates and controversies that have contributed to shaping American political life.

**POLS 351. Government  
and Politics of Russia and  
the CIS**

Group 1 course

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. *May count towards European Studies minor.*

**POLS 352. Politics of  
Developing Nations**

Group 1 course

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).

**POLS 360. African  
Politics**

Group 1 course

This course surveys issues in and approaches to the study of African politics. Special emphasis is placed on the African development crisis through an accounting of varying levels of success and failure across the continent. Specific concerns include: governance, civil and interstate war, international political economy and the development of the state system.

**POLS 370. American  
Foreign Policy**

Group 1 course

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.

**POLS 382. Global Issues**

Group 1 course

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.

**POLS 384. International Law**

Group 1 course

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.

**POLS 390. Topics in Government and Politics**

Social Sciences

Group 1 course

An examination of selected topics related to political science.

**POLS 450. Senior Seminar**

Group 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**

Group 1/2-1 course

Intensive reading and research in American politics, political theory, comparative politics and/or international politics. *Permission of instructor and department required. May not be taken pass/fail.*

## Psychology and Neuroscience

The department offers majors in Psychology and Neuroscience, and a minor in Psychology. Psychology is the scientific study of behavior and mental processes approached from physiological, cognitive, behavioral, social, and applied perspectives. Neuroscience is the scientific study of the nervous system, and integrates knowledge from the fields of biology, chemistry, the cognitive and social sciences, computer science, and allied disciplines. Students in both majors receive training in the scientific approach as it has been applied to the study of such topics as: the structure and function of the nervous system, 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 research and practice. These skills are developed throughout the curriculum for the Psychology and Neuroscience majors; and demonstrated competence in the Statistics and Research Methods is essential for success in both areas of study. Our majors have gone on to successful careers in research, counseling and teaching, medicine, business, journalism and law.

## Requirements for a major in Psychology

Total courses required	Ten
Core courses	PSY 100, PSY 214, PSY 215 The content area core requires four courses:
Other required courses	<ul style="list-style-type: none"> <li>Two courses should be chosen from PSY 280, PSY 300 or PSY 301, PSY 330 or PSY 331, PSY 380 or PSY 381, PSY 350</li> <li>Two courses should be chosen from PSY 260 or PSY 261, PSY 290, PSY 232, PSY 360.</li> </ul>
# 300 and 400 level courses	<p>Four</p> <p>Majors must satisfy their senior requirement by completing the thesis for either PSY 493 (one-semester thesis) or PSY 495 and PSY 496 (two-semester empirical research and thesis) with a C- or better.</p> <p>The major also requires successful completion of a departmental comprehensive examination. The exam is administered in sections to senior majors in PSY 493 and PSY 495. Performance on the exam is part of the grade in PSY 493 or PSY 495. To certify for graduation with a major in psychology, students must earn a 70 percent or better on all sections of the exam.</p>
Senior requirement	<p>The senior capstone experience in psychology has two basic components: breadth of knowledge and focused in-depth investigation. You will demonstrate breadth of knowledge by successfully completing a comprehensive exam, given in three parts that cover major areas of the field (e.g., cognitive, developmental, learning, personality, physiological, social). You will also have the opportunity to pursue an area of psychology in greater depth by completing a senior thesis. One thesis option allows you to perform an empirical investigation of a research problem (review background evidence, design and carry out a study, and write up the findings) over both semesters of your senior year. The other thesis option is a one-semester in-depth, integrative review of the scientific literature on a topic in psychology. All students will publicly present their work. Both options allow you to apply the skills and knowledge that you have acquired over your first three years, and pursue a topic in which you are most interested.</p>
Additional information	<p>Psychology majors must complete a total of two courses in the natural sciences, computer science, and/or mathematics outside of psychology. MATH 135 does not meet this requirement.</p>
Recent changes in major	<p>The senior requirement was changed from completing the seminar with a C- or better to completing the seminar thesis with a C- or better. Effective Fall 2010.</p>



## Requirements for a major in Neuroscience

Total courses  
required 11.5

Core courses BIO 101, CHEM 120, CSC 121, PSY 100, PSY 214  
BIO 382; PSY 300 or PSY 301; PSY 320; PSY 341

Other  
required  
courses Two courses with at least one at the 300 or 400 level from: BIO 203, BIO 241, BIO 320, BIO 325, BIO 314, BIO 315, BIO 335, BIO 381, BIO 385, BIO 415, CHEM 240, CHEM 343, CSC 233, CSC 320, CSC 330, CSC 360, KINS 254, KINS 350, KINS 410, NEUR 320, NEUR 341, NEUR 348, NEUR 349, PHIL 234, PHIL 360, PHYS 270, PHYS 370, PHYS 380, PSY 232, PSY 256, PSY 280, PSY 331, PSY 348, PSY 349, PSY 350, PSY 380, PSY 381, SOC 315.

For student planning to attend graduate or professional school, independent or student-faculty collaborative research is highly recommended for Neuroscience majors. Relevant experience can be gained through an on/off campus summer research placement or by conducting student-faculty collaborative research during the academic year.

# 300 and  
400 level  
courses 5

PSY 480/481 Senior Capstone (1 cr. or 2 cr.)

Senior  
requirement For the Senior Capstone, Neuroscience majors will complete a grant application that describes a novel program of research. The grant application will conform to NIH F31 ; Individual NRSA for PhD Students ([http://grants.nih.gov/grants/forms\\_page\\_limits.htm#fell](http://grants.nih.gov/grants/forms_page_limits.htm#fell)) and be completed in the fall or spring of the final year.

Students wishing to conduct an empirical thesis should complete NEUR 480 in the Fall semester and NEUR 481 in the Spring semester. NEUR 481 will involve the collection of data for an experiment proposed in NEUR 480. The results of this research will be reported in a manuscript and in an oral presentation.

Additional  
information No more than two courses from off-campus programs can count toward the major. Neuroscience majors are encouraged to also take courses in physics and additional courses in computer science depending upon their career interests.

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 or PSY 215 to be a 300-level course for the minor (if a student so chooses).
Number 300 and 400 level courses	Two
Recent changes in minor	

## Courses in Psychology and Neuroscience

### Courses in Neuroscience

#### **NEUR 320. Neuroscience Seminar**

Group 1/2 course

A seminar course covering some aspect of neuroscience across different levels of analysis (e.g., cellular, system, psychological). In the course students will explore recent literature related to a focused area of neuroscience. *Prerequisite: PSY 100, BIO 101, PSY 300 or 301. May be repeated for credit with different topics.*

#### **NEUR 341. Cognitive and Social Neuroscience with Laboratory**

Group 1 course

A survey course with a weekly laboratory that explores the neurobiological foundations of cognition (e.g., memory, attention, decision making) and social interaction (e.g., empathy, stereotyping, self-regulation). The course considers methodology in cognitive and social neuroscience, and examines the literature related to normative function, as well as, psychiatric and neurological disease. The laboratory includes designing experiments and collecting data from human participants using methodologies from neuroscience to understand cognitive and social processes. Students may complete laboratory reports and mini-reviews of the literature related to the course material. *Prerequisite: PSY 100, BIO 101, PSY 300 or 301.*

#### **NEUR 348. Computational Neuroscience**

Group 1 course

This course will expose students to computational models of cognitive processes and compare these models to recent findings in neuroscience. The course will incorporate projects such as implementations and evaluations of simple neural networks (e.g. models of memory and perceptual learning), reinforcement learning models (e.g. models of learning), and Bayesian models (e.g. optimal cognitive processes). We will read and discuss primary and secondary sources to understand how well these models fit the empirical results and whether the models offer plausible neural explanations at different scales. We will also read and discuss review articles that look at larger-scale interactions among brain regions as a means of explaining cognitive processes. *Prerequisite: PSY 100, CSC 121, PSY 300 or 301.*

**NEUR 349. Neuropsychology**

Group 1 course

This course will examine the neuropsychological foundations of cognition, emotion, and social interaction within the Behavioral Neurology tradition. The primary focus will be on examining the effects of focal, degenerative, and developmental neurological damage through the reading of the primary, secondary, and popular literatures, class discussion, and presentations. Topics covered include agnosia, aphasia, amnesia, disorders of executive function and social cognition, and neurodegenerative and psychiatric disease. Prerequisite: PSY 100.

**NEUR 480. Neuroscience  
Capstone I**

Group 1 course

Individual completion of a grant proposal including oral reports and literature review. Prerequisite: Major in Neuroscience and all core coursework in Neuroscience. May not be taken pass/fail.

**NEUR 481. Neuroscience  
Capstone II**

Group 1 course

Completion of a research project formulated in the grant proposal written for Neuroscience Capstone I. Prerequisite: Major in Neuroscience, all Core coursework in Neuroscience, Neuroscience Capstone I and permission of research sponsor. May not be taken pass/fail.

**Courses in Psychology**

**PSY 100. Introductory  
Psychology**

Science and Mathematics

Group 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.*

**Courses in Psychology**

**PSY 197. First-Year Seminar  
in Psychology**

Group 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**

Group 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. May not be taken pass/fail.*

**PSY 215. Research Methods**

Group 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**

Group 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**

Group 1/2-1 course

*Prerequisite: PSY 100. May be repeated for credit with different topics.*

**PSY 252. Drugs, Brain and Behavior**

Group 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 254. Consumer Psychology**

Group 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 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 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.*

**PSY 280. Cognitive Psychology**

Group 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. Not open to students with credit in PSY 281.*

**PSY 281. Cognitive Psychology with Lab**

Group 1 course

This course examines the psychological structures and processes involved in the acquisition, retention and use of knowledge. Topics covered include pattern recognition, attention, memory, language, problem solving and decision-making. Lab includes designing experiments and collecting data from human participants to help understand cognitive processes in these topic areas. *Prerequisite: PSY 100. Not open to students with credit in PSY 280.*

**PSY 290. Developmental Psychology**

Group 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. Neuroscience and Behavior**

Group 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. Not open to students with credit in PSY 301.*

**PSY 301. Neuroscience and Behavior with Lab**

Group 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. The laboratory component will provide research experience with common procedures, behavioral measures, and organisms. *Prerequisite: PSY 100. Not open to students with credit in PSY 300.*

**PSY 305. History of Psychology**

Group 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 311. Psychology Assessment with Lab**

Group 1 course

This course reviews the principles of psychological assessment, including test development, psychometric principles, advanced statistics (e.g., factor analysis, multiple regression) and applications in clinical, industrial/organizational, and educational settings. A major portion of the course will be devoted towards development and validation of a test or measure that students will design themselves. This course provides excellent preparation for students interested in graduate school in psychology, education, and related fields. It is also useful for students interested in a career in Human Resources, where employee and customer surveys are constructed and measures are developed for assessing employee performance. *Prerequisite: PSY 100 and PSY 214.*

**PSY 330. Human Perception**

Group 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 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. 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. *Prerequisite: PSY 100 and PSY 214. Not open to students with credit in PSY 330.*

**PSY 343. Health Psychology**

Group 1 course

(formerly PSY 253) 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 346. Topics in Psychology**

Group 1/2-1 course

*Prerequisite: PSY 100. May be repeated for credit with different topics.*

**PSY 350. Evolutionary Psychology**

Group 1 course

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. *Prerequisite: PSY 100 or permission of instructor.*

**PSY 352. Psychotherapy and Behavioral Change**

Group 1 course

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. *Prerequisite: PSY 100.*

**PSY 353. Intelligence and Creativity**

Group 1/2 course

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. *Prerequisite: PSY 100.*

**PSY 360. Psychology of Personality**

Group 1 course

A survey and evaluation of the major contemporary theories of personality. In addition, personality measurement and research on topics of current importance are covered. *Prerequisite: PSY 100.*

**PSY 364. Industrial and Organizational Psychology**

Group 1 course

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. *Prerequisite: PSY 100. May not be taken pass/fail.*

**PSY 370. Emotions Across the Lifespan**

Group 1 course

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. *Prerequisite: PSY 100. Not open to students with credit in PSY 371. May not be taken pass/fail.*

**PSY 371. Emotions Across the Lifespan with Lab**

Group 1 course

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. *Prerequisite: PSY 100, PSY 214. Not open to students with credit in PSY 370. May not be taken pass/fail.*

**PSY 375. Directed Research**

Group 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**

Group 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 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**

Group 1 course

Individual work on selected topics with oral reports and a major literature survey and thesis. (Includes successful completion of a departmental examination; performance on the exam is part of the grade.) 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, PSY 215 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**

Group 1 course

Extensive literature survey, oral reports and written proposal of a research design. (Includes successful completion of a departmental examination; performance on the exam is a part of the grade.) *Prerequisite: PSY 100, minimum final course grades of B in PSY 214 and PSY 215, 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**

Group 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 is required of Psychology majors in the senior year. May not be taken pass/fail.*

## Religious Studies

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

Total courses required	Nine
Core courses	REL 130 (or REL 130E), REL 479 <ul style="list-style-type: none"> <li>• One course in biblical literature chosen from the following: REL 141, REL 142, REL 241.</li> </ul>
Other required courses	<ul style="list-style-type: none"> <li>• One course in Western religious traditions chosen from the following: REL 132, REL 244, REL 250, REL 252.</li> <li>• One course in Eastern religious traditions chosen from the following: REL 253, REL 257, REL 258.</li> </ul>
# 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 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 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**      Arts and Humanities      Group      1 course

A cross-cultural survey course of major religious traditions, with emphasis upon the theoretical and methodological issues at stake in the discipline of Religious Studies. The course provides a balanced treatment of Asian and Western/Abrahamic traditions in order to explore the concept of 'religion' within a comparative humanistic context. Most important will be a close reading and discussion of primary texts in English translation. By the end of the course students will have developed a vocabulary for understanding religious phenomena cross-culturally and a sensibility for engaging with religious others in our globalizing world.

**REL 132. Judaism, Christianity, Islam**      Arts and Humanities      Group      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. Hebrew Bible**      Arts and Humanities      Group      1 course

This course surveys the diverse literature of Ancient Israel, read in English translation, that came to be recognized as sacred scripture by Judaism and Christianity (known alternatively as Tanakh or Old Testament). The texts are studied within the historical and cultural context of Ancient Israel with an interest in the history and methods of interpretation.

**REL 142. New Testament**      Arts and Humanities      Group      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

Arts and Humanities

Group

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. *May be counted toward a major or minor in English literature upon approval of English department chair.*

## REL 184. On-Campus Extended Studies Course

Group

Var

On-Campus Extended Studies course in Religious Studies.

## REL 190. Topics

Group

1 course

## Topics in Religious Studies.

**REL 197. First-Year Seminar**

Group

1 course

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

**REL 241. Biblical Literature**

Arts and Humanities

Group

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

Arts and Humanities

Group

1 course

An introduction to Jewish life, thought and practice. Description of basic Jewish beliefs, attitudes, values and practices.

## REL 245. Jewish Writers

Arts and Humanities

Group

1 course

This class treats a range of modern and contemporary Jewish writers (European, American, and Israeli). Through writers such as Freud, Kafka, David Grossman, Dara Horn, Philip Roth, and Larry David, we will explore elements of Jewish identity, culture, history, theology and humor. Is there such a thing as a distinctly Jewish imagination? A distinctly Jewish aesthetic?

## REL 250. Christianity

Arts and Humanities

Group

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

Arts and Humanities

Group

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

Arts and Humanities

Group

1 course

This course provides an introduction to the many religious traditions which have found a home in India. In this comprehensive introduction we survey the history, thought, and practices of the major Indian religious traditions in order to come to a better understanding of the ways in which people in South Asia have found meaning and purpose in their lives through religion over several millennia. India (by which we mean not just the present-day nation-state of India but the cultural complex of South Asian civilization from Sri Lanka to Tibet and from Afghanistan to Myanmar from 2500 BCE to the present) gave birth to the three great religious traditions which now blanket Asia: Hinduism in modern-day India, Nepal, and Indonesia; Theravada Buddhism in Sri Lanka, Burma, Thailand, Malaysia, Cambodia and Laos; and Mahayana Buddhism in Tibet, China, Korea, Japan, and Vietnam. So, too, the religions of Jainism and Sikhism were born on Indian soil. And in the present day, the majority of the world's Muslims live in South Asia, thus making Islam a thoroughly 'Indian' religion by adoption. In this introductory class we concentrate on the practices and worldviews of Indian religions classical and modern.

## REL 257. Hinduism

Arts and Humanities

Group

1 course

In this course students examine religious experience and expression in Hindu India in all of their diversity and regional variation with special emphasis on the contemporary persistence of traditional values and practices. Relevant historical background information is surveyed in order to help assess continuity and change in learned and vernacular Hindu religious practices with particular attention paid to the values that both influence and are displayed by them.

## REL 258. Buddhism

Arts and Humanities

Group

1 course

Examines the development of Buddhist thought, scriptures, practices and institutions in India and the religion's spread to China and Japan.

**REL 259. East Asian Religions**

Arts and Humanities

Group

1

This course serves as an introduction to the religious beliefs and practices of East Asia. The course proceeds in chronological order, but it will also focus on broader themes of East Asian religions. Emphasis will be placed on the diversity and unity of religious expressions in China, Korea, and Japan, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature, and ethnographic studies. Special attention will be given to those forms of religion common to both the elite and popular culture: cosmology, afterlife, morality, and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion.

**REL 263. Religion in American Culture: Friend or Foe?**

Arts and Humanities      Group      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**

Arts and Humanities      Group      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**

Arts and Humanities      Group      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**

Arts and Humanities      Group      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 the film. At times the religious themes addressed in moves 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**

Arts and Humanities      Group      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 285. Wisdom and Parables of Jesus

Arts and Humanities

Group

1 course

This course studies the parables, as significant parts of the New Testament, within the framework of the biblical wisdom tradition, the prevailing consensus and contemporary approaches to parable interpretation including socio-historical criticism that interpret the parables in relationship to the context of Ancient Palestine. The course seeks to broaden students' understanding of the parables, and to identify the authority, interpretive possibilities, and legacy of the major parables in the formation of the Christian tradition.

## REL 290. Topics in Religion

Group

1 course

Topics such as religious phenomena, e.g., Millenialism, religious ethics and historical religious figures and movements. *May be repeated for credit with different topics.*

## REL 297. Religion and the Meaning of Life

Arts and Humanities

Group

1 course

The course explores the fundamental question whether life has meaning. The course poses the question and explores its relationship to religion as the human quest for meaning through reading and critical reflection on selected literature, and other related texts that illustrate the importance of meaning in the study of religion, and ways in which some of humankind's most important questions are grounded in religious sentiments. Texts include authors such as Karen Armstrong, Saint Augustine, Christina Baldwin, Viktor Frankl, Malcolm X, and Amy Tan.

## REL 320. Genesis and Gender: Jewish, Christian and Muslim Readings

Arts and Humanities

Group

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

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 342. Jewish and Christian Origins**                      Arts and Humanities                      Group                      1 course

This course focuses on the history, literature, and religious communities in the period that defines the background and the emergence of Christianity and Rabbinic Judaism (400BCE-400CE). We deal with a vast array of ancient primary sources ranging from late biblical literature, Apocrypha and Pseudepigrapha, Dead Sea Scrolls, New Testament and early Christian texts, and the literature of Rabbinic Judaism. These texts allow us to discuss the formations and developments of communities such as the Jerusalem Priesthood, the Dead Sea Scrolls Community, the Pharisees, and the various communities of Early Christianity, Rabbinic Judaism, and Jewish-Christianity.

**REL 350. Modern Christian Thought: From Liberalism to Liberation**                      Arts and Humanities                      Group                      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. Modern Islam**                      Arts and Humanities                      Group                      1 course

Examines the developments, issues, events and ideas that have shaped modern Muslim thought and societies. Special attention will be given to the meaning of modernity/modernization, the way it was first encountered by Muslims, and its material and intellectual impact on Muslim societies.

**REL 354. Women and Gender in Islam**                      Arts and Humanities                      Group                      1 course

This course examines women and gender in the Islamic tradition and Muslim societies. Through a variety of written and visual sources, it treats 1.) the history of women in Islam, 2.) the impact of the tradition on women's lives and gender categories, and 3.) the efforts of modern Muslims to challenge traditional gender definitions and create a useable past.

**REL 357. Modern Hinduism**                      Arts and Humanities                      Group                      1 course

In this course we examine the rise of Hindu modernity from the colonial period to the present day. Our main objective is to come to an understanding of the embedded nature of modern Hinduism within the historical matrices of culture, society, politics, and economics in India.

Through the close reading of primary and secondary interpretive texts dealing with the transformation of religion in modern South Asia students learn how to apply the critical hermeneutical techniques specific to the discipline of the history of religions. At the same time, they gain a better understanding of contemporary Hinduism as they learn about the challenges which Hindus have faced and negotiated in the modern period. By doing so students are able to understand more thoroughly the situation of religious belief and practice across the globe in the modern and post-modern periods.

**REL 359. Religion in Modern Japanese Society**

Arts and Humanities      Group      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 360. Bob Marley, Caribbean Religion and Culture**

Arts and Humanities      Group      1 course

This course is a close study and analysis of the religious core and communicative rationality in Bob Marley's life and music. It develops the intersections between Caribbean religion and culture based on Marley's affiliation to Rastafari.

**REL 370. Advanced Topics in Religion**

Arts and Humanities      Group      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 375. Psychoanalytic Approaches to the Study of Religion**

Group      1 course

The purpose of this course is to investigate the use to which psychoanalytic frameworks have been put in the understanding of religious phenomena over the past 100 years or so. Although out-of-fashion as a therapeutic model in the early 21st century, psychoanalysis nevertheless continues to exert an influence on the academic study of religion from scholars who have found psychoanalytic theoretical insights to be particularly helpful in the interpretation of religious experience and behavior. In this course students read key texts in the development of psychoanalytic thought and evaluate the extent to which they both help and hinder our understanding of religious human beings.

**REL 479. Seminar in Religion**

Group      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**

Group 1/4-1 course

Directed studies in a selected field or fields of religion. *May be repeated for credit with different topics.*

## **Sociology and 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 Women's 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, ANTH 151 and ANTH 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 and one-quarter
Core courses	ANTH 151, ANTH 153, ANTH 250, ANTH 383, ANTH 450 (formerly ANTH 380), 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.
# 300 and 400 level courses	Four
Senior requirement	The senior requirement consists of the completion of 1) ANTH 452 (Senior Seminar in Anthropology) with a grade of C- or higher AND 2) a senior thesis paper with a grade of C- or higher. The capstone experience for majors includes the completion of ANTH 452 (Senior Seminar in Anthropology) and a 25-35 page thesis based on original research. The first half of the seminar involves common readings on a broad theme of anthropological relevance; the second half of the seminar is devoted to students' individual projects and presentations of their work in class. Students are also required to present their final work during the annual Sociology and Anthropology Senior Symposium at the end of the spring semester.
Recent changes in major	For majors declared prior to July 1, 2011: "Two courses in sociology may apply toward the anthropology major, but not toward the 300-level course." As of Spring 2013, ANTH 380, Ethnographic Methods, will be ANTH 450, Ethnographic Methods. Students who have completed ANTH 380 should not take ANTH 450.  ANTH 250, Pro-Seminar in Anthropology and Sociology (.25 credit) is required for the major, effective 7/1/2014.

## Requirements for a major in Sociology

Total courses required	Nine and one-quarter
Core courses	SOC 100, SOC 240, 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.

# 300 and 400  
level courses

Four

Senior  
requirement

The senior requirement consists of the completion of 1) SOC 410 (Senior Seminar in Sociology) with a grade of C- or higher AND 2) a senior thesis paper with a grade of C- or higher. The capstone experience for majors includes the completion of SOC 410 (Senior Seminar in Sociology) and a 25-35 page thesis based on original research. The first half of the seminar involves common readings on a broad theme of sociological relevance; the second half of the seminar is devoted to students' individual projects and presentations of their work in class. Students are also required to present their final work during the annual Sociology and Anthropology Senior Symposium at the end of the spring semester.

Recent  
changes in  
major

For majors declared prior to July 1, 2011: "Two courses in anthropology may apply toward the sociology major, but not toward the 300-level course."

SOC 240, Pro-Seminar in Anthropology and Sociology (.25 credit), is required for the major, effective 7/1/2014.

## 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** Social Sciences Group 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 183S. Off-Campus Extended Studies Course** Group variable

May or Winter Term off-campus study project with a sociological theme.

**SOC 197. First-Year Seminar** Group 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. *First-year students only.*

**SOC 201. Sociological Perspectives** Group 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** Social Sciences Group 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 212. Sociology of Family** Social Sciences Group 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 215. Criminology**                      Social Sciences                      Group                      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 217. Queer Theory/Queer Lives**                      Social Sciences                      Group                      1 course

An interdisciplinary exploration of the social and historical development of lesbian, gay, bisexual and transgender (LGBT) categories, identities and communities; the emergence and development of Queer Theory and its ability to deconstruct, de-politicize and extend beyond "LGBT"; the effect of interlocking systems of domination and control on queer lives, including sexism, racism, ethnicity and social class; and LGBT/Queer experiences within social institutions including families, marriage, law and the media. *Prerequisite: SOC 100 or sophomore standing. May be cross-listed with W S 250, Queer Theory/Queer Lives.*

**SOC 220. Sociology of Hip Hop**                      Social Sciences                      Group                      1 course

This course is a socio-historical analysis of hip hop examining the conditions for the creation and continued existence of this genre of music. We approach it through theoretical frameworks such as Marxism and feminism, address questions such as how capitalism and the commodification of hip hop affect our society. In addition, how do artists conceptualize and present masculinity and femininity? Is it really okay to be a P.I.M.P., hustler, or player? Finally, what role does race and ethnicity have in hip hop music? Are white artists such as Eminem really appropriating the culture from minorities? Our intent is to discover how the socially constructed characteristics of race, class, and gender are addressed and conveyed in hip hop music.

**SOC 222. Social Deviance**                      Social Sciences                      Group                      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**                      Social Sciences                      Group                      1 course

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. *Prerequisites: SOC 100 or sophomore standing.*

**SOC 237. Racial and Ethnic Relations**

Social Sciences

Group 1 course

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. *Prerequisite: SOC 100 or sophomore standing.*

**SOC 240. Pro-Seminar in Anthropology and Sociology**

Group 1/4 course

In order to demonstrate the ways sociology and anthropology overlap, intersect and inform one another, faculty members in both disciplines will formally present current research projects to student majors. Students are required to complete reflective writing assignments that synthesize and connect presentations. *No prerequisites. Cross-listed with ANTH 250. Course may be taken only once for credit, preferably before the senior seminar.*

**SOC 242. Medical Sociology**

Social Sciences

Group 1 course

Are you healthy or ill? How do you know? Can your race, class and gender really affect your health? Is the health care system able to take care of our country's citizens? These and many, many more questions will be explored in Medical Sociology. The course is divided into four parts. In the first, we will explore how macro-level factors affect health. Next, we will address the cultural meanings and interpersonal experiences of illness. We will then shift to looking at health care providers followed by a brief evaluation of health care service and reform in the United States. *Prerequisite: SOC 100 or sophomore standing.*

**SOC 301. Topics in Sociology**

Group 1/2-1 course

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. *Prerequisite: one course in SOC or permission of instructor.*

**SOC 303. Social Theory**

Group 1 course

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. *Prerequisite: SOC 100 and Sociology or Sociology-Anthropology major, or permission of instructor.*

**SOC 315. Sociology of Madness**

Social Sciences

Group 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 322. Black Issues and Identity**

Group 1 course

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. *Prerequisite: One course in Sociology or permission of instructor.*

**SOC 329. Social Inequalities**

Social Sciences

Group 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 people's 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**

Social Sciences

Group 1 course

Drawing on work in sociology, psychology, and cultural and feminist studies, the course investigates how women from various ethnicities, socio-economic strata, and age groups make sense of gendered expectations, opportunities, and constraints. Particular emphasis is placed on the ways women encounter and resist circumstances they find limiting of their human potential. *Prerequisites: WS 140 or permission of instructor. Cross-listed with WS 332.*

**SOC 333. Intimate Violence**

Group 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 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 340. Sociology of Popular Culture**

Group 1 course

This course examines what is commonly referred to as popular culture. Of course, popular culture can constitute any number of aspects including, art, soap operas, comic books, sports, music, the clothes we wear, movies we see, the media, and the foods we eat, among other things. We will begin the course defining and dissecting popular culture from a sociological perspective. We will explore whether popular culture is high brow or low brow and who has the power to classify it as such. Also, we will address whether popular culture is created by and for the people, or whether it is created by a dominant or elite group that imposes their will on the masses. Who are the producers and consumers of popular culture? Are they one in the same? Along the way we will examine how various disciplines or groups such as Cultural Studies or the Production of Cultural Studies view and explain popular culture. Finally, no sociology course is complete without exploring how various theorists and theories, such as Marxism, Feminism, or Gramsci's idea of hegemony illuminate our understanding of popular culture.

**SOC 342. Women, Health and Social Control**

Group 1 course

This course focuses on the intersection of health, illness and gender. It combines classic and contemporary feminist ideologies to explore how health and illness have been defined and experienced by different women across historical time and space. Considerable attention is paid to how conceptualization of women (and their bodies) as inferior has led to the medicalization and control of women's bodies. The course especially highlights the role of women's health movements in shaping how women's health is understood, embodied and contested. We start the course addressing theoretical frames for understanding gender and health, then assess contemporary women's health status. The course then loosely follows a life course approach in that we explore women's experiences with menstruation, sexuality, reproductive technologies, childbirth and menopause. *Prerequisite: One course in sociology or permission of instructor.*

**SOC 401. Methods of Social Research**

Group 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**

Group 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 major, SOC 100, SOC 303, & SOC 401*

**SOC 413. Readings and Projects in Sociology**

Group 1 course

**SOC 414. Readings and Projects in Sociology**

Group 1 course

**Courses in Anthropology**

**ANTH 151. Human Cultures** Social Sciences

Group 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** Science and Mathematics

Group 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**

Group 1 course

Advanced placement credit for entering first-year students in Human Geography.

**ANTH 183A. Off-Campus Extended Studies Course**

Group variable

May or Winter Term off-campus study project with an anthropological theme.

**ANTH 197. First-Year Seminar**

Group 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 250. Pro-Seminar in Anthropology and Sociology**

Group 1/4 course

In order to demonstrate the ways sociology and anthropology overlap, intersect and inform one another, faculty members in both disciplines will formally present current research projects to student majors. Students are required to complete reflective writing assignments that synthesize and connect presentations. *No prerequisites. Cross-listed with SOC 240. Course may be taken only once for credit, preferably before the senior seminar.*

**ANTH 251. Latin American & Caribbean Cultures**

Social Sciences

Group 1 course

This courses introduces students to the diverse cultures and societies of Latin America and the Caribbean via a multi-disciplinary approach. Through historical, ethnographic, and literary study, we will explore relations of power, ideology, and resistance from the colonial conquest to the present, including economic dependency, development, political institutions, the military, social movements, religious expressions and ethnic and class relations.

**ANTH 253. Environmental Anthropology**

Social Sciences

Group 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 255. The Anthropology of Gender**

Social Sciences

Group 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 Food**

Social Sciences

Group 1 course

This course explores aspects of the cultural uses and symbolic meanings we attach to food and eating. Students explore such questions as: How do we use food? What is changing in our food consumption patterns? What is the relationship between food consumption and the environment? What are some of the politics and the ethics involved in food consumption? What is the significance of eating out, of "ethnic" restaurants? And how do we analyze the smell and taste of food cross-culturally? *Prerequisite: ANTH 151, sophomore standing or permission of instructor.*

**ANTH 257. Culture, Medicine and Health**

Social Sciences

Group 1 course

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.

**ANTH 258. Archaeology**

Social Sciences

Group 1 course

(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. *Prerequisite: ANTH 151, ANTH 153 or sophomore standing.* Not open to students with credit for ANTH 354.

**ANTH 259. Anthropology of Death**

Social Sciences

Group 1 course

In this course we explore how various cultures think about the role of death in life. Using a variety of anthropological texts and methods (including ethnographic, archaeological and forensic perspectives), we examine the range of experiences that people have with the dead, what people do with and to their dead and the meanings that those experiences have for the living. This course examines the intersections between the social and physical bodies that human beings inhabit and takes a critical perspective on Western medical assumptions about death and dying.

**ANTH 260. Wars and Militarism**

Social Sciences

Group 1 course

This seminar is on wars and militarism and how these effect and shape human lives. We discuss whether or not wars and the concomitant militarization of human societies are inevitable aspects of our existence. Do wars and militarism reflect primordial human biological and psychological instincts and are therefore inevitable features of human existence? Or can these be traced to certain social, political, and economic contingencies and processes? Can wars be conceptualized only in terms of armed conflicts between nation-states or do wars encompass

much more than is usually accepted or understood? This course is intended to blur several boundaries: normative understandings of wars and peace; differences between legitimate and unjust wars; and wars waged by nation-states and by insurgent and terrorist groups. Through an interdisciplinary lens that brings together insights from anthropology, security-studies, cultural-studies, feminist theory, political-science and history, we will define, identify, and understand the different kinds of wars that are being fought in contemporary times. The focus of the course will be to highlight the lived experience of wars and militarism, the strategies of survival that people employ in sometimes extremely adverse situations; the underlying assumptions of wars and militarism that are reflected in social institutions seemingly little connected to them; and most importantly, the power differences that underpin and drive contemporary wars.

**ANTH 261. Archaeology of the Body**      Social Sciences      Group      1

This course examines archaeological and physical anthropological research on the human body. The course considers how such research is carried out, what it contributes to our understanding of ancient societies, and the ethical issues unique to the study of human remains. Topics discussed include mortuary ritual, the relationship between the living and the dead, prehistoric warfare, and skeletal markers of disease. *Prerequisites: ANTH 151, ANTH 153, sophomore standing, or permission of instructor.*

**ANTH 271. African Cultures**      Social Sciences      Group      1 course

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. *Prerequisite: ANTH 151, sophomore standing or permission of instructor.*

**ANTH 290. Anthropological Perspectives**      Group      1/2-1 course

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. *Prerequisite: ANTH 151, sophomore standing or permission of the instructor. The course may be repeated for credit with different topics.*

**ANTH 355. Anthropology of Development**      Group      1 course

Development is often considered synonymous with progress and economic growth. This course seeks to challenge the framework within which development policies and practices have been conceptualized since the 1940s. How do discourses and practices of development reflect struggles over power, history, and culture? Why has development often been understood as a

"neocolonial" endeavor that seeks to maintain the global hegemony of the first world over the third world? How has the trajectory of development shifted in the past five decades to encompass divergent agendas, practices, and meanings? How have these "macro" agendas shaped the lives of millions of men and women living across the globe? Can development be understood as a monolithic category or is it experienced differently by men and women cross-culturally? This course will also highlight some of the most pressing concerns over the merits and limitations of globalization thereby engaging students with ongoing social, political and economic debates. Using anthropological insights, we will explore the connections between colonialism, development, capitalism, and globalization to analyze how "development" is embedded in social inequities, and whether or not a more equitable form of development can be envisioned.

**ANTH 360. African Diaspora Religions**

Group 1 course

This course is designed to explore the history, functions, and communities, which encompass religions of the African Diaspora such as Santería, Vodou, and Candomblé. Lectures, discussions, films, and a range of ethnographic literature will introduce students to these religious systems. Among the topics and themes to be addressed in relation to religion are issues of identity, ethnicity, gender, performance, and class. Case studies in Brazil, Cuba, and among Latinos in the U.S. will illuminate the multivocality of the religious beliefs and practices found in the African Diaspora.

**ANTH 366. Performing Latin American Culture**

Group 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 370. Public Health in Africa**

Social Sciences

Group 1 course

This is a seminar style course that examines the intersections between the interrelated perspectives in public health, international health, and global health from the 19th to the 21st centuries. Our attention will be on the relationship between Western and non-Western forms of scientific practice and health systems as they have emerged in the African continent and Diaspora. Specifically, this course will examine the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, North and South, public welfare and private interest, research practices and human subjects, the commodification of health and the body, and human rights discourse throughout Africa and the Diaspora. The course will be divided chronologically into four parts, tracing imperial health formation formations in the late 19th century, the nascent internationalism of the interwar period, the construction of bureaucracies of development in the postwar and postcolonial era, and

contemporary configurations of public and private interests in the new global health of the late 20th and early 21st centuries. In addition to garnering an understanding of the background and politics/policies of public health in Africa, students will become familiar with how to conduct a "hands-on" needs assessment of a particular cultural group in the continent. Students in this class will acquire knowledge of the history and practice of public health in Africa and the Diaspora through a wide range of readings from multidisciplinary and anthropological sources. Students will acquire the practical skills necessary to evaluate contemporary public health issues in an African context utilizing skills in Community Needs Assessment practice. Students will work collaboratively to produce a Needs Assessment document for a community that will be shared with those in the continent and who are actively working in public health. There are no prerequisites at present for this course although some prior coursework in Anthropology, Global Health and/or Biology is encouraged.

**ANTH 380. Anthropology of Reproduction in the Americas**

Social Sciences

Group

1 course

This course examines the social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its cross cultural meanings. Utilizing a hemispheric and ethnographic approach to reproduction, this course engages with examples from throughout the Americas, including but not limited to Brazil, Cuba, Guatemala, Mexico, Peru, and the United States. The course is organized to address a reproductive spectrum including fertility, childbirth and parenting, as well as the roles and expectations for women and men in each of these stages of reproduction. Additional topics addressed are state intervention on fertility, technologies of reproduction, the cultural production of natural childbirth, the politics of fetal personhood, and the diverse reproductive health situations influenced by the intersectional nature of gender, race, ethnicity, nationality and class.

**ANTH 383. History of Anthropology**

Group

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-Antropology major or permission from instructor. This course may not be taken pass/fail.*

**ANTH 390. Topics in Anthropology**

Group

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**

Group

1/2-1 course



*Prerequisite: permission of instructor.*

**ANTH 442. Readings and Projects in Anthropology**

Group 1 course

*Prerequisite: permission of instructor.*

**ANTH 450. Ethnographic Methods**

Group 1 course

(Formerly ANTH 380) 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 452. Senior Seminar in Anthropology**

Group 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 major, ANTH 151, ANTH 153, ANTH 383, ANTH 450. May not be taken pass/fail.*

## University Studies

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**

Group 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**

Group 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. *May not be counted toward a major in Mathematics. May not be taken Pass/Fail.*

**UNIV 300. Practicum for Oral  
Communication Consultants**

Group 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**

Group 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**

Group 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.*

**Courses in University Studies**

**UNIV 002. New Student  
Orientation**

Group 0

Non-credit orientation programs for new students, including first-year, transfer and exchange students.

**UNIV 135. Academic  
Excellence Seminar**

Group 1/2 course

This course is designed to support students in their development as learners through readings, reflective writing, and class discussion. Topics covered include active reading, taking good notes, preparing for exams, and time management. Students will be encouraged to explore their strengths as scholars, to address their weaknesses and to become more engaged in the learning process.

**UNIV 150. The Discovery Process in Science and Mathematics**

Science and Mathematics      Group      1 course

This course introduces students to multiple scientific disciplinary perspectives in the context of exciting discoveries in science and their impacts. The course has multiple modules taught by different faculty members from at least three different science and math departments. Each module examines a disciplinary approach to hypotheses, data collection, and interpretation so students can experience and understand the discovery process. Faculty members coordinate transitions between these modules as well as assessment across modules, and students compare and contrast the disciplinary approaches to gain a more sophisticated understanding of how science is conducted in different fields. The course also emphasizes the relevance of the discoveries to students' lives.

**UNIV 170. Environmental Science Seminar**

Group      1 course

In this discussion-based course, students learn the interdisciplinary science behind environmental problems by reading current and classic papers from a variety of scientific journals. The specific topic or topics are chosen by the class during the first session and then are explored over the course of the semester. Scientific writing and speaking skills are developed throughout the semester.

**UNIV 291. Prindle Selected Topics in Ethics**

Group      1/4 credit

Prindle reading courses are designed to give students an opportunity to take a focused mini-course on a subject or issue that speaks to issues of ethical concern. The offerings are multi-disciplinary and topics will vary significantly depending on the professor and their disciplinary home.

**UNIV 315. Subject Tutor Training**

Group      1/2 course

UNIV 315 Subject Tutor Training provides training for students who serve as department tutors. Topics include: establishing a productive tutoring climate; helping without doing the client's work; conducting a tutoring session strategically; working with International Students and English Language Learners; and being aware of different styles of learning. Faculty members from the sponsoring department will augment instruction with appropriate curricular material. Each student will work with a faculty member from the sponsoring department and the instructor of the tutor training course to develop a learning contract that outlines the tutors' responsibilities and learning goals. The contract must be approved by the chair of the sponsoring department.

**UNIV 320. Tutor Fellow**

Group      .25 course

May be repeated for up to 0.5 credit. To be enrolled in this course, students must have successfully completed UNIV 300, 301 or 310 (the S, W and Q training courses) or 315

(approved in November). Students are expected to tutor for 3-5 hours per week. In order to take this class students must be sponsored and evaluated by a faculty member in the content area in which they will tutor. They will also set up learning contract with the faculty sponsor that might include such appropriate tasks as writing a paper/keeping a journal of their tutoring work or research projects that they will submit to the faculty member sponsoring them. Students who repeat the course for credit must create a new learning contract each semester.

**UNIV 325. Fellowship  
Application Writing  
Workshop**

Group 1/4-1/2 course

This workshop is open to students from all classes who would like to learn how to write personal statements, cover letters, proposals for travel and study abroad, and other essays typically required for nationally competitive scholarships and awards. Each week, students will write a short essay in answer to an application prompt (e.g., "Describe an experience or activity that strengthened your commitment to a particular major or career path"). Students will workshop essay drafts in class, revise these drafts, practice interview skills, and work one-on-one with consultants in the W and S Centers. The final product for the class will be a portfolio of well-revised application essays, including a strong personal statement and an equally strong study, travel, or research proposal.

**UNIV 391. Topics: Important  
Books**

Group 1/4 credit

In this one-quarter credit seminar, students will discuss each week a different historically influential text. There will be two co-supervising faculty present, changing each week, to oversee and evaluate student discussion, but not to teach. Each week students' performance in discussion will be graded by the co-supervising faculty. Students who miss a class will write a paper as make-up work. The course may be repeated for credit under different topics.

**UNIV 495. Independent  
Interdisciplinary Senior  
Project**

Group 1 course

The senior capstone experience for Independent Interdisciplinary majors who do not complete the capstone experience through one of the academic departments included in the major.

**Courses in Extended Studies**

**UNIV 183. Off-Campus  
Extended Studies Course**

Group variable

Faculty-led domestic and international study and service courses that provide students opportunities to explore and experience other cultures, learn in new environments, develop skills not readily acquired elsewhere, and deepen their understanding of the global community. Curricular offerings earn .5 course credit and count toward satisfying the Extended Studies requirement; co-curricular offerings do not carry academic credit but do count toward the Extended Studies requirement.

**UNIV 184. On-Campus  
Extended Studies Course**

Group Variable

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

**UNIV 185. Independent  
Project**

Group 0 course credits

D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus. Student-designed individual or group projects. Students initiate a project by submitting a proposal endorsed by a faculty member who has expertise in the area of the research or creative work and who is available to provide guidance on the project. Proposals are reviewed by the Committee on Experiential Learning and may also require approval by the Institutional Review Board for projects that involve human subjects or the Institutional Animal Care and Use Committee for projects involving research on animals. (0 course credits. Counts toward satisfying the Extended Studies requirement.)

**UNIV 186. Faculty-Led  
Project**

Group 0 course credits

D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus. Faculty-designed projects that involve students working as collaborators. Results are often presented at research poster sessions, academic conferences, performances or shows. (0 course credit. Counts toward satisfying the Extended Studies requirement)

**UNIV 187. Short-Term  
Internship**

Group 0 course credits

D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus. A full-time, short-term internship. In consultation with staff members at the Hubbard Center, students initiate contact with prospective hosts and develop materials for applying for and carrying out an internship, including resume, cover letter, and learning contract. (0 course credit. Counts toward satisfying the Extended Studies requirement)

**Courses - UNIV**

**UNIV 190. Topics**

Group 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 191. Campus Topics**

Group 1/4 course

Campus Topics is a colloquium devoted to a major campus event. Participants meet approximately seven times through the semester to discuss materials related to the event and

they complete a project, which may involve preparing the campus for the event, participating in it, or reflecting on its impact.

**UNIV 197. First-Year Seminar**

Group 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 201. Quantitative Reasoning in Current Events**

Group 1 course

University Studies 201 will focus on the examination and analysis of several current events from quantitative and problem solving perspectives. Students will use a variety of mathematical skills including statistics, dimensional analysis, algebra, finance, probability and risk analysis to investigate and discuss topics ranging from environmental pollution to professional athletics.

**UNIV 275. Introduction to Public Health**

Group 1 course

An examination of the principles and practice of public and global health. While the course introduces a range of health issues, assigned readings and student projects focus on a cluster of specific topics. These topics may include, among others: health-related ethical issues; the global burden of disease; acute and chronic diseases; epidemiology; social and cultural determinants of health; population-based health; health and the environment; sexually transmitted diseases; and the U.S. healthcare system.

**UNIV 290. Topics**

Group 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**

Group 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**

Group 1 course

**Readings**

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**

Group 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 350. Independent Study**

Group 1/4-1/2-1 course

Independent work in the liberal arts with attention to interdisciplinary perspectives.

**UNIV 390. Topics**

Group 1/4-1/2-1 course

An exploration of particular topics or issues within the liberal arts from a disciplinary or interdisciplinary perspective.

**UNIV EXP. Applied Civic  
Learning**

Group 1 course

The objective of this course is to study the civic and social rural challenges by actively engaging in applied learning experiences. The course allows the student to learn through observation, immersion, discussion, and studying theory and civic engagement. By working in a divergent community beyond the walls of DePauw classrooms, students have the chance to develop their interpersonal skills and understanding of offices in a small, rural community.

The majority of time spent on this course will be at the host site. Students will work on projects that provide professional experiences with their specific organization. Through their applied learning experiences, they will strengthen project management, data analysis, and team leadership development skills. Focus is placed on developing a more professional student who has the tools necessary to succeed in post-graduation opportunities.

Weekly class discussions will focus on integrating the classroom content with the students' unique applied learning experiences for the purposes of deepening understanding of local challenges and even proposing solutions. Their collaboration with partners in Putnam County will foster connections with Greencastle residents.

[Application](#)

## **Women's, Gender and Sexuality Studies**

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 -female as well as male -to reconsider the diversity of women's experiences in the past and the changing roles of women and men 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. For minors, Feminist Theory (WS 340) serves as the capstone 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 340, WS 350, WS 440.  
At least one of the following:

- WS 250, Queer Theory, Queer Lives
- WS 260, Women of Color in the U.S.
- WS 262, Transnational Feminisms

Other required  
courses      The remaining courses, one of which must be at the 300-level, may be drawn from the following regularly offered courses and/or from affiliated electives approved by the Women's Studies Steering Committee:

- WS 342, Women, Health and Social Control
- WS 362, Feminist Approaches to Environmentalism
- WS 355, Women in Education
- WS 332, Women, Culture and Identity



# 300 and 400  
level courses

Four

Senior  
requirement

The senior requirement consists of the completion of WS 440.

Additional  
information

Students must also take at least 16 courses outside the list of women's studies courses. No more than two courses of off-campus study may be counted toward the major. 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 major upon approval by the Director of Women's Studies.

Recent  
changes in  
major

The list of core courses and other courses was revised effective 7/1/2012.

## Requirements for a minor in Women's Studies

Total courses  
required

Five

Core courses

WS 140, WS 340

At least one of the following:

- WS 250, Queer Theory, Queer Lives
- WS 260, Women of Color in the U.S.

The remaining courses, one of which must be at the 300-level, can be drawn from the following regularly offered courses and/or from affiliated electives

Other courses approved by the Women's Studies steering committee.

- WS 262, Transnational Feminisms
- WS 342, Women, Health and Social Control
- WS 362, Feminist Approaches to Environmentalism
- WS 355, Women in Education
- WS 332, Women, Culture and Identity

# 300 and 400  
level courses

Two

Recent  
changes in  
minor

Revised list of other required courses effective 7/1/2012.

## Courses in Women's, Gender and Sexuality Studies

**WGSS 140. Introduction to Women's  
Studies**

Social Sciences

Group

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.

**WGSS 190. Topics in Women's Studies**

Group 1 course

An interdisciplinary exploration of a particular theme, area, or period, with respect to issues of women and gender.

**WGSS 197. First-Year Seminar**

Group 1 course

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

**WGSS 225. Sexuality, Culture and Power**

Group 1 course

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. *Prerequisites: SOC 100 or sophomore standing.*

**WGSS 250. Queer Theory, Queer Lives** Social Sciences

Group 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.

**WGSS 260. Women of Color in the U.S.**

Group 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.

**WGSS 262. Transnational Feminisms**

Social Sciences

Group 1 course

An interdisciplinary exploration gender and sexuality in a transnational context. We examine a variety of global processes, including colonialism and present-day capitalism and development studies; topics may also include military conflict, transnational ecofeminisms, and the use of art in developing solidarity across transnational feminist movements.

**WGSS 290. Topics in Women's Studies**

Group 1 course

An interdisciplinary exploration of a particular theme, area or period, with respect to issues of women and gender.

**WGSS 332. Women, Culture and Identity**

Social Sciences Group 1 course

Drawing on work in sociology, psychology, and cultural and feminist studies, the course investigates how women from various ethnicities, socio-economic strata, and age groups make sense of gendered expectations, opportunities, and constraints. Particular emphasis is placed on the ways women encounter and resist circumstances they find limiting of their human potential. *Prerequisites: W S 140 or permission of instructor. Cross-listed with SOC 332, Women, Culture and Identity.*

**WGSS 340. Feminist Theory**

Group 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.

**WGSS 342. Women, Health and Social Control**

Social Sciences Group 1 course

In this course, we will focus on the intersection of health, illness, and gender. This course combines classic and contemporary feminist and sociological ideologies to explore how health and illness have been defined and experienced for different women across historical time and space. There is considerable attention to how conceptualization of women (and their bodies) as inferior has led to the medicalization and control of women's bodies. We will especially highlight the role of women's health movements in shaping how women's health is understood, embodied and contested. We start the course addressing theoretical frames for understanding gender and health. We then assess contemporary women's health status. The course then loosely follows a life course approach in that we explore women's experiences with menstruation, sexuality, reproductive technologies, childbirth, and menopause. *Prerequisites: one course in sociology or permission of instructor.*

**WGSS 350. Feminist Inquiry (formerly WS 240)**

Social Sciences Group 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 class exercises and the undertaking of an individual project. *Prerequisite: WS 140.*

**WGSS 355. Educating Women** Social Sciences Group 1 course

Women in Education is an interdisciplinary discussion of how girls and women have affected and been influenced by K-12 schooling and post-secondary education over the last 125 years. Drawing on the fields of education studies, sociology, women's studies, and history, we will examine areas such as the rise of co-education, the feminization of teaching, 'feminine' learning styles, and the impact of race, ethnicity, sexuality, and social class on women's aspirations, interactions, and experiences within learning institutions. *Prerequisite: WS 140 or permission of instructor. Cross-listed with EDUC 350.*

**WGSS 362. Feminist Approaches to Environmentalism** Group 1 course

Are women really closer to nature? Are women more deeply impacted by environmental degradation than men? Why do women make up the majority of the world's environmental activists? We will debate these questions and more as we consider how ecological narratives and practices are constructed at the intersections of gendered, raced, classed, and sexual identities. This course explores the work of artists, activists, and scholars to show how women and men have been at the forefront of struggles to reclaim their homes, communities and lands from patriarchal and (neo)colonial oppression. Topics include: ecofeminism, environmental racism and the environmental justice movement, queer ecologies, food politics, ecological economies, and eco-spiritual traditions. By the end of the term, you will be able to map some of the key debates in these fields and determine your own beliefs about philosophies and best practices for social-environmental justice.

**WGSS 370. Topics in Women's Studies** Group 1/2-1 course

An interdisciplinary exploration of a particular theme, area or period, with respect to issues of women and gender.

**WGSS 380. Chicana Feminisms** Group 1 credit

This class addresses Mexican-American women's political mobilizations and social theories from the colonial era to the present. While the course centers on the philosophies, art, and literature of Mexican-American women and self-identified Chicanas, students are encouraged to develop comparative perspectives on the intersections of Chicana feminisms with the decolonial work of women across Latin America and the Caribbean, and to make connections between Chicana feminisms and other streams of feminism across the U.S.

**WGSS 390. Independent Study** Group 1/2-1 course

Independent Study.

**WGSS 440. Women's Studies Senior Thesis**

Group 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.

**WGSS EXP. Senior Thesis Workshop**

Group 1/4 course

Any student, regardless of major, who is writing a senior thesis or project with a focus on women and/or gender is invited to sign up for this writing workshop. Students will exchange drafts and share strategies for research and revision. *Pass/Fail*.

## World Literature

World Literature is an interdisciplinary program for students interested in studying literature and culture as these are produced and spread from one place to another. In pursuing the study of literature and culture in global contexts, our courses offer a variegated array of literary genres, historical periods, and translated texts from Europe, Asia, Africa, the Middle East, and Latin America. Our affiliated faculty members represent a broad range of approaches and areas of studies, including post- colonialism; comparative literature; classics; film studies; women, sexuality, and gender studies; modern languages; religious studies, and translation studies.

With a long, intricate history, the dissemination and propagation of literature and culture remain topical in today's global economy and multipolar world. In aspiring to study Western and Non-Western works through innovative constellations and beyond traditional disciplinary boundaries, our students stand to gain a much needed perspective on what it means to navigate and circulate in today's world for a broad spectrum of people, characters, objects, and ideas. Moreover, students are called upon to develop a critical understanding of their own world citizenship.

Our program is especially committed to exploring translation as a model activity at the core of the liberal arts. World literature's inherently global perspective (both in historical and geographical terms), the practice of close reading and flexible interpretations, and above all, a focus on linguistic diversity and the art and politics of translation make World Literature a model interdisciplinary program in the humanities.

Students may minor in World Literature or create their own independent interdisciplinary major in World Literature. For more information on independent interdisciplinary majors and forms, go to <http://www.depauw.edu/academics/departments-programs/interdisciplinary/requirements/>

### Requirements for a minor in World Literature

Total courses  
required Five

Core courses WLIT 205 (ENG 250)

Four courses from at least two different departments from:

Courses in literature taught in English may include: ASIA 251, ASIA 281, ASIA 282, CLST 100, ENG 261, ENG 396, M L 194, M L 227, M L 260, M L 264, M L 326.

Other courses The following seminars and topics courses may count when the topic is literature in translation: ASIA 197, ASIA 290, ASIA 390, ENG 197, ENG 255, ENG 390, ENG 391, ENG 392, ENG 460, M L 197, M L 295, M L 395, WLIT 215 (recommended), WLIT 315 (recommended).

Courses in literature taught in another language may include: FREN 327, GER 307, LAT 224, LAT 341, SPAN 335, SPAN 442, SPAN 444. The following topics courses taught in another language may count when the topic is literature: CHIN 269, FREN 401, GER 411, GER 412, GRK 205, GRK 452, ITAL 375, LAT 223, LAT 332, RUS 324, SPAN 390.

Number 300  
and 400 level One (WLIT 315 recommended)  
courses

Recent  
changes in  
minor

## Courses in World Literature

### **WLIT 205. Introduction to World Literature**

Arts and Humanities

Group

1 course

A study of literature from multiple traditions, including Western, non-Western traditions, Global South, Global North. Readings may focus on a genre that runs across cultures, a specific historical period or an event/theme that affects a number of cultures. Crosslisted with ENG 250

### **WLIT 215. Topics in World Literature**

Arts and Humanities

Group

1 course

This course offers close examination of global issues and features in literature, often those at the center of current critical interest. May be repeated for credit with different topics.

### **WLIT 315. Advanced Topics in World Literature**

Arts and Humanities

Group

This course offers advanced, intensive examination of specific issues in World Literature, often those at the center of current critical interest. Examples may include translation issues; cross-cultural fertilizations; competing conceptions of world literature; literature in a global economy.

May be repeated for credit with different topics.

## School of Music

The following courses are offered through the School of Music. Many, including the ensembles, dance courses and music lessons, are available to students in the Asbury College of Liberal Arts (additional fees may apply).

For descriptions and advising worksheets for the degrees offered through the school of music, go to: <http://www.depauw.edu/academics/catalog/majors-and-minors/school-of-music/>.

### Courses in School of Music

#### Courses in Music Ensemble

<b>MUS 271. University Symphony Orchestra</b>	Arts and Humanities	1/4 course
---	------------------------	------------

<b>MUS 273. University Band</b>	Arts and Humanities	1/4 course
-------------------------------------	------------------------	------------

<b>MUS 275. University Chorus</b>	Arts and Humanities	1/4 course
---------------------------------------	------------------------	------------

<b>MUS 277. Chamber Singers</b>	Arts and Humanities	1/4 course
-------------------------------------	------------------------	------------

<b>MUS 278. Jazz Ensemble</b>	Arts and Humanities	1/4 course
-----------------------------------	------------------------	------------

<b>MUS 283. Performing Opera</b>	Arts and Humanities	1/4 course
--------------------------------------	------------------------	------------

This course is a performance-based course that offers practical experience in the preparation and performance of appropriate selections from the operatic repertoire. It is designed to provide a basic understanding of role preparation with a focus on stagecraft and musical preparation.

**MUS 284. Performing Musical Theatre**      Arts and Humanities      1/4 course

This course is a performance-based course that offers practical experience in the preparation and performance of appropriate selections from the musical theatre repertoire. It is designed to provide a basic understanding of role preparation with a focus on stagecraft and musical preparation.

**MUS 288. Asbury String Quartet**      Arts and Humanities      1/4 course

Based on an audition, selected students will be assigned to a specific named chamber ensemble. Students will rehearse as a group independently and under the tutelage of a chamber music coach. Ensembles will perform on and off campus representing the School of Music.

**MUS 289A. Chamber Music**      Arts and Humanities      1/4 credit

A. General Chamber Music; B. Brass Chamber Ensemble; C. Clarinet Ensemble; D. Piano Trio; E. Bass Ensemble; F. Flute Choir; H. Horn Ensemble; I. Improvised Chamber Music; J. Jazz Combos; K. Keyboard; N. Piano Ensemble; P. Percussion Ensemble; Q. String Chamber Music; R. Trumpet Ensemble; S. Saxophone Ensemble; T. Trombone Choir; V. Vocal Chamber Music; W. Woodwind Chamber Ensemble; X. Cello Ensemble; Z. Baroque Chamber Music.

## Courses in Applied Music

**MUS 900. Beginning Class Piano (CLA)**      Arts and Humanities      1/4 course

Open only to students with very limited or no prior experience in the study of piano.

**MUS 901. Class Piano I**      Arts and Humanities      1/4 course



Open only to students with very limited or no prior experience in the study of piano.

**MUS 902. Class**                      Arts and  
**Piano II**                              Humanities                      1/4 course

A continuation of MUS 901.

**MUS 903. Class**                      Arts and  
**Piano III**                              Humanities                      1/4 course

A continuation of MUS 901-902.

**MUS 904. Class**                      Arts and  
**Piano IV**                              Humanities                      1/4 course

A continuation of MUS 903.

**MUS 905. Beginning**                      Arts and  
**Class Voice**                              Humanities                      1/4 course

This course teaches vocal fundamentals in a group format through the study of the physiology and acoustics of the human singing voice. Classical and non-classical styles are studied.

**MUS 907. Beginning**                      Arts and  
**Folk Guitar I**                              Humanities                      1/4 course

Open only to students with very limited or no prior experience in the study of guitar.

**MUS 908. Beginning**                      Arts and  
**Folk Guitar II**                              Humanities                      1/4 course

A continuation of MUS 907.

**MUS APL. Applied**  
**Music (Individual**                      Arts and  
**Lessons)**                              Humanities                      1/4 - 1/2 - 1 course

MUS BAS. Double Bass

MUS BASJ. Double Bass Jazz

MUS BSN. Bassoon

MUS CLO. Violoncello

MUS CLR. Clarinet

MUS EUP. Euphonium

MUS FLT. Flute

MUS GUI. Folk Guitar

MUS GUIJ. Jazz Guitar

MUS HCD. Harpsichord  
 MUS HRN. Horn  
 MUS HRP. Harp  
 MUS JPNJ. Jazz Piano  
 MUS OBO. Oboe  
 MUS ORG. Organ  
 MUS PNO. Piano  
 MUS PRC. Percussion  
 MUS SAX. Saxophone  
 MUS TBA. Tuba  
 MUS TBN. Trombone  
 MUS TPT. Trumpet  
 MUS VLA. Viola  
 MUS VLN. Violin  
 MUS VOC. Voice

**MUS APP.**

**Individual Applied  
 Lessons**

Arts and  
 Humanities

1/4-1/2-1 Course

First-year and sophomore music students earn one-half course credit, and juniors and seniors earn one course credit, for weekly 60-minute lessons on their primary instrument. Music majors do not pay fees for private lessons on their primary instrument or required applied piano classes. Additional fees are charged for individual applied lessons on a secondary instrument (.25 credit for weekly 30-minute lessons or .5 credit for weekly 60-minute lessons) and other applied music classes that are not required for the students' degree. Students pay additional fees for piano accompanists. Permission of the instructor is required for liberal arts students to enroll in applied lessons. All CLA students who have not studied applied voice previously at DPU must contact the Voice Area 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.

Individual applied lessons are offered in the following areas: BAS String Bass; BASJ Jazz Bass; BSN Bassoon; CLO Cello; CLR Clarinet; EUP Euphonium; FLT Flute; GUI Folk Guitar; GUIJ Jazz Guitar; HCD Harpsichord; HRN Horn; HRP Harp; JPNJ Jazz Piano; OBO Oboe; ORG Organ; PNO Piano; PRC Percussion; SAX Saxophone; TBA Tuba; TBN Trombone; TPT Trumpet; VLA Viola; VLN Violin; VOC Voice.

*Prerequisite: Consent of instructor*

**Courses in Dance**

**MUS 171. Beginning  
 Ballet I**

Arts and  
 Humanities

1/2 course

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 172. Beginning Ballet II**      Arts and Humanities      1/2 course

A continuation of MUS 171.

**MUS 173. Intermediate Ballet I**      Arts and Humanities

A continuation of MUS 172.

**MUS 174. Intermediate Ballet II**      Arts and Humanities      1/2 course

A continuation of MUS 173.

**MUS 175. Beginning Jazz Dance I**      Arts and Humanities      1/2 course

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 176. Beginning Jazz Dance II**      Arts and Humanities      1/2 course

Continuation of MUS 175

**MUS 177. Intermediate Jazz Dance I**      Arts and Humanities      1/2 course

**MUS 178. Intermediate Jazz Dance II**      Arts and Humanities      1/2 course

A continuation of MUS 177.

**MUS 179. Ballroom Dancing**      Arts and Humanities      1/2 course

An introduction to the history and practice of ballroom dancing.

**MUS 180. Beginning Tap**      Arts and  
   Humanities MUS      1/2 course

This course is the study of tap dance technique from the basic rhythms and time steps to creating and performing tap routines. Emphasis on individual and group performance.

### **Courses in Music (Other)**

**MUS 001. Concert Attendance**      0 course

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**      Arts and  
   Humanities      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 composition, performance and production. Through lecture, discussion, hands-on experience and projects, students develop basic proficiency in tools and methods used to create, perform and share music in the digital domain.

*Liberal Arts students may register with the consent of instructor.*

**MUS 183. Off-Campus Extended Studies**

An off-campus course offered during the Winter or May term that includes on-campus preparation. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

**MUS 184. On-Campus Extended Studies Course**      Variable

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

**MUS 197. First-Year Seminar**      1 course

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

**MUS 290. Topics**      Arts and  
   Humanities      1/2-1 course

Investigation of special topics in music.

**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. *Prerequisite: consent of the Dean of the School of Music.*

**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. *The course may be repeated for credit with different topics.*

**MUS 450. Senior  
Seminar**

1/4-1/2 course

The Senior Seminar in Music is the capstone experience for students earning the BMA degree or the BA degree with a music major. Capstone projects involve researching and writing a substantial original thesis paper on a topic of the student's choosing and formally presenting that research.

*Prerequisites: MUS 265 and MUS 266 or consent of instructor*

**Courses in Music Theory &  
Musicianship**

**MUS 100.  
Fundamentals of  
Music Theory**

Arts and  
Humanities

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. *Not open to students in the School of Music.*

**MUS 104.  
Introduction to  
Music Theory for  
Non-Majors**

Arts and  
Humanities

1 course

An introduction to the basic structures, terminology, and analysis methods for tonal music including scales, harmony, form, and simple composition. *Not open to students in the School of Music.*

**MUS 111. Theory I**

1/2 course

The first of four core courses in music theory. Students will study the over-arching theory of tonality and structural phenomena, starting the habits of students to think analytically about music. Lead sheet labels, Roman Numerals, and functional bass theory will be introduced.

**MUS 112. Theory II**

1/2 course

The second of four core courses in music theory. Students will continue studying the over-arching theory of tonality and structural phenomena. Roman Numeral and functional bass analysis will be explained in greater detail, along with structural phenomena that form the building blocks of form.

*Prerequisite: MUS 111 or permission of theory/musicianship coordinator*

**MUS 121.  
Musicianship I**

3/4 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 122.  
Musicianship II**

3/4 course

The second 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. *Prerequisite: MUS 121 or permission of theory/musicianship coordinator*

**MUS 211. Theory  
III**

3/4 course

The third of four core courses in music theory. Students will be introduced to specific forms, voice-leading, harmonic language, and rhythmic language in Common-Practice, jazz, contemporary classical, pop/rock, and musical theater styles. *Prerequisite: MUS 112 or permission of theory/musicianship coordinator*

**MUS 212. Theory IV**

3/4 course

The fourth of four core courses in music theory. Students will explore more advanced topics in form, harmonic language, orchestration, and rhythmic language in Common-Practice, contemporary classical, jazz, popular, and Indonesian Gamelan styles.

*Prerequisite: MUS 211 or permission of theory/musicianship coordinator*

**MUS 221.  
Musicianship III**

1/2 course

The third 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.

*Prerequisite: MUS 122 or permission of theory/musicianship coordinator*

**MUS 222.**

1/2 course

**Musicianship IV**

The fourth of four courses that develop aural and performance skills. Sight singing (movable Do solfege), melodic and harmonic dictation, improvisation, and keyboard skills are covered. *Prerequisite: MUS 221 or permission of theory/musicianship coordinator*

**MUS 313. Advanced**

1/2 course

**Keyboard Skills**

This class involves the development of harmonization and transposition skills. Realization of figured bass and open score reading are included as well.

*Prerequisite: MUS 212 and MUS 222 or consent of instructor*

**MUS 320.**

1/2 course

**Composition**

The general goals of this course are: to nurture the student's compositional creativity and craft; to refine the student's ability to express compositional ideas through notation and other media; to broaden the student's exposure to contemporary music and compositional techniques; to improve the student's aural skills, focusing in particular on the perception of events and processes at work in contemporary music; to develop the student's ability to write effectively for individual instruments and voices, and groups of instruments and voices; to improve the student's ability to write and speak articulately about her or his music; and to deepen the student's understanding of herself or himself as an artist.

*Prerequisites: MUS 211 and 221 or consent of instructor*

**MUS 323.**

1/2 course

**Orchestration**

Modern band and orchestral instrumentation. Arrangements for string, woodwind, brass and percussion combinations and orchestrations of composition by classical, romantic and modern composers. *Prerequisites: MUS 211 and 221*

**MUS 360.**

1/2 course

**Conducting I**

Baton technique, simple and complex rhythms, specific problems from symphonic literature, score reading and practical experience in conducting.

**MUS 362.**

1/2 course

**Conducting II**

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.

**MUS 384. Jazz**

1/2 course

**Theory**

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.

*Prerequisites: MUS 211 and 221 or consent of instructor*

**MUS 386. Jazz**

1/2 course

**Improvisation**

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.

**MUS 480. Advanced**

1/2 course

**Jazz Improvisation**

A continuation of the materials and skill developments begun in MUS 380. The emphasis is on the practical application of jazz theory.

**MUS 482. Jazz**

1/2 course

**Arranging**

Study and practice of arranging techniques for jazz ensembles.

**Courses in Music History & Literature**

**MUS 102. Music**

Arts and  
Humanities

1 course

**Appreciation**

Music Appreciation is for CLA students who wish to develop a deeper love and understanding of music. The course introduces concepts and terms of music studies and teaches the skills to listen more deeply and to write and speak fluently about music. The course explores some of the historical and cultural factors that have influenced musical composition and performance and the roles that music has played in social life past and present. No previous musical experience or ability to read music notation is necessary for this course. *Not open to School of Music students.*

**MUS 231. Jazz**

Arts and  
Humanities

1/2 course

**History**



A consideration of jazz history from its beginnings to the present day. Students will develop an awareness of important periods, major performers and composers, trends, influences, stylistic features, terminology, and related materials. *This course is appropriate for liberal arts students.*

**MUS 233. Miles and 'Trane** Arts and Humanities 1/2 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. *This course is appropriate for liberal arts students.*

**MUS 236. Survey of Wind Literature** 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 265. History of Western Music I** Arts and Humanities 3/4 course

European art music from the ancient Greeks to the end of the Classical Era (ca. 1800). The course places the stylistic development of important genres and forms of Western art music into a spectrum of musical, social and economic contexts. The analysis of historically important works will consider how music has been experienced by composers, performers, patrons and audiences.

*Prerequisites: MUS 112, 122 or consent of instructor*

**MUS 266. History of Western Music II** Arts and Humanities 3/4 course

This course provides a historical survey of music in Europe and the United States from 1800 to the present day, exploring some of the many genres and styles circulating during these transformative centuries. Considering each work and composer as a case study indicative of broader trends, the course delves into the historical contexts, philosophical and literary underpinnings, and social dynamics of this music.

*Prerequisites: MUS 112, 122 or consent of instructor*

**MUS 324. History of Orchestration** 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.

**MUS 333. Opera  
Literature**

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. *Prerequisite: MUS 230 or consent of instructor.*

**MUS 334. Music c.  
1900 to Present**

1/2 course

Styles and techniques in 20th-century music literature and works of significant composers.

**MUS 336. Solo  
Vocal Literature I**

1/2 course

A consideration of the development of Italian and German art song from its origins to the present.

*Prerequisites: MUS 265 and MUS 266 or consent of instructor*

**MUS 337. Solo  
Vocal Literature II**

1/2 course

A consideration of the development of French Melodie and British and American art song from its origins to the present.

*Prerequisites: MUS 265 and MUS 266 or consent of instructor*

**MUS 343.  
Symphonic  
Literature**

1/2 course

An investigation of the significant symphonic literature of the 17th, 18th, 19th, 20th and 21st centuries.

*Prerequisites: MUS 212, MUS 222, MUS 265 and MUS 266 or consent of instructor*

**MUS 345. Organ  
Design and  
Repertoire**

1/2 course

An investigation of the organ as an instrument, its history and development, its mechanical and tonal design and its repertoire through the various stylistic periods. Practical work in registration is included.

*Prerequisites: MUS 265 and MUS 266 or consent of instructor*

**MUS 346. The  
Organ in the Church  
Service**

1/2 course

Techniques of service playing in both liturgical and non-liturgical services, anthem accompanying, improvisation in the church service and repertoire for church use.

*Prerequisites: MUS 265 and MUS 266 or consent of instructor*

**MUS 347. Keyboard  
Literature I**

1/2 course

A consideration of keyboard literature from its origins to the present.

*Prerequisites: MUS 265 and MUS 266 or consent of instructor*

**MUS 348. Keyboard  
Literature II**

1/2 course

A consideration of keyboard literature from its origins to the present.

*Prerequisites: MUS 265 and MUS 266 or consent of instructor*

**MUS 390. Music  
History Topics**

1/2-1 course

In-depth investigations of specialized topics in music history (encompassing art, popular, and folk musics) explored through musicological and interdisciplinary lenses. These courses usually put an emphasis on writing and/or speaking skills. Recent offerings have included studies of genres (Broadway musicals; sacred music of the 18th century), composers (Mozart), and eras (the Vietnam War).

*Prerequisites: MUS 265 and MUS 266 or consent of instructor*

**MUS 395. Topics**

1/2-1 course

Investigation of specialized topics in areas such as music history, literature, theory, musical cultures and performance issues. Recent offerings have included History of Broadway Musicals, Jazz Styles and Analysis, and Psychology of Music.

*Prerequisites: MUS 265 and MUS 266 or consent of instructor*

**Courses in Music Education & Diction**

**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 music technologies, in the context of music pedagogy. Through lecture, discussion, hands-on experience and projects, students will explore the tools and methods used for digital music composition, performance and production, through the lens of music instruction.

**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. *Applicable only to degrees in the School of Music.*

**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. *Applicable to voice majors and their degrees in the School of Music.*

**MUS 192. German**

**Diction for Singers**

1/2 course

A theoretical and practical consideration of pronunciation principles for singers of the German repertoire. *Applicable to voice majors and their degrees in the School of Music.*

**MUS 193. French**

**Diction for Singers**

1/2 course

A theoretical and practical consideration of pronunciation principles for singers of the French repertoire. *Applicable to voice majors and their degrees in the School of Music.*

**MUS 194. English  
Diction for Singers**

1/2 course

A theoretical and practical consideration of pronunciation principles for singers of the English repertoire. *Applicable to voice majors and their degrees in the School of Music.*

**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 learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

**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 learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

**MUS 253. Brass  
Techniques**

1/2 course

Study and practice of each of the following brass instruments: trumpet, French horn, trombone, and euphonium/tuba. Students are taught using method books designed for elementary, middle and secondary schools, and they learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

**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 learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

**MUS 255.  
Instrumental/Choral**

1/4 course (first- and second-year students);  
1/2 course (third-year students)

**Music Education  
Lab**

This course provides an environment in which future music educators learn to rehearse and arrange for middle school and high school instrumental and choral ensembles. Students enroll in the course three spring semesters and gradually assume teaching responsibilities. By the conclusion of their third semester, students will: apply their pedagogical knowledge in the sequencing of lesson/rehearsal materials, select appropriate methods and literature for school ensembles, employ appropriate rehearsal techniques, refine their personal communicative teaching skills, hone their performance skills on secondary instruments, and assess student progress. *Applicable only to degrees in the School of Music.*

**MUS 262. Music in  
Early Childhood**

1/2 course

Detailed consideration of the music programs in nursery schools, preschools, and kindergarten; topics include the nature of early musical responses, learning objectives, experience levels within the programs, methods of teaching, and materials. Observation of music teaching and participation in music teaching are included in the coursework.

*Prerequisites: MUS 150 and MUS 170 or consent of instructor*

**MUS 263. Music for  
Students with  
Diverse Needs**

3/4 course

Introduction to student diversity with an emphasis on providing music instruction to P-12 students with diverse needs. In this music teacher education course, pre-service music teachers will develop skills in planning developmentally and culturally appropriate music lessons and in structuring experiences to facilitate participation and learning by all students. Course content includes overviews of student diversity, special education, and multicultural education; examination of the challenges that issues of diversity pose to the learning process; study of legislation, procedures, and current practice; application of appropriate instructional and assessment strategies; and, provision of reasonable accommodations. Students will develop the knowledge, skills, and dispositions essential for teaching music to a wide variety of learners. Field experience is required.

*Prerequisites: MUS 150 and 170 or consent of instructor*

**MUS 351.  
Elementary General  
Music: Methods,  
Materials and  
Curricula**

3/4 course

Methods and materials suitable for teaching music in the elementary school. General survey of elementary music curricula. Includes critical analysis of texts and literature relevant to the elementary music program. Incorporates theories of learning; curriculum development,

organization and evaluation; and, teaching strategies, techniques, and best practices. Observation of music teaching and participation in music teaching are included in the coursework. *Applicable only to degrees in the School of Music.*

**MUS 352. Secondary**

**Vocal Music:**

3/4 course

**Methods, Materials  
and Curricula**

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. *Applicable only to degrees in the School of Music.*

**MUS 354.**

**Elementary and**

**Secondary**

**Instrumental**

3/4 course

**Music: Methods,**

**Materials and**

**Curricula**

Methods of teaching instrumental music in the elementary and secondary schools, including an analysis of texts and literature for concert band, jazz band, orchestra and small ensembles, and representative material outlining related responsibilities of the instrumental music teacher. Observation of music teaching and participation in music teaching are included in the coursework. *Applicable only to degrees in the School of Music.*

**MUS 355. Secondary**

**General Music:**

1/2 course

**Methods, Materials  
and Curricula**

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, curricula, instructional methods and assessment practices appropriate for adolescent learners. Observation of and participation in music teaching are included in the coursework.

**MUS 397. 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.

*Prerequisites: MUS 211 and 221*

**MUS 398. Piano  
Teaching Methods  
and Materials**

1/2 course

A continuation of MUS 397.

**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.

*Prerequisites: MUS 211 and 221*

**MUS 451. Student  
Teaching in Music**

2 courses

A 14-week, full-time teaching experience in an approved music department of a school district. Student teachers are under the supervision of a cooperating teacher and at least one university supervisor. This course is required for state licensure, is typically offered spring semester, and may not be taken pass/fail. Students must concurrently enroll in MUS 452, Senior Seminar for Music Educators.

*Admission to Student Teaching and a cumulative GPA of 2.8 or higher. Applications are submitted one full year in advance of the student teaching semester.*

**MUS 452. Senior  
Seminar for Music  
Educators**

1 course

Professional examination of principles of classroom management, legal rights and responsibilities, certification, accountability, and current issues in education. Practical problems faced in the profession will be addressed. An emphasis is placed upon the examination and refinement of personal attitudes, dispositions, and teaching skills. Students will participate in a final exhibition that involves a formal presentation of their personal growth and competence as well as the unit of study that was developed and delivered and an analysis of the corresponding student assessment data. This course is typically offered spring semester and may not be taken pass/fail. Students must concurrently enroll in MUS 451, Student Teaching in Music.

*Admission to Student Teaching.*



A seminar stressing a professional examination of principles of classroom management, legal rights and responsibilities, certification, accountability, and current issues in education. Practical problems faced in the profession will be addressed. An emphasis is placed upon the examination and refinement of personal attitudes and teaching skills. Students will participate in a final exhibition that involves a formal presentation of personal growth and competence via the electronic portfolio process. Prerequisite is admission to Student Teaching. This course is typically offered spring semester and may not be taken pass/fail. Students must concurrently enroll in MUS 451, Student Teaching in Music.

## **Courses in 21st Century Music**

### **MUS 130.**

#### **Understanding Music**

3/4 course

In this course 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 240. State of the Art**

1 course

State of the Art gives students a thorough overview of the challenges and opportunities facing professional musicians and music organizations in the current marketplace. Starting with an exploration of high-profile contemporary situations, the course then examines the economics of professional classical music, using NEA arts participation data and various articles and online resources as texts. As the course moves to an exploration of successful arts organizations, small ensembles, and individual performers, students develop case studies of successful current musical enterprises. *Course not open to first-year students.*

### **MUS 340. Music Entrepreneurship**

1/2 course

A project-based introduction to the attitudes, skills and habits needed for musicians entering the marketplace to create their own opportunities rather than (or in addition to) seeking employment from existing musical organizations. Topics include entrepreneurial mindset; authentic motivation; portfolio/project-based career models; importance of marketplace distinction; networking and relationship building; developing a personal (or group) following; promotional writing (biographies, press releases, etc.); traditional and electronic marketing, including social media and video; funding models; and basics of personal finance. *Open to first-year students and sophomores by permission only. Open to CLA students by permission only.*

**MUS 380. 21CM  
Topics**

Variable

Investigations of specialized, current approaches to music creation, presentation, and dissemination. These courses complement other courses offered in the 21CM curriculum.

**MUS 440. Practicum**

1/2 course

A workshop-format course in which students, individually or in small groups, conceive, develop, and execute a project or projects involving 21CM skill areas such as creative programming and presentation, alternative venues, marketing and promotion, audience development, and community engagement. As the capstone course of the core 21CM curriculum, Practicum asks students to think broadly about the professional music field through a variety of critical lenses, and to synthesize 21CM concepts and skills through action and reflection. *May be repeated for credit.*

*Prerequisites: Music Entrepreneurship (MUS 340) and State of the Art (MUS 240), or permission of the instructor.*

## 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 Extended Studies, 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.

### EXTENDED STUDIES

All DePauw University students complete at least two Extended Studies experiences before graduation. Extended Studies courses and experiences, most of which occur in the Winter and May terms, provide an opportunity for intellectual exploration and enrichment that reflects DePauw's serious commitment to non-traditional, experiential learning.

Six main types of Extended Studies courses and experiences are available:

- on-campus courses
- off-campus courses and service projects, led by faculty members
- short-term internships
- independent study projects
- study at another school or organization
- research and creative projects with a faculty member

Extended Studies 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. Many Extended Studies experiences are offered for academic credit.

#### On-Campus Courses

The on-campus Extended Studies program offers DePauw students a chance to focus on a single topic of interest that is well-suited for an intensive period of study. On-campus Extended Studies courses range in style and approach from the academic to the experiential, from the traditional to the innovative. The academic component of the on-campus Extended Studies strives to maintain high expectations for engagement, learning and accomplishment, while allowing for exploration of non-traditional areas of study.

#### Short-Term Off-Campus Courses and Service Projects

Extended Studies off-campus courses 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.

#### Short-Term Internships

Short-term internships during the Winter and May terms 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 Projects

Strongly motivated upper-class students are encouraged to set up independent 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 or in early summer. Upper-class students can therefore take advantage of an even greater number of course offerings by enrolling in a program at another college with a winter or May term or participating in a group project sponsored by another organization.

#### Research and Creative Projects

Students work with faculty members, often over the summer, on ongoing research and creative projects.

### INTERNATIONAL AND OFF-CAMPUS STUDY PROGRAMS

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, Off Campus Studies 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 Hubbard Center for Student Engagement and the Committee on Experiential Learning.

3. All students interested in off-campus study are personally advised by the staff of the Hubbard Center for Student Engagement and appropriate faculty members. This advising is designed to match students' needs to program offerings on a case by-case basis.

### 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 Off-Campus Study website at <http://www.depauw.edu/academics/centers/hubbard/offcampus/>. Students receive assistance from the staff of the Hubbard Center for Student Engagement, 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 by the off-campus study deadline, early in the spring semester. Applications are reviewed by the professional staff members of the Hubbard Center for Student Engagement. 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 are also approved by their chosen programs, provided they meet the program's deadlines and prerequisites.

**Requirements** — A minimum cumulative GPA of 2.5 in the semester of application is required for participation in an off-campus program. 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 Hubbard Center for

Student Engagement 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 Committee on Experiential Learning. 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. The off-campus study fee is \$2,500.00 for a semester and \$3,000.00 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 Hubbard Center for Student Engagement.

The student is responsible for any additional expenses not included in the host program bill. Students receiving scholarships should inform themselves about program costs on the off-campus study 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 final approval of the Office of the Registrar 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, 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 Hubbard Center for Student Engagement for a current and complete list of approved 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 and the Japan Study Program, administered by Earlham College.

GLCA-recognized domestic programs include the following internship and research programs: The New York Arts Program, administered by Ohio Wesleyan University; the Newberry Library Program, administered by the ACM; the Oakridge Science Semester, administered by Denison University; and the Philadelphia Center, administered by Hope College.

#### DEPAUW UNIVERSITY'S EXCHANGE PROGRAMS

DePauw has direct exchange relationships with four universities in Japan: Waseda University in Tokyo (The Japan Study Program), Nanzan University in Nagoya, Kansai Gaidai University in Osaka, and Aoyama Gakuin University in Tokyo. DePauw also has exchange relationships with Tsinghua University in Beijing, China; Ewha Womans University in Seoul, South Korea; 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, University College Cork (Ireland), The University of Queensland (Australia) and the University of Westminster (England).

#### HONORS AND FELLOWS PROGRAMS

##### Honor Scholar Program

The Honor Scholar Program is designed for students who thrive on discovering and exploring connections between different fields, are insatiably curious, and are eager to engage difficult and

unfamiliar topics. The program plays a pivotal role in DePauw's commitment to excellence in a liberal arts education. Honor Scholars come from all majors and go into all fields. The Honor Scholar Program represents modern liberal arts education at its best. Our program provides an intellectual home for students who seek an especially stimulating intellectual experience and want to share that experience with a close-knit community of students from all fields who share a passion for learning and exploration.

The Honor Scholars Program explores the connections between areas of human knowledge, lets students act on their curiosity about a wide range of topics, and calls on their intellectual courage as we examine difficult and important issues. The program will challenge students, and will ask that they challenge themselves. Being an Honor Scholar is demanding, but ultimately very rewarding. Honor Scholars develop expertise in their majors, minors, and concentrations, but are never satisfied with looking at the world through one kind of intellectual lens. They excel at thinking critically and creatively about individual topics, and integratively across topics.

The Honor Scholar Program offers a series of small, intellectually challenging, discussion-based courses in which students actively engage with each other and with professors to investigate important topics in, and connections between, the natural sciences, social sciences, and humanities. First-year students take two interdisciplinary Honor Scholar First Year Seminars (HONR 101 and HONR 102). HONR 101 fulfills the university first-year seminar requirement for our students in the program. In their next three years, students take three upper-level seminars, one each in areas broadly constructed as Arts and Humanities (HONR 300A) and Social Science (HONR 300C). Each interdisciplinary course challenges students to read, discuss, and write about works of important and enduring significance as well as important recent developments, interacting closely with other Honor Scholars and with professors. All three of these courses also count as part of the broader university distribution requirements. The capstone experience for Honor Scholar seniors is a yearlong undergraduate thesis (HONR 401 and HONR 402), on which students work closely with a faculty advisor and a committee of professors. The culmination of the thesis is its oral defense, attended by the Honor Scholar and his or her committee.

Honor Scholar students are prepared and eager for leadership challenges. These challenges include intellectual explorations, social problems, artistic and creative endeavors, environmental concerns, scientific investigations, and issues in campus life. This habit of leadership extends beyond graduation, and characterizes our alumni throughout life.

For more detailed information, please visit the program's web pages at: <http://www.depauw.edu/academics/honorsfellows/honor-scholar-program/>.

### Environmental Fellows

The most pressing challenges of our times require an understanding of the ways the environment sustains and intersects with every facet of our lives – science, technology, human health, war and peace, politics and culture. The Environmental Fellows Program explicitly supports the interdisciplinary thinking required to understand the profound environmental changes underway in our world. It is an integrative honors program for outstanding students who exhibit intellectual curiosity, high academic achievement, and strong motivation to explore environmental issues from a range of disciplinary perspectives. Through specific coursework, experiential learning, and interactions with faculty, students and professionals from a wide range of disciplines, students completing this program will be prepared to become members of our next generation of environmental leaders, with the knowledge and intellectual tools required to lead wisely.

Environmental Fellows may major in any existing department or program, thereby developing the knowledge and expertise appropriate to a particular discipline or specialized field of study. This depth of understanding will be enriched through:

- Environmentally focused courses across the natural sciences, social sciences, arts and humanities;
- Experiential learning opportunities such as scientific research, internships, or off-campus study;
- An interdisciplinary capstone experience in which students will be called to integrate all the aspects of their environmental education.

When they graduate from DePauw and the program, Environmental Fellows will be well equipped to address complex, real-world problems using multi-disciplinary approaches. The program's combination of academic inquiry and hands-on experiences will prepare graduates to be strong and successful candidates for employment in environmental careers, graduate study in disciplinary areas, and graduate study in multi-disciplinary programs with an environmental focus. For further information, please visit the Environmental Fellows Program website at <http://www.depauw.edu/academics/honorsfellows/environmental-fellows-program/>.

### 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 interned all over the world in the private, public and not-for-profit sectors. Past and current internship sites include: Eli Lilly and Company, Indianapolis, IN; Goldman, Sachs and Co., Chicago, IL; Partners in Housing Development Corp., Indianapolis, IN; Independent Purchasing Cooperative, Miami, FL; Cummins India Limited, Pune, India; ExactTarget, Indianapolis, IN; Russell Investment Group, Tacoma, WA; and First Internet Bank, Indianapolis, IN. These paid internships are typically completed in the junior year and often include a May, Winter or Summer term.

The Robert C. McDermond Center Lecture Series brings the business world to DePauw and relates practice to theory as an integral part of the program. This series features lectures by entrepreneurs, government officials, professors and industry leaders representing a wide range of private and public fields and career opportunities. Some past lecturers have been: Jan Risi '81, President and COO of Independent Purchasing Cooperative; Ronald Stiver '96, Commissioner for the Indiana Bureau of Motor Vehicles; Candace DeBarger '86, Vice President Consumer Products for MasterCard; Chris Stevens, Vice President Corporate Relations and Customer Development for Keurig Inc.; Kyle Smitley '07, Owner and Founder of barley & birch; Jeff Harmening '89, Senior Vice President; President of Big G Cereal Division, General Mills; David Becker '75, CEO and Chairman, First Internet Bank; Kathy Vrabeck '85, Partner, Heidrick & Struggles; Paul Solman, Business, Economics & Art Correspondent for The NewsHour on Public Television; Tim Solso '69, Chairman and CEO Retired, Cummins Inc.; and Paul Volcker, Former Chairman of the Board of Governors for the Federal Reserve System.

Through the Executive-in-Residence Program and the Robert C. McDermond 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.

**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 or visit the program website.

### Management Fellows Core Curriculum

GROUP A Seven required course credits	
ECON 100 ECON 220 (formerly ECON 150) ECON 350 PHIL 233	Introduction to Economics Financial Accounting Quantitative Analysis Ethics and Business*

HONR 310 HONR 320 HONR 400	Management Readings/Business Writing** Internship*** Management Fellows Senior Seminar
<b>GROUP B</b> One of the following:	
ECON 294 ECON 295	Intermediate Microeconomics Intermediate Macroeconomics
<b>GROUP C</b> One of the following:	
ECON 280 ECON 393	Managerial Accounting Managerial Finance
* Acceptable substitute: PHIL 230—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, and literary magazine publication. The facility also boasts a photography studio 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, advertising agency, public relations firm, 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, 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 faculty steering committee 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 Program

The Science Research Fellows at DePauw University is an honors program that combines curricular and co-curricular experiences to train future scientific leaders. Undergraduate students

work in close collaboration with faculty members from their first semester in the program to both learn and apply science research methods. This early exposure to research opens doors for students to conduct research off-campus in external science research internship programs and to delve more deeply into research on campus. Students become proficient at writing and speaking to science and non-science audiences about their work and scientific endeavors. They learn to articulate how science and scientists impact society and gain appreciation for the diversity of science. Rich research experiences combined with important complementary skills prepare them to be top candidates for post-graduate study and a wide variety of careers science.

**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 members of the Science Research Fellows Steering Committee before final selections are made. A lateral entry process is also available for first-year students already at DePauw to enter the program as sophomores.

A student in the Science Research Fellows program may major in any of the science departments (biology, chemistry and biochemistry, computer science, geosciences, mathematics, physics and astronomy, kinesiology, or psychology). Each year approximately 10-15 students from the entering class and about 5-10 lateral entry students are selected to participate in the program.

**First-Year Experience** - During students' first year in the program they participate in one research seminar and one experience involving collaborative research with a faculty member. These courses have an investigative focus and provide exposure to various science disciplines, helping to develop skills for future research experiences.

**Research Internships** — The university supports Science Research Fellows for one summer on campus, usually following their first year in the Science Research Fellows Program, working on a collaborative research project with a science faculty member. Students also participate in a semester- or summer-long research internship in a major scientific laboratory or research site in either the public or private sector during the sophomore or junior year. A number of students have completed their internships outside of the United States. Students are required to present their research in an on-campus poster session the fall after each of these experiences.



**Capstone Experience** - 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 other SRF students and to read about and discuss how science relates to topics such as public policy and education. As part of that course, they explore science careers, work on clear articulation of past research and future goals, and write an original research proposal. Special projects for the course may include educational outreach or outreach to science alumni.

**Speakers and Co-Curricular Activities** - 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. The Program also provides workshops on topics such as scientific ethics, finding an internship, preparing and presenting a scientific poster and scientific careers.

## 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 provide experience in a professional setting. A full internship is typically completed during a semester or summer, a short-term internship during the Winter or May Extended Studies terms.

Internships are 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. 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 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, Environmental Fellows and Science

Research Fellows internships are set up in conjunction with the Director of the respective program.

Short-term internships are a significant component of DePauw's Extended Studies. Following the procedures established by the Hubbard Center for Student Engagement, around 300 students arrange short-term internships during the Winter and May terms. These projects do not receive academic credit but count toward satisfying DePauw's Extended Studies requirement.

Students may apply a maximum of three course credits from internship experiences toward graduation.

### Criteria for Internships

The U.S. Department of Labor, under the Fair Labor Standards Act, has established standards for what may be considered an internship. The National Association of Colleges and Employers (NACE) has developed the following criteria based on those standards:

To ensure that an experience—whether it is a traditional internship or one conducted remotely or virtually—is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

(from *Position Statement: U.S. Internships*, <http://naceweb.org/advocacy/position-statements/united-states-internships.aspx>)

### 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 mid-March for Fall Semester internships and a preliminary application deadline of mid-April 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 Internships

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-quarter 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. An internship fee may be assessed.

### BONNER SCHOLARS PROGRAM

The Bonner Scholars Program is a four-year scholarship 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 services to their family (i.e. caring for younger siblings or other relatives).

Bonner Scholars are expected to maintain a good academic and social standing at DePauw and participate in educational and enrichment activities planned in conjunction with their direct service. First-year students also take a service-learning seminar during their first Winter Term 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, social service agencies, and government organizations.

During two summers, Bonner Scholars work in full-time internships with non-profit organizations. This opportunity allows students to further explore community issues. Students may select sites locally, nationally or internationally.

Bonner Scholars receive book and travel stipends at the start of each semester as well as monthly stipends throughout the academic year. Additional financial support is provided for summer service. Upon graduation, students are eligible for loan remission based on the successful completion of their service. DePauw's Bonner Scholars Program is one of 24 nationally and is endowed by The Corella and Bertram F. Bonner Foundation in Princeton, N.J.

## INFORMATION TECHNOLOGY ASSOCIATES PROGRAM

The Information Technology Associates Program (ITAP) offers students the opportunity to learn and use the latest information technologies during all four years at DePauw. ITAP blends the traditional liberal arts education with cutting-edge experiential learning in an academic environment. From a variety of majors, students participating in the program are interested in learning more about emerging technologies. They bring unique perspectives to leadership roles within a community of learners developing keen critical thinking, problem solving, and communication skills.

First-year ITAP students spend an average of 8 to 10 hours a week learning about the latest technological advancements as paid interns. They begin the program with 4 six-week rotations, developing their professional skills and technology knowledge under the guidance of DePauw's award-winning faculty and staff.

After the first year, students participate in on-campus internships working closely with faculty, staff and IT professionals. Interns receive training, real-world experience, and close mentoring in areas of their choice.

## DUAL PROFESSIONAL DEGREE PROGRAM IN 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 Extended Studies 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 three engineering schools - Case Western Reserve University, 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 completing their course of study at both schools. 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 course in computer science, one course in chemistry and a two-course concentration outside the sciences, mathematics and economics. Additional science course requirements vary with the chosen engineering field. The standard minimum GPA for transfer to one of the two engineering colleges is 3.25/4.0.

## PRE-PROFESSIONAL PROGRAMS

- Health Professions
- Religious Service Professions
- 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 professions website](#), the Hubbard Center for Student Engagement, 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), osteopathic 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
- One semester biochemistry



- One year of physics
- One semester of calculus
- Introductory psychology
- Introductory sociology

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, clinical psychologist, health-care administrator, health-care social worker, and wellness/ fitness educator. 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 member of the Health Sciences Committee.

### Physical Therapy

Physical therapy is a dynamic health-care field with employment opportunities in a variety of settings. Professional (entry level) physical therapy education programmes are offered at two levels: doctoral and master's. It is anticipated that the Doctor of Physical Therapy (DPT) degree will become the future entry degree for the physical therapy profession.

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 additionally take the prerequisite courses that are required by the physical therapy program for which the student plans to apply. There can be differences in prerequisites among various physical therapy programs. It is essential to check the specific prerequisites of each program in which the student may have interest. Some common prerequisites requirements are: two semesters of chemistry with labs, two semesters of physics with labs, human anatomy, human (animal) physiology, one or two biology courses with labs, introductory psychology, and statistics. One or more of the following courses may also be required by an individual program: developmental psychology, abnormal psychology, sociology, exercise physiology, philosophy, English composition, speech, computers, anthropology, research methods, calculus, and medical terminology.

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 common 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. DePauw's Winter Term provides a mechanism for students to complete an internship in a physical therapy setting. In addition to Winter Term, students can also gain these experiences around their school schedule or during the summer.
2. Score on the Graduate Record Exam (a small number of schools might require a different aptitude assessment).
3. Involvement in school and community activities, personal qualities, motives and goals which are often evidenced 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 <http://www.depauw.edu/academics/academic-resources/advising/health-sciences-advising/>. The web page contains information not only on physical therapy but also prerequisites for professional programs in other health profession areas.

### Religious Service Professions

Appropriate preparation for professional religious service is as varied as the types of career paths that are available. DePauw offers individualized guidance and support for persons who are considering professional work as a minister, chaplain, priest, rabbi, cantor, church musician, religious educator or other form of religious service or faith-based community activism.

DePauw's religious service professions advisory group encourages each student to consider both curricular and extracurricular components of their preparation.

Graduate education is required or recommended for many forms of religious service. The requirements for admission to graduate programs vary widely. In most instances, the broad background acquired through a liberal arts education is good preparation for further study. Based on the requirements of a particular graduate program or proposed field of study, knowledgeable faculty members in the religious service professions advisory group are available to advise students of appropriate academic courses and opportunities.

Whether pursuing graduate education or not, extracurricular opportunities can be a useful way to prepare for and gain experience in religious service. The religious service professions advisors can suggest possibilities for on- and off-campus service, internships, mentoring relationships and other possibilities as a way to integrate intellectual and experiential learning. Additionally, religious service professions advisors can direct students to relevant short-term service programs, which can be a powerful means for students to explore their sense of vocation and prepare for future work or study after they graduate.

Students are encouraged to contact the religious service professions advisors as soon as possible in their academic career in order to take full advantage of the opportunities described above. A student does not have to be certain of his or her vocation goals in order to do so. The religious service professions advisory group values and supports wide-ranging vocational exploration and discernment.

### 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](http://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.

## ROTC PROGRAMS

### Aerospace Studies (Air Force ROTC)

Air Force ROTC is a college program that prepares young men and women to become leaders in the Air Force. You will grow as an individual both mentally and physically while developing lifelong friendships. You can acquire strong leadership skills that will benefit you as an Air Force Officer and in corporate America. And, it's an opportunity to pay for school through scholarships.

Plus, unlike many college students, you'll have a position waiting for you after graduation at one of the top high-tech organizations in the world — the U.S. Air Force.

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 State

University (Detachment 218). All courses are offered on the Indiana State University campus in Terre Haute, IN. Website: <http://www.indstate.edu/afrotc/>

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 4-week field training session between their sophomore and junior years before they can enter the last two years of the program.

Full and partial tuition scholarships are available through this program. Additionally, a tax-free monthly stipend is provided during the junior and senior years. For more information, please email ([afrotc@indstate.edu](mailto:afrotc@indstate.edu)) or call (812) 237-2657.

#### 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 beginnings of 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)**

Army Reserve Officer Training Corps Program (ROTC). Department Office: Rose-Hulman Institute of Technology, Indiana State University, Army ROTC.

Website: <http://armyrotc.com/edu/rosehulmantech/index.htm>.

ROTC is a college elective program open to all full-time students at DePauw University through an agreement with the Wabash Battalion at Rose-Hulman Institute of Technology. It is not a degree program, although it complements any degree program. Upon completion of the course curriculum, students earn a commission as an officer in the Active or Reserve Component of the Army.

The ROTC program builds students' leadership expertise, communication skills and self-confidence. Leadership and management skills taught in ROTC are in high demand in the civilian market as well as the military. These leadership skills often complement other academic degree programs in order to make a student more marketable upon graduation. The program includes the Basic Course curriculum for freshmen and sophomores and the Advanced Course curriculum for juniors and seniors. On-campus Basic Courses focus on military leadership, basic military concepts, management techniques, and hands-on training in the laboratory sessions. There is no obligation to serve in the military to take the Basic Courses. The Advanced Course concentrates on small team tactical operations as well as advanced techniques of management, leadership training and command operations. The Advanced Courses are offered to cadets who have contracted to serve in the Army after graduation and are generally closed to others.

Qualified students must satisfy certain administrative requirements for enrollment and retention in the Advanced Course. There are several ways to accelerate the program if a student has missed taking some or all of the Basic Courses:

1. ROTC offers the 28 day Leaders Training Course (LTC) for those motivated, qualified students who wish to commit to the program no later than the second semester of their sophomore year. LTC is conducted during the summer between their sophomore and junior years. Students may compete for an Army ROTC Scholarship for the remaining two years of college at the Leaders Training Course or for other scholarships as they are available. Students who qualify are selected to attend LTC make a contractual commitment and contract with Army ROTC. Upon completion of LTC, students earn constructive ROTC credit for the Military Science I and II courses and are accelerated into the Advanced Course.
2. Qualified students may seek permission to compress the first-year and sophomore classes, allowing completion of the basic course in one year.
3. Another option for acceleration into the Advanced Course is the Alternate Entry Option (AEO). Students pursuing this option must be highly motivated and physically fit, possess a 3.0 grade point average, and be approved by the professor of military science. Contracted junior cadets attend the Leadership Development and Assessment Course - Warrior Forge (LDAC) at Fort Lewis, Washington, during the summer prior to the senior year.
4. Another option to enter Army ROTC is by completing sister service ROTC, such as Air Force ROTC, and requesting a transfer to Army ROTC prior to the beginning of the senior year. Consideration is done on a case-by-case basis and requires approval of the Army ROTC Professor of Military Science.

Students who received ROTC training in high school and veterans should contact the ROTC Program office and university registrar concerning credit for part or all of the ROTC Basic Course. Graduate students who can commit to two fulltime years of graduate study should contact the Army ROTC Program office for more details.

Credit received as a result of successfully completing military science courses may count toward degree requirements as general open electives. Grades received for military science course completion are included in cumulative grade point ratios.

**Allowances and Incentives.** Military science textbooks and uniforms, when appropriate, are furnished to the students without charge. Students enrolled and contracted into the Advanced Course receive a monthly stipend allowance during the school year; senior year cadets receive a stipend each month. Cadets in attendance at the LTC and LDAC receive a ROTC-based salary while in training.

**Scholarships.** The Department of the Army annually awards a limited number of four-, three- and two-year ROTC Scholarships to qualified student-athlete student leaders. Awarded on merit, the scholarship covers the cost of tuition, books, laboratory fees and related expenses, plus the monthly stipend for up to ten months per year that the scholarship is in effect.

Four-year scholarships are open to high school graduates prior to entering Army ROTC as first-year students. Any student enrolled at DePauw University may apply for an on-campus three- or two-year scholarship based on merit and leadership potential. Full details on the scholarship program may be obtained by writing the Enrollment Officer or Professor of Military Science, U.S. Army ROTC Wabash Battalion, Indiana State University, John T. Myers Hall, 650 Cherry Street, TC212, Terre Haute, IN, 47809, or by calling 812-237-3640 or 812-877-8345.

## **United States Army Reserve Officer Training Courses**

### **Basic Courses**

#### **ARMY 101. Leadership and Personal Development, 1/4 course**

ARMY 101 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 critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

#### **ARMY 102. Introduction to Tactical Leadership, 1/4 course**

ARMY 102 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. Continued emphasis is placed on recruitment and retention of



cadets. Cadre role models and the building of stronger relationships among the cadets through common experience and practical interaction are critical aspects of the ARMY 102 experience.

**ARMY 201. Innovative Tactical Leadership, 1/2 course**

ARMY 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment (COE).

**ARMY 202. Foundations of Tactical Leadership, 1/2 course**

ARMY 202 examines the challenges of leading tactical teams in the COE. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. ARMY 202 provides a smooth transition to ARMY 301. Cadets develop greater self-awareness as assess their own leadership styles and practice communication and team building skills. COE 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**

ARMY 301 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive

systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is developing cadets' tactical leadership abilities to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC).

**ARMY 302. Leadership Under Fire, 3/4 course**

ARMY 302 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. ARMY 302 cadets are evaluated on what they know and do as leaders.

**ARMY 401. Developing Adaptive Leaders, 3/4 course**

ARMY 401 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 assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. ARMY 401 cadets analyze, evaluate, and instruct cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare ARMY 401 cadets for their first unit of assignment. They 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**

ARMY 402 explores the dynamics of leading in the complex situations of current military operations in the COE. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

## **Academic Policies**

### **ACADEMIC CALENDAR**

DePauw University's academic calendar consists of two semesters, each with a 15-week primary term and an optional 3-week extended term. Semester I includes Fall Term and Winter Term; Semester II includes Spring Term and May Term. A limited number of courses and programs are also offered during the Summer Session. Degrees are awarded in May and December.

### **UNITS OF CREDIT AND COURSE LOAD**

The unit of credit for standard classes is the course credit. One course credit is equivalent to four semester hour credits or six quarter hour credits. Some classes carry one-half or one-quarter credit.

Students in the Asbury College of Liberal Arts generally enroll in 4.0 course credits and students in the School of Music 4.5 course credits during the primary terms (Fall and Spring).

To be considered full-time, students in either school must be enrolled in at least 3.0 course credits (equivalent of 12 semester hours) in a primary term.

CLA students may enroll in a maximum of 4.5 course credits per semester; SOM in 5.0. This maximum is the sum of enrolled credit from the primary and its associated extended term. Above this maximum additional tuition fees may apply.

The Fall and Spring academic terms are 14 weeks long, with an additional week for final examinations. A one-credit course meets at least 180 minutes a week, for a total of 42 hours of in-class instruction during the semester.

Courses offered during the Winter or May extended terms are 3 weeks long and may earn up to one-half course credit.

### **CLASSIFICATION OF STUDENTS**

Students are classified under one of three groups: undergraduate, special or auditor.

**Undergraduate students** are candidates for degrees. Students who enter DePauw as first-time degree seeking students are expected to complete their degree work in eight semesters. The classification of students is determined by the number of semesters completed.

CLASSIFICATION	NUMBER OF SEMESTERS COMPLETED
First-Year	0-1
Sophomore	2-3
Junior	4-5
Senior	6 and over

When a student earns fewer than three course credits in a semester, the Registrar's Office will review the student's academic record and determine the appropriate classification. Transfer students are assigned a class standing based on number of credits transferred and anticipated time to degree completion. Students may petition to have their class standing changed.

**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 juniors and seniors from Putnam County high schools to take courses for credit at a special fee of \$200 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 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. 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

## GRADES

<b>A, A-</b>	Achievement of exceptionally high merit
--------------	---

<b>B+, B, B-</b>	Achievement at a level superior to the basic level
<b>C+, C, C-</b>	Basic achievement
<b>D+, D, D-</b>	Minimum achievement that warrants credit
<b>F</b>	Failure: the achievement fails to meet course requirements. The student receives no credit.
<b>I</b>	<p>An incomplete grade (<b>I</b>) 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 <b>I</b> may not be given for failure to submit work on time because of inadequate planning or to extend time to improve a grade. Problems involving transportation, family occasions and/or jobs, for example, are also not sufficient grounds for assigning a grade of I.</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. If the <b>I</b> 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</p>

	<p>grade will be converted to a W provided the student demonstrates that the original <b>I</b> grade was for appropriate reasons.</p> <p>Students may not graduate with an incomplete grade on their record.</p>
<b>W</b>	<p>Withdrawal (<b>W</b>) indicates that the student withdrew from a course before the end of the term; no credit is given. A student may withdraw with a grade of <b>W</b> through the Friday of the eighth week of classes in a primary term (Fall or Spring) or through the first week of classes of an extended term (Winter or May). The Petitions Committee will approve withdrawals after these deadlines 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>Once an academic integrity charge has been initiated against a student, he or she may not withdraw from the course in question unless the charge is dropped by the faculty member or the student is found to be not responsible through a hearing or an appeal. A hold is placed on the student's transcript until the charge has been settled.</p>
<b>L</b>	<p>Deferred (<b>L</b>) indicates that the final grade is deferred because evaluation is dependent upon work being done the succeeding term or semester. Permission to give an <b>L</b> in a course must be secured in advance from the Office of the Registrar. The <b>L</b> 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 <b>A</b> to <b>F</b>.</p>
<b>P-D-F</b>	<p>A Pass (<b>P</b>) grade indicates that the student has done <b>C-</b> 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 <b>D</b> indicates work is of below average quality, but credit is granted for</p>

	the class. A Fail ( <b>F</b> ) grade indicates that the student has not successfully completed the work in the class. The student receives no credit for an <b>F</b> , but it does not enter into computing the cumulative grade point average. See <u>Pass/Fail</u> for additional policies regarding <b>P-D-F</b> .
<b>S-D-U</b>	Satisfactory ( <b>S</b> ), <b>D</b> or unsatisfactory ( <b>U</b> ) grades are reported for Extended Studies internships, independent projects and non-credit courses.
<b>#</b>	A <b>#</b> is recorded when no grade has been reported.
<b>X</b>	An <b>X</b> 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 or S-D-U
- not applicable toward the degree
- from approved off-campus programs
- music ensembles

**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.

## GRADE REPORTS



Students may access their midterm and final grades through e-services. Students are encouraged to share their grades with their families. Staff in academic affairs, the registrar's office, student life, and academic life may discuss academic progress with parents or guardians of dependent students.

**Midterm Grades.** Instructors submit midterm grades the Monday of the seventh week of the Fall or Spring primary term for all first-year students, students on satisfactory academic progress warning or probation, and upper class students who are making grades of **C-** or lower. Midterm grades are not permanent or final but serve as a basis for advising students of their progress.

**Final Grade Reports.** Students may access their final grades through e-services as soon as grade reports are processed, generally after 4:00 p.m. the day grades are due.

**Grade Point Average.** On the final grade report, the GPA for the term just completed and the cumulative GPA are calculated. Each A-F letter grade is assigned the following grade value:

<b>A</b>	4.00
<b>A-</b>	3.67
<b>B+</b>	3.33
<b>B</b>	3.00
<b>B-</b>	2.67
<b>C+</b>	2.33
<b>C</b>	2.00
<b>C-</b>	1.67

<b>D+</b>	1.33
<b>D</b>	1.00
<b>D-</b>	0.67
<b>F</b>	0.00

The term and cumulative GPA is calculated by multiplying the grade value for each course by the number of course credits for the course to give the **grade points** earned. Grade points are then summed and divided by the number of course credits attempted to give the GPA. The GPA is truncated, not rounded, to the second decimal place.

## COMPETENCE CERTIFICATION

DePauw students learn and demonstrate writing (**W**), quantitative reasoning (**Q**) and oral competence (**S**) by successfully completing designated 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

## ABSENCES/ATTENDANCE

Regular attendance at class, laboratory and other appointments for which credit is given is expected of all students according to the guidelines established by individual faculty members. There are no "allowed cuts" or "free" absences from class sessions. Faculty members may drop students from their classes or other appropriate action may be taken if absences are too frequent.

**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 faculty member in advance. Each faculty member should let the students know how to give this notification. The faculty member 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 Office of Student Life. It is the student's responsibility to contact the faculty member; in addition, the faculty member will be notified by Student Life 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 members, in consultation with a member of the Academic Affairs staff, will decide whether the student may reasonably make up the missed work. As a general rule, 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 member subject to constraints set by other academic policies.

**Absences for personal or psychological reasons:** Occasionally Student Life 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 Life staff will ask the student to notify faculty members and indicate that faculty members may call Student Life staff for confirmation if such validation is deemed necessary. In some of these cases, the Student Life 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 Life staff may notify faculty members directly.

**Early departure or late return from breaks:** Faculty members 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.

**Conflicts with other courses:** Whenever possible out of class requirements should be specified in the syllabus and/or the schedule of classes and the faculty member should provide options, or an alternative time, for students who have another class obligation at the same time. If there is a conflict between two course-related activities, the faculty members should resolve it. The Dean of Academic Life will be responsible for the resolution if an agreement is not reached.

## 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*.

## ADVANCED PLACEMENT

First-time degree seeking 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: [Advanced Credit and Placement](#).

**2. College-level Courses Taken While a High School Student.**

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.

Unassigned, elective credit will be awarded for courses taken in a high school dual enrollment or early college program. To receive such credit, the courses must be at a level equivalent to DePauw courses and the student must earn at least a **B** in the course. To receive assigned credit (i.e., credit that is assigned to a particular department and counts toward a major or minor) the student must meet with the appropriate department chair or program director who will review the course content and the student's performance in it.

**3. Departmental Placement Examinations.**

Students may qualify for 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. In some cases, credit for lower level courses will be awarded when the student completes the higher level course.

**4. 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.

## 5. **International Advanced Placement Programs**

Credit for British A-Levels, French Baccalaureate, German Abitur and other international advanced study program is awarded based on individual review. In general, students may earn up to two course credits (8 semester hours) for each A-Level subject passed with a grade of C or better.

### 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 at the end of each credit-bearing term (Fall, Winter, Spring, May). Commencement exercises are held only in May at the end of the Spring Term.

Students who are within two course credits of meeting all graduation requirements may participate in commencement exercises. The diploma will be awarded at the end of the term following successful completion of the required course work.

Students whose financial obligations are not settled before commencement are ineligible to receive their diplomas at commencement and may not be eligible to participate in commencement ceremonies. *See Student Financial Obligations.*

### DEAN'S LIST

Eligibility is based on the completion of at least three courses in a primary term (Fall or Spring) 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 Fall or Spring term except for laboratory portions of final exams. (Note: If Thursday is the last day of classes, this period includes the previous Friday.) Only assignments that substitute for a final exam should be given a due date during finals week and no assignment may be given a due date that is after the end of finals week. In addition, during the Fall and Spring terms, instructions for paper and project assignments due in the last five days of class should be provided at least 14 calendar days prior to the due date.

**Final examinations during primary terms.** An examination period is provided at the end of each primary term 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 requests 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 or Conflicting Exam Policy.** No student may be required to take more than two in-class final exams on the same day or choose between exams offered at the same time. 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 (or on the Web) to provide written verification to the professors involved that three final exams are actually scheduled and being given on the same day. When a student is in two courses whose designated final examination periods conflict, the student 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 neither of the professors involved voluntarily agrees to give the student his/her exam on another day or time, the professor whose course carries the lesser credit will offer an

alternative time for the exam. If both courses carry the same credit, then the professor of the course that meets latest in the week will offer an alternative time for the exam.

## 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 term on a Pass/Fail basis up to a maximum of three registrations. The credit received applies toward the degree for which the student is working as elective credit only and 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 eighth week of classes of the primary terms or the first week of classes during the extended terms.



Pass/Fail courses may not be taken in a student's major or minor area, to satisfy distribution requirements or to earn competence certification. Students may not 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

The Office of the Registrar produces a *Schedule of Classes* for each term that summarizes registration procedures and lists 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 [my.depauw.edu/e/reg/soc-view](http://my.depauw.edu/e/reg/soc-view).

Students who have not paid tuition and fees by the designated date may not be allowed to register for classes or may forfeit their class enrollment for the next semester. 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 Fall and Spring primary terms. During this period, students may add or drop courses. The add/drop period for Winter and May term runs through the first day of classes.
- 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 eighth week of classes for the Fall and Spring terms. For Winter and May terms this adjustment deadline is the end of the first 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.

#### SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY AND ACADEMIC STANDING

At the end of each term, student performance is reviewed for *satisfactory academic progress*. There are four academic progress statuses: satisfactory, warning, probation and suspension. The status determination takes into account quantitative measures (credit earned) and qualitative measures (grade point average).

To be in *satisfactory* standing, students must meet the qualitative and quantitative benchmarks for the semester completed--e.g., a student who has completed three semesters should have at least a 1.9 cumulative GPA, have earned at least 9 course credits and have passed 75% of the enrolled courses.

Students who fall below these benchmarks are placed on *warning*. If they fail to meet the next benchmark, they are *suspended*. They may appeal the suspension to the Academic Standing Committee. If successful, they are placed on *probation*, with a plan in place for returning to satisfactory academic progress.

Any full-time, degree-seeking students who fail to earn at least two course credits and a 1.0 GPA in a primary term (Fall or Spring) are suspended, no matter their prior standing. They may appeal to continue on probation.

Satisfactory Academic Progress is used to determine financial aid eligibility and academic standing. More information on the process and standards may be found in the Student Handbook and Financial Aid (<http://www.depauw.edu/offices/financialaid/policies/sap>).

## SEMESTER COURSE LOAD

The number of course credits carried each term constitutes the student's course load, even if courses do not apply toward a degree or are Pass/Fail. The normal course load for a primary term is four course credits. The course load may vary from three to four and one-half courses for College of Liberal Arts students and three to five courses for School of Music. To be considered a full-time, students must be enrolled in at least three course credits in the primary term (Fall and Spring).

Normally, first-year students should limit their registration to courses numbered 100-199 unless they have prerequisite preparation for advanced courses.

Students will be charged additional tuition for all courses over the maximum 4.5 course credits per semester for the College of Liberal Arts and 5.0 course credits for the School of Music, including PE activity courses, dance and Extended Studies courses. Please note that the maximum course load before overload charges applies to the whole semester, which includes the primary and associated extended term. Some courses, including music ensembles, some courses and experiences in the Honors and Fellows Programs, and University service courses do not count into the overload calculation.

Students who are determined to be behind in credit, as determined by the University's Satisfactory Academic Progress policy, may be eligible to take a credit-bearing Extended Studies course without incurring tuition overload fees. Eligibility for the Extended Studies Catch-Up program is determined on a case-by-case basis.

Students who wish to take more than 5.5 course credits in a semester must receive permission from the Petitions Committee. All students, except last semester seniors who need less than three course credits to graduate, must petition to enroll in fewer than three course credits or to withdraw from a class that reduces the course load to below three course credits in a primary term.

## 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**

### **GENERAL POLICY**

DePauw students who take part of their work at another institution with the intention of transferring the credit to DePauw should obtain advance approval. The Transfer Credit Approval Form is available in the Office of the Registrar. 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. Department chairs determine those courses that meet major requirements. In general, transfer credit or credit earned through off-campus study may not be used to satisfy distribution area or competency requirements.
- DePauw records, without credit, physical education activity courses taken if an institution does not give credit for those courses.
- 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.
- With approval of the University Registrar and chair of the relevant department, students who transfer courses and the equivalent credit toward distribution requirements in the areas of Arts and Humanities, Science and Mathematics, and Social Sciences. A maximum of four distribution requirement credits may be earned by transfer 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 or May interim session may receive a maximum of .5 course credits if the course is also counting toward the Extended Studies requirement. 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.
- When credit allowed for work taken at another institution is not justified by the quality of subsequent DePauw work, the credit may be rescinded.
- Students may not earn transfer credit from courses offered concurrently with their DePauw enrollments except by permission of the Petitions Committee.

#### ONLINE AND DISTANCE LEARNING TRANSFER CREDIT

Online courses with a fixed beginning and end date which allow regular interaction with the class members are treated the same as other transferred classes. For correspondence or open-ended online courses, a maximum of one course credit may be earned. All policies governing transfer credit apply to courses taken online or by correspondence: they must be sponsored by an accredited institution and be accepted for credit by that institution toward its own bachelor's degree; they must be on a liberal arts topic; and they must be pre-approved by the chair of the department into which the course transfers, the student's academic advisor, and the Office of the Registrar. Normally, the University does not award credit for modern language or laboratory science courses taken online. Students may not earn transfer credit from online or correspondence courses offered concurrently with their DePauw enrollments except by permission of the Petitions Committee.

#### TRANSFER CREDIT APPROVAL

DePauw students should complete the transfer credit approval form, available in the Office of the Registrar, prior to enrolling in any course of study intended for transfer credit. This includes summer school courses, summer study abroad programs, and online courses. This form requires the signatures of the department chair or program director in the academic area in which the course will count, the student's academic advisors, and the registrar, who will approve the amount of credit to be awarded.

## CREDIT FOR COLLEGE COURSES TAKEN IN HIGH SCHOOL (DUAL ENROLLMENT, EARLY COLLEGE)

If the student is attending classes on a college campus with students who have already matriculated at that college and the course is taught by a regular college faculty member, DePauw will treat this as regular college transfer credit (see above).

For courses taken in a high school dual enrollment or early college program, unassigned, elective credit may be awarded. To receive credit, the courses must be at a level equivalent to DePauw courses and the student must earn at least a B in the courses. Unassigned credit is listed as University Studies (UNIV) credit and is applicable to the credit required for graduation but not to majors, minors, competence and distribution requirements. To receive assigned credit (i.e., credit that is assigned to a particular department and counts toward a major or minor) the student must meet with the appropriate department chair or program director within the first semester. He/she will review the course content and the student's performance and make the determination about awarding assigned, departmental credit. A maximum of eight course credits (32 semester hours) may be awarded through dual enrollment, early college, and advanced placement programs.

## 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.

## WITHDRAWAL FROM THE UNIVERSITY

All students, except graduating seniors, who plan to leave the University or need to apply for medical withdrawal are requested to notify personnel in the Office of the Registrar or Student Academic Life.

Any student who has received student loans must complete an online exit interview with the Student Loan Office prior to withdrawal.

IT accounts of students who withdraw from the University will be disabled immediately upon the effective date of withdrawal. The accounts will be removed after twelve months or after the completion of the next academic year, whichever is longer.



## Tuition and Fees Per Semester 2020-2021

### Academic Calendar

DePauw's academic year consists of two semesters, each comprising a 15-week primary term (Fall or Spring) and a 3-week extended term (Winter or May). Semester I includes Fall and Winter terms; Semester II Spring and May terms.

### Tuition

Asbury College of Liberal Arts 2.5 through 4.5 courses a semester	\$25,868.00
School of Music 2.5 through 5.0 courses a semester	\$25,868.00
1.0 course credit for part-time and overload	\$6,467.00
.75 course credit	\$4,851.00
.5 course credit	\$3,234.00
.25 course credit	\$1,617.00

### Semester Fees

Enrollment deposit (one-time, non-refundable)	\$400.00
Comprehensive fee	\$447.00
Residence hall fee (for students living in DePauw Housing)	\$40.00

### Additional Fees

#### Private instruction in Applied Music

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, except those who have declared a Bachelor of Arts music major, are charged an extra fee for private instruction:

One 30-minute lesson per week	\$550.00
One 60-minute lesson per week	\$1,100.00

Applied music tuition and dance course tuition are refunded, with charges deducted for lessons received, only if the student cancels the course with the approval of the Dean of the School of Music and adjusts his or her registration within the first six days of the term. There is no refund after the first six days of the term. Students in the College of Liberal Arts who have declared a music major are not charged for up to two course credits of applied music provided they are applicable toward the Bachelor of Arts degree. Students in the School of Music are charged only for applied music instruction over the applied music requirements for their degree (see below).

**Group instruction in piano, voice or guitar**

Per term           \$370.00

**Group instruction in dance**

Per term           \$180.00

**Off-Campus Study**

Per Semester    \$800.00

**Special departmental examinations**

Per examination   \$260.00

There is no refund of the fee for the departmental examination in case of failure to establish credit.

**May and Winter Term Only**

These fees apply to students not enrolled full-time in Semester I who take a course in Winter Term or to students not enrolled full-time in Semester II who take a May Term course.

Co-curricular course (0 credit)	\$550.00
Curricular course (.5 credit)	\$3,234.00

**Auditing a Course**

Full-time students may audit one course each term without charge. The fee for all others:

Per course       \$250.00

There is no refund for auditors who withdraw after the adjustment period (first week of classes). International auditors enrolled in the equivalent of 2 1/2 to 4 1/2 courses pay \$2,935.00 per semester plus fees for applied music and dance.

**Course Load**

**STANDARD TUITION CHARGES**

For tuition and course load purposes, Winter Term is considered to be part of Semester I and May Term part of Semester II. Full time College of Liberal Arts students are eligible to take up to 4.5 credits per semester; School of Music students may take up to 5.0 credits. For example, a CLA student enrolled in 4.25 credits in Fall Term and .5 credits in Winter Term would have a course load of 4.75 credits for Semester I and would be subject to a .25 credit overload charge. An SOM student with the same enrollment would be within the 5.0 maximum for the School of Music and would not have an overload charge.

Students enrolled as full-time students in the Fall or Spring term pay the full tuition for the semester, whether or not they participate in the associated extended term.

## CREDIT OVERLOAD EXEMPTIONS

Some courses have been exempted from the credit overload calculation. These include:

- Music ensembles (MUS 181; MUS 271-289)
- Science Research Fellows research experiences (HONR 191, 192, 193, 194, 291, 292, 491)
- Media Fellows Practicum (HONR 221, 222, 421)
- Honor Scholar senior tutorial (HONR 401, 402)
- HONR 185 Business and the Liberal Arts
- Consultant and tutor training courses (UNIV 300, 301, 310, 315, 316, 320; BIO 295)
- ROTC courses (Aerospace Science (AS) and Military Science (ARMY))
- CHEM 170, Stoichiometric Calculations
- CHEM 395, Independent Study
- UNIV 135, Academic Excellence Seminar
- UNIV 325, Fellowship Application Writing Workshop
- UNIV 190, Topics: Sophomore Life Planning
- UNIV 291, Prindle Reading Course
- UNIV 391, Topics: Important Books
- UNIV EXP, EXP: Writing Associate Training
- UNIV EXP, EXP: Ethics in Action

### Payment of tuition covers:

1. Enrollment in any course applicable toward a degree.
2. Enrollment in Winter Term for Semester I and May Term for Semester II.
3. For music majors, enrollment in the amount of private or class applied music instruction required for the individual degree program. (Students in the School of Music degree programs are required to complete a designated number of credits in applied music in their primary instrument and a secondary instrument or piano. Bachelor of Music Education (BME) students additionally take applied music in voice, folk guitar and bassoon/oboe. Each semester in residence, music degree students **must** take one course in their primary instrument and **may** take one course in their secondary instrument or piano to fulfill the requirements of their degree program. BME students may also take any of the three extra applied music courses in any semester. All these applied music credits required by the degree program are fully covered by tuition. Students who enroll in applied music courses **beyond** the requirement are charged additional fees. These fees are assessed each semester if students exceed their allotment for the semester or exceed the total credit required for primary, secondary and education applied music.)
4. Facilities provided by the physical education department, including individual locker service and some equipment used in activity classes.
5. Limited counseling services.
6. Use of science, computer and language laboratories; libraries; and Memorial Student Union Building.
7. University chapels, convocations, lectures and music programs.
8. Admission to most varsity athletic contests held in Greencastle.
9. A diploma upon completion of graduation requirements.

### Payment of fees covers:

1. Comprehensive Fee
2. Residence Hall Fee

## **Payment of Tuition and Fees**

Payment of tuition and fees is due no later than August 1 (Semester I) and February 1 (Semester II). A student's registration is not complete until all charges are paid. A payment plan is available for payment of tuition and fees.

## **Additional Fee Information**

**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 \$45 late registration fee.

**Late Processing Fee.** A fee of \$45.00 may be charged for course adjustments made after the deadline but granted by the Petitions Committee. A fee of \$45.00 may be charged if a student fails to complete Winter or May Term registration by the first day of the term or to complete 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.

**Delinquent Account.** Late fees and registration holds may be assessed for a delinquent student account. A delinquent student account is defined as exceeding \$25 and over 30 days past due.

**Transcript of Credit.** Transcripts may be ordered through the DePauw transcript portal for \$7 to \$10, depending on the mode of transmission. 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 \$100.00 is assessed any student who decides not to participate in an off-campus study program after May 1 for Semester I or full year off-campus programs and September 15 for Semester II programs. In addition, the student is liable for any cancellation fees charged by the host institution or non-cancelable program fees.

## **Room and Board**

Room and board payment is due on the same dates as tuition and fees payments. A payment plan is available for payment of room and board charges.

The cost of room and board in all University residence halls is \$6,700.00 per semester for 2020-2021. Room contracts are for all of Semester I, including Winter Term, and for the Spring Term. May Term is not included in the room contract. Students enrolling for only Semester II and Winter Term will be assessed an additional pro-rated charge to cover the Winter Term housing. Once a student moves into a residence hall room, he or she is responsible for payment for that semester.

All students living in DePauw University owned housing must participate in a meal plan. There are three general plan offerings with two options per meal plan: Residence Hall Meal Plans, Rector Village Meal Plans, and University Owned Apartments and Houses (UOAH) Meal Plans. In addition, a Winter Term meal plan is required for students living in a DePauw residence hall during this term. See [depauw.cafebonappetit.com](http://depauw.cafebonappetit.com) for further information on DePauw meal plans.

Students requiring special diets for medical reasons should make arrangements through Student Disability Services.

**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 on CASHNet.

## **PAYMENT OPTIONS**

Students/parents have three payment options to choose from:

### **Option 1: Payment in full prior to start of the semester**

Payment is due by August 1 for Semester I and February 1 for Semester II. Pending loans or scholarships that will be applied to the account may be deducted before submitting payment.

### **Option 2: Semester Payment Plan**

The DePauw payment plan, referred to as 'My Payment Plan' (MPP for short), is set up online through CASHNet. The payment plan allows students or third parties to pay for semester charges over four months for Semester I and four months for Semester II. Semester I payments are due on the first of each month, August through November. Semester II payments are due on the first of each month, February through May. A \$40 per semester fee is assessed to sign-up for the payment plan.

### **Option 3: Pre-Paid Tuition Plan**

The Pre-Paid Tuition Plan offers parents the opportunity to prepay tuition for two, three, or four years at the current rate of annual tuition set for the first year of participation in the plan, which protects families from probable future tuition increases. Specific details of this plan may be obtained by contacting the Cash Receipts Office.

## **Basic Costs Summary for 2020-2021**

The cost each semester per student is shown below. All policies are under continual review. The University reserves the right to change its charges.

Tuition, per semester (including Winter Term in Semester I or May Term in Semester II)	\$25,868.00
Room in residence halls and alternative housing (per semester)	\$3,628.00
Board (meal plan) (per semester)	\$3,266.00

## **Other Expenses**

Students can purchase textbooks and supplies at Eli's Bookstore or any other store of their choosing. In addition, each student has variable expenses for clothing, laundry, travel, recreation and incidentals to consider.

Each year, student organizations in the residence halls vote to assess each resident a Housing Programs 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 \$75.00 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.

Students participating in the graduation ceremony purchase their own caps and gowns.

### **Extended Studies Expenses**

Students are not charged extra for their chosen Extended Studies projects on campus, except for costs directly related to the project. However, all off-campus costs are the responsibility of the student participants. Off-campus Extended Studies courses will have additional expenses associated with travel. Students in credit-bearing off-campus study courses may be eligible for additional financial support to help with these expenses (see Financial Aid).

### **Withdrawal and Refund Policy**

**Tuition Refund.** A student who withdraws during the Fall or Spring term will receive an adjustment to tuition charges on a per diem proration (number of days enrolled divided by the number of days in the term) through 60% of the term.

**Medical withdrawal.** A student who withdraws within eight weeks due to illness (doctor verification required) will receive a reversal of tuition charges for that semester.

A student who is suspended from the University during the term for disciplinary actions is not entitled to any refund of tuition.

**Residence Hall Room and Board Refund.** Room charges not refunded except as part of a medical withdrawal (see above). 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 complex. 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 the Financial Aid website.

**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 Life Office, Office of the Registrar, Cash Receipts Office, Financial Aid Office, fraternity and sorority living units, 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 \$25.00 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 (including room and board for Greek organizations the University bills for), 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.

## Admission Philosophy

DePauw seeks to admit high-achieving students who will make significant contributions to the life of the campus. 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 admits qualified students from many environments, cultures and viewpoints whom we believe will contribute to and enhance our learning community.

DePauw is selective in admission, meaning that many more students apply than can be admitted. 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 and curious students. Detailed information about the required credentials which must be submitted and how to obtain them appears 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 on an individual basis, 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 potential 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, we do expect students to challenge themselves and earn excellent grades. Successful candidates should take a minimum of five academic courses 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 can be 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 writing ability. Applicants are asked to submit a personal essay. This writing sample is reviewed with interest, and the Admission Committee will evaluate each applicant on his/her ability to communicate their thoughts in writing.

The Admission Committee is also very interested in school and community involvement, as it demonstrates 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 has made 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 number 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, bringing to life 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 via 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 candidate'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 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**

To complete the application process, all candidates should submit the following materials to be received in the Admission Office by the appropriate due date:

- Application for Admission (available via The Common Application at [www.commonapp.org](http://www.commonapp.org))
- Essay
- Official SAT I and/or ACT scores
- Official high school transcript(s)
- Secondary School Report
- Application fee, if applicable
- Official college transcript(s), if applicable
- Early Decision Candidate's Agreement, if applicable

### **Transfer applicants must also submit:**

- Official college transcript(s) from each school attended
- College Official's Report

**School of Music candidates must also complete a live audition before School of Music faculty.** In the case of a student being unable to travel to campus for an audition, a video recording may be submitted.

### **Application for Admission and Financial Aid\* Due Dates**

Early Decision Application and CSS

Profile, for those applying for need-based financial aid November 1

Early Action, for those applying for need-based financial aid December 1

Regular Decision, for those applying for need-based financial aid February 1

Transfers June 10 for Semester I; January 10 for Semester II

\*All students applying for need-based financial aid must submit the CSS Profile before the required deadline. These students must also submit the FAFSA no later than February 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 January 15 for Early Decision applicants.

### **Early Action**

Early Action candidates apply for admission by December 1 but have until May 1 to confirm their intention to enroll.

### **Regular Decision**

Regular Decision 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 June 10 for Semester I admission, and January 10 for Semester II 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 their family. An interview on campus with an admission officer is often 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. All international students must take the SAT I or ACT to be considered for admission to DePauw, unless they reside in a country which does not offer the SAT or have been enrolled for at least four years in a school where the primary language of instruction is English. The Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required of all students. A minimum score of 563 paper-based, 223 computer-based, or 85 internet-based is required on the TOEFL, and a minimum score of 6.5 is required on the IELTS exam.

DePauw does offer limited merit-based scholarship to high-achieving international students but most students should plan to assume full financial responsibility for the costs of their education. These costs include tuition, room and board, fees, books, insurance, SEVIS fees, 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 and DS-2019 forms to international students who are admitted to the University and indicate their plans to enroll.

Students who are not U.S. citizens are admitted as:

- degree candidates, or
- exchange students

**Degree-seeking international students** work toward the Bachelor of Arts or Bachelor of Music degrees. Fees are the same as for U.S. degree candidates.

**Exchange students** are enrolled degree candidates at their home universities who come to DePauw for one semester or one year as upper-class special students. They enroll for credit and transfer those credits back to their home institutions. The fee arrangements vary with each program, depending upon the exchange agreement. Regular exchange agreements exist with Waseda, Kansai Gaidai, Aoyama Gakuin and Nanzan universities in Japan; Tsinghua University in China; Koç University in Turkey; and Ewha Womans University in South Korea. All one-semester and one-year foreign-exchange students live in on-campus housing while studying at DePauw. A certificate of attendance at DePauw is provided.

### **Readmission**

Candidates who were previously enrolled at DePauw may 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 Semester I and December 1 for Semester II. Appropriate housing arrangements are made through the Student Life Office. Guidelines and application for readmission are available at <http://www.depauw.edu/academics/academic-resources/advising/registrar/applying-for-readmission/>.

### **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, pursue off-campus study opportunities and/or earn a minor or even a second major within four years. However, the guarantee applies only to the basic degree requirements for programs that require 31 courses. 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.

# 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 1986-2008

Brian W. Casey 2008-2016

D. Mark McCoy 2016-2020

Lori S. White 2020-present

## Board of Trustees 2020-2021

*Service to DePauw. Leadership for our future.*

SUSAN M. ANSEL '82, CEO, Gables Residential, Dallas, TX

DAVID B. BECKER '75, CEO, First Internet Bank, Fishers, IN

LISA HENDERSON BENNETT '93, Milford, CT

JOHN CASSIDY '82, Shareholder, Sudekum Cassidy & Shulruff, Chicago, IL

JUSTIN P. CHRISTIAN '95, President/CEO, BCforward, Indianapolis, IN

KENNETH W. COQUILLETTE '82, Co-head of Americas Banks Investment Banking

Investment Banking Division, Goldman Sachs & Company, New York, NY

JEFFREY A. COZAD '86, Co-Founder/Managing Partner, Stonerise Capital Partners

San Francisco, CA

NEWTON F. CRENSHAW '85, President, Young Life, Colorado Springs, CO

WILLIAM K. DANIEL II '87, Executive Vice President, Danaher Corporation, Wood Dale, IL

MATTHEW S. DARNALL '85, Managing Director, Goldman, Sachs & Company, Chicago, IL

RABIA DAUD '20, Graduate Student, Muncie, IN

LUIS R. DAVILA '81, Vice Pres. (retired), International Business—Reynolds American, Inc.

President (retired) —Reynolds Asia-Pacific, Winston Salem, NC

DENISE CASTILLO DELL ISOLA '96, Senior Program Officer, Irving Harris Foundation

Chicago, IL

JUSTIN C. DYE '94, Founder and CEO, ripkurrent, Boca Raton, FL

JEFFREY L. HARMENING '89, CEO, General Mills, Minneapolis, MN

KATHRYN FORTUNE HUBBARD '74, E&A Industries, Inc., Indianapolis, IN, also

Co-Founder Bridges of Understanding, New York, NY

JANET L. JOHNS '85, Entrepreneur, Kennesaw, GA

SARAH STRAUSS KROUSE '74, North Manchester, IN

KYLE E. LANHAM '79, SECRETARY, BOARD OF TRUSTEES, Vice President of

Community Engagement and Chief Advancement Officer, Goodwill of Central & Southern  
Indiana, Indianapolis, IN

NATU MCCARTHY '18, Indianapolis, IN,

HOLIDAY HART MCKIERNAN '80, Executive Vice President, Chief Operating Officer and  
General Counsel, The Lumina Foundation, Indianapolis, IN

ANNA K. MUNOZ '19, Marketing Coordinator, Client Engagement, OurHealth!,  
Indianapolis, IN

RICHARD S. NEVILLE '76, Eden Prairie, MN

MARSHALL W. REAVIS IV '84, Founder and CEO, SVM, LP, Arlington Heights, IL

BLAIR A. RIETH, JR. '80, General Manager, Welch Packaging, Indianapolis, IN

GREGORY A. SISSEL '94, Managing Director, Platt River Equity, Denver, CO

DOUGLAS I. SMITH '85, President, Miller & Smith, McLean, VA

MICHAEL L. SMITH '70, Executive CP and CFO (Retired), Anthem, Inc., Carmel, IN

JAMES B. STEWART '73, Columnist--Common Sense, The New York Times, New York, NY

BRENT E. ST. JOHN '89, CEO, Hampden Holdings, LLC, St. Louis, MO

BISHOP JULIUS TRIMBLE, The United Methodist Church, Indiana Area, Indianapolis, IN

KATHY PATTERSON VRABECK '85, CHAIR, BOARD OF TRUSTEES

Partner, Korn Ferry, Los Angeles, CA

SARAH REESE WALLACE '76, Chairman of the Board, First Federal Savings and Loan  
Association of Newark, Newark, OH

CORINNE G. WOOD, PARENT, North Palm Beach, FL

LAWRENCE E. YOUNG, JR. '84, Managing Director, AlixPartners, LLP, Dallas, TX

#### **ADVISORY TRUSTEES (non-voting)**

JAMES R. BARTLETT '66, Paradise Valley, AZ

W. CHARLES BENNETT '74, CPA, Albuquerque, NM

MARLETTA FARRIER DARNALL '61, Chicago, IL



DON R. DASEKE '61, Chairman and CEO, Daseke, Inc., Addison, TX

JANE LARSON EMISON, Owner, Retired, Jane Lark Emison Designs, Wayzata, MN 55301

DONALD C. FINDLAY II, D.D.S. '56, Family Dentistry (Retired), Elkhart, IN

MAX W. HITTLE JR. '66, Indianapolis, IN

R. DAVID HOOVER '67, Boulder, CO

VERNON E. JORDAN JR. '57, Senior Managing Director, Lazard Freres & Co., LLC

New York, NY 10020, Of Counsel, Akin, Gump, Strauss, Hauer & Feld, LLP

Washington, DC

MYRTA PULLIAM, Director of Special Projects, The Indianapolis Star, Indianapolis, IN

STEPHEN W. SANGER '68, Chairman and CEO (retired), General Mills, Wayzata, MN

JANE TURK SCHLANSKER '63, President/CEO, InterStar Public Relations, Inc.

Fort Worth, TX

JANET W. PRINDLE SEIDLER '58, Managing Director (Retired), Neuberger Berman, LLC

New York, NY

DOUGLAS A. SMITH '68, Chairman/CEO (Retired), Best Brands Corp., Author, Speaker, and

Educator, Columbus, OH

BAYARD H. WALTERS '63, President, Cromwell Group, Inc. d/b/a/ Cromwell Radio Group,

Nashville, TN

ROBERT F. WELLS '66, Executive Vice President (Retired), Young & Rubicam, Inc.

South Londonderry, VT

ROBERT B. WESSLING '59, Latham and Watkins (Retired), Los Angeles, CA

**LIFE TRUSTEES** (non-voting)

JOSEPH P. ALLEN IV '59, Washington, DC

JOHN T. ANDERSON '52, Naples, FL

ROBERT R. FREDERICK '48, President & CEO, Retired, RCA Corporation, Boca Grande, FL

HIROTSUGU IIKUBO '57, Adviser, Decision Systems, Inc., Tokyo, Japan

GEORGE L. MAZANEC '58, Former Vice Chairman, PanEnergy Corporation, Houston, TX

DAVID J. MOREHEAD '53, Management Consultant, Colorado Springs, CO

THOMAS A. SARGENT '55, Professor Emeritus, Political Science, Director Emeritus,

E.B. and Bertha C. Ball Center, Ball State University, Muncie, IN

NORVAL B. STEPHENS JR. '51, Executive Director, Retired, ICOM Agencies, Vero

Beach, FL

TIMOTHY H. UBBEN '58, Chairman, Retired, Lincoln Capital Management, Naples, FL

## Faculty

**Abed, Larry J.**, Part-time Instructor of Communication and Theatre. 2001. B.A., Michigan State University, 1996; M.A., Michigan State University, 2002.

**Adams, Jennifer L.**, Professor of Communication and Theatre. 2004. B.A., Duquesne University, 1994; M.A., University of New Mexico, 1996; Ph.D., Purdue University, 2002.

**Adler, Ayden**, Professor of Music, History and University Studies. 2016. A.B., Princeton University, 1993; M.Mus., The Julliard School, 1995; M.A., Eastman School of Music, University of Rochester, 1997; D.M.A., Eastman School of Music, University of Rochester, 1999; Ph.D., Eastman School of Music, University of Rochester, 2007.

**Akinwale, Philips O.**, Post-doctoral Scholar and Assistant Professor of Biology. 2018. B.S., Obafemi Awolowo University, 1999; M.S., Institute for Water Education, 2005; Ph.D., University of Alabama, 2013.

**Alexander, Rebecca Anne**, Associate Professor of Education Studies. 2012. B.A., Humboldt State University, 2002; M.A., University of California, Berkeley, 2005; Ph.D., University of California, Berkeley, 2012.

**Ali, Farah.**, Assistant Professor of Hispanic Studies. 2020. B.A., University of Missouri-Columbia, 2006, M.A., University of Missouri-Columbia, 2010, Ph.D., University of Albany, 2019.

**Alvarez, David Patrick**, Associate Professor of English. 2006. B.A., University of California, Davis, 1991; M.A., University of California, Davis, 1994; M.A., Cornell University, 1996; Ph.D., Cornell University, 2002.

**Alvis, Andra Lynn**, Part-time Assistant Professor of Asian Studies. 2012. B.A., Amherst College, 1984; M.A., University of California, Berkeley, 1989; Ph.D., University of California, Berkeley, 1996.

**Anderson, Jeremy Paul**, Assistant Professor of Philosophy. 2006. B.A., Johnston College/University of Redlands, 1982; M.A., University of California, Irvine, 1993; Ph.D., University of California, Irvine, 2004.

**Andersson, Anthony William**, Part-time Assistant Professor of History. 2019. B.A., Ohio Wesleyan University, 2004; M.A., Case Western Reserve University, 2010; Ph.D., New York University, 2018.

**Andersson, Paige Elizabeth**, Post-doctoral Scholar and Assistant Professor of Hispanic Studies. 2019. B.A., Case Western Reserve University, 2011; Ph.D., University of Michigan at Ann Arbor, 2018.

**Anthony, M. Susan**, Professor of Communication and Theatre. 2000. B.S., Bowling Green State University, 1980; M.A., Bowling Green State University, 1980; B.A., Bowling Green State University, 1980; M.A., State University of New York (Binghamton), 1990; Ph.D., University of Maryland, 1997.

**Archer, Avery**, Assistant Professor of Physics and Astronomy. 2018. B.A., DePauw University, 2011; M.A., Washington University in St. Louis, 2014; Ph.D., Washington University in St. Louis, 2016.

**Aures, Inge E.**, Professor of German Studies. 1999. B.A. (equivalent), University of Regensburg (Germany), 1983; M.A., University of Nebraska-Lincoln, 1986; Ph.D., Vanderbilt University, 1997.

**Autman, Samuel A.**, Associate Professor of English. 2003. B.A., Missouri University, 1989; M.F.A., Columbia University, 2008.

**Babington, James Patrick**, Associate Professor of Kinesiology. 2005. B.A., Knox College, 1981; M.S., Indiana University, 1990; Ph.D., Indiana University, 1998.

**Balasubramanian, Suman**, Associate Professor of Mathematics. 2009. B.Sc., Lady Doak College, Madurai, India, 1996; M.Sc., American College, Madurai, India, 1998; M.S., Clemson University, 2001; Ph.D., Mississippi State University, 2009.

**Balensuela, C. Matthew**, Professor of Music. 1991. B.Mus., Juilliard School, 1979; M.Mus. (Music History), Bowling Green State University, 1985; M.Mus. (Music Performance), Bowling Green State University, 1985; Ph.D., Indiana University, 1993.

**Ball, Thomas E.**, Professor of Kinesiology. 1999. B.S., University of Maine at Orono, 1975; M.S., University of Illinois at Urbana-Champaign, 1980; Ph.D., University of Illinois at Urbana-Champaign, 1985.

**Barreto, Humberto**, Professor of Economics and Management. 2008. B.A., New College (Sarasota, FL), 1981; Ph.D., University of North Carolina at Chapel Hill, 1985.

**Bean, Ryan**, Assistant Professor of History. 2017. B.A., Hendrix College, 2007; M.A., University of Illinois at Urbana-Champaign, 2010; Ph.D., University of Illinois at Urbana-Champaign, 2017.

**Beckel, James A.**, Adjunct Professor of Music. 1986. B.Mus., Indiana University, 1971.

**Becker, Chad**, Part-time Assistant Professor of Communication and Theatre. 2021. B.S., State University College at Buffalo, 2000; M.S., Purdue University, 2002; Ph.D., Indiana University, 2007.

**Bedard, Lynn M.**, Professor of Biology. 2005. B.S., Centre College, 1994; Ph.D., University of Virginia, 2000.

**Beekley, Matthew David**, Associate Professor of Kinesiology. 2016. B.S., Kansas State University, 1989; M.S., University of Florida, 1995; Ph.D., Indiana University, 2000.

**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.

**Benegal, Salil D.**, Assistant Professor of Political Science. 2016. B.S., Illinois Institute of Technology, 2008; M.A., University of Connecticut, 2010; Ph.D., University of Connecticut, 2016.

**Berque, David A.**, Vice President for Academic Affairs, Professor of Computer Science. 1992. B.A., Haverford College, 1985; M.S., Rensselaer Polytechnic Institute, 1987; Ph.D., Rensselaer Polytechnic Institute, 1991.

**Berry, John Gilbert**, Associate Professor of Art and Art History. 2010. B.F.A., Rhode Island School of Design, 2004; M.F.A., Indiana University, 2009.

**Bhan, Mona**, Associate Professor of Anthropology. 2006. B. Sc., University of Delhi, India, 1997; M. Sc., University of Delhi, India, 1999; Ph.D., The State University of New Jersey Rutgers, 2006.

**Biehle, Susanne Nicole**, Kenneth S. Wagoner Professor of Psychology; Associate Professor of Psychology and Neuroscience. 2012. B.A., Butler University, 2007; M.A., Kent State University, 2009; Ph.D., Kent State University, 2012.

**Bitner, Ted Ronald**, Senior Professor of Psychology and Neuroscience. 2006. B.A., Taylor University, 1969; M.A., Ball State University, 1977; E.D., Ball State University, 1981.

**Blizard, Misha Aurelia**, Assistant Professor of Biology. 2019. M.S., University of Chicago, 2013; Ph.D., University of Chicago, 2017.

**Bogaerts, Steven Alexander**, Associate Professor of Computer Science. 2013. B.S., Rose-Hulman Institute of Technology, 2000; M.S., Indiana University, 2002; Ph.D., Indiana University, 2007.

**Boyles, Michael**, Director of the Tenzer Technology Center with rank of Part-time Instructor of University Studies. 2018. B.S., Indiana University-Purdue University Indianapolis, 1998; M.S., Indiana University-Purdue University Indianapolis, 2001.

**Brading Tepe, Abigale Leigh**, Part-time Assistant Professor of Art and Art History. 2019. B.A., Morehead State University, 2011; M.F.A., Indiana University, 2017.

**Branham, LaTonya M.**, University Registrar and Dean of Academic Services with rank of Assistant Professor; 2018. B.A., Wilberforce University, 1999; M.A., Antioch University Midwest, 2002; M.A., Antioch University, 2017; Ph.D., Antioch University, 2018.

**Brickell, Meredith Knapp**, Associate Professor of Art and Art History. 2008. B.E.D., North Carolina State University, 1994; M.F.A., University of Nebraska-Lincoln, 2005.

**Brockmann, Nicole Marie**, Associate Professor of Music. 2006. B.F.A., Carnegie Mellon University, 1992; M.M., Yale University, 1995; M.M.A., Yale University, 1998; D.M.A., Yale University, 2003.

**Brooks, Howard L.**, Professor of Physics and Astronomy. 1981. A.B., William Jewell College, 1977; M.S., University of Missouri (Rolla), 1979; Ph.D., University of Missouri (Rolla), 1981.

**Brown, Eliza**, Assistant Professor of Music. 2016. B.Mus., University of Michigan, 2007; D.M.A., Northwestern University, Bienen School of Music, 2015.

**Brown, Harry J.**, Jane Cooling Brady Professor of English. 2003. B.A., University of Scranton, 1994; M.A., Lehigh University, 1997; Ph.D., Lehigh University, 2003.

**Brown, Kenneth Lee**, Assistant Professor of Geosciences. 2019. B.A., Indiana University Purdue University, 2005; M.S., Indiana University Purdue University, 2008; Ph.D., Miami University, 2015.

**Bruggemann, Julia C.**, Professor of History. 1999. B.A., The College of William and Mary, 1991; M.A., Georgetown University, 1994; Ph.D., Georgetown University, 1999.

**Byers, Chad Michael**, Assistant Professor of Computer Science. 2004. B.S., DePauw University, 2008; M.S., Michigan State University, 2011; Ph.D., Michigan State University, 2015.

**Cameron, Richard James**, Associate Professor of Philosophy. 2005. B.A., St. Olaf College, 1987; M.A., University of Colorado, Boulder, 1997; Ph.D., University of Colorado, Boulder, 2000.

**Campelo, André**, Assistant Professor of Music. 2017. B.A., Universidade Federal do Maranhão, São Luís-MA, Brazil, 2006; B.M., Universidade Federal de Goiás, Goiânia-GO, Brazil, 2010; M.M., University of Kentucky, 2013; D.M.A., University of Kentucky, 2017.

**Castañeda, Angela N.**, Professor of Anthropology. 2003. B.A., DePauw University, 1998; M.A., Indiana University, 2002; Ph.D., Indiana University, 2004.

**Charoenphon, Sutthirut**, Assistant Professor of Mathematics. 2020. B.Sc., Thammasat University, Thailand, 2006, M.Sc., Western Kentucky University, 2014, Ph.D., The University of Memphis, 2020.

**Chiba, Hiroko M.**, Tenzer Family University Professor in Instructional Technology; Professor of Asian Studies. 1994. B.A., Baiko Jo-Gakuin College (Japan), 1983; M.A., University of Illinois at Urbana-Champaign, 1986; Ph.D., University of Illinois at Urbana-Champaign, 1995.

**Chopra, Nipun**, Assistant Professor of Biology. 2019. B.A., DePauw University, 2006; M.S., Indiana State University, 2009; Ph.D., Indiana University, 2017.

**Cohen, Adam**, Part-time Instructor of Kinesiology. 1989. B.A., Washington and Jefferson University, 1984; M.A.T., DePauw University, 1989.

**Cope, Tim David**, Ernest R. Smith Professor of Geosciences. 2003. B.A., Sonoma State University, 1998; Ph.D., Stanford University, 2003.

**Cowan, Sarah Louise**, Assistant Professor of Art and Art History. 2019. B.A., University of California, Berkeley, 2011; M.A., University of California, Berkeley, 2015; Ph.D., University of California, Berkeley, 2019.

**Cox, Brooke E.**, Associate Dean and Librarian for Resources and Systems with rank of Professor. 2002. B.A., DePauw University, 2000; M.L.S., Indiana University, 2004.

**Crary, Sharon M.**, Professor of Chemistry and Biochemistry. 2003. B.A., Williams College, 1993; Ph.D., Duke University, 1999.

**Cuadrado, Alejandro**, Part-time Instructor of Italian Cultural Studies. 2021. A.B., Princeton University, 2016; M.A., Columbia University, 2017; M. Phil., Columbia University, 2019.

**Cullison, Andrew M.**, Phyllis W. Nicholas Director of the Janet Prindle Institute for Ethics; Associate Professor of Philosophy. 2014. B.A., DePauw University, 2001; M.A., University of Rochester, 2005; Ph.D., University of Rochester, 2006.

**Danforth, Robert B.**, Adjunct Associate Professor of Music. 1991. B.Mus., University of Cincinnati College Conservatory of Music, 1981.

**Dechant, Dennis Lyle**, Part-time Instructor of Art and Art History. 2017. B.A., Washington University in St. Louis, 2001; M.A., University of Oregon, 2010.

**Dewey, Robert F., Jr.**, Professor of History. 2004. B.A., Colgate University, 1988; M.Phil., Oxford University, 1990; D.Phil., Oxford University, 2003.

**Douglas, Deborah D.**, Eugene S. Pulliam Distinguished Visiting Professor of Journalism. 2018. B.S., Northwestern University, 1989; M.A., Concordia University, 2015.

**Dudle, Dana A.**, Winona H. Welch Professor of Biology. 1999. B.A., Carleton College, 1993; Ph.D., Indiana University, 1999.

**Dunn, Jeffrey Stewart**, Associate Professor of Philosophy. 2010. B.A., Washington State University, 2003; Ph.D., University of Massachusetts Amherst, 2010.

**Dye, Ronald L.**, Professor of English and Communication and Theatre; Coordinator of the Performing Arts Series. 1999. B.A., Marion College, 1980; M.F.A., Indiana University, 2002.

**Elroukh, Ahmed W.**, Assistant Professor of Economics and Management. 2020. B.Com., Alexandria University, Egypt, 2009, M.A., Eastern Michigan University, 2014, M.A., Clemson University, 2016, Ph.D., Lehigh University, 2020

**Eppley, Hilary J.**, Associate Professor of Chemistry and Biochemistry. 1999. B.A., Franklin & Marshall College, 1991; Ph.D., Indiana University, 1996.

**Eslami, Elizabeth Ann**, Assistant Professor of English. 2016. B.A., Sarah Lawrence College, 2000; M.F.A., Warren Wilson MFA Program for Writers, 2003.



**Everett, Jennifer Jill**, Blair Anderson and Martha Caroline Rieth Chair in Applied Ethics; Professor of Philosophy. 2006. B.A., Portland State University, 1992; M.A., University of Colorado, Boulder, 1998; Ph.D., University of Colorado, Boulder, 2001.

**Fancy, Nahyan Abdul Ghaffar**, Professor of History. 2006. B.A., Knox College, 1997; M.A., University of Toronto, 1999; Ph.D., University of Notre Dame, 2006.

**Fennell, Monica**, Part-time Assistant Professor, Honor Scholar Program. 2021. M.A., Williams College, 1987; J.D., Georgetown University Law Center, 1993.

**Fiechter, Bethany C.**, Coordinator of Archives and Special Collections with rank of Assistant Professor. 2020. A.S., Vincennes University, 2005, B.A., Indiana University Purdue University, 2007, M.L.S., Indiana University, 2010

**Finney, Melanie K.**, Mary Alice Braden Chair in Communication and Theatre. 1994. B.S., Illinois State University, 1979; M.S., Illinois State University, 1989; Ph.D., University of Iowa, 1996.

**Flegal, Kayla Ann**, Access Services Librarian with rank of Assistant Professor. 2013. B.A., Taylor University, 2011; M.L.S., Indiana University School of Library and Information Science, 2013.

**Forcadell, Maria Soledad**, Assistant Professor of Hispanic Studies. 2007. B.A., Universidad Nacional de Rio Cuarto, Argentina, 1998; M.A., University of Notre Dame, 2000; Ph.D., Washington University in St. Louis, 2009.

**Ford, Derek Robert**, Assistant Professor of Education Studies. 2016. B.A., Goucher College, 2008; M.S., Syracuse University, 2012; Ph.D., Syracuse University, 2015.

**Foss, Pedar W.**, Professor of Classical Studies. 1999. B.A., Gustavus Adolphus College, 1988; M.A., University of Michigan, 1991; Ph.D., University of Michigan, 1994.

**Fouty, Steven Wayne**, Director of the McDermond Center for Management and Entrepreneurship with rank of Part-time Instructor of University Studies. B.S., Indiana University, 1985.

**Foy, Leonard C.**, Cassel Grubb University Professor of Music. 2002. B.Mus., Eastman School of Music, 1983; M.Mus., Eastman School of Music, 1985.

**Friedman, Seth Andrew**, Associate Professor of Communication and Theatre. 2010. B.S., University of Maryland at College Park, 1998; M.A., College of Staten Island, The City University of New York, 2004; Ph.D., Indiana University, 2009.

**Fujie, Nagi**, Part-time Instructor of Asian Studies. 2004. B.S., Frostburg State University, 1991; M.A., University of Pittsburgh, 1995; Ph.D., University of Pennsylvania, 2005.

**Fulford, Josh, C.**, Part-time Instructor of Music. 2021. B.S., Ball State University, 2018; M.M., Indiana University, 2021.

**Fuller, Jason D.**, Johnson Family University Professor of Religious Studies. 2004. B.S., Frostburg State University, 1991; M.A., University of Pittsburgh, 1995; Ph.D., University of Pennsylvania, 2005.

**Gallati, Benjamin Thomas**, Part-time Instructor of Sociology and Anthropology. 2021. B.A., University of Connecticut, 2016; M.A. Indiana University, 2020.

**Gaskins, Andre**, Part-time Assistant Professor of Music. 2019. B.M., Butler University, 1997; M.M., Indiana University, 2000; D.M., Indiana University, 2012.

**Geis, Deborah R.**, Professor of English. 2002. B.A., Cornell University, 1982; M.A., University of Michigan, 1985; Ph.D., University of Michigan, 1988.

**Gellman, David N.**, A.W. Crandall Professor of History. 1999. B.A., Amherst College, 1988; Ph.D., Northwestern University, 1997.

**Gerkenmeyer, Sarah E.**, Part-time Assistant Professor, Honor Scholar Program. 2020. B.A. DePauw University, 2001; M.F.A. Cornell University, 2005.

**Gilson, Caroline L.**, Associate Dean for Public Services and Science Librarian with rank of Professor. 2001. B.A., Presbyterian College, 1989; M.A., Wake Forest University, 1996; M.L.S., Indiana University, 1997.

**Glessner, Justin Matthew**, Associate Professor of Religious Studies. 2014. B.Sc., Western Washington University, 1999; M.Div., Regent College, 2007; Ph.D., University of British Columbia, 2014.

**Gloria, J. Eugene**, John Rabb Emison Professor of Creative and Performing Arts; Professor of English. 2000. B.A., San Francisco State University, 1982; M.A., Miami University of Ohio, 1990; M.F.A., University of Oregon, 1992.

**Goins, Leigh-Anne Kathryn**, Assistant Professor of Women's, Gender and Sexuality Studies. 2015. B.A., Michigan State University, 2003; M.A., Michigan State University, 2007; M.A., Michigan State University, 2009; Ph.D., Michigan State University, 2015.

**Goldberg, Rachel Miriam**, Associate Professor of Peace and Conflict Studies. 2011. B.A., University of California at Santa Cruz, 1987; M.S., George Mason University, 1996; Ph.D., Syracuse University, 2005.

**Goma, Ophelia D.**, Norman Miller Johnson Professor of Economics and Management. 1997. B.A., University of Central Arkansas, 1992; M.A., University of Missouri (Columbia), 1996; Ph.D., University of Missouri (Columbia), 1997.

**Gomolka, Carl Joseph**, Associate Professor of French Global Studies. 2014. B.M. and B.A., University of Delaware, 2004; M.A., University of Delaware, 2008; Ph.D., University of Maryland, 2014.

**Good, Caroline L.**, Part-time Instructor of Communication and Theatre. 2004. B.A., Northern Illinois University, 1992.

**Good, Timothy A.**, Professor of Communication and Theatre. 2002. B.A., Butler University, 1988; M.A., Emerson College, 1992; Ph.D., University of Wisconsin (Madison), 1998.

**Gourley, Bridget L.**, Dean of the Faculty; Percy L. Julian Professor of Chemistry and Biochemistry. 1988. B.S., University of Puget Sound, 1984; Ph.D., University of Utah, 1989.

**Grammel, Deborah Lynn**, Adjunct Assistant Professor of Music. 2001. B.A., Butler University, 1978; M.A., Butler University, 1979.

**Gropp, Jeffrey M.**, Joseph Percival 'Perk' Allen III University Professor of Economics and Management. 2000. B.A., University of Maryland Baltimore County, 1994; Ph.D., West Virginia University, 2000.

**Guinee, David A.**, Professor of Classical Studies. 1996. B.A., Carleton College, 1986; M.A., University of Michigan, 1989; Ph.D., University of Michigan, 1999.

**Guinn, Emily Jeannette**, Assistant Professor of Chemistry and Biochemistry. 2018. B.A., Macalester College, 2008; Ph.D., University of Wisconsin, Madison, 2013.

**Gurnon, Daniel G.**, Associate Professor of Chemistry and Biochemistry. 2005. B.A., Washington and Lee University, 1998; Ph.D., Indiana University, 2004.

**Hale, Jacob Albert**, Associate Professor of Physics and Astronomy. 2011. B.S., Brigham Young University, 2004; Ph.D., Purdue University, 2011.

**Hall, Kelley J.**, Associate Registrar; Part-time Professor of Sociology. 1999. B.A., Alma College, 1991; M.A., Memphis State University, 1993; Ph.D., University of Akron, 1998.

**Hansen, Jeffrey A.**, Professor of Chemistry and Biochemistry. 1994. B.A., DePauw University, 1986; Ph.D., Iowa State University, 1991.

**Harbert, Elissa Glyn**, Assistant Professor of Music. 2015. B.M., Lawrence University, 2005; M.M., Wichita State University, 2007; Ph.D., Northwestern University, 2013.

**Harvey, David Thorp**, Professor of Chemistry and Biochemistry. 1986. A.B., Knox College, 1978; Ph.D., University of North Carolina (Chapel Hill), 1982.

**Hebb, Tiffany Anderson**, Coordinator of Instruction Services with rank of Professor; 2002. B.S., Mississippi State University, 1992; M.L.I.S., University of Southern Mississippi, 1995; M.S., Indiana University, 2000.

**Heithaus, Joseph W.**, Richard W. Peck Professor of English. 1996. B.A., State University of New York (Albany), 1985; M.F.A., Indiana University, 1992; Ph.D., Indiana University, 1996.

**Herr, Joshua C.**, Assistant Professor of History. 2020. B.A., Wheaton College, 2004, M.A., University of Illinois, Urbana-Champaign, 2007, Ph.D., University of California, Los Angeles, 2017.

**Hertenstein, Matthew J.**, Associate Professor of Psychology and Neuroscience. 2002. B.A., Luther College, 1997; M.A., University of California (Berkeley), 2000; Ph.D., University of California (Berkeley), 2002.

**Hoke, Sharon Kay**, Interim Dean of the School of Music. 2020. B.A., University of Kentucky, 1971, M.A., University of Iowa, 1973, Ph.D., University of Iowa, 1983

**Holmes, Christina Marie**, Associate Professor of Women's, Gender, and Sexuality Studies. 2011. B.A., The College of New Jersey, 2002; M.St., Oxford University, Oxford, England, 2003; Ph.D., The Ohio State University, 2010.

**Homewood, Nathanael Jedidiah**, Post-doctoral Scholar and Assistant Professor of Religious Studies. 2019. B.A., University of Western Ontario, 2008; M.Div., Yale University, 2011; M.A., Rice University, 2014; Ph.D., Rice University, 2018.

**Hopson, Amanda A.**, Coordinator of Keyboard Studies, Senior Staff Accompanist, and Adjunct Associate Professor of Music. 1998. B.Mus., Augustana College, 1989; M.Mus., University of Texas at Austin, 1991; D.M.A., University of Texas at Austin, 1997.

**Howard, Brian T.**, Associate Professor of Computer Science. 2002. B.S., Northwestern University, 1987; Ph.D., Stanford University, 1992.

**Howlett, Alistair**, Part-time Assistant Professor of Music. 2018. B.Mus., The Sydney Conservatorium of Music, Australia, 2005; M. Performance, Hochschule for Music and the Performing Arts Munich, Germany, 2011.

**Howlett, Caitlin**, Assistant Professor of Education Studies. 2018. B.A., Nazareth College, 2008; M.A., University of Oregon, 2011; Ph.D., Indiana University, 2019.

**Howley, Kevin**, Professor of Communication and Theatre. 2002. B.A., Queens College, City University of New York, 1984; M.S., Brooklyn College, City University of New York, 1991; Ph.D., Indiana University, 1998.

**Hunt, Jarrod Eliot**, Assistant Professor of Economics and Management. 2015. B.B.A., University of Memphis, 2006; M.A., University of Memphis, 2009; Ph.D., University of Houston, 2014.

**Ishikawa, Lynn Michele**, Associate Professor of English; Director of English for Academic Purposes; Interim Director of the Writing Program and Writing Center. 2011. B.A., University of Michigan, 1989; M.S., University of Edinburgh, Edinburgh, Scotland, 1991; M.Ed., Harvard University, 2004.

**Jackman, Dorian Dean**, Adjunct Assistant Professor of Music. 2016. B.Mus., Illinois State University, 2008; M.Mus., Indiana University, 2010.

**James, Leslie R.**, Walter E. Bundy Professor of Religious Studies. 1995. B.A., University of West Indies, 1981; M.A., Eden Theological Seminary, 1990; Ph.D., Saint Louis University, 1994.

**Jennings, Kerry Lee**, Associate Professor of Music. 2011. B.M./B.A., University of Washington, 1998; M.M., University of Washington, 2000; D.M.A., University of Maryland at College Park, 2004.

**Jesse, Kathy Whyde**, Professor of Practice in Journalism and Part-time Associate Professor of English and Communication and Theatre. 2017. B.A., Indiana University, 1978; M.A., University of Indianapolis, 2003.

**Jetton, Caroline K.**, Professor of Music and Associate Dean of the School of Music. 1996. B.M.Ed., Murray State University, 1988; M.Mus., Memphis State University, 1992; Ed.D., University of Illinois at Urbana-Champaign, 1996.

**Johnson, Allana Joi**, Instructor of Computer Science, 2020. B.A., DePauw University, 2013; M.B.A., Western Governor's University, 2019.

**Johnson, Paul Michael**, Associate Professor of Hispanic Studies. 2007. B.A., DePauw University, 2004; M.A., Middlebury College, 2006; Ph.D., University of California, Irvine, 2014.

**Joseph, Daniel**, Assistant Professor of Anthropology. 2019. B.A., Haiti State University, 2007; B.A., Universite des Antilles et de la Guyane, 2007; M.A., University of Poitiers (France), 2013; M.A., University of Kentucky, 2016; Ph.D., University of Kentucky, 2019.

**Kang, Jennifer M.**, Post-doctoral Scholar and Assistant Professor of Communication and Theatre. 2018. B.A., Ewha Womans University, 2008; M.A., Ewha Womans University, 2010; M.A., University of Texas at Austin, 2012

**Kannowski, Mark Allan**, Ian M. Rolland Professor of Mathematics. 1986. B.A., Coe College, 1980; M.S., University of Iowa, 1983; Ph.D., University of Iowa, 1986.

**Kenney, Jeffrey T.**, Professor of Religious Studies. 1999. B.A., University of California (Santa Barbara), 1982; M.A., University of California (Santa Barbara), 1987; Ph.D., University of California (Santa Barbara), 1991.

**Kertzman, Mary P.**, Paul B. Kissinger Professor of Physics and Astronomy. 1988. B.S., University of Minnesota, 1980; Ph.D., University of Minnesota, 1987.

**Kim, Seonguk**, Assistant Professor of Mathematics. 2017. B.S., Pusan National University, South Korea, 2007; M.S., Pusan National University, South Korea, 2011; M.S., University of Alabama at Birmingham, 2013; Ph.D., University of Alabama at Birmingham, 2016.

**Kim, Su Jung**, Associate Professor of Religious Studies. 2014. B.A., Sogang University, Seoul, Korea, 2003; M.A., Korea University, Seoul, Korea, 2007; Ph.D., Columbia University, 2014.

**Kinney, Kevin S.**, Professor of Biology. 1999. B.S., University of Miami, 1989; Ph.D., University of Rochester, 1995.

**Kiser, Candice Clayton**, Part-time Assistant Professor of Music. 2019. B.M., East Carolina University, 1996; M.M., Indiana University, 1999.

**Klaus, Carrie F.**, Professor of French Global Studies. 2000. B.A., DePauw University, 1993; M.A., University of Illinois at Urbana-Champaign, 1996; Ph.D., University of Illinois at Urbana-Champaign, 2000.

**Klinger, Geoffrey D.**, Professor of Communication and Theatre. 2003. B.A., DePauw University, 1988; M.A., The University of Iowa, 1992; Ph.D., The University of Iowa, 1998.

**Komives, Alexander K.**, Professor of Physics and Astronomy. 2002. B.S., Indiana University, 1984; M.S., Indiana University, 1991; Ph.D., Indiana University, 1997.

**Kuecker, Glen D.**, Professor of History. 1997. B.A., St. Olaf College, 1984; Ph.D., Rutgers University, 1998.

**Kuo, Ming-Hui**, Adjunct Assistant Professor of Music. 2014. B.M., Eternal Life Christ College, 2000; M.M., Morehead State University, 2003; D.M.A., University of Kentucky, 2012.

**Lee, Sarah Christine**, Assistant Professor of Biology. 2015. B.S., Brown University, 2002; Ph.D., University of North Carolina at Chapel Hill, 2009.

**Lemon, Gary Dale**, J. Stanford Smith Chair in Economics and Management. 1976. B.A., University of Kansas, 1970; Ph.D., University of Kansas, 1982.

**Lewis, Cheira**, Associate Professor of French Global Studies. 2007. B.A., University of London, Birkbeck College, UK, 2000; M.A., The Catholic University of America, 2003; Ph.D., Florida State University, 2007.

**Liebman, Adam D.**, Assistant Professor of Anthropology. 2020. B.A., University of Wyoming, 2006, M.A., University of Wyoming, 2009, Ph.D., University of California, Davis, 2018.

**Lin, Yu-Hsin**, Instructor of Asian Studies. 2020. B.A., National Taiwan Normal University, 2013, M.A., National Taiwan Normal University, 2019.

**Lippert, Anne M.**, Assistant Professor of Psychology and Neuroscience. 2020. B.S., University of Chicago, 2001, M.S., University of Michigan, 2006, Ph.D., University of New Mexico, 2014.

**Liu, Jinyu**, Professor of Classical Studies. 2004. B.A., Nanjing University, China, 1993; M.A., Nanjing University, China, 1996; M.Phil., Columbia University, 2001; Ph.D., Columbia University, 2004.

**Lobdell, Nicole Catherine**, Assistant Professor of English. 2016. B.A., Rhodes College, 2005; M.A., University of Georgia, 2007; Ph.D., University of Georgia, 2013.

**Lowe, Anthony A.**, Assistant Professor of Computer Science. 2020. B.S., Rose-Hulman Institute of Technology, 1996, M.S., Capella University, 2009, Ph.D., Purdue University, 2020.

**Lugg, Andrew D.**, Post-Doctoral Scholar and Assistant Professor Political Science. 2020. B.A., Lewis and Clark College, 2008, M.S., Oklahoma State University, 2012.

**Luque, Maria Victoria**, Professor of Hispanic Studies. 1991. B.A., Javeriana University, 1978; M.A., Ohio University, 1983; Ph.D., The Ohio State University, 1991.

**MacNeel, Brian D.**, Assistant Professor of Film Studies. 2020. B.A., Georgia State University, 2013, M.F.A., Ohio University, 2018.

**Magaya, Aldrin Tinashe**, Assistant Professor of History. 2019. B.A., University of Zimbabwe, 2007; M.A., University of Zimbabwe, 2010; Ph.D., University of Iowa, 2018.

**Manickam, Nachimuthu**, Professor of Mathematics. 1986. B.S., Panjab University (India), 1976; M.S., Panjab University (India), 1977; M.Phil., Panjab University (India), 1978; Ph.D., The Ohio State University, 1986.



**Mann, Kristin**, Post-doctoral Scholar and Assistant Professor of Classical Studies. 2017. B.A., Northwestern University, 2008; M.A., University of California, Los Angeles, 2010; Ph.D., University of California, Los Angeles, 2015.

**Marshall, Lydia Lee Ann Wilson**, Edward Myers Dolan Professor of Anthropology; Associate Professor of Anthropology. 2013. B.A., Bryn Mawr College, 2003; M.A., University of Virginia, 2007; Ph.D., University of Virginia, 2011.

**Martoglio, Richard C.**, Associate Professor of Chemistry and Biochemistry. 2002. B.S., University of Wyoming, 1989; M.S., Montana State University, 1997; Ph.D., University of Wyoming, 2002.

**McCall, Jeffrey Michael**, Professor of Communication and Theatre. 1985. B.A., DePauw University, 1976; M.A., University of Illinois, 1977; Ph.D., University of Missouri, 1985.

**McInnes, Marion Kaighn**, Part-time Professor of English. 2019. B.A., Stanford University, 1973; Ph.D., Yale University, 1983.

**McKelligan, Marcia Ann**, Professor of Philosophy. 1976. A.B., Mount Holyoke College, 1971; M.A., University of Massachusetts, 1976; Ph.D., University of Massachusetts, 1979.

**McKenney, Zachary Joseph**, Post-doctoral Scholar and Assistant Professor of Sociology. 2019. B.A., Emory & Henry College, 2010; M.A., University of Tennessee, 2013; Ph.D., University of Tennessee, 2018.

**Meier, Matthew R.**, Director of the Speaking and Listening Program and Center; Associate Professor of Communication and Theatre. 2020. B.A., Capital University, 2007, M.A., Purdue University Calumet, 2010, Ph.D., Bowling Green State University, 2014.

**Mejia, Jessica**, Nancy Schaenen Visiting Scholar at the Janet Prindle Institute for Ethics; Assistant Director of Academic Services; Visiting Assistant Professor of Philosophy. 2017. B.A., University of San Francisco, 2005; Ph.D., Purdue University, 2016.

**Menzel, Kent E.**, Professor of Communication and Theatre. 1992. B.A., Ripon College, 1981; M.A., Marquette University, 1986; Ph.D., University of Denver, 1992.

**Miles, Lori Ann**, Professor of Art and Art History; Associate Professor of Art. 2004. B.F.A., Herron School of Art, Indiana University-Purdue University at Indianapolis, 1998; M.F.A., University of Notre Dame, 2001.

**Miranda, Julianne M.**, Part-time Professor of University Studies. 1995. B.Mus., Indiana University, 1989; M.Mus., Indiana University, 1992.

**Moore, Harriet T.**, Adjunct Assistant Professor of Music. 1989. B.S., University of North Carolina (Chapel Hill), 1980; B.Mus., Indiana University, 1987; M.Mus., Indiana University, 1989.

**Moore, Kevin Edward**, Professor of Psychology and Neuroscience. 1986. B.A., West Virginia University, 1981; Ph.D., Indiana University, 1987.

**Mordan-McCombs, Sarah Elizabeth.**, Associate Professor of Biology. 2020. B.A., DePauw University, 2003, Ph.D., University of Notre Dame, 2009.

**Morosin, Alessandro M.**, Assistant Professor of Sociology. 2020. B.A., Occidental College, 2005, M.A., University of California, Santa Barbara, 2011, M.A., University of California, Riverside, 2014, Ph.D., University of California, Riverside, 2020.

**Mou, Sherry J.**, Professor of Asian Studies. 2002. B.A., Fu Jen Catholic University, Taiwan, 1978; M.A., Northern Illinois University, 1982; M.A., The Ohio State University, 1990; Ph.D., The Ohio State University, 1994.

**Ngan, Melissa Camille Rodriguez**, Part-time Assistant Professor of Music. 2021. B.M., Eastman School of Music, 2002; M.M., Northwestern University, 2004.

**Nichols-Pethick, Jonathan D.**, Professor of Communication and Theatre; John D. Hughes Chair in the Center for Contemporary Media. 2002. B.A., University of Southern Maine, 1994; M.A., Indiana University, 1998; Ph.D., Indiana University, 2005.

**Nightenhelser, Keith E.**, Part-time Instructor of Film Studies. 1986. B.A., Wabash College, 1972.

**O'Dell, Cynthia**, A. Reid Winsey Professor of Art and Art History. 1998. B.A., University of Iowa, 1994; B.F.A., University of Iowa, 1994; M.F.A., University of Colorado (Boulder), 1998.

**Ota, Pauline Ayumi**, Associate Professor of Art and Art History. 2009. B.S., University of California, Irvine, 1988; M.A., University of California, Riverside, 1995; Ph.D., Stanford University, 2007.

**Oware, Matthew K.**, Lester Martin Jones Professor of Sociology. 2001. B.A., University of Illinois at Urbana-Champaign, 1995; M.A., Indiana University, 1999; Ph.D., Indiana University, 2002.

**Pare, Barbara A.**, Adjunct Assistant Professor of Music. 1994. B.Mus., Westminster Choir College, 1984; M.Mus., Florida State University, 1986.

**Pare, Craig T.**, Professor of Music. 1993. B.Mus., Barrington College, 1978; M.Mus., Florida State University, 1987; D.M.A., University of Cincinnati, 1993.

**Pavel, Roxana S.**, Part-time Assistant Professor of Music. 2020. B.M., DePaul University, 2004, M.M., DePaul University, 2006, D.M., University of Wisconsin, Madison, 2013.

**Pearson, William**, Instructor of Music. 2018. B. Mus, State University of New York at Purchase, 2012; M.Mus, University of Illinois at Urbana-Champaign, 2014.

**Pejril, Veronica Joelle**, Director of Faculty Instructional Technology Support; Coordinator of the Music Instructional Technology Center (mitc); Adjunct Assistant Professor of Music. 2006. B.Mus., Princeton University, 1986; M.F.A., Princeton University, 1988.

**Peters, Victoria M.**, Coordinator of Scholarly Communications and Cataloging with rank of Assistant Professor. 2020. B.A., Luther College, 2015, M.L.S., University of Wisconsin-Milwaukee, 2018, M.M., University of Wisconsin-Milwaukee, 2018.

**Peterson, Clarissa L.**, Professor of Political Science. 1997. B.S., University of Akron, 1992; M.A., Emory University, 1996; Ph.D., Emory University, 1999.

**Phang, May**, Professor of Music. 2003. B.Mus., McGill University (Canada), 1992; M.Mus., McGill University (Canada), 1994; D.M.A., Temple University, 2004.

**Pollack, Tamara L.**, Part-time Assistant Professor of Italian Cultural Studies. 2005. B.A., Indiana University, 1994; M.A., Indiana University, 1998; Ph.D., Indiana University, 2008.

**Pollack-Milgate, Howard M.**, Professor of German Studies. 1998. A.B., Harvard University, 1986; M.A., Indiana University, 1990; Ph.D., Indiana University, 1998.

**Pope, Jeanette Kathryn**, Professor of Geosciences; Faculty Sustainability Coordinator. 2002. B.S., Bucknell University, 1995; M.S., Colorado School of Mines, 1998; Ph.D., Virginia Polytechnic Institute and State University, 2002.

**Porter, Ronald Kenneth**, Part-time Assistant Professor of Education Studies. 2021. B.A., Eckerd College, 2005; M.A., U.C. Berkley, 2008; Ph.D., U.C. Berkley, 2012.

**Poturovic, Selma**, Assistant Professor of Chemistry and Biochemistry; Coordinator of Inclusion Initiatives in STEM. 2012. B.A., Bellarmine University, 2000; Ph.D., University of Louisville, 2005.

**Prakash, Deepa**, Associate Professor of Political Science. 2011. B.A., Miranda House College, Delhi University, New Delhi, India, 1999; M.A., Jawaharlal Nehru University, New Delhi, India, 2001; M.Phil., Jawaharlal Nehru University, New Delhi, India, 2004; Ph.D., Syracuse University, 2013.

**Propsom, Pamela M.**, Professor of Psychology and Neuroscience. 1988. B.S., Carroll College, 1984; Ph.D., Dartmouth College, 1989.

**Provine, Rick E.**, Dean of Libraries with rank of Professor; 2000. B.A., Indiana University, 1989; M.L.S., Indiana University, 1991.

**Puga, Alejandro**, Laurel H. Turk Professor of Modern Languages; Associate Professor of Hispanic Studies. 2005. B.A., Macalester College, 1994; M.A., Loyola University Chicago, 1998; Ph.D., Indiana University, 2008.

**Puzzo, Ashley E.**, Part-Assistent Professor of Philosophy; Director of Student Fellowships and Awards. 2014. B.A., University of San Francisco, 2005; Ph.D., Purdue University, 2014.

**Qu, Guangjun**, Associate Professor of Economics and Management. 2020. B.A., Chongqing Technology and Business University, Chongqing, China, 2001, M.A., Chongqing University, Chongqing, China, 2005, Ph.D., Southern Illinois University, 2010.

**Rachford, Natalia M.**, Adjunct Assistant Professor of Music. 2006. B.A., College of Music at Moscow State Conservatory, 1980; M.A., Moscow Music Academy, 1986; M.A., Oklahoma City University, 1995; D.M.A., Indiana University, 2007.

**Raghav, Manu**, Hiram L. Jome Associate Professor of Economics and Management. 2008. B.A., University of Delhi, India, 1998; M.A., Delhi School of Economics, India, 2001; M.A., Indiana University, 2003; Ph.D., Indiana University, 2007.

**Rahman, Smita Aziza**, Frank L. Hall Professor of Political Science; Associate Professor of Political Science. 2008. B.A., University of Pennsylvania, 2000; M.A., Johns Hopkins University, 2004; Ph.D., Johns Hopkins University, 2007.

**Rashid, Mamunur**, Associate Professor of Mathematics. 2015. B.Sc., University of Dhaka, Bangladesh, 1997; M.Sc., University of Dhaka, Bangladesh, 1999; M.A., Ball State University, 2004; Ph.D., Bowling Green State University, 2008.

**Reading, Amity Alissa**, Raymond W. Pence Associate Professor of English. 2013. B.A., University of Chicago, 2002; M.A., University of Illinois at Urbana-Champaign, 2004; Ph.D., University of Illinois at Urbana-Champaign, 2009.

**Riley, Emmitt Yarnell, III**, Assistant Professor of Africana Studies. 2015. B.A., Mississippi Valley State University, 2008; M.A., Jackson State University, 2010; M.A., The University of Mississippi, 2013; Ph.D., The University of Mississippi, 2014.

**Roberts, David L.**, Chemistry Laboratory Manager; Part-time Assistant Professor of Chemistry and Biochemistry. 1998. B.S., New Mexico Institute of Mining and Technology, 1987; M.S., University of Wisconsin (Milwaukee), 1991; Ph.D., University of Wisconsin (Milwaukee), 1993.

**Roberts, Jacqueline R.**, Howard C. and Mary Ellen Black Professor of Chemistry and Biochemistry. 1997. A.B., Ripon College, 1987; M.S., University of Wisconsin (Milwaukee), 1992; Ph.D., University of Wisconsin (Milwaukee), 1993.

**Roberts, Michael Edward**, Associate Professor of Psychology and Neuroscience. 2008. B.A., DePauw University, 2000; Ph.D., Indiana University, 2008.

**Ross, Scott R.**, Professor of Psychology and Neuroscience. 1998. B.S., University of Michigan-Flint, 1992; M.A., Wayne State University, 1996; Ph.D., Wayne State University, 1999.

**Rowley, Sarah**, Assistant Professor of History. 2016. B.A., University of Arkansas, 2006; M.A., Indiana University, 2010; M.A., Indiana University, 2011; Ph.D., Indiana University, 2015.

**Ryan, Melissa R.**, Assistant Professor of Music. 2020. B.S., Trevecca Nazarene University, 2007, M.M., University of Miami, 2017, Ph.D., University of Miami, 2020.

**Sage, Clark Todd**, Assistant Professor of Anthropology. 2015. B.A., Radford University, 2000; Ph.D., Indiana University, 2015.

**Sahu, Sunil K.**, Leonard E. and Mary B. Howell Professor of Political Science. 1988. B.A., Bihar University (India), 1965; M.A., Bihar University (India), 1968; M.A., University of Chicago, 1979; Ph.D., University of Chicago, 1990.

**Sanders, Ralph Williams**, , Lee G. Hall Distinguished Visiting Professor of Psychology and Neuroscience. 2019. B.A., Duke University; M.S., University of Rochester; Ph.D., State University of New York at Buffalo, 1988.

**Sattarzadeh, Sahar D.**, Assistant Professor of Education Studies; 2020. B.A., University of California, Irvine, 2002, M.A., SIT Graduate Institute, 2007, Ph.D., University of Maryland, 2015.

**Sayili, Koray**, Assistant Professor of Economics and Management. 2016. B.Sc., Hacettepe University, Ankara Turkey, 2005; M.Econ., Macquarie University, Sydney Australia, 2007; M.Sc., Ankara University, Ankara Turkey, 2008.

**Schindler, Rebecca K.**, Edwin L. Minar Professor of Classical Studies. 1999. A.B., Wellesley College, 1991; M.A., University of Michigan, 1994; Ph.D., University of Michigan, 1998.

**Schmidt, Eric**, Assistant Professor of Music. 2018. B.A., University of Osnabruck, 2009; M. Ed., University of Osnabruck, 2012; D.M.A., University of Utah, 2016.

**Schneider, Henning**, Professor of Biology. 2003. M.A., University of Constance (Germany), 1985; Ph.D., University of Constance (Germany), 1990.

**Schwipps, Gregory L.**, Professor of English. 1998. B.A., DePauw University, 1995; M.F.A., Southern Illinois University at Carbondale, 1998.

**Seaman, Michael G.**, Assistant Professor of Classical Studies; Rector Scholar Adviser. 2004. B.A., St. John's University, 1987; M.A., University of California, Los Angeles, 1994; Ph.D., University of California, Los Angeles, 2012.

**Seaman, Roberta Francesca**, Marguerite Andrade Professor of Modern Languages; Professor of Italian Cultural Studies. 2004. B.A., Stanford University, 1993; Ph.D., Yale University, 2007.

**Shahan, Jr., John Stobie**, Part-time Assistant Professor of German Studies. 2021. B.A., Belmont University, 2004; M.A., Baylor University, 2007; Ph.D. University of Cincinnati, 2017.

**Shannon, Daniel E.**, Professor of Philosophy. 1990. B.A., Loyola University of the South, 1980; M.A., University of Toronto, 1982; Ph.D., University of Toronto, 1989.

**Shifa, Naima**, Associate Professor of Mathematics. 2009. B.Sc., University of Dhaka, Bangladesh, 1999; M.Sc., University of Dhaka, Bangladesh, 2001; M.A., Ball State University, 2004; Ph.D., Bowling Green State University, 2009.

**Sinowitz, Michael L.**, Professor of English. 1999. B.A., Boston University, 1990; M.A., University of Miami, 1992; Ph.D., University of Miami, 1997.

**Sirotkin, Leonid**, Adjunct Assistant Professor of Music. 2007. B.M., Leningrad State Conservatory (Saint Petersburg State Conservatory), Russia, 1990; M.M., Saint Petersburg State Conservatory, Russia, 1995.

**Sizemore, Brittany Ann**, Instructor of Psychology and Neuroscience. 2019. B.S., Indiana University Southeast, 2012; M.A., Bowling Green State University, 2015.

**Sloan, Dennis V.**, Assistant Professor of Communication and Theatre. 2020. B.A., Texas Woman's University, 2003, M.A., Texas Woman's University, 2005, M.A., University of Texas at Dallas, 2015, Ph.D., Bowling Green State University, 2020.

**Smith, James Andrew**, Assistant Professor of Philosophy. 2020. B.A., University of Florida, 2013, M.A., Indiana University, 2015, Ph.D., Indiana University, 2020.

**Smith, Orcenith George**, Professor of Music. 1974. B.Mus., Conservatory of Music, University of Cincinnati, 1973; M.Mus., Conservatory of Music, University of Cincinnati, 1977.

**Snyder, Steven Dean**, Professor of Music. 2014. B.M., University of North Texas, 1991; M.M., University of North Texas, 1995; D.M.A., University of Texas at Austin, 2004.

**Solberg, Daniel**, Part-time Assistant Professor of Art and Art History. 2021. B.A., DePauw University, 2006; M.F.A., Washington University in St. Louis, 2009.

**Spiegelberg, Scott C.**, Dean of Academic Programs, Assessment, and Policies; Associate Professor of Music. 2002. B.Mus., Lawrence University, 1993; B.A., Lawrence University, 1993; M.Mus., The University of Akron, 1995; M.A., Eastman School of Music, 1997; Ph.D., Eastman School of Music, 2002.

**Stasik, Tamara Lynn**, Associate Professor of English; English for Academic Purposes Specialist. 2010. B.A., University of Wisconsin-Stevens Point, 1993; M.A., University of Toronto, Center for Medieval Studies, Ontario, Canada, 1995; M.A., St. John's University, 1998; Ph.D., Indiana University, 2012.

**Stepp, Scotty Allen Stephen**, Adjunct Assistant Professor of Music. 2007. B.M.E., Indiana State University, 1996; M.Mus., Bowling Green State University, 1999.

**Stewart, Khadija Jirari**, Herrick E.H. Greenleaf Associate Professor of Computer Science. 2006. B.S., Clemson University, 1999; M.S., Southern Illinois University, Carbondale, 2001; Ph.D., Southern Illinois University, Carbondale, 2006.

**Stinebrickner, Bruce**, Part-time Senior Professor of Political Science. 1987. B.A., Georgetown University, 1968; M.Phil., Yale University, 1972; Ph.D., Yale University, 1974.

**Stockton, Jamie D.**, Part-time Senior Professor of Education Studies. 1996. B.S., Indiana University-Purdue University at Indianapolis, 1986; M.S., Indiana University-Purdue University at Indianapolis, 1994; Ph.D., Indiana University, 2002.

**Stolle, Kara M.**, Adjunct Assistant Professor of Music. 2002. B.Mus., Butler University, 1997; M.Mus., Indiana University, 1999.

**Suarez, Alicia E.**, Otto L. Sonder Professor of Anthropology; Associate Professor of Sociology. 2004. B.A., Indiana University, 1999; M.A., Indiana University, 2002; Ph.D., Indiana University, 2006.

**Sununu, Andrea E.**, Professor of English. 1990. A.B., Mount Holyoke College, 1969; A.M., Brown University, 1971; Ph.D., Brown University, 1974.

**Thede, Scott M.**, Professor of Computer Science. 1999. B.S., University of Toledo, 1993; M.S., Purdue University, 1994; Ph.D., Purdue University, 1999.



**Thielmann, Cristiana Mora**, Part-time Instructor of Italian Cultural Studies. 2016. B.S., Università degli studi di Roma La Sapienza, Rome, Italy, 1992; M.A., Università Ca'Foscari, Venice, Italy, 2010.

**Timm, Steven R.**, Professor of Communication and Theatre. 1990. B.A., Indiana University, 1981; M.F.A., Indiana University, 1987.

**Townsend, Gloria Childress**, Professor of Computer Science. 1980. A.B., Indiana University, 1968; M.S., Purdue University, 1972; Ph.D., Indiana University, 1979. M.S., Indiana University, 1987;

**Travers, Tarn David**, Associate Professor of Music. 2015. B.M., San Francisco Conservatory of Music, 2005; M.M., Cleveland Institute of Music, 2007; D.M.A., Stony Brook University, 2014.

**Tunguz, Sharmin**, Associate Professor of Psychology and Neuroscience. 2005. B.A., Ohio Wesleyan University, 1998; M.A., University of Illinois at Urbana-Champaign, 2002; Ph.D., University of Illinois at Urbana-Champaign, 2005.

**Upton, Rebecca L.**, Professor of Anthropology. 2002. A.B., Colgate University, 1992; A.M., Brown University, 1994; Ph.D., Brown University, 1999; MPH, Emory University, 2014.

**Usherwood, Jessica T.**, Assistant Professor of Music. 2018. B.A., Lee University, 1999; M. Mus, Chicago College of Performing Arts Roosevelt University, 2006; D. Mus, Jacobs School of Music Indiana University, 2015.

**Vaglia, Janet L.**, Professor of Biology. 2002. B.S., East Tennessee State University, 1993; M.S., James Madison University, 1995; Ph.D., Dalhousie University (Canada), 2000.

**Vargas Marquez, Natalia F.**, Assistant Professor of Art and Art History. 2020. B.A., Universidad De Chile, 2008, M.A., University of Minnesota, Twin Cities, 2015, Ph.D., University of Minnesota, Twin Cities, 2020.

**Villinski, Michele T.**, Q.G. Noblitt Professor of Economics and Management. 2000. B.A., Carleton College, 1988; M.Public Policy, Harvard University, 1991; Ph.D., University of Minnesota, 2003.

**Vooris, Jessica A.**, Assistant Professor of Women's, Gender, and Sexuality Studies. 2020. B.A., Bucknell University, 2009, M.A., University of Maryland, 2014, Ph.D., University of Maryland, 2016.

**Wagner, Christina Dawn**, Associate Professor of Psychology and Neuroscience. 2007. B.A., Knox College, 2001; Ph.D., Purdue University, Indianapolis, 2006.

**Weinstein, Anthony**, Staff Accompanist; Adjunct Assistant Professor of Music. 2009. B.A., Oberlin College, 2003; B.M., Oberlin College, 2003; M.M., Indiana University, 2005; P.D., Indiana University, 2006; D.M., Indiana University, 2015.

**Wells, James Bradley**, Associate Professor of Classical Studies. 2011. B.A., Beloit College, 1991; M.A., University of Missouri, 1998; Ph.D., Indiana University, 2006.

**West, Robert Lee**, Elizabeth P. Allen Distinguished University Professor of Psychology and Neuroscience. 2015. B.A., Western Kentucky University, 1991; M.A., Western Kentucky University, 1993; Ph.D., University of South Carolina, 1996.

**White, Lori S.**, President of DePauw University; Professor of Education Studies. 2020. A.B., University of California, Berkeley, 1980, Ph.D., Stanford University, 1995.

**White, Mary Christine**, Professor of English. 2002. B.A., University of Colorado (Boulder), 1981; M.F.A., New York University, 2002.

**Whitehead, Barbara J.**, Professor of History. 1990. A.B., Harvard University, 1983; M.A., Bryn Mawr College, 1985; Ph.D., Bryn Mawr College, 1992.

**Wielenberg, Erik J.**, Professor of Philosophy. 1999. B.A., Lawrence University, 1994; M.A., University of Massachusetts (Amherst), 1998; Ph.D., University of Massachusetts (Amherst), 2000.

**Wilkerson, M. Scott**, Professor of Geosciences. 1995. B.S., Murray State University, 1987; Ph.D., University of Illinois at Urbana-Champaign, 1991.

**Williams, Alexander W.**, Adjunct Instructor of Music. 1996. B.A., Indiana University, 1982.

**Wilson, Susan R.**, Part-time Senior Professor of Communication and Theatre. 2001. B.S., Northwestern University, 1974; M.S., Northwestern University, 1979; Ph.D., Northwestern University, 1988.

**Wimbley, Karin Dorothea**, Associate Professor of English. 2013. B.A., Hamilton College, 1998; M.A. (Humanities), University of Chicago, 2001; M.A. (English Language and Literature), University of Chicago, 2005; Ph.D., University of Chicago, 2012.

**Wright, Brian Vincent**, Associate Professor of Kinesiology. 2013. B.S., State University of New York at the College of Brockport, 2003; M.S., Indiana University, 2008; Ph.D., Indiana University, 2012.

**Wu, Zhixin**, Associate Professor of Mathematics. 2007. B.A., Sun Yat-Sen University, Guangzhou, China, 2002; M.A., University of Rochester, New York, 2004; Ph.D., University of Rochester, New York, 2007.

**Yang, Zoua Sylvia**, Music Librarian and Coordinator of the Music and Performing Arts Library with rank of Assistant Professor. 2016. B.F.A., University of Wisconsin - Milwaukee, 2013; M.L.I.S., University of Wisconsin - Milwaukee, 2016.