

Trinity College Bulletin

Catalog Issue 2012-2013

August 1, 2012

Trinity College
300 Summit Street
Hartford, Connecticut 06106-3100
(860)297-2000
www.trincoll.edu

Trinity College is accredited by the New England Association of Schools and Colleges, Inc

NOTICE: The reader should take notice that while every effort is made to ensure the accuracy of the information provided herein, Trinity College reserves the right to make changes at any time without prior notice. The College provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.

Trinity College does not discriminate on the basis of age, race, color, religion, gender, sexual orientation, handicap, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.

Information on Trinity College graduation rates, disclosed in compliance with the Student Right-to-Know and Campus Security Act, Public Law 101-542, as amended, may be obtained by writing to the Office of the Registrar, Trinity College, 300 Summit Street, Hartford, CT 06106.

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

Contents

College Calendar	1
History of the College	4
The Mission of Trinity College	8
The Curriculum	9
The First-Year Program	10
Special Curricular Opportunities	11
The Individualized Degree Program	21
Graduate Studies	22
Advising	25
Requirements for the Bachelor's Degree	27
Admission to the College	37
College Expenses	43
Financial Aid	47
Key to Course Numbers and Credits	50
Distribution Requirements	52
Interdisciplinary Minors	53
African Studies	54
African American Studies	55
Architectural Studies	56
Asian Studies	57
Classical Antiquity	58
The Classical Tradition	59
Cognitive Science	60
Community Action	61
Film Studies	62
Formal Organizations	65
French Studies	66
German Studies	68
Human Rights Studies	70
Italian Studies	71
Jewish Studies	73

Legal Studies	75
Literature and Psychology	76
Marine Studies	77
Medieval and Renaissance Studies	79
Middle East Studies	81
Models and Data	82
Mythology	83
Russian Studies	85
Studies in Progressive American Social Movements	86
Urban Studies	87
Women, Gender, and Sexuality	90
Writing, Rhetoric, and Media Arts	92

First-Year Seminars **94**

Academic Disciplines **102**

African Studies	103
American Studies	104
Anthropology	123
Asian Studies	130
Biochemistry	131
Biology	132
Caribbean and Latin American Studies	145
Chemistry	146
Classics	151
Classics	152
Greek	153
Latin	154
Classical Civilization	155
College Courses	158
Community Learning Initiative	162
Comparative Development Studies	164
Computer Science	165
The Cities Program	172
Economics	174
Educational Studies Program	190
Engineering	198
English	207
Environmental Science	237
Film Studies	245
Fine Arts	248
Art History	248
Studio Arts	255
Global Programs (Study Away)	258
Guided Studies Program: European Cultures	278
Genomics Research Program	280
History	282
Human Rights	301
InterArts Program	304
Interdisciplinary Computing	306
Interdisciplinary Science Program	309
International Relations	310
International Studies Program	312
African Studies	325
Asian Studies	326
Caribbean and Latin American Studies	328

Global Studies	330
Middle Eastern Studies	332
Russian and Eurasian Studies	334
Jewish Studies Program	336
Language and Culture Studies	339
Language and Culture Studies	340
Arabic	344
Chinese	346
French	348
German Studies	353
Hebrew	358
Hispanic Studies	359
Italian Studies	367
Japanese	370
Linguistics	372
Russian	373
Spanish	376
Programa de Estudios Hispánicos en Córdoba (PRESCO)	376
Lesbian and Gay Studies	377
Mathematics	378
Middle Eastern Studies	386
Music	387
Neuroscience	394
Philosophy	402
Physical Education	411
Physical Sciences	415
Physics	416
Astronomy	417
Physics	417
Political Science	421
Psychology	436
Public Policy and Law Program	448
Religion	459
Research Courses Related to the Social Sciences	466
Russian and Eurasian Studies	467
Sociology	468
Theater and Dance	473
Women, Gender, and Sexuality Program	482
Writing and Rhetoric Program	488
Fellowships	490
Scholarships	491
Prizes	508
Endowed Lectures	525
Corporation	526
Presidents of the College	530
Faculty	531
Administration	549
Degrees Conferred in 2012	565

Codes for Faculty Leaves

578

College Calendar

2012

August 17	All bills for fall 2012 term must be paid in full.
August 30	First-year and transfer students arrive. Residences open to first-year and transfer students after 9:00 a.m. President's Convocation for first-year students on the Quadrangle. Meal plan (seven-day) for first-year students begins with evening meal.
September 1	Class of 2013, 2014, 2015 students arrive. Residences open to returning students after 12:00 p.m. Meal plan (seven-day) for these students begins with evening meal.
September 3	Labor Day. College offices are closed.
September 4	Undergraduate and graduate classes begin. Fall term library hours begin.
September 6	Fall term internship contracts due to the Career Development Center.
September 11	Add/drop period ends for full term and first quarter classes. Last day to declare a class pass/low pass/fail.
September 21-22	Family Weekend.
September 28	Final day to withdraw from fall term courses.
October 8-9	Trinity Days. The College is in session, but regular classes are not held.
October 10	Deadline to withdraw from Study Away in spring 2013 without incurring \$500 penalty fee.
October 22	Mid-term.
October 23	First day of second quarter classes.
October 26	Second quarter add/drop period ends.
November 2-3	Homecoming weekend.
November 5-9	Advising week.
November 9	Deadline for seniors and master's degree candidates to submit degree applications to the Registrar's Office for May 2012 graduation.
November 12-19	Advance registration for spring 2012 term.
November 16	Student Accounts Office posts spring 2013 term bills (e-billing). Paper bills will not be mailed home.
November 19	Last day to withdraw from second quarter classes.
November 20	Thanksgiving vacation for undergraduate and graduate students begins after last class. Evening meal on meal plan is served. Thanksgiving vacation library hours in effect.
November 21-25	College offices closed. Meal plan resumes with evening meal on November 25.
November 26	Classes resume for undergraduate and graduate students.
November 26	Add/drop for spring 2012 term begins.
December 10	Last day of undergraduate and graduate classes. Final day to elect to change a pass/low pass/fail grade to a letter grade (change made in writing in Registrar's Office, NOT online).
December 8, 9, 11, 12	Review period.

December 13-19	Final examinations for undergraduate and graduate students. All grades are due from faculty within five days of the scheduled final exam of each course. Dinner on December 19 is least meal on meal plan.
December 19	Deadline to apply to the Office of International Programs for approval to study off campus for all programs for fall 2013 term or academic year 2013-2014.
December 20	Residences close at 12:00 noon for the vacation period. Fall term library hours end.
December 21-January 21	Winter break library hours in effect—see library Web site for details.
December 24-25	College offices and library are closed.
December 28	All bills for spring 2013 term must be paid in full.
December 31	College offices and library are closed.

2013

January 1	College offices and library are closed.
January 19	Residents open after 12:00 noon. Meal plan resumes with evening meal on Sunday, January 20.
January 21	Martin Luther King Day. College offices and library are closed.
January 22	Undergraduate and graduate classes begin. Spring term library hours begin.
January 25	Spring term internship contracts due to the Career Development Center.
January 29	Add/drop period ends for full-term and third quarter classes. Last day to declare a class pass/low pass/fail.
February 15	Final day to withdraw from spring term courses.
February 21 - March 1	Trinity Days. The College is in session, but regular classes are not held.
March 11	Mid-term.
March 12	First day of fourth quarter classes.
March 15	Spring vacation begins after last class; evening meal is last meal on meal plan. No graduate classes during vacation. Spring vacation library hours in effect.
March 24	Meal plan resumes with evening meal. Spring term library hours resume when library opens.
March 25	Classes resume. Four quarter add/drop period ends.
April 1	Deadline to withdraw from Study Away in fall 2013 or full year 2013-2014 without incurring \$500 penalty fee.
April 8-12	Advising week.
April 12	Last day to withdraw from fourth quarter classes.
April 12	Deadline to apply for spring 2014 study away programs.
April 15-22	Advance registration for fall 2013 term.
April 25	Add/drop period for fall 2013 term begins.
May 1	Last day of undergraduate and graduate classes. Final day to elect to change a pass/low pass/fail grade to a letter grade (change made in writing in Registrar's Office, NOT online).
May 2-3	General examinations for seniors in certain majors (general examinations end by the afternoon of May 3).
May 2-3	Spring housing lottery.
May 2-5	Review period.
May 3	Honors Day ceremony in the chapel.

May 6-10	Final examinations for all undergraduate and graduate students. All grades (graduating seniors, consortium students and master's degree candidates omitted) are due from faculty within five days of the scheduled final exam of each course. Evening meal on May 10 is last meal on meal plan.
May 10	Spring term library hours end.
May 11	Graduating senior, master's degree candidate, consortium student grades due. Residences close at 12:00 noon for all students except those participating in Commencement.
May 19	Commencement exercises for the 190th academic year.
May 20	Residences close at 9:00 a.m. for all students.
May 27	Memorial Day. College offices and library are closed.
May 29	Session I of summer term begins (for Monday/Wednesday classes). Tuesday/Thursday classes begin May 31. Summer term library hours begin.
June 3	Final day for submission of summer internship forms.
June 7-9	Reunion weekend.
July 4	Independence Day. College offices and library closed.
July 5	Student Accounts Office issues fall 2013 e-bill on TrinBillPay system.
July 11	Summer term I ends.
July 15	Summer term II begins. (Summer term II ends on August 22.)

History of the College

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

The College was founded in May of 1823 as Washington College (the name was changed in 1845). It was only the second college in Connecticut, and its founding marked the climax of a 35-year struggle by the state's Episcopalians to break the educational monopoly of Congregationalist-controlled Yale. The Connecticut General Assembly decision to charter the College reflected the same forces of religious diversity and toleration that had caused it to disestablish Congregationalism as the official state church five years earlier. Appropriately, the charter prohibited the imposition of any religious test on any student, faculty member, or other member of the College.

The trustees' decision to locate the College in Hartford, instead of in New Haven or Middletown, resulted from the greater support of Hartford residents for the fledgling institution. In addition to substantial monetary gifts from such prominent merchants as Charles Sigourney and Samuel Tudor, Jr., offers of assistance came from scores of laborers, artisans, and shopkeepers. Typical pledges included those of Samuel Allen, a stonemason, who provided 10 dollars' worth of labor, and James M. Goodwin, who promised \$150 worth of groceries. Such strong support from the Hartford community has continued throughout Trinity's history.

Nine students attended the College when classes opened on September 23, 1824—six freshmen, one sophomore, one senior, and one young man who was not ranked. The faculty numbered six—the president, Bishop Thomas C. Brownell, who taught natural and moral philosophy; a tutor in Greek and Latin; and professors of belles lettres and oratory, agriculture and political economy, chemistry and mineralogy, and botany. The presence of the two latter professors attests that Trinity, unlike many early 19th-century colleges, was committed to the natural sciences as well as the classical curriculum. This commitment characterizes the College to the present day.

A year after opening, Trinity moved to its first campus—two Greek Revival-style buildings on an elevated tract of land now occupied by the Connecticut State Capitol. Within a few years the student body had grown to nearly 100, a size that it rarely exceeded until the 20th century.

Undergraduate life was arduous during the College's early history—students arose for prayers at 6:00 a.m. (5:30 during the summer semester), and classes began at 6:30. Because most students entered the College at age 15 or 16, the faculty attempted to regulate their behavior strictly. Students were forbidden to gamble, to drink intoxicating beverages, to throw objects from the windows of College buildings, to engage in any sort of merrymaking without faculty permission, and so forth. One regulation prohibited students from keeping a sword in their rooms—a reflection, perhaps, of the fact that the pre-Civil War student body included many “chivalrous” young men from the Southern states. Of course, the regulations were not always scrupulously observed, and in his history of Trinity, the late Professor Glenn Weaver found several instances of riotous student behavior. On one occasion in the late 1820s, the students barricaded themselves within the College, forcing President Brownell to batter down the door with a fence post. A favorite end-of-semester practice was to conduct a ritual burning of the textbook used in some required course which students had found especially onerous. (The course in “Conic Sections” was often singled out for this treatment.)

In 1872 Trinity took an important step toward the future when it sold the “College Hill” campus to the City of Hartford to provide a site for a new State Capitol. Six years later, the College moved to its present location. Bounded on the west by an escarpment and on the east by gently sloping fields, the new site had been known in the 18th century as Gallows Hill. (Local legend has it that several Tories were hanged here during the Revolution.) The Trustees chose William Burges, the distinguished English architect, to design the new campus. Influenced by the architecture of the Oxford and Cambridge colleges, Burges proposed an elaborate scheme of four enclosed quadrangles extending north and south from a massive Gothic chapel. Financial and other considerations made it impossible to implement most of Burges' plan, but Jarvis and Seabury Halls (completed in 1878) and Northam Towers (1881) bear his distinctive stamp. Generally viewed as the earliest examples of “collegiate Gothic” architecture in the United

States, these buildings were to exert an important influence on academic architecture for several decades to come. Together with the imposing Gothic chapel, completed in 1932, they are a compelling reminder of the medieval origins of collegiate institutions.

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

Another significant development in the late 19th century was the movement to loosen Trinity's traditional ties with the Episcopal Church. Although never a "church school," Trinity was closely linked with the Diocese of Connecticut, particularly after 1849 when the bishop of Connecticut was made *ex officio* chancellor of the College. The charter was amended in 1889 to end this practice, an important step in the secularization of the College. Secularization proceeded apace throughout the 20th century. Today a substantial majority of undergraduates comes from non-Episcopalian traditions, but the College still values its Episcopal heritage.

The achievements of the 1880s and '90s notwithstanding, difficulties marked the early years of the new century, in part because of the notoriety brought by the faculty's 1899 decision to suspend the entire sophomore class for six weeks as punishment for the brutal hazing of freshmen. Enrollments declined sharply (only six students graduated in the Class of 1904), and the College began to look increasingly to the Hartford area for many of its undergraduates. For a while it seemed that Trinity's destiny might be strictly regional. In the late 1920s, however, the College began to reestablish itself as a national institution. In 1929, the trustees fixed 500 as the ideal size of the student body and directed that applicants be sought from all parts of the country. Admissions standards were raised and financial aid expanded.

Although the Great Depression entailed severe hardships for many colleges, the 1930s were years of growth for Trinity. The faculty expanded steadily and the student body surpassed 500 in 1936. Four residence halls were added, as well as the Clement Chemistry Building and the Chapel. Rapid growth continued after World War II. In 2010, Trinity had a total enrollment of 2,312 traditional undergraduates and a faculty of 193 full-time professors.

The 20th century saw the construction of an architecturally eclectic collection of buildings, among them the library, Downes Memorial Clock Tower, Mather Campus Center, McCook Hall, the Austin Arts Center, the George M. Ferris Athletic Center, the Albert C. Jacobs Life Sciences Center, and, more recently, the Koepfel Student Center, Hansen Hall, the Vernon Social Center, several additional dormitories, and a computer science-engineering-mathematics facility that opened in January 1991. A master plan for further campus renovation and expansion resulted in the new Summit dormitory complex that opened in 2000, a major enlargement and technological upgrade of the Library—now the Raether Library and Information Technology Center—completed in the spring of 2003, and a new admissions and career development building. Even as it moved forward, the College never forgot its origins. In August 2008, it completed a major renovation of the two oldest campus buildings, Jarvis and Seabury Halls, carefully restoring and preserving their historic exteriors while modernizing the classrooms, faculty offices, and residential spaces within.

Of course, a college is much more than enrollment statistics, or faculty size, or bricks and mortar. In an age of constant social and intellectual transformation, a college must be a living community that can respond imaginatively to changing circumstances, while preserving pertinent parts of its heritage. Thus, innovation, tempered by a respect for the past, has been the hallmark of Trinity's recent history. Curricular reforms have reinvigorated the liberal arts tradition by restating it in terms that speak to the concerns of men and women whose lives and careers will continue well into the 21st century. Students have been given an enlarged voice in institutional decision-making and governance through the addition of their elected representatives to various faculty and trustee committees. An institutional Common Hour was scheduled in the fall of 2008. The Common Hour is designed for events and gatherings that will interest the entire College community, from students to faculty and administration. Scheduled on Thursdays from 12:15 to 1:20 p.m., it is a time for the entire College community to come together as a true academic family. The Thursday Common Hour was so successful that the same time slot has been set aside in the Tuesday schedule for meetings and presentations.

In 1968, Trinity made a commitment to the admission of a substantially larger number of African-American and other minority students. Less than a year later, the Trustees voted to admit women as undergraduates for the first time in the College's history. For the first five years of coeducation, male enrollment was held at a minimum

of 1,000. But in January 1974, the trustees abolished this guideline so that henceforth gender would not be a criterion of admission any more than race, religion, or national origin. In September 1984, Trinity passed a milestone when it enrolled the first entering class in its history in which women outnumbered men. Coincident with these developments, the College has acted to increase the number of women and minority group members on the faculty and in the administration. Approximately 200 older, nonresident students also pursue the Trinity bachelor's degree through the Individualized Degree Program, established in the early 1970s.

Throughout the 1980s and 1990s, Trinity continued to adjust its practices and programs in accordance with changing academic values and student needs. The nature and quality of social and extracurricular life were a subject of considerable discussion. While faculty members vigorously pursued their research and creative projects, there was no lessening of the traditional emphasis on excellence in teaching. In fact, the two activities are inextricably linked; serious commitment to scholarship betokens the kind of intellectual vitality that is essential to effective classroom instruction. Moreover, a college of Trinity's stature believes the faculty is obligated not only to convey existing knowledge to students but also to be energetically engaged in the pursuit of new knowledge.

In the curricular area, the faculty voted to approve new majors in theater and dance, computer science, neuroscience, public policy studies (now public policy and law), anthropology, educational studies, and, most recently, environmental science. The faculty also established a program in women's studies to ensure that scholarship by and about women is diffused throughout the curriculum, and in 1992 created a major in women's studies, which in 2002 was reconfigured as a major in women, gender, and sexuality. The program of student internships, begun in the late 1960s, was greatly expanded and now takes advantage of Trinity's urban location by placing students in state and local government offices, business and financial institutions, social agencies, museums, and the like. Through internships, undergraduates integrate practical fieldwork with academic study under the supervision of a faculty member, thereby testing theoretical and conceptual perspectives, at the same time exploring possible career interests. Beginning in the later 1990s, numerous other measures were adopted that use Hartford as a richly varied educational resource, including the Community Learning Initiative, which links courses to the neighborhoods surrounding the campus through research and service projects. Increased attention is also devoted to international and global issues, and a network of "global learning sites" has been established in cities around the world, among them Barcelona, Buenos Aires, Cape Town, Vienna, and Paris. These sites join the campus Trinity has maintained in Rome since 1970.

The College's "open" curriculum, adopted in 1969, was the subject of growing debate as the 1980s advanced. In 1983, 1984, and again in 1985, faculty committees put forward detailed plans for curricular innovation, including the establishment of non-major requirements. Though they differed in important particulars, these plans shared a concern for writing and quantitative skills, breadth of study, and interdisciplinary study. Early in 1986, the faculty gave final approval to a package of curricular reforms that took effect with the class entering in the fall of 1988. These included requirements in writing and mathematical proficiency and the integration of knowledge across at least three disciplines. (The latter requirement was discontinued in 1997, but the curriculum continues to have a distinct interdisciplinary flavor.) In the spring of 1987, the faculty voted to supplement these measures with a modest distribution requirement designed to ensure suitable breadth in every student's program of study. The curriculum changed again in April of 2007, when the faculty voted to adopt several additional general education requirements, including a first-year seminar requirement, a two-course writing intensive requirement, a global engagement requirement, and a second-language foundational requirement, all of which took effect with students matriculating in the fall of 2008.

Under new presidential leadership, the College began in 1995 to devote greatly increased attention to the needs of the surrounding neighborhoods, which were troubled by many of the social and economic problems typical of late-20th-century American cities. In partnership with the nearby Hartford Hospital, Connecticut Children's Medical Center, Institute of Living, and Connecticut Public Television and Radio and with strong government support at the municipal, state, and federal levels, Trinity launched a multifaceted neighborhood revitalization initiative that attracted national attention and received backing from the business community and major foundations. The goal was to enhance educational and home-ownership opportunities for local residents, and to generate new economic activity in a 15-square-block area adjacent to the campus. Central to this project is the Learning Corridor, which opened in September of 2000 and includes a public, Montessori-style elementary school, a new neighborhood middle school, a math-science high school resource center to serve suburban as well as Hartford young people and teachers, the Greater Hartford Academy of the Arts, and the first Boys and Girls Club in the country to be located at a college. Trinity students have numerous opportunities to engage in volunteer work, internships, and research projects in conjunction with these institutions and other elements of the neighborhood initiative, as do members of the faculty. Simultaneously, a "Smart Neighborhood" initiative made Trinity's state-of-the-art computing resources available to local civic organizations and others.

Amidst all the changes of recent decades, Trinity has maintained its bedrock commitment to liberal education—a

commitment founded on the conviction that through rigorous engagement with the liberal arts, students can best discover their strengths, develop their individual potential, and prepare themselves for personally satisfying, civically responsible, and socially useful lives. Periodic reviews of the curriculum as a whole, as well as of individual academic departments and programs, help ensure the continued vitality of liberal learning. The same is true of a comprehensive “Cornerstones” planning project initiated by President James F. Jones, Jr., shortly after he took office in July 2004—a project that is shaping the College’s academic and other priorities as it moves into the second decade of the 21st century.

The Mission of Trinity College

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

Four elements are central to the success of this quest:

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

The Curriculum

Central to Trinity's curricular philosophy is a conviction that students should be largely responsible for the shape and content of their individual programs of study, since this is one of the best ways to become intelligently self-motivated in respect to matters that have great personal, social, and intellectual significance. The College's undergraduate curriculum provides a framework within which to explore the many dimensions of a liberal education. It sets a basic direction for students through general education requirements, while offering each individual the flexibility to experiment, to deepen old interests and develop new ones, to take advantage of a wide variety of special curricular opportunities, and to acquire specialized training in a major field.

Given the flexible nature of Trinity's curriculum and the wealth of academic options it makes available to undergraduates, judicious faculty advising is an essential component of the educational process. Such advising is most apt to occur when the student and the adviser can develop a close working relationship. Thus, first-year students and sophomores ordinarily have as their advisers the faculty members who teach them in first-year seminars (see p. 94) during their initial semester at the College. By working on a topic of mutual intellectual interest for an entire semester, the student and the faculty member are able to develop the close acquaintance with and respect for one another that are crucial to successful advising. (Special advising arrangements are also made for first-year students in the Guided Studies Program, the Interdisciplinary Science Program, the Cities Program, the InterArts Program, and the Genomics Research Program.)

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

The First-Year Program

The First-Year Program is a significant part of the life of a first-year student at Trinity. It is designed to provide incoming first-year students with an introduction to Trinity's intellectually challenging academic experience. Emphasis is placed on making a successful transition from a high school to a college mindset and to a life-long habit of learning.

All first-year students are required to enroll in a first-year seminar or apply to be a part of one of the non-major Gateway curricular programs: the Guided Studies in Western Civilization Program, the Cities Program, the Interdisciplinary Science Program, the InterArts Program, or the Genomics Research Program. The First-Year Seminars and Gateway/Special Programs are academically rigorous, limited in size, and designed to enhance the new student's abilities in:

- Critical analysis
- Writing
- Discussion and debate
- Research and information literacy

First-Year Program faculty members represent a wide range of disciplines and departments at the College. First-Year faculty members share a commitment to work closely with new students in order to help them begin rewarding academic careers. A First-Year Seminar or Gateway/Special Program professor also serves as the student's primary academic adviser until the student declares a major (usually during the second semester of the sophomore year). The aim is to give students consistent academic guidance during their first two years in college.

Each first-year seminar or Gateway/Special Program class is assigned a mentor, an upper-class student with a superior academic record who works as a liaison between students and faculty. The mentor often assists the faculty member in shaping the class and simultaneously explores the seminar topic along with the first-year students. Mentors also help connect first-year students with the many resources of the academic community at Trinity. They also provide assistance such as reading drafts of papers, offering study sessions, and bringing enthusiastic moral support, as needed.

(See First-Year Seminars, p. 94, and Advising, p. 25.)

Special Curricular Opportunities

Because Trinity's undergraduates seek a wide range of educational opportunities and experiences, the faculty has created a number of special curricular programs. While courses and programs in the traditional academic disciplines remain central to the curriculum, many students have found that their educations are enhanced by taking advantage of one or more of the opportunities described below.

Genomics Research Program

The Genomics Research Program at Trinity is designed for academically motivated students interested in the life sciences. Developed in affiliation with the Howard Hughes Medical Institute's National Genome Research Initiative, it is a selective program for exceptional first year students that provides a biological research experience during the first two semesters of college, and a research seminar during the sophomore year. The GRP offers program-specific courses in which each student identifies and characterizes a non-pathogenic virus collected from the environment. From the viruses described, one is selected for complete genome sequencing. Students then explore genomic analysis by analyzing the genome structure - identifying new genes and adding them to the public gene databases. A student representative will present the class research at the end of the first year in a research symposium hosted by the Howard Hughes Medical Institute at their research campus in Virginia. The program is a unique opportunity to participate directly in the exciting area of genomics, and to experience biological discovery first-hand.

There are five courses in the Genomics Research Program, finishing with a sophomore seminar that explores research throughout the wide range of biology. The program is compatible with all majors. Participation is by invitation; please contact Professor Kathleen Archer for more information.

Guided Studies Program: European Cultures

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

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

Those enrolled in the program take a specified sequence of eight courses characterized by both breadth and coherence and by the ways that significant connections are drawn among them. The program is designed to be compatible with every major at the College and may be taken by students whose main orientation is toward the natural sciences, social sciences, or the arts, as well as by those primarily concerned with the humanities. Although the sequence of courses is usually completed during the student's first three semesters of enrollment, it may be distributed across four or five semesters if such a pattern is more compatible with the student's overall plan of study.

The program can accommodate only a limited number of students: approximately 20-25 in each entering class. Applicants for admission to Trinity who are interested in the program should write the Admissions Office for further details or contact Associate Academic Dean Sheila Fisher, the director of the program. In March of each year, those

applicants to the College judged to be best-qualified for the program are invited to become candidates for enrollment in it.

Interdisciplinary Science Program

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

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

The ISP culminates with a course from the humanities or social sciences that addresses some issue related to science and society. While the ISP is intended primarily for students who plan to major in the sciences, engineering, and mathematics, it is designed to be compatible with every major at the College. The three-semester sequence allows study abroad.

The program can accommodate only a limited number of students: approximately 20 in each entering class. Applicants for admission to Trinity who are interested in the program should write the Admissions Office or Alison Draper, director of the Interdisciplinary Science Center, for further details. In March of each year, those applicants to the College judged to be best-qualified for the program are invited to become candidates for enrollment in it.

The Cities Program

The Cities Program, begun in 1996, is a non-major, interdisciplinary curricular offering for exceptionally well-qualified entering students. It examines cities, past and present, in the United States and elsewhere, from a wide variety of humanities and social science perspectives and helps students understand contemporary urban issues in all their complexity. During the first year, participating students take four courses expressly created for the program—two each semester. As sophomores, they choose an approved elective from the regular curriculum that addresses an aspect of cities in which they are particularly interested. They satisfy the program's final requirement by a tutorial, an internship, an individual or small-group research project, or another suitable course. (For details, see the Cities Program on p. 172.) The course sequence, open only to students enrolled in the program, is carefully integrated by the participating faculty to ensure coherence.

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

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

InterArts Program

The InterArts Program is a special one-year curriculum for a selected group of first year students interested in a cross-disciplinary approach to the study and practice of art. The InterArts faculty is drawn from the departments of music, theater and dance, fine arts, and creative writing. Participating students take a sequence of two seminars especially designed for the program and two arts practice courses of their own choosing (e.g., painting, dance, creative

writing, etc.). The program's second seminar, held in the spring term of the first year, focuses on the creative process and gives students opportunities to work individually or to collaborate with their fellow students on an in-depth, long-term project such as a chapbook of poetry, an audio recording, a series of paintings or drawings, a multi-media dance/music/theater presentation, etc. A final, public arts showcase is held at the end of this seminar.

In March of each year, exceptionally well-qualified applicants for admission to Trinity are invited to become candidates for the program. Applicants to the College who do not receive such an invitation but who find the program appealing may also become candidates by notifying its director, Professor Katharine Power, of their interest no later than March 20.

Office of International Programs

Trinity College offers students a wide range of opportunities for international and domestic study away through Trinity's own semester, year, and summer programs and other approved options. See the Global Programs section of the *Bulletin* for details.

Academic opportunities in Hartford

Internships

Internships are a form of independent study involving a combination of supervised fieldwork activity and traditional academic inquiry under the direction of a faculty sponsor. They may be undertaken by any matriculated undergraduate, with the exception of first-year students. There are two types of internships. The most common form is the exploratory internship, which carries one-half course credit and is graded on a pass/fail basis. Students may count up to four exploratory internships for a total of two course credits as elective credits for graduation. Students may also do an academic internship, which carries one course credit and earns a letter grade. All academic internships must originate in and be treated as independent studies within an academic department and be approved by the sponsoring academic department prior to submitting an internship contract to the Career Development Center Office. Credits earned for Integrated Internships by students in the classes of 2013, 2014, and 2015 count toward the maximum credits allowed for exploratory internships.

More than 200 internships in the Hartford area are available through the Career Development Center; with approval, students may also locate placements in agencies that are not already listed. They may be done in and out of Hartford with private and public agencies; business and industry; cultural, educational, and health institutions; and other community groups. Career development assists students in locating suitable internships. (See also the Legislative Internship Program later in this section.)

Health Fellows Program

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

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

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

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

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

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

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

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

Legislative Internship Program

This is a program of research activities and an opportunity to examine and participate in the state legislative process. It is offered through the Political Science Department each spring term. During the annual sessions of the Connecticut legislature, about 14 Trinity students work full time as aides to legislators, attend bi-weekly seminars with a Trinity faculty member, and undertake various projects. Students are eligible to receive up to four course credits. For additional information, consult the TCLIP description under political science.

Community learning at Trinity College

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

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

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

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

Intensive study programs

From time to time, faculty members offer intensive study programs that enable a group of students to devote an entire semester to the study of a single large topic or a series of related topics.

There are two types of intensive study, both of which may be offered on campus or at a suitable off-campus location in the United States or abroad. The first type permits a group of 12 or more students to work for a

full semester under a single instructor. For both students and the instructor, work in the program constitutes the full academic load for the semester. Together and individually they study topics of mutual interest through group seminars, supervised research, tutorials, or a combination of these approaches. In the second type of intensive study, students take three courses in related fields concurrently with an integrating seminar. The faculty members teaching the related courses also supervise the seminar.

Through these programs, a student may earn up to four course credits while becoming deeply involved in a coherent body of knowledge.

Student-designed study

These opportunities are designed to serve students' need for fresh, imaginative approaches to learning.

Independent study

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

Open Semester Program

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

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

In all instances, students undertaking the Open Semester Program should have clearly defined the educational objective to be achieved. Procedures for submitting an open semester proposal are published in the *Student Handbook*. Recent open semester projects have included internships in the United Nations, the U.S. Congress, the New York City Urban Fellowship Program, theater administration, private secondary schools, a school for the deaf, public television, and programs here and abroad to combat malnutrition and infant mortality. Other open semester projects have been carried out in political campaigns, personnel research, bilingual education, regional government, urban planning, wilderness education, local history, African literature and history, and psychophysiology.

Teaching assistants in the first-year seminar and other courses

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

Student-taught courses

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

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

Student-designed majors

A student wishing to construct an individually tailored, interdisciplinary major must, in consultation with faculty members from two of the departments included in the proposed major, and with the approval of their department chairs, prepare a program of study that would constitute the major. The course of study must provide for depth and coherence and avoid superficiality. Any general examination, independent study, or research involved in the program will be evaluated by faculty members from at least two of the appropriate disciplines.

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

Some recently approved majors are evolution of speech, history and literature, medieval and Renaissance studies, architectural studies, foundational issues in visual modeling, philosophy and literature, and urban studies.

Academic leave of absence

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

Trinity Days

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

Inter-institutional programs

Trinity has partnered with a number of other colleges and universities to offer students who are in good standing a wider choice of educational opportunities than can be available on one campus. Unless noted otherwise, further information is available in the Office of International Programs and participation in these programs is arranged through that office. Normally, students participating in these programs must arrange for their own transportation. A student receiving financial aid from Trinity may, on the basis of the costs of a program, use that aid for approved programs of foreign study and for certain domestic programs. Participants are responsible for arranging to have transcripts and any other documents necessary for the approval of transfer credit at Trinity sent to Trinity. Before electing to enroll elsewhere, a student should compare the academic calendars of Trinity and the host institution to ascertain whether scheduling conflicts will affect choices.

The Hartford Consortium for Higher Education

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

Trinity-St. Joseph College Program in Elementary and Secondary Education

Trinity College students may prepare for Connecticut state certification in elementary and secondary school teaching through a cooperative program with St. Joseph College under the auspices of the Hartford Consortium for Higher Education. Interested students should consult with the director of the Educational Studies Program during their first year or early in their sophomore year (see Educational Studies Program on p. 190).

Wesleyan University and Connecticut College

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

The American School of Classical Studies in Athens

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

BEACON—The Biomedical Engineering Alliance and Consortium

BEACON is a unique collaborative arrangement among private industry and academic and medical institutions, including Trinity College, the University of Connecticut at Storrs, the University of Connecticut Health Center, the University of Hartford, and such medical institutions as Hartford Hospital, St. Francis Medical Center, John Dempsey Hospital, and Baystate Medical Center. Among its goals is the enhancement of educational opportunities for students interested in biomedical engineering. To accomplish this goal, BEACON significantly increases the educational opportunities for both undergraduate and graduate biomedical engineering students in the region by permitting them to more easily cross institutional boundaries (on a tuition-transparent basis) to take courses offered by other institutions in BEACON. As a result, biomedical engineering students have the opportunity to interact with all biomedical engineering faculty and students at area academic institutions. For more information, consult the BEACON Web site at www.beaconalliance.org.

Air Force ROTC

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

Special policies and programs

Language Across the Curriculum

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

Minors

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

Actuarial science

For a student interested in an actuarial career in insurance, certain Trinity courses, mainly in mathematics and economics, provide preparation toward the professional examinations of the principal actuarial societies. In Hartford, the “Insurance Capital,” there may also be the opportunity for actuarial employment. Students or potential students curious about the actuarial profession are invited to consult the chair of the Department of Mathematics.

College courses

From time to time, Trinity faculty offer non-departmental courses known as “college courses.” These sometimes reflect the current scholarly interests of individual faculty members and may be interdisciplinary in nature. They also allow the faculty to respond quickly to student interest in subjects which are not encompassed within traditional departmental categories. Faculty members holding extra-departmental appointments as “college professors” usually offer college courses. See College Courses on p. 158.

The Center for Urban and Global Studies

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

The Center for Urban and Global Studies serves as an administrative umbrella for several programs such as the Office of Community Relations, the Community Learning Initiative, Graduate Fellowships, the Cities Program, and the Office of International Programs. In addition, the center administers a number of student research and service grant programs such as the Davis Projects for Peace, the Tanaka Student Research Fund, the Levy Research Fund for Urban Studies, and the Grossman Research Fund for Global Studies. The center is directed by Xiangming Chen, Paul E. Raether Distinguished Professor of Sociology and International Studies. More information on the center is available at www.trincoll.edu/UrbanGlobal/CUGS/.

The Hartford Studies Project

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

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

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

Trinity/La MaMa Urban Arts Semester

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

Accelerated study

Students may elect to accelerate their undergraduate program. Through a combination of term-time and summer study, undergraduates may plan a program that will allow them to earn either the bachelor's degree in three years or (in some fields) the bachelor's and master's degrees in four years.

Transfer credit

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

Auditing courses

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

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

Graduate courses

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

In exceptional circumstances, an undergraduate may be able to complete a master's as well as a bachelor's degree during his or her four years at the College. For details, please contact the office of the associate academic dean.

The Individualized Degree Program

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

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

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

Candidates for admission to the IDP must be at least 23 years old or self-supporting. New students are admitted for fall and spring semesters. The application deadline for the fall semester is April 15, and the deadline for the spring semester is November 15. In reviewing applications and interviewing candidates, the IDP looks for evidence of academic potential, independence, self-discipline, and motivation.

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

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

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

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

Graduate Studies

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

Courses in the program lead to the master of arts degree. Students who hold the bachelor's degree may apply for matriculation, or they may enroll in graduate courses for which they are qualified as non-matriculated students.

Degree programs are offered in the following disciplines:

American studies—An interdisciplinary degree with the option to concentrate in cultural studies museums and communities, or New England and the nation. History, literature, and society are studied in this approach to understanding the culture of the United States. The rich resources of the many historical societies and art collections in the Greater Hartford area are part of this degree program.

English—Offers tracks in literary studies and writing, rhetoric, and media arts.

Public policy studies—The growing recognition of the complexity of government has led to the development of a program specifically tailored to those who are dealing with questions of public policy. The program equips working professionals with the skills required in the analysis of public issues and offers tracks in public policy studies, economics of public policy, and health care policy.

Master's degree requirements

General requirements for master's degrees are as follows:

- All candidates must successfully complete a minimum of 10 (11 in the case of public policy) course credits (one Trinity course credit = three credit hours at other institutions) with a cumulative grade point average of 2.667 or higher. (Effective spring 2012, the Trinity College graduate studies grading scale officially changed. See below for a complete explanation.)
- Students may apply a maximum of two graduate courses taken at another accredited institution toward their degree. After matriculation, program directors must pre-approve courses to be taken elsewhere prior to enrollment. To receive transfer credit, students must receive a grade of "B-" or higher (the minimum standard for graduate work at Trinity).
- Students are expected to complete all degree requirements at Trinity within six years from the date of initial enrollment. Students who do not meet this expectation may be granted an extension of one year.
- Students who do not complete degree requirements after an extension has been granted may be withdrawn. To resume graduate study, they will be required to apply for readmission. Such application must include a detailed explanation of why requirements were not completed. Readmission is not automatic and, if granted, may include a stipulation that no more than half of previously earned credits will be applied subsequently toward the degree.

- Matriculated and non-matriculated students who receive two grades below B- or one failing grade will be withdrawn from graduate studies. No more than one grade below B- will be credited toward a master's degree.
- Other specific degree requirements (e.g., theses, research projects) may be designated by particular programs of study. Students should consult their program director and published information about their program to learn of such requirements.
- Specific requirements for each program and track, the official graduate studies course schedule, application and other forms, and information about available resources for graduate students are available on the Web site at www.trincoll.edu/Academics/grad/ or from the Graduate Studies Office.

Grades and credits

The graduate studies grading scale was changed in January 2012 to bring it into closer conformity to the scale used by the rest of the College. Briefly stated, the graduate studies scale is equivalent to the scale for undergraduates, *except that there is no grade of D or pass/fail option*. Regulations pertaining to grades of NGR or Incomplete are the same.

The change in grading scale is effective going forward; it is not retroactive. This means that students enrolled in courses through the fall term 2011 and who complete additional courses after that date will have "mixed" transcripts. That is, their transcripts will continue to reflect the former grading scale for all courses completed through fall 2011; courses completed thereafter will reflect the new grading scale. Since no numerical value was assigned under the former grading scale, no grade point average (GPA), cumulative or otherwise, can be generated for those courses. Cumulative GPAs will be generated for the new grades only. An explanation of both grading scales and the change will appear on the key of all official transcripts.

Honors in Graduate Scholarship

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

Academic standing

Matriculated and non-matriculated students who receive two grades lower than B- or one failing grade will be withdrawn from graduate Studies. No more than one grade lower than B- will be credited toward a master's degree.

Satisfactory academic progress will be determined as follows: maintaining a minimum GPA of 2.667; attempting a maximum of 15 credits; successful completion of 80% of credits attempted; completion of a minimum of 3 credits per calendar year. All grades of C- or higher, of F, W, NGR, and all transfer credits must be counted as credits attempted.

Attendance, withdrawals, and refunds

Students are expected to attend all meetings of courses in which they are enrolled. Excessive absences, as determined by the instructor, will be sufficient cause for compulsory withdrawal from a course.

Students wishing to withdraw from a course must notify the office of graduate studies in writing. Failure to attend class or merely notifying the instructor does not constitute official withdrawal from the course and will result in a grade of F.

A grade of W will appear on the transcript for a course dropped after the second class meeting. The last day to withdraw and receive a grade of W is the final day of graduate classes as posted in the registrar's academic calendar.

Refunds will be granted for students who withdraw from a course according to the following scheme:

- Withdrawal before the first class meeting = full tuition refund
- Withdrawal after the first class meeting but before the third class meeting = tuition refund minus \$300 withdrawal fee (\$100 for auditors)

- Withdrawal after the third class meeting = no refund
- An abbreviated withdrawal schedule applies to summer terms

Tuition and fees

Graduate tuition and fees for 2012-13 are as follows:

- Tuition per course credit - \$2,180
- Tuition for auditing per course - \$400
- Registration fee - \$35 (non-refundable, payable each term)
- Lifetime transcript fee - \$25 (non-refundable, payable by new student at first registration only)
- Thesis extension fee - \$75 (payable each semester beyond the specified two terms when students are required to enroll in **ADMN 955**, Thesis-in-Progress)

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

Auditors

Persons desiring to take a specific course without receiving academic credit may, with permission of the instructor and the Office of Graduate Studies, register as auditors.

- Permission of the instructor must be submitted in writing or via email
- Auditors will receive neither academic credit nor a grade for the course
- Auditors need not always fulfill the prerequisites for a course
- Auditors are not required to take course examinations
- Auditors are expected to meet the instructor's attendance requirements
- Auditors must pay the auditing fee (currently \$400), the registration fee (currently \$35), and the one-time transcript fee (currently \$25)

Graduate Scholars Program

Students who have earned a master's degree from an accredited college or university may audit graduate courses at Trinity. With instructor permission, all graduate courses are open to program participants. To apply, contact the graduate studies office.

Hartford Consortium for Higher Education

Trinity College is proud to be a member of the Hartford Consortium for Higher Education. Other member institutions offering graduate courses include Hartford Seminary, Rensselaer at Hartford, Saint Joseph College, and the University of Hartford. Before enrolling, students should consult their graduate adviser to make sure that the consortium course will be accepted toward a Trinity master's degree. Registration and payment for consortium courses is completed at the institution offering the course. All consortium courses are offered on a space-available basis and in accordance with the deadlines and regulations of the host institution. Participation requires the completion of special forms; contact the office of graduate studies for further information.

Undergraduate enrollment in graduate classes

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

Advising

Academic advising for education at Trinity

Frequent contact between a student and his or her faculty adviser is essential to effective advising. The first-year seminars, therefore, offer the initial basis for academic advising about non-major programs of study. Students in a first-year seminar are assigned their seminar instructor as an adviser, and the student will remain under the guidance of this adviser until he or she declares a major (no later than the Friday after Spring Break of the sophomore year). At that time the student will be assigned a departmental adviser. Each academic department and program of the College maintains its own system for advising its majors.

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

Advising for graduate study

Trinity students who wish to continue study in their academic field for a master's degree or Ph.D. are supported by a network of faculty advisers from each academic department and program. Questions about strengths of graduate schools and their suitability to the student's interests and strengths should be directed to the graduate study adviser in each department or the department chair.

Advising for professional study

While Trinity College does not offer major programs of study that are specifically designed to prepare students for professional schools, the College recognizes that many of its students consider graduate study. Therefore, advisers are selected to guide students interested in the areas listed below. Students may consult the career development staff and other members of the appropriate committee at any time. We recommend consultation early in a student's career at Trinity.

Preparation for health careers

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

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

Preparation for law school

Students enter law school either directly from Trinity or within a few years after graduation. While no specific undergraduate course work is required, the competition is keen and the quality of academic work submitted by the student must be high. Since law school applicants must demonstrate strong background in writing and research as well as critical analysis, students are urged to include in their program of study such courses as English, American history, logic, mathematics, political science, sociology, and economics. Advisers on legal careers are Adrienne Fulco, associate professor of public policy and law, and Kevin McMahon, John R. Reitemeyer Professor of Political Science.

Preparation for graduate business school

Graduate programs in business management attract a large number of Trinity graduates, most of whom enroll after several years of work experience. In general, business schools evaluate applicants on three measures: (1) academic record, which may include Graduate Management Admission Test scores; (2) post-baccalaureate work record and work recommendations; and (3) leadership potential. Although graduate business schools have no preference for particular undergraduate majors, students should develop good oral and writing skills and undertake undergraduate courses that develop and demonstrate quantitative skills: calculus, microeconomics, macroeconomics, statistics, etc. Those interested in pursuing international business should present mastery of at least one foreign language as well as significant experience living or studying abroad. The adviser for graduate study in business and management is Gerald Gunderson, Shelby Cullom Davis Professor of American Business and Economic Enterprise.

Preparation for graduate study in architecture and related design areas

Trinity College students have entered programs of graduate study in architecture, planning, urban design, landscape architecture, and related design areas and are practicing professionals in these fields. Since graduate programs vary from school to school, the student interested in any of these areas is advised to consult an adviser early in his or her college career to determine requirements. Recognizing that studio arts provide a model for artistic practice well suited to the pursuit of a career in architecture, the studio arts major may be modified to provide a “focus in architecture.” Interested students should consult with the director of studio arts before their third semester. In general, a broad liberal arts curriculum is suggested, including courses in studio art, art history, science, mathematics, and engineering. See p. 254 for more information.

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

Advising for career success

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

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

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

Requirements for the Bachelor's Degree

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

The five-year Trinity/Rensselaer at Hartford program in computer science leads to a bachelor's degree from Trinity and a master's degree in computer science over a five-year period.

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

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

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

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

Candidates for the bachelor's degree must:

- Receive 36 course credits, of which at least 18 must be earned through completion of courses taught or supervised by Trinity faculty.¹
- Complete the College's general education requirements (description follows).
- Complete the requirements of a major.² (A student who is completing more than one major must complete all the requirements of each major; however, if any course is required by more than one major, then that course may be applied toward fulfillment of the requirements of each major.)
- Attain a cumulative grade point average of at least C-.
- Pass a general examination if it is required in the major. General examinations are graded distinction, high pass, pass, and fail, and the grade is recorded on the student's transcript. Ordinarily, general examinations are given in the days immediately preceding the final examination period for the student's final semester of

¹ Courses taught or supervised by Trinity faculty include courses taken at Trinity College Rome Campus; at the Program of Hispanic Studies in Córdoba, Spain; and with the Hartford Consortium for Higher Education (see names of member institutions under "Inter-institutional Programs, The Hartford Consortium for Higher Education"); as well as individual courses taught at other sites but sponsored by Trinity faculty.

² Individualized Degree Program students may complete a major through courses, study units, or major project as determined by each department with the approval of the IDP Council.

enrollment. Like other graduating seniors, students taking a general examination are required to take final examinations in courses.

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

Students may apply up to one course credit in physical education toward the degree. No more than four course credits in applied music (exclusive of **MUSC 407. Senior Recital**) may be counted toward the degree. Furthermore, students may count toward the degree no more than three course credits in techniques and applications of theater and dance courses (**THDN 109, 209, 309**), no more than two of which may be in THDN 109. No more than two course credits earned in teaching assistantships may be counted toward the 36 required for the degree. (See the *Student Handbook* for detailed information about teaching assistantships for academic credit.) Beginning in September 2011, the number of exploratory internship credits that may be counted toward the 36 required for the baccalaureate degree is limited to two. (For further information about both types of credit-bearing internships, see the *Student Handbook*.)

General education requirements

Trinity's general education requirements consist of foundational requirements in writing, mathematics, a second language, and a five-part distribution requirement.

Writing—Writing is an integral part of academic work in virtually all courses at Trinity, and students are expected to write prose that is correct, clear, convincing, and appropriate to audience and purpose. Consequently, the College's Writing Center evaluates the writing proficiency of all entering students. On the basis of this evaluation, some students may be required in their first semester to take **RHET 101. Writing** (and earn a grade of C- or higher) or **RHET 102. Writing Studio** (and earn a grade of P) in order to fulfill the writing proficiency requirement. The continued development of students' writing abilities is supported by various programs in the Writing Center and across the curriculum. At any time during students' careers at Trinity, faculty may refer students to the Writing Center for assistance, and they may be required to enroll in writing courses or other programs of supplemental writing instruction.

Quantitative literacy—Because many introductory courses (especially in the natural and social sciences) assume basic quantitative skills, Trinity requires every student to demonstrate a level of mathematical proficiency equivalent to what can reasonably be expected of someone who has taken two years of high school algebra and a year of geometry. This is known at Trinity as "Quantitative Literacy."

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

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

- Arts
- Humanities
- Natural sciences
- Numerical and symbolic reasoning
- Social sciences

To allow students maximum choice, a large number of courses have been designated that may be used to satisfy each category of this requirement. Some of these courses may also be part of the student's major or interdisciplinary minor; such courses may be double-counted in fulfillment of both the distribution requirement and the requirements

of the major and/or minor. After matriculating at Trinity, a student may fulfill up to two of the five distribution requirements with courses taken elsewhere, provided the registrar determines that the courses in question are appropriate to the distribution categories the student seeks to fulfill with them. The approval of the registrar should be secured before the courses are taken. Advanced Placement credit may not be used to satisfy this requirement. (See p. 52 for additional information about eligible distribution courses.)

Additional general education requirements

Beginning with first-year students in the Class of 2012, matriculating in the fall of 2008, four additional general education requirements take effect. They are described below. Except where indicated, these requirements also apply to transfer students who matriculate at Trinity in the fall of 2008 or thereafter and who graduate in the Class of 2012 or thereafter.

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

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

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

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

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

- If they prefer to meet the requirement by means of a language they studied in secondary school for more than one year, they will be required to take either one course in it (numbered 201, or in Latin, 221) or two courses (numbered 102 and 201, or in Latin, 221), depending on the results of the placement examination. Students who studied a language for more than one year and choose to start at the 101 level at Trinity will still need to complete the 201 level to fulfill the requirement. If the student took the language in high school for more than one year and took the courses more than four years before matriculating at Trinity, the student can fulfill the second language requirement by completing 101 and 102 in that same language.
- If they prefer to fulfill the requirement by means of a language they have not studied previously (or studied for at most one year in school), they will be required to take both halves of the introductory sequence in the language (numbered 101 and 102).
- In addition to the 11 languages in which regular courses are offered (Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Russian, and Spanish), languages available through the Self-Instructional Language Program (SILP) may be used to satisfy the second-language foundational requirement.

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

First-year seminar requirement—Entering first-year students are required to complete a first-year seminar or, for students in the following programs – Guided Studies, Interdisciplinary Science, Cities, Genomics Research, or InterArts³, the course designated in the program as fulfilling the first-year seminar requirement. First-year students entering the College in January are exempted from this requirement if no first-year seminar is available in the spring term. Students who enroll in the Individualized Degree Program (IDP) as first-year students satisfy this requirement by means of the required IDP transitional seminar. The first-year seminar requirement does not apply to transfer students.

Writing Intensive (WI) Requirement—To satisfy this requirement, students must pass with a letter grade of C- or better two writing-intensive (WI) courses. The WI requirement is distinct from the writing foundational requirement, under which certain entering students are required to take **RHET 101. Writing**.

For first-year students who enroll in the fall term, the first of their two writing intensive courses is their first-year seminar or a designated course in a gateway/special program. Students who fail to earn a letter grade of at least C- in their first-year seminar or other designated WI I course are required to complete with a letter grade of at least C- one of the following writing courses: **RHET 103, 202, 208, 225, 226, or 297**. If a first-year student enters the College in January and no first-year seminar is available, the student must complete with a letter grade of at least C- one of the following writing courses in order to meet the first part of the WI requirement: **RHET 103, 202, 208, 225, 226, or 297**.

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

Transfer students may satisfy the first part of this requirement by means of a course taken at their previous college or university, provided that they receive Trinity transfer credit for the course and the institution at which the course was taken officially designated it on the transcript (or in some other manner) as “writing intensive” or the equivalent. Otherwise, transfer students are required to take **RHET 103, 202, 208, 225, 226, or 297** no later than their second semester at Trinity. Transfer students meet the second part of the requirement by taking a designated WI course in their major field.

All Individualized Degree Program (IDP) students, whether they matriculate as first-year or transfer students, may satisfy the first part of the WI requirement by means of the required IDP Transitional Seminar, provided that their grade in it is a C- or better. An IDP student who fails to receive a grade of at least C- in the transitional seminar is required to take, within the next two semesters of enrollment, **RHET 103, 202, 208, 225, 226, or 297**.⁴

Any student who is required to take **RHET 103, 202, 208, 225, 226, or 297** must earn a letter grade of at least C- in it for the course to satisfy the first part of the WI requirement. If the student receives a letter grade below C-, he or she will have either to repeat the course or take another one of these courses.

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

- Art History 294
- Anthropology 207, 213, 215, 238, 244, 245, 247, 252, 308
- Biology 116, 141, 244, 468

³These programs are open by invitation to incoming students who are judged to be particularly well-qualified for them.

⁴In those exceptional instances when a transfer IDP student is exempted from taking the transitional seminar and did not take a course at his/her previous institution that satisfies the first part of the WI requirement, the student must take English 103, 202, or 208 within the first two semesters of enrollment at Trinity.

- Chemistry 141
- Cities Program 207
- Classical Civilizations 216, 221, 222, 224, 225, 226, 229, 235, 312
- Economics 207, 208, 216, 231, 248, 313, 315, 316, 317, 331-20, 331-43, 331-46, 333, 334
- English 260 (only the section on “Literatures of War and Peace”), 306, 309, 343, 438, 475
- Environmental Science 110, 112, 149, 204, 242
- Guided Studies 243, 253
- Health Fellows 201
- History 103, 105, 111, 112, 115, 116, 117, 119, 124, 211, 212, 222, 223, 228, 229, 235, 236, 238, 239, 241, 242, 252, 253, 256, 264, 306, 318, 331, 334, 339, 345, 355, 362, 363, 374, 377, 378, 379, 386, 394, 396, 401-03, 401-15, 401-54, 401-73, 402-30, 402-45, 402-97, 451-01, 451-08, 451-18, 451-19, 451-25
- IDP Seminar 102, 106
- International Studies: all courses with INTS prefix
- Language and Cultural Studies: all courses, including those taught in English translation; but no course applied toward fulfillment of the second-language foundational requirement may also be used to satisfy the global engagement requirement
- Philosophy 223, 246, 286, 386
- Political Science 103, 104, 208, 231, 233, 237, 255, 261, 272, 302, 303, 305, 306, 310, 313, 319, 322, 327, 330, 331, 340, 349, 354, 362, 370, 371, 378, 379, 380, 382, 384, 385, 391, 405, 409, 411
- Psychology 415, 426
- Religion 109, 151, 181, 192, 252, 253, 254, 256, 263, 280, 281, 284, 285, 288, 307, 333, 338
- Sociology 227, 336
- Theater and Dance 107 (selected sections), 209, 236, 238
- Women, Gender, and Sexuality 212, 369.

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

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

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

Concentration in major fields and interdisciplinary programs

Every candidate for the bachelor's degree must complete a major. A student's choice of major shall be made, at the latest, by the Friday after Spring Break of the student's sophomore year, and may be made earlier.

In the selection of a major, a student must consult the chair of the department (or his or her deputy) or the director of the interdisciplinary program. The student should discuss the suitability of the intended major, obtain the chair's approval in writing via the Declaration of Major form available at the Registrar's Office, and outline a proper program of courses for the satisfactory completion of this major.

Ordinarily, no more than 12 courses in a single department will be required by a department or interdisciplinary major, nor will the total courses required for a major, including cognates, exceed 18. A student should not take more than 14 courses in a single department.

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

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

Matriculation

New students are matriculated to the rights and privileges of official membership in the College body at the annual Matriculation ceremony held in the early autumn. After the ceremony each student must sign the following pledge:

"I promise to observe the statutes of Trinity College; to obey all its rules and regulations; to discharge faithfully all scholastic duties imposed upon me; and to maintain and defend all the rights, privileges, and immunities of the College, according to my station in the same."

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

Enrollment in courses

The College calendar consists of three terms: the fall term and the spring term, which comprise the regular academic year, and a summer session of shorter duration. Normally, all students attend the fall and spring terms.

At registration in November for the spring semester and in April for the fall semester, students are required to indicate their intention to return to active academic study by enrolling in courses for the following term. Enrollment in some courses, such as theses, teaching assistantships, research assistantships, tutorials, and independent studies, requires the submission of a properly completed special registration form to the Registrar's Office. At the beginning of each term, the College will assess a late fee when students do not notify the College of their return to campus and when enrollment materials are not returned by the designated dates. The add/drop period starts shortly after preregistration and continues through the first six days of the new semester. Students may withdraw from courses (with a grade of W) through the fourth Friday of the semester. Following the add/drop and withdrawal deadlines, students who wish to make changes to their enrollment must petition the Academic Affairs Committee for approval. Add/drop and withdrawal deadlines for the summer sessions are prorated based on the semester deadlines.

At midterm of each semester, faculty will have the opportunity to submit a mid-term progress report for any student who is doing unsatisfactory work. The reports are sent to the student, the student's adviser, the Dean of Students Office, and, if applicable, to the directors of the quantitative and writing centers.

To make normal progress toward the degree, a student is expected to enroll in and complete an average of nine course credits each academic year. A normal course load for a semester is 4 to 5 course credits, but enrollment in more than 5.75 credits generally results in an additional tuition charge. Degree candidates must complete at least four course credits each term unless they are admitted to the College as part-time candidates, or have the permission of the Academic Affairs Committee.

Trinity's attendance policy is that, except in the case of incapacitating illness or injury, students are expected to attend classes regularly. There is also the understanding that individual instructors may further define attendance requirements for their specific courses. For more information on the attendance policy, please see the *Student Handbook*.

Grades

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

Grade point average is computed by converting each student's letter grades to their numerical equivalents; i.e., A+=4.333, A=4.0, A-=3.667, etc. on a four-point scale. Fractional course credits are evaluated accordingly in this conversion. Rank in class is computed once for all classes at the end of each semester. Only the final rank in class for students who have completed all degree requirements is posted to the transcript.

A pass/low pass/fail option is available to all matriculated students. Each student may designate one course each semester, to a maximum of four courses in his or her college career, as a pass/low pass/fail course. The deadline to declare a course pass/low pass/fail is the end of the add/drop period. A student who has elected the pass/low pass/fail option will have that option noted on the class list of the designated course. Traditional undergraduate students may not elect the pass/low pass/fail option for summer courses. In such courses, a grade of "pass" will be recorded if the instructor reports a letter grade of C- or better to the registrar, whereas a grade of "low pass" will be recorded if the instructor reports a letter grade from D+ to D-. Full credit will be given for courses graded "pass" or "low pass"; no credit will be given for courses graded "fail," and a "fail" will have the same effects on grade point average and academic standing as the regular grade of F.

A course once designated as pass/low pass/fail counts towards the maximum of four pass/low pass/fail courses, even if the student should change from pass/low pass/fail to a letter grade by the last day of classes. To change a course from pass/low pass/fail back to a letter grade, the student must sign and submit a form (available in the Registrar's Office) by that deadline. Students who have been placed on academic probation may not take a course pass/low pass/fail during the next semester of enrollment after the probation is incurred. Courses taken pass/low pass/fail may not be counted in the student's major or minor or applied toward fulfillment of the general education and proficiency requirements. Courses taken as part of a special first-year program, such as the Guided Studies Program, must also be taken for a letter grade, as must first-year seminars.

The pass/fail option is the mandatory grading system for courses in physical education, exploratory internships, and student-taught courses and may be employed by the faculty sponsor of an Open Semester. Some teaching assistantships are also graded pass/fail. Pass/fail courses mentioned in this paragraph do not count toward the four-course maximum of the previous paragraph. However, students teaching or taking a student-taught course may not elect to take another course on a pass/low pass/fail basis during the same semester. A grade of fail for a pass/fail course will have the same effect on grade point average and academic standing as the regular grade of F.

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

The provisional designation "incomplete" may be granted by a subcommittee of the Academic Affairs Committee. The deadline for requesting an incomplete is the last day of classes each semester. Please see the *Student Handbook* for the procedures to request an incomplete.

Transcripts

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

All transcript requests must be made in writing and include the student's signature; telephone or e-mail requests and inquiries from third parties cannot be honored.

Faculty Honors

To be eligible for the faculty honors list in any semester, a student must: a) achieve a semester grade point average of at least 3.667 with no individual letter grade below B-; b) complete a minimum of four course credits and receive letter grades for at least four course credits in courses taught or supervised by Trinity College faculty (or three graded course credits concurrent with pursuing the first semester of a two-credit senior thesis); c) have no courses for the semester under consideration in which the final grade is pending; d) have no disciplinary notation for academic dishonesty on the transcript. Prior to spring 2012, when an undergraduate student registers for a graduate course for graduate credit, the grade of distinction will count as an A for purposes of determining whether the student receives faculty honors. (After spring 2012, all graduate courses will be graded with letter grades.) The honors list will be determined at the end of every semester and a notation will be entered by the registrar on the transcript of each recognized student.

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

Academic discipline

The faculty has established criteria for the maintenance of good academic standing. These criteria are: 1) to complete during the fall and spring terms no fewer than four course credits for traditional students or a minimum of two-thirds of the credits attempted for IDP students (during the summer term a minimum of two-thirds of the credits attempted for all students); 2) to achieve a minimum semester grade average of C- (1.667); and 3) not to fail the equivalent of one-half course credit or more.

At the end of each semester and the summer term, the records of all students are reviewed. Those students whose work does not meet the criteria for good standing are placed on academic probation and may be required to withdraw from the College. Additional information regarding academic probation and required withdrawal may be found in the *Student Handbook*.

Age of majority

The age of majority under Connecticut law is 18, except with respect to the provision and sale of alcohol, and students that age and older have the rights and responsibilities of all other adults. The College will normally communicate directly with students in matters pertaining to grades, academic credit, academic and disciplinary status, and College bills. However, at the written request of the student, bills and information on academic and disciplinary matters will be provided to parents and guardians. Under federal law, the parent or legal guardian of a dependent student, as defined for income tax purposes, has a right to information about his or her child without the student's consent. Therefore, the College will also send a copy of dependent students' grades to parents each semester, unless a student requests in writing that this information not be sent. Regardless of whether a student requests that grades not be sent to his or her parents, upon receipt of a written request from a parent or legal guardian of a dependent student, together with documentation that the student is a dependent for federal income tax purposes, the College will honor this right to the extent that it is required by law.

Irregular candidates for the degree

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

To be awarded a degree, an irregular candidate must complete all degree requirements (see Requirements for the Bachelor's Degree). The committee may require that such a student take preparatory or remedial work and may reduce the course load below the normal load of students in the class. The status of each irregular candidate will be reviewed by the committee and, on request, reported to the faculty at the end of each semester. If it appears

that a student is unlikely to profit from further work at Trinity, he or she, like regular students, may be required to withdraw or helped to transfer.

Honors at graduation

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

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

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

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

Honors in the major are awarded at graduation. They are noted on the Commencement program of the year in which they are awarded and in the next issue of the Trinity College *Bulletin*. Honors in the major are awarded on the basis of all of a student's work completed through and including the general examination (if required in the particular major). All courses taken after matriculation are normally used to determine a student's eligibility. (See also "Grades" earlier in this section.)

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

Honor societies

Phi Beta Kappa, founded in 1776, is an honor society dedicated to humane scholarship. Members are elected from among those students who have achieved highest general scholastic standing. On the basis of its charter, the chapter stipulates that persons elected to membership shall be men and women of honor, probity, and learning. Election to Phi Beta Kappa is widely regarded as a mark of highest distinction. The Trinity chapter, known as the Beta of Connecticut, was chartered by the Yale chapter, the Alpha of Connecticut, on June 16, 1845, and is the eighth oldest chapter of Phi Beta Kappa in the United States.

Pi Gamma Mu, a national social science honor society, was founded in 1924. The Trinity College chapter, known as Connecticut Alpha, received its charter in 1936. The society has as its purpose the recognition of outstanding scholarship in the social sciences. Members are elected by unanimous vote from among graduate students and undergraduates of the senior and junior classes who have achieved superior rank in scholarship in the social sciences. The society is also empowered to elect to membership persons who have distinguished themselves in public service.

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

Delta Phi Alpha, the national German honorary society, was founded in 1929. The Trinity chapter, Delta Upsilon, was chartered on March 7, 1958. Delta Phi Alpha seeks to recognize excellence in the study of German and to provide

an incentive for higher scholarship. In so doing, it aims to promote the study of the German language, literature, and civilization, and endeavors to emphasize those aspects of German life and culture which are of universal value. To qualify for membership, students must distinguish themselves scholastically both in German and in other courses, and must give evidence of continuing interest in the German language and German culture.

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

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

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

Admission to the College

General admission policy

Enrollment in the first-year class generally numbers approximately 590 men and women. Since the College desires to maintain a community of students with diverse backgrounds and interests, and because the number of applicants greatly exceeds the number of places available, admission is the result of a highly selective process. Applicants are judged on 1) their academic performance and potential, 2) their accomplishments in their schools and communities, and 3) their qualities of character and personality. Trinity College does not make the religious tenets, race, gender, sexual orientation, or national or ethnic origin of any person a condition for admission.

The school record, the personal recommendations from school counselors and teachers, and the tests of the College Board or of the American College Testing Program are carefully considered by the Office of Admissions. Applicants should be well prepared for Trinity's academic work, and desirous and capable of contributing to campus and community activities.

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

Personal qualities and character

Trinity is keenly interested in attracting and admitting candidates who not only demonstrate academic strength, but also show evidence of such personal qualities as curiosity, honesty, fairness, compassion, altruism, leadership, and initiative in their high school years. We place great value in a candidate's capacity to move beyond the limits of personal achievement to involvement in the life of the community at large. We seek candidates who demonstrate a willingness to take an interest in the lives and welfare of others or to place themselves in situations that call for personal initiative and leadership. We believe that such experiences develop an individual's appreciation of ethical issues and may well enhance the capacity to make a difference in the society one will enter as a college graduate.

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

Secondary school requirements

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

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

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

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

of its applicants for admission.

Standardized testing requirements

Applicants for admission to Trinity are expected to submit official results from either 1) the ACT of the American College Testing Program, 2) the SAT I Reasoning Test of the College Board, or 3) any two SAT II Subject Tests. It is the applicant's responsibility to have test scores sent to the Admissions Office. Trinity's CEEB code is 3899.

International students whose first language is not English are advised to submit results of the Test of English as a Foreign Language (TOEFL) in place of or in addition to the standardized testing mentioned above.

Early decision

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

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

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

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

Campus visits

Applicants for admission to the College are strongly encouraged to visit the campus. The large number of visitors makes it highly advisable for applicants to make campus appointments well in advance. Appointments may be made by calling the Admissions Office at (860) 297-2180.

Visitors desiring a campus visit during vacations and reading periods should be aware that formal classes are suspended during these times. Visitors coming to the campus for individual appointments, group sessions, or tours should go to the Office of Admissions.

Interviews

Although a personal interview is not required, this kind of meeting is a good opportunity for a mutual exchange of information. Appointments are usually scheduled on weekdays between 9:00 a.m. and 4:00 p.m., and are generally reserved for students who have completed their junior year. Interviews are also available on many Saturday mornings from September through early December.

Group information sessions

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

Tours

Tours of the campus are conducted on a regular basis, Monday through Friday, most of the year. Saturday "limited access" tours are offered during portions of the summer and fall (please call or visit the Web site to confirm). Student guides serve as an excellent resource for showing guests the physical environs of Trinity and for providing personal perspectives on student life.

Advanced placement for first-year students

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

Advanced Placement Program of the College Board—Students who take the advanced placement examinations will receive credit according to the guidelines noted below. When a department indicates that it awards advanced placement credit for work that is the equivalent of specific Trinity courses (e.g., **AHIS 101, 102**), students who receive AP credit from that department may not take those courses for credit. Advanced placement credit may not be used to satisfy general education requirements except for the second language foundational requirement.

Biology

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

Chemistry

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

Classics

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

Computer science

- One and one-quarter course credits (**CPSC 115L**) for a score of 4 or 5 on the AP-A Computer Science Exam.
- Two and one-half course credits (**CPSC 115L, 215L**) for a score of 4 or 5 on the AP-AB Computer Science Exam

Economics

- One non-major course credit for scores of 4 or 5 in only one of the two AP Economics Exams. This does not exempt the student from taking **ECON 101** when **ECON 101** is required as a prerequisite for a course.
- One course credit (**ECON 101**) for scores of 4 or 5 in both AP Economics Exams or for scores of 5, 6, or 7 in the International Baccalaureate Higher Level Economics Examinations.
- Two course credits (**ECON 101** and a 200-level course) for scores of A or B in the "A" Level General Certificate of Education examinations in economics.

English

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

Environmental science

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

Fine arts/art history

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

History

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

Mathematics

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

Language and culture studies

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

Music

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

Physics

- One course credit (**PHYS 131L**) and admission to **PHYS 231L** for a score of 4 or 5 on the Mechanics section of the AP-C Physics Exam; two course credits (**PHYS 131L** and **PHYS 231L**) and admission to **PHYS 232L** for a score of 4 or 5 on both the “Mechanics and Electricity and Magnetism” sections of the AP-C Physics Exam.
- Two course credits (**PHYS 101L** and **102L**) for a score of 4 or 5 on the AP-B Physics Exam. A student who achieves a score of 5 on the AP-B Physics Exam may be admitted to **PHYS 231L** if his or her general background in physics and mathematics is found to be satisfactory after review by the department.
- Students may not earn credit for both the B and C exams.

Political science

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

Psychology

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

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

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

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

The following scores must be earned:

French Baccalaureate—scores of 12-20

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

International Baccalaureate Higher Level Examinations—scores of 5, 6, or 7

Swiss Matura—scores of 5 or 6

United Kingdom “A” Level General Certificate Examinations—grades of A, B, or C

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

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

International students

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

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

Transfer admission

Students whose academic records are of good to excellent quality at two- or four-year accredited colleges who wish to transfer should write to the coordinator of transfer admissions or visit our Web site for information about the procedure. Candidates for admission by transfer should be prepared to provide catalogues describing the content of college courses already completed and presently being studied.

For mid-year admission consideration, candidates are required to complete the application process by November 15. Mid-year admission candidates whose applications are properly completed by this deadline should receive a decision by early January.

Students who want to begin their studies at Trinity in September must complete the application process by April 1. September admission candidates who have properly completed their applications will receive a decision by no later than mid-June. No applicant will be considered who is not in good standing at his or her college.

A candidate for the bachelor's degree admitted by transfer to the regular program must receive at least 18 course credits through courses taught or supervised by Trinity faculty members. As a general rule, transfer credit will be given for courses comparable to those offered in the Trinity curriculum in which the applicant has received grades of C- or better. However, the number of course credits awarded to a transfer student for work completed at another institution prior to enrollment in Trinity College shall not exceed that which the student could reasonably have earned during a comparable period of residency at Trinity, i.e., an average of nine course credits per year.

Those admitted by transfer will be notified of the credit to be transferred toward general degree requirements at Trinity and which, if any, of the five parts of the distribution requirement (see p. 52) have been satisfied by such credit. In all cases the registrar reserves the right to award or withhold credit. After entering Trinity, transfer students may petition the appropriate faculty member regarding the use of transfer courses to satisfy major requirements or to replace up to three courses in an interdisciplinary minor. (Refer to "Requirements for the Bachelor's Degree" and "Interdisciplinary Minors" elsewhere in this catalogue.) Grades in courses taken before matriculation at Trinity are neither entered into the student's Trinity record nor included in the student's grade-point average.

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

College Expenses

Payment for tuition, fees, room, and board is due in full by the dates shown on the College calendar and prior to the start each semester unless an authorized monthly payment plan has been established prior to payment due date. Electronic semester bills will be displayed on the TrinBillPay system and students will be notified by e-mail when bills are ready to view. Trinity College will no longer print and mail paper billing statements to students. Students must authorize a parent or other payer to view the bills through TrinBillPay and pay online. Please refer to the instructions at <http://www.trincoll.edu/Admissions/finaid/SA/accounts/Pages/TrinBillPay.aspx>. Subsequent monthly bills for fees (i.e.: athletic charges, library fines, parking tickets, Health Center charges, meal plan upgrades) not included in the original semester bill may be viewed through TrinBillPay when posted to the account and are payable by the due date on the billing statement. Any payment by check should be made payable to Trustees of Trinity College and mailed to Trinity College, Office of Student Accounts, 300 Summit St., Hartford, CT 06106.

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

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

Communications regarding College expenses should be addressed to the student accounts and loans manager or by e-mail to student-accounts@trincoll.edu

Schedule of College fees—2012–2013

	Fall	Spring	Total
Tuition	\$ 21,785	\$ 21,785	\$ 43,570
Room	3,830	3,830	7,660
Board (traditional meal plan) ⁵	2,070	2,070	4,140
General Fee	875	875	1,750
Student Activity Fee	205	205	410
	\$ 28,765	\$ 28,765	\$ 57,530
Transcript fee (new students only)	50		
	\$ 28,815	\$ 28,765	\$ 57,580

A tuition charge of \$21,785 per semester will be billed for full-time study up to and including 5.75 course credits per term. Students registered for more than 5.75 credits will incur additional charges.

⁵ Board cost will be adjusted based on student's meal plan contract.

Credit hours	Additional tuition fee
6.0	\$4,841
6.25	\$6,051
6.50	\$7,262
6.75	\$8,472
7.0-7.75	\$9,682-14,523

Cost of Credits Beyond the Standard Course Load: For 2012-2013, \$21,785 is charged for full-time study per semester. Full-time study is defined as 3.00 to 5.75 course credits per term. Standard course credits carried per term are 4.5; the College allows for 1.25 additional course credits to be carried without charge. Students who register for 6.0 course credits are charged an additional \$4,841, with some exceptions. The College will exclude the following courses (up to a maximum of 1.50 credits per semester) from surcharge: teaching assistantship, research assistantship, internship, first-year mentor, thesis, SILP, independent study, theater and dance courses 109 and 309, private music lessons and music ensembles. Please note this exclusion is for tuition for the course credit only. Other costs associated with these courses, such as instructor fees, may be charged.

Part-time enrollment: All requests for part-time enrollment must be approved by the Academic Affairs Committee. After part-time status is approved, students who are enrolled for 2.75 or less credits should submit a request for part-time billing to the Student Accounts Office. These students will be charged \$14,523 (2/3 of regular tuition).

Repeat courses: A fee of \$4,841 per credit will be charged for each repeated course if that course brings the student's course credit hours over the 5.75 limit.

The College meal plan program is mandatory for all students in campus housing except seniors. Please refer to the meal plan information on the following pages.

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

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

Transcript Fee: All first-time students are charged \$50 for unlimited transcript requests.

Study away

Trinity College students enrolled in study at a Trinity College Global Site will be charged for tuition, room, meals, and fees according to the following rates for **2012–2013**:

Barcelona	\$27,360
Buenos Aires	\$27,260
Cape Town	\$28,860
Cordoba	\$28,860
LaMaMa	\$28,660
Paris	\$27,360
Rome	\$26,800
Shanghai	\$28,860
Trinidad	\$28,860
Vienna	\$25,960
Study Away Fee	\$3,000 semester
(non-Trinity program)	\$3,500 full year

An Affiliate Study Away Fee of \$800 (\$1,000 for full year affiliate programs) will be charged to students who

enroll in Trinity-sponsored exchange programs or Trinity-sponsored partnerships. Please consult with the Office of International Programs for a complete listing.

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

Other financial information

Course Audits—\$400 per credit.

Campus parking fee—\$200 per year.

Returned check fee—\$30 per check.

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

Credit cards—Trinity College accepts MasterCard, Discover, and American Express credit card payments on Trin-BillPay with a 2.75% convenience fee added to the transaction and charged to the payer.

Trinity College refund policy

Tuition and fees refunds: Refunds may be requested by the student in writing or by e-mail to the Student Accounts Office. Students who officially withdraw after tuition and fees are due, but before classes begin, will be given a full refund of all charges paid, less a \$250 administrative charge. The date of withdrawal is the date the registrar receives written notification from the student. First-year and transfer students withdrawing prior to the start of classes should submit notice to the director of admissions. The refund policy also applies to charges for extra course credits. Please refer to the Office of Student Accounts and Loans' Web page.

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

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

Families should consider purchasing a tuition insurance policy offered through A.G.W. Dewar, Inc. to be reimbursed for tuition and fees paid and forfeited due to a withdrawal from the term after classes begin. For additional information, please contact A.G.W. Dewar, Inc. at <http://www.collegerefund.com/apps/details1.asp?ID=1614&DIV=1> or (617) 774-1555. Applications for enrollment in tuition insurance must be postmarked before the first day of class each term.

Withdrawal from class after the end of add/drop: Students may add or drop course credit hours during the add/drop period without any financial consequence. A student may withdraw from a class through the Friday of the fourth full week of classes; however, the student is financially responsible for the cost of that class, if the withdrawal occurs after the add/drop period. For example, a student who is registered for 5.75 course credit hours and withdraws from a 1.0 course credit class after the add/drop period is financially responsible for 5.75 course credit hours. If that student replaces that withdrawn class with another (1.0), the student will be financially registered for 6.75 course credit hours and will be charged accordingly.

Withdrawal from residential contract: Students must notify the Office of Residential Life as soon as the decision

is made to withdraw from a housing contract.⁶ Room charges are assessed using the date of receipt of written notification for withdrawal from a residential contract. No room charge adjustment is made for withdrawal from housing during or after the fifth week of the contracted term. If a resident fails to occupy a residence by the first day of undergraduate classes in the term contracted for, it will be assumed that the resident has withdrawn and that a legitimate vacancy exists. Rental charges will be computed as if the resident submitted written notification of withdrawal on the first day of class and a cancellation fee will apply.

Meal plan contract refunds: Returning students will be billed for the meal plan they participated in during the previous semester. All first-year and transfer students will be billed for the 19-meal traditional plan. Participation in the meal plan is mandatory for all students, except seniors, residing in campus housing with the following exceptions: students living in buildings that are classified as cooking units (Anadama, Clemens, Stowe, Wiggins) and students who are members of Trinity-authorized eating clubs may select a less-expensive meal plan or may drop the meal plan completely. All meal plan changes must be made in writing during the first two weeks of the semester at the Chartwells Office located in Mather Hall.

Students adjusting their meal plan must submit a written refund request to the Student Accounts Office. Refunds will be processed after the meal plan add/drop period.

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

⁶Students who participate in the housing lottery and then withdraw from housing will be subject to a monetary penalty. Please consult the Campus Life Office for additional information.

Financial Aid

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

Central to the College's program is the concept of financial need. The College assumes that the parents and the student together will accept responsibility for as great a share as possible of the total educational costs. Where such family resources are inadequate, the College will provide supplementary assistance to those students. Approximately 43 percent of Trinity's undergraduates are receiving financial help from College, federal, or state funds.

General information

Funds to support the program of financial assistance come from several sources. A portion of the College's endowment has been specifically reserved for scholarship purposes. These funds are augmented by the College, which allocates a part of its annual operating income toward the maintenance of the program. Gifts from alumni, parents, and friends are an important source of funds for scholarship and loan purposes as well. Thanks to the generosity of these donors, the College is able to offer many students financial aid packages that are free of loans. The United States government has made available additional funds under federal higher education legislation to supplement the College's resources.

In general, Trinity awards financial aid as a "package," i.e., each recipient is normally expected to meet part of the financial need through term-time employment and the use of loans, with the balance coming in the form of a grant. Usually the student is expected to meet a greater share of the need through term and summer employment and/or borrowing as he or she progresses throughout the undergraduate years. The College does, however, adjust the composition of the aid package to meet the unique needs of each student and his or her family. Specifically, the aid package may consist of one or more of the following:

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

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

Terms of award

All financial aid is awarded on the basis of:

- *Financial need*—Calculated financial need, as determined by the needs- analysis procedures developed by the College Scholarship Service of Princeton, New Jersey, is the primary requisite for financial assistance. Trinity requires each applicant for assistance to file the CSS Profile and the Free Application for Federal Student Aid (FAFSA).
- *Intellectual promise*—The recipient shall have sufficient aptitude and a record of satisfactory achievement to indicate that he or she can be expected to meet the academic requirements of Trinity College.

Method of application

In order to be given consideration for financial assistance, a candidate for the first- year class must indicate interest in financial aid on the Trinity admission application. Candidates must submit both the FAFSA and the CSS Profile along with supporting documentation.

Terms for renewal of awards

Renewal of financial aid is based upon the following factors:

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

Method of application

Each recipient of financial aid who wishes to apply for a continuation of assistance must do so by April 15 of each year. All necessary renewal forms may be obtained online or from the Financial Aid Office in late fall through early spring. Notification of renewal will usually be made by July 1. The following items must be submitted:

- FAFSA (Free Application for Federal Student Aid)
- Photocopies of the student's and parents' latest federal income tax returns and W-2 statements must be submitted to the College Board's IDOC Service.
- Trinity Renewal Verification Worksheet

Sources of supplementary assistance

Members of the financial aid staff are available to counsel students and their families about financial matters. The College endeavors to maximize the use of its resources so that as many needy and deserving students as possible are helped each year. Students in the upper classes who wish to be considered for financial aid are urged to adhere to filing instructions and deadlines listed on the Financial Aid Office Web site.

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

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

Student employment

The Financial Aid Office maintains an online referral service for those students who are offered employment as part of their financial aid packages. Ordinarily, student jobs do not require more than eight or 10 hours of the student's week and will not interfere with the student's academic schedule.

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

Veterans

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

Trinity College is a participant in the VA Yellow Ribbon Program (Chapter 33) for qualifying veterans. Up to 10 qualified Chapter 33 applicants will be awarded up to \$15,000 per year on a first-come, first-served basis. Contact the Financial Aid Office for details.

Key to Course Numbers and Credits

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

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

Most courses meet throughout the semester, and earn 1 or 1.25 course credits. For each credit hour awarded, students are expected to complete no fewer than three hours of combined instructional or studio/lab time and out-of-class work per week. A lecture course meets three hours a week for a semester and earns 1 course credit (the equivalent of four semester hours); a laboratory course meets three hours a week for lecture plus three hours a week for laboratory, and earns 1.25 course credits (the equivalent of five semester hours). Courses that meet for irregular lengths of time or earn either more or less than 1 course credit are so designated in the course description. Physical education courses meet for one-half semester and earn one-quarter course credit.

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

Symbols

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

L—laboratory course

TBA—instructor to be announced

Department codes

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

KEY TO COURSE NUMBERS AND CREDITS

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

Distribution Requirements

Each student must pass with a letter grade one full-credit course (or the equivalent in fractional-credit courses) from each of the following five divisions. C- is the minimum acceptable grade for fulfilling each part of the distribution requirement. No course may be counted as belonging to more than one division. College courses, courses offered exclusively for an interdisciplinary minor, teaching assistantships, student-taught courses, tutorials, independent studies, internships, and senior colloquia may not be counted toward this requirement. When choosing courses to satisfy the distribution requirement, students should confirm the classification of each course by consulting the entry for it in the current edition of the *Schedule of Classes*.

- **Arts:** Art History; Cities Program 202; Classical Civilization 111, 214, 215, 217, 311, 312, 321; Engineering 341, 342; English 110, 111, 270, 291, 316, 327, 332, 333, 334, 335, 336, 337, 492, 493, 494; Film 201, 301, 309, 401; InterArts 102, 201, 202; Music; Public Policy 263; Religion 253, 254; Studio Arts; Theater and Dance.
- **Humanities:** American Studies 201, 203, 219, 298, 301, 354, 355, 409; Anthropology 225, 309; Arabic; Chinese; Cities Program 200, 201, 203, 204, 206; Classical Civilization (except 111, 214, 217, 311, 312, 321); Educational Studies 300, 400; English (except all creative writing courses); French; German; Greek; Guided Studies 121, 211, 214, 219, 242, 243, 252, 253; Hebrew; Hispanic Studies; History; InterArts 101, 102; International Studies 101, 121, 150, 312, 354; Italian; Japanese; Language and Culture Studies (in English); Latin; Linguistics; Philosophy (except 374); Religion (except 253, 254); Rhetoric (except 101, 102 and 103); Russian; Sociology 247; Women, Gender, and Sexuality 101, 207, 234, 301, 315, 350.
- **Natural sciences:** Astronomy; Biology (except 115); Chemistry; Engineering (except 221, 341, 342); Environmental Science (except 286 and 401); First-Year Seminar 106, 161; Neuroscience; Philosophy 374; Physics; Psychology 261, 265, 302, 365, 392, 464.
- **Numerical and symbolic reasoning:** Computer Science; Engineering 221; Mathematics (except 101, 102, 103, 104); Political Science 241; Philosophy 205, 390; Psychology 221L; Sociology 201L.
- **Social sciences:** American Studies 227, 228; Anthropology (except 225, 309); Cities Program 205, 207; Economics; Educational Studies (except 300, 400); International Studies 120, 203, 206, 212, 214, 218, 230, 250, 262, 270, 300, 301, 302, 305, 315; Philosophy 240; Political Science (except 241L); Public Policy 201, 215, 302, 323, 345, 350, 403; Psychology (except 221L, 261, 265, 365, 392, 464); Religion 281, 288, 289, 290; Sociology (except 201L, 247).

Interdisciplinary Minors

Interdisciplinary minors consist of five or six courses. By faculty regulation, they must include courses in three different fields of knowledge, with no more than three courses drawn from any one field. Ordinarily, the course offerings of an academic department constitute a single field; thus, all Biology Department courses are in the field of biology, all Economics Department courses are in the field of economics, etc. In a few cases, however, a department encompasses more than one field. The Theater and Dance Department, for instance, offers courses in the separate fields of dance and theater; the Fine Arts Department includes the fields of art history and studio arts; and each of the several languages offered by the Department of Language and Culture Studies constitutes a field.

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

To declare an interdisciplinary minor, students should contact the minor's faculty coordinator. Students are advised to make the declaration in a timely fashion, but ordinarily no earlier than the second semester of the first year. Some minors specify a time after which the minor may not be undertaken.

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

African Studies

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

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

Course requirements:

An undergraduate student must take six approved courses (four core courses and two elective courses). Students must earn a minimum of C- in any given course to receive credit for the minor.

- Four core courses—The courses must be chosen from three different departments and/or programs and at least one courses must be a 300-level seminar.
 - HIST 253. African History 1850-Present**
 - HIST 332. African Nationalism and Decolonization**
 - INTS 238. Contemporary Africa: Resource Wars and Human Rights**
 - INTS 230. The City in African Studies**
 - INTS 309. Development in Africa**
 - INTS 314. Black Internationalism**
 - PHIL 223. African Philosophy**
 - PHIL 241. Race, Racism and Philosophy**
 - POLS 386. Political Trials**
 - SOCL 336. Race, Racism and Democracy**
 - THDN 209. African Dance**

- Two elective courses—The courses must be chosen from two different departments and/or programs:
 - AHIS 294. The Arts of Africa**
 - ANTH 207. Intro to Political Ecology**
 - ANTH 310. Anthropology of Development**
 - ANTH 201. Introduction to Anthropology**
 - HIST 252. African History to 1880**
 - MUSC 113. Introduction to World Music**
 - POLS 310. Politics of Developing Countries**
 - RELG 181. Islam**
 - HIST 238. Caribbean History**
 - HIST 283. African Diaspora and Latin America**
 - HIST 380. Brazil**
 - INTS 315. Global Ideologies**
 - INTS 349. From Garveyism to Graffiti: Transnational South Africa**

**Other courses taken while studying abroad may satisfy one core course and one elective course after consultation and approval by the coordinator.

African American Studies

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

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

Course requirements:

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

Architectural Studies

Coordinator: Professor Kathleen Curran (Fine Arts) and Associate Professor Kristin Triff (Fine Arts)

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

Course requirements:

The architectural studies minor requires a total of six courses representing three different fields. Students must take two or three architectural history courses. Often, they will select their other courses from among those in the fields of engineering and studio arts listed below. However, these are not the only options. For example, courses in the fields of history, anthropology, political science, or international studies might be substituted if they have a significant architectural or urban component.

Architectural history

- * **AHIS 161. The History of Western Architecture**
- * **AHIS 223. Medieval Art and Architecture**
- * **AHIS 244. Empire Building: Architecture and Urbanism in Spanish America**
- AHIS 247. Renaissance and Baroque Architecture and Urbanism**
- * **AHIS 252. 18th-Century Art and Architecture**
- * **AHIS 265. 19th-Century Architecture**
- AHIS 286. Modern Architecture: 1900 to the Present**
- * **AHIS 295. African Architecture and the Design Space**
- * **AHIS 341. Seminar: Bernini and Borromini: Art and Rivalry in Baroque Rome**
- * **AHIS 395. Rome, an Art and Architectural History**
- CLAS 214. Greek and Roman Architecture**
- Any other appropriate architectural history course

Engineering

- ENGR 341. Architectural Drawing**
- ENGR 342. Architectural Design**

Studio arts

Any 100- or 200-level classes in drawing, design, painting, sculpture, printmaking, or photography.

An integrating project combining the student's three fields shall be carried out in consultation with the student's minor adviser.

Asian Studies

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

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

Course requirements:

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

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

Classical Antiquity

Coordinator: Associate Professor Martha Risser (Classics)

The purpose of the minor is to allow the student to acquire a general knowledge of the achievement of ancient Greece and Rome, which traditionally has constituted, along with the Judeo-Christian tradition, the chief ingredient of Western civilization. Despite the advance of technology, shifts in educational and societal priorities, and an increasing awareness of other civilizations in the 21st century, Homer, Plato, Cicero, and Caesar remain living figures, and the classical tradition still pervades our poetry and prose, our philosophy and law, our ideas of history, our conceptions of education, and our art and architecture. The student electing this minor will have the opportunity to become acquainted with the classical achievement in each of these areas and to shape that knowledge into an integrated view of antiquity.

For more information about course requirements, please contact the coordinator of the minor.

The Classical Tradition

Coordinator: Associate Professor Martha Risser (Classics)

The minor in the classical tradition will establish a basic acquaintance with the history and cultural landmarks of ancient Greece and Rome and promote a contextual understanding of later achievements significantly influenced by them, especially in literature, history, the arts, and philosophy.

The minor is based on two groups of courses: the first comprises courses in the civilization of classical Greece and Rome, the second, courses in subjects in which the presence of the Greek and Roman experience is felt. For convenience, these groups are called “Ancient” and “Modern,” respectively. Students are urged, when possible, to take the required course in classical civilization (and any elective from the ancient group) before taking courses in the modern group.

For more information about course requirements, please contact the coordinator of the minor.

Cognitive Science

Coordinator: Brownell Professor of Philosophy Dan Lloyd

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

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

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

Course requirements:

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

Philosophy: **PHIL 220L. Introduction to Cognitive Science**

Computer science: **CPSC 115L. Introduction to Computing**

Psychology: ***PSYC 255L. Cognitive Psychology**

Linguistics: ***LING 101. Introduction to Linguistics** or ***PSYC 391. Psychology of Language**

Neuroscience: ***PSYC 365. Cognitive Neuroscience** or **PSYC 261. Brain and Behavior**

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

* **PSYC 365. Cognitive Neuroscience** (unless already taken as a core course)

* **PSYC 391. Psychology of Language** (unless already taken as a core course)

PSYC 392. Human Neuropsychology

* **CPSC 352. Artificial Intelligence**

PHIL 357. Issues in Cognitive Science

PHIL 374. Minds and Brains

Community Action

Coordinator: Associate Professor Carol Clark (Economics)

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

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

Course requirements:

- Communities in theory and practice (choose one of the following):

COLL 206. Organizing by Neighborhood

PSYC 246. Community Psychology

- Methods for community learning (choose one of the following):

ANTH 301. Ethnographic Methods and Writing

ECON 318L. Basic Econometrics (prerequisite: **MATH 107**)

ENGL 208. Argument and Research Writing

ENGL 225. Writing Broad Street Stories

ENVS 275L. Methods in Environmental Science (prerequisite: **ENVS 149L**)

HIST 299. What is History? Historiography and Historical Methods

MATH 107. Elements of Statistics

MATH 114. Judgment and Decision Making

MATH 117. Visually Displaying Data: Graphical Literacy

POLS 241. Empirical Political Methods and Data Analysis

PSYC 221L. Research Design and Analysis (prerequisite: **PSYC 101**)

SOCL 201L. Research Methods in the Social Sciences (requires a previous sociology course)

SOCL 227. From Hartford to World Cities: Comparative Urban Dynamics

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

Concentration areas—The concentration areas of the minor give students the opportunity to pursue an interdisciplinary area of interest related to community action. A concentration consists of three courses with a common theme, chosen in consultation with the minor coordinator. At least one of these courses must have a community learning component. In general these courses should come from at least two different departments or programs. Possible themes include: architecture, design, and community life; arts and community; community development and planning; community and public planning; communities in international context; community stories in words and pictures; culture and immigration; education and public policy; environmental policy and community action; human rights, local and global; public health and policy; or social movements and social change.

Culminating internship—Seniors in the minor will undertake a one-credit internship with a community organization in consultation with the minor coordinator. During their internships, students will write a reflective internship paper to be submitted to the minor coordinator and if appropriate, additional readers. The paper should demonstrate a thoughtful integration of themes and learning achieved throughout the minor.

Film Studies

Coordinators: Assistant Professor Prakash Younger (English) and Associate Professor Mitchell Polin (Theater and Dance)

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

While Trinity does not house a traditional production-oriented film school, the program offers students interested in filmmaking an opportunity to develop that interest through production and screenwriting courses, internships at the student-run television station (TrinTV), a semester or year at a production program abroad, and the option of doing a senior production thesis. The interdisciplinary minor in film studies is designed to ground students in three basic aspects of the field - film history, film theory, and film production - while at the same time providing the flexibility to allow for exploration of specific areas of interest within each of those aspects.

Anyone interested in discussing the film program is encouraged to contact either of the coordinators, Mitch Polin or Prakash Younger; students with specific questions about film production courses should contact Professor Polin, and students with specific questions about film studies courses should contact Professor Younger.

Course requirements:

Core Courses for the Minor in Film Studies—Minors in film studies are required to take a course from sub-category I-A. Film History and Analysis by the end of their second year as a prerequisite for declaring the minor.

Elective Courses for the Minor in Film Studies—In addition to one core course, students doing the minor in film studies are required to take a total of four additional full course credits from the three distribution areas listed below (National Cinemas and Topics in Film History, Film Theory and Topics in Criticism, and Film Production and Related Arts) taking no more than two courses and no less than one course in any one area. At least two of the four courses taken in the distribution areas must be at the 300 level or above.

Capstone Requirement for the Minor in Film Studies—Students fulfill the capstone requirement for the minor in film studies by doing a senior seminar in film studies (400-level courses designated as such will be determined each year). Please note that not all courses listed below are offered every year and that other film-related courses offered at Trinity (but not listed below) and equivalent university-level courses taken elsewhere may be approved for use as substitutes. All courses taken toward the minor in film studies need to be approved in advance by the film studies program coordinator.

Category I: Core Courses

I-A. Film History and Analysis

ENGL 265. Introduction to Film Studies or **HIST 264. Film and History**

I-B. Film Theory

ENGL 470. Film Theory: An Introduction or **PHIL 386. Philosophy and Film**

I-C. Film Production

FILM 201. Basic Filmmaking or **FILM 301. Advanced Filmmaking**

Categories II-IV: Elective Courses

Category II: National Cinemas and Topics in Film History

ANTH 247. China through Film

AHIS 105. History of the World Cinema

ARAB 233. Introduction to Arab and Middle Eastern Cinemas

COLL 151. French Film Festival

ENGL 286. European Modernist Cinema
 ENGL 288. World Cinema
 ENGL 456. American Auteurs
 ENGL 496. Evolution of the Western Film
 FREN 320. French Cinemas: The New Wave and Beyond
 GRMN 233-05. German History through Literature and Film
 GRMN 233-19. New German Cinema
 GRMN 236-16. German Filmmakers and Hollywood
 GRMN 301-04. German Literature and Film
 HISP 266. Iberian and Latin American Film
 HISP 328. Iberian Film
 HISP 343. Latin American Cinema
 INTS 236. Japanese Crime Literature and Film
 LACS 233-05. Italian Cinema
 LACS 233-12. China Through Film
 LACS 233-26. Cinema and Societies in Crisis: Contemporary Russian and American Films
 LACS 233-96. New Germany Cinema
 LACS 233-32. African Cinema
 LACS 233-33. French Cinema
 LACS 333-16. Greater China: Film and Fiction
 RUSS 301. Russian through Literature and Film

Category III: Film Theory and Topics in Criticism

ANTH 230. Visual Anthropology
 ENGL 304. Studies in Film: Cinematic Realisms 1945 to the Present
 ENGL 350. Lost Worlds: Fiction and Film
 ENGL 360. Shakespeare on Film
 ENGL 366. Dickens/Chaplin
 ENGL 457. Novels into Film
 ENGL 470. Film Theory: An Introduction
 HIST 126. Hartford on Film: 1969-Present
 PHIL 238. Media Philosophy
 POLS 215. Politics and Film
 PSYC 293. Visual Perception
 PSYC 397. Psychology of Art
 SOCL 241. Mass Media, Popular Culture, and Social Reality
 WMGS 207. Homosexuality and Hollywood Film
 WMGS 319. The Woman's Film

Category IV: Film Production and Related Arts

ENGL 270. Introduction to Creative Writing
 ENGL 333. Creative Nonfiction
 ENGL 334. Advanced Creative Writing: Fiction
 FILM 201. Basic Filmmaking
 FILM 337. Writing for Film
 FILM 301. Advanced Filmmaking
 MUSC 203. Music, Technology and Media
 STAR 103. Design
 STAR 126. Photography I
 STAR 226. Photography II
 STAR 326. Photography III
 THDN 103. Basic Acting

- THDN 110. Theatrical Performance: History and Practice**
- THDN 225. Introduction to Interactive Media**
- THDN 293. Playwrights Workshop I**
- THDN 294. Basic Directing**
- THDN 305. Intermediate Acting**
- THDN 345. Writing for Stage and Screen**

Formal Organizations

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

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

Course requirements:

- *SOCL 361. Organizations and Society, the core course in the minor. (In years when SOCL 361 is not offered, FORG 201 is the acceptable substitute.)
- A history course that demonstrates how formal organizations were developed and employed, ECON 214. Business and Entrepreneurial History, or ECON 249. The Political Economy of Western Civilization.
- Three other courses, each originating in different departments or programs, drawn from the following approved list. (FORG courses are considered part of the appropriate program.)
 - * **ECON 207. Alternative Economic Systems** (prerequisite: **ECON 101**)
 - ECON 306. Public Finance: Economics of the Public Sector** (prerequisite **ECON 101**)
 - ECON 308. Industrial Organization and Public Policy** (prerequisite: **ECON 101**)
 - * **FORG 201. Formal Organizations and Market Behavior**
 - * **FORG 291. Entrepreneurship and Markets**
 - * **FORG 302. Seminar in Entrepreneurship**
 - * **ITAL 233/LACS 233. Mafia**
 - POLS 218. Urban Politics**
 - * **POLS 301. American Political Parties**
 - * **POLS 309. Congress and Public Policy** (prerequisite: **POLS 102**)
 - POLS 355. Urban Politics** (prerequisite: **POLS 102**)
- A presentation given during the senior year on an interdisciplinary topic from the courses the student has completed in the minor.

If students wish to complete the track with entrepreneurship, add **FORG 291. Entrepreneurship and Markets** or **FORG 302. Seminar in Entrepreneurship**, for a total of six courses.

French Studies

Coordinator: Principal Lecturer in Language and Culture Studies Karen Humphreys and Borden W. Painter, Jr., '58/H'95 Professor of European History Kathleen Kete ●●

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

Course requirements:

The minor consists of six courses distributed as follows:

- At least two courses must be taken at the Trinity home campus.
- At least two courses taken as part of the Paris Program or other approved study abroad-programs in France on French topics or language.
- At least one French course above **FREN 202** or **PARI 202** taken at the Trinity home campus.
- A capstone course that must be completed after the return from study abroad and will allow students to integrate their experience abroad with their academic program at Trinity. Ordinarily, this course will originate in LACS. Other courses may substitute with the approval of the coordinators of the Minor.

Courses must be drawn from at least three categories of inquiry. Courses taught during the 2012-2013 school year that will count for the French studies minor within these three categories include:

The arts

- * **AHIS 252. 18th-Century Art and Architecture**
- AHIS 258. History of the Decorative Arts**
- AHIS 261. 19th-Century Painting and Sculpture**
- AHIS 281. 20th-Century Avant Garde**
- FREN 320/LACS 333. French Cinema**
- PARI 251. Paris through Its Art and Architecture: Renaissance to the Belle Époque**
- PARI 278. Exotic Fare: Spice Routes, Garden History, and the Development of Food Culture in France 1500-1900**
- PARI 352. Seminar: Major Figures/Topics in French Art**
- PARI 356. Paris: A Museum City or a City of Museums?**
- PARI 281. Music at Versailles**

History, politics, and thought

- FREN 305. Modern Culture and Civilization**
- FYSM 113. Paris je t'aime**
- PARI 237. Understanding Contemporary Paris: Urban and Global Processes**
- PARI 328. Franklin, Jefferson, and Adams: The founding Fathers in Paris 1776-1789**
- HIST 395. History of the Alps**
- * **PHIL 327. Merleau-Ponty**
- * **POLS 339. Contemporary and Post Modern Thought**

Language and literature

- FREN 325/LACS 325. Americans in Paris/Parisians in America** (*Note that this course fulfills the capstone requirement)

FREN 355. Reading the Streets of Paris

FREN 355. The World of Marcel Proust

PARI 302. French Language and Culture: Paris Theatre Literature and Performance

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

German Studies

Coordinator: Associate Professor Johannes Evelein (Language and Culture Studies)

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

Course Requirements:

Students shall take six courses in three categories of inquiry, including at least one course, and no more than three, from each category. **GRMN 401. Senior Seminar: Special Topics** is required and must be taken in the senior year. At least one of the other five must be taken from the German literature offerings (**GRMN 233, 301, 302, 399, and 460**) at Trinity College. The German studies minor does not require the Language Proficiency Exam. Students are encouraged (although not required) to take some of their other courses in one of the study-abroad programs sponsored by the department. They should consult the coordinator of the minor and the director of international programs for more information. Examples of acceptable courses taught at the College are listed below. Others may be acceptable with the coordinator's approval.

The arts

- * **AHIS 101. Introduction to the History of Art in the West I**
- AHIS 252. 18th–Century Art and Architecture**
- AHIS 261. 19th–Century Painting and Sculpture**
- AHIS 286. Modern Architecture: 1900 to the Present**
- * **MUSC 164. Mozart and 18th–Century Music**
- * **MUSC 166. Beethoven: His Life and Music**
- MUSC 312. The History of Western Music II**
- * **THDN 238. 20th–Century European Theater and Drama**

History, politics, and thought

- * **ECON 205. History of Economic Thought**
- HIST 102. Introduction to the History of Europe: 1715 to the Present**
- * **HIST 104. Europe in the 20th–Century**
- HIST 112. Europe in the Middle Ages**
- * **HIST 310. Germany**
- HIST 365. World War II**
- * **PHIL 284. Late Modern Philosophy**
- * **PHIL 286. 20th–Century Philosophy**
- * **PHIL 318. Kant**
- * **PHIL 320. Hegel**
- * **PHIL 325. Nietzsche**
- * **PHIL 335. Heidegger**
- POLS 105. Introduction to Political Philosophy**
- POLS 237. Building the European Union**
- RELG 223. Major Religious Thinkers of the West I**
- RELG 224. The Survival of God**

Language and literature

- GRMN 233. German Literature in Translation**
- GRMN 301. German Readings I**
- GRMN 302. German Readings II**
- GRMN 399. Independent Study**

GRMN 460. Tutorial**LACS 299. Foundations of Language and Culture Studies**

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

Human Rights Studies

Coordinator: Charles A. Dana Research Associate Professor of Political Science and Director of the Human Rights Program
Sonia Cardenas

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

Course requirements:

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

- Introductory course (1 credit)—**HRST 125. Introduction to Human Rights** (spring)
- Core courses (2 credits)—The following core courses are offered in 2012-2013:
 - HISP 371. Testimony and Human Rights in Latin American Literature** (fall)
 - HIST 256. Human Rights in Latin America and the Caribbean** (spring)
 - INTS 238. Contemporary Africa: Resource Wars and Human Rights** (spring)
 - PHIL 246. Human Rights: Philosophical Foundations** (spring)
 - PHIL 310. Question of Justice** (spring)
 - POLS 369. International Human Rights Law** (fall)
 - THDN 373. Human Rights through Performance** (spring)
- Electives (2 credits)—A list of approved electives is available from the Human Rights Program.
- Academic internship (1 credit)—The integrating exercise consists of a human rights internship, including an academic component. Students must enroll in **HRST 399**. For detailed instructions, please contact the Human Rights Program director.

Italian Studies

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

The minor in Italian studies introduces students to the complexities of an area that has been traditionally significant for Western civilization and that retains a unique historical, literary, and artistic patrimony.

Course requirements:

Students take six courses in three categories of inquiry. At least one course, but no more than three courses, may be taken in any one category. An interdisciplinary civilization course, **ITAL 236** or **ROME 345**, is required of all students. Courses in the Italian language must be beyond the introductory level (101-102) to count toward the minor. In addition to the courses listed below, other courses given by visiting faculty may count toward the minor. Only courses in which the student receives a grade of at least a C- may be applied to the requirements of the minor. Students are encouraged to study away at the Rome campus, where they will be able to take courses toward the minor. Majors in Italian may not take this minor.

Hartford campus

The arts

- AHIS 101. Introduction to the History of Art in the West I**
- AHIS 102. Introduction to the History of Art in the West II**
- * **AHIS 223. Medieval Art and Architecture**
- * **AHIS 234. Early Renaissance Art in Italy**
- * **AHIS 236. High Renaissance Art in Italy**
- * **AHIS 241. 17th-Century Art I: The South**
- * **AHIS 334. Renaissance Art**
- * **AHIS 395. Rome, On Art and Architectural History**

History, politics, and religion

- HIST 112. Europe in the Middle Ages**
- * **HIST 113. Europe 1300-1750**
- HIST 116. The Rise and Fall of the Roman Republic**
- * **HIST 204. The Crusades**
- * **HIST 212. The Crusades and Medieval Society**
- * **HIST 221. Science, Religion, and Nature in the Age of Galileo**
- * **HIST 266. War and Peace in Early Modern Europe, 1500-1600**
- * **HIST 304. Renaissance Italy**
- * **HIST 340. Leonardo and Machiavelli**
- * **HIST 366. History of the Book**
- ITAL 236. Modern Italy**

Language and literature

- ITAL 201. Intermediate Italian I: Conversation and Composition**
- ITAL 202. Intermediate Italian II: Composition and Literature**
- ITAL 228. Italian Language and Society**
- ITAL 314. Contemporary Italian Literature**
- ITAL 333/401. Topics in Italian Literary Culture**
- LACS 233-05. Italian Cinema**
- LACS 233-98. Enlightenment and Romanticism in Italy**
- LACS 233-17. Mafia**
- LACS 233-24. Italy and America**
- LACS 233-41. Food in Italian History, Society, and Art**

- LACS 236-01. Modern Italy**
LACS 333-12. Dante: The Divine Comedy

Rome campus (including summer program)

Art history

- ROME 181. Introduction to the Art of Rome**
ROME 210. Renaissance Art
ROME 224. Art Conservation
ROME 230. Ancient Art of Rome
ROME 311. Baroque Art of Rome
ROME 320. Early Christian and Medieval Art
ROME 330. Ancient Art of Rome
ROME 340. Michelangelo
ROME 350. Research Seminar in Art History

History, politics, and economics

- ROME 230. Public Choice**
ROME 270. Urban and Global Rome
ROME 308. Economics of Art
ROME 327. The European Union
ROME 345. 20th-Century Italian Politics and Society

Language, literature, and philosophy

- ROME 201. Intermediate Italian I: Conversation**
ROME 202. Intermediate Italian II: Composition
ROME 217. Italian Literature and Cinema
ROME 235. Food in Italian History
ROME 250. The City of Rome
ROME 299. Italian Culture
ROME 316. Reading Ancient Rome

Jewish Studies

Coordinator: Professor Ronald Kiener (Religion)

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

Course requirements:

The minor requires six courses, including two core courses, two courses in Hebrew language, and two electives. Taken as a whole, the courses must represent at least three different fields, and may include no more than three courses from any one field. In addition, students are required to complete an exercise in the integration of knowledge acquired in the courses.

- Core courses (two courses)—A third may be counted toward the elective requirement.

RELG 109. The Jewish Tradition

RELG 211. Introduction to the Hebrew Bible

HIST 336. Modern Jewish History

- Language (two courses)—All students in the Jewish studies minor must satisfactorily complete the introductory sequence in either modern Hebrew (**HEBR 101, 102**) or Biblical Hebrew (**RELG 103, 104**), or else pass an examination demonstrating an equivalent level of competence. Students who pass such an examination must take two other courses in Modern or Biblical Hebrew at a level appropriate to their qualifications, arrive at the beginning level of Hebrew language acquisition (Biblical or modern), or pass an examination demonstrating that level of competence. The following language courses are available:

HEBR 101. Elementary Modern Hebrew I

HEBR 102. Elementary Modern Hebrew II

HEBR 201. Intermediate Modern Hebrew I

HEBR 202. Intermediate Modern Hebrew II

HEBR 301. Advanced Modern Hebrew I

HEBR 302. Advanced Modern Hebrew II

* **RELG 103. Elementary Biblical Hebrew I**

* **RELG 104. Elementary Biblical Hebrew II**

RELG 203. Readings in Hebrew Literature

RELG 204. Readings in Hebrew Literature II

RELG 304. Readings in Post-Biblical Hebrew Literature

- Electives (two courses)—Participants in the major may choose from any of the elective courses listed below. Students may petition the director to pursue elective study outside of this approved list. A one-credit internship may be counted as an elective.

CLCV 300. Archaeological Excavation

HIST 384. Christians and Jews in Medieval Europe

HIST 401-69. Jews and Judaism in the European Imagination

HIST 451-31. The Holocaust

JWST 206. Interests and Positions in the Arab-Israeli Conflict

JWST 399. Independent Study

RELG 205. The Emergence of Judaism

RELG 206. Judaism in the Middle Ages

RELG 209. Religion in the Contemporary Middle East

RELG 214. The Jews in America

RELG 215. Myth and the Bible

RELG 218. Judaism in the 20th Century

RELG 307. Jewish Philosophy

RELG 308. Jewish Mysticism

RELG 315. Apocalyptic Literature: From Daniel to Revelation

RELG 316. Genesis

- Integration of knowledge—To demonstrate an integration of interdisciplinary work in the Jewish studies minor, students write a paper (after taking at least four courses towards the minor) that integrates the material learned from the several courses. The paper must be eight to 10 pages long and is to be submitted to the coordinator.

Legal Studies

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

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

Students may not apply for admission to the legal studies minor until they have completed **LEST 113**. Students are expected to enroll in the minor no later than their fourth semester. Students must receive a grade of C- or higher in courses fulfilling the requirements of the legal studies minor. No more than one course taken outside of Trinity may be counted toward the minor. Courses for the minor cannot be taken on a pass/fail basis. Students may double count one course for their major and for the legal studies minor. At least one elective must be at the 300 level.

Course requirements:

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

- Introductory course—**PBPL 113. Introduction to Law**. This course traces the development of law as a stabilizing force and instrument of peaceful change from the state of nature through the present day. Among the topics covered are the differences between civil law and common law systems, law and equity, substantive and procedural law, civil and criminal processes, and adversarial and inquisitorial systems. Federal trial and appellate courts, the role of counsel and the judge, and the function of the grand and petit juries are also studied. The doctrine of substantive due process is explored from its beginning through modern times, as are the antecedents and progeny of *Griswold v. Connecticut*. The Warren Court, and its decisions in *Miranda*, *Escobedo*, *Massiah*, *Mapp*, *Gideon*, *Gault*, *Baker*, and *Brown*, are surveyed. Though not a course in constitutional law, the role of the U.S. Constitution as the blueprint of a democratic, federated republic, and as the supreme law of the land, is examined. There is some emphasis on the fourth, fifth, sixth, eighth, and 14th amendments. Students are exposed to conflicting views on controversial issues such as capital punishment, gay rights, abortion, and rights of the criminally accused.
- Disciplinary approaches—Three courses from the approved list are required, one from each of three different disciplines or programs, at least one at the 300 or 400 level. The coordinator distributes an updated list of courses each semester to students enrolled in the minor.
- Cross-cultural elective—One course from the approved list that deals principally with the law and society of one or more countries other than the United States. The coordinator distributes an updated list of courses each semester to students enrolled in the minor. Students may fulfill this requirement with a course taken while studying abroad with the approval of the coordinator.
- Integrating exercise—The integrating exercise consists of one course at the 300 or 400 level. Courses are marked by an asterisk in the approved list of courses that is distributed by the coordinator each semester to students enrolled in the minor. Ordinarily, students should not take this course until they have satisfied the first two requirements listed above.

Literature and Psychology

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

The literature and psychology minor devotes itself to integrating literary and psychological insights into human beings, their behaviors, and their destinies as these are represented in texts of philosophy and literary and dramatic art, and in cognitive, social, and psychoanalytic psychologies. This minor consists of six courses approved by the coordinator as relevant to the integration of literature and psychology.

Students completing this interdisciplinary minor must include courses from at least three different fields. Students take a 200-level course to begin the minor, and then progress to at least two courses at the 300 level. As a culmination, students complete a 400-level research and writing project, integrating and developing work from several previous courses in this program.

Course requirements:

For more information about course requirements, please contact the coordinator of the minor.

Literature and psychology courses

- * CLCV 203. Mythology
- * CLCV 208. Men, Women, and Society in Ancient Greece and Rome: Myth and Reality
- * CLCV 224. Sex and Sexualities in Ancient Greece and Rome
- * ENGL 220. Crime and Passion: Studies in Victorian Literature
- ENGL 260. Introduction to Literary Studies
- ENGL 265. Introduction to Film Studies
- * ENGL 315. Girls Growing Up in Victorian Literature
- ENGL 343. Women and Empire
- ENGL 351. Shakespeare
- * ENGL 424/824. Studies in Victorian Literature
- ENGL 490. Writing/Research Project
- GRMN 233-10. Franz Kafka
- * HISP 327. Memory at Work in Latin American Culture
- * HIST 203. Magic and Medicine in Ancient Greece
- * HIST 318. Gender and Sexuality in Middle Eastern History
- LATN 221. Intermediate Latin I: A Blend of Greek and Roman
- NESC 101. The Brain
- NESC 201. Principles of Neuroscience: Neurobiology
- NESC 401. Neurochemistry
- * PHIL 214. Philosophy of Art
- * PHIL 217. Philosophy and Literature
- * PSYC 270. Clinical Psychology
- PSYC 273. Abnormal Psychology
- * PSYC 310. Psychology of Gender Differences
- * PSYC 375. Psychology of Human Sexuality
- * PSYC 391. Psychology of Language
- PSYC 471. Psychotherapy
- * RUSS 233. Love, Sex, War in Tolstoy
- * RUSS 253. Fantasy and Realism
- * RUSS 257. Dostoevsky
- * RUSS 357. Dostoevsky

Marine Studies

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

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

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

Course requirements:

The courses that satisfy the minor in marine studies are listed below. Those offered at Trinity are divided into two groups by general academic area. Two courses from this list must be successfully completed prior to enrollment in either of the off-campus programs: two courses from Group A, or two courses from Group B, or one course from each group. The required core courses offered in the Williams-Mystic and SEA Semester programs are listed as Group C. The integrative exercise for this minor is the maritime policy seminar (Williams-Mystic Program) or the maritime studies course (SEA Semester).

Group A. Courses in the sciences

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

Group B. Courses in the humanities and social sciences

- * **ECON 311. Environmental Economics**
- ENGL 204. Introduction to American Literature I**
- * **HIST 238. Caribbean History**
- * **PBPL 302. Law and Environmental Policy**

Group C. Required core courses (choose one program)

Williams-Mystic Program

- American maritime history
- Literature of the sea
- Marine ecology (science majors) or oceanography (non-science majors)
- Marine policy seminar

SEA Semester Program

- Marine environmental history
- Maritime history and culture
- Nautical science
- Oceanography
- An alternative selection of courses in any given SEA semester

The science courses in Group C for both programs satisfy the science distribution requirement for non-science majors. Normally, the portion of the minor taken off campus should be completed during the second semester of the sophomore year or during either semester of the junior year. In any case, it is very important to discuss your plans with the coordinator of the minor as soon as possible. The off-campus programs usually accept only sophomores or juniors.

Applications for SEA and Williams-Mystic are considered on a rolling basis. Students are urged to apply well in advance of the anticipated date of attendance and do so directly to the Admission Office of SEA or through the Twelve-College Exchange for Williams-Mystic.

The Office of International Programs must be notified of your application to the Williams-Mystic or SEA Semester program.

Acceptance into this minor is contingent upon your admission to the Williams- Mystic or SEA Semester Program.

Courses may be counted toward the minor only if the student receives a grade of at least C-. Because a number of the courses (*) listed above are not offered every academic year, it is recommended that students begin the course requirements for the marine studies minor no later than their sophomore year.

Medieval and Renaissance Studies

Coordinator: Jean Cadogan (Art History)

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

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

Course requirements:

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

Major institutions, events and peoples

- HIST 112. Europe in the Middle Ages**
- HIST 113. Europe 1300-1750: Renaissance, Reformation, and Enlightenment**
- HIST 304. Renaissance Italy**
- HIST 319. Gender, Heresy and Resistance in Medieval Europe**
- HIST 325. Italy and the Mediterranean**
- HIST 366. History of the Book**
- GDST 242. Historical Patterns of European Development I**

Ideas, thinking and beliefs

- RELG 109. Jewish Tradition**
- RELG 181. The Religion of Islam**
- RELG 212. New Testament**
- RELG 223. Major Religious Thinkers of the West I**
- RELG 308. Jewish Mysticism**

Forms of artistic expression

- AHIS 101. Introduction to the History of Art in the West I**
- AHIS 102. Introduction to the History of Art in the West II**
- AHIS 223. Medieval Art and Architecture**
- AHIS 232. Gothic and Renaissance Art in Northern Europe**
- AHIS 234. Early Renaissance Art in Italy**
- AHIS 236. High Renaissance Art in Italy**
- GDST 252. Literary Patterns in European Development I**
- ENGL 210. Survey of English Literature part I: Anglo-Saxon Period to 1700**
- ENGL 345. Chaucer**
- ENGL 346. Dream, Vision, and Romance**
- ENGL 348. Women Writers of the Middle Ages**
- ENGL 351, 352. Shakespeare**
- FREN 251. French Literature I: From the Middle Ages to Romanticism**
- HISP 301. An Introduction to Cervantes' Literary Industry**
- LACS 233-41. Food in Italian History, Society, and Art**
- LACS 333. Dante: The Divine Comedy**

Latin (One course credit towards the minor for the introductory level; other courses with permission of the minor coordinator)

MUSC 311. History of Western Music I

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

Middle East Studies

Coordinator: Associate Professor Zayde Antrim (International Studies and History)

The interdisciplinary minor in Middle East studies is designed to foster close and critical engagement with the peoples and cultures of the region stretching from Morocco to India. It requires students to take courses in a variety of fields and encourages the pursuit of Middle Eastern languages, such as Arabic and Hebrew, as well as study abroad in the region. The minor consists of six courses, one of which provides the framework for an integrating exercise.

Course requirements:

Students must complete six courses drawn from the Middle East studies offerings of the International Studies Program (see listings elsewhere in the *Bulletin*) with a grade of C- or above, subject to the following conditions:

- The courses must originate from a minimum of three different departments or programs.
- Two of the six courses must be at the 300 level or above, one of which may be an approved independent study, and both must be taken at Trinity.
- Up to two courses in a Middle Eastern language, whether taken at Trinity or away, may count toward the minor.
- Up to two non-language courses from a study-away program may count toward the minor.

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

Integrating exercise—As a means of integrating the various approaches to, and perspectives on the study of, the Middle East represented by the required courses for the minor, students must submit a paper of at least 15 pages or a project of similar substance to the coordinator. This paper or project will be undertaken as part of the work for a course at the 300 level or above or for an approved independent study and should link the material covered in that course or independent study to one or more other courses taken to fulfill the minor. Students must seek the coordinator's approval for the course or independent study they wish to designate as the context for the integrating exercise by the third week of the semester in which it is to be completed and should submit the paper or project to the coordinator after it is graded in order to fulfill the minor.

Models and Data

Coordinator: Associate Professor Paula Russo (Mathematics)

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

Course requirements:

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

BIOL 140L, 182L

CHEM 111L, 112L

ECON 318L

ENGR 212L, 221L

PHYS 101L, 102L, 131L, 231L

PSYC 221L

SOCL 201L

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

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

Mythology

Coordinator: Professor Leslie Desmangles (Religion and International Studies)

The mythology minor is designed to acquaint students with myths from various cultures of the world, with methods used to interpret them, and with the expression of myth in a wide range of the arts. Although attention is given to the shape of myth as found in classical Western and non-Western sources, students are encouraged to expand their repertoire of material and to challenge prevailing concepts of what myth is.

The minor requires students to take at least one course in each of four categories, plus an elective and the integrating component. The first five courses must be drawn from a minimum of three fields.

Course requirements:

- One course from each of the following four categories:

Western

- * CLCV 203. Mythology
- * GREK 204 Voyages to Other Lands
- * GREK 330. Homer and Homeric Hymns
- * RELG 216. Genesis

Non-Western

- RELG 181. The Religion of Islam
- * RELG 253. Indian and Islamic Painting
- * RELG 254. Buddhist Art
- * RELG 255. Hinduism
- RELG 280. Approaching the Qu'ran
- * RELG 283. Native American Religions
- * RELG 285. Religions of Africa

Interpretive schemes

- ANTH 201. Introduction to Cultural Anthropology
- * ENGL 265. Introduction to Film Studies
- * ENGL 392. Tolkien and Modern British Culture
- RELG 184. Myth, Rite, and Sacrament
- * RELG 281. Anthropology of Religion
- * RELG 333. Hindu Views of War and Peace

The arts

- AHIS 103. Introduction to Asian Art
- * AHIS 105. History of World Cinema
- * AHIS 234. Early Renaissance Art in Italy
- AHIS 236. High Renaissance Art in Italy
- AHIS 241. 17th-Century Art I: The South
- * AHIS 242. 17th-Century Art II: The North
- ENGL 323. Theories of the Sister Arts
- LACS 333-12. Dante: The Divine Comedy
- * RELG 254. Buddhist Art

- Elective—One other course selected from the above lists or from among the following:

- * CLCV 208. Men, Women, and Society in Ancient Greece and Rome: Myth and Reality
- ENGL 345. Chaucer
- * ENGL 346. Dream, Vision, and Romance
- ENGL 351, 352. Shakespeare
- * ENGL 356. Milton

* **RELG 252. Asian Mystic**

* **RELG 308. Jewish Mysticism**

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

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

Students may opt, with the approval of the coordinator, to do an independent study of their own design that integrates at least several of the fields and methods central to the minor. Independent studies may be used to fulfill no more than two of the requirements for the minor.

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

Russian Studies

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

This interdisciplinary minor examines Russian society, with an emphasis on its historical development and its literature. Students will learn to use the methods of the various disciplines that constitute this field of study.

Each student must complete an approved research project that investigates some topic of interest and makes balanced use of two of the disciplines. This may be an independent study or a paper written for one of the courses. Each student is expected to make an oral presentation of his or her paper to other participants in the program.

Course requirements:

- * **HIST 226. The Rise of Modern Russia**
- Two courses chosen from the following electives:
 - * **LACS 233-10. Soul, Flesh and the Russian Mystique**
 - * **LACS 233-82. Love, Sex, and War in Tolstoy**
 - * **LACS 233-93. Russian and Soviet Theater**
 - * **RUSS 233-38. Soul, Flesh, and the Russian Mystique**
 - * **RUSS 233-08. Communism and Consumerism in Russian Literature**
 - * **RUSS 337-01. Russian and Soviet Theater**
 - * **RUSS 357. Dostoevsky**
- One additional elective course chosen in consultation with the minor coordinator.

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

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

Studies in Progressive American Social Movements

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

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

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

Course requirements:

- Three courses selected from the core group listed below, no more than two of which may be in the same field.
- A fourth course selected from either the core group or the list of supplementary courses.
- Either a one-semester, one-credit internship/seminar or a two-semester, two-credit internship/seminar with a social organization (approved by a member of the SPASM faculty) based in or working on behalf of a dispossessed, disenfranchised, oppressed, or imperiled community. A file containing SPASM internships is in the Internship Office. The academic component of the internship is a coordinate seminar taken in the fall term of the internship. Students must have completed at least two courses in the minor before enrolling for the internship/seminar and must register for it as **COLL 206. Organizing by Neighborhood: An Internship/Seminar Experience**. The internship must be sponsored by a member of the SPSM faculty: Professors Greenberg, Kirkpatrick, Wade, Valocchi, or Zannoni.
- In satisfying requirements 1 and 2, students must take courses in at least three different fields. Any exemptions from the requirements must be requested in writing to the coordinator.

Core courses

- * **HIST 361. Interpreting the American Dream**
- INTS 203. Human Rights in a Global Age**
- INTS 349. No Easy Walk to Freedom**
- * **PHIL 355. Moral Theory and Public Policy**
- * **POLS 326. Women and Politics**
- POLS 355. Urban Politics**
- RELG 262. Religion in American Society**
- * **SOCL 204. Social Problems in American Society**
- SOCL 312. Social Class and Mobility**

Supplementary courses

- AMST 409. Senior Seminar**
- * **HIST 235. Colonialism in the Americas**
- SOCL 214. Race and Ethnicity**
- SOCL 241. Mass Media and Popular Culture and Social Reality**
- * **SOCL 280. Women and Work**
- * **WMGS 234. Gender and Education**
- WMGS 369. Queer Studies: Issues and Controversies**

Urban Studies

Coordinator: Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Xiangming Chen

This interdisciplinary minor in urban studies will help students develop a sophisticated grasp of the rapidly evolving reality of how dynamic urban centers and regions drive a global system and how cities are increasingly critical to the organization of economic, social, and cultural activities. Students will be urged to take advantage of the College's growing commitment to, and diverse academic strength in, the field.

Course Requirements:

To complete the minor, students will take a total of at least six courses in three different disciplines and complete an integrating exercise on a central topic or theme approved by the minor's coordinator. The urban studies minor's requirements fall into two categories: course work and the required integrating exercise, which may be an independent study or research project.

Students must complete six courses with a clear and strong urban focus and content. A foundational course, **SOCL 227. From Hartford to World Cities** is required. At least two of the courses for the minor must be at the 300 level. If an appropriate 300-level course is not available, students may substitute a research-based independent study with comparable rigor.

- By permission of the faculty coordinator, up to two courses from a student's study-away experience may be counted toward the minor.
- By permission of the faculty coordinator, up to three courses, including **SOCL 227**, from the Cities Program may be accounted toward the minor.
- Courses that count toward the minor cannot be taken pass/fail, except transfer credits from a non-Trinity study-away experience.
- Students must complete an integrating exercise that synthesizes earlier urban studies work in the minor. While this exercise must be approved by the minor coordinator, it may be supervised by another faculty member participating in the program. Options for this exercise include: taking an advanced, research-oriented, urban studies course that requires a seminar paper, or its equivalent, of at least 15 to 20 pages; or the completion of an independent study involving a paper or project of similar scope focusing on the student's chosen theme or topic.

Course Selection:

Below is a selection of course offerings that may be taken toward the minor. For the courses listed below, the # denotes community learning courses, of which the students are encouraged to take one as part of this minor. Additional departments and programs often offer courses that could be included in the minor, as well.

- AHIS 161. Introduction to the History of Western Architecture**
- AHIS 244. Empire Building - Architecture and Urbanism in Spanish America**
- AHIS 245. Design and Ritual Space in Renaissance and Baroque Europe**
- AHIS 250. Written in Stone: The Art and Architecture of the City of Rome**
- AHIS 265. 19th-Century Architecture**
- AHIS 286. Modern Architecture**
- AHIS 341. Seminar: Bernini and Borromini: Art and Rivalry in Baroque Rome**
- AHIS 395. Seminar: Rome: An Art and Architectural History**
- AMST 298. Introduction to Hip Hop Music and Culture**
- AMST 355. Urban Mosaic: Migration, Identity, and Politics**
- AMST 357. Race and Urban Space**
- AMST 409. The Harlem Renaissance Revisited**
- AMST 443. Spectacle, Social Control and Spaces of Display**
- ANTH 253. Introduction to Urban Anthropology**

- ANTH 308. Anthropology of Place
- CLVC 214. Greek and Roman Architecture
- * CLVC 222. The Classical City
- COLL 206. Organizing by Neighborhood#
- CTYP 200. Hartford Past and Present
- CTYP 202. The City as Built Environment
- CTYP 206. Writing the City
- CTYP 207. Cities in Global and Historical Perspective
- ECON 209. Urban Economics
- ECON 331-37. Topics in Urban Economics (Senior Seminar)
- ECON 331-52. The Economies of Cities: How They Grow, Why They Die, and What Happens in Between (Senior Seminar)
- ECON 334. Cities and Comparative Economic Development: A Theoretical and Historical Approach#
- EDUC 200. Analyzing Schools#
- EDUC 307. Latinos in Education#
- EDUC 308. Cities, Suburbs, and Schools#
- ENGL 225. Writing Broad Street Stories#
- ENGL 226. Spirit of Place
- ENGL 308. American Migration
- ENGL 314. Manhattan
- ENGL 408/808. American Realism and Urban Life
- ENGL 443. Theater of the Urban Streets
- ENVS 123. Environmental Challenges Posed by Urban Life along the Yangtze
- ENVS 149. Introduction to Environmental Science
- ENVS 244. Watershed Hydrology
- ENVS 286. Theory and Application of Geographic Information Systems
- FYSM 126. Game Changers
- FYSM 142. Italian Cities
- FYSM 181. Exploring Hartford's Literary and Cultural Centers
- HISP 280. Hispanic Hartford#
- HIST 117. Tokyo Story: Fishing to Cosmo
- HIST 125. The Postwar City: Political Culture, Film and Arts
- HIST 234. Paris, Vienna, and Berlin
- HIST 304. Renaissance Italy
- HIST 396. River Cities of China: The History of Urban Culture along the Yangtze
- HIST 402. Shanghai: From Treaty Port to Megacity
- HIST 451. Transatlantic Urbanism: Europe and the Americas
- HIST 881. Urban American in the Age of Revolution
- INTS 249. Immigrants and Refugees#
- INTS 250. Global Migration
- INTS 258. The Islamic City
- INTS 300. Transnational Urbanism
- INTS 303. Globalization in Urban Southeast Asia

INTS 313. The Making of Modern Dubai

INTS 326. Baghdad in History

LACS 233. Staging Modernism: Berlin, Vienna, Prague

PARIS 237. Understanding Contemporary Paris: Urban and Global Processes

PBPL 330. Comparative Urban Policy

PBPL 826. Urban Administration and Public Policy

POLS 260. Comparative Local Government Systems

POLS 318. Environmental Politics

POLS 355. Urban Politics

POLS 385. Crossing Borders

RELG 202. Religion and the City

ROME 270. Urban and Global Rome

SOCL 225. Sociology of the Indian City

SOCL 227. From Hartford to World Cities

SOCL 229. Megacities of the Yangtze: Challenges and Opportunities

SOCL 252. Immigration, Social Inclusion and Global Cities

Women, Gender, and Sexuality

Coordinator: Professor Robert Corber (Women, Gender, and Sexuality)

The program in women, gender, and sexuality takes gender and sexuality as its critical terms of inquiry, exploring them as social constructs and analyzing their impact on the traditional disciplines. The program draws on the liberal arts and sciences to examine a wide range of topics relating to gender and sexuality, including women's varied experiences in different historical periods and cultures, as well as their contributions to culture in all its forms; the relationship among sex, gender, and sexuality; lesbian, gay, and transgender subcultures, and their histories and politics; and the institutional and discursive regulation of gender and sexuality. Recognizing that gender and sexuality cut across most fields of knowledge and that race, class, and nation are crucial components of gender and sexual identities, the program has both an interdisciplinary and cross-cultural focus.

Course requirements:

The minor consists of six courses: two required core courses in women, gender, and sexuality; three other women, gender, and sexuality courses; and a senior seminar.

- Core courses (required; recommended in sequence)

WMGS 101. Women, Gender, and Sexuality

WMGS 301. Western Feminist Thought or

WMGS 369. Queer Studies: Issues and Controversies

- The electives—Students planning a minor in women, gender, and sexuality will, in consultation with an adviser, select three electives, including one from the arts and humanities and one from social science, from the following list of cross-listed women, gender, and sexuality courses. As a rule, this selection will be made in the sophomore year.

Arts and humanities

- * **CLCV 208. Men, Women in Society in Ancient Greece/Rome: Myth and Reality**
- * **CLCV 224. Sex and Sexualities in Ancient Greece and Rome**
- * **COLL 151. French Film Festival**
- * **ENGL 324. The Resisting Reader**
- * **ENGL 348. Women Writers of the Middle Ages**
- * **ENGL 431. Writing Women of the Renaissance**
- * **FREN 355-05. Representations of Youth and Childhood in Modern French Literature**
- * **HISP 321. Gender, Ethnicity, and Geographies of Resistance in Andean Culture**
- * **MUSC 150. Women in Music**
- * **MUSC 224. Music of Black American Women**
- * **WMGS 207. Homosexuality and Hollywood Film**
- * **WMGS 212. The History of Sexuality**
- * ***WMGS 215. Drink and Disorder in America**
- * ***WMGS 322. American Literary Realism**
- WMGS 369. Queer Studies: Issues and Controversies**

Social and natural sciences

- ANTH 207. Anthropological Perspectives on Women and Gender**
- * **INTS 218. Women, Gender, and Family in the Middle East**
- * **INTS 249. Immigrants and Refugees: Strangers in a Strange Land**
- INTS 311. Global Feminism**
- POLS 326. Women and Politics**
- * **PSYC 310. Psychology of Gender Differences**
- SOCL 207. The Family and Society**
- * **SOCL 280. Women and Work**

SOCL 331. Masculinity

* **WMGS 234. Gender and Education**

* **WMGS 307. Women's Rights as Human Rights**

* **WMGS 378. Sexual Orientation and the Law**

- **WMGS 401. The Senior Seminar**

Writing, Rhetoric, and Media Arts

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

This minor is designed for students interested in writing, rhetoric, and the interrelated arts of media. Core courses provide students with extensive opportunities to develop their writing in various genres and to explore rhetorical theories and practices. Elective courses examine social, cultural, and field-specific topics in language, logic, persuasion, and multimedia modes of communication.

Course requirements:

The minor consists of six courses, including three core courses, two electives, and an integrating exercise. Courses must be chosen from at least three different academic fields, with no more than three courses drawn from any one field. Students must earn a minimum grade of C- in any given course to receive credit for the minor.

- Core courses—Three courses chosen from the following list:

ENGL 103. Special Writing Topics

* **ENGL 202. Expository Writing Workshop**

ENGL 208. Argument and Research Writing

* **ENGL 225. Writing Broad Street Stories**

* **ENGL 226. Spirit of Place**

ENGL 265. Introduction to Film Studies

ENGL 270. Introduction to Creative Writing

* **ENGL 300. Art of the Essay**

ENGL 302. Writing Theory and Practice

* **ENGL 331. Art of Argument**

* **ENGL 333. Creative Nonfiction**

ENGL 337. Writing for Film

* **ENGL 338. Political Rhetoric and the Media**

- Electives—Two courses chosen from different academic fields. A sample list of eligible courses follows. Appropriate alternative courses may be substituted, subject to the approval of the minor coordinator. Classical and modern languages courses at the intermediate level and above can also count as electives.

* **AHIS 105. History of World Cinema**

ANTH 301. Ethnographic Methods and Writing

* **CTYP 206. Writing the City**

CPSC 110. Computers, Information, and Society

* **HIST 264. Film and History**

HIST 299. What Is History? Historiography and Historical Methods

LING 101. Introduction to Linguistics

MATH 114. Judgment and Decision-Making

MATH 205. Abstraction and Argument

PHIL 205. Symbolic Logic

* **PHIL 238. Media Philosophy**

PHIL 255. Philosophy of Logic

* **PHIL 386. Philosophy and Film**

POLS 241. Empirical Political Methods and Data Analysis

PSYC 221L. Research Design and Analysis

PSYC 255. Cognitive Psychology

* **PSYC 391. Psychology of Language**

PBPL 202. Law, Argument, and Public Policy

RELG 267. Religion and the Media

SOCL 201L. Research Methods in the Social Sciences

SOCL 241. Mass Media, Popular Culture, and Social Reality

STAR 126. Photography

THDN 225. Introduction to Interactive Media

THDN 293. Playwrights Workshop I

- Integrating exercise—Seniors in the minor have three options for the integrating exercise. They can choose to (1) take **Rhetoric 399. Independent Study**, involving a semester-long writing project; or (2) undertake an integrated internship related to media and communications; or (3) participate in a writing-related apprenticeship for academic credit as a research assistant or teaching assistant. Students should consult with the minor coordinator about these options.

First-Year Seminars

FYSM-101-02. Religion, Politics, and Power—We live in a time when Tea Party candidates on the one hand can say that all immigrants should embrace Christian values to become citizens, and on the other hand, radical Islamic militants try to kill everyone who does not subscribe to their particular brand of Islam. What is the relationship between religion to politics? This seminar will explore this issue using two Reacting to the Past games. Students will play roles in these games which explore this issue. The first game, Constantine and the Council of Nicaea in 326 C.E., will explore the Emperor's use of political power to shape the theology of Christianity and make it into the state religion. The results of this use of power were the Catholic Church and the Holy Roman Empire, which lasted over a millennium. The second game is The Trial of Anne Hutchinson: Liberty, Law, and Intolerance in Puritan New England. This game takes the connection of religion and government to its logical conclusion in which church membership is required to participate in politics. Thus, the two games represent two sides of the same issue at the intersection of politics and religion. Both games deal with intolerance in interesting ways. Students will play roles, including two students who will be Emperor of the Roman Empire and Governor of Massachusetts, will develop their characters, and attempt to win the games for their teams.-Henderson

FYSM-101-03. Athens and Rome—This seminar is an exploration of Athens and Rome through two “Reacting” games, each organized around crisis points in government. The first game is set near the end of the 5th century BCE, when some people question the wisdom of restoring the same form of participatory democracy that had plunged Athens into decades of an unwinnable war against Sparta. Yet few wish to live under a monarchy or an oligarchy. Which form of government is best, given that all are imperfect? The second game takes place during the aftermath of Julius Caesar's assassination at the hands of men who thought they were liberating Rome from a dangerous tyrant, confident that Caesar's death would quickly bring about a restoration of the Republic. This seminar puts a strong emphasis on collaborative research, the art of persuasion, clear and effective writing, and enthusiasm for understanding the intellectual and political issues at stake in Athenian Democracy and the Roman Republic.-Risser

FYSM-107. Dangerous Decisions or Cheerful Choices?—In the next few years, you will be asked to make many decisions. What courses will you take? What major will you declare? What clubs will you join? With whom will you live? Will you study abroad? Will you enroll in an internship? Will you go to graduate school? In fact, during your first semester at Trinity, you will also be living the consequence of an important decision you just made: where to go to college! And you are not alone. Every day, adults make decisions that have short and long-term consequences: what house to buy, what car to drive, what retirement plan to invest in, whether to get married or divorced, and whether to change jobs. In this seminar, we will explore how individuals go about making decisions both big and small, and in so doing examine how social, psychological, physical worlds constrain and enable the choices individuals make. Our readings will touch upon multiple disciplinary perspectives, including Barry Schwartz's *The Paradox of Choice: Why More is Less* (sociology), and Dan Ariely's *Predictably Irrational: the Hidden Forces that Shape Our Decisions* (economics). These books will provide us with a framework for collecting our own data (through in-depth interviews) about those around us and for writing about the data we collect. You will be asked to write “mini” papers every other week in which you either reflect upon your own decision-making process or in which you analyze the decision-making processes of others; one of these papers will become the basis of a larger project due at the end of the semester. Taking this class will provide you invaluable research, writing, and software skills for success in the social sciences. So why don't you decide to take it?-Barlow

FYSM-113. Paris, je t'aime—What accounts for our love affair with Paris? The title of this seminar is taken from that of a film released in 2006 in which an international set of directors explored the theme of love and its related passions in “shorts” set in the distinct neighborhoods of Paris. This course, too, explores the neighborhoods of Paris - the Latin Quarter, the Marais, the Jardin des Plantes, the Bastille, and so on—through storylines in film, prose, and poetry which are framed by the historical personalities of these districts. We will view *Paris, je t'aime* and *Paris vu par* (a New Wave film in the mold of *Paris, je t'aime*) as well as look at bits of *Casablanca* and *Children*

of *Paradise*. We will read excerpts of *Père Goriot*, *Les Misérables*, and *The Hunchback of Notre Dame*. We will look at the mythic aura of revolutionary sites such as the Bastille, the Conciergerie (where Marie Antoinette and others were imprisoned), and the Place de la Concorde (the site of the guillotine), as well as for a later period, the Père Lachaise cemetery and the church of the Sacré Coeur. Our discussions will focus on the interplay between emotion and place which the city of Paris seems uniquely to generate as it draws us to its monuments, museums, markets, and cafés, as we wander its boulevards and streets steeped in history and saturated with the memories of other selves. Students taking this seminar will have priority in application for study abroad at the Trinity campus in Paris.-Kete.

FYSM-115. Not Just for Kids: the World of Fairytales—For centuries fairytales have served as powerful cultural currency, transmitting ideas about morality, gender, identity, nationalism, and childhood. Running the risk that it will ruin fairytales for you, this course will approach the genre of fairytales from a critical perspective, taking into account historical context, psychological and philosophical interpretations, and how certain fairytales have changed over time and cultural context. Over the course of the semester we will develop critical interpretative skills by interrogating what fears, dreams, and prescriptive codes of conduct fairytales reveal about their cultural “moment,” eventually taking on the task of creating our own, modern fairytale. We will focus on a selection of popular fairytales (*Little Red Riding Hood*, *Snow White*, *Beauty and the Beast*), tracing out how these canonical stories appear in various guises throughout the Eastern (Chinese), Arabic, and European contexts.-Assaiante.

FYSM-118. Literature for the 99%—During the past year, the Occupy movement by talking about the “99 percent” and the “one percent” has brought into new prominence questions of class disparities in American society and culture. In this course we will read stories, poems, and non-fictional prose that, in a variety of ways, examines the question of class and its expression in writing. Some of the readings will be by writers and singers who might be familiar, like Herman Melville, Jack London, Junot Diaz, Bruce Springsteen, Gish Jen, Gwendolyn Brooks, and F. Scott Fitzgerald. Some will be by brilliant writers students are not likely to have encountered before. Writing requirements will include informal response papers, as well as close readings of the texts we are studying. Students will be expected to revise papers extensively and to work with each other to develop the skills of peer review.-Lauter.

FYSM-120. Experiencing Religious Art in Asia—In this seminar, we will explore the relation between art and human experience, and focus on the difference between the artistic experience (of beauty) and the religious experience (of truth), in the Asian context. There will be three areas: the Tibetan Buddhist mandala, Hindu painting, sculpture, and dance, and the shamanic experience of healing and funeral rituals. We are fortunate that a Tibetan sand mandala will be made on campus in the early fall by nuns from Nepal, and that shamanic experts are available to us locally to see their work in person. Seminar participants will write two five page papers in each of the three areas mentioned above, six papers overall; a final joint project will be worked on over the semester in collaboration with other students in the class.-Findly.

FYSM-122. The Information Age and the Digital Divide—We live in a time popularly referred to as the “Information Age.” To some, this so-called Information Age is characterized by information explosion, overload, glut, and fatigue. To others, information is beautiful, emergent, and even liberating. In this course, we will look critically at some historical, social, and conceptual foundations for the study of information. First, we will look at how the human brain processes information, with particular attention to the controversies surrounding the influence of digital information on the brain. We will then focus on two historical topics: 1) the development of books and their mass-production, and 2) the evolution of digital content and its transmission. The amazing collections of the Watkinson Library will support our work on books (<http://library.trincoll.edu/research/watk/>). Our work on understanding the evolution of digital transmission will also be hands-on as we delve into the workings of computers, networks, and the Internet. Finally, we will explore some of the social issues related to how people access and disseminate information, knowledge and meaning. First, unequal access to digital technologies globally has created what information workers call the digital divide, “the gap between those individuals and communities that have, and do not have, access to the information technologies that are transforming our lives” (www.edutopia.com). To explore issues related to the digital divide, we will work with the Trinfo Café at Trinity College, which is a place where community residents can access and learn about computer technology (<http://www.trinfo.org>). Second, we will investigate the important questions about intellectual property and cultural ownership brought up by the digital production of information. Readings will come from a variety of critical and literary sources. Course work includes class discussions, imaginative and critical writing and projects, library research, and oral presentations. Field trips and other special events will be required for the course.-Valentino.

FYSM-126. Game Changers: Computer Games for Social Change in Our Cities—*Halo*, *Grand Theft Auto*, *Super Mario Bros.*, *The Sims*... Computer games are part of the everyday life of many college students and adults alike, but can computer games be educational? What do computer games have to do with learning? Starting with these questions, this seminar will focus on a sub-genre within the gaming culture—games for social change—to

identify how computer games, can be designed and used to address urban social problems. As part of this discovery process, we will read various excerpts on learning theories, current literature on computer games, as well as articles on immigrant communities in the United States and the urgent issues facing American cities today. Working in groups, you will develop a research-based game prototype to help players gain a deeper understanding of a given urban problem of your choosing and come up with potential solutions. We will focus on Hartford as a test case with the goal of raising awareness and developing new solutions to issues such as urban housing, poverty, ethnic relations, and development, to name a few. The final projects will be tested with community members at the Trinfo Café on Broad Street.-Lage-Otero.

FYSM-131. Witchcraft in Colonial America—The Salem Witchcraft trials in colonial America continue to haunt American society as illustrated by Arthur Miller’s play *The Crucible* that serves as a metaphor for the McCarthy era of the 1950s. This seminar will focus on witchcraft in colonial America and will take into account the history of European, continental, and English witchcraft experiences as an intellectual background for the colonial American trials. We will investigate the witch trials in mid-17th century Connecticut including the origin, and consequences of the “Hartford Witch Panic.” We will explore how and why the Salem trials came about and how to account for the size and scope of the persecutions and their eventual end. We will also compare and contrast the 1692 witch hunt in Stamford, Connecticut to determine why it never reached the level of the “hysteria” of the Salem trials.-Ross.

FYSM-142. Italian Cities—For thousands of years cities have been the defining feature of the Italian peninsula. They have also borne the imprint of many unique topographies—the meander of rivers, the rise of hills, and the fluxing sea yielding to stone, line, and the built shape. This course explores the urban experience in Italy from the rise of city-states and communes in the eleventh century to the development of cities in the modern period. Through an urban lens, it is possible to discern the diversity of Italian civilization and its deeper common strands. Historical sources, literature, art, photography, film, and virtual tools like Google Earth will be a fundamental part of the class. You will be asked to read, observe, examine, and think critically about all the material. This will include historical accounts of the fractious civic life of city-states, outsiders’ views of Italy, theoretical and historical writings on the city, as well as works of fiction and of the imagination. I aim to move beyond the familiar image of Italy, beginning with the extraordinarily varied history of individual cities. We will begin by understanding how ancient forms became the inheritance of contemporary cities. By semester’s close we will be in the present day, looking at how the twenty-first century overlaps the worn fabric of the past. As a major part of your grade, you will write a set of essays to be revised in two phases and compiled as an anthology of your writings.-Cocco.

FYSM-145. The Universal Machine: Past, Present, and Future—Over the last several decades, computers have fundamentally revolutionized our lives. Computers have recently become so powerful that some people believe they will one day exceed human intelligence. This year, 2012, marks the centenary of the birth of Alan Mathison Turing, widely recognized as the founding father of computer science for his simple, yet universal, computing device now called the Turing Machine. Surprisingly, the underlying structure of computers at their core has remained essentially the same since Turing’s time, and this elegant design is unlikely to change anytime soon. In this seminar, we will first read a romantic novel that introduces this fundamental concept and the vast world of computer science. We will examine the startling impact of Turing’s universal machine over the last several decades and look ahead into the future. This seminar will focus on the simple but beautiful nature of computation and computers, without nonessential technical details.- Miyazaki.

FYSM-151. Plays and Musicals: Writings About Writing—Many 20th/21st-century dramatists have used the act of literary and journalistic creation as a topic for plays and musicals. In this seminar we will read/listen to five plays and five musicals – some of them shows from the last few years, some of them “classics”—that examine how writers have wielded the word in works as diverse as *The Front Page*, *Seminar*, *Nine*, *The Columnist*, and *Rent*. As befits a seminar with such a topic, the papers that each student writes will be looked at with an eye to both grammatical precision and journalistic flair. We hope, during the semester, to be able to attend one or more actual productions of the works we’ve studied. We will also attempt to perform a scene or two of some from the plays we will have studied to augment our visual and aural experience of the writing.-Moshell.

FYSM-152. In Search of A Good Life—Many philosophical and religious traditions, from the ancient stoics to modern day Buddhists, have attempted to answer the question of what makes for a good life. Modern disciplines as diverse as behavioral economics, positive psychology, and brain science have also sought to understand issues related to this question. In this seminar, we will examine what all these disciplines, both ancient and modern, have to say about what it means to have a good or happy life, examining the roles of freedom and choice, economic conditions, engagement in one’s work, the pursuit of virtue and public service, and resilience in the face of adversity. Along the way, we will examine the contributions of modern brain science and positive psychology to this discussion.-Sandoval.

FYSM-155. Contemporary Issues in Urban School Reform—This course is designed to enhance students’

knowledge of urban school reform. We begin the course with a brief history of public education in the United States. Current issues surrounding federal involvement in education will also be addressed. From this basic foundation, we explore the divide between urban and suburban education and a number of contemporary reform efforts including: governance reform, charter schools, magnet schools, vouchers, the teacher tenure debate, and the value-added score controversy. Throughout the course, special attention will be paid to the role of race and class in public education. To add to the educational experience, this course includes a community learning component. Students will spend approximately 10 hours per week at the Hartford Magnet Trinity College Academy (HMTCA), a local magnet school, working with high school teachers and students. This opportunity will allow students to understand how school reform works in the city in which they reside. Students will read a number of books and articles related to school reform efforts in urban America. Several 5-7 page papers and a community learning journal connecting course material to fieldwork will be required.-Chambers.

FYSM-163. From Godliness to Gothic: Exploring the Medieval Mind—In the thousand years that span the time commonly referred to as “medieval,” extremes of human behavior appear in the literature. For example, both cruelty and saintliness seem to live side by side. The bloody head hacked from King Holofernes is as equally prized as the holiness of his killer; mounted knights skewer Christian and “pagan” alike in the name of righteousness, and “godliness” can be found on the side of both winners and losers. We will ask what these extremes tell us about the times and cultures they depict, and, indeed, compare these behaviors to our own times. Another important theme will be the transition that occurs throughout the middle ages from a culture based on oral literature to one focused on the written word. We will also look closely at the religious and academic ideal of “the Gothic,” a pivot point in that oral to written transition, and we will spend some hands-on time exploring Trinity’s renowned Collegiate Gothic Revival Chapel. Finally, we will follow the literary evolution from warrior culture to “the court of romance” by analyzing a selection of the recurring and ever-expanding legends of King Arthur. We will begin the seminar by reading some of the “top hits” of medieval literature (in English) beginning with Anglo-Saxon poems such as “Judith” (who beheaded Holofernes), Seamus Heaney’s translation of *Beowulf*; the bloody, Old French “battle” *Song of Roland*; Simon Armitage’s translations of the knightly exploits of *Sir Gawain and the Green Knight* and *The Death of King Arthur*, and selections from Chaucer’s *The Canterbury Tales*. Students will be asked to write literary analyses, critiques of ideas and texts discussed in class, and their own historical narrative.-Lindsey.

FYSM-165. The Voyage Out—It is not only the stories we read that call for interpretation. We move through life constantly searching for meaning. The world and our experiences present us with innumerable riddles, and in our attempt to solve them we venture forth towards unknown territory, more often than not with the belief that a definitive solution awaits us somewhere. This belief will be at the center of this seminar, and it will be approached through a series of texts and films portraying journeys towards goals that turn out to be elusive and in some cases unattainable. What do these works say about our yearning for dimensions of meaning capable of redeeming the confusion, uncertainty, and senselessness that often mark our experience of the world? Our approach to this question will be experimental. We will proceed by pairing works not normally considered together. The texts and films to be discussed will be read alongside other works dealing with human activities in which a quest is at stake: textual interpretation, philosophical speculation, hunting, and dream interpretation. Writing assignments will be devoted to reflecting on the unconventional and surprising results of these encounters. Our aim, at the end, will be to elaborate a theory of the human appetite for making sense. Selections from the following texts will form the core of our readings: Plato’s *Symposium*, Saint Augustine’s *On Christian Doctrine*, Saint Teresa of Avila’s *The Interior Castle*, Columbus’ *Voyages*, Freud’s *The Interpretation of Dreams*, Kafka’s *The Castle*, Ortega y Gasset’s *Meditations on Hunting*, Andrei Tarkovsky’s *Stalker*, David Lynch’s *Lost Highway*, and Dario Argento’s *Suspiria*.-van Ginhoven Rey

FYSM-170. Phage Hunt—Students carry out individual, authentic research to discover and describe a previously unknown phage (virus that grows on bacteria). Students learn the concepts and techniques needed to isolate their own phage from environmental samples and characterize the unique viral growth patterns on host bacteria. Students prepare their phage for viewing with the electron microscope so that viral physical structure can be described. Each student isolates the genomic DNA of their phage and analyzes the characteristic DNA fragment patterns. Data collected by each student becomes part of the national database on mycobacteriophage, contributing to the body of scientific knowledge. Critical thinking, analysis, and intensive writing practice are integral to the course, and are skills that are applicable to all fields of study. This program focuses on the “life sciences” broadly defined and provides students with the earliest possible exposure to real research in the field. Note: **FYSM 170. Phage Hunt** must be taken concurrently with **BIOL 182**, and is only open to students in the Genomics Research Program. Academically motivated students with a strong interest in biology are invited to apply to this program. See <http://www.trincoll.edu/Academics/SpecialPrograms/genomics/> for more information and an application form. Submit applications to Prof. Lisa Foster by June 25th.-Archer/Foster

FYSM-171. Rich and Poor, White and Colored: Race and Class in America and at Trinity College—“Why are we here? Because we don’t mean squat. We are second-rate citizens. What about all the other people whose kids don’t have to fight the war? Let’s face it, boys, we’re the hicks, the spics, and the niggers. That’s why we’re here.” —Pvt. Danny Purcell, *Tour of Duty*, CBS, 1987. What is the reality of race and class in the United States today? Did the election of a black president mean we are now in a post-racial America? What does it mean to be “post-racial”? Or are we still stratified by race and class in a way that exemplifies George Orwell’s dictum, “All animals are equal, but some are more equal than others”? Do race and class matter at an elite liberal arts college like Trinity? Should they? This seminar will be devoted to a careful analysis of these and other questions on race and class in America and at Trinity College. Any discussion of race and class must be grounded in history, but we will also consider a number of contemporary issues. The heart of the class will be the close reading of a variety of texts, including music and film, in-class discussions, and a series of papers. Because of the film component, there will be an extra class period in order to view and discuss the films. This seminar will, obviously, cover a number of emotionally charged issues and we will not shy away from controversy and open dispute. Many of the questions we will discuss do not have right and wrong answers, but students should not expect that all answers are of equal worth. In particular, students should be prepared to have their views critically scrutinized: BRITANNUS (shocked): Caesar, this is not proper. THEODOTUS: (outraged). How! CAESAR (recovering his self-possession): Pardon him, Theodotus, he is a barbarian and thinks that the customs of his tribe and island are the laws of nature. —George Bernard Shaw, *Caesar and Cleopatra*, Act II-Cruz-Uribe.

FYSM-175. Obamacare, Superpacs, and Religious Freedom: The 2012 Presidential Election—The 2012 presidential campaign will take place in the context of intense partisanship and a deeply divided electorate. Candidates will debate a variety of contentious issues ranging from mandatory health insurance for contraceptive coverage, to the requirement that all eligible voters obtain special identification cards, to immigration policy, to plans to reduce the national debt. In our seminar we will study these issues as well as the role of “superpacs,” the political action committees (made famous by Stephen Colbert) that can spend unlimited funds on political campaigns and are expected to make the 2012 election the most expensive in American history. We will explore the role of the Religious Right and the Tea Party in shaping the agenda of the Republican Party in this election cycle, and we will examine President Obama’s policy initiatives for a second term. Our discussions will be informed by readings and movies on these issues and news from the campaign trail, and once the election takes place on November 6, we will examine exit polls, reporters’ analysis, and political commentary in the aftermath of the campaign.-Fulco.

FYSM-184. International Relations on Film—This seminar uses film to explore international relations, especially the problems of war and peace, revolution, human rights, immigration, ethnic conflict, urban dilemmas, and globalization. We view a series of classic and contemporary films, learning to read, interpret, and critique them as texts, while considering parallel commentaries by a range of social and political analysts. Students will watch at least one feature-length film each week, write a series of short analytical commentaries and response papers, and meet in intensive seminar format to discuss both the substantive issues and the films themselves. Films to be considered include those by Lean, Kubrick, Pontecorvo, Kassovitz, Weir, Lee, Spielberg, Greengrass, Meirelles, and Iñárritu. Students must reserve Tuesday evenings from 7:00 - 9:30 p.m. for screenings with the class.-Flibbert.

FYSM-185. Inquiring Minds: Hard-Boiled Detectives—For our exploration of American hard-boiled detective fiction, we will study novels such as, Raymond Chandler’s *The Big Sleep*, Dashiell Hammett’s *The Maltese Falcon*, Chester Himes’ *A Rage in Harlem*, Sara Paretsky’s *Bitter Medicine*, Carl Hiaasen’s *Stormy Weather*, and Sue Grafton’s *A Is for Alibi*. We will consider how these texts reflect and interrogate the social values and cultural conflicts of their times, especially the complexities of race, class, and gender. We will also look at two or three film adaptations to see how a different medium transforms these texts. Along the way, we will try to determine why this genre has remained so popular. Writing requirements include: informal reflection papers for each reading, three or four short papers (3/4 pages), and a longer researched argument paper. Writers will practice peer review and revising through multiple drafts. Students will also present the research for their final paper to the seminar.-Butos.

FYSM-192. Capan, Honduras and Angkor, Cambodia: History, Archaeology, and the Cultural Politics of Two Ancient Cities—The civilizations of the Maya and the ancient Khmer people were built around cities. The city was an administrative center, but also a sacred space that expressed the cosmic view of the elite groups that organized the life of these societies. During the classic period of Mayan rule, between the 6th and early 10th centuries, enormous urban centers came into existence in Guatemala, Honduras, and Mexico. The temples, stelae, and monuments of that era are historical treasures that provide an essential element of the patrimony of the states within whose borders they are found. The Mayas continued to play a leading role in this region until the coming of the Spanish conquerors who sealed the doom of this powerful state in the 15th century. Khmer civilization, centered around cities that took form just north of the great freshwater lake of a Mekong tributary, was, likewise, a far-flung

empire that covered the Mekong Delta, parts of Laos, Thailand, and Burma, and modern Cambodia. From the 9th century to the 14th, this society flourished and then disappeared. When the capital city of Angkor Thom was sacked by the Siamese in 1431, the jungle expanded to cover the ruins of temples and palaces as Khmer political life found other locii. This course will look at the rise and fall of these civilizations through what is known about two ancient cities—Copan in Honduras and Angkor Thom in Cambodia. We will also consider how contemporary nations marvel at their achievements in the context of strategies to conserve Copan and Angkor Thom as UNESCO “world heritage sites” and destinations for international tourism. Themes to be examined will include parallel themes in the everyday life of these ancient cities; the role of the sacred in Mayan Copan and Angkor Thom; internal social and political conflicts and challenges that created vulnerabilities exploited, respectively, by the Spaniards and Siamese; the enduring power of these cities as a touchstone for the organization of modern national life, and tourism as a base for economic development.- Euraque/Lestz.

FYSM-193. The “Creative Class” and the City—Richard Florida, a writer and theorist of urban studies, describes the “creative class” as the key to economic, political, and social vitality in the modern world. Members of this “class” could include poets and novelists, painters, musicians, actors, designers, and architects as well as scientists, engineers, and college professors. Florida argues that the “creative class” congregates in cities and the greater their concentration and the products they produce – poetry, plays, buildings, restaurants, genetic tests, life-saving drugs - the more desirable a city becomes as a place to live and work. You will be reading and viewing selected artistic interactions with the great cities of the world (Poe, Baudelaire, O’Hara among others) as well as sociological critics of the city, including Florida. In order to find out how the “creative classes” operate in a city like Hartford or on a college campus like Trinity you will interview local members of the “creative class” and engage with the new forms they create - (art, music, literature, technology, and buildings, for example). The creative students who take this course should think of themselves as in training to join this “class” and be interested in exploring the city of Hartford. Field trips, internships, walking tours, visiting lecturers - all possible engagements.-Fraden.

FYSM-200. Engineering our Digital World—This seminar provides a basic understanding of how information in the digital era is collected, stored, processed, and moved around the globe. Students are exposed to digital encoding schemes that can symbolize different types of information (images, music, etc.) by decomposing it into basic pieces and converting each piece into binary units (bits) which can be efficiently stored, transmitted, and processed by computers. The course will also discuss issues encompassing all aspects of digital technology, such as storage, secrecy, and how we can apply digital technologies to benefit our community in tangible, practical ways. Students will apply math and science concepts to hands-on projects such as edge detection in digital images taken by their cameras. This course also includes a series of short (3-5 page) writing assignments and a comprehensive final research paper. The required background includes proficiency in complex numbers, trigonometry, and logarithm from high school algebra and geometry.-Cheng.

FYSM-207. 1862: America Undeceived—Lying on his deathbed in May of 1862, Henry David Thoreau reportedly said, “Now comes good sailing.” As the author of *Walden* departed this life, the rest of the country saw, on the contrary, decidedly rough seas ahead. The Civil War had been going on for a year, and after the shockingly bloody Battle of Shiloh, in April, Americans realized they were in for a longer and more terrible conflict than they had ever imagined. They also began to think differently about the war. While African American slaves fled southern plantations and sought to join the Union army, white northerners debated whether the war should be fought to end slavery. In September, President Lincoln announced he would issue an Emancipation Proclamation. What had seemed unimaginable, only a few years before, was becoming reality. Against this backdrop of historic transformations, American writers produced a gripping array of literary works. Nathaniel Hawthorne traveled south and described his visits to Virginia battlefields. Walt Whitman and Louisa May Alcott volunteered in army hospitals and wrote about what they saw. An up-and-coming writer named Rebecca Harding Davis published her first novel. Emily Dickinson composed more than 200 poems. In this seminar, we will study literature of the U.S. Civil War by following the calendar of the tumultuous year of 1862, exactly 150 years ago. At every turn, we will ask ourselves (from a historical perspective) how that year’s events challenged Americans’ views of themselves and their nation and (from a literary perspective) how they used the written word to reckon with those challenges. We will read literary works published or written during 1862: letters, diaries, and memoirs recounting individual experiences of that year, as well as the newspapers and magazines from which the American public learned about the war. Students will pursue an independent project, focused on a single day or week in 1862, by doing research in primary sources including newspapers, government documents, military records, and private letters and diaries.-Hager.

FYSM-212. Introduction to Hip-Hop studies: The Golden Era, 1985-1994—Hip Hop is a global phenomenon and multi-billion dollar industry that continues to inspire and polarize. This course focuses our attention on a particular period that was crucial to the art form’s growth and development. Nostalgically referred to as the

Golden Era, the years between 1985 and 1994 witnessed a creative explosion in artistic production and political consciousness raising. Our journey through this important historical moment will take us to cities such as New York, NY; Los Angeles, CA; Havana (Cuba); Dar es Salaam (Tanzania); and Hartford, CT. In firmly situating hip hop in the context of economic neoliberalism, we will explore themes of race, class, gender, and youth identity formation. Questions we will seek to answer include: What are the key elements that define hip hop? How did it go global? What kinds of contributions did artists make to its evolution as a medium of localized cultural expression? For what reasons did the hip hop artist become the primary voice of marginalized urban youth of the post-civil rights era? Using an interdisciplinary approach grounded in the historical method, this course encourages students to interrogate hip hop's relationship to issues of poverty, nationalism, capitalist consumption, and aesthetics.-Markle.

FYSM-214. The Godfather and Game Theory: the Art of Hard Choices by Mafiosi—This first-year seminar will be a non-technical introduction to game theory (strategic decision-making) and to the Sicilian Mafia (Cosa Nostra). We will view these topics through the lens of outstanding films, such as, *The Godfather (I&II)*, *Donnie Brasco*, *Goodfellas*, and *I cento passi*. The course will include an interlude in which we analyze vice markets and debate the prohibitions that foster organized crime. The approach to game theory is interdisciplinary. We will integrate concepts from psychology, economics, history, and political science. Principal authors to be read are Jon Elster, Diego Gambetta, Peter Reuter, and Thomas C. Schelling. Course assessments are designed to hone useful skills in expository writing and public speaking.-Alcorn.

FYSM-217. Language and Power in the Public Sphere—How do we talk and write to each other in the public sphere? Which ideas have prominence, and which get ignored? How does language affect our experience of the world? What makes a video go viral? How can individual citizens participate in the life of our culture? In answering such questions, we will look at the issue of public language as it is depicted both in literature and in the various media of “the news.” Our readings will include two novels, and various nonfiction texts about language and power. We will also follow some of the public issues that arise in the fall of 2012, especially the U.S. presidential election, with an eye to how they are covered, looking at online media as well as mainstream news. In addition to writing three traditional academic essays and various short papers, students will keep their own blogs in order to reflect on, and cultivate, their own public engagement.-Papoulis.

FYSM-218. Alexandria in Egypt—Founded by Alexander the Great in 330 BCE on the site of a little Egyptian village on the western part of the Nile Delta, Alexandria quickly grew to become one of the most populous cities of the Greco-Roman world. It served as a hub of politics, administration, education, trade and commerce, and culture for 1,000 years. But after its capture by Muslim forces in September 641 CE, the new government chose to situate its capital at the site where Cairo would later be; Alexandria, cut off from the rest of the country, fell into obscurity. The city enjoyed an extraordinary rebirth after 1819 when it became for a century and a half a bustling center of commerce, multi-ethnicity, and a locale for intrigue and fiction. We will be looking closely at these two Alexandrias, the capital of Kleopatra and the “city of memory” of Lawrence Durrell and C. P. Cavafy. Over the course of the semester, students will work by stages on a research paper. In addition, there will be shorter writing assignments, and everyone is expected to participate actively in discussion during class.-Reger.

FYSM-223. Life Stories—What does it mean to narrate one's own life? What does it mean to listen to, record and narrate someone else's life story? In this seminar we will read and reflect on different genres of life story - autobiography, biography, memoir, oral history, and ethnographic life story, looking at examples both from Hartford and around the world. As part of the course, we will learn interviewing, recording, transcribing and narrating techniques. Course projects will include conducting and digitally recording life stories.-Notar.

FYSM-237. Understanding and Reversing Prejudice and Discrimination—What are the causes of prejudice and discrimination? Are prejudice and discrimination inevitable? Does prejudice always lead to discrimination? Is discrimination always a result of prejudice? Is the nature of prejudice universal, whether we consider group differences based on social class, race, religion, gender, politics, obesity, age, or any other status characteristic? Do strategies for reducing prejudice and discrimination follow the same principles, whether we are trying to reduce hate crimes or implement affirmative action programs in American institutions of higher education? Questions like these will be addressed in this seminar through use of literature, film, and social science readings, as well as regular in-class debates, discussions, and role-playing exercises.-Reuman.

FYSM-250. Fallacies for Fun and Profit—“It ain't so much the things we don't know that get us into trouble. It's the things we know that just ain't so.” Artemus Ward (1834-1867). A fallacy may be defined as an error in reasoning with potentially strong psychological appeal. It may occur accidentally or as a deliberate choice. The subject of this seminar is informal logic, in both verbal and quantitative settings. What is an argument? Where would I find one? How is a deductive argument different from an inductive one? What characteristics do I look for in a good argument? How can I identify a fallacy? Besides an informal logic text, students will read selections from

popular books like *How We Know What Isn't So: The Fallacy of Human Reasoning in Everyday Life* and *Selling It: The Incredible Shrinking Package and Other Marvels of Modern Marketing*. Each student will also read a daily newspaper and occasional magazines of his/her choice in order to find examples of arguments and fallacies. Besides class discussions, reading, and written reports, students will prepare a final cumulative project, which will be an annotated scrapbook summary of the course.-Gregory.

FYSM-295. Introduction to Italian Language and Culture—To understand and appreciate Italy, its people and culture, one must have a good grasp of the language. This course, therefore, integrates an intensive study of basic Italian with an overview of contemporary Italian culture. The seminar will meet for the equivalent of five class hours per week. For four of those hours, students will study grammar and vocabulary and use a language-based approach toward the study of Italian culture. One hour a week, however, will be devoted to discussion in English of selected readings, film, and music that deal with important cultural topics. Throughout the course, students will be encouraged to apply their basic knowledge of Italian and to consider the ways the language is a window on Italian culture. Whereas film screenings are all in Italian with English subtitles, literary and critical readings are in English (except in the case of shorter and more immediately accessible texts which students will read in Italian). By the end of the semester, students will have acquired general knowledge about Italy and its culture and will also be able to speak, understand, read, and write in Italian at the basic level as described in the Common European Framework of Reference for Languages. Language defines “being” and as the study of foreign language is a means to learning more about who we are, students will be invited to reflect on their own cultural and linguistic identity.-Palma.

Academic Disciplines

African Studies

See International Studies Program, p. [325](#).

American Studies

William R. Kenan, Jr. Professor in American Institutions and Values Masur[†], Director; Paul E. Raether Distinguished Professor of American Studies Baldwin (Acting director); Paul E. Raether Distinguished Professor of History Greenberg; Charles A. Dana Professor of History Hedrick^{••}; Allan K. and Gwendolyn Miles Smith Professor of English Lauter; Associate Professors Gac[†] and Paulin; Assistant Professors Hager, Tang, and Wickman; Visiting Professor Cohn; Visiting Associate Professors Couch and McCombie; Visiting Assistant Professors Miller and Seidman, and Visiting Assistant Professor and Associate Director, Leonard Greenberg Center for the Study of Religion in Public Life Walsh

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

Students who are considering a major in American studies should consult with the program director as early in their undergraduate career as possible. In addition, it is strongly recommended that students prepare themselves for the major by selecting at least one of the following survey courses: **ENGL 204. Introduction to American Literature I**; **ENGL 205. Introduction to American Literature II**; **HIST 201. The United States from the Colonial Period through the Civil War**; **HIST 202. The United States from Reconstruction to the Present**. Students also are advised to plan their schedules so that they take **AMST 203** in their sophomore year and **AMST 301** in their junior year. A course will not count for the major if the grade is below C-.

The American studies major—The American studies major requires 12 courses, as follows.

- **AMST 203. Conflicts and Cultures in American Society.** This course is ordinarily taken in the sophomore year.
- **AMST 301. Junior Seminar: American Texts.** The Writing Intensive Part II requirement is fulfilled by this course.
- A senior seminar in American studies.
- A senior exercise consisting of one of the following:
 - A second senior seminar.
 - A one-credit, one-semester independent research project, ordinarily a research paper of 40 pages.
 - A two-credit, two-semester thesis, ordinarily a research paper of at least 75 pages.
- A student-designed thematic concentration of four courses, at least two of which must be at or above the 300 level. This concentration, designed by the student in consultation with his or her adviser, must be defined and titled by the end of the fall of the junior year. Up to one internship may count toward the concentration (as a 200-level course) if it is directed by a member of the American Studies Department faculty. Examples of possible concentrations include race, gender, ethnicity, class, popular culture, protest movements, or law and society.
- Four additional courses in American studies. To ensure adequate breadth and depth, students must take at least four courses at or above the 300 level (including those in the concentration), from at least three different departments or programs. The required junior and senior seminars do not count toward this requirement.

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

Fall Term

203. Conflicts and Cultures In American Society—Focusing on a key decade in American life—the 1890s, for example, or the 1850s—this course will examine the dynamics of race, class, gender, and ethnicity as forces that have shaped, and been shaped by, American culture. How did various groups define themselves at particular historical moments? How did they interact with each other and with American society? Why did some groups achieve hegemony and not others, and what were—and are—the implications of these dynamics for our understanding of American culture? By examining both interpretive and primary documents—novels, autobiographies, works of art, and popular culture—we will consider these and other questions concerning the production of American culture. (Enrollment limited)-Paulin, Tang

248. Female Bodies in 19th Century American Literature & Culture—Corsets, bloomers, hysteria, mammy, jezebel, gynecology, angel on the hearth, suffragette: these are just a few of the garments, labels, cures, and stereotypes applied to women's bodies during the last century. By reading women's fiction and autobiography, we will explore how race, class, ethnicity, and gender operated in 19th century America and examine moments of resistance to prevailing definitions of femininity. For English majors, this course satisfies a requirement of a course emphasizing cultural content. (Enrollment limited)-Miller

[260. Exploring Asian American Experiences]—This course examines the historical experiences and cultural expressions of the nation's diverse Asian American communities and places them within a broader discussion of identity formation, community building, social mobility, immigration policy, naturalization rights, and race relations. It also reveals how ethnicity, race, gender, class, and generation influence the daily lives of Asian Americans. Readings include historical monographs, political pamphlets, literary works, oral histories, and social commentaries. (Enrollment limited)

[270. Multi-Ethnic Literatures of the United States]—This course introduces several major authors, movements, and genres which represent the American multi-ethnic experience. Taking a comparative approach to develop our understanding of ethnic American communities and their literary productions, we will examine a variety of topics, including historical contexts, the politics of language, multiculturalism, gender, coming of age, and performance. Select authors may include Sherman Alexie, Anzia Yezierska, Gloria Naylor, Francisco Jimenez, and Andrew Pham (Enrollment limited)

291. Protest Movements in Modern America—This course will examine the culture of American protest movements. We will use a variety of primary source texts - speeches, images, literature, platforms, films - to explore the connections between protest movements and American culture and society. We will see how people, when organized and mobilized, have changed history and re-shaped the cultural and political meanings of ideas like freedom, justice, and democracy. Some of the movements we will examine include Populism, Progressivism, First- and Second-Wave Feminism, Labor and the New Deal, the Black Freedom Struggle, Gay Rights, the Vietnam antiwar movement, the Conservative ascendancy, immigrant rights, and Occupy Wall Street. (Enrollment limited)-Seidman

301. Junior Seminar: American Texts—This course, required for the American studies major and ordinarily taken in the fall of the junior year, examines central texts in American history and culture. Through intensive discussion and writing, the class will explore the contexts of these works as well as the works themselves, paying particular attention to the interrelated issues of race, class, gender, and other similarly pivotal social constructs. Course is open only to American studies majors. Prerequisite: Students must have completed American Studies 203 or enroll in 203 with 301.203 (Enrollment limited)-Tang

[329. Viewing The Wire Through a Critical Lens]—Through analysis and dissection of David Simon's *The Wire*, this course seeks to equip students with the tools necessary to examine our postmodern society. *The Wire* seamlessly juxtaposes aesthetics with socio-economic issues, offering up a powerful lens for investigating our surroundings. Whether issues of unregulated free market capitalism, the bureaucracy of our school systems, politics of the media, false notions of equal opportunity, devaluation of human life, or a failed war on drugs, *The Wire* addresses the complexities of American urban life. Through a socio-political and cultural reading of the five individual seasons, students will be able to explore a multitude of contemporary problems. (Enrollment limited)

[340. The Body in 19th Century American Culture]—We will explore representations of the body in relation

to American identities, including controlling ethnic bodies through slavery and exotic exhibits, as well as defining gender ideals by conflating the female body with corsets and hysteria and the male with the “strong man” aesthetic. Although anxious about ill bodies in the tenements and disfigured ones in factories, Americans were also fascinated by the extremes of the human body as indicated by the popularity of sideshows, magicians, and miracle cures. Our materials will include literary texts, art studies, and popular media. We will discuss such writers and artists as Louisa May Alcott, Nathaniel Hawthorne, Herman Melville, Mark Twain, Catherine Beecher, William Sydney Mount, John Gadsby Chapman, and Lily Martin Spencer. (Enrollment limited)

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

352. The Culture of Cold War America—This course encourages students to critically analyze the relationship between the Cold War and developments in American culture. Discussion topics include the roots of the Cold War, the anxieties concerning nuclear annihilation, the fear of global and domestic communism, representations of the Cold War in social memory, political dissent and cultural politics during the Cold War, and the impact of the Cold War on gender norms, civil rights, and labor relations. In addition to reading historical monographs, students will interpret the era’s popular culture. (Enrollment limited)-Tang

[355. Urban Mosaic: Migration, Identity, and Politics]— This course focuses on ethnic and racial communities in 20th-century urban areas. Readings allow students to assess and to compare the ways in which ethnicity and race impacted how people lived and worked in the city (e.g., ethnic neighborhoods, segmented labor, and racially exclusive unions). They also reveal how ethnic and racial communities defined their interests when they engaged in political activities. Discussion themes include identity politics, intergroup relations, cultural life within ethnic and racial communities, employment discrimination, and residential segregation. (Enrollment limited)

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

380. The Vietnam War and American Culture—The Domino Theory. Ho Chi Minh. Grunts. Hippies. Protesters. The Tet Offensive. Muhammad Ali. LBJ. Nixon. My Lai. POW/MIA. *Apocalypse Now*. *Full Metal Jacket*. Perhaps no modern war has impacted American culture and identity as broadly and deeply as the Vietnam War (or the American War, as the Vietnamese call it). We will use primary-source cultural texts - memoirs, images, songs, films, documents - to make sense of this history. We will examine the larger forces that played out through the war - global decolonization, the Cold War, the “sixties” protest movements, racial politics, the meaning of patriotism, and more - as well as how the struggle to define the war’s legacies ensued afterwards in films, cultural memory, and politics. (Enrollment limited)-Seidman

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

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

[409-01. **Constructing and Contesting Race in American Culture**]—This seminar examines the social construction of race in American culture. Participants will be discussing scholarly interpretations and cultural texts - e.g., literature, scientific studies, political pamphlets, and media images - to explore the impermanence of racial categories, the influence of racial stereotypes on public policy and individual experience, and the role that cultural production plays in constructing and contesting mainstream notions of race. Students will be writing essays on assigned materials and a term paper on an approved topic of their choosing. (Enrollment limited)

[409-01. **American Empire**]—Thomas Jefferson once boldly described the United States as an “empire of liberty.” But whether or not America has ever taken on the identity, ever functioned, as an empire has been one of the most hotly debated topics of our current global times. In this senior seminar we want to take both a historical and contemporary look at what happens when the foreign policy of the United States converges with the general practices of military engagement, occupation, nation-building, commercial market control, and/or annexation of “foreign lands.” Do such foreign relations constitute an empire? In this course we will examine a number of critical moments including the internal U.S. expansion into native American and Mexican lands, “Manifest Destiny” projects in the turn-of-the-twentieth century Caribbean and Asian Pacific, Marshall Plan policies in Cold War Europe, and “War on Terror” initiatives in the present day Middle East. What have been the aspirations of U.S. foreign policy, what have been the consequences, how do they affect the policies and practices “back home.” Have any of these experiences constituted an American Empire? (Enrollment limited)

409-01. Senior Seminar: The Spectacle of Disability—This course examines how people with disabilities are represented in American literature and culture. Whether it is the exceptional savant who is heralded as a hero because of her “special” abilities or the critically injured person whose disability relegates him to the sidelines of society even though his ability to overcome everyday challenges is applauded from a distance, definitions of disabilities (both generally and explicitly) tell us a great deal about the concept of normalcy and the expectations that we attach to this term. In addition, the various narratives associated with different disabilities and their origins are shaped by other aspects of identity, such as socio-economic class, race, ethnicity, sexuality, and gender. We will look at a variety of mediums including fiction, non-fiction, film, television, and memoirs in order to examine how these representations, along with the material realities of disabled people, frame our society's understanding of disability and the consequences of these formulations. We look at texts and cases such as Million Dollar Baby, the Terry Schiavo case, Born on a Blue Day, Forrest Gump, the American Disabilities Act, the Christopher Reeves story, and Radio. Course open only to American Studies majors. (Enrollment limited)-Paulin

409-02. Technology and American Culture—Mark Twain was among the first to install a home phone in Hartford and he was amused by others' uncertain handling of new devices. He approached technology with great interest, skepticism, and of course, humor. Many Americans shared Twain's responses, and in this course we will examine the social impacts, cultural representations, and political significance of select technological developments. We will begin with the nineteenth century as clocks and bells came to govern lives and we will conclude with our relationships with technology today. Each unit will focus on technology and an aspect of American life, such as domesticity, work, war, production, literature, health, and communication. (Enrollment limited)-Miller

[416. **Why We Fight**]—This seminar will examine how cultural factors such as consumerism, leisure, profit, and patriotism, among others, have worked to embed in public life the acceptance of frequent American military intervention over the course of the 20th Century and into the 21st Century. Rallying Americans to accept military intervention as well as declarations of war necessitated the manipulation of cultural symbols, attitudes, and prejudices. Our focus will be on the role the media—newspapers, magazines, books, films, radio and television—played in shaping the acceptance of military intervention and even war as American public policy. (Enrollment limited)

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

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

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

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

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

[454. Remembering Pearl Harbor]—This year marks the 70th anniversary of the Japanese attack on Pearl Harbor. The date December 7, 1941 remains embedded in the American historical imagination as the day that changed America forever. This year also marks the 10th anniversary of the 9/11 attack on the World Trade Center and Pentagon, an attack that has been referred to as the Pearl Harbor of the 21st century. This seminar will examine the legacy of Pearl Harbor, a day that continues to “live in infamy” in the American historical experience. The debate over its legacy will be our focus. Readings will include historical and cultural analyses, American foreign policy critiques and current thinking on national security. (Enrollment limited)

455. Agency and Agenda: Commercial American Photography Since 1914—This course investigates how photography has described and constructed consumer culture and current events, from selling the American Dream to the events of September 11, 2001. We will examine how advertising photography uses news imagery for its own agenda and creates enduring icons that in turn become part of the imagery of news. We will consider ethics and the roles of the image-maker; tactics of display; the creating agencies and their agendas; the manipulation of images (physical and interpretive); and how race, gender, and ethnicity are constructed in commercial and news images. (Enrollment limited)- McCombie

458. Creating the New Right: The Conservative Movement in Post-World War II America—This seminar will examine the political and cultural environment that fostered, supported and sustained the New Right political movement that emerged following World War II and became fully formed in the 1980s and after. The key to conservative success lay in their hopes and ability to replace the narrative of American liberalism, with its

emphasis on democratic-egalitarian concepts, with a version more in keeping with conservative thinking that stressed the self-governing individual, minimum government activity, and entrepreneurial and market freedom. We want to focus our research and discussion on the extent to which the New Conservative movement's narrative has succeeded in challenging and reshaping American political culture and American national culture, both popular and elite, as well as its potential impact on the 2012 Presidential election. Course open only to senior American Studies majors. (Enrollment limited)-Cohn

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

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

490. Research Assistantship— -Staff

[**497. Senior Thesis**]—Submission of the special registration form, available in the Registrar's Office, and the approval of the thesis adviser and the director are required for enrollment. -Staff

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

Graduate Courses

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

[**816. Why We Fight**]—This seminar will examine how cultural factors such as consumerism, leisure, profit, and patriotism, among others, have worked to embed in public life the acceptance of frequent American military intervention over the course of the 20th Century and into the 21st Century. Rallying Americans to accept military intervention as well as declarations of war necessitated the manipulation of cultural symbols, attitudes, and prejudices. Our focus will be on the role the media— newspapers, magazines, books, films, radio and television—played in shaping the acceptance of military intervention and even war as American public policy.

[**822. History of Hartford**]—The post-Civil War history of Hartford is a history of the initial triumph of entrepreneurial power and civic will and the subsequent loss of certain forms of urban wealth. Mark Twain called the city the "center of all Connecticut wealth." Despite considerable poverty, in 1876, Hartford still boasted the country's highest per capita income and is now ranked as among the nation's poorest cities. This seminar explores the processes of cultural and social transformation that resulted in these differences. We seek to understand Hartford's late 19th and 20th century political culture and political economy. Topics include: the distribution of capital in industry, housing, charity, and welfare; the racial, ethnic, religious and class composition of the city's men and women residents; urban politics, racial and ethnic antagonisms, and the history of attempts at social change in the city; the

modes of artistic and literary expressions that arose over time. Sources for study include readings drawn from other urban histories; documents and primary sources drawn from Hartford's rich archival and museum collections; the portrayal of the city in photography and film. Students will construct projects based upon research and interaction throughout the city. A speakers program and off-campus work supplement the course. (Same as History 835-03.)

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

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

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

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

853. Agency and Agenda: Advertising the American Dream— This course investigates how photography has described and constructed consumer culture and current events, from selling the American Dream to the events of September 11, 2001. We will examine how advertising photography uses news imagery for its own agenda and creates enduring icons that in turn become part of the imagery of news. We will consider ethics and the roles of the image-maker; tactics of display; the creating agencies and their agendas; the manipulation of images (physical and interpretive); and how race, gender, and ethnicity are constructed in commercial and news images.-McCombie

[854. Remembering Pearl Harbor]—This year marks the 70th anniversary of the Japanese attack on Pearl Harbor. The date December 7, 1941 remains embedded in American historical imagination as the day that changed American forever. This year also marks the 10th anniversary of the 9/11 attack on the World Trade Center and Pentagon, an attack that has been referred to as the Pearl Harbor of the 21st century. This seminar will examine the legacy of Pearl Harbor, a day that continues to “live in infamy” in the American historical experience. The

debate over its legacy will be our focus. Readings will include historical and cultural analyses, American foreign policy critiques and current thinking on national security.

858. Creating the New Right: The Conservative Movement in Post-World War II America—This seminar will examine the political and cultural environment that fostered, supported and sustained the New Right political movement that emerged following World War II and became fully formed in the 1980s and after. The key to conservative success lay in their hopes and ability to replace the narrative of American liberalism, with its emphasis on democratic-egalitarian concepts, with a version more in keeping with conservative thinking that stressed the self-governing individual, minimum government activity, and entrepreneurial and market freedom. We want to focus our research and discussion on the extent to which the New Conservative movement's narrative has succeeded in challenging and reshaping American political culture and American national culture, both popular and elite, as well as its potential impact on the 2012 Presidential election.-Cohn

[**865. American Popular Music: Milestones of the 1920s-1950s.**]—This course explores the music of the blues singers of 1920s through the jazz singers of the 1950s. Along the way we will consider the blues of Ma Rainey and Bessie Smith; the protest music of Woody Guthrie; the jazz of Billie Holiday; and the new paths forged by Elvis Presley. By concentrating on these performers and stylistic periods, we will be able to focus on the important social and political events that shaped the music. Students will write a final paper that examines the music of one of the musical decades discussed during the course.

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

894. Museums and Communities Internship—Matriculated American studies students have the opportunity to engage in an academic internship at an area museum or archive for credit toward the American studies degree. For detailed information, contact the Graduate Studies Office. -Staff

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

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

954. Thesis Part I—(The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) -Staff

955. Thesis Part II—(Continuation of American Studies 954.) (2 course credits) -Staff

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

Courses Originating in Other Departments

[**Art History 271. The Arts of America**]—View course description in department listing on p. 249.

Economics 321. American Economic History—View course description in department listing on p. 180. Prerequisite: C- or better in Economics 101. -Gunderson

[**Educational Studies 300. Education Reform: Past and Present**]—View course description in department listing on p. 192. Prerequisite: C- or Better in EDUC200 or American Studies Major or Public Policy and Law Major.

English 205. Introduction to American Literature II—View course description in department listing on p. 212. -Hager

[**English 217. Introduction to African American Literature**]—View course description in department listing on p. 212.

English 265. Introduction to Film Studies—View course description in department listing on p. 212. -Riggio

[**English 355. Narratives of Disability in U.S. Literature and Culture**]— View course description in department listing on p. 214.

[**English 439. Special Topics in Film: The Documentary**]— View course description in department listing on p. 216.

[**English 477. The Sixties in Film, Fiction and Poetry**]— View course description in department listing on p. 217. Prerequisite: ENGL 260 with minimum grade of C- and Junior or Senior status.

English 851. Queer Harlem Renaissance—View course description in department listing on p. 220. -Paulin

[**English 877. The Sixties in Film, Fiction and Poetry**]— View course description in department listing on p. 220.

[**History 118. Social and Political Movements in 20th Century America**]— View course description in department listing on p. 284.

History 201. The United States from the Colonial Period through the Civil War—View course description in department listing on p. 284. -Wickman

History 208. North American Environmental History—View course description in department listing on p. 284. -Wickman

[**History 209. African-American History**]—View course description in department listing on p. 285.

History 218. United States Since 1945—View course description in department listing on p. 285. -Greenberg

History 344. America's Most Wanted: True Crime and the American Imagination—View course description in department listing on p. 287. -Greenberg

[**History 349. Writing the American Desert**]—View course description in department listing on p. 288.

[**History 353. Print and Politics in the American Revolution**]—View course description in department listing on p. 288.

[**International Studies 234. Gender and Education**]—View course description in department listing on p. 314.

[**International Studies 249. Immigrants and Refugees: Strangers in Strange Lands**]—View course description in department listing on p. 315.

[**Music 224. Music of Black American Women**]—View course description in department listing on p. 390.

[**Public Policy & Law 265. The Bill of Rights: A Revolution in Three Acts**]—View course description in department listing on p. 450. Prerequisite: C- or better in Public Policy 201 or Public Policy 202 or POLS 102 or Permission of Instructor.

Public Policy & Law 344. Seeking Justice in American Life: Ethical thinking/decision-making in politics law and private life—View course description in department listing on p. 450. Prerequisite: C- or better in PBPL 201 or PBPL 202 or permission of the instructor. -Fulco, Schaller

Political Science 102. American National Government—View course description in department listing on p. 424. Not open to seniors. -Chambers, Williamson

[**Political Science 216. American Political Thought**]—View course description in department listing on p. 425.

Political Science 225. American Presidency—View course description in department listing on p. 425. -McMahon

Political Science 301. American Political Parties—View course description in department listing on p. 425. Prerequisite: C- or better in Political Science 102. -Evans

[**Political Science 307. Constitutional Law I: The Federal System and Separation of Powers**]—View course description in department listing on p. 426. Prerequisite: C- or better in Political Science 102.

[**Political Science 318. Environmental Politics**]—View course description in department listing on p. 426. Prerequisite: C- or better in Political Science 102.

[**Political Science 326. Women and Politics**]—View course description in department listing on p. 426. Prerequisite: C- or better in Political Science 102 or permission of instructor.

[**Political Science 355. Urban Politics**]—View course description in department listing on p. 427. Prerequisite: C- or better in Political Science 102 or permission of instructor.

[**Political Science 379. American Foreign Policy**]—View course description in department listing on p. 427.

Religion 214. Jews in America—View course description in department listing on p. 461. -Kiener

Religion 267. Religion and the Media—View course description in department listing on p. 461. -Silk

[**Religion 290. Spiritual Movements in Contemporary America**]—View course description in department listing on p. 462.

Sociology 214. Racism—View course description in department listing on p. 469. -Williams

[**Sociology 241. Mass Media, Popular Culture, and Social Reality**]—View course description in department listing on p. 469. Prerequisite: Prior Sociology course or permission of instructor.

[**Theater & Dance 239. Contemporary American Theater**]—View course description in department listing on p. 476.

[**Women, Gender, and Sexuality 212. History of Sexuality**]—View course description in department listing on p. 483.

Women, Gender, and Sexuality 215. Drink and Disorder in America—View course description in department listing on p. 483. -Hedrick

Women, Gender, and Sexuality 301. Western Feminist Thought—View course description in department listing on p. 483. Prerequisite: C- or better in one other course in Women Gender and Sexuality. -Hedrick

[**Women, Gender, and Sexuality 319. The Woman's Film**]—View course description in department listing on p. 484.

Women, Gender, and Sexuality 345. Film Noir—View course description in department listing on p. 484. -Corber

Spring Term

[**201. American Identities**]—The central focus of this course will be American identities—the various ways in which Americans have defined themselves, and have been defined. We will proceed chronologically, looking at contact between Amerindians, Puritans, and Cavaliers; the creation of a national identity; the contested meanings of race, class, gender, and ethnicity; and the role played by such forces as religion, region, technology, and empire. The course will also serve to introduce students to some of the central themes, theories, and sources of American studies, and interdisciplinary approach to the study of American culture. Readings will include poems, essays, autobiographies, novels, images, films, and the interpretive work of scholars in a number of disciplines. (Enrollment limited)

203. Conflicts and Cultures In American Society—Focusing on a key decade in American life—the 1890s, for example, or the 1850s—this course will examine the dynamics of race, class, gender, and ethnicity as forces that have shaped, and been shaped by, American culture. How did various groups define themselves at particular historical moments? How did they interact with each other and with American society? Why did some groups achieve hegemony and not others, and what were—and are—the implications of these dynamics for our understanding of American culture? By examining both interpretive and primary documents—novels, autobiographies, works of art, and popular culture—we will consider these and other questions concerning the production of American culture. (Enrollment limited)-Miller

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

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

[**231. Presley, Dylan, Springsteen, and the Poetics of Rock and Roll**]— This course examines the musical and social meaning of three icons in the history of rock 'n' roll and American culture. It has been said that Presley freed a generation's body, Dylan unlocked a generation's mind, and Springsteen has been working on a generation's soul. We will delve deeply into the music and lyrics of each artist and study each figure as someone who shaped the 1950s, 1960s and 1970s. In addition to an intensive exploration of the music, sources will include published interviews, documentaries, and interpretive works by scholars and critics such as Peter Guarlnick, Greil Marcus, Christopher Ricks, Dave Marsh, and June Sawyers. (Enrollment limited)

255. American Icons—This course will look at modern American culture by examining some of its major icons - from Ellis Island to World War II, the atomic bomb to the suburbs, the Vietnam War to Muhammad Ali, 1980s pop

music to the Super Bowl. We will do so with the assumption that these icons are windows into broader questions over American identity, values, ideologies, politics, and culture. (Enrollment limited)-Seidman

275. The West in American Culture: Symbols, Myths, and Realities—This course investigates the cultural meanings and the lived experiences associated with the American West. Themes for the course include Frederick Jackson Turner's notion of the frontier and American exceptionalism, the use of Western myths and symbols in American culture, race relations and the historical experiences of racial minorities, regional development and its relationship to federal power, and political movements such as women's suffrage, environmentalism, and conservatism. (Enrollment limited)-Tang

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

301. Junior Seminar: American Texts—This course, required for the American studies major and ordinarily taken in the fall of the junior year, examines central texts in American history and culture. Through intensive discussion and writing, the class will explore the contexts of these works as well as the works themselves, paying particular attention to the interrelated issues of race, class, gender, and other similarly pivotal social constructs. Course is open only to American studies majors. Prerequisite: Students must have completed American Studies 203 or enroll in 203 with 301.203 (Enrollment limited)-Miller

[329. Viewing The Wire Through a Critical Lens]—Through analysis and dissection of David Simon's *The Wire*, this course seeks to equip students with the tools necessary to examine our postmodern society. *The Wire* seamlessly juxtaposes aesthetics with socio-economic issues, offering up a powerful lens for investigating our surroundings. Whether issues of unregulated free market capitalism, the bureaucracy of our school systems, politics of the media, false notions of equal opportunity, devaluation of human life, or a failed war on drugs, *The Wire* addresses the complexities of American urban life. Through a socio-political and cultural reading of the five individual seasons, students will be able to explore a multitude of contemporary problems. (Enrollment limited)

335. The Play's the Thing: Staging Race in African American Theater and Drama—This course examines both historical and contemporary African American performance/drama. What does it mean to perform "blackness"? How do these performances overlap with other aspects of identity, such as nation, gender, and class? The course will consider early enactments of race in minstrel shows to later theatrical representations that engage with important cultural moments, such as slavery, Emancipation, Harlem Renaissance, Civil rights, feminism, and AIDS. In addition to our focus dramatic texts, by authors such as Hansberry, Wilson, Parks, Baldwin, and Deaver-Smith, we will also consider how these works intersect with other performative sites, such as the visual representations of Kara Walker, the dance performances of Bill T. Jones and the filmic depictions of Julia Dash and Spike Lee. (Enrollment limited)-Paulin

[348. Thought and Culture in American Society]—This course offers a survey of American intellectual and cultural history in the 19th century, from the decades following the Revolutionary War to the early years of the 20th century. Among the various "isms" we will unpack are republicanism, evangelicalism, transcendentalism, individualism, populism, pragmatism, and progressivism. Readings will include works by Thomas Jefferson, Ralph Waldo Emerson, Herman Melville, Harriet Beecher Stowe, Frederick Douglass, William James, Ida Wells, Jane Addams, Jack London, and others. (Enrollment limited)

[352. The Culture of Cold War America]—This course encourages students to critically analyze the relationship between the Cold War and developments in American culture. Discussion topics include the roots of the Cold War, the anxieties concerning nuclear annihilation, the fear of global and domestic communism, representations of the Cold War in social memory, political dissent and cultural politics during the Cold War, and the impact of the Cold

War on gender norms, civil rights, and labor relations. In addition to reading historical monographs, students will interpret the era's popular culture. (Enrollment limited)

355. Urban Mosaic: Migration, Identity, and Politics—This course focuses on ethnic and racial communities in 20th-century urban areas. Readings allow students to assess and to compare the ways in which ethnicity and race impacted how people lived and worked in the city (e.g., ethnic neighborhoods, segmented labor, and racially exclusive unions). They also reveal how ethnic and racial communities defined their interests when they engaged in political activities. Discussion themes include identity politics, intergroup relations, cultural life within ethnic and racial communities, employment discrimination, and residential segregation. (Enrollment limited)-Tang

[359. Violence in the American Imagination]—“We have front row seats for the theater of mass destruction,” said the narrator of the 1999 film, *Fight Club*. This course examines the ways in which violence has constructed America and America has constructed violence. How has the definition of violence changed over time? What are the connections between cultural understandings of pain and suffering and the larger social dynamics of the nation? We will study these important questions in a variety of settings from the 19th to the 20th century. Readings will include Andrew Jackson, Frederick Douglass, Louisa May Alcott, Mark Twain, Tillie Olsen, Ralph Ellison, James Welch, Chuck Palahniuk, and others. (Enrollment limited)

[360. American Anthems: An Exploration in Music, Protest, and Culture]— Music has seemingly played a role in American events from the 1760s to the 1960s. But what has music actually accomplished? Is it capable of changing the world? Or is it simply a sideshow of political activism? This seminar traces mainstream and radical musical response to social and cultural upheaval in the American past from the Revolution to the post-9/11 age. Using the likes of William Billings, Jesse Hutchinson, George Root, and Scott Joplin to Duke Ellington, Bob Dylan, Prince, and Tupac Shakur, we will look to understand the many messages embedded in American protest music and the American music as an icon of social reform. (Enrollment limited)

374. The 1960s and American Culture—The 1960s were watershed years in modern American history. Major areas of U.S. life - politics, foreign policy, culture, race, gender - experienced monumental shifts that irrevocably altered the nation. This course will examine the 1960s and the cultural transformations this period brought about. We will pay particular attention to different protest movements, the Vietnam War, the counterculture, and the conservative ascendancy. We will also look at the ways that current narratives about “the sixties” are used in contemporary U.S. society, culture and politics. (Enrollment limited)-Seidman

[376. Visual Culture in America]—Images have always played a critical role in the construction of American culture. Drawing upon diverse media (prints, painting, cartoons, photography, movies, television, and graphic novels) and interdisciplinary readings on the interpretation of images, we will examine the changing role of visual culture in the shaping of American society. Specific topics include 18th- century family portraits, Civil War photography, images of empire, documentary expression in the 1930s, and visual narratives of 9/11. Course open only to American Studies majors. (Enrollment limited)

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

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

[409. Senior Seminar: American Animation and Society]— Comic art and animation are closely aligned media that have played a significant role in American culture. This course will consider the development of both media from the 1920s to today in their social, economic and cultural contexts. Special attention will be given to the perception of these as media for children, to the growing acceptance of mature themes in both media, and the power of imagery derived from comics and animation in advertising, merchandising, and even political propaganda. Course open only to senior American Studies majors. (Enrollment limited)

409. Class and American Culture: The Gilded Age to the 99 Percent—Class inequality is nothing new in the United States. While some have referred to America as a “classless” society, class and its representations are omnipresent in U.S. history, culture, and identity. This course will use written and visual primary-source texts to uncover the ideologies, representations, and narratives of class in American culture over the past two centuries. It will also look at how class has intersected with ideologies of race, gender, nationality, and identity. In bringing class out into the open, students will gain a better understanding of U.S. history and culture as well as our current conjuncture. (Enrollment limited)-Seidman

[**409. Lincoln and His Era**]*—*Drawing mainly on primary sources, this seminar will seek to understand Abraham Lincoln in his time. Among topics to be explored are: slavery’s critics and defenders; the struggle over slavery expansion (including the Lincoln-Douglas debates); John Brown’s raid; the secession crisis; Lincoln’s views of slavery and race and his role in emancipation; dissent and civil liberties during wartime; and Lincoln as a writer. Students will write several short papers based on assigned readings and a research paper on an approved topic of their choosing. Course open only to senior American Studies majors. (Enrollment limited)

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

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

438. America Collects—Collecting American history is as alive and well in America today as it was soon after the republic was constituted. In the late 18th-century Americans became enamored of “writing” the new nation’s history, both in the literal sense of creating narratives, and the figurative sense of collecting the books and documents which would inform and underpin those narratives. The first institution created specifically to collect and preserve American history was the Massachusetts Historical Society, founded in 1791, during George Washington’s presidency. This course will trace the conscious collecting (by both individuals and institutions) of documents and artifacts from the 18th century to the present day relating to “America,” as that term was variously defined over time. (Enrollment limited)-Ring

465. Post-War/Postmodern: American Design from Retro to Neo-Retro—This course explores the specifics of design in postwar America from a variety of perspectives, particularly social history. We will consider the growing phenomenon of postwar design templates as re-invented by contemporary designers in an attempt to understand why these icons of the Baby Boom have come to roost in contemporary culture. Topics include automobile design and history; housing and the creation of the American suburb; taming the exotic in tiki bars; kitchen debates and the feminine mystique; and domestic ideals and queering domesticity. (Enrollment limited)-McCombie

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar’s Office, and

the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

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

490. Research Assistantship— -Staff

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

Graduate Courses

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

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

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

838. America Collects—Collecting American history is as alive and well in America today as it was soon after the republic was constituted. In the late 18th-century Americans became enamored of "writing" the new nation's history, both in the literal sense of creating narratives, and the figurative sense of collecting the books and documents which would inform and underpin those narratives. The first institution created specifically to collect and preserve American history was the Massachusetts Historical Society, founded in 1791, during George Washington's presidency. This course will trace the conscious collecting (by both individuals and institutions) of documents and artifacts from the 18th century to the present day relating to "America," as that term was variously defined over time.-Ring

865. Post-War/Postmodern: American Design from Retro to Neo-Retro—This course explores the

specifics of design in postwar America from a variety of perspectives, particularly social history. We will consider the growing phenomenon of postwar design templates as re-invented by contemporary designers in an attempt to understand why these icons of the Baby Boom have come to roost in contemporary culture. Topics include automobile design and history; housing and the creation of the American suburb; taming the exotic in tiki bars; kitchen debates and the feminine mystique; and domestic ideals and queering domesticity.-McCombie

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

894. Museums and Communities Internship—Matriculated American studies students have the opportunity to engage in an academic internship at an area museum or archive for credit toward the American studies degree. For detailed information, contact the Graduate Studies Office. -Staff

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

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

954. Thesis Part I—(The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) -Staff

955. Thesis Part II—(Continuation of American Studies 954.) (2 course credits) -Staff

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

Courses Originating in Other Departments

[Economics 214. Business and Entrepreneurial History]—View course description in department listing on p. 184. Prerequisite: C- or better in Economics 101.

Educational Studies 300. Education Reform: Past and Present— View course description in department listing on p. 195. Prerequisite: C- or Better in EDUC200 or American Studies Major or Public Policy and Law Major. -Dougherty

[Educational Studies 307. Latinos in Education: Local Realities, Transnational Perspectives]—View course description in department listing on p. 195. Prerequisite: EDUC200 or INTS/LACS majors or Hispanic Studies majors or Anthropology majors or Permission of Instructor.

English 204. Introduction to American Literature I—View course description in department listing on p. 224. -Lauter

English 217. Introduction to African American Literature— View course description in department listing on p. 224. -Paulin

[English 265. Introduction to Film Studies]—View course description in department listing on p. 225.

English 293. Tough Guys & Bad Girls: 20th Century American Crime Fiction—View course description in department listing on p. 226. -Mrozowski

- [**English 311. Afro-Asian Intersections**][—View course description in department listing on p. 227.](#)
- [**English 341. American Literary Modernism and the Great War**][— View course description in department listing on p. 228.](#)
- [**English 451. Queer Harlem Renaissance**][—View course description in department listing on p. 231.](#)
- [**English 477. The Sixties in Film, Fiction and Poetry**][— View course description in department listing on p. 232.](#) Prerequisite: ENGL 260 with minimum grade of C- and Junior or Senior status.
- [**English 496. Senior Seminar: Evolution of the Western Film**][— View course description in department listing on p. 233.](#)
- [**English 851. Queer Harlem Renaissance**][—View course description in department listing on p. 234.](#)
- [**English 868. Walt Whitman & Emily Dickinson**][—View course description in department listing on p. 235.](#)
- [**English 877. The Sixties in Film, Fiction and Poetry**][— View course description in department listing on p. 235.](#)
- French 325. Americans in Paris/Parisians in America**[—View course description in department listing on p. 352.](#) -Humphreys
- Hispanic Studies 233. Latin American Literature and Film in Translation**[—View course description in department listing on p. 365.](#) -Robyn
- [**History 202. The United States from Reconstruction to the Present**][— View course description in department listing on p. 291.](#)
- [**History 247. Latinos/Latinas in the United States**][—View course description in department listing on p. 293.](#)
- [**History 269. The 1960s**][—View course description in department listing on p. 294.](#)
- History 300. History Workshop: Native America, East of the Mississippi, 1497-1839**[—View course description in department listing on p. 294.](#) -Wickman
- [**History 301. History as Text, Text as History: America in the Long 19th Century**][—View course description in department listing on p. 294.](#)
- [**History 313. The Struggle for Civil Rights in the United States**][— View course description in department listing on p. 295.](#)
- [**History 354. The Civil War and Reconstruction, 1861-1877**][—View course description in department listing on p. 296.](#)
- [**History 397. Work and Motherhood in the United States 1920-Present**][— View course description in department listing on p. 298.](#)
- [**History 451. Nationalizing America, 1932-1960**][—View course description in department listing on p. 298.](#)
This course open to senior History majors only.
- [**History 451. The Gilded Age: 1865-1900**][—View course description in department listing on p. 299.](#)
- [**History 828. The Gilded Age: 1865-1900**][—View course description in department listing on p. 299.](#)

[**History 839. Nationalizing America, 1932-1960**]—View course description in department listing on p. 299. Graduate Students.

Language & Cultural Studies 233. Latin American Literature and Film in Translation—View course description in department listing on p. 343. -Robyn

Language & Cultural Studies 325. Americans in Paris/Parisians in America—View course description in department listing on p. 344. -Humphreys

Music 218. American Popular Music—View course description in department listing on p. 392. -Woldu

Music 274. Jazz: 1900 to the Present—View course description in department listing on p. 392. -Allen

Philosophy 239. African-American Feminism—View course description in department listing on p. 407. -Marcano

[**Philosophy 241. Race, Racism, and Philosophy**]—View course description in department listing on p. 408.

Political Science 102. American National Government—View course description in department listing on p. 429. Not open to seniors. -Bourbeau, McMahan

[**Political Science 216. American Political Thought**]—View course description in department listing on p. 430.

[**Political Science 225. American Presidency**]—View course description in department listing on p. 430.

Political Science 307. Constitutional Law I: The Federal System and Separation of Powers—View course description in department listing on p. 431. Prerequisite: C- or better in Political Science 102. -McMahon

Political Science 316. Constitutional Law II: Civil Rights and Civil Liberties—View course description in department listing on p. 431. Prerequisite: C- or better in Public Policy 201 or Public Policy 202 or POLS 102 or Permission of Instructor. -Fulco

[**Political Science 318. Environmental Politics**]—View course description in department listing on p. 431. Prerequisite: C- or better in Political Science 102.

[**Political Science 326. Women and Politics**]—View course description in department listing on p. 431. Prerequisite: C- or better in Political Science 102 or permission of instructor.

[**Political Science 355. Urban Politics**]—View course description in department listing on p. 432. Prerequisite: C- or better in Political Science 102 or permission of instructor.

Political Science 373. Law, Politics, and Society—View course description in department listing on p. 433. -McMahon

[**Religion 214. Jews in America**]—View course description in department listing on p. 463.

Religion 261. American Catholics—View course description in department listing on p. 464. -Walsh

Religion 262. Religion in America—View course description in department listing on p. 464. -Kirkpatrick

Religion 290. Spiritual Movements in Contemporary America—View course description in department listing on p. 464. -Desmangles

Religion 339. Modern American Theology—View course description in department listing on p. 465. -Dorrien

[**Sociology 204. Social Problems in American Society**]—View course description in department listing on p. [471](#).

Sociology 241. Mass Media, Popular Culture, and Social Reality— View course description in department listing on p. [471](#). Prerequisite: Prior Sociology course or permission of instructor. -Williams

[**Women, Gender, and Sexuality 215. Drink and Disorder in America**]— View course description in department listing on p. [485](#).

[**Women, Gender, and Sexuality 315. Women in America**]—View course description in department listing on p. [485](#).

[**Women, Gender, and Sexuality 335. Mapping American Masculinities**]— View course description in department listing on p. [485](#).

Women, Gender, and Sexuality 369. Queer Studies: Issues and Controversies—View course description in department listing on p. [486](#). -Corber, Valocchi

Anthropology

Associate Professor Notar, Chair; Professor Nadel-Klein●● and Charles A. Dana Research Professor Trostle; Assistant Professor Hussain†; Visiting Assistant Professors Beebe and DiVietro; Visiting Lecturer Johnson

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

Students majoring in anthropology study the discipline’s history, methodology, and contemporary concerns such as globalization, the environment, medicine and public health, urbanization, and economic upheavals. Since non-ethnocentric interpretations require familiarity with a particular cultural context, students also take courses concerning distinct ethnographic areas such as the Caribbean, China, Africa, Europe, North America, and South Asia. In addition, they take courses that emphasize issues of broad human concern, because interpretations of human similarities and differences can be achieved only through cross-cultural comparison. In selecting electives, students may choose either additional anthropology courses or appropriate courses in such cognate departments and programs as international studies, classics, religion, educational studies, music, sociology, and women, gender, and sexuality. Students will consult with their adviser to determine the exact mix of courses that will meet their particular objectives.

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

The anthropology major—The major requires 10 courses (11 starting with Class of 2013) with a minimum grade of C-, including:

- Four core courses. (Five starting with Class of 2013)

ANTH 201. Introduction to Cultural Anthropology (renumbered as ANTH 101 from 2012)
ANTH 300. Junior Seminar in Contemporary Anthropology
ANTH 301. Ethnographic Methods and Writing
ANTH 302. History of Anthropological Thought
ANTH 401. Seminar in Contemporary Issues

- Two ethnographic courses. Examples include:

ANTH 228. Anthropology from the Margins of Southeast Asia
ANTH 247. China through Film
ANTH 252. Identities in Britain and Ireland
ANTH 262. Peoples and Cultures of the Caribbean

- Four electives in anthropology or in cognate subjects. Starting with Class of 2013 at least one of these must be at the 300 level. Examples include:

ANTH 207. Anthropological Perspectives on Women and Gender
ANTH 215. Medical Anthropology
ANTH 227. Introduction to Political Ecology
ANTH 238. Economic Anthropology
ANTH 245. Anthropology and Global Health
ANTH 308. Anthropology of Place

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

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

Fall Term

201. Introduction to Cultural Anthropology—This course introduces the theory and method of cultural anthropology as applied to the analysis of specific cultures. The focus will be on the analysis of specific cultures and case studies of societies from different ethnographic areas. Topics to be considered include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (Enrollment limited)-Beebe, DiVietro, Johnson

215. Medical Anthropology—This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of disease, cultural critiques of biomedicine, and non-Western systems of healing. We will explore the major theoretical schools in medical anthropology, and see how they have been applied to specific pathologies, life processes, and social responses. Finally we will explore and critique how medical anthropology has been applied to health care in the United States and internationally. The course will sensitize students to cultural issues in sickness and health care, and provide some critical analytic concepts and tools. Prerequisite: Anthropology 201 or other Anthropology course or Permission of Instructor. (Enrollment limited)-Trostle

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

241. Women in the Caribbean—This course explores the diverse lives of women of the Caribbean. We will begin with feminist theories of women and power and trace how those understandings have emerged and changed over time. We will use ethnographies to examine women’s lives in both historical and contemporary Caribbean settings, and explore major theoretical approaches in feminist and Caribbean anthropology. We will analyze how women’s experiences have been shaped by multiple forces, including slavery and emancipation, fertility and constructs of motherhood, gender and violence, race and identity, tourism and sex work, illness and poverty, globalization and labor. (Enrollment limited)-DiVietro

[252. Identities in Britain and Ireland]—This course takes a close look at social diversity within Britain (England, Scotland, Wales), and Ireland (Northern and Eire). It will examine how class, race, ethnicity, gender, and region affect people’s sense of identity and participation as citizens within their nations and within the European Union. It will also investigate the ways communities are represented or represent themselves through tourism, heritage sites, and museums. Overall, the course engages the question of how a society does or does not transcend “difference.” (Enrollment limited)

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

[254. The Meaning of Work]—This course takes a cross-cultural look at the ways in which people define work in daily life. Drawing upon diverse sources, including ethnography, fiction, biography and investigative journalism,

it will examine the ways in which people labor to make a living and to sustain their households. Students will consider such key questions as: What makes work meaningful? How are occupational communities formed? How is work gendered? How have global forces reshaped the nature of work? How do people experience the lack of work? Examples will be drawn from different work environments, including mining, fishing, agriculture, industry, service work, domestic work and intellectual work. (Enrollment limited)

[256. Anthropology of Reproduction]—This course is a study of the biological and social contexts of human reproduction throughout time and across cultures. It examines how sex, pregnancy, and childbirth are interconnected with power, class, evolution, gender, and religion. The anthropology of reproduction builds upon the insights of cultural, medical and biological anthropology and emphasizes the ways in which social and cultural experiences can shape biological experiences of reproduction. Weekly seminar discussions will explore cross-cultural perspectives on childbearing, infertility, abortion, global maternal health, and new reproductive technologies. Students will also discuss the roles of men and fathers in reproduction and question why reproduction has been mainly been addressed as a concern of women. (Enrollment limited)

[301. Ethnographic Methods and Writing]—This course will acquaint students with a range of research methods commonly used by anthropologists, and with the types of questions and designs that justify their use. It will describe a subset of methods (individual and group interviewing, and observation) in more detail, and give students practice in their use, analysis, and presentation. Through accompanying readings, the course will expose students to the controversies surrounding the practice of ethnography and the presentation of ethnographic authority. Students will conduct group field research projects during the course, and will develop and write up research proposals for projects they themselves could carry out in a summer or semester. It is recommended that students have already taken an anthropology course. (Enrollment limited)

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

303. Urban China—What does it mean to live in one of the fastest growing cities in the fastest growing economy in the world? This course focuses on understanding the complex and ongoing transformations of Chinese cities, examining such topics as contestations over the urban environment and “public” space, the rise of China’s new middle class, new consumption patterns, rural to urban migration, and spaces of youth culture. Course materials will include ethnographies, journal and newspaper articles as well as documentary and feature film clips (Enrollment limited)-Notar

308. Anthropology of Place—This course explores the increasingly complex ways in which people in industrial and non-industrial societies locate themselves with respect to land and landscape. Contrary to some widespread assumptions regarding the fit between identity and place (i.e., ethnicity and nationalism), we study a range of settings in which people actively construct, contest, and reappropriate the spaces of modern life. Through texts, seminar discussions, films, and a field-based research project as the major exercise, students will explore a number of issues, including cultural persistence and the loss of place; the meaning of the frontier and indigenous land rights struggles; gender and public space; the deterritorialization of culture (i.e., McDonald’s in Hong Kong); and the cultural costs of an increasingly “fast” and high-tech world. (Enrollment limited)-Nadel-Klein

[310. Anthropology of Development]—This seminar will explore international economic and social development from an anthropological perspective. We will critically examine concepts of development, underdevelopment, and progress. We will compare how multilateral lenders and small nongovernmental organizations employ development rhetoric and methods. We will examine specific case studies of development projects in Africa, Asia, and Latin America, asking what has been attained, and what is attainable. (Enrollment limited)

399. Independent Study—Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chair are required for enrollment. (0.5-2 course credit) -Staff

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

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

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

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

Courses Originating in Other Departments

Educational Studies 316. Education and Social Change Across the Globe—View course description in department listing on p. 193. Prerequisite: a passing grade in a prior Educational Studies or International Studies Course. -Dyrness

[**Educational Studies 320. Anthropology and Education**]—View course description in department listing on p. 193. Prerequisite: A C- or better in Education 200 or Anthropology 201 or permission of the instructor.

[**International Studies 218. Women, Gender, and Family in the Middle East**]—View course description in department listing on p. 314.

[**International Studies 234. Gender and Education**]—View course description in department listing on p. 314.

[**International Studies 249. Immigrants and Refugees: Strangers in Strange Lands**]—View course description in department listing on p. 315.

[**International Studies 262. Peoples and Culture of the Caribbean**]—View course description in department listing on p. 315.

International Studies 311. Global Feminism—View course description in department listing on p. 316. -Bauer

Religion 281. Anthropology of Religion—View course description in department listing on p. 462. -Beebe

[**Religion 285. Religions of Africa**]—View course description in department listing on p. 462.

[**Religion 290. Spiritual Movements in Contemporary America**]—View course description in department listing on p. 462.

Spring Term

201. Introduction to Cultural Anthropology—This course introduces the theory and method of cultural anthropology as applied to the analysis of specific cultures. The focus will be on the analysis of specific cultures and case studies of societies from different ethnographic areas. Topics to be considered include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (Enrollment limited)-Hussain, Trostle

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

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

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

[237. **Indigenous Social Movements in Latin America**]—This course examines the meaning of “being indigenous” in Latin America. What complex questions of power are indigenous movements addressing and challenging, and where are these movements happening? While indigenous social movements have independently gained strength in diverse settings, they share common elements of history, politics, and culture. Most prominent among these are a legacy of colonialism and the nature of coloniality, and a daily negotiation of identities within the context of multi-cultural and intercultural societies. In recent years, indigenous peoples in Latin America have assumed a greater role in the politics of their respective nation-states, leading to their unprecedented condition as active, decision making protagonists in their unfolding histories. (Enrollment limited)

238. Economic Anthropology—We often assume that culture and the economy are separate, but all economic transactions contain cultural dimensions, and all cultural institutions exhibit economic features. This course provides an introduction to key debates and contemporary issues in economic anthropology. We will consider differences in the organization of production, distribution, and consumption in both subsistence and market economies and examine ways in which anthropologists have theorized these differences. Topics for discussion will include cultural conceptions of property and ownership, social transitions to market economies, the meanings of shopping, and the commodification of bodies and body parts such as organs and blood. Course materials will draw from ethnographic studies, newspaper articles, and documentary films. (Enrollment limited)-Staff

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

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

253. Urban Anthropology—This course will trace the social scientific (especially ethnographic and cultural) study of the modern city from its roots in the Industrial Revolution through the current urban transformations

brought about by advanced capitalism and globalization. Why are cities organized as they are? How does their organization shape, and get shaped by, everyday practices of city inhabitants? This course will explore the roles of institutional actors (such as governments and corporations) in urban organization, and the effects of economic change, immigration, and public policy on the social organization and built environment of cities. It will examine social consequences of cities, including economic inequality, racial stratification, community formation, poverty, and urban social movements. Though it will focus on American urbanism, this course will also be international and ethnographic. (Enrollment limited)-Beebe

[257. The Social Context of Health and Disease in Latin America]—This course examines the history and current status of health and disease in Latin America from a perspective that is social, rather than biological or medical. We start by affirming that the primary causes of ill health are structural—related to economic, political, and cultural determinants, resulting in health disparities and inequalities— and then show how this concept of “social medicine” is developed within the Latin American context. In studying a regional history marked by an ongoing legacy of colonialism, in addition to influential movements for social justice and human rights, we analyze national health systems and reforms ranging from market based to socialist. We also discuss the dichotomy between biomedicine and traditional medicine in the region, focusing on a model of “intercultural health.” (Enrollment limited)

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

300. Junior Seminar in Contemporary Anthropology—A half credit seminar designed for anthropology majors in their junior year, open also to sophomore majors who will be studying abroad when this course is offered in their junior year. This course is designed to build knowledge of the discipline and practice of anthropology, including contemporary debates, the publication process for scholarly literature, and other types of dissemination. Skills will be developed in research design and proposal writing. Prerequisite: Anthropology major or Permission of Instructor. (0.5 course credit) (Enrollment limited)-Nadel-Klein

301. Ethnographic Methods and Writing—This course will acquaint students with a range of research methods commonly used by anthropologists, and with the types of questions and designs that justify their use. It will describe a subset of methods (individual and group interviewing, and observation) in more detail, and give students practice in their use, analysis, and presentation. Through accompanying readings, the course will expose students to the controversies surrounding the practice of ethnography and the presentation of ethnographic authority. Students will conduct group field research projects during the course, and will develop and write up research proposals for projects they themselves could carry out in a summer or semester. It is recommended that students have already taken an anthropology course. Prerequisite: Anthropology major or Permission of Instructor. (Enrollment limited)-Notar

[308. Anthropology of Place]—This course explores the increasingly complex ways in which people in industrial and non-industrial societies locate themselves with respect to land and landscape. Contrary to some widespread assumptions regarding the fit between identity and place (i.e., ethnicity and nationalism), we study a range of settings in which people actively construct, contest, and reappropriate the spaces of modern life. Through texts, seminar discussions, films, and a field-based research project as the major exercise, students will explore a number of issues, including cultural persistence and the loss of place; the meaning of the frontier and indigenous land rights struggles; gender and public space; the deterritorialization of culture (i.e., McDonald’s in Hong Kong); and the cultural costs of an increasingly “fast” and high-tech world. (Enrollment limited)

399. Independent Study—Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chair are required for enrollment. (0.5-2 course credit) -Staff

401. Advanced Seminar in Contemporary Anthropology—Anthropologists are a contentious lot, often challenging the veracity and relevance of each other’s interpretations. In this seminar, students will examine recent manifestations of this vexatiousness. The seminar will consider such questions as: Can culture be regarded as

collective and shared? What is the relationship between cultural ideas and practical action? How does one study culture in the postmodern world of “the celluloid, global ethnoscape”? Can the practice of anthropology be fully objective, or does it demand a politics—an understanding that ideas, ours and theirs, are historically situated, politicized realities? Is domination the same everywhere? Prerequisite: Anthropology major or Permission of Instructor. (Enrollment limited)-Hussain, Trostle

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

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

Courses Originating in Other Departments

Art History 294. The Arts of Africa—View course description in department listing on p. [253](#). -Gilbert

[**Educational Studies 307. Latinos in Education: Local Realities, Transnational Perspectives**]—View course description in department listing on p. [195](#). Prerequisite: EDUC200 or INTS/LACS majors or Hispanic Studies majors or Anthropology majors or Permission of Instructor.

[**Educational Studies 320. Anthropology and Education**]—View course description in department listing on p. [195](#). Prerequisite: A C- or better in Education 200 or Anthropology 201 or permission of the instructor.

International Studies 218. Women, Gender, and Family in the Middle East—View course description in department listing on p. [320](#). -Bauer

International Studies 262. Peoples and Culture of the Caribbean—View course description in department listing on p. [321](#). -Desmangles

[**International Studies 307. Women’s Rights as Human Rights**]—View course description in department listing on p. [321](#).

[**Linguistics 101. Introduction to Linguistics**]—View course description in department listing on p. [372](#).

[**Music 222. Investigating Music and Culture**]—View course description in department listing on p. [392](#). Prerequisite: Music 113, 215, 219, 220, or Permission of Instructor.

[**Religion 281. Anthropology of Religion**]—View course description in department listing on p. [464](#).

Religion 290. Spiritual Movements in Contemporary America—View course description in department listing on p. [464](#). -Desmangles

Asian Studies

See International Studies Program, p. [326](#).

Biochemistry

Professor Curran, Chair

The biochemistry major—The biochemistry major is offered by the Chemistry Department and consists of the following one-semester courses: **CHEM 211L, 212L, 309L, 311L, 313, 316L; PHYS 231L; MATH 132; BIOL 308L or 227L or 224L; BIOL 317L**; and one elective course. The elective may be selected from any course in chemistry at the 300 level or above, or in biology at the 200 level or above. Students must take any laboratories associated with courses used to satisfy the elective requirement. Independent study and research may not be used to meet this requirement. Choice of electives should be made on the basis of the individual students' educational objectives and after consultation with the student's major adviser. The Writing Intensive Part II requirement is fulfilled by one of the following courses: **CHEM 309L or CHEM 311L**. The senior exercise for the biochemistry major is **CHEM 316L**. A grade of at least C- must be obtained in all required courses.

For further information concerning progress towards the major, please consult the description of the chemistry major. Biochemistry majors may choose a curriculum that meets the requirements for certification by the American Chemical Society for undergraduate training in chemistry. Students wishing to be so certified must take **CHEM 312L or 314L and CHEM 404**.

Students who are considering a major in biochemistry should consult a member of the chemistry department faculty as soon as possible after arriving on campus. Those who intend to enter a health-related profession should consult with a member of the Health Professions Advisory Committee.

Study away—Chemistry or biochemistry majors wishing to study away should plan well in advance of the semester or year they intend to go abroad. There are a variety of programs available, and students should review the information provided by the Office of International Programs and schedule a meeting with Professor Parr, the study abroad adviser in the Chemistry Department. In recent years, majors have studied in Australia and the British Isles.

In addition, students planning to study abroad who wish to have a course or courses counted towards partial fulfillment of the requirements for the chemistry or biochemistry major must present in writing a complete description of such courses for prior approval by the chair of the department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the chair of the department. This must include a certified transcript from the institution.

Advanced Placement—Students with an AP Chemistry test score of 4 or better will receive one course credit. This credit can be used to fulfill graduation requirements, but it cannot be used to fulfill any Chemistry Department prerequisite.

Honors—Honors will be awarded to students with a B+ average (3.33 or better) in all courses required for the major. A student must also complete at least one course credit of laboratory research (**CHEM 425**) approved by the Chemistry Department and earn a grade of at least B+.

Senior Thesis—A senior thesis requires a substantial amount of laboratory work. Students contemplating writing a thesis should therefore consult with their research advisers in their junior year. A Chemistry Department thesis application form (available from the chemistry secretary) must be submitted to the chair of the department by the end of the first week of classes of the fall semester of their senior year. Chemistry faculty members will evaluate applications. Students whose thesis applications are approved will enroll in **CHEM 499. Senior Thesis** for 1 credit in the spring semester of their senior year and participate in the departmental seminar series.

Biology

Thomas S. Johnson Distinguished Professor of Biology Blackburn, Chair; Charles A. Dana Professor of Biology Schneider; Professors Dunlap, Fleming●●, and Morrison; Associate Professors Archer, Foster, Guardiola-Diaz, and Smedley●; Principal Lecturer and Laboratory Coordinator O'Donnell; Senior Lecturer and Laboratory Coordinator Swart; Lecturer and Laboratory Coordinator Bonneau; Lecturer and Director of the Electron Microscopy Facility Lehman

Biology is the study of the unity and diversity of life. Modern biology is a field of great breadth that includes such disciplines as molecular biology, genetics, development, physiology, zoology, botany, ecology, and evolutionary biology. As an interdisciplinary field, biology draws upon chemistry, mathematics, and physics, while intersecting with such other fields as neuroscience, psychology, anthropology, philosophy, and paleontology.

The biology major is constructed to provide students with a broad background in the field while offering opportunities for concentration in particular areas. The department has excellent facilities, and majors are strongly encouraged to conduct independent research with a faculty member. A major in biology can lead to a career in research, teaching, or the health professions, as well as in law, government, business, or management. The major also prepares students for further study in such interdisciplinary fields as biochemistry, nutrition, neuroscience, oceanography, and environmental science.

Students who are considering a major in biology should consult a member of the Biology Department as early in their undergraduate career as possible. The faculty member will help plan a sequence of courses appropriate for the student's particular interests and needs. If the biology major is to be used as preparation for one of the health-related professions, the student should consult with a member of the Health Professions Advisory Committee (see the advising section in the *Bulletin*).

The biology major—Students have two options for majoring in biology, leading respectively to the bachelor of science degree and the bachelor of arts degree. Both degrees offer students breadth and depth in the field. The bachelor of science degree is recommended to undergraduates who want the strongest background in the discipline and to students who are interested in pursuing a graduate degree in the biological sciences. The bachelor of arts degree offers a level of flexibility and is appropriate for students with plans that do not necessarily include graduate school. Either the B.S. or B.A. degree is appropriate for students aspiring to health professions schools.

General requirements for the B.S. and B.A.

Course requirements for a major in biology include nine courses from the Department of Biology, plus at least three cognate courses in chemistry and mathematics. No course with a grade less than C- may be counted towards the major.

The core sequence of biology courses is as follows:

BIOL 182L. Evolution of Life

BIOL 183L. The Cellular Basis of Life (CHEM 111 is a prerequisite)

Required cognate courses include **CHEM 111L** and **112L. Introductory Chemistry I and II** and one of the following courses in quantitative methods:

MATH 107. Elements of Statistics

MATH 126. Calculus with Algebra and Trigonometry

MATH 131. Calculus I

MATH 132. Calculus II

MATH 142. Accelerated Calculus II

PSYC 221L. Research Design and Analysis

Incoming students with interests in the life sciences ideally should enroll in **BIOL 182L** and **CHEM 111L** in the fall semester, followed by **BIOL 183L** and **CHEM 112L** in the spring semester. If necessary, students who have taken **CHEM 111L** may enter **BIOL 183L** in the spring semester and take **BIOL 182L** the following fall semester.

BIOL 182L and **183L** are required for most upper-level courses in the biological sciences, and both satisfy the Writing Intensive Part II requirement for the major.

Bachelor of science in biology

Beyond the general requirements outlined above, candidates for the bachelor of science degree are expected to take seven biology courses (at least four with labs), plus one additional cognate course in the physical sciences as described.

The seven additional biology courses include **BIOL 224. Genetics**, plus one course each from Groups I, II, and IV, plus three other biology courses chosen from any of the groups. Students who wish to use Research in Biology as one of their nine majors courses must either take two semesters of **BIOL 419** or **425**, or one semester of either with concurrent enrollment in **BIOL 403** or **404. Research Seminar**.

Group I: Biodiversity—Group I offerings provide exposure to the biology of organisms other than vertebrates, groups that comprise the vast majority of all life. These courses employ an integrative approach with an emphasis on biodiversity.

BIOL 215L. Botany
BIOL 222L. Invertebrate Zoology
BIOL 308L. Microbiology
BIOL 336L. Marine and Freshwater Botany

Group II: Cellular/molecular basis of life—Group II offerings will ensure that students gain competence in the cellular and molecular processes that are fundamental to life.

BIOL 226L. Recombinant DNA Technology
BIOL 227L. Cell Biology
BIOL 317L. Biochemistry

Group III: Electives in biology—Group III courses are intended to allow students the opportunity to explore other areas of biology in detail.

BIOL 175. Genome Analysis
BIOL 204. Plant Diversity
BIOL 206L. Histophysiology
BIOL 233. Conservation Biology
BIOL 244. Biology of Infectious Disease
BIOL 300. Evolutionary Thought
BIOL 310L. Developmental Biology
BIOL 315L. Vertebrate Zoology
BIOL 319L. Animal Physiology
BIOL 323L. Plant Metabolism and Behavior
BIOL 333L. Ecology
BIOL 350L. Biological Electron Microscopy
NESC 201 or 201L. Principles of Neuroscience: Neurobiology

Group IV: Capstone courses—Group IV courses provide students with a culminating experience in the major, and satisfy the senior exercise requirement.

BIOL 419. Research in Biology (Library), plus **BIOL 403** or **BIOL 404**
BIOL 425. Research in Biology (Laboratory), plus **BIOL 403** or **BIOL 404**
BIOL 430. Avian Ecology and Conservation
BIOL 435. Life History Strategies
BIOL 440. Drug Discovery
BIOL 446. Bacterial Pathogenesis
BIOL 456L. Biology of Communication
BIOL 463L. Ecological Concepts and Methods
BIOL 464. Molecular Genetics

BIOL 468. Marine Phytogeography
BIOL 473L. Sensory Biology
BIOL 475. Symbiosis
NESC 402. Cellular and Molecular Neurobiology

Required cognate course—In addition to biology and cognate courses listed above, students must take at least one course in organic chemistry (**CHEM 211L**) or introductory physics (**PHYS 101L** or **PHYS 131L**).

Students are strongly recommended to take two semesters in organic chemistry and two semesters in introductory physics. While not required for the major, these are considered to be essential for students who are interested in the health professions or in continuing their education at the graduate level.

Bachelor of arts in biology

Beyond the “general requirements” (**BIOL 182** and **183**, **CHEM 111** and **112**, and a course in quantitative methods, as listed above), candidates for the bachelor of arts degree are expected to take seven biology courses (at least four with labs). These seven courses should include at least one course each from Groups I, II, and IV, as listed above.

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

BIOL 105. Microbes and Society
BIOL 107. Plants and People
BIOL 111. Winter Ecology
BIOL 116. Biogeography
BIOL 118. Human Biology
BIOL 120. Genes, Clones, and Biotechnology
BIOL 131. Urban Wildlife Ecology
BIOL 140. Biological Systems
BIOL 141. Global Perspectives in Biodiversity and Conservation
NESC 101. The Brain
NESC 262. Introduction to Animal Behavior
PSYC 261. Brain and Behavior

Optional courses of potential interest—Students also are encouraged to take courses in other departments and programs that have a relationship to the biological sciences. Examples of such courses are as follows:

ANTH 215. Introduction to Medical Anthropology
CHEM 316L. Physical Biochemistry
CPSC 115L. Introduction to Computing
ENGL 208. Argument and Research Writing
ENGR 411. Electrophysiology of the Central Nervous System
ENVS 112. Introduction to Earth Science
ENVS 149L. Introduction to Environmental Science
NESC 202L. Clinical Neuroanatomy
NESC 401. Neurochemistry
PHIL 215. Medical Ethics
PHIL 221. Science, Reality, and Rationality
PHIL 227. Environmental Philosophy
PHIL 374. Minds and Brains
PSYC 261. Brain and Behavior
PSYC 464. Neuropsychopharmacology

The biology minor—The minor in biology is an option for students who are not majoring in the subject but who wish to enhance their biological background in conjunction with other academic interests. The minor offers students

the opportunity to explore one or more aspects of biology or to sample broadly from across the departmental curriculum. A minor in the subject also may help prepare students for post-graduate careers in areas related to the life sciences, including environmental consulting, scientific publishing, environmental law, nutrition, science teaching, and allied health fields. In order to declare a minor in biology and to plan a course of study, a student should meet with the chair of the Biology Department.

The minor in biology consists of six courses in the biological sciences (including at least four with labs). These six courses include (a) **BIOL 182L** and **183L** and (b) four departmental electives at the 200 level or above. At least two of the four electives should be lab courses. Eligible departmental electives include all 200-, 300-, and 400-level biology courses, as well as **NESC 201. Principles of Neuroscience: Neurobiology** and **NESC 402. Cellular and Molecular Neurobiology**. **BIOL 183** has a prerequisite of **CHEM 111L**.

To minimize excessive “double-dipping,” a maximum of two of the six biology courses is allowed to count towards the student’s academic major. Only one of the six biology courses can be a transfer credit (except in unusual circumstances approved by the department). No course with a grade less than C- may be counted towards the minor.

Advanced Placement—Students who receive a score of 4 or 5 on the Advanced Placement examination in biology may receive one course credit towards graduation. This course credit may not be counted towards the biology major, nor does it exempt students from any of the courses required for the major.

Teaching assistantships—Each year, by invitation, certain students will be given the opportunity to function as teaching assistants. Those accepting will work closely with a faculty member in the presentation of a departmental course. The primary responsibilities of student assistants will be instructional. Students taking part in this program can receive course credit by registering in **BIOL 466** (not creditable to the biology major).

Research in biology—Majors in biology are provided the opportunity to carry out research through direct laboratory work, field work, or library research under the direction of an individual faculty member. Seniors and those students using a laboratory or library research course to satisfy the Group IV requirement must simultaneously enroll in the biology research seminar (**BIOL 403** or **404**). Because of the nature of laboratory work and field work, students should be willing to devote at least two semesters to research. Library work is to be done on the semester basis and will involve the preparation of a paper dealing with a significant phenomenon or issue in the field. Those who wish to pursue this work should seek permission from the sponsoring faculty member no later than December 1 if the work is to be initiated in the spring term or no later than May 1 if the work is to be initiated in the fall term. Students are urged to make their arrangements as early as possible in the preceding semester. Ideally, students interested in summer research should contact faculty members in the preceding fall semester.

Non-majors—All students who wish to participate in departmental courses are welcome to enroll in any of these courses as long as they satisfy the listed prerequisites, or after obtaining permission from the faculty member teaching a course.

Courses at other institutions—Students who wish to receive major credit for course work at other institutions should submit to the department chair the name of the institution and the number, title, and catalogue description of the course. This information must be submitted in writing before the work is initiated and formal permission must be granted before the course can be credited toward the major at Trinity. Upon approval, up to three biology courses taken away from Trinity may be counted toward the biology major. Under special circumstances, students may petition the department for permission to transfer additional courses; transfer students wishing to transfer more than three courses should petition at the time of admission.

Study away—While there are many general programs of study abroad for Trinity students, biology majors interested in foreign study should be aware of programs designed particularly for serious biological study outside the College. Examples of suitable programs in which Trinity students participate regularly are listed below:

- Duke University Marine Laboratory
- School for Field Studies (field sites in Kenya, Baja Mexico, Costa Rica, Turks and Caicos Islands, and Australia)
- Organization for Tropical Studies
- Marine Biological Laboratory Semester in Environmental Science
- SEA Semester, Woods Hole

Honors—Students seeking honors must apply for the honors program in biology. This application must be in written form and should be submitted to the chair of biology before the sixth week of classes of a student's sixth semester. The biology faculty will act upon each application. Students seeking honors must have completed five biology courses that count towards the major by the end of their fifth semester and their grade point average in these courses must be at least 3.3 (B+). In addition, they must demonstrate in their work a scholarly intent. Students not qualifying for the honors program after five semesters may be invited by the faculty to enter the program at a later time.

After acceptance into the honors program, students must maintain a GPA of 3.3 in their biology courses. In addition, they must perform research in biology (**BIOL 419** or **BIOL 425**) for two semesters, including participation in **BIOL 403** and **404**. The honors program for a student culminates in an honors thesis (**BIOL 497**), an oral presentation to the biology faculty, and a poster presentation at our annual science symposium. Upon completion of these requirements, the faculty of biology will vote to award honors to those candidates who are deemed qualified. Under exceptional circumstances, certain research students not enrolled in the honors program, may, by producing particularly distinguished work, be considered for honors by the faculty of biology.

Fall Term

[120. Genes, Clones, and Biotechnology]—This course will focus on the fundamental concepts of genetics and human reproduction upon which current biotechnologies are based. Topics will include patterns of heredity, the molecular biology of gene structure and function, the manipulation and analysis of DNA, genes and disease, mutation, reproduction and embryonic development. The application of this knowledge as it is used in genetic screening, gene therapy, forensic medicine, embryo cloning, the production of transgenic organisms, and other biotechnologies will be discussed. In addition, the social, legal, and ethical ramifications of these technologies will be considered. Not creditable to the biology major. (Enrollment limited)

140. Biological Systems—This course explores the biology of animals (including humans) from standpoints of anatomy, physiology, and evolution. We shall consider basics of cell biology, genetics, development, and structure and function of the major organ systems (e.g., digestive, respiratory, excretory, nervous, endocrine, and reproductive systems). Evolutionary processes that have yielded animal diversity will also be explored. Laboratory activities include anatomical dissection, as well as explorations of microscopy, physiology, behavior, population genetics, and molecular biology. Not creditable to the biology major. This course fulfills the biology course requirement for students majoring in psychology and engineering. (Enrollment limited)-Blackburn, Bonneau, Dunlap

140L. Biological Systems - Lab—This course explores the biology of animals (including humans) from standpoints of anatomy, physiology, and evolution. We shall consider basics of cell biology, genetics, development, and structure and function of the major organ systems (e.g., digestive, respiratory, excretory, nervous, endocrine, and reproductive systems). Evolutionary processes that have yielded animal diversity will also be explored. Laboratory activities include anatomical dissection, as well as explorations of microscopy, physiology, behavior, population genetics, and molecular biology. Not creditable to the biology major. This course fulfills the biology course requirement for students majoring in psychology and engineering. For this optional laboratory class the student must also enroll in the lecture section. (0.25 course credit) (Enrollment limited)-Bonneau

[141. Global Perspectives on Biodiversity and Conservation]—This lecture and discussion course focuses on the current biodiversity crisis. We will discuss biological diversity and where it is found and how it is monitored, direct and indirect values of biodiversity, and consequences of biodiversity loss. Topics of discussion will also include the problems of small populations, the politics of endangered species, species invasions and extinctions, and the role of humans in these processes, design and establishment of reserves, captive breeding, and the role that the public and governments play in conserving biological diversity. Not creditable to the biology major. (Enrollment limited)

182. Evolution of Life—This course will provide an introduction to life on Earth from an evolutionary perspective. Through lecture and discussion, we will examine evolutionary principles, inheritance, biodiversity, physiological adaptations, and ecology. The laboratory will provide the opportunity to explore biological concepts through observation, experimental design, and analysis. (1.25 course credits) (Enrollment limited)-Blackburn, Bonneau, Fleming, Morrison, O'Donnell, Schneider, Swart

[203. Cellular Basis of Life]—In this third course of the introductory biology sequence, we will examine cells as the fundamental unit of life, discussing features common to all cells, and exploring specializations that confer unique

properties to different cell types. The laboratory will provide the opportunity to explore biological concepts through observation, experimental design, and analysis. Prerequisite: A grade of C- or better in Biology 182L and Chemistry 111L or permission of the instructor. (1.25 course credits) (Enrollment limited)

[215. Botany]—An introductory study of the structure, function, development, metabolism, reproduction, dispersal, ecology, and evolution of plants. Plant/animal interactions and co-evolution will be considered. Laboratory exercises and field work are designed to involve students with important concepts discussed in lecture. Prerequisite: C- or better in Biology 182L, or permission of instructor. (1.25 course credits) (Enrollment limited)

220. Transmission Electron Microscopy—Taught during the first seven weeks of the semester, this laboratory course introduces students to the transmission electron microscope (TEM), as well as to associated techniques and equipment. Transmission electron microscopes permit the ultrastructural examination of cell, tissue, and non-biological materials at very high magnification (up to 250,000x). In this course, students learn how to prepare specimens for electron microscopic study, to use the TEM to examine and digitally photograph them, and to interpret the resultant images. The theory behind these techniques and the use of the TEM also will be considered. Students apply these techniques towards construction of a portfolio of micrographs; if necessary, they can use two weeks beyond the seven-week class period to finish their projects. This course is ideal for students interested in independent research in biology, biochemistry, or neuroscience, but is open to other students as well. This course does not count towards the biology major. This course meets for one lecture and one lab period per week; however, students should plan to invest time outside of class in order to practice the techniques. (0.5 course credit) (Enrollment limited)-Lehman

224. Genetics—A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. This course may be taken without laboratory by registering for only Biology 224-01. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. (Enrollment limited)-Fleming

224L. Genetics Laboratory—A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. Prerequisite: C- or better in BIOL 224-01, or concurrent enrollment in BIOL 224-01. (0.25 course credit) (Enrollment limited)-Fleming

[226. Recombinant DNA Technology]—Human gene therapy, genetically-engineered crop plants, and transgenic mice are all possible because of the powerful techniques developed to manipulate nucleic acids and proteins. This course will introduce you to the fundamental methods at the heart of this technology—DNA isolation, restriction digestion, DNA recombination, Southern blotting, and DNA library screening. The emphasis will be on the laboratory experience, with lectures covering current examples of research using the techniques described. Prerequisite: C- or better in Biology 182L, and Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits) (Enrollment limited)

[227. Cell Biology]—A study of cell structure and function, emphasizing molecular components, metabolism, organelles, motility, and growth and division. The molecular biology of cells and the regulation of cellular processes are emphasized. Laboratory exercises will include light microscopy, molecular cellular experiments, and other experiments in cell biology. Prerequisite: C- or better in Biology 182L, and Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits) (Enrollment limited)

[233. Conservation Biology]—This lecture and discussion course focuses on the science and theory of this interdisciplinary field. Biological concepts examined include biodiversity and the definition of species, patterns of species vulnerability, population dynamics of small populations, extinctions and invasions, rarity, metapopulations, conservation genetics, reserve design, captive breeding, endangered species, habitat fragmentation, and population recovery programs. Interactions between biology, human concerns regarding resource management, and the political process will also be considered. Prerequisite: C- or better in Biology 182L, or permission of instructor. (Enrollment

limited)

244. Biology of Infectious Disease—The infectious disease process is multifactorial. In order to understand how bacteria and viruses cause disease, it is necessary to examine the delicate relationship that exists between the host and the infectious organism. This course will focus on understanding the human immune system in health and in disease, as well as the mechanisms employed by microorganisms to escape the immune response. A stepwise approach to the infectious process will be taken in this lecture- and discussion-based course, beginning with initial encounter between the host and the infectious agent and ending with the transmission of the agent to a new host. Although human disease will be the main focus, some infectious agents of plants and other animals will also be discussed. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. (Enrollment limited)-Foster

250. Genomics Research Program Seminar—This course serves to transition students from their focused first year experience to the broader field of biological research, both at Trinity and beyond. Students will read primary research literature from the full range of the life sciences - from molecules to ecosystems - and discuss common themes and problems in biological research. Students will also interact with all faculty and upper-level students conducting biological research at Trinity and will attend presentations of guest-lecturers from other colleges and universities. Prerequisite: C- or better in FYSM 170, Phage Hunters, and Biology 175. (0.5 course credit) (Enrollment limited)-Dunlap

[310. Developmental Biology]—A study of the developmental processes in animals with emphasis on vertebrates. Modern theories of development are emphasized. Laboratory exercise will include studies of the developmental anatomy of several animals with emphasis on the early embryology of the chick. In addition, experiments dealing with several aspects of animal morphogenesis will be pursued and selected techniques used in experimental studies of animal development will be introduced. Prerequisite: C- or better in Biology 182L or Biology 183L or Biology 203L, or permission of instructor. (1.25 course credits) (Enrollment limited)

317. Biochemistry—A study of the molecular reactions that sustain life. Topics include biomolecule structure and function, enzyme kinetics, bioenergetics, and integration and regulation of metabolic pathways. The laboratory exercises include chromatography, electrophoresis, spectroscopy and bioinformatic analysis. Prerequisite: C- or better in Chemistry 212L, Biology 182L and Biology 183L or 203L. (1.25 course credits) (Enrollment limited)-Guardiola-Diaz

[317L. Biochemistry Laboratory]—The goal of this course is to provide an introduction to the molecular reactions that sustain life. Topics include biomolecule structure and function, bioenergetic principles that rule the synthesis and degradation of biological macromolecules, and integration and regulation of metabolic pathways. As a consequence of its interdisciplinary nature, this course should be rewarding to students with a variety of interests. This is a lecture and discussion-based course with an instructional laboratory. The final grade earned will be determined by performance on examinations, quizzes, written assignments, laboratory reports, group activities, attendance and participation. Students majoring in biochemistry or using this course to satisfy the Group II requirement for the biology major must enroll in lab. Concurrent enrollment in Biology 317-01 or C- or better in Biology 317-01. (0.25 course credit) (Enrollment limited)

[319. Animal Physiology]—This course examines the physiological mechanisms underlying four fundamental functions—movement, sensation, feeding, and reproduction. How do physiological systems operate to enable organisms to live in drastically different habitats? What are the common cellular and molecular mechanisms shared by diverse animals? The laboratory will consist of several preparations examining developmental, sensory, endocrine, and muscle physiology, followed by more detailed, independent investigations of one of these preparations. Prerequisite: C- or better in Biology 182L, and Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits) (Enrollment limited)

[333. Ecology]—A study of the adaptations of organisms to their environment and of the interrelationships among organisms that determine the structure and attributes of natural populations and biological communities. Field trips and laboratory exercises use sampling methods and statistical techniques to analyze the response of organisms to their physical environment, selected population phenomena, and different natural communities. Several field trips

are required during the term. It is recommended that students take Biology 215L and 222L before enrolling, but they are not prerequisites. This course has a community learning component. Prerequisite: C- or better in Biology 182L, or permission of instructor. (1.25 course credits) (Enrollment limited)

336. Marine and Freshwater Botany—A study of the life histories and environmental strategies of aquatic algae, bryophytes, and vascular plants. The course will highlight the physiological problems and anatomical adaptations associated with life in various fluid environments. Fieldwork in a peat bog, Long Island Sound, and fresh-water environments supplements self-designed research projects on reproductive morphology, growth studies, and physiology of selected aquatic plants. Prerequisite: C- or better in Biology 182L. Biology 215L is recommended. (1.25 course credits) (Enrollment limited)-Schneider

399. Independent Study—Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

403. Research Seminar—Students engaged in laboratory or field research, as well as honors candidates conducting library research, will meet with the biology faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Prerequisite: Concurrent enrollment in either Biology 419 or 425. Class is open only to Senior Biology Majors (0.5 course credit) (Enrollment limited)-Staff

419. Research in Biology (Library)—Students will conduct library research projects under the direction of an individual faculty member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Seniors and those using library research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 403). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) -Staff

425. Research in Biology (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual faculty member. Students electing to pursue independent study of this type should plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the department, as well as a poster at the annual Science Symposium. Seniors and those using laboratory research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 403). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) -Staff

[430. Avian Ecology and Conservation]—This seminar/discussion course will focus on issues related to the ecology and conservation of birds. We will examine current areas of research at several levels, including genetic, species, population, community, and landscape. Class discussions will focus on readings from the current ornithological literature, and class will be organized around student presentations of this material. A research project is required. Prerequisite: C- or better in Biology 182L, or permission of instructor. (Enrollment limited)

466. Teaching Assistantship—Students who have been invited to serve as teaching assistants will register for this course. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. See paragraph on teaching assistants in the description of the major. Not creditable to the major. (0.5 course credit) -Staff

475. Symbiosis—The word "symbiosis" was coined to describe an arrangement in which organisms of different species live closely together. The relationship may be of mutual benefit (mutualism), may be of benefit to one member while harmful to the other (parasitism), or may be beneficial to one and of neutral effect on the other (commensalism). Examples of the incredible variety of relationships include the commensalism between remoras and sharks, the parasitism of mistletoes on trees, and the mutualism of ants and acacia plants. Some of the most important events in the history of life—the origin of eukaryotic cells, for example—are the result of ancient symbiotic interactions. We will examine the natural history, physiology, and evolution of these remarkable associations. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. (Enrollment limited)-Archer

Courses Originating in Other Departments

Neuroscience 101. The Brain—View course description in department listing on p. 396. -Church

Spring Term

[**104. Frontiers in Medicine**]—The field of medicine has grown tremendously in recent years. Stem cells, the face transplant and nanotechnology are no longer topics of science fiction. Although these novel technologies have profound implications for human health, they are not without their drawbacks. These technologies are extremely expensive and challenge both our ethical and religious beliefs. This course is geared towards non-science majors. The purpose is to provide students with a basic understanding of the science behind these technologies. In doing so, students will be better prepared to understand the legal and ethical debate that will certainly arise in the years to come. (Enrollment limited)

107. Plants and People—This course is an introduction to plant biology, with a special emphasis on how plants are used by people around the world. We will examine how plants are constructed, how they grow, how they respond to the environment, and how they have adapted to a variety of habitats. As we cover the fundamentals of botany, we will see the biological reasons why plants are good for making paper, medicine, cloth, dyes, construction materials and food. Not creditable to the biology major. (Enrollment limited)-Archer

111. Winter Ecology—Winters in Connecticut are cold and snowy, yet life persists in this stark environment. Through this ecology course we will explore a variety of amazing strategies by which animals and plants meet winter's challenges. In addition to lectures and discussions, during our regular class time on certain weeks we will have required field labs providing firsthand experience with winter ecology. The only prerequisites are a sense of curiosity for the natural world, warm winter clothing, and the ability to understand basic quantitative material. Not creditable to the biology major. (Enrollment limited)-Smedley

[**122. Toxicology**]—Toxicology is often described as the study of poisons This course will outline the principles of toxicology (absorption, distribution, biotransformation and excretion) , focusing on toxicity to humans. We will examine common substances that could, at some dose, be toxic, exploring dose-response relationships, susceptible populations, risk assessment and the precautionary principle. The biological effect of common toxins such as lead, gasoline, household cleaners, and particulate air pollution, but also compounds such as alcohol, pain relievers, caffeine, over-the-counter medications and drugs of abuse will be discussed. Case studies will be used to illustrate concepts. Not creditable to the Biology major. (Enrollment limited)

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

141. Global Perspectives on Biodiversity and Conservation—This lecture and discussion course focuses on the current biodiversity crisis. We will discuss biological diversity and where it is found and how it is monitored, direct and indirect values of biodiversity, and consequences of biodiversity loss. Topics of discussion will also include the problems of small populations, the politics of endangered species, species invasions and extinctions, and the role of humans in these processes, design and establishment of reserves, captive breeding, and the role that the public and governments play in conserving biological diversity. Not creditable to the biology major. (Enrollment limited)-Morrison

175. Genome Analysis—Students learn the methods of genome analysis using the phage genome sequenced in the course, FYSM 170, Phage Hunt. Students learn how to use bioinformatics software tools and gene databases to identify genes and regulatory sequences and compare them to known viral genomes. Evolutionary relationships between the new and already know viruses may be determined by comparing amino acid sequences of encoded proteins. New genes can be entered into the public gene databases. Students write up and present their scientific results. (Enrollment limited)-Guardiola-Diaz

183. Cellular Basis of Life—In this introductory level course, we will examine cells as the fundamental unit of life, discussing features common to all cells, and exploring specializations that confer unique properties to different cell types. The laboratory will provide the opportunity to explore biological concepts through observation, experimental design, and analysis. Prerequisite: C- or better in Chemistry 111 or Permission of Instructor (1.25 course credits) (Enrollment limited)-Archer, Bonneau, Foster, O'Donnell

206. Histophysiology—This course provides a comprehensive survey of the structure, composition, and function of tissues and their cellular and non-cellular components. Particular emphasis is placed on structural organization and structural-functional relationships of mammal tissues, with comparisons to other vertebrates. Recent microscopic research conducted at Trinity will also be considered. In the laboratory, students learn fundamentals of cell and tissue morphology through light microscopy and examination of electron micrographs. A background in general or organic chemistry is useful. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits) (Enrollment limited)-Blackburn

210L. Scanning Electron Microscopy—Taught during the first seven weeks of the semester, this laboratory course introduces students to the use of the scanning electron microscope (SEM), as well as associated techniques and equipment. Scanning electron microscopes permit the examination of surface features of cells, tissues, and non-biological materials at high magnification. In this course, students learn how to prepare specimens for electron microscopic study, and how to use the SEM to examine and photograph these specimens. Techniques to be used include tissue fixation, critical point drying, and specimen coating. The theory behind these techniques and use of the SEM also will be considered. This course is especially appropriate for students interested in independent research in biology, biochemistry, or neuroscience, but is open to other students as well. This course does not count towards the biology major. The course meets for one lab per week; however, students should plan to invest time outside of class in order to practice the techniques. (0.5 course credit) (Enrollment limited)-Lehman

222. Invertebrate Zoology—An introductory study of the variety, morphology, functional attributes, development, ecology, and evolution of the major groups of invertebrate animals. The laboratory includes demonstrations, dissections, and experimental observation that relate adaptations in structural patterns and physiological processes of organisms to their marine, freshwater, or terrestrial environments. Prerequisite: C- or better in Biology 182L or permission of instructor. (1.25 course credits) (Enrollment limited)-Smedley

[**224. Genetics**]—A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. This course may be taken without laboratory by registering for only Biology 224-01. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. (Enrollment limited)

[**224L. Genetics Laboratory**]—A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. Prerequisite: C- or better in BIOL 224-01, or concurrent enrollment in BIOL 224-01. (0.25 course credit) (Enrollment limited)

[**226. Recombinant DNA Technology**]—Human gene therapy, genetically-engineered crop plants, and transgenic mice are all possible because of the powerful techniques developed to manipulate nucleic acids and proteins. This course will introduce you to the fundamental methods at the heart of this technology—DNA isolation, restriction digestion, DNA recombination, Southern blotting, and DNA library screening. The emphasis will be on the laboratory experience, with lectures covering current examples of research using the techniques described. Prerequisite: C- or better in Biology 182L, and Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits) (Enrollment limited)

227. Cell Biology—A study of cell structure and function, emphasizing molecular components, metabolism, organelles, motility, and growth and division. The molecular biology of cells and the regulation of cellular processes

are emphasized. Laboratory exercises will include light microscopy, molecular cellular experiments, and other experiments in cell biology. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits) (Enrollment limited)-Foster

[233. Conservation Biology]—This lecture and discussion course focuses on the science and theory of this interdisciplinary field. Biological concepts examined include biodiversity and the definition of species, patterns of species vulnerability, population dynamics of small populations, extinctions and invasions, rarity, metapopulations, conservation genetics, reserve design, captive breeding, endangered species, habitat fragmentation, and population recovery programs. Interactions between biology, human concerns regarding resource management, and the political process will also be considered. Prerequisite: C- or better in Biology 182L, or permission of instructor. (Enrollment limited)

[308. Microbiology]—A study of microorganisms that include bacteria, viruses, and eukaryotic microbes. Structure, genetics, metabolism, growth and division, and prokaryotic experimental systems are examined. In addition, mechanisms of microbial pathogenesis, and human and viral pathogens are explored. Laboratory exercises will consist of sterile techniques, culture, microscopy, and identification of bacterial specimens. Other exercises will involve experiments in genetic exchange. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits) (Enrollment limited)

[315. Vertebrate Zoology]—A broad-based survey of the biological diversity and evolution of the vertebrates. Special emphasis will be placed on functional morphology, physiology, paleontology, and ecology, as related to evolutionary history. The laboratory will introduce the student to the fundamentals of vertebrate anatomy through the dissection of such animals as the dogfish shark, the cat, and the lamprey. Other lab exercises will deal with functional analysis and reconstruction of phylogenetic relationships. Prerequisite: C- or better in Biology 182L, or permission of instructor. (1.25 course credits) (Enrollment limited)

319. Animal Physiology—This course examines the physiological mechanisms underlying four fundamental functions—movement, sensation, feeding, and reproduction. How do physiological systems operate to enable organisms to live in drastically different habitats? What are the common cellular and molecular mechanisms shared by diverse animals? The laboratory will consist of several preparations examining developmental, sensory, endocrine, and muscle physiology, followed by more detailed, independent investigations of one of these preparations. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits) (Enrollment limited)-Dunlap

[336. Marine and Freshwater Botany]—A study of the life histories and environmental strategies of aquatic algae, bryophytes, and vascular plants. The course will highlight the physiological problems and anatomical adaptations associated with life in various fluid environments. Fieldwork in a peat bog, Long Island Sound, and fresh-water environments supplements self-designed research projects on reproductive morphology, growth studies, and physiology of selected aquatic plants. Prerequisite: C- or better in Biology 182L. Biology 215L is recommended. (1.25 course credits) (Enrollment limited)

399. Independent Study—Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

404. Research Seminar—Students engaged in laboratory research, as well as honor candidates conducting library research, will meet with the biology faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Prerequisite: Concurrent enrollment in either Biology 419 or 425. Class is open only to Senior Biology Majors (0.5 course credit) (Enrollment limited)-Staff

419. Research in Biology (Library)—Students will conduct library research projects under the direction of an individual faculty member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Seniors and those using library research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 404). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment.

(0.5 course credit) -Staff

425. Research in Biology (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual faculty member. Students electing to pursue independent study of this type should plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the department, as well as a poster at the annual Science Symposium. Seniors and those using laboratory research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 403). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) -Staff

[446. Bacterial Pathogenesis]—This seminar will examine the intricate relationship between a bacterial pathogen and a mammalian host. Bacteria have evolved a wide array of virulence factors that allow them to circumvent host defense mechanisms and cause disease. Many of these virulence factors have been identified and studied at the molecular level. Additionally, a study of the host immune system is essential for an understanding of the ability of microorganisms to cause disease. The molecular biology of bacterial virulence as well as the host response to pathogens will be examined through readings and discussions of the primary literature. Prerequisite: C- or better in Biology 183L or Biology 203L, and one of the following: Biology 227L, or Biology 308L, or Biology 317L, or permission of instructor (Enrollment limited)

466. Teaching Assistantship—Students who have been invited to serve as teaching assistants will register for this course. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. See paragraph on teaching assistants in the description of the major. Not creditable to the major. (0.5 course credit) -Staff

468. Marine Phytogeography—An advanced-level seminar on the historical and recent biological, physical, and artificial factors controlling the distribution of marine organisms, particularly seaweeds. Class discussions focus on primary phytogeographical literature. An investigative search and term paper on the known distribution of a marine alga is required. Prerequisite: C- or better in Biology 336L or Permission of Instructor. -Schneider

473. Sensory Biology—This integrative course examines the cell biology, development, physiology and ecology of the senses (vision, audition, olfaction, taste and touch). We will discuss the complex ways humans gather, filter and process sensory information; and how animals sense the world quite differently. The laboratory section will include histological and physiological studies, and some field studies of animal communication (formerly Biology 373L). Prerequisite: C- or better in Biology 182, and Biology 183L or Biology 203L, and Biology 319L or Neuroscience 201, or permission of instructor. (Enrollment limited)-Dunlap

497. Honors Thesis—An extended paper on the subject of the student's two-semester research project with a professor in biology, to be read by three or more members of the department. This course is open only to those biology majors who wish to qualify for honors (see paragraph on Honors in Biology in the description of the major). Simultaneous enrollment in Biology 419 or 425 and 404, submission of the special registration form available in the Registrar's Office, and approval of the instructor and chair are required for enrollment. Prerequisite: Simultaneous enrollment in Biology 419 or Biology 425 and Biology 404. (0.5 course credit) -Staff

Courses Originating in Other Departments

[Neuroscience 101. The Brain]—View course description in department listing on p. 398.

Neuroscience 201. Principles of Neuroscience—View course description in department listing on p. 399. Prerequisite: C- or better in Biology 183L or Biology 203L, or Permission of Instructor. -Blackburn, Church, Masino, Raskin

Neuroscience 201L. Principles of Neuroscience Laboratory—View course description in department listing on p. 399. Prerequisite: C- or better in Biology 183L or Biology 203L, or Permission of Instructor. (0.25 course credit)-Swart

Neuroscience 402. Cellular and Molecular Neurobiology—View course description in department listing on p. 399. Prerequisite: A grade of C- or better in either Biology 153, Biology 183, or Biology 203. -Guardiola-Diaz

Caribbean and Latin American Studies

See International Studies Program, p. [328](#).

Chemistry

Professor Curran, Chair; Professor Henderson, Scovill Professor of Chemistry Moyer●●, and Professor Prigodich; Associate Professors Church and Parr; Assistant Professors Krisch[†] and Brindle; Senior Lecturer Morrison; Laboratory Coordinators and Lecturers Fitzgerald and Rau

Chemistry is an interdisciplinary subject that deals with the composition, properties, and interactions of substances. It employs techniques from mathematics and physics and has applications in all of the sciences and in engineering. The discipline is typically viewed as having five major areas: analytical, biological, inorganic, organic, and physical. The chemistry major is structured to provide a balanced presentation of these areas. Students with special interest in biological chemistry should also consider the biochemistry major.

A chemistry major can lead to a variety of careers besides chemical research. These include the health professions, teaching, law, business, and management. A chemistry major is also an excellent preparation for a number of interdisciplinary areas including biochemistry, pharmacology, material science, nutrition and food chemistry, neuroscience, toxicology, forensic science, and art conservation.

Because of the structure of the chemistry curriculum, anyone interested in pursuing the study of chemistry, whether for a major or otherwise, should contact a department faculty member as soon as possible. The faculty member will aid in planning a schedule of courses that will permit the most direct and complete fulfillment of the intended goal.

The chemistry major—The following one-semester courses are required for the chemistry major: **CHEM 211L**, **212L**, **309L**, **310**, **311L**, **312L**, **313**, **314L**, and one 400-level chemistry course; **PHYS 231L**; and **MATH 132**. A grade of at least C- must be obtained in all required courses. The Writing Intensive Part II requirement is fulfilled by one of the following courses: **CHEM 309L** or **CHEM 311L**. The senior exercise for the chemistry major is **CHEM 309L**.

The major as outlined above covers four of the five principal divisions of chemistry. The Chemistry Department, however, strongly urges those students who wish to prepare for graduate study in chemistry to take at least two 400-level chemistry courses. Students who wish to be certified by the American Chemical Society must complete two 400-level courses. These courses must be **CHEM 404. Biological Chemistry** and **CHEM 425. Research (Laboratory)** (minimum 1 credit).

Study away—Chemistry or biochemistry majors wishing to study away should plan well in advance of the semester or year they intend to go abroad. There are a variety of programs available and students should review the information provided by the Office of International Programs and schedule a meeting with Professor Parr, the study abroad adviser in the Chemistry Department. In recent years, our majors have studied in Australia and the British Isles.

In addition, students planning to study abroad who wish to have a course or courses counted towards partial fulfillment of the requirements for the chemistry or biochemistry major must present in writing a complete description of such courses for prior approval by the chair of the department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the chair of the department. This must include a certified transcript from the institution.

Advanced Placement—Students with an AP Chemistry exam score of 4 or better will receive one course credit. This credit can be used to fulfill graduation requirements, but it cannot be used to fulfill any Chemistry Department prerequisite.

Teaching assistantships—Students wishing to serve as teaching assistants for chemistry courses must complete the appropriate form available from the registrar. All teaching assistantships will be graded on the pass/low pass/fail basis.

Honors—Honors will be awarded to students with a B+ average (3.33 or better) in all courses required for the major. A student must also complete at least one course credit of laboratory research (**CHEM 425**) approved by the Chemistry Department and earn a grade of at least B+.

Senior thesis—A senior thesis requires a substantial amount of laboratory work. Students contemplating writing a thesis should therefore consult with their research advisers in their junior year. A Chemistry Department thesis application form (available from the chemistry secretary) must be submitted to the chair of the department by the end of the first week of classes of the fall semester of their senior year. Chemistry faculty members will evaluate applications. Students whose thesis applications are approved will enroll in **CHEM 499. Senior Thesis** for 1

credit in the spring semester of their senior year and participate in the departmental seminar series. Students who enroll in **CHEM 498. Senior Thesis Part I** in the fall will be required to enroll in **Thesis Part II** in the spring.

Fall Term

111. Introductory Chemistry I and Laboratory—The study of the major concepts and theories required for an understanding of chemical phenomena. Principal topics include atomic and molecular structure, gas laws, stoichiometry, changes of state, chemical binding, solutions, and energetics in chemical reactions. Laboratory work includes quantitative measurements of solutions, synthesis, characterization of chemicals by physical and spectroscopic methods, molecular modeling, and student-assigned projects concentrating on quantitative measurements of solutions. Course intended primarily for students with little or no previous chemistry background. (1.25 course credits) (Enrollment limited)-Fitzgerald, Henderson, Moyer Jr., Parr, Rau, Staff

141. Chemistry in Context—This course for non-science majors examines the chemistry that influences people's lives and their choices. Topics will include air pollution, water pollution, energy and climate change, genetic engineering, food and nutrition. Reacting to the Past simulation games will be used with some of the topics to enhance student understanding of the choices, economics, and political considerations related to the chemical issues. Integrated laboratory exercises will also be used. This course is based on the text *Chemistry in Context* developed by the American Chemical Society. (Enrollment limited)-Henderson

[155. Archaeological Chemistry]—This course is designed to introduce students to the application of chemical principles to the exploration and explication of archaeological issues. From the identification of ancient trading routes through pottery analysis to the elucidation of human interactions with the environment through investigation of human remains, this course will demonstrate the utility of chemistry and chemical methodologies to archaeological research. Not creditable to chemistry or biochemistry majors. (Enrollment limited)

[170. Introduction to Forensic Chemistry]—This course provides an overview of the techniques used in the modern forensic laboratory for the analysis of common types of physical evidence encountered at crime scenes. The nature of physical evidence, the underlying chemical and physical principles of the scientific techniques employed in analyses, and the interpretation and evidentiary value of scientific results will be studied. This course will include lectures, demonstrations, and limited laboratory work. Not creditable to the chemistry or biochemistry majors. (Enrollment limited)

211. Elementary Organic Chemistry I—A systematic study of the compounds of carbon, including methods of synthesis and correlation of chemical and physical properties with structure. Introduction to certain theoretical concepts. One laboratory per week emphasizing basic techniques and synthesis. Prerequisite: C- or better in Chemistry 112L. (1.25 course credits) (Enrollment limited)-Brindle, Curran, Rau

309. Physical Chemistry I—A lecture and laboratory course concentrating on the development of the theory and application of thermodynamics and kinetics to chemical systems. Special consideration will be given to the theoretical treatment of solution chemistry (e.g., colligative properties, electrolyte theory). Prerequisite: C- or better in Mathematics 132 and Physics 231L. (1.25 course credits) (Enrollment limited)-Prigodich

311. Analytical Chemistry—A lecture and laboratory course covering the theory and practice of chemical analysis techniques in a quantitative manner. Detailed discussion of simple and complex acid-base equilibria, and complex buffer systems, will be presented, as will related solubility problems, complex metal-ligand solution equilibria, and oxidation reduction equilibria. Stoichiometry will also be addressed in a systematic way. These techniques will be applied in the laboratory, where accuracy and precision will be stressed. Emphasis will be placed on useful chemical reactions for analysis purposes. Latter stages of the course will deal with potentiometry, spectrometry, and chromatographic theory, both gas and liquid, as a separation tool with practical applications. Prerequisite: C- or better in Chemistry 112L. (1.25 course credits) (Enrollment limited)-Morrison

313. Principles of Inorganic Chemistry—A study of atomic structure, the chemical bond, and molecular and ionic structure of inorganic compounds, and an introduction to the principles of coordination chemistry. Prerequisite: C- or better in Chemistry 112L. (Enrollment limited)-Moyer Jr.

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

[403. **Advanced Organic Chemistry I**]—Normally (but not restricted to) topics in theoretical organic chemistry. Emphasis on recent developments. Prerequisite: C- or better in Chemistry 212L, or permission of the instructor.

404. **Biological Chemistry**—A lecture seminar course focusing on the fundamental chemistry underlying biological phenomena. Examples from the current biochemical literature will be used. Prerequisite: C- or better in Chemistry 212L, or permission of the instructor. (Enrollment limited)-Parr

425. **Research (Laboratory)**—Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with the completion of a final formal paper. Participation in the weekly Friday departmental seminar series is mandatory. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chair are required for enrollment. (0.5-2 course credit) -Staff

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

498. **Senior Thesis Part 1**— (2 course credits) -Staff

Spring Term

112. **Introductory Chemistry II and Laboratory**—A continuation of Chemistry 111L with emphasis on chemical equilibria, electrochemistry, kinetics, and a presentation of the properties and reactions of selected elements. Laboratory work is devoted to the analysis of systems involving the principles and concepts studied in the classroom. To the greatest extent possible, laboratory and lecture section assignments shall remain the same as for Chemistry 111L. Prerequisite: Chemistry 111L, with a grade of at least C-. (1.25 course credits) (Enrollment limited)-Fitzgerald, Parr, Staff

[150. **Science in Art**]—This course will focus on topics of interest to artists from the perspective of scientific understanding of the materials comprising their work. Emphasis will be placed on the need for the conservation and preservation of art objects, in particular fresco and easel paintings, ceramic and metallic sculpture, jewelry, and cloth. Dating techniques will be covered as they assist with provenance and authentication studies. Topics of special interest to particular students may be presented as well as a discussion of several masters whose interest in art and science overlap to a considerable degree. (Enrollment limited)

[155. **Archaeological Chemistry**]—This course is designed to introduce students to the application of chemical principles to the exploration and explication of archaeological issues. From the identification of ancient trading routes through pottery analysis to the elucidation of human interactions with the environment through investigation of human remains, this course will demonstrate the utility of chemistry and chemical methodologies to archaeological research. Not creditable to chemistry or biochemistry majors. (Enrollment limited)

[160. **Introduction to Textile Science**]—This lecture and demonstration course will present an introduction to classification and identification of natural, regenerated, and synthetic fibers; construction of woven, non-woven, and knitted fabrics; application and design of finishes and colors; and evaluation methods for textiles. This course includes several field trips. Students should come away from this course with a solid background for the selection, use, and care of textiles and a recognition and appreciation for the science and technology associated with the textile industry. (Enrollment limited)

170. **Introduction to Forensic Chemistry**—This course provides an overview of the techniques used in the modern forensic laboratory for the analysis of common types of physical evidence encountered at crime scenes. The nature of physical evidence, the underlying chemical and physical principles of the scientific techniques employed in analyses, and the interpretation and evidentiary value of scientific results will be studied. This course will include lectures, demonstrations, and limited laboratory work. Not creditable to the chemistry or biochemistry majors.

(Enrollment limited)-Morrison

[205. Atmospheric Chemistry]—This lecture course serves as an introduction to the chemistry of the atmosphere. It will address atmospheric composition, chemical reactions in the atmosphere, and the heterogeneous chemistry of aerosols. Case studies will include the chemistry of stratospheric ozone destruction, smog, and climate change. Basic chemical topics will include chemical kinetics, phase equilibria, and molecular interaction with light. This course serves as a natural science elective for the environmental science major but is not creditable towards the chemistry or biochemistry major. Prerequisite: Chemistry 111L, with a grade of at least C-. (Enrollment limited)

212. Elementary Organic Chemistry II—A continuation of the lecture and laboratory study begun in Chemistry 211L. Prerequisite: Chemistry 211L with a grade of C- or better. (1.25 course credits) (Enrollment limited)-Brindle, Curran, Rau

310. Physical Chemistry II—A comprehensive treatment of quantum chemistry, molecular structure, and chemical statistics. Subjects covered are designed to emphasize applications to chemical systems. Prerequisite: A grade if C- or better in Mathematics 132 or Mathematics 142, and Physics 231.. (Enrollment limited)-Prigodich

312. Instrumental Methods of Chemical Analysis—A lecture and laboratory course in the principles and practice of the use of instruments for quantitative and qualitative chemical measurements. Theory, optimization, and application of instrumentation for spectroscopic, electrochemical, spectrometric, and hyphenated methods of analysis are presented. Applications of computer methods of analysis as well as analog and digital manipulation of electrical signals are presented. Prerequisite: Chemistry 311L with a grade of at least C-. (1.25 course credits) (Enrollment limited)-Church

314. Descriptive Inorganic Chemistry—A lecture and laboratory course devoted to the systematic study of transition elements and main group elements, their compounds, and reactions. Topics of current interest in inorganic chemistry will be discussed. Prerequisite: Chemistry 313 with a grade of at least C-. (1.25 course credits) (Enrollment limited)-Parr

316. Physical Biochemistry—A comprehensive survey of the physical methods used in the investigation of biological systems, and the models and underlying theory developed to account for observed behavior. The physical and chemical properties of amino acids, peptides, proteins, purines, pyrimidines, and nucleic acids will be examined from spectroscopic, thermodynamic, and kinetic viewpoints. Prerequisite: A grade if C- or better in Mathematics 132 or Mathematics 142, and Physics 231.. (1.25 course credits) (Enrollment limited)-Prigodich

403. Advanced Organic Chemistry I—Normally (but not restricted to) topics in theoretical organic chemistry. Emphasis on recent developments. Prerequisite: C- or better in Chemistry 212L, or permission of the instructor. (Enrollment limited)-Brindle

[415. Organometallic Chemistry]—The basic principles of the organometallic chemistry of the d-block elements will be presented. Topics will include a survey of ligand types, the properties and reactions of organometallic complexes, and applications of organotransition metal compounds in catalysis. Lectures will be supplemented with discussions of current literature in the field. Prerequisite: Chemistry 212L and Chemistry 313 with a minimum grade of C-. (Enrollment limited)

[418. Nuclear Magnet Resonance]—A lecture and laboratory course that examines the principles and practice of pulsed Fourier Transform Nuclear Magnetic Resonance spectroscopy (FT-NMR). Topics to be discussed include the interactions of nuclei in and with a magnetic field, net magnetization and the rotating frame, relaxation mechanisms, nuclear Overhauser enhancement, multiple pulse sequences, and two-dimensional FT-NMR. Students will also investigate these topics in an associated laboratory. There will be one lecture and one laboratory per week. (Enrollment limited)

425. Research (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with the

completion of a final formal paper. Participation in the weekly Friday departmental seminar series is mandatory. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chair are required for enrollment. (0.5-2 course credit) -Staff

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

499. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, after receiving approval for the thesis project from the Chemistry Department, is required. -Staff

Classics

Associate Professor Risser, Chair; Assistant Professor Safran; Visiting Associate Professor Anderson

The department offers three majors: classics, classical civilization, and, in cooperation with LACS, a “Plan B” major.

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

The classics major—Twelve courses are required, and students must earn a grade of at least C- in each. The requirements include:

- At least two classics courses at the 300 level in one language and two classics courses at or above the 200 level in the other
- At least one course in ancient Greek and/or Roman history
- Elective courses in Latin, Greek, art and archaeology, classical civilization, ancient history (**HIST 115, 116, 334, and 374**), ancient philosophy (**PHIL 101, 102, 232, 281, 307, 308, and 334**), anthropology (**ANTH 201**), language and culture studies (**LING 101 and HISP 355**); political science (**POLS 219 and 334**), or religion (**RELG 103, 104, 203, 211, 212, 215, 229, 281, 311, 319, and 319**)
- **CLAS 401-402. Senior Seminar**
- The Writing Intensive Part II requirement is fulfilled by **CLAS 401-402. Senior Seminar**

The classical civilization major—The major in classical civilization, while reducing the linguistic requirements of the classics major, allows students to explore the corpus of Greek and Roman literature through texts in translation, and provides the same range of courses in history, philosophy, literary criticism, and art and archaeology.

Thirteen courses are required, and students must earn a grade of at least C- in each. The requirements include:

- At least two years of one language, i.e., four courses in Latin or Greek
- At least two courses in classical art, architecture, and/or archaeology
- One course in classical religion or society, e.g., **CLCV 203. Mythology**, **CLCV 208. Men, Women, and Society in Ancient Greece and Rome: Myth and Reality**, or **CLCV 224. Sex and Sexualities in Ancient Greece and Rome**
- One literature in translation course, e.g., **CLCV 211. Age of Augustus**, **CLCV 212. Golden Age of Classical Athens**, **CLCV 228. Spectacles of Power**, **CLCV 231. Ancient Greek Literature**, or **CLCV 299. Journey and Identities**
- At least one course in ancient Greek and/or Roman history
- Three elective courses in Latin, Greek, art and archaeology, classical civilization, ancient history (**HIST 115, 116, 334, and 374**), ancient philosophy (**PHIL 101, 102, 232, 281, 307, 308, and 334**), anthropology (**ANTH 201**), language and culture studies (**LING 101 and HISP 355**), political science (**POLS 219 and 334**), or religion (**RELG 103, 104, 203, 211, 212, 215, 229, 281, 311, 319, and 319**)
- **CLAS 401-402. Senior Seminar**
- The Writing Intensive Part II requirement is fulfilled by **CLAS 401-402. Senior Seminar**

The Plan B major—Under this plan, students may combine ancient Greek or Latin with any of the languages taught in the Department of Language and Culture Studies. A minimum of seven courses in a primary language and five in a secondary language is required, as well as two courses in a cognate field or fields (e.g., ancient art, ancient history, archaeology). A paper integrating the three fields of study must be completed in one of the primary language upper-level courses. Except under exceptional circumstances, this project will be undertaken in the primary language section's senior seminar and must be done at Trinity College.

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

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

For special programs at the American School of Classical Studies in Athens, the Intercollegiate Center for Classical Studies at Rome, Trinity College's Rome Campus, or the summer excavations at AKKO, Israel, see "Special Curricular Opportunities," p. 11. The department also recommends programs in classics and ancient history offered by universities in the United Kingdom under the auspices of Arcadia University. For departmental prizes, see the section on prizes.

Minors—Four minors are housed in the Classics Department.

Ancient Greek—For students who wish to minor in ancient Greek, this is a sequence of six courses designed to develop linguistic skills to read ancient Greek literature in its original language. In addition, the minor will include either a .5-credit Language Across the Curriculum unit or a .5-credit integrating paper, typically written in conjunction with the last course taken for the minor. No more than one transfer credit may be applied to the minor.

Latin—For students who wish to minor in Latin, this is a sequence of six courses designed to develop linguistic skills to read ancient, and possibly medieval, Latin literature in its original language. In addition, the minor will include either a .5-credit Language Across the Curriculum unit or a .5-credit integrating paper, typically written in conjunction with the last course taken for the minor. No more than one transfer credit may be applied to the minor.

Classical Antiquity—The purpose of the minor is to allow students to acquire a general knowledge of the achievements of ancient Greece and Rome, which traditionally have constituted, along with the Judeo-Christian tradition, the chief ingredients of Western civilization. Despite the advance of technology, shifts in educational and societal priorities, and an increasing awareness of other civilizations in the 20th century, Homer, Plato, Cicero, and Caesar remain lively figures, and the classical tradition still pervades our poetry and prose, our philosophy and law, our ideas of history, our conceptions of education, and our art and architecture. The student electing this minor will have the opportunity to become acquainted with the classical achievements in each of these areas and to shape that knowledge into an integrated view of antiquity. Students take three core courses, three electives, and an essay exam.

Classical tradition—The minor in the classical tradition will establish a basic acquaintance with the history and cultural landmarks of ancient Greece and Rome, and promote a contextual understanding of later achievements significantly influenced by them, especially in literature and history, the arts, and philosophy. The minor is based on two groups of courses: the first comprises courses in the civilization of classical Greece and Rome, the second courses in subjects in which the presence of the Greek and Roman experience is felt.

The Classics Department also contributes courses to minors in architectural studies, Jewish studies, literature and psychology, mythology, and women, gender, and sexuality.

Classics

Fall Term

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

401. Senior Seminar: Special Topics 1—A two-semester course (1 credit) that combines seminar meetings with independent study and the writing of a final essay under the direction of a member of the department. Submission of the special registration form, available in the Registrar's Office, and the approval of the chair are required for each semester of this year-long seminar. Required of all classics and classical civilization majors. (Enrollment limited)-Risser

466. Teaching Assistant— (0.5 course credit) -Staff

Courses Originating in Other Departments

[Hispanic Studies 355. Rogue Humanism]—View course description in department listing on p. 363. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

[History 115. History of the Greek World: c. 1500-200 BCE]—View course description in department listing on p. 284.

Philosophy 281. Ancient Greek Philosophy—View course description in department listing on p. 404. -Hyland

Political Science 219. The History of Political Thought I—View course description in department listing on p. 425. -Smith

Spring Term

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

402. Senior Seminar: Special Topics 2—A continuation of 401. Submission of the special registration form, available in the Registrar's Office, and the approval of the chair are required for each semester of this year-long seminar. (Enrollment limited)-Risser

466. Teaching Assistant— (0.5 course credit) -Staff

Courses Originating in Other Departments

History 115. History of the Greek World: c. 1500-200 BCE—View course description in department listing on p. 291. -Staff

[History 116. The Rise and Fall of the Roman Republic]—View course description in department listing on p. 291.

[History 374. Alexander the Great]—View course description in department listing on p. 297.

[Philosophy 308. Aristotle]—View course description in department listing on p. 409.

Greek

Fall Term

101. Introduction to Classical and Biblical Greek I—A course in the fundamentals of classical Greek, designed for those who begin the language in college. (1.5 course credits) (Enrollment limited)-Anderson

[315. Plato]—Selected readings from the dialogues, with special emphasis on Plato's style, thought, and characterization of Socrates.

325. Greek Religious Texts—A survey of religious beliefs, concepts, practices, and history based on close study of ancient Greek sources. Readings include selections from Hesiod, the Homeric Hymns, Herodotus, tragedy, the philosophers, the Septuagint, Josephus, and the New Testament, as well as epigraphic material. Topics addressed include myth, ritual, sanctuaries, conceptions of divinity, the soul, mystery cults, the emergence of Christianity, and religious warfare and conflict. Core readings are in ancient Greek. (Enrollment limited)-Anderson

[**330. Homer and Homeric Hymns**]—Substantial readings selected from the Illiad, the Odyssey, and the Homeric Hymns with attention to Homeric language, the Homeric depiction of gods and heroes, and ancient and modern reception of these works

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

Spring Term

102. Introduction to Classical and Biblical Greek II—A continuation of Greek 101. The aim of the course is to enable students to read Greek as soon as possible. (1.5 course credits) (Enrollment limited)-Anderson

[**301. Egypt from Alexander to Amr. The Nile and Desert Under the Greeks and Romans**]—From the advent of Alexander the Great to the Muslim conquest in 640 CE by the then governor of Palestine, Egypt was under the rule of Greeks and Romans. Thanks to the dry climate, thousands of texts on stone, papyrus, and fragments of pottery (ostraka) have been preserved. In this course, students will become familiar with the style, conventions, and language of these texts by reading them in the original Greek; they will also learn how to use scholarly aids to the study and interpretation of these texts. Prerequisite: C- or better in Greek 102 or equivalent, or permission of instructor. (Enrollment limited)

319. Herodotus—Selection from the Histories of Herodotus and Thucydides' History of the Peloponnesian War. (Enrollment limited)-Anderson

[**321. Euripides**]—A study of Euripides' Bacchae. (Enrollment limited)

Latin

Fall Term

101. Introductory Latin—An introduction to Latin grammar, syntax, and vocabulary with a view to reading the language as soon as possible. Elective for those who have never studied Latin or for those who have had one year or less of Latin in secondary school. (1.5 course credits) (Enrollment limited)-Safran

221. Intermediate Latin I: A Blend of Greek and Roman—The assimilation of Greek literary ideas and forms (and their transformation) by such authors as Plautus, Terence, Catullus, Lucretius, and Cicero. Emphasis on literary analysis and criticism. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin 102. Those who have Advanced Placement Latin exam credit should consult the chair. (Enrollment limited)-Anderson

[**301. Roman Drama**]—Through readings of Roman plays, students study the origins and development of Roman drama; theater production; and the reflection of contemporaneous social, political, and philosophical issues in Roman plays. (Enrollment limited)

[**307. Through Roman Eyes: Foreigners in Roman Literature**]—This course examines Roman perceptions of foreigners, their physical natures, their social and political organizations, their customs and religions. Through the Romans' own words we will learn about the various peoples that the Romans encountered and their attitudes to and assessments of those "others": Celts and Druids, Britains, Germans, Persians, Egyptians, Africans, Carthaginians, Christians, Jews, and more. Readings will be assembled from a broad range of authors including Plautus, Caesar, Pliny, Tacitus, Juvenal, and many others. Special attention will be paid to how and why these authors construct their representations of the foreigner and what this says about the Romans themselves. Students will actively contribute to the course by engaging in projects to assemble, select and evaluate sources. LATN 221 or equivalent course, permission of instructor (Enrollment limited)

331. Roman Historians: Tacitus—A study of the Agricola and of the historian's treatment of the climactic year A.D. 69, Histories I-III. (Enrollment limited)-Reger

Spring Term

102. Elementary Latin II—This course treats more advanced features of Latin grammar and syntax, e.g., the forms and usage of infinitives, participles, and the subjunctive, and seeks to develop basic facility in reading Latin prose and poetry. Elective for those who have taken Latin 101 or who offer two or three units of Latin at entrance or otherwise satisfy the instructor with their competency. (1.5 course credits) (Enrollment limited)-Safran, Staff

[308. The Fall of the Roman Republic]—In the first century BCE, the Roman Republic was plunged into chaos and civil war after Caesar made his fatal decision to cross the Rubicon. Using selections from Julius Caesar's Civil War and contemporary letters from Cicero, Pompey and others, we will explore this tumultuous time from the perspective of the participants themselves who struggled to understand and shape the course of events in the midst of political and military turmoil. Through the contemporaneous observations of these major players, we will become eyewitnesses to the fall of the Republic and the triumph of Caesar. LATN 221 or equivalent course, permission of instructor (Enrollment limited)

341. Catullus & Elegiac Poets—Selections from the elegiac poems of Catullus, Propertius, Tibullus, and Ovid. (Enrollment limited)-TBA

[342. Ovid]—Representative selections from the *Amores*, *Ars Amatoria*, and *Metamorphoses* with emphasis on the baroque quality of Ovid's work and his extensive later influence.

Classical Civilization

Fall Term

The following courses presuppose no knowledge of Greek and Latin:

111. Introduction to Classical Art and Archaeology—A survey of the art and archaeology of the classical world, from the Neolithic period through the Roman Empire. Topics of discussion include sculpture, pottery, painting, architecture, town planning, burial practices, and major monuments, as well as archaeological method and theory. (Enrollment limited)-Risser

208. Men, Women, and Society in Ancient Greece and Rome: Myth and Reality—This course takes a look at the assumptions about the nature and function of men and women that informed the ancient cultures of Greece and Rome, as revealed through their mythology, law, politics, religion, literature, art, and daily life. From this investigation emerge both a clearer sense of what the Greek and Roman civilizations were like and an understanding of the ways in which our own society incorporates or diverges from their principles. (Enrollment limited)-Safran

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

[229. Journeys and Identities from Gilgamesh to Candide]—Who are we? Where are we going? Where have we come from? These questions have been central to literature in all cultures and all time periods. Epic tales of travel and adventure are a rich field in which to explore what it means to be human, to be an individual and a member of a community. Heroes leave home and find it again, or make it anew, and in the process they find and remake themselves. They encounter monsters and temptresses, utopias and dystopias, all of which test and refute and reshape their notions of what is natural and conventional. We will explore these and other issues through in-depth readings of five works from five vastly different cultures and eras: the Near Eastern epic of Gilgamesh, the early Greek epic of the *Odyssey*, by Homer; the Roman comic tale of a man turned into an ass in *The Golden Ass* of Apuleius; the medieval romance of Yvain: *The Knight of the Lion*, by Chretien de Troyes; and the early modern story of *Candide*, by Voltaire. (Enrollment limited)

[311. Aegean Bronze Age]—This course explores the art, architecture, and archaeology of the Aegean Bronze Age,

with a focus on the Minoan and Mycenaean cultures. Topics covered include the techniques and methods of Bronze Age artists and architects, the influence of Egypt and the Near East on Aegean culture, governmental structures, issues of race and gender, funerary customs, religion, and evidence for cannibalism and other cult practices.

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

Courses Originating in Other Departments

The following courses presuppose no knowledge of Greek and Latin:

Guided Studies 219. The Classical Tradition—View course description in department listing on p. 278. Only students in the Guided Studies program; Classical Tradition minor; or Classics or Classical Civilization majors are allowed to enroll in this course. -Anderson

Spring Term

The following courses presuppose no knowledge of Greek and Latin:

[203. Mythology]—Generally, this course is a study of the role of myth in society; particularly, the emphasis will be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what "myth" meant to the ancient Greeks. Whatever truths are discovered will be tested against the apparent attitudes of other societies, ancient and modern, toward myth. Lectures and discussion.

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

[216. Archaeological Method and Theory]—An introduction to interdisciplinary archaeological enquiry, drawing on material selected from American studies, anthropology, art history, classics, geology, history, Middle Eastern studies, religion, and women's studies. Students will consider archaeological methods, techniques, and specific applications to various disciplines. Central to the discussion will be the uses of archaeology in reconstructing aspects of pre-historic, historical, and more contemporary human life. The course has a strong hands-on component. (Enrollment limited)

[221. Ancient Athletics]—This course surveys ancient sporting events, from the Greek Olympic games to the Roman gladiatorial contests, offering an in-depth examination of various aspects of athletics together with a comparison of ancient and modern sports activities and athletic values. The modern world has idealized ancient Greek athletics and claims to use the ancient Greek Olympics as a model, while Roman athletics is associated today with the violence and cruelty of the amphitheater and the persecution of Christian martyrs. In this course we will compare these stereotypes and models to the ancient reality. What were ancient athletics really like? What were the actual rules and events? What values drove ancient athletes to succeed? Many types of evidence will be discussed, including readings in translation from ancient Greek and Latin texts, painting, sculpture, and archaeological remains. (Enrollment limited)

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

[**236. From Sophocles to Spielberg: Athenian Tragedy and Its Modern Reincarnations**]—Modern poets, playwrights, composers, and filmmakers have repeatedly found inspiration in the works of the Athenian tragedians. This course focuses on some of the more widely imitated Greek tragedies, including Sophocles' *Antigone* and *Oedipus Rex*, and surveys their influence on a range of twentieth-century artists, including Anouilh, Eliot, Cocteau, Fugard, García Márquez, Spielberg, Richard Strauss, and Stravinsky. After close study of the Greek plays and their cultural and political significance in classical Athens, we examine how artists of our own era have appropriated the Greek tragic models of conflict and suffering to address cultural and political preoccupations in the modern world. This course counts in the electives category towards the Theater and Dance major. (Enrollment limited)

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

Courses Originating in Other Departments

The following courses presuppose no knowledge of Greek and Latin:

[**History 206. Greek Democracy**]—View course description in department listing on p. [291](#).

College Courses

College courses are non-departmental offerings that may represent a faculty member's current research interest or a new subject with which the faculty member wishes to experiment. Such courses are often interdisciplinary in nature.

College courses ordinarily cannot be counted toward the fulfillment of the requirements of a major. College courses are taught both by people with appointments in a department and by people holding extra-departmental positions.

Fall Term

131. Cities: Global Urban Experience Across Time and Space I—This half-credit course supports a co-curricular initiative investigating past, present, and future urban landscapes. Students enrolled in any of 19 courses on urban themes affiliated with the initiative in Fall 2012 are eligible to enroll. Students enrolled in COLL 131 are expected to meet with the instructor for their regular Cities-affiliated class and develop an agreed co-curricular component which will entail some combination of the following: (a) required reading of a key book or books on Cities; (b) attendance at events sponsored by the Co-Curricular Initiative; (c) keeping a journal (or blog) of reactions to these events; and/or (d) writing a substantial paper discussing urban issues. The evaluation of College Course work would be done by the Instructor of that "Cities" Co-Curricular course. (0.5 course credit)-Euraque, Myers

170. The Mindfulness Project: T'ai Chi—The Mindfulness Project comprises students, faculty, chaplains, and staff who collaborate in an effort to draw members of the Trinity community into those practices and traditions which foster personal and communal well-being. The Mindfulness Project Courses invite interdisciplinary study and exploration across the fields of religion, philosophy, the performing arts, and Asian studies to gain an understanding of the integration of mind, body, and spirit, and to cultivate attention to our interdependence in a pluralistic, multicultural global community. Each student enrolls in a particular Mindfulness Project course and will attend ten one-hour studio sessions. In addition, all students in all courses will participate in four common lectures/workshops with assigned reading. They will also meet in two writing workshops. They will keep an online journal, and submit a paper at the end of the semester. T'ai Chi is an ancient Chinese meditative movement practice emphasizing a fluid flow of energy and the balanced interplay of yin-yang forces (0.5 course credit) (Enrollment limited)-Read

171. The Mindfulness Project: Iaido—The Mindfulness Project comprises students, faculty, chaplains, and staff who collaborate in an effort to draw members of the Trinity community into those practices and traditions which foster personal and communal well-being. The Mindfulness Project Courses invite interdisciplinary study and exploration across the fields of religion, philosophy, the performing arts, and Asian studies to gain an understanding of the integration of mind, body, and spirit, and to cultivate attention to our interdependence in a pluralistic, multicultural global community. Each student enrolls in a particular Mindfulness Project course and will attend ten one-hour studio sessions. In addition, all students in all courses will participate in four common lectures/workshops with assigned reading. They will also meet in two writing workshops. They will keep an online journal, and submit a paper at the end of the semester. Iaido is a Japanese way of mental presence and immediate reaction, exploring the peaceful art of drawing the katana sword through traditional practice and partner exercise. (0.5 course credit) (Enrollment limited)-Read

172. The Mindfulness Project: Yoga—The Mindfulness Project comprises students, faculty, chaplains, and staff who collaborate in an effort to draw members of the Trinity community into those practices and traditions which foster personal and communal well-being. The Mindfulness Project Courses invite interdisciplinary study and exploration across the fields of religion, philosophy, the performing arts, and Asian studies to gain an understanding of the integration of mind, body, and spirit, and to cultivate attention to our interdependence in a pluralistic, multicultural global community. Each student enrolls in a particular Mindfulness Project course and will attend ten one-hour studio sessions. In addition, all students in all courses will participate in four common lectures/workshops with assigned reading. They will also meet in two writing workshops. They will keep an online journal, and submit a paper at the end of the semester. Yoga is a Hindu practice integrating body and mind through postures, breathing exercises, and disciplines of concentration. (0.5 course credit) (Enrollment limited)-Read

173. The Mindfulness Project: Zen Meditation—The Mindfulness Project comprises students, faculty, chaplains, and staff who collaborate in an effort to draw members of the Trinity community into those practices and traditions which foster personal and communal well-being. The Mindfulness Project Courses invite interdisciplinary

study and exploration across the fields of religion, philosophy, the performing arts, and Asian studies to gain an understanding of the integration of mind, body, and spirit, and to cultivate attention to our interdependence in a pluralistic, multicultural global community. Each student enrolls in a particular Mindfulness Project course and will attend ten one-hour studio sessions. In addition, all students in all courses will participate in four common lectures/workshops with assigned reading. They will also meet in two writing workshops. They will keep an online journal, and submit a paper at the end of the semester. A school of Mahayana Buddhism, Zen is a centuries-old form of meditation that is both simple and profound. (0.5 course credit) (Enrollment limited)-Read

174. Karate—Shobayashi Shorin Ryu Karate is an Okinawan martial art which features linear, direct strikes, energetic blocks performed from a solid stance. Dating from the 6th century, Shorin Ryu traces its origins to China's Shaolin Temple. In class, you'll learn Seisan and Nahachin kata (form) and then explore how these ancient techniques relate to modern day self-defense situations. If time permits, the class may be introduced to Okinawan Kobudo (weapons). No previous martial arts experience is necessary. Physical challenge friendly. (0.5 course credit) (Enrollment limited)-Read

204. Leadership and Wilderness—This course, for students acting as leaders for the Quest program, aims to expand and deepen two aspects of their experiences in Quest through readings, discussion, and writing. In the course students will read two books focused on leadership skills and a geologic history of wilderness in the northeast. Seminar meetings will be held before and after students participate in the outdoor component of the Quest program on the Appalachian Trail in northwest Connecticut, providing opportunities to think beforehand about and revisit afterwards issues connected with Quest. Students are expected to do the readings, participate actively in seminar discussions, and write a paper on a topic related to their experiences and reading. Participants are also required to complete successfully the field portion of the course, consisting of a 7-day wilderness/leadership training and 10-day leadership program. (0.5 course credit)-Gourley

206. Organizing by Neighborhood: An Internship/Seminar Experience—Have you ever wondered why some neighborhoods thrive and others appear to fail? Are you mystified about what can be done to stem deterioration and provide decent, affordable housing and clean and safe neighborhoods? One way to explore answers to these questions is to intern with a community-based organization dedicated to working with a community as it defines and responds to its problems. In this seminar each student will do a community learning project/ internship at such an organization in Hartford. Equally important is a way to understand and interpret your experiences at the organization. The rich theoretical literature that you will read in this seminar on how neighborhoods are organized and function and on models of community responses to neighborhood conditions provides a lens through which to evaluate your experiences with your organization and community. This course has a community learning component. Not open to first-year students. (Enrollment limited)-Lash

215. A Critical Approach to Economic Organizations Internship—This seminar meets once a week to discuss students' experiences working as interns in economic organizations. The seminar discussions will integrate student experiences with the various readings covered in the course. Students will be asked to critically analyze the organizations in which they are interning and the environment in which their work takes place. Topics will include the organizational structure of the office, the relations among employees, the ethical and interpersonal problems faced by various groups of workers, gender struggles in the workplace, and issues associated with employing interns. Students are expected to fully participate in seminar discussions. Students need to submit a completed internship contract form to Career Development Center. Students will not be enrolled until the contract has been approved. -Staff

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

307. The Emergence of the Modern Mind—An investigation of some of the major texts illustrating the evolving construct of modernity in Western civilization. Among authors to be studied are Descartes, Locke, Voltaire, and Rousseau. Lectures and class discussions; written work consists of a bibliography, four essays, and a final examination. Only open to juniors and seniors, with preference given to the latter. Course is open to Senior students only (Enrollment limited)-Jones Jr.

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

Spring Term

132. Cities: Global Urban Experience Across Time and Space II—This half-credit course supports a co-curricular initiative investigating past, present, and future urban landscapes. Students enrolled in any of 11 courses on urban themes affiliated with the initiative in Spring 2013 are eligible to enroll. Students enrolled in COLL 132 are expected to meet with the instructor for their regular Cities-affiliated class and develop an agreed co-curricular component which will entail some combination of the following: (a) required reading of a key book or books on Cities; (b) attendance at events sponsored by the Co-Curricular Initiative; (c) keeping a journal (or blog) of reactions to these events; and/or (d) writing a substantial paper discussing urban issues. The evaluation of College Course work would be done by the Instructor of that “Cities” Co-Curricular course. (0.5 course credit)-Euraque, Myers

151. French Film Festival—A half-credit course offered in conjunction with the annual spring French Film Festival. Class meetings and film screenings will take place in the second week of April. Two mandatory workshops will take place prior to and following the festival at a time to be announced. Students are required to attend all film showings. One absence will be allowed. Students taking the course for credit in French will be required to do all written work in French and to attend French language versions of the two supplemental workshops. (0.5 course credit)-Humphreys

170. The Mindfulness Project: T'ai Chi—The Mindfulness Project comprises students, faculty, chaplains, and staff who collaborate in an effort to draw members of the Trinity community into those practices and traditions which foster personal and communal well-being. The Mindfulness Project Courses invite interdisciplinary study and exploration across the fields of religion, philosophy, the performing arts, and Asian studies to gain an understanding of the integration of mind, body, and spirit, and to cultivate attention to our interdependence in a pluralistic, multicultural global community. Each student enrolls in a particular Mindfulness Project course and will attend ten one-hour studio sessions. In addition, all students in all courses will participate in four common lectures/workshops with assigned reading. They will also meet in two writing workshops. They will keep an online journal, and submit a paper at the end of the semester. T'ai Chi is an ancient Chinese meditative movement practice emphasizing a fluid flow of energy and the balanced interplay of yin-yang forces (0.5 course credit) (Enrollment limited)-Read

171. The Mindfulness Project: Iaido—The Mindfulness Project comprises students, faculty, chaplains, and staff who collaborate in an effort to draw members of the Trinity community into those practices and traditions which foster personal and communal well-being. The Mindfulness Project Courses invite interdisciplinary study and exploration across the fields of religion, philosophy, the performing arts, and Asian studies to gain an understanding of the integration of mind, body, and spirit, and to cultivate attention to our interdependence in a pluralistic, multicultural global community. Each student enrolls in a particular Mindfulness Project course and will attend ten one-hour studio sessions. In addition, all students in all courses will participate in four common lectures/workshops with assigned reading. They will also meet in two writing workshops. They will keep an online journal, and submit a paper at the end of the semester. Iaido is a Japanese way of mental presence and immediate reaction, exploring the peaceful art of drawing the katana sword through traditional practice and partner exercise. (0.5 course credit) (Enrollment limited)-Read

172. The Mindfulness Project: Yoga—The Mindfulness Project comprises students, faculty, chaplains, and staff who collaborate in an effort to draw members of the Trinity community into those practices and traditions which foster personal and communal well-being. The Mindfulness Project Courses invite interdisciplinary study and exploration across the fields of religion, philosophy, the performing arts, and Asian studies to gain an understanding of the integration of mind, body, and spirit, and to cultivate attention to our interdependence in a pluralistic, multicultural global community. Each student enrolls in a particular Mindfulness Project course and will attend ten one-hour studio sessions. In addition, all students in all courses will participate in four common lectures/workshops with assigned reading. They will also meet in two writing workshops. They will keep an online journal, and submit a paper at the end of the semester. Yoga is a Hindu practice integrating body and mind through postures, breathing exercises, and disciplines of concentration. (0.5 course credit) (Enrollment limited)-Read

173. The Mindfulness Project: Zen Meditation—The Mindfulness Project comprises students, faculty, chap-

lains, and staff who collaborate in an effort to draw members of the Trinity community into those practices and traditions which foster personal and communal well-being. The Mindfulness Project Courses invite interdisciplinary study and exploration across the fields of religion, philosophy, the performing arts, and Asian studies to gain an understanding of the integration of mind, body, and spirit, and to cultivate attention to our interdependence in a pluralistic, multicultural global community. Each student enrolls in a particular Mindfulness Project course and will attend ten one-hour studio sessions. In addition, all students in all courses will participate in four common lectures/workshops with assigned reading. They will also meet in two writing workshops. They will keep an online journal, and submit a paper at the end of the semester. A school of Mahayana Buddhism, Zen is a centuries-old form of meditation that is both simple and profound. (0.5 course credit) (Enrollment limited)-Read

220. Research Methods and Information Resources—The Trinity College Library is many things—it’s a building, a collection, a classroom, and a meeting space. And it’s all of these things both physically and digitally. In their work with students and faculty, librarians engage the various functions of the library to provide these researchers with understanding and access.

Students will gain conceptual and technical proficiency with the wide variety of information resources available for college-level research, and the strategies that librarians use to connect researchers with those resources. The course will include: research methods in book, image, article, music and primary source databases, print and electronic government information and its sources, and freely available Web resources and tools.

Students will learn how to do advanced research, and just as important, will gain in ways to guide others in their research. To this end, the course covers the principle tenets of information literacy, learning theory, and process approaches to library research.

Limited to students admitted to the Research Associates Program. Open only to students admitted to the Research Associates Program. (0.5 course credit)-Valentino

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

Community Learning Initiative

Coordinator: Associate Professor Carol Clark (Economics)

Community learning (CLI) at Trinity is a form of experiential education—an academic course in which the faculty member partners with a person or group from the local community to involve students in an experience outside the classroom. The learning is reciprocal, as the students and community residents share knowledge, activities, and research. Many academic departments offer CLI courses, and about half of our students participate in at least one before they graduate. The list below illustrates the range of recently taught CLI courses.

COLL 206. Organizing by Neighborhood: An Internship/Seminar Experience—This is a special program designed for those students who want to be involved in and learn about community organizing, in addition to working as an intern in a Hartford neighborhood.

EDUC 200. Analyzing Schools—This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States and other countries. Drawing upon psychology, we contrast theories of learning, both in the abstract and in practice. Drawing upon philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments.

ENVS 275. Methods in Environmental Science—A field-oriented, problem-based course covering data collection and analysis methods commonly used to conduct environmental assessments and to solve environmental problems. This course includes methods for risk assessment, land management and land use history determination, habitat analysis, bio-monitoring, soil composition analysis, soil and water chemistry analysis, and GIS mapping. A strong emphasis is placed upon research design, data manipulation, and statistical analysis. As a culminating exercise, students in the course prepare a final report that integrates all the topics and techniques learned throughout the course and that addresses the focal problem.

POLS 355. Urban Politics—This course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study political power, who has it, and who wants it. Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system.

PSYC 295. Child Development—A survey of the biological, cognitive, and social factors that influence the process of development. The course will focus on both theoretical and empirical issues in child development and will include topics such as attachment, language, condition, and socialization. The course will highlight how cultural factors, especially for children growing up in urban environments, influence both the manner and the end result of the developmental process. The optional laboratory introduces students to the major scientific methods of observation, interviews, and experimentation that are used to study important developmental questions in the areas of language, memory and concept development, sex-role stereotyping, prosocial development and play. (1.25 course credits with optional laboratory)

THDN 270. Arts in Action: Moving into the Community—In this course we will examine the way the arts in general and movement in particular both engage a community and are engaged in the community. Using Hartford and the region as a field for our inquiry, we will look at the role the arts play in contributing to the overall health of a community with a particular focus on schools for at-risk youth, correctional institutions, homes for the elderly, specialized magnet schools, after-school programming and performance that utilizes the community as a generative resource. In addition to readings, films, guest speakers and discussions, there will be applied observation and study in the city of Hartford and beyond.

Fall Term

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

299. Latinos in Education Colloquium— (0.5 course credit) (Enrollment limited)-TBA

400. Community Learning Fellows Research Colloquium—This seminar offers a discussion and presentation

forum for the research projects undertaken by student participants in the Community Learning Initiative's Program for Community-based Research. (0.5 course credit) (Enrollment limited)-Clark

Spring Term

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

Courses Originating in Other Departments

[Philosophy 225. Politics, Power, and Rights: Engaging Women of Color in Hartford]—View course description in department listing on p. [407](#).

Comparative Development Studies

See International Studies Program, p. [312](#).

Computer Science

Associate Professor Yoon, Chair; Professor Morelli[†]; Associate Professors Miyazaki and Spezialetti; Visiting Assistant Professor Ridgway

Computer science is a broad discipline that employs a variety of approaches in an effort to advance our understanding and use of computing. Study in computer science can range from mathematical work aimed at understanding the theoretical and practical limits of what can be computed, to experimental work aimed at understanding the functioning of existing computer languages and systems, to design work aimed at building algorithms and computer systems that help people solve problems.

The Computer Science Department offers both a bachelor of arts and a bachelor of science degree in computer science. While both degrees are designed for students undertaking an in-depth study of computer science, the degrees reflect two different visions of that goal. The B.S. degree focuses on the study of computer science and mathematics courses and is designed for students who want to pursue such interests as software engineering, scientific or mathematical computing, or graduate studies in computer science or a closely related discipline. The B.A. degree reflects a more broad-based view of computing education and includes cognate courses that enable students to develop writing and reasoning skills in the context of fields other than computer science. This degree will prepare students for career paths in such areas as project management and information systems as well as post-graduate studies in law, business, and medicine.

The interdisciplinary computing major is a second way of combining an interest in computing with study in another discipline. For more information about this program, see the p. 306.

Degree requirements

	Bachelor of arts in computer science	Bachelor of science in computer science
Foundational requirement	CPSC 115L CPSC 215L CPSC 203 CPSC 275L	CPSC 115L CPSC 215L CPSC 203 CPSC 275L
Breadth requirement	One course in each of the following areas (selected from the list below): Systems, Theory, Software	One course in each of the following areas (selected from the list below): Systems, Theory, Software
Elective requirement	Two additional courses selected from the designated elective courses listed below, at most one of which may be CPSC 110-x	Three additional courses selected from the designated elective courses listed below, at most one of which may be CPSC 110-x
Senior exercise	Two-semester senior seminar (CPSC 403* and 404*) Two-semester senior project (CPSC 498 and 499)	Two-semester senior seminar (CPSC 403* and 404*) Two-semester senior project (CPSC 498 and 499)
Mathematics requirement	Calculus I (MATH 131 or MATH 125 and 126)	Calculus I (MATH 131 or MATH 125 and 126) Calculus II (MATH 132 or MATH 142)
Cognate requirement	One non-computer science course that is designated as writing intensive One additional numeric or symbolic reasoning course from the following list: POLS 241 , PSYC 221L , SOCL 201L , PHIL 390 , any math course numbered 107 or higher	

* Fulfills the Writing Intensive Part II requirement.

Computer science breadth requirements

Select one from each category below.

Systems

CPSC 315. Systems Software
CPSC 333. Networks
CPSC 375. High Performance Computing

Theory

CPSC 219. Theory of Computation
CPSC 320. Analysis of Algorithms

Software

CPSC 304. Computer Graphics
CPSC 316. Foundations of Programming Languages
CPSC 340. Principles of Software Engineering
CPSC 352. Artificial Intelligence
CPSC 371. Compiler Techniques
CPSC 372. Database Fundamentals

Designated electives

Any computer science course numbered 110 or above and below 399, and **CPSC 415**. At most, one of the following courses:

ENGR 221L. Digital Circuits and Systems
ENGR 323L. Microprocessor Systems
MATH 228. Linear Algebra
MATH 252. Introduction to Mathematical Modeling I
MATH 254. Introduction to Mathematical Modeling II
MATH 305. Probability
MATH 309. Numerical Analysis
MATH 314. Combinatorics and Computing

Graduate school preparation—Students planning to attend graduate school in computer science are advised to take the following courses, which are needed for successful admission to and progress in graduate school: **CPSC 219, 315, 316, 320**, and **MATH 228**. A minimum grade of C- must be maintained in all courses counted toward the major.

Admission to the major—To be admitted to the major, students must receive a grade of C- or better in **CPSC 215L** and a grade of C- or better in **CPSC 203**. Upon submission of the declaration of major form to the department chair, an adviser in the department will be assigned.

Senior project—The senior project (**CPSC 498** and **CPSC 499**) is an independent project that must extend over two semesters. The project is conducted under the supervision of a faculty adviser and performed in conjunction with the senior seminar (**CPSC 403** and **CPSC 404**).

Honors—Honors are awarded to qualified students by a vote of the faculty. Typically, honors will be awarded to students who maintain a B+ average in all computer science courses numbered 200 and above and who complete the **CPSC 403, 404** and **498, 499** sequences with a grade of A- or better.

Study away—Students are strongly urged to consult with their advisor as early as possible in the process of preparing to study abroad. Students should have completed the foundation requirement (**CPSC 115L, CPSC 215L, CPSC 275L**, and **CPSC 203**) before studying abroad. Students must consult with their faculty advisors to identify classes that will be acceptable for transfer credits from their study abroad institution. Students must fulfill the year-long requirement of computer science seminar (**CPSC 403** and **404**) and the associated senior project during their senior year at Trinity.

Fall Term

110-01. Computers, Information, and Society—Computers are ubiquitous and infiltrate almost every aspect of our daily life. From laptops to cell phones we have access to a wealth of information that is both an indispensable tool of modern society and a potential risk to our privacy, security, and even our identity. How is information represented inside a computer? What are the important parts of a computer? How are these pieces used to represent, store, and communicate information? How is software used to manipulate this information? What languages are used today to communicate on the information highway (World Wide Web)? What are the impacts of this information and its use? We will learn the fundamentals of computer technology, information abstraction, software, and ethical questions raised in today's technologically advanced society. We will study the predominant languages of the internet (HTML, CSS, & JavaScript) to observe and understand how information is represented in a computer and communicated in the form of web pages. Basic computational constructs such as variables, functions, parameters, and control structures will be introduced. (Enrollment limited)-Ridgway

[110-02. Computers and Kinetic Content]—Many of today's computing applications are designed to interact with humans, necessitating a change both in how programs are written and how information is presented for human viewing. As computers become ever more integrated into society, it becomes increasingly important to provide content that facilitates the interaction between humans and computers. Kinetic content, whether animation or video, allows information and meaning to be conveyed from computers to humans far more effectively than simple textual content. This course will explore the core computing concepts of event-driven programming, objects, modularity, and control flow in the context of designing and creating computer animation and video, and the programs that utilize this kinetic content as the primary means of human-computer interaction. (Enrollment limited)

110-07. Visual Computing—With the recent advancement of information technology, the amounts of data produced by various digital devices and computing systems are staggering. This course focuses on the fundamental visualization techniques which are essential to gain meaningful insights into these massive datasets by presenting the underlying structure of the data in understandable, visual forms. Topics will include the human visual system, color theory, information coding, data representation, and interactive visualization techniques and software. Students will also explore application areas including health care, national security, space exploration, bioinformatics, aircraft design, market analysis, education, social networks, weather, and everyday life. (Enrollment limited)-Yoon

[110-08. Computing with Mobile Phones]—App Inventor for Android is a new open source programming language for Android smart phones. App Inventor is a visual language that enables novice programmers to create powerful mobile applications that interact with the web and with other phones. In this course, students will learn how to access the world of mobile services and applications as creators, not just consumers. They will learn to create entertaining and socially useful apps that can be shared with friends and family. In addition to learning to program and how to become better problem solvers, students will also explore the exciting world of computer science from the perspective of mobile computing and its increasingly important effect on society. (Enrollment limited)

115. Introduction to Computing—A fundamental treatment of computer science topics featuring the study of the high-level programming language Python. Topics discussed will include computer architecture, programming languages, and ethical issues involved in computer use. Problem-solving techniques involved in writing programs will be studied, proper style and documentation will be required, and object-oriented program design will be introduced. A required weekly lab will involve an intensive study of programming techniques in Python. Prerequisite: Computer Science 110 or mathematics skills appropriate for enrolling in a calculus class. (1.25 course credits) (Enrollment limited)-Ridgway, Spezialetti

[225. Topics in Application Programming: Server-side Web Programming]—The World Wide Web was proposed originally as a collection of static documents inter-connected by hyperlinks. Today, the web has grown into a rich platform, built on a variety of protocols, standards, and programming languages, that aims to replace many of the services traditionally provided by a desktop operating system. A web application is the combination of client-side (browser) and server-side programming. In this course, we study the design and implementation of web applications from the perspective of the server. Topics will include: producing dynamic content using server-side languages and technologies (i.e., Java, Servlets, JSP), content serving databases, SQL, and XML documents, session state management, and multi-tier web-based architectures. Students are expected to have basic programming experience (not necessarily Java). The course is hands-on: students will study and implement server-side parts of a

server-side dynamic website based on the technologies and techniques presented during lecture. Prerequisite: C- or better in Computer Science 115L. (Enrollment limited)

275. Introduction to Computer Systems—This course introduces the fundamental organization and structure of modern computer systems from the perspective of a programmer. Students will become more effective programmers as they learn how computer systems compile, link, and execute programs, store information, and communicate. Topics covered will include data representations, computer arithmetic, low-level representations of programs, processor organization, the memory hierarchy and management, processes, and system-level I/O. A required weekly lab will involve a series of programming exercises related to these topics. Prerequisite: C- or better in Computer Science 115L. (1.25 course credits) (Enrollment limited)-Yoon

[316. Foundations of Programming Languages]—A study of the organization, specification, and behavior of programming languages. The course will focus on five different programming language paradigms: imperative, object-oriented, functional, logic, and concurrent. Programming assignments using example languages from each of these paradigms will be required. Emphasis will be placed on learning C++, PROLOG, and LISP in a Unix environment. Other topics covered include language syntax, control structures, objects, and functions. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205).

320. Analysis of Algorithms—A continuation of the study begun in Computer Science 215 of the complexity of algorithms used in computing. The notions of P, NP, and NP-complete problems and of noncomputability will be covered. The algorithms studied will include examples involving sorting, graphs, geometry, and combinatorics. Theoretical aspects of algorithms will be studied as well as practical aspects useful in writing programs. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)-Miyazaki

333. Computer Networks—An introduction to the principles and practices of local area and wide area networking. Topics include the study of the layers of computer networking, network configurations, protocols, security, and reliability. Issues related to implementing networking configurations will be studied. Prerequisite: C- or better in Computer Science 215L, Computer Science 275L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in CPSC 203 or MATH 205) (Enrollment limited)-Ridgway

[352. Artificial Intelligence]—A study of basic principles and research methods in artificial intelligence. The course exposes students to selected topics in the field including pattern recognition, problem solving, theorem proving, knowledge representation, and natural language understanding by computers. The course will draw on recent advances made by cognitive scientists in each of these applications. Students are expected to study the theoretical background of an application. They will also complete several programming and simulation assignments during the semester. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)

[372. Database Fundamentals]—Principles of database systems, including such topics as data independence, storage structures, relational data models, network data models, security, and integrity. A programming project may be required. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)

[375. High-Performance Computing]—This course will introduce various programming models and techniques for multiprocessors. Students will design, implement, and evaluate parallel algorithms for solving complex problems that demand high computational speed. Topics covered include parallel machine architecture, analysis of parallel algorithms, load balancing, and various parallel algorithms including sorting, searching, linear systems, and image processing. Prerequisite: C- or better in CPSC 215 and one semester of calculus (MATH 131) (Enrollment limited)

399. Independent Study—Independent work to develop maturity and initiative in the solution of a problem in the area of the student's special interests. This course may require concurrent registration in Computer Science 403 or 404. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

403. Computer Science Seminar—Students engaged in research (Computer Science 419) or independent study (Computer Science 399) and senior exercise students will meet with computer science faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Seniors using this course to satisfy the senior exercise requirement will be expected to complete a research or design project and make a formal presentation on its results to the seminar. The project may be an extension or revision of a project conducted in one of their other major courses. (0.5 course credit) (Enrollment limited)-Spezialetti

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

498. Senior Project Part 1—This course is comprised of a research or implementation project and a final written report. This course is required for all senior computer science majors. Students must locate a project advisor and must submit a preliminary proposal to the project adviser by the last day of classes in the spring semester of the junior year. In addition to the proposal, submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long project. The course credits are considered pending in the first semester and will be awarded upon completion of the second semester. -Staff

Spring Term

109. Digital Film Editing—The transition of filmmaking to the digital domain has greatly expanded the potential for creative expression through the medium. This hands-on course introduces students to the use and potential of digital editing software for a broad range of film production purposes. Students do not need to own a camera or video editing equipment; camera access will be provided and shared editing stations are available at Trinity. (Enrollment limited)-Spezialetti

110. Computers, Information, and Society—Computers are ubiquitous and infiltrate almost every aspect of our daily life. From laptops to cell phones we have access to a wealth of information that is both an indispensable tool of modern society and a potential risk to our privacy, security, and even our identity. How is information represented inside a computer? What are the important parts of a computer? How are these pieces used to represent, store, and communicate information? How is software used to manipulate this information? What languages are used today to communicate on the information highway (World Wide Web)? What are the impacts of this information and its use? We will learn the fundamentals of computer technology, information abstraction, software, and ethical questions raised in today's technologically advanced society. We will study the predominant languages of the internet (HTML, CSS, & JavaScript) to observe and understand how information is represented in a computer and communicated in the form of web pages. Basic computational constructs such as variables, functions, parameters, and control structures will be introduced. (Enrollment limited)-Staff

[110-08. Computing with Mobile Phones]—App Inventor for Android is a new open source programming language for Android smart phones. App Inventor is a visual language that enables novice programmers to create powerful mobile applications that interact with the web and with other phones. In this course, students will learn how to access the world of mobile services and applications as creators, not just consumers. They will learn to create entertaining and socially useful apps that can be shared with friends and family. In addition to learning to program and how to become better problem solvers, students will also explore the exciting world of computer science from the perspective of mobile computing and its increasingly important effect on society. (Enrollment limited)

115. Introduction to Computing—A fundamental treatment of computer science topics featuring the study of the high-level programming language Python. Topics discussed will include computer architecture, programming languages, and ethical issues involved in computer use. Problem-solving techniques involved in writing programs will be studied, proper style and documentation will be required, and object-oriented program design will be introduced. A required weekly lab will involve an intensive study of programming techniques in Python. Prerequisite: Computer Science 110 or mathematics skills appropriate for enrolling in a calculus class. (1.25 course credits) (Enrollment limited)-Spezialetti, Staff

203. Mathematical Foundations of Computing—An introduction to the principles of logic and discrete math-

ematics required in the study of computer science. Topics covered may include: propositional and predicate logic and their relationship to general proof techniques used in computing and correctness proofs of programs; mathematical induction applied to recursion and recurrence relations; set theory with an emphasis on infinite sets used in computing; counting principles useful in analyzing graphs and trees; relations and functions and their relationship to databases and functional programming languages. Computer programs will be used to explore concepts examined in the course. (Enrollment limited)-Miyazaki

215. Data Structures and Algorithms—A study of data structures and algorithms using a high-level programming language. The basic data structures (lists, stacks, queues, trees, and files) and basic algorithms (searching, sorting, and file management) will be introduced and implemented. Data and procedural abstraction, software design principles, and the analysis of the complexity of algorithms will be discussed. Details related to programming will be covered in a required weekly lab. Prerequisite: C- or better in Computer Science 115L. (1.25 course credits) (Enrollment limited)-Miyazaki

[219. Theory of Computation]—A selection of topics intended to serve as an introduction to formal languages and automata theory. The topics will be chosen from among finite state machines, pushdown automata, Turing machines, the Chomsky language hierarchy and related questions of computability. Prerequisite: C- or better in Computer Science 115L and either Computer Science 203 or Mathematics 205. (Enrollment limited)

[225. Topics in Application Programming: Client-side Web Programming]—The World Wide Web was proposed originally as a collection of static documents inter-connected by hyperlinks. Today, the web has grown into a rich platform, built on a variety of protocols, standards, and programming languages, that aims to replace many of the services traditionally provided by a desktop operating system. A web application is the combination of client-side (browser) and server-side programming. In this course, we study the design and implementation of web applications from the perspective of the client-side browser. Topics will include: HTML, programming a browser with JavaScript, Cascading Style Sheets, Document Object Model (DOM), Asynchronous JavaScript and XML (AJAX), client-side session state (cookies), JavaScript libraries (e.g. jQuery, YUI), and more. Students are expected to have basic programming experience (not necessarily JavaScript). The course is hands-on: students will study and implement a variety of dynamic web pages based on the technologies and techniques presented during lecture. (Enrollment limited)

[315. Systems Software]—A study of the organization and implementation of computer operating systems. Topics include operating systems organization, file systems, memory and process management, resource allocation, recovery procedures, multiprogramming, and distributed processing. The Unix operating system will be used and emphasis will be placed on how various system functions have been implemented in the Unix environment. Prerequisite: C- or better in Computer Science 215L, Computer Science 275L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in CPSC 203 or MATH 205) (Enrollment limited)

340. Principles of Software Engineering—The study of issues involved in developing large-scale software systems. Topics covered include software life cycle, system design and specification, advanced programming concepts, and techniques for software testing, debugging, and maintenance. The issues studied will be applied to team projects. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)-Staff

[371. Compiler Techniques]—This course focuses on the basic problems underlying the translation of programming languages into executable code for target machines. We study the theory and implementation techniques for compiling block structured programming languages to produce assembly or object code for modern microprocessors. In this course, students will implement a compiler for a subset of modern dynamically typed programming language (Python). Unlike traditional courses in compilers that produce a working compiler at the end of the semester, we will incrementally build a working compiler for increasingly larger subsets of the Python language each week. Fluency in at least one programming language is assumed (Python, Java, C, etc.). The course compiler will be written in Python, but prior knowledge of Python is not required. Prior knowledge in assembly language is useful, but the course will cover the necessary requirements for students to complete the course compiler. Prerequisite: A grade of C- in Computer Science 215 and Computer Science 219; or concurrent enrollment in Computer Science 219. (Enrollment limited)

[372. Database Fundamentals]—Principles of database systems, including such topics as data independence, storage structures, relational data models, network data models, security, and integrity. A programming project may be required. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)

375. High-Performance Computing—This course will introduce various programming models and techniques for multiprocessors. Students will design, implement, and evaluate parallel algorithms for solving complex problems that demand high computational speed. Topics covered include parallel machine architecture, analysis of parallel algorithms, load balancing, and various parallel algorithms including sorting, searching, linear systems, and image processing. Prerequisite: C- or better in CPSC 215 and one semester of calculus (MATH 131) (Enrollment limited)-Yoon

399. Independent Study—Independent work to develop maturity and initiative in the solution of a problem in the area of the student's special interests. This course may require concurrent registration in Computer Science 403 or 404. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

404. Computer Science Seminar—Students engaged in research (Computer Science 419) or independent study (Computer Science 399) and senior exercise students will meet with computer science faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Seniors using this course to satisfy the senior exercise requirement will be expected to complete a research or design project and make a formal presentation on its results to the seminar. The project may be an extension or revision of a project conducted in one of their other major courses. (0.5 course credit) (Enrollment limited)-Spezialetti

415. Special Topics in Computing—The study of a specific intermediate or advanced topic in computer science. A specific topic may involve a specialized area of computer science or applications of computer science principles to other disciplines. Topics will vary from year to year depending on current developments in computing or interests of the instructor. This course may be repeated for credit. (Enrollment limited)-Staff

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

499. Senior Project Part 2—This course is comprised of a research or implementation project and a final written report. This course is required for all senior computer science majors. Students must locate a project adviser and must submit a preliminary proposal to the project adviser by the last day of classes in the spring semester of the junior year. In addition to the proposal, submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long project. The course credits are considered pending in the first semester and will be awarded upon completion of the second semester. -Staff

The Cities Program

A selective, non-major curriculum for up to 20 talented and strongly motivated students in each entering class, the Cities Program examines cities and urban issues, past and present, in the United States and elsewhere, from various humanities and social science perspectives. In the first year, participating students take a specified sequence of four courses (two each semester), all of which have been expressly created for the program and are not open to other students. As sophomores, they choose an approved elective from the regular curriculum that addresses a particular interest they have in cities (e.g., urban architecture and design, urban politics, the history of cities, contemporary urban problems). The elective is usually taken in the fall, but may be taken in the spring. In the second semester of the sophomore year, students complete the program by satisfying the final requirement. This requirement may be met by any one of a number of different means, such as a tutorial, an individual or small-group research project, an internship, or a suitable course. The means chosen must be approved in advance by the student's adviser and the director of the program.

The Cities Program, which admitted its first students in the spring of 1996, is designed to be compatible with every major offered at Trinity, including not just those in the humanities and social science disciplines that are central to the program, but also those in the arts and the natural sciences. The Cities Program has also become a launching pad for students to continue with an urban studies minor (instituted in 2010) or major that is scheduled to be introduced in 2012-13.

In March of each year, exceptionally well-qualified applicants for admission to Trinity are invited to become candidates for the program. Applicants to the College who do not receive such an invitation but who find the program appealing may also become candidates by notifying its director, Dean Xiangming Chen, of their interest no later than April 25.

Fall Term

200. The American City—The course examines the evolution of American cities since the early 19th century, from early, dense centers of commerce and manufacturing to complex, sprawling metropolitan regions. It pays particular attention to Hartford as an example. Major topics include the impact of technological and economic change, attempts to control and guide development, immigration, conflicts among groups, and urban culture. The course will also track the evolution of American discourse about the cities as a social, cultural, and governance challenge, and the eternal effort to “fix” urban life. Only students in The Cities Program are allowed to enroll in this course. (Enrollment limited)-Walsh

[202. City as Built Environment]—This course examines the architectural and planning history of major European and American cities from ancient Greece to ca. 1900. Topics will include the nature of city centers and the role of public space, the formalization of town planning as a discipline, patterns of patronage and architectural education, the infrastructure of cities, and the influence of new technologies and industrialization on cities. A selection of examples—Athens, Rome, Paris, Amsterdam, London, Washington, DC, Berlin, Vienna, New York—will serve as case studies. Only students in The Cities Program are allowed to enroll in this course. (Enrollment limited)

Spring Term

[200. The American City]—The course examines the evolution of American cities since the early 19th century, from early, dense centers of commerce and manufacturing to complex, sprawling metropolitan regions. It pays particular attention to Hartford as an example. Major topics include the impact of technological and economic change, attempts to control and guide development, immigration, conflicts among groups, and urban culture. The course will also track the evolution of American discourse about the cities as a social, cultural, and governance challenge, and the eternal effort to “fix” urban life. Only students in The Cities Program are allowed to enroll in this course.

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

case studies. Only students in The Cities Program are allowed to enroll in this course. -Curran

207. Cities in Global and Historical Perspective—This course will examine cities, past, present, and future, from the standpoint of the social sciences. It is concerned with historical patterns of city growth, planning, and change; the variation in cities across the regions of the world; and the way in which the increasingly global economy has shaped contemporary cities and the interconnections between cities. The course also focuses on the distinctive impact of cities on social, political, and intellectual life. Only students in The Cities Program are allowed to enroll in this course. (Enrollment limited)-Sacks

Courses Originating in Other Departments

Art History 247. Architecture and Urbanism from 1500 to 1750—View course description in department listing on p. [252](#). -Triff

Economics

Maloney Family Distinguished Professor of Economics Setterfield, Chair; George M. Ferris Professor of Corporation Finance and Investments Butos, Professor Grossberg●, Shelby Cullom Davis Professor of American Business and Economic Enterprise Gunderson●●, Ward S. Curran Distinguished Professor of Economics Ramirez, Professor Wen, G. Fox & Company Professor of Economics Zannoni●●; Associate Professors Clark, Egan, and Stater●; Assistant Professors Ahmed●, Hoag, and Schulkind; Visiting Assistant Professors Jacobs, Kim, Levine, McMillen, Schneider, and Spasojevic; Visiting Lecturers Burnside, O'Connor, and Skouloudis

Introductory economics—The introductory course, **ECON 101**, completed with a grade of C- or better, is a prerequisite for all other courses beyond the 100 level in the department. Note that in order to enroll in **ECON 101** during the first semester of their first year, students must:

- score 25 or better on the online Math Placement test, and
- score 650 or better in the SAT math section OR score 29 or better in the ACT math section.

The economics major—The department provides two routes to a degree in economics: the B.A. (bachelor of arts) and the B.S. (bachelor of science), which is more quantitative. Both are shown schematically in the side-by-side comparison below. Students who think they may be interested in graduate work in economics are advised to seek the B.S. degree and supplement it with additional mathematics courses as explained below under the heading “Students considering pursuing graduate studies in economics.”

The bachelor of arts degree

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

- a grade of C+ or better in **ECON 101**, **ECON 301**, and **ECON 302**;
- and a grade of C- or better in each of eight other economics courses, including:
 - one any level economics course;
 - one 200-level economics course;
 - **MATH 107 (207)** beginning with the Class of 2015); and
 - four additional 300-level economic courses and **ECON 331**, or three additional 300-level economic courses and **ECON 498-499**. Students who complete **ECON 498-499** must also complete the 0.5 credit Senior Thesis Seminar (**ECON 402-403**), which does not count for major credit.
- New prerequisite commencing spring 2013: for students taking **ECON 101**, **ECON 301**, and/or **ECON 302** beginning in fall 2011, a C+ or better in **ECON 101**, **ECON 301**, and **ECON 302** is a prerequisite for those courses in the department that require **ECON 101** and **ECON 301** and/or **ECON 302**.

The bachelor of science degree

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

- a grade of C+ or better in **ECON 101**, **ECON 301**, and **ECON 302**;
- and a grade of C- or better in each of 10-11 other economics courses, including:
 - one 200-level economics course;
 - **MATH 107 (207)** beginning with the Class of 2015); and
 - **ECON 312** and **ECON 318**, or **ECON 318** and **ECON 328**, or **ECON 312** and any course with **ECON 312** as a prerequisite, or **ECON 318** and any course with **ECON 318** as a prerequisite;
 - **MATH 125** and **MATH 126**, or **MATH 131** (or any course requiring **MATH 131** as a prerequisite);

- four additional 300-level economic courses and **ECON 331**, or three additional 300-level economic courses and **ECON 498-499**. Students who complete **ECON 498-499** must also complete the 0.5 credit Senior Thesis Seminar (**ECON 402-403**), which does not count for major credit.
- New prerequisite commencing spring 2013: for students taking **ECON 101**, **ECON 301** and/or **ECON 302** beginning in fall 2011, a C+ or better in **ECON 101**, **ECON 301**, and **ECON 302** is a prerequisite for those courses in the department that require **ECON 101** and **ECON 301** and/or **ECON 302**.

The interdisciplinary computing with economics major

This major is designed for those students who wish to combine an interest in computers with study in economics. In addition to the course requirements in mathematics and computer science, the requirements are:

- a grade of C+ or better in **ECON 101**, **ECON 301**, and **ECON 302**;
- and a grade of C- or better in **ECON 318**, **ECON 331**, and additionally
 - one 200-level economics course;
 - one 300-level economics course; and
 - **MATH 107 (207** beginning with the Class of 2015).
- New prerequisite commencing spring 2013: for students taking **ECON 101**, **ECON 301** and/or **ECON 302** beginning in fall 2011, a C+ or better in **ECON 101**, **ECON 301**, and **ECON 302** is a prerequisite for those courses in the department that require **ECON 101** and **ECON 301** and/or **ECON 302**.

	Bachelor of arts in economics	Bachelor of science in economics	Interdisciplinary computing major
Required core economics courses (A grade of C+ or better is required in each of these courses) ^a	ECON 101 ECON 301 ECON 302	ECON 101 ECON 301 ECON 302	ECON 101 ECON 301 ECON 302
Required quantitative courses	MATH 107 (207 beginning with class of 2015)	MATH 107 (207 beginning with class of 2015) MATH 125 and 126 <i>or</i> Math 131^b	MATH 107 (207 beginning with class of 2015)
Electives	One 200-level economics course One any-level economics course Four 300-level economics courses <i>and</i> ECON 331 <i>or</i> Three 300-level economics courses <i>and</i> ECON 498 – 499^d	One 200-level economics course ECON 312 and 328^c <i>or</i> ECON 318 and 328^c Four 300-level economics courses <i>and</i> ECON 331 <i>or</i> Three 300-level economics courses <i>and</i> ECON 498 – 499^d	One 200-level economics course ECON 318 One 300-level economics course <i>and</i> ECON 331
Total Number of Courses	11	13-14	8 ^e

^a Required core economics courses may be retaken only once. If any of these courses is retaken, a grade of B- or

- better is required in the retaken course for completion of the major
- ^b or any course with a prerequisite of **MATH 131**
 - ^c or **ECON 312** and any course with **ECON 312** as a prerequisite, or **ECON 318** and any course with **ECON 318** as a prerequisite
 - ^d Students who complete **ECON 498-499** must also complete the 0.5 credit Senior Thesis Seminar (**ECON 402-403**).
 - ^e In addition to requirements in Computer Science and Mathematics.

The economics curriculum—**ECON 101**, **ECON 301**, and **ECON 302** together constitute the theoretical core of the economics curriculum. As such, **ECON 301** and **ECON 302** are different from 300-level elective courses. Students who major in economics should complete **ECON 301** and **ECON 302** as soon as possible after they have completed **ECON 101** to ensure that they develop a sufficiently strong appreciation of the economic theory that they will be expected to apply in 300-level elective courses. Students are required to complete **ECON 301**, **ECON 302**, and **ECON 331** at Trinity College. The Writing Intensive Part II requirement is fulfilled by the senior seminar (**ECON 331**) or the senior thesis (**ECON 498-499**).

It is recommended that students majoring in economics select cognate courses, in consultation with their adviser, in anthropology, history, philosophy, political science, public policy, and sociology. **ECON 312**, **318**, and **328** are of particular value in integrating economic theory and economic applications. Internships and teaching assistantships do not normally count as credit toward the major; exceptions must be approved in advance by the Economics Department chair.

Many 300-level courses have prerequisites other than **ECON 101** and students are advised to consult the course descriptions below or the course listings in the *Schedule of Classes* for course prerequisites. Beyond **ECON 101**, **ECON 301**, and **ECON 302**, courses are offered in the following areas in the department:

- Economic theory and its history (**202**)
- Economic growth (**323**)
- Economic systems and development (**214**, **231**, **317**, **321,325**)
- International economics (**216**, **315**, **316**)
- Labor economics (**303**)
- Money and finance (**219**, **243**, **309**, **310**)
- Public policy issues (**207**, **208**, **209**, **217**, **247**, **305**, **306**, **307**, **308**, **311**, **314**, **330**)
- Quantitative economics (**103**, **312**, **318**, **328**, **329**)
- Studies in social policies and economic research (**331**)
- Independent research (**299**, **399**, **401**, **498**, **499**)

Admission requirements and the economics major— Students who intend to declare a major in economics must do so no later than the Friday after spring break of their sophomore year. This deadline applies to students declaring economics as their first or second major. At or before this time, students who:

- have satisfactorily completed (i.e., with a grade of C+ or better) **ECON 101**;
- have satisfactorily completed (i.e., with a grade of C- or better) a 200-level course (or, if already in their 4th semester, are currently enrolled in a 200-level course);
- and who have satisfactorily completed (i.e., with a grade of C+ or better) or are currently enrolled in either **ECON 301** or **ECON 302**

will be admitted to the major upon submission of the declaration of major form to Professor Miguel Ramirez during fall 2012 or Professor James Wen during spring 2013. At that time, an adviser in the department will be assigned.

Study away—A maximum of three credits taken away from Trinity may be earned for major credit. Students are required to complete **ECON 301**, **ECON 302**, and **ECON 331** at Trinity College. All students who wish to receive credit toward the major for courses taken away from Trinity must complete an application for transfer credit form with the Office of International Programs and have the course(s) approved for credit by their faculty adviser and by Professor Stater (Professor Zannoni for fall 2012), before going abroad. Permission to receive credit toward the major for courses in other departments or work in special programs at Trinity must be approved in advance by the Economics Department chair.

Students considering pursuing graduate studies in economics—Students who are considering pursuing graduate study in economics should be aware of the emphasis that graduate programs in economics place on proficiency in mathematics. Graduate programs in economics place considerable weight on the applicant's score on the quantitative section of the Graduate Record Exam (GRE), as well as on the student's performance in undergraduate mathematics courses and quantitatively oriented courses in economics. Students considering pursuing graduate study in economics are especially urged to discuss their interests with their advisers at the earliest possible date.

Accordingly, economics majors thinking about pursuing graduate study in economics are strongly advised to complement their economics course work with additional course work in the Mathematics Department. At a minimum, course work in mathematics should include: **MATH 131. Calculus I** and **MATH 132. Calculus II** and **MATH 228. Linear Algebra**. Beyond these, additional recommended course work in mathematics would include: **MATH 231. Calculus III**, **MATH 234. Differential Equations**, **MATH 305. Probability** and **Math 306. Mathematical Statistics**, and **MATH 331. Analysis I**. Students are strongly urged to take **ECON 312. Mathematical Economics** and **ECON 318. Basic Econometrics**.

Honors—To graduate with honors in economics a student must have (1) completed **ECON 301** and **302** with an average grade of B+ or better, with neither grade lower than a B; (2) an average grade of B+ or better in all economics courses taken at Trinity, with a grade of A- or better in at least half of those courses; (3) completed **ECON 498-499**, a senior thesis, with a grade of A- or better and **ECON 402-403**. In exceptional cases, a student who has completed **ECON 498-499** but who has not met all other criteria for honors in economics may be awarded honors by a vote of the Economics Department.

Fall Term

Course prerequisites (ECON 101, 301, 302, 312, 318, MATH 107 (207 beginning with the Class of 2015), 126, and 131) must earn a grade of C- or better to count as a prerequisite for another course

101. Basic Economic Principles—An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, money and banking, and national income analysis. Required of all majors in economics and recommended for all students planning business, legal, or public service careers. Note: Students are reminded that a grade of C+ or better is required in Economics 101 (or B- if the course is retaken) in order to major in economics. Concurrent enrollment in Economics 101 and either Economics 301 or Economics 302 is not allowed. (Enrollment limited)-Butos, Hoag, Ramirez, Schulkind, Skouloudis

103. Fundamentals of Accounting—A review of accounting concepts and procedures, with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated. Senior economics and coordinate majors have first choice for enrollment, then junior economics and coordinate majors, then sophomores. Senior and junior non-majors need permission of instructor. (Enrollment limited)-O'Connor

202. Contemporary Macroeconomic Issues—Is all well with modern macroeconomics? Recent events have raised many questions for macroeconomists about the way the economy works and the design of macroeconomic policy. This course examines a variety of contemporary macroeconomic issues from competing theoretical perspectives. Topics include: spending versus thrift and macroeconomic performance; the role of fiscal policy in a recession; the short and long term consequences of bailouts; and the role of money and finance in the economy. Prerequisite: C- or better in Economics 101. (Enrollment limited)-Kim

[207-01. Alternative Economic Systems]—The revolutionary events of 1989 in Eastern Europe and the collapse of the Soviet Union in 1991 led many observers to argue that socialism had failed as an economic system. These observers noted, however, that the failure of "real" socialism did not mean the end of economic debate. Rather,

it re-focused the debate from socialism versus capitalism to alternative forms of capitalism. The central question thus became: do competing, viable models of capitalism exist, and, if so, what are the vision and corresponding institutions associated with each? This question is especially important today given the current challenges facing most capitalist economies. This course introduces students to alternative models of the macro-economy that exist, to varying degrees, in North America and Western Europe. Prerequisite: C- or better in Economics 101. (Enrollment limited)

208. Asian Economics—Endowed with a huge population, few resources, and a recent history marked by recurrent wars and great social disorder, Pacific Asia scarcely seemed a promising setting for prosperity and modernization at the end of the last century or at the beginning of this century. However, led by Japan since the Meiji Restoration, economies in Pacific Asia have become the most dynamic in the world. As the economy of the United States has become increasingly linked to the markets and production zones of Pacific Asia, it is vitally important to have an understanding of why Pacific Asian economies have been growing so fast and what their impact is on the rest of the world. Main topics in this course include the evaluation of East Asia's economic performance in terms of total factor productivity and the debate on whether the East Asian miracle is true or not, the role of a market in allocating resources in these economies, their experience in using government intervention to correct market failures, China's effort to reform its central planning system, and its impact on the region and the world. Japan's competitiveness and its potential in the future, the emerging pattern of division of labor within this region as a whole, and its interaction with the rest of the world will be addressed as well. Prerequisite: C- or better in Economics 101. (Enrollment limited)-Wen

210. Contemporary Micro Issues—This course will study the contemporary micro issues using the tools of micro economic analysis. The course will examine important economic and social policy issues in the U.S., the role of government in designing economic policy and its impact on individuals. Topics include: investment in human capital; education, earnings and the job market discrimination; income inequality, poverty and social security; health and risky behaviors, health care provision and the impact of insurance; environment and the problem of pollution. Prerequisite: C- or better in Economics 101. (Enrollment limited)-Spasojevic

[217. Economics of Health and Health Care]—This course is designed to provide an overview of key issues in the economics of health and health care using principles of economics, with an emphasis throughout on real-world problems. Topics to be studied will include: health care market structures; determinants of the demand for and supply of health care; the interrelationships between insurance, supply, demand, and technological innovation; proposed health policy reforms in insurance markets, medical malpractice, and other areas; and the analysis of public policies on unhealthy consumer behaviors (smoking, drinking, drugs). Prerequisite: C- or better in Economics 101. (Enrollment limited)

219. European Sovereign Debt Crisis—The current European sovereign debt crisis is an ongoing financial crisis. This course will examine the causes of the European debt crisis, its evolution, and possible consequences and will evaluate the effectiveness of current economic policies and proposed long term solutions. Finally, it will address whether the current crisis will lead to the breakup of the Eurozone and the demise of the single currency. As a backdrop to this discussion, the major treaties establishing the European Union and the European Monetary Union, as well as their major institutions will be evaluated. Prerequisite: C- or better in Economics 101. (Enrollment limited)-Skouloudis

231. Latin American and Caribbean Economic Development—This course examines and evaluates the major theories and leading issues in the study of economic growth and development in Latin America and the Caribbean during the 20th century. It focuses on the region's economic and historical links to industrialized nations as a key element in understanding the nature and direction of its economic growth and development. Topics include: theories of development; rural development and migration; state-led industrialization and structural transformation under import-substitution industrialization (ISI); debt, stabilization, and adjustment policies; neoliberal policies such as privatization and the deregulation of financial and labor markets; and trade liberalization, particularly the proliferation of preferential trading arrangements such as the North American Free Trade Agreement (NAFTA), the Southern Cone Common Market (MERCOSUR), the Caribbean Common Market (CARICOM), the Lome Convention, and the Central American Common Market (CACM). Prerequisite: C- or better in Economics 101. (Enrollment limited)-Ramirez

[247. Introduction to Policy Analysis]—This course will introduce students to the basic ingredients of policy analysis rooted in the microeconomics of externalities (social, economic, and political), public goods, common property, information failure, absence of competition, and distributional concern. This course is not open to students who have previously earned credit for Economics 306 or Economics 311. Prerequisite: C- or better in Economics 101. (Enrollment limited)

299. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: C- or better in Economics 101. (1-2 course credits) -Staff

301. Microeconomic Theory—A study of the determination of the prices of goods and productive factors in a market economy and the role of prices in the allocation of resources. Required of all majors in economics. Note: Students are reminded that a grade of C+ or better is required in Economics 301 (or B- if the course is retaken) in order to major in economics. Prerequisite: A grade of C- or better in Economics 101. In addition C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 301 and either Economics 101 or Economics 302 is not allowed. (Enrollment limited)-Schneider

302. Macroeconomic Theory—An analysis of aggregate income, output, and employment, which includes the following topics: national economic accounts; theories of consumption; investment and money; Keynesian and Classical models; the monetary-fiscal debate; inflation, unemployment and growth. Required of all majors in economics. Note: Students are reminded that a grade of C+ or better is required in Economics 302 (or B- if the course is retaken) in order to major in economics. Prerequisite: A grade of C- or better in Economics 101. In addition C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 302 and either Economics 101 or Economics 301 is not allowed. (Enrollment limited)-Butos, Setterfield

[303. Labor Economics]—An examination of a number of important issues in modern labor economics. Topics include (but are not limited to): the determinants of labor supply, with special emphasis on the growth of women's labor supply during the last century; the demand for labor and the determination of wages; discrimination in labor markets. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)

[306. Public Finance: Economics of the Public Sector]—An examination of the role of tax and public expenditure policies as they influence the allocation and distribution of resources, and on the role of market imperfections as rationales for government policies. Emphasis is on the effects of taxation and public spending on consumer and producer choices. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)

307. Health Economics—This course will study the characteristics of the U.S. health care system and the functioning of the health care market using the tools of microeconomic theory. The aim of the course will be to discuss specific topics in the economics of health, including: the analysis of the causes of health-related behaviors such as obesity and substance abuse; the characteristics of the health care industry and how it is affected by insurance and medical technology; and the impact of government policies on health related behaviors and the provision of medical care. The role of preventive measures and the efficient use of limited healthcare resources will be examined in light of the recent health care reform and in light of their broader implications for public policy. Prerequisite: C- or better in Economics 301. (Enrollment limited)-Spasojevic

[308. Industrial Organization and Public Policy]—The course is divided into two parts. The first part consists of an examination of the structure of American industry including a critical analysis of the empirical evidence underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on regulation and antitrust policies. Prerequisite: C- or better in Economics 101 and 301. (Calculus recommended, but not required) (Enrollment limited)

309. Corporate Finance—Valuation, the development of the modern theory of finance; efficient market hypothesis; portfolio theory; capital budgeting; cost of capital; corporate securities; the securities markets; and other selected topics in finance. Prerequisite: C- or better in Economics 101 and either Economics 301 or Economics 302. Math 107

(207 beginning with the class of 2015) is strongly recommended and Economics 103 is recommended. (Enrollment limited)-Hoag

312. Mathematical Economics—This course is designed to introduce students to the application of mathematical concepts and techniques to economic problems and economic theory. Prerequisite: C- or better in Economics 301, Economics 302, and Mathematics 126 or Mathematics 131. (Enrollment limited)-McMillen

[315. Theories of International Trade]—An examination of the major theories of international trade, beginning with the classical and neoclassical models of international trade and concluding with a survey of the various alternative models of international trade developed over the past three decades. An analysis of commercial policy, preferential trading agreements and other contemporary policy issues in the international economy will be included. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)

317. Development Economics—Various hypotheses on the persistence of underdevelopment observed in most developing economies will be examined. Then the successes of some developing economies in their modernization will be discussed. Attention will also be given to such important issues as industrialization, demographic change and urbanization, growth in income and its distribution, international trade and finance, development strategies, the government role in promoting development, and the impact of foreign aid. Prerequisite: C- or better in Economics 101 and an Economics 200-level course or another social science course dealing with developing nations. Economics 301 and 302 are strongly recommended. (Enrollment limited)-Wen

318. Basic Econometrics—The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. This course has a community learning component. Prerequisite: C- or better in Economics 101 and Mathematics 107 (207 beginning with the class of 2015). (1.25 course credits) (Enrollment limited)-Zannoni

321. American Economic History—A survey of the growth of the American economy from pre-Columbian times to the present. Special attention will be given to the issues of economic growth, industrial development, the economy of the antebellum South, transportation and commerce, the rise of cities, and the impact of major wars on the economy. Prerequisite: C- or better in Economics 101. (Enrollment limited)-Gunderson

323. Theories of Economic Growth—Rates of economic growth vary considerably over time, and between countries over time. This course examines models of economic growth in the light of these “stylized facts.” Topics include the Harrod model, traditional neoclassical growth theory, Post-Keynesian growth theory, and “endogenous” growth theory. Prerequisite: C- or better in Economics 301 and 302. (Enrollment limited)-Kim

325. Advanced Topics in Comparative Economics—This course explores the institutional arrangements and philosophical principles that accompany alternative and diverse forms of capitalism. One of the central questions we will consider is: do competing, viable models of capitalism exist, and, if so, what are the vision and corresponding institutions associated with each? This question is especially important today given the current challenges facing most capitalist economies. Prerequisite: C- or better in Economics 101 and Economics 302. Economics 301 recommended. (Enrollment limited)-Clark

[331-11. Regulation of Financial Markets and Intermediaries]—This course develops a critical examination of public policy toward capital (financial) markets and intermediaries. The economic rationale for regulation (primarily externalities) is contrasted with the rationale for deregulation (unfettered competitive markets). The theoretical exposition is applied in detail to the money and capital markets, both primary and secondary, as well as to the major financial intermediaries that are the primary participants in these markets, that is, to deposit type institutions, brokerage and investment banking concerns, insurance companies, and pension funds. Part of this course will be devoted to comparative regulation in the context of global financial markets. This course fulfills part two of the writing intensive (WI) requirement for Economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)

[331-27. Internal Labor Markets: Policy and Behavior Within the Firm]—This seminar will explore

several aspects of workplace relationships, with particular emphasis on the relationship between the firm and its employees. Among the questions we will explore are: How do compensation and promotion policies affect the firm-employee relationship? How do such policies affect relationships between employees, and how do they affect effort on the job and the overall performance of employees? Is it necessary for a firm to monitor its employees' performance or are there other ways to measure productivity? What is the role of fringe benefits in the employment relationship? How do firms decide who to hire, who to train, and who to retain? What is the role of turnover within the firm? What are the effects of competition vs. coordination of workers within the firm? Is there a role for teams within firms? This course fulfills part two of the writing intensive (WI) requirement for Economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)

[331-46. Issues in International Trade and Finance]—This seminar examines important and recent developments in international economics. Topics include trade policy and market structure; the economics of trading blocs such as the EEC and NAFTA; the economic consequences of continued U.S. external deficits; globalization and inequity; exchange rates, interest rates, and volatility; speculative capital flows and exchange rate policies; and financial crises and the prospects for the EMU. This course fulfills part two of the writing intensive (WI) requirement for Economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)

331-51. Experimental Economics—This seminar will introduce students to applications of experiments in economic research, focusing on many well-developed areas of laboratory-tested experiments as well as experimental methodology. We will review, discuss, and analyze some of the most influential papers written in the field of Experimental Economics and conduct classroom experiments. We will examine the motivation behind experiments, their usefulness and their limitations. This course will include topics such as experiments involving individual decision making, game theory, bargaining, trust and public choice. Finally, students will be required to develop and conduct their own experiment-based research projects. This course fulfills part two of the writing intensive (WI) requirements for Economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)-Schneider

331-52. The Economies of Cities: how they grow, why they die and what happens in between—What is the role of cities in bringing about economic, social and cultural development? Why and in what ways do cities represent arenas for innovation and diverse economic activity? And, lastly, how does one understand and explain the path of particular cities' economies over time, with the existence of both golden periods and periods of significant economic decline? To answer these questions we will focus on various case studies through time and space. We begin with Renaissance Florence and then travel on to Amsterdam, London and eventually Hartford. This chronological sequencing allows us to trace the development of capitalist epochs as we follow the center of gravity of the modern western economy from Italy and the Mediterranean to Northwest Europe and finally the United States. Along the way we will place the individual city's growth and development into a broader context, namely that of a world of increasing trade and commerce and global interconnectedness. In the end, we will gain an understanding of the specific mechanisms for growth within an urban setting and an appreciation for the city as an important agent of economic and cultural development. This course fulfills part two of the writing intensive (WI) requirement for Economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)-Clark

331-55. Deficits, Debt, and Defaults—This seminar will analyze the causes and economic significance of public sector budgetary deficits, the financing of debt, and the circumstances leading to defaults and their implications. Historical episodes will be overviewed but principal attention will be given to recent experiences and future prospects in the U.S. and Europe. The format of the course will center on student presentations and papers. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)-Butos

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: C- or better in Economics 301 or Economics 302, as appropriate. (1-2 course credits) -Staff

[**399. Internship Seminar**]*—*Offered to students who are engaged in business related internships. Cannot be used for major credit. (0 course credit) (Enrollment limited)

401. Independent Study in Quantitative Applications*—*Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. Prerequisite: C- or better in Economics 312 or Economics 318 (0.5-1 course credit) -Staff

402. Senior Thesis Seminar Part I*—*This seminar will address the research and thesis writing process and will include workshops on writing, data and library resources. In addition, students will be asked to present preliminary work for discussion to seminar participants, and to participate in three sets of presentations to the Department during the academic year. Prerequisite: Concurrent enrollment in Economics 498. (0.5 course credit)-TBA

466. Teaching Assistantship*—*Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Cannot be used for major credit. (0.5-1 course credit) -Staff

498. Senior Thesis Part 1*—*Written report and formal presentation of a research project. Open to all senior majors and required of all students who wish to earn honors in economics. A student who intends to write a thesis must locate a thesis adviser, and must submit a preliminary proposal to the thesis adviser by the last day of classes in the spring semester of the junior year. A final proposal must be submitted to the thesis adviser by final registration in the fall semester of the senior year. Submission date of the thesis is the third Thursday following spring recess. Seniors who undertake Economics 498-99 will be excused from Economics 331. Studies in Social Policies and Economic Research. In addition to the final proposal, submission of the special registration form available in the Registrar's Office and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) Prerequisites: Economics 301 and 302. (2 course credits) -Staff

Graduate Courses

Some of the following graduate courses are open to seniors with appropriate prerequisites, whose records have been outstanding, and where space is available. Prerequisites: permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

801. Basic Economic Principles*—*The study of basic economic principles pertains to the operation of the pricing system, income distribution, national income analysis, and monetary and fiscal policy.-Burnside

803. Microeconomic Theory*—*A study of resource allocation and product distribution in a market system. Market behavior is analyzed in terms of the determinants of demand, supply, the logic of the productive process, and the institutional structure of markets.-McMillen

807. Public Finance*—*An examination of the Federal budget, of the tax system of the United States, and of Fiscal Federalism, with special reference to the allocation, distribution, and stabilization objectives of specific taxes and expenditures. Analyses of the theory of public goods and of externalities, of private market failure, and of government corrective action. Actual policies will be evaluated in the context of the analytical framework developed in the course. Prerequisite: Economics 803. -Jacobs

[**821. Methods of Research**]*—*This course develops techniques useful in economic research. Topics include: time series analysis, probability, hypothesis testing, non-parametric statistics, an introduction to regression analysis, decision and game theory. Economics 803 recommended or permission of instructor required.

[**825. American Economic History**]*—*This course attempts to provide the student with a basic, yet thorough understanding of the growth and development of the American economy. The course will first discuss the methodological approaches of economic historians and introduce basic concepts used to understand and measure economic growth and change. It will then analyze the colonial economy, early national and ante-bellum years, the reunification era, and the emergence of a modern U.S. economy. The analysis will focus on key economic sectors - money and

banking, agriculture, commerce, labor, and government - with special attention given to problems and issues in the financial and monetary sector. Prerequisite: Economics 801 or permission of the instructor.

940. Independent Study—Independent studies on selected topics are available by arrangement with the instructor and written approval of the graduate director and department chair. Contact the Office of Graduate Studies for the special approval form. (1-2 course credits) -Staff

953. Research Project—The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. -Staff

Courses Originating in Other Departments

Mathematics 107. Elements of Statistics—View course description in department listing on p. 379. -Kelsey, Miller

Mathematics 125. Functions and Limits—View course description in department listing on p. 380. -Miller

Mathematics 131. Calculus I—View course description in department listing on p. 380. (1.5 course credits)-Cruz-Uribe, Kelsey, Robbins, Wang

Mathematics 207. Statistical Data Analysis—View course description in department listing on p. 380. Prerequisite: C- or better in Mathematics 107. -Russo, Wang

Spring Term

All course prerequisites (ECON 101, 301, 302, 312, 318, MATH 107 (207 beginning with the Class of 2015), 126 and 131) must earn a grade of C- or better to count as a prerequisite for another course. New prerequisite commencing Spring 2013: For students taking ECON 101, ECON 301 and/or ECON 302 beginning in fall 2011, a C+ or better in ECON 101, ECON 301, ECON 302 is a prerequisite for those courses in the department that require ECON 101 and ECON 301 and/or ECON 302.

101. Basic Economic Principles—An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, money and banking, and national income analysis. Required of all majors in economics and recommended for all students planning business, legal, or public service careers. Note: Students are reminded that a grade of C+ or better is required in Economics 101 (or B- if the course is retaken) in order to major in economics. Concurrent enrollment in Economics 101 and either Economics 301 or Economics 302 is not allowed. (Enrollment limited)-Clark, Egan, Skouloudis, Spasojevic

103. Fundamentals of Accounting—A review of accounting concepts and procedures, with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated. Senior economics and coordinate majors have first choice for enrollment, then junior economics and coordinate majors, then sophomores. Senior and junior non-majors need permission of instructor. (Enrollment limited)-O'Connor

[202. Contemporary Macroeconomic Issues]—Is all well with modern macroeconomics? Recent events have raised many questions for macroeconomists about the way the economy works and the design of macroeconomic policy. This course examines a variety of contemporary macroeconomic issues from competing theoretical perspectives. Topics include: spending versus thrift and macroeconomic performance; the role of fiscal policy in a recession; the short and long term consequences of bailouts; and the role of money and finance in the economy. Prerequisite: C- or better in Economics 101. (Enrollment limited)

[207. Alternative Economic Systems]—An examination of the alternative forms of capitalist economic systems in North America and Europe. A study of the various models for arranging economic activity will be followed by a

detailed survey of selected economies in the two regions. Prerequisite: C- or better in Economics 101. (Enrollment limited)

[209. Topics in Urban Economics]—Economic analysis of urban areas in the regional setting; the study of location theory, land use and housing markets, and of current public policy issues pertaining to urban problems including urban poverty, the economics of race and metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisite: C- or better in Economics 101. (Enrollment limited)

210. Contemporary Micro Issues—This course will study the contemporary micro issues using the tools of micro economic analysis. The course will examine important economic and social policy issues in the U.S., the role of government in designing economic policy and its impact on individuals. Topics include: investment in human capital; education, earnings and the job market discrimination; income inequality, poverty and social security; health and risky behaviors, health care provision and the impact of insurance; environment and the problem of pollution. Prerequisite: C- or better in Economics 101. (Enrollment limited)-Spasojevic

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

216. Globalization, Rivalry, and Coordination—This course emphasizes the study of forces driving the observed trends in regional and global integration. Students will examine whether the world-wide division of labor can be explained by comparative advantage or by increasing returns to scale and externalities. Students will then examine the impact of integration on three growing world markets: commodities, capital, and labor. They will also delve into the role these markets play in generating frictions among nations. The course concludes with an examination of the role of a world trade organization, world financial system, and world foreign exchange system in facilitating the globalization process. Lessons will be drawn from history, particularly the collapse of the Bretton Woods System. Prerequisite: C- or better in Economics 101. (Enrollment limited)-Wen

217. Economics of Health and Health Care—This course is designed to provide an overview of key issues in the economics of health and health care using principles of economics, with an emphasis throughout on real-world problems. Topics to be studied will include: health care market structures; determinants of the demand for and supply of health care; the interrelationships between insurance, supply, demand, and technological innovation; proposed health policy reforms in insurance markets, medical malpractice, and other areas; and the analysis of public policies on unhealthy consumer behaviors (smoking, drinking, drugs). Prerequisite: C- or better in Economics 101. (Enrollment limited)-Schulkind

243. Financial Markets Institutions—The purpose of the course is to provide a basic understanding of the role of financial institutions (intermediaries) and financial markets in facilitating the flow of funds between those who supply funds and those who demand funds. Topics include the role of banks, other financial institutions, and financial markets in this process. Special attention is also given to the European Monetary Union and other aspects of the international financial system. Prerequisite: C- or better in Economics 101. (Enrollment limited)-Hoag

247. Introduction to Policy Analysis—This course will introduce students to the basic ingredients of policy analysis rooted in the microeconomics of externalities (social, economic, and political), public goods, common property, information failure, absence of competition, and distributional concern. This course is not open to students who have previously earned credit for Economics 306 or Economics 311. Prerequisite: C- or better in Economics 101. (Enrollment limited)-Ahmed

[299. Independent Study]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: C- or better in Economics 101. (1-2 course credits) -Staff

301. Microeconomic Theory—A study of the determination of the prices of goods and productive factors in a market economy and the role of prices in the allocation of resources. Required of all majors in economics. Note: Students are reminded that a grade of C+ or better is required in Economics 301 (or B- if the course is retaken) in order to major in economics. Prerequisite: A grade of C- or better in Economics 101. In addition C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 301 and either Economics 101 or Economics 302 is not allowed. (Enrollment limited)-Ahmed, Stater

302. Macroeconomic Theory—An analysis of aggregate income, output, and employment, which includes the following topics: national economic accounts; theories of consumption; investment and money; Keynesian and Classical models; the monetary-fiscal debate; inflation, unemployment and growth. Required of all majors in economics. Note: Students are reminded that a grade of C+ or better is required in Economics 302 (or B- if the course is retaken) in order to major in economics. Prerequisite: A grade of C- or better in Economics 101. In addition C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 302 and either Economics 101 or Economics 301 is not allowed. (Enrollment limited)-Kim

[303. Labor Economics]—An examination of a number of important issues in modern labor economics. Topics include (but are not limited to): the determinants of labor supply, with special emphasis on the growth of women's labor supply during the last century; the demand for labor and the determination of wages; discrimination in labor markets. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)

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

306. Public Finance: Economics of the Public Sector—An examination of the role of tax and public expenditure policies as they influence the allocation and distribution of resources, and on the role of market imperfections as rationales for government policies. Emphasis is on the effects of taxation and public spending on consumer and producer choices. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)-Stater

307. Health Economics—This course will study the characteristics of the U.S. health care system and the functioning of the health care market using the tools of microeconomic theory. The aim of the course will be to discuss specific topics in the economics of health, including: the analysis of the causes of health-related behaviors such as obesity and substance abuse; the characteristics of the health care industry and how it is affected by insurance and medical technology; and the impact of government policies on health related behaviors and the provision of medical care. The role of preventive measures and the efficient use of limited healthcare resources will be examined in light of the recent health care reform and in light of their broader implications for public policy. Prerequisite: C- or better in Economics 301. (Enrollment limited)-Schulkind

308. Industrial Organization and Public Policy—The course is divided into two parts. The first part consists of an examination of the structure of American industry including a critical analysis of the empirical evidence underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on regulation and antitrust policies. Prerequisite: C- or better in Economics 101 and 301. (Calculus recommended, but not required) (Enrollment limited)-Schneider

309. Corporate Finance—Valuation, the development of the modern theory of finance; efficient market hypothesis; portfolio theory; capital budgeting; cost of capital; corporate securities; the securities markets; and other selected topics in finance. Prerequisite: C- or better in Economics 101 and either Economics 301 or Economics 302. Math 107

(207 beginning with the class of 2015) is strongly recommended and Economics 103 is recommended. (Enrollment limited)-Hoag

310. Money and Banking—An analysis of monetary theory, institutions and policy including the nature, role and significance of money, financial markets and institutions, commercial banking and the money supply process, the Federal Reserve System, and the formulation and implementation of monetary policy, monetary theory, and related policy issues. Prerequisite: C- or better in Economics 301 and 302. (Enrollment limited)-Butos

[311. Environmental Economics]—An examination of the relationship between economic growth and the quality of the environment; the economic theory necessary for understanding environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)

[312. Mathematical Economics]—This course is designed to introduce students to the application of mathematical concepts and techniques to economic problems and economic theory. Prerequisite: C- or better in Economics 301, Economics 302, and Mathematics 126 or Mathematics 131. (Enrollment limited)

315. Theories of International Trade—An examination of the major theories of international trade, beginning with the classical and neoclassical models of international trade and concluding with a survey of the various alternative models of international trade developed over the past three decades. An analysis of commercial policy, preferential trading agreements and other contemporary policy issues in the international economy will be included. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)-Kim

316. International Finance—This course examines the major theoretical and policy issues faced by business firms, the government, and individual investors in their international financial transactions. Topics include the following: basic theories of the balance of payments, exchange rates, and the balance of trade; interest rates and interest parity; alternative exchange rate systems; and recent developments in the international money markets. Prerequisite: C- or better in Economics 101 and Economics 302. (Enrollment limited)-Ramirez

318. Basic Econometrics—The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. Prerequisite: C- or better in Economics 101 and Mathematics 107 (207 beginning with the class of 2015). (Enrollment limited)-Stater

[328. Applied Econometrics: Micro-econometrics]—Application and extensions of basic econometric tools. Topics include analysis of panel data, maximum likelihood estimation, analysis of discrete and limited response data, analysis of count data, sample selection, and duration of models. Prerequisite: C- or better in Economics 318. (Enrollment limited)

328. Applied Econometrics: Time-Series Analysis—This course deals with econometric methods and problems that arise when data consists of observations on one or several variables over time. Topics include: autocorrelation, distributed lag and autoregressive models, ARIMA models, co-integration, and vector autoregressive correction models. Prerequisite: C- or better in Economics 302 and Economics 318. (Enrollment limited)-Ramirez

[329. Applied Macroeconomics]—This course is designed to extend and develop students' understanding of macroeconomics beyond the intermediate (Economics 302) level. Discussion will focus on current macroeconomic events and issues in macroeconomic policy, and will proceed through the development of macroeconomic models, discussion of their results and policy implications and scrutiny of the empirical evidence presented in their defense. Questions addressed will include: Why is unemployment so much higher in Europe than in the United States? Was a decline in the Non-Accelerating Inflation Rate of Unemployment (NAIRU) responsible for the reductions in unemployment and inflation witnessed during the late 1990s? Does household indebtedness pose problems for future economic recovery? Why did productivity growth accelerate during the 1990s? How is monetary policy conducted and how does it affect macroeconomic outcomes? Prerequisite: C- or better in Economics 301, 302, and 318. (Enrollment limited)

331-15. Post-Keynesian Economics—The Post-Keynesian approach represents a tradition in current economic debate distinct from neoclassical economics and even “mainstream” Keynesianism. Taking its lead from Keynes’ General Theory, the methodological foundations of Post Keynesianism are concerned with the ability of economies to adjust towards equilibria over time, and the concept of uncertainty. As well as surveying these issues, this course will examine selected topics from the Post-Keynesian research agenda such as the formation of prices, the endogeneity of the money supply, the nature of capital in industrial production, the distribution of income and the dynamics of inflation. This course fulfills part two of the writing intensive (WI) requirement for economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)-Setterfield

331-18. Issues in Environmental and Energy Economics—The economic analysis of selected environmental and energy issues such as current air pollution control policies and water pollution control policies, recycling strategies, conservation, the development of new energy sources, such as solar energy and wind power, and the environmental consequences of different energy types. Each student will be required to write a major research paper on an approved topic and to present the major findings of that paper in a seminar. Students will also be required to read and generally acquaint themselves with all the topics being studied in the seminar. This course fulfills part two of the writing intensive (WI) requirement for Economics Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)-Egan

331-20. Institutional Innovation and Economic Development: The Case of Modern China—Students will have opportunities in this course to strengthen their skill and sensitivity in applying economic analysis and research methods to contemporary economic policy issues through this case study. We choose China as the subject, both because of its importance in the world economy and the theoretical challenge it poses through its unorthodox path to reform its economic system. Focus will be on the evaluation of the gradualist approach versus the “big bang” approach, externality of the state sector and the emerging private sector, the partial privatization of its farming sector, the puzzle of the township and village enterprises and its hidden problems such as economic development and democracy and urbanization in the presence of population pressure. This course fulfills part two of the writing intensive (WI) requirement for Economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)-Wen

331-33. Central Banking and Monetary Regimes—This seminar provides a critical analysis of the rationale, behavior, and effectiveness of central banking and alternative monetary institutions. It will emphasize the Federal Reserve System and alternative monetary arrangements from historical and analytical standpoints, treating in detail the formulation and execution of monetary policy in the context of both domestic and international constraints. Attention also is given to the European Monetary Union and current issues in international monetary relations. Prerequisites: Economics 301 and 302. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)-Butos

[331-37. Topics in Urban Economics]—Students will explore selected topics in Urban Economics such as crime, education, social contagion, housing, etc. This course fulfills part two of the writing intensive (WI) requirement for Economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)

331-51. Experimental Economics—This seminar will introduce students to applications of experiments in economic research, focusing on many well-developed areas of laboratory-tested experiments as well as experimental methodology. We will review, discuss, and analyze some of the most influential papers written in the field of Experimental Economics and conduct classroom experiments. We will examine the motivation behind experiments, their usefulness and their limitations. This course will include topics such as experiments involving individual decision making, game theory, bargaining, trust and public choice. Finally, students will be required to develop and conduct their own experiment-based research projects. This course fulfills part two of the writing intensive (WI) requirements for Economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)-Schneider

[331-52. The Economies of Cities: how they grow, why they die and what happens in between]—What is the role of cities in bringing about economic, social and cultural development? Why and in what ways do cities

represent arenas for innovation and diverse economic activity? And, lastly, how does one understand and explain the path of particular cities' economies over time, with the existence of both golden periods and periods of significant economic decline? To answer these questions we will focus on various case studies through time and space. We begin with Renaissance Florence and then travel on to Amsterdam, London and eventually Hartford. This chronological sequencing allows us to trace the development of capitalist epochs as we follow the center of gravity of the modern western economy from Italy and the Mediterranean to Northwest Europe and finally the United States. Along the way we will place the individual city's growth and development into a broader context, namely that of a world of increasing trade and commerce and global interconnectedness. In the end, we will gain an understanding of the specific mechanisms for growth within an urban setting and an appreciation for the city as an important agent of economic and cultural development. This course fulfills part two of the writing intensive (WI) requirement for Economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)

[331-54. Venetian Urban Life through the Eyes of an Economist]—Everyone seems to be writing about cities, including economists - about what makes cities economically successful or why innovative processes and products often find their origins in cities. Cities have been around for over 7000 years. What did successful cities with vibrant economies look like in the past? We will focus on this question by examining one of the best examples of a dynamic, forward-looking city on the verge of the capitalist epoch: Venice. Venice was in the center of the European economy in the late Medieval/early Renaissance period. By examining Venice's economy and institutions we can draw lessons for today and develop a better understanding of the history of cities - their contributions to economic development and transformation on the eve of the modern period. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: C- or better in Economics 301 or Economics 302, as appropriate. (1-2 course credits) -Staff

[399. Internship Seminar]—Offered to students who are engaged in business related internships. Cannot be used for major credit. (0 course credit) (Enrollment limited)

401. Independent Study in Quantitative Applications—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. Prerequisite: C- or better in Economics 312 or Economics 318 (0.5-1 course credit) -Staff

403. Senior Thesis Seminar Part II—This seminar will address the research and thesis writing process and will include workshops on writing, data and library resources. In addition, students will be asked to present preliminary work for discussion to seminar participants, and to participate in three sets of presentations to the Department during the academic year. Prerequisite: Concurrent enrollment in Economics 499. (0.5 course credit)-TBA

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Cannot be used for major credit. (0.5-1 course credit) -Staff

499. Senior Thesis Part 2—Written report and formal presentation of a research project. Open to all senior majors and required of all students who wish to earn honors in Economics. A student who intends to write a thesis must locate a thesis adviser, and must submit a preliminary proposal to the thesis adviser by the last day of classes in the spring semester of the junior year. A final proposal must be submitted to the thesis adviser by final registration in the fall semester of the senior year. Submission date of the thesis is the third Thursday following Spring Recess. Seniors who undertake Economics 498-99 will be excused from Economics 331, Studies in Social Policies and Economic Research. In addition to the final proposal, submission of the special registration form available in the Registrar's Office and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) This fulfills part two of the writing intensive (WI) requirement for Economics. Prerequisite: Economics 301 and Economics 302 (2 course credits) -Staff

Graduate Courses

Some of the following graduate courses are open to seniors with appropriate prerequisites, whose records have been outstanding, and where space is available. Prerequisites: permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

[805. Macroeconomic Theory]—An analysis of aggregate income, output, and employment, which includes the following topics: national economic accounts, theories of consumption, investment and money, Keynesian and Classical models, the monetary-fiscal debate, inflation, unemployment and growth.

[806. Financial Accounting Valuation and Measurement]—Review of concepts and methodology in financial accounting. Particular attention is devoted to the exploration of different accounting measurement theories and the impact these theories have on corporate financial reporting. Ability to interpret, analyze, and evaluate financial accounting information is developed through problems and cases stressing the preparation, utility, and limitations of such information.

[811. Money and Banking]—The nature, significance, and functions of money; monetary standards; the role and operations of commercial banks; central banking and the Federal Reserve System; the Treasury and the money market; foreign exchange and international finance; monetary theory. Graduate Prerequisite: Economics 805. Permission of Instructor required.

[814. Analysis of Financial Markets]—This course will emphasize the role of financial institutions in affecting the flow of funds through the money and capital markets. Topics include: the portfolio behavior of financial intermediaries, the yield curve and term structure of interest rates, an analysis of short-term Federal Reserve behavior and its impact on the financial markets, seasonal liquidity patterns and their impact on the financial system, techniques of financial market forecasting, the efficient market hypothesis, and the role of rational expectations. Prerequisite: Economics 803.

[851. Monetary Economics & Institutions]—This course is a “special topics” course on theoretical and applied issues in money-macro economics and institutions. The Seminar will center around class discussion and student weekly reports on (1) selected topics in business cycle theory and analysis, capital-based macroeconomics, the theory and practice of central bank monetary policy, with emphasis on the financial crisis and the resurgence of Keynes-inspired monetary and fiscal policy, and alternative monetary regimes (including free banking), and (2) presentations by class members of research papers. It is hoped the Seminar will serve students as a vehicle for identifying and exploring interests in a wide range of topics, including research that may develop into graduate Research Projects of publishable work. Prerequisite: Economics 803 and Economics 805.

953. Research Project—The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. -Staff

Courses Originating in Other Departments

Mathematics 107. Elements of Statistics—View course description in department listing on p. 382. -Russo, Staff

Mathematics 126. Calculus with Algebra and Trigonometry—View course description in department listing on p. 382. Prerequisite: Mathematics 125 with a grade of C- or better. -Staff

[Mathematics 131. Calculus I]—View course description in department listing on p. 382. (1.5 course credits)

Mathematics 207. Statistical Data Analysis—View course description in department listing on p. 383. Prerequisite: C- or better in Mathematics 107. -Russo, Staff

Educational Studies Program

Associate Professor Dougherty, Director; Associate Professor Dyrness; Visiting Lecturer Leventhal-Weiner

The interdisciplinary major enables students to integrate knowledge and research methods from several academic disciplines into a focused examination of the field of education. It provides opportunities for students to analyze the learning process, the organization of schooling, its links to broader contexts, and the potential for change. The interdisciplinary major is not a teacher certification program. Rather, it is designed for students who seek a richer understanding of education grounded in the liberal arts, whether they aspire to become educators, researchers, or policymakers, or simply in their role as informed citizens.

In addition to core courses taught by educational studies faculty, the major draws upon selected offerings by participating departments and programs, such as psychology, sociology, anthropology, philosophy, political science, and theater and dance. Students also learn through field experiences offered in cooperation with Hartford-area schools, educational centers, and campus-community initiatives such as the Learning Corridor.

Participating faculty include:

Dina Anselmi, Associate Professor of Psychology
 Janet Bauer, Associate Professor of International Studies
 Stefanie Chambers, Associate Professor of Political Science
 Judy Dworin, Professor of Theater and Dance
 Kathy Gersten, Visiting Lecturer in Theater and Dance
 Laura Holt, Assistant Professor of Psychology
 Dan Lloyd, Brownell Professor of Philosophy
 David Reuman, Associate Professor of Psychology
 James Trostle, Charles A. Dana Research Professor of Anthropology
 Steve Valocchi, Professor of Sociology
 Johnny Williams, Associate Professor of Sociology

The educational studies major—Students must earn five credits in the core, four credits in a thematic concentration, and three other electives for a total of 12 credits counted toward the major.

Core sequence:

- **EDUC 200. Analyzing Schools** (offered each semester)
- **EDUC 300. Education Reform: Past and Present** (offered each year, ordinarily taken in the sophomore or junior year)
- A research methods course selected in consultation with the director, to be completed no later than the junior year (advanced courses may require prerequisites)

ANTH 301. Ethnographic Methods and Writing
ECON 318. Basic Econometrics
HIST 299. Historiography
POLS 241L. Empirical Political Methods and Data Analysis
PSYC 221L. Research Design and Analysis
SOCL 201L. Research Methods in the Social Sciences
 any other research methods course approved by the director

- A research project course, where students conduct primary-source research on an educational studies topic using qualitative, quantitative, and historical methods, to be completed no later than the junior year.

EDUC 303. Becoming Citizens
EDUC 307. Latinos in Education
EDUC 308. Cities, Suburbs, and Schools

EDUC 309. Race, Class, and Educational Policy
PSYC 310. Psychology of Gender
PSYC 395. Cognitive and Social Development
PSYC 415. Development and Culture

any other course or independent study with an educational studies primary source research project approved by the director

- **EDUC 400. Senior Research Seminar.** To fulfill the senior exercise requirement, students carry out an independent research project that builds upon acquired skills and evolving interests. The weekly seminar provides a thematic focus as well as a continuous forum for both support and critical feedback from peers, based on our program's stated learning goals. At its conclusion, students present their work to an audience which includes a guest evaluator, then revise and submit a final paper to be shared with the public. This seminar is open to senior educational studies majors only.

Concentration—A student-designed thematic concentration of four courses, at least three of which must be at the 300 level or above. Previous students have designed concentrations in numerous areas (such as learning, cognition, and development; urban education; gender and schooling; sociology of education; international education). A written proposal, which delineates the links between courses in the concentration and the student's evolving interests, must be planned in consultation with the director and submitted upon declaration of the major.

Eligible courses for the concentration include:

Educational studies electives

EDUC 303. Becoming Citizens
EDUC 307. Latinos in Education
EDUC 308. Cities, Suburbs, and Schools
EDUC 309. Race, Class, and Educational Policy
EDUC 315. Higher Education in America
EDUC 316. Education and Social Change across the Globe
EDUC 320. Anthropology and Education
EDUC 350. Teaching and Learning
EDUC 399. Independent Study

Cross-listed electives

AMST 355. Urban Mosaic
AMST 357: Race and Urban Space
EDUC 318. Literacy and Literature
ENGL 406. Contemporary Composition Studies
INTS 218: Women Gender and Family in the Middle East
INTS 234. Gender and Education
INTS 235: Youth Culture in the Muslim World
PHIL 374. Minds and Brains (with lab)
POLS 224. Public Policy Analysis: Theory and Practice
POLS 311. Administration and Public Policy
POLS 355. Urban Politics
PBPL 303. Policy Implementation Workshop
PBPL 323. Legal History of Race Relations
PSYC 223. Intersecting Identities: The Asian American Experience
PSYC 236. Adolescent Psychology
PSYC 246. Community Psychology
PSYC 255. Cognitive Psychology (with optional lab)
PSYC 256. Learning and Memory (with optional lab)
PSYC 295. Child Development (with optional lab)
PSYC 310. Psychology of Gender

PSYC 324. Stereotypes, Prejudice, and Discrimination
PSYC 326. Advanced Topics: Social Psychology of Education Systems
PSYC 332. Psychological Assessment (with lab)
PSYC 356. Cognitive Science (with lab)
PSYC 391. Psychology of Language
PSYC 395. Cognitive and Social Development
PSYC 401 and 402. Senior Seminar (if relevant topic)
PSYC 415. Development and Culture
SOCL 204. Social Problems in American Society
SOCL 214. Race and Ethnicity
SOCL 312. Social Class and Mobility
SOCL 351. Social, State, and Power
THDN 270. Arts in Action: Moving into the Community
THDN 332. Education Through Movement

Any other course, independent study, or thesis relevant to educational studies and approved by the director. If the research project is to be double-counted toward the concentration, then the student must designate a fourth course to be counted toward the other electives section to maintain a total of 12 courses toward the major.

Other electives—Three other electives, either in educational studies or approved cross-listed courses, but not necessarily linked to the student’s concentration. At least three departments or programs (i.e., educational studies and two others) must be represented in the total number of credits. No more than six courses may be drawn from any one department or program outside of educational studies. Only courses in which the student earns a grade of at least C- may be counted toward the major.

Double major—Students considering a double major (such as psychology and educational studies, or sociology and educational studies) are encouraged to plan their schedules early in consultation with their advisers. Selected courses for an educational studies major may also be applied toward fulfillment of the student’s other major, if listed or approved by both departments or programs.

Honors—Students must complete a senior research project with a grade A- or better, and earn a GPA of at least 3.50 in core courses in the major.

Teacher preparation—Students who desire to teach should consult with educational studies faculty about the various routes available to them, including the consortial teacher preparation program at St. Joseph College in West Hartford, as well as alternate route certification programs, graduate school programs, and independent school teaching opportunities. For more information, see the “Pathways to Teaching” section of the educational studies Web site.

Fall Term

200. Analyzing Schools—This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States and other countries. Drawing upon psychology, we contrast theories of learning, both in the abstract and in practice. Drawing upon philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments. This course has a community learning component. (1.25 course credits) (Enrollment limited)-Dougherty, Leventhal-Weiner

[300. Education Reform: Past and Present]—How do we explain the rise and decline of education reform movements? How do we evaluate their level of “success” from different sources of evidence? Drawing upon primary source materials and historical interpretations, this course examines a broad array of elementary, secondary, and higher education reform movements from the mid-19th century to the present, analyzing social, material, and ideological contexts. This intermediate-level seminar explores a topic common to all branches of educational studies

from both theoretical and comparative perspectives. Prerequisite: C- or Better in EDUC200 or American Studies Major or Public Policy and Law Major.

308. Cities, Suburbs, and Schools—How did city dwellers' dreams of better schooling, along with public policy decisions in housing and transportation, contribute to the rise of suburbia in the 20th century? How do city-suburban disparities affect teaching and learning in classrooms today? What promise do Sheff v O'Neill remedies for racial isolation, such as magnet schools at the Learning Corridor, hold for the future? Students will investigate these questions while developing their skills in oral history, ethnographic fieldwork, and geographical information system (GIS) software. Community learning experiences will be integrated with seminar readings and research projects. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or participation in The Cities Program or Permission of Instructor. (Enrollment limited)-Dougherty

316. Education and Social Change Across the Globe—Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? Students will conduct independent research on education in a country of their choice to contribute to the comparative framework. Prerequisite: a passing grade in a prior Educational Studies or International Studies Course. (Enrollment limited)-Dyrness

[320. Anthropology and Education]—The anthropology of education has a rich history of investigating the links between culture, learning, and schooling. Anthropologists studying education have sought to illuminate learning and educational achievement as social processes and cultural products that cannot be understood apart from the socio-cultural contexts in which they occur. In this upper-level seminar, we will explore selected works in the anthropology of education, both classic and contemporary, in order to understand the unique contributions anthropology makes to the study of education, and in particular, the experience of minority groups in education. We will explore topics such as race, gender, and language in education and how they have been addressed by anthropologists. Students will have an opportunity to read critically a variety of detailed ethnographic and qualitative studies focusing on formal schooling and informal education in the United States and in other countries. Reviewing these studies, we will explore the central questions: What is a cultural analysis of schooling? What unique insights does ethnography (anthropology's signature method) offer into key educational problems? And finally, how can a cultural analysis of schooling inform efforts to create a more socially just educational system? Prerequisite: A C- or better in Education 200 or Anthropology 201 or permission of the instructor. (Enrollment limited)

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

400. Senior Research Seminar—To fulfill the senior exercise requirement, students carry out an independent research project that builds upon acquired skills and evolving interests. The weekly seminar provides a thematic focus as well as a continuous forum for both support and critical feedback from peers, in preparation for a public presentation of the student's work at the end of the semester. Each year, the seminar will be organized around a broad theme in educational studies. This seminar open to senior Educational Studies majors only. (Enrollment limited)-Dyrness

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

Courses Originating in Other Departments

[American Studies 355. Urban Mosaic: Migration, Identity, and Politics]—View course description in department listing on p. 106.

American Studies 357. Race and Urban Space—View course description in department listing on p. 106. -Baldwin

[**Anthropology 301. Ethnographic Methods and Writing**]
—View course description in department listing on p. 125.

Economics 318. Basic Econometrics—View course description in department listing on p. 180. Prerequisite: C- or better in Economics 101 and Mathematics 107 (207 beginning with the class of 2015). (1.25 course credits)-Zannoni

History 299. Historiography—View course description in department listing on p. 286. This course open to History majors only. -Elukin

[**International Studies 218. Women, Gender, and Family in the Middle East**]
—View course description in department listing on p. 314.

[**International Studies 234. Gender and Education**]
—View course description in department listing on p. 314.

International Studies 311. Global Feminism—View course description in department listing on p. 316. -Bauer

Public Policy & Law 323. The Legal History of Race Relations—View course description in department listing on p. 450. Prerequisite: C- or better in Public Policy 113 or Public Policy 201 or Permission of Instructor. -Fulco, Stevens

Political Science 241. Empirical Political Methods and Data Analysis—View course description in department listing on p. 425. -Barry

[**Political Science 326. Women and Politics**]
—View course description in department listing on p. 426. Prerequisite: C- or better in Political Science 102 or permission of instructor.

Psychology 221. Research Design and Analysis—View course description in department listing on p. 438. Prerequisite: C- or better in Psychology 101. (1.25 course credits)-Chapman, Reuman

Psychology 295. Child Development—View course description in department listing on p. 440. Prerequisite: C- or better in Psychology 101. -Anselmi

Psychology 295L. Child Development Laboratory—View course description in department listing on p. 440. Prerequisite: C- or better in Psychology 101. (0.25 course credit)-Anselmi

Sociology 214. Racism—View course description in department listing on p. 469. -Williams

[**Sociology 312. Social Class and Mobility**]
—View course description in department listing on p. 470. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students.

[**Sociology 351. Society, State, and Power**]
—View course description in department listing on p. 470. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students.

Spring Term

200. Analyzing Schools—This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States and other countries. Drawing upon psychology, we contrast theories of learning, both in the abstract and in practice. Drawing upon philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week,

will be integrated with course readings and written assignments. This course has a community learning component. (1.25 course credits) (Enrollment limited)-Dyrness

300. Education Reform: Past and Present—How do we explain the rise and decline of education reform movements? How do we evaluate their level of “success” from different sources of evidence? Drawing upon primary source materials and historical interpretations, this course examines a broad array of elementary, secondary, and higher education reform movements from the mid-19th century to the present, analyzing social, material, and ideological contexts. This intermediate-level seminar explores a topic common to all branches of educational studies from both theoretical and comparative perspectives. Prerequisite: C- or Better in EDUC200 or American Studies Major or Public Policy and Law Major. (Enrollment limited)-Dougherty

303. Becoming Citizens: Youth Identity and Civic Action—How do young people from diverse social backgrounds develop a sense of themselves and their responsibility to others? How and why do some become committed to work for social change, while others do not? Do high school and college campuses provide supportive contexts for young people’s civic identity and development? Drawing on a body of qualitative research and the Trinity College context, this course will investigate these questions, with the goal of understanding how citizenship is defined, developed and contested by youth and schools in dialogue with larger social forces. We will explore such areas as youth activism, service-learning, immigration status, policies, and immigrant activism, political identity and participation. Students will engage in an ethnographic research project that explores these questions on the Trinity campus. Prerequisite: A C- or better in Education 200 or Anthropology 201 or permission of the instructor. (Enrollment limited)-Dyrness

[307. Latinos in Education: Local Realities, Transnational Perspectives]—This course investigates the education of Latinos, the largest and fastest growing minority group in the United States. By examining both the domestic and transnational contexts, we explore these central questions: How do cultural constructions of Latinos (as immigrants and natives, citizens and non-citizens) shape educational policy and teaching practices? What views of citizenship and identity underlie school programs such as bilingual education, as well as Latino responses to them? This course fulfills the related field requirement for Hispanic studies majors. It will also include a community learning component involving a qualitative research project in a Hartford school or community organization. This course has a community learning component. Prerequisite: EDUC200 or INTS/LACS majors or Hispanic Studies majors or Anthropology majors or Permission of Instructor. (Enrollment limited)

[309. Race, Class, and Educational Policy]—How do competing theories explain educational inequality? How do different policies attempt to address it? This class will consider the intersections of race, class, gender, and sexuality in the examination of educational inequality. Possible topics include economic and cultural capital, racial/gender/sexual identity formation, desegregation, multiculturalism, detracking, school choice, school-family relationships, and affirmative action. Student groups will expand upon the readings by proposing, implementing, and presenting their research analysis from a community learning project. This course has a community learning component. Prerequisite: Educational Studies 200 or juniors / seniors with permission of instructor. (Enrollment limited)

315. Higher Education in America—America has developed one of the largest and most diverse systems of higher education in the world, with curricula that range from the study of Greek, Latin, and antiquity to the decorating of cakes. Despite this diffuseness, American higher education enjoys an enviable global reputation and each year the number of students from around the world applying to colleges and universities in the United States far surpasses the number of American students seeking to matriculate abroad. This course will examine the forces that shaped the development of American higher education from its origins to the present, and then focus on several salient issues (such as diversity, student misbehavior, academic freedom, and athletics) that vex and enrich modern institutions. Students will be required to conduct a field research project that analyzes a current issue and compares how two or more institutions have reacted. Prerequisite: Educational Studies 200 or juniors / seniors with permission of instructor. (Enrollment limited)-Leventhal-Weiner

[320. Anthropology and Education]—The anthropology of education has a rich history of investigating the links between culture, learning, and schooling. Anthropologists studying education have sought to illuminate learning and educational achievement as social processes and cultural products that cannot be understood apart from the socio-

cultural contexts in which they occur. In this upper-level seminar, we will explore selected works in the anthropology of education, both classic and contemporary, in order to understand the unique contributions anthropology makes to the study of education, and in particular, the experience of minority groups in education. We will explore topics such as race, gender, and language in education and how they have been addressed by anthropologists. Students will have an opportunity to read critically a variety of detailed ethnographic and qualitative studies focusing on formal schooling and informal education in the United States and in other countries. Reviewing these studies, we will explore the central questions: What is a cultural analysis of schooling? What unique insights does ethnography (anthropology's signature method) offer into key educational problems? And finally, how can a cultural analysis of schooling inform efforts to create a more socially just educational system? Prerequisite: A C- or better in Education 200 or Anthropology 201 or permission of the instructor. (Enrollment limited)

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

[400. Senior Research Seminar]—To fulfill the senior exercise requirement, students carry out an independent research project that builds upon acquired skills and evolving interests. The weekly seminar provides a thematic focus as well as a continuous forum for both support and critical feedback from peers, in preparation for a public presentation of the student's work at the end of the semester. Each year, the seminar will be organized around a broad theme in educational studies. This seminar open to senior Educational Studies majors only. (Enrollment limited)

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

Courses Originating in Other Departments

American Studies 355. Urban Mosaic: Migration, Identity, and Politics—View course description in department listing on p. 116. -Tang

Anthropology 301. Ethnographic Methods and Writing—View course description in department listing on p. 128. Prerequisite: Anthropology major or Permission of Instructor. -Notar

Economics 318. Basic Econometrics—View course description in department listing on p. 186. Prerequisite: C- or better in Economics 101 and Mathematics 107 (207 beginning with the class of 2015). -Stater

Hispanic Studies 280. Hispanic Hartford—View course description in department listing on p. 366. Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. -Harrington

History 299. Historiography—View course description in department listing on p. 294. This course open to History majors only. -Euraque

International Studies 218. Women, Gender, and Family in the Middle East—View course description in department listing on p. 320. -Bauer

Philosophy 374. Minds and Brains—View course description in department listing on p. 409. -Lloyd

[Political Science 241. Empirical Political Methods and Data Analysis]—View course description in department listing on p. 430.

[Political Science 326. Women and Politics]—View course description in department listing on p. 431. Prerequisite: C- or better in Political Science 102 or permission of instructor.

Psychology 221. Research Design and Analysis—View course description in department listing on p. 442. Prerequisite: C- or better in Psychology 101. (1.25 course credits)-Chapman, Reuman

[**Psychology 240. Parenting, Interpersonal Relations, and Mental Health**]
—View course description in department listing on p. 443.

Psychology 246. Community Psychology—View course description in department listing on p. 443. -Holt

Psychology 310. The Psychology of Gender Differences—View course description in department listing on p. 444. Not open to first-year students. -Anselmi

Psychology 332. Psychological Assessment—View course description in department listing on p. 445. Prerequisite: C- or better in Psychology 221L and four other courses in Psychology. (1.25 course credits)-Reuman

Psychology 395. Cognitive and Social Development—View course description in department listing on p. 445. Prerequisite: C- or better in Psychology 295. -Averna

[**Psychology 415. Development and Culture**]
—View course description in department listing on p. 446. Prerequisite: C- or better in Psychology 295.

Psychology 426. Advanced Topics in Social Psychology: Cultural Psychology—View course description in department listing on p. 446. Prerequisite: C- or better in Psychology 226. -Chang

Sociology 201. Research Methods in the Social Sciences—View course description in department listing on p. 471. Prerequisite: C- or better in Mathematics 107 or concurrent enrollment in Mathematics 107. (1.25 course credits)-Morris

[**Sociology 204. Social Problems in American Society**]
—View course description in department listing on p. 471.

Sociology 246. Sociology of Gender—View course description in department listing on p. 471. -Morris

Sociology 312. Social Class and Mobility—View course description in department listing on p. 471. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. -Valocchi

Sociology 351. Society, State, and Power—View course description in department listing on p. 472. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. -Williams

Theater & Dance 332. Education Through Movement—View course description in department listing on p. 480. -Gersten

Engineering

Professor Mertens●, Chair; Karl W. Hallden Professor of Engineering Ahlgren; Professors Ning and Palladino (acting chair, fall 2012); Associate Professor Blaise; Assistant Professors Cheng and Dressaire; Lecturer Woodard

The mission of the Trinity College Engineering Department (ENGR) is to educate and inspire engineering students within the liberal arts environment so that they will possess the knowledge and vision to make significant contributions to the engineering profession and to society at large.

In keeping with this mission, the Engineering Department offers two four-year degrees in engineering: a bachelor of science in engineering, accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (<http://www.abet.org>), and a bachelor of arts in engineering.

For more than a century, Trinity has offered a rigorous program in engineering within the liberal arts setting. Trinity engineering majors develop solid backgrounds in mathematics, physical science, and engineering science and design; receive a broad education that includes substantial study in the arts, humanities, and social sciences; and undertake a broad range of independent research projects and senior capstone design projects. Trinity engineering graduates have been accepted to leading engineering graduate schools, as well as professional programs in law, business, or medicine, and they have assumed leadership positions in business and industry. In addition to providing courses for the major, the department offers introductory engineering courses that engage non-majors in the study of current topics and issues in technology and introduce engineering problem-solving methods.

The Trinity engineering program affords many opportunities, both formal and informal, for close interaction among faculty and students. For example, students are encouraged to work with faculty in independent studies and senior capstone design projects, often in areas not available in formal courses. Members of the Trinity engineering faculty promote student awareness of professional issues and sponsor student chapters of the Association of Energy Engineers (AEE), the American Society of Mechanical Engineers (ASME), the Institute of Electrical and Electronics Engineers (IEEE), the National Society of Black Engineers (NSBE), and the Society of Women Engineers (SWE). The Trinity Engineering Advisory Committee (TEAC), a focus group of distinguished alumni and associates, sponsors summer internships, provides advice for choosing graduate schools and career placements, and conducts annual seminars focusing on the engineering profession and on modern engineering practice.

Trinity engineering students study in the Roy Nutt Mathematics, Engineering & Computer Science Center, a modern, high-technology facility. Engineering laboratories support instruction and student projects in microprocessor system design, telecommunications, digital signal and image processing, solid state electronics, integrated circuit design, biomechanics, fluid mechanics, solid mechanics, thermal science, materials science, digital logic design, robotics, and electrophysiology. The department offers students 24-hour access to labs and computer facilities. The latter include networked workstations dedicated to the design of electronic systems and data acquisition, digital signal and image processing, computer aided design, and advanced scientific computing. All computers are connected to a high-speed, campus-wide network that offers students access to a wealth of computing resources and the Internet. Student design projects are also supported by a well-equipped machine shop.

The engineering major—The Trinity engineering degrees are based in the formal study of mathematics, physics, and chemistry, extended by completing engineering core courses in mechanics, material science, electrical circuits, and automatic control theory, and rounded out by a senior capstone design project. Engineering electives, which may include graduate-level courses at Rensselaer at Hartford, provide depth of study in the major. Every engineering major must demonstrate proficiency in computer-aided design, data acquisition, programming, and preparation of technical reports and presentations. To ensure significant exposure to the traditional liberal arts, each student must complete at least eight course credits in the arts, humanities, or social sciences and is expected to achieve depth of study in at least one subject area within these disciplines. Independent study or internship credits are not normally counted toward a degree in engineering. Students must obtain departmental approval before enrolling in courses to be taken at other institutions and counted toward the engineering major.

The bachelor of science in engineering

The B.S. in engineering degree, accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>, requires completion of core mathematics, science, and engineering courses; engineering electives; and a year-long senior capstone design project. Engineering core courses and electives provide exposure to the engineering sciences and serve as bridges linking basic mathematics and science to the creative process of engineering design. The senior capstone design project, which requires **ENGR 483** and **484**, engages students, working in close collaboration with their faculty advisers, in the process of creating an engineering system from inception to implementation and

testing. This process requires students to consider such design criteria as economic and environmental costs and constraints, aesthetics, reliability, and complexity, and to write formal design specifications, evaluate alternatives, synthesize a system, and evaluate its performance. Firmly grounded in the traditional liberal arts, the B.S. in engineering program emphasizes a rigorous curriculum and incorporates newer fields and interdisciplinary approaches. The educational objectives of the B.S. in engineering program are the following:

- Trinity engineering graduates apply their broad liberal arts education and firm foundation in engineering fundamentals to diverse fields of endeavor.
- Early in their careers, Trinity engineering graduates pursue varied positions in industry or graduate school in engineering and related fields.
- Trinity engineering graduates demonstrate professional growth, provide leadership, and contribute to the needs of society.

Students pursuing the B.S. in engineering may choose elective course pathways in electrical, mechanical, computer, or biomedical engineering concentrations. Concentrations provide additional engineering course selections beyond basic mathematics, science, and engineering science, to satisfy an individual's interest and prepare students to carry out the senior capstone design project. Students may design their own B.S. program in consultation with an engineering faculty adviser. Such programs must satisfy the basic mathematics and science requirements, the core engineering requirements, and include at least 13.5 Trinity course credits of engineering topics, including **ENGR 483** and **484**. The engineering faculty adviser works with each student in tailoring a program that includes an appropriate mix of engineering science and design.

Electrical engineering concentration—Courses emphasize semiconductor electronics, integrated circuit design, communication theory, digital signal processing, digital logic design, and microprocessor system design and interfacing.

Mechanical engineering concentration—Courses include the study of mechanical systems (statics, dynamics, solid mechanics, and fluid mechanics), and thermal systems (thermodynamics and heat transfer).

Biomedical engineering concentration—Built upon a solid foundation in the biological and physical sciences and core engineering areas, elective courses allow students to pursue particular interests in such areas as electrophysiology, biomechanics, biofluid dynamics, biosignal processing, or bioinstrumentation.

Computer engineering concentration—Courses emphasize the mathematical and physical bases for designing digital computer systems. Laboratory projects in digital logic, microprocessor systems, software design, semiconductor electronics, and integrated circuit design provide hands-on experience in integrating hardware and software.

The bachelor of arts in engineering

The B.A. degree provides a flexible and interdisciplinary engineering experience for students who wish to broaden their learning horizons across disciplines in Trinity's liberal arts curriculum. The B.A. is different from the ABET-accredited B.S. degree in that it requires integration of engineering studies with significant study in such cognate areas as economics, international studies, environmental science, neuroscience, or public policy and law. Consequently the B.A. provides a strong background for students who wish to pursue careers in public service, management, or entrepreneurship, for example. Its mission is to educate students able to develop and convey solutions to multi-dimensional problems which require scientific, technological, global, and social perspectives with the following objectives:

- Trinity engineering graduates gain balanced background training in mathematics, science, engineering, and a broad spectrum of liberal arts curricula.
- Trinity engineering graduates integrate study of engineering subjects with depth of study in at least one cognate area chosen in consultation with faculty advisers.
- Trinity engineering graduates apply their broad liberal arts education and firm foundation in engineering fundamentals to diverse fields of endeavor.

Engineering degree requirements—Specific requirements for the four-year bachelor’s degree programs in engineering are summarized below.

General requirements for engineering degrees—B.S. and B.A.

- No more than one engineering course with a grade lower than C- will be counted toward the engineering major.
- Computer programming proficiency (by course or examination).
- At least eight course credits in arts, humanities, or social sciences, including at least two courses chosen to achieve depth in one subject area within these disciplines.

The Writing Intensive Part II requirement is fulfilled by one of the following courses: **ENGR 212L, 221L, 232L, 301L, 307L, 308L, 323L, 362L, 431, or 484.**

Bachelor of science in engineering

- Basic mathematics/science core: **MATH 131, 132, 231, 234; CHEM 111L; PHYS 131L, 231L**, and another science or mathematics course approved in advance by the department chair. For example, **PHYS 232L, PHYS 300, MATH 228, or MATH 305.**
- Engineering core: **ENGR 212L, 225, 232L, and 312.**
- A year-long senior capstone design project requiring enrollment in **ENGR 483. Capstone Design-I** in the fall semester and **ENGR 484. Capstone Design-II** in the spring semester is required.

Beyond the general requirements listed above, students pursuing the B.S. in engineering must choose one of the options below. Completion of a concentration is noted on the final transcript.

- *Electrical engineering concentration*—**ENGR 221L, 301L (or 303), 307L, 308L, 323L**, plus one elective chosen from the following list: **ENGR 110, 120, 226, 301L, 302, 303, 311, 314L, 316, 325L, 337, 353, 357, 362L, 372, 401, 431.**
- *Mechanical engineering concentration*—**ENGR 226, 325L, 337, 362L, 372, 353 (or 431)**, plus one engineering elective chosen from the following list: **ENGR 110, 120, 221L, 301L, 302, 303, 307L, 308L, 311, 314L, 316, 323L, 353, 357, 401, 431.**
- *Biomedical engineering concentration*—**BIOL 140L; ENGR 301L (or 323L), 311 (or 316), 353, 357 (or BIOL 319)** plus three electives (at least two from 300 level or above) chosen in consultation with engineering faculty adviser from **ENGR 221L, 226, 301L, 302, 307L, 308L, 311, 316, 323L, 325L, 357, 362L, 372, BEACON** or University of Hartford courses, e.g., biomaterials or biomedical image processing. **BIOL 319** is recommended as the natural science elective for BME concentration. If **BIOL 319** is taken as the science elective, then **ENGR 357** must be taken.
- *Computer engineering concentration*—**CPSC 115L, 215L**, plus one appropriate upper-level computer science course, and **ENGR 221L, 307L, 308L, and 323L.**
- *Without concentration*—Engineering electives, bearing at least seven course credits, chosen from the following list: either **ENGR 110 or 120, 221L, 226, 301L, 302, 303, 307L, 308L, 311, 316, 323L, 325L, 337, 353, 357, 362L, 372, 401, 431**, and BEACON or Rensselaer at Hartford courses approved by the department chair. Electives must be chosen to ensure sufficient engineering design content.

Bachelor of arts in engineering

- Basic mathematics/science core: **Math 131, 132; PHYS 131L, 231L**, plus two elective courses (with approval by the department) chosen from mathematics, physics, chemistry, biology, neuroscience, or computer science.
- Engineering core: **ENGR 221L (or 212L), 225, 232L**, plus three electives (at least two must be above 100 level and at least one at 300 level, excluding **ENGR 102, 341, and 342**).
- A one-semester senior capstone design project: either **ENGR 483 or 484** that integrates engineering with subjects from a chosen cognate area.

- Four courses from a cognate department or program: chosen in consultation with the faculty adviser; these courses must achieve depth of study in the cognate area.

Environmental science pathway—The B.A. elective pathway in environmental science introduces engineering students to the fundamentals of environmental science fieldwork and methods, and provides a broad understanding of the natural environment and the impact of human behavior. It requires completion of a one-semester senior capstone design project with an environmental engineering component.

Requirements for the Environmental Science Pathway of B.A. in engineering

Completion of the general requirements of B.A. in engineering, with the following modifications:

- In mathematics/science core: one of the two-course combinations **CHEM 111L** and **230L**, or **BIOL 182L** and **333L**, or **ENVS 112L** and **204L**.
- Two of the eight course credits in the arts, humanities, or social sciences must satisfy the social sciences and humanities requirements for the environmental science major (**ECON 101** and one course chosen from the list of courses; see Environmental Science).
- **ENGR 337**, **ENVS 149L**, **ENVS 275L**, **ENVS 401**, and one additional engineering course at 200 level or higher.
- **ENGR 484. Capstone Design II** including completion of a one-semester research or design project with an environmental engineering component.

Cognate courses—Engineering majors are encouraged to select, in consultation with their faculty advisers, courses from the arts, humanities, social sciences, and natural sciences that address individual interests and broaden educational perspectives. Additional courses in physics, chemistry, biology, mathematics, and neuroscience enrich basic scientific understanding and address the special interests of students; such courses are highly recommended. Students intending to enter graduate study in engineering are advised to elect mathematics courses beyond the four-course basic mathematics sequence. Recommended areas include probability and statistics (**MATH 305**, **306**), linear algebra (**MATH 228**), numerical analysis (**MATH 309**), and mathematical methods of physics (**PHYS 300**).

Honors—To be eligible for honors in engineering the student must: (1) Earn a grade point average of at least 3.5 in all engineering courses; (2) earn an overall GPA of at least 3.3; (3) earn a grade of B+ or higher on the engineering senior capstone design project.

BEACON courses—Additional courses in biomedical engineering are available through the biomedical engineering Alliance and Consortium (BEACON), which includes the University of Hartford, the University of Connecticut, and the University of Connecticut Health Center. For details regarding days and times courses are offered, as well as course descriptions for each semester, consult the BEACON Web site (www.beaconalliance.org).

Study away—Engineering majors are encouraged to study abroad for one semester in the junior year. Students who plan to study abroad must contact the engineering department chair as early as possible, even before major declaration, to develop an individual four-year course plan.

Fall Term

221. Digital Circuits and Systems—An introduction to the design of digital computers. Course content includes: binary information representation, Boolean algebra, combinational circuits, sequential machines, flip-flops, registers, counters, memories, programmable logic, and computer organization. The laboratory emphasizes the design of digital networks. Lecture and laboratory. This course meets the Writing Part II requirement for the engineering major. Prerequisite: One year of college mathematics. (1.25 course credits) (Enrollment limited)—Ahlgren

225. Mechanics I—This introductory course in mechanics primarily studies particle and rigid body statics. Topics include: force systems, rigid body equilibrium, analysis of structures, distributed forces, friction, and the method of virtual work. The latter part of the course studies dynamics, focusing on kinematics and kinetics of particles and introducing vibrations. Engineering design is incorporated in projects and homework assignments. Prerequisite: Physics 131L and Mathematics 131. (Enrollment limited)—Palladino

307. Semiconductor Electronics I—Introductory semiconductor physics leading to the development of p-n junction theory. Development and application of device models necessary for the analysis and design of integrated circuits. Applications include digital circuits based on bipolar transistors and CMOS devices with particular emphasis on VLSI design considerations. Lecture and laboratory. Prerequisite: C- or better in both Engineering 212L and Engineering 221L. (1.25 course credits) (Enrollment limited)-Cheng

311. Electrophysiology of the Central Nervous System—This introductory course in cellular neurophysiology presents a modern and important body of knowledge in a highly integrated fashion drawing from the contributions of anatomists, physiologists, and electrical engineers. The basic biochemical properties of the membrane and sensory transduction, neural transmission, and synaptic interaction are considered in sequential order. Then the collective action of neurons in the form of compound electrical responses, and the electroencephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-walking oscillation, pain modulation, etc. Particular emphasis is placed on experimental design. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all junior and senior life science and physical science majors. (Enrollment limited)-Blaise

312. Automatic Control Systems—Automatic control systems with sensors and feedback loops are ubiquitous in modern designs. The emergence of powerful microcontrollers in recent decades makes control system implementation much easier and encourages more innovation. This course provides a broad coverage of control system theory for engineering majors. Essential mathematical tools to study control systems are reviewed. Course topics include mathematical modeling, solutions to system design specifics, performance analysis, state variable and transition matrix, compensator design using root-locus, and PID controller design. Analysis is focused on linear control systems and broad applications. Linear system modeling is broadly applied to a variety of engineering systems. MATLAB and Simulink are used in assignments and team projects. Prerequisite: Mathematics 231 and Engineering 212L. (Enrollment limited)-Blaise

323. Microprocessor Systems—A hands-on study of design and implementation of microprocessor based systems. Students learn the steps of translating application specifics to design criteria, choosing essential hardware components, creating system schematics, wiring complete microprocessor systems, and developing application software. This course introduces major topics in computer system architecture, anatomy of CPU function, system bus structure, memory mapping, interrupt and latency, real-time control and multi-tasking. Assembly and C/C++ language programming is introduced and extensively used in laboratory assignments. Lectures and laboratory experiments are tightly coordinated to help students become familiar with various application aspects and design challenges concerning the embedded system. Prerequisite: Engineering 221L or instructor's permission. (1.25 course credits) (Enrollment limited)-Ning

325. Mechanics of Materials—Solid mechanics of deformable bodies, focusing on the internal effects of externally applied loads. Topics include elasticity theory, stress, strain and Young's modulus, axial, torsional, and shear stresses, Mohr's circle, analysis of beams, shafts, and columns subjected to axial, torsional, and combined loading. Students will also use computational analysis in the design of various combined loaded structures. Lecture and laboratory. Prerequisite: Engineering 225. (1.25 course credits) (Enrollment limited)-Dressaire

[337. Thermodynamics]—Theoretical and applied classical engineering thermodynamics. Concepts presented include the first and second laws, properties of ideal and real substances, gas mixtures, closed and open systems, work and heat, reversible and irreversible processes, various thermodynamic cycles, and chemical reactions. Students will also complete a design and optimization of a power cycle as an individual project. Prerequisite: Physics 131L. (Enrollment limited)

341. Architectural Drawing—Techniques of drawing required in architectural practice, including floor plans, perspectives, and shading techniques. (Enrollment limited)-Woodard

353. Biomechanics—This biomedical engineering core course applies principles of engineering mechanics in the examination of human physiological systems, such as the musculoskeletal and cardiovascular systems. Topics are drawn from biosolid and biofluid mechanics, including non-Newtonian fluid rheology and viscoelastic constitutive equations; and biodynamics, such as blood flow, respiratory mechanics, gait analysis and sport biomechanics. Stu-

dents will be exposed to current applied biomechanics research in industry and medicine. Prerequisite: Engineering 225. (Enrollment limited)-Palladino

[357. Physiological Modeling]—An introduction to the design and use of models and simulations in the quantitative description of physiological systems. The former is a powerful tool for assimilating empirical data and for predicting new phenomena. The latter is especially useful for teaching purposes. Systems studied include action potential and neural modeling, cardiovascular system dynamics, muscle biomechanics and muscle contraction theories, insulin-blood glucose regulation and pharmacokinetics. Students develop and use mathematical models based on ordinary, nonlinear and stochastic differential equations that are solved numerically by digital computer. These models provide dynamic and steady-state information about the physiological systems under study. Prerequisites: ENGR 225 and MATH 234, or permission of instructor. Prerequisite: Engineering 225 and Mathematics 234 or permission of the instructor.

399. Independent Study—Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

399. Independent Study - Robot Team—Independent research supervised by a faculty member for students participating on the Robot Team. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

[411. Electrophysiology of the Central Nervous System]—This introductory course in cellular neurophysiology presents a modern and important body of knowledge in a highly integrated fashion drawing from the contributions of anatomists, physiologists, and electrical engineers. The basic biochemical properties of the membrane and sensory transduction, neural transmission, and synaptic interaction are considered in sequential order. Then the collective action of neurons in the form of compound electrical responses, and the electroencephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-walking oscillation, pain modulation, etc. Particular emphasis is placed on experimental design. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all junior and senior life science and physical science majors. (Enrollment limited)

[431. Experimental Design and Methods]—This laboratory course requires junior and senior level mechanical engineering students to perform significant independent engineering design using skills acquired from a broad range of previous engineering courses. Simultaneously, it provides practical experience designing, testing, and using mechanical transducers for measuring displacement, velocity, acceleration, force, temperature, and pressure. Transducers are interfaced to electrical and computer subsystems for data collection and subsequent numerical analysis. CAD design, machining, and finite-element analysis of structures are introduced. Prerequisite: Engineering 212L and Engineering 225 or permission of the instructor.

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

483. Capstone Design I—A research and design project, supervised by a member of the engineering faculty, that integrates knowledge from mathematics, science, and engineering courses taken for the major. Students must choose an area of study, survey the literature, determine feasibility, complete the design, and plan for implementation. Working either individually or as members of a team, students will submit full project documentation to the faculty supervisor and deliver a final oral presentation to the department. Normally elected in the fall semester. May not be taken concurrently with Engineering 484. This course open to senior engineering majors only. (Enrollment limited)-Ning

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. -Staff

Courses Originating in Other Departments

Biology 140L. Biological Systems - Lab—View course description in department listing on p. 136. For this optional laboratory class the student must also enroll in the lecture section. (0.25 course credit)-Bonneau

Spring Term

108. The Science and Policies of Energy and Sustainability—This course will study the fundamental science of energy and its usage, and the environmental, economic, and societal impacts of coal, petroleum, natural gas, waste combustion, biomass, hydrogen, nuclear fission, nuclear fusion, solar, hydroelectric, wind, and geothermal power. Students shall gain current knowledge necessary to make informed, analytical decisions about energy policy aimed at achieving long-term energy sustainability. (Enrollment limited)-Mertens

110. Engineering Computation and Analysis—This course introduces computational engineering analysis using programming languages MATLAB, C/C++, and FORTRAN. Programming techniques for numerical analysis and simulation will be emphasized through utilization of loops, arrays, logic controls, functions, and procedures. Programming projects will include solving linear equations, designing games, image processing, estimation and prediction. (Enrollment limited)-Ning

120. Introduction to Engineering Design: Mobile Robots—An introduction to the practice of engineering design. Students will complete a project that exposes them to the conceptualization, analysis, synthesis, testing, and documentation of an engineering system. Students will consider such design issues as modularity, testability, reliability, and economy, and they will learn to use computer-aided design tools. They will use laboratory instruments and develop hands-on skills that will support further project work. Only first-year students are eligible to enroll in this class. (Enrollment limited)-Ahlgren

212. Linear Circuit Theory—The study of electric circuits in response to steady state, transient, sinusoidally varying, and aperiodic input signals. Basic network theorems, solutions of linear differential equations, Laplace transform, frequency response, Fourier series, and Fourier transforms are covered. Both analysis and design approaches are discussed. Lecture and laboratory. This course meets the Writing Part II requirement for the engineering major. Prerequisite: Physics 231L and in either Mathematics 132 or 142, with concurrent registration Mathematics 231 strongly recommended. (1.25 course credits) (Enrollment limited)-Blaise

226. Mechanics II—This course studies particle and rigid body dynamics. Topics include: kinematics and kinetics of both particles and rigid bodies, equations of motion in rectangular, normal/tangential and polar coordinate systems, rigid body translation, rotation and general plane motion, work and energy, momentum conservation, mass moment of inertia, and free, forced, and damped vibrations. Engineering design is incorporated in projects and homework assignments. Prerequisite: Engineering 225. (Enrollment limited)-Dressaire

232. Engineering Materials—A study of the nature, properties, and applications of materials in engineering design. An introduction to the field of material science with topics including metals, ceramics, polymers, and semiconductors combined with the unifying principle that engineering properties are a consequence of the atomic/molecular structure of materials. Lecture and laboratory. This course meets the Writing Part II requirement for the engineering major. Prerequisite: Chemistry 111L. (1.25 course credits) (Enrollment limited)-Dressaire

[301. Signal Processing and Applications]—This course presents digital signal processing (DSP) fundamentals and their practical applications through laboratory assignments. Topics include signal representations in continuous-time and discrete-time domains, discrete-time linear systems and their properties, the Fourier transform and fast Fourier transform (FFT) algorithm, the Z-transform, and digital filter design. This course includes laboratory experiments designed to reinforce DSP theory and to expose students to modern digital signal processing techniques, e.g., creating special audio effects, power spectrum estimation, encoding and decoding touch-tone signals, synthesizing musical instruments, frequency selective filtering, and image processing. Students gain a solid theoretical background in DSP and master hands-on applications using modern development tools. Prerequisite: Math 231 and Engineering 212L. (1.25 course credits)

302. Image Processing and Biomedical Applications—This course presents an interdisciplinary introduction

to image processing. The topics include image acquisition; image data structures; image operations (arithmetic, geometric, etc.); and basic problems (edge detection, enhancement, etc). These topics will expose students to the underlying methods applicable to many application contexts such as biomedical systems. Hands-on projects allow students to gain experience in applying image processing methodology to real life problems such as X-ray CT scan. Prerequisite: Engineering 212L or permission of instructor. (Enrollment limited)-Cheng

[303. Analog and Digital Communication]—This course introduces basic topics in modern communication theory, including characterization of signals in the time and frequency domains, modulation theory, information coding, and digital data transmission. Topics focus on modulation techniques, including amplitude modulation, frequency modulation, and pulse code modulation. Basic probability theory and statistics are presented to provide the tools necessary for design applications, for instance when binary data is transmitted over noisy channels. Computer programming in a high-level language (e.g., MATLAB) is used to solve assignment problems. Prerequisite: Engineering 212L or permission of instructor.

308. Semiconductor Electronics II—A survey of digital and analog semiconductor circuits, focusing on the application of metal-oxide semiconductor and bipolar junction transistors in electronic design. The laboratory provides design experience with digital and analog circuits. Lecture and laboratory. Prerequisite: Engineering 221L and 307L. (1.25 course credits)-Ahlgren, Cheng

[314. VLSI Design Projects]—An introduction to very large scale integration (VLSI) technology and design. Topics include: characteristics of circuit elements including transistors and interconnects, physical limitations of scaling and voltage, and future trends. Laboratory exercises introduce modern computer-aided design tools for design entry, simulation, and layout. Students will complete a capstone project in which they design a complete VLSI chip suitable for fabrication. Prerequisite: C- or better in Engineering 221L and Engineering 212L, and permission of the instructor (1.25 course credits) (Enrollment limited)

316. Neural Engineering—This introductory course uses an integrative and cross-disciplinary approach to survey basic principles and modern theories and methods in several important areas of neural engineering. Course topics include: neural prosthetics, neural stimulation, neurophysiology, neural signal detection, and analysis and computational neural networks. The practicalities of the emerging technology of brain-computer interface as well as other research topics in neural engineering will be discussed. Students will also have the opportunity to perform hands-on computer simulation and modeling of neural circuits and systems. Prerequisite: Open to all junior and senior life science and physical science majors. (Enrollment limited)-Blaise

[337. Thermodynamics]—Theoretical and applied classical engineering thermodynamics. Concepts presented include the first and second laws, properties of ideal and real substances, gas mixtures, closed and open systems, work and heat, reversible and irreversible processes, various thermodynamic cycles, and chemical reactions. Students will also complete a design and optimization of a power cycle as an individual project. Prerequisite: Physics 131L.

342. Architectural Design—A study of architectural design concepts including space relationship, site planning, and use of materials. The students will prepare a three-dimensional model based on their own design. The course includes field trips. Prerequisite: Engineering 341. (Enrollment limited)-Woodard

357. Physiological Modeling—An introduction to the design and use of models and simulations in the quantitative description of physiological systems. The former is a powerful tool for assimilating empirical data and for predicting new phenomena. The latter is especially useful for teaching purposes. Systems studied include action potential and neural modeling, cardiovascular system dynamics, muscle biomechanics and muscle contraction theories, insulin-blood glucose regulation and pharmacokinetics. Students develop and use mathematical models based on ordinary, nonlinear and stochastic differential equations that are solved numerically by digital computer. These models provide dynamic and steady-state information about the physiological systems under study. Prerequisites: ENGR 225 and MATH 234, or permission of instructor. Prerequisite: Engineering 225 and Mathematics 234 or permission of the instructor. -Palladino

362. Fluid Mechanics—A study of fundamental concepts in fluid mechanics, including fluid physical properties, hydrostatics, fluid dynamics, conservation of mass and momentum, dimensional analysis, pipe flow, open channel flow,

and aerodynamics. Lab experiments illustrate basic fluid dynamic concepts and introduce the student to pressure and flow instrumentation and empirical methods. Lab projects include subsonic wind-tunnel testing of aerodynamic models, mechanical instrumentation design and fabrication, and computer-aided piping design. Advanced concepts such as differential analysis (e.g., the Navier-Stokes equations) and solution of the resulting partial differential equations by numerical methods will be introduced. Lecture and laboratory. Prerequisite: Engineering 225 and Mathematics 234 or permission of the instructor. (1.25 course credits) (Enrollment limited)-Palladino

372. Heat Transfer—An introduction to the physical phenomena associated with heat transfer. Analytical and empirical techniques to study heat transfer by conduction, forced and free convection, and radiation are presented. Heat equations developed for applied conduction are solved numerically via digital computer. Students will apply design and analysis of heat transfer systems that combine conduction, convection, and radiation. Prerequisite: Engineering 212L or permission of instructor. -Mertens

399. Independent Study—Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

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

484. Capstone Design II—A forum for discussing the current literature especially as it relates to issues in engineering design. Each student is required to carry out a design project and to report regularly to the seminar. This course open to senior engineering majors only. (Enrollment limited)-Staff

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. -Staff

English

Associate Professor Rosen, Chair; Charles A. Dana Professor of English Literature Benedict, Professor Fisher, Allan K. Smith Professor of English Language and Literature Goldman, Allan K. and Gwendolyn Miles Smith Professor of English Lauter, James J. Goodwin Professor of English Riggio; Associate Professors Bilston, Paulin, Wall, and Wheatley; Assistant Professors Berry, González, Hager, and Younger; Writer-in-Residence Ferriss; Artist-in-Residence Rossini; Allan K. Smith Lecturer in English Composition and Director of the Allan K. Smith Center for Writing and Rhetoric O'Donnell; Visiting Assistant Professors Cullity, Mrozowski, and Shapiro; Visiting Writer Libbey

The English major—By majoring in English, students set out to refine their ability to comprehend works of literature, to understand how literature and culture affect one another, and to express their interpretations in speech and in writing. In order to declare a major in English, students must meet with the department chair. While students may choose to concentrate in literature, in creative writing, or in literature and film, all three concentrations are designed to equip students to achieve these goals by requiring a minimum of 12 courses divided into the categories below. A course will count toward the major if the grade earned is a C- or higher.

Requirements for the concentration in literature

- Read a literary work closely and critically. Required course for all majors: **ENGL 260. Introduction to Literary Studies**. The department strongly recommends that students take **ENGL 260** before enrolling in any upper-level English course. The Writing Intensive Requirement Part II is fulfilled by **ENGL 260**.
- Recognize the importance of the cultural contexts in which each work locates itself. The department requires two courses in “cultural context.” One of the courses must be one of the following surveys: **ENGL 204, 205, 210, 211, 213, or 217**. A more advanced cultural context course may be substituted for a survey upon petition. Alternately, **GDST 252** and **GDST 253** shall count as filling the requirement of a survey course.
- Become knowledgeable about the broad traditions of American and British literature. The department requires three 300/400-level courses emphasizing literature written before 1800; two 300/400-level courses emphasizing literature written after 1800; and two courses as electives (at least one elective English course must be at the 300/400-level).
- Develop and refine the interpretive theories and formal patterns students use to understand works of literature. The department requires one course in literary theory.
- Bring to bear on each work your experience as readers and critics. The department requires a senior English major project, which may be a senior thesis or a senior seminar. You should undertake your project in your senior year.

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding **ENGL 260**) must emphasize poetry.
- One advanced course must emphasize British literature.
- One advanced course must emphasize American literature.

Requirements for the concentration in creative writing

- Read a literary work closely and critically. Required course for all majors: **ENGL 260. Introduction to Literary Studies**. The department strongly recommends that students take **ENGL 260** before enrolling in any upper-level English course. The Writing Intensive Requirement Part II is fulfilled by **ENGL 260**.
- Recognize the importance of the cultural contexts in which each work locates itself. The department requires two courses in “cultural context.” One of the courses must be one of the following surveys: **ENGL 204, 205, 210, 211, 213, or 217**. A more advanced cultural context course may be substituted for a survey upon petition. Alternately, **GDST 252** and **GDST 253** shall count as filling the requirement of a survey course.

- Become knowledgeable about the broad traditions of American and British literature. The department requires three 300/400-level courses emphasizing literature written before 1800; and two 300/400-level courses emphasizing literature written after 1800.
- Cultivate your talents for imaginative writing. The department requires all those concentrating in creative writing to take **ENGL 270. Introduction to Creative Writing**. Some upper-level creative writing courses may require **ENGL 270** as a prerequisite.
- Take at least one advanced creative writing workshop (**ENGL 333, 334, 335, 336, 337**, or **FILM 337. Writing for Film**, or **THDN 293. Playwrights' Workshop I**, or **THDN 345. Writing for Stage and Screen**). Each of these workshops has a literature pre- or co-requisite—see your adviser.
- Take a senior workshop (**ENGL 492** or **ENGL 494**).
- Write a thesis (restricted to students with an A- average in the English major, or to students who have submitted a successful petition to the director of creative writing), or take a second advanced creative writing workshop (**ENGL 333, 334, 335, 336, 337**, or **FILM337. Writing for Film**, or **THDN 293. Playwrights' Workshop I**, or **THDN 345. Writing for Stage and Screen**) in a different genre from the course taken to fulfill the advanced creative writing workshop. Each workshop has a literature pre- or co-requisite—see your adviser.

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding **ENGL 260**) must emphasize poetry.
- One advanced course must emphasize British literature.
- One advanced course must emphasize American literature.

Requirements for the concentration in literature and film

- Read a literary work closely and critically. Required course for all majors: **ENGL 260. Introduction to Literary Studies**. The department strongly recommends that students take **ENGL 260** before enrolling in any upper-level English course. The Writing Intensive Requirement Part II is fulfilled by **ENGL 260**.
- Cultivate an understanding of the essential problems and techniques of film interpretation. The department requires that all those concentrating in literature and film take **ENGL 265. Introduction to Film Studies**. Some upper-level film courses may require **ENGL 265** as a pre-requisite.
- Recognize the importance of the cultural contexts in which each work locates itself. The department requires students concentrating in literature and film to take one further course besides 265 in “cultural context.” The course must be one of the following surveys **ENGL 204, 205, 210, 213**, or **217**, preferably in the student’s first or second year. A more advanced cultural context course may be substituted for a survey upon petition. Alternately, **GDST 252** and **253** shall count as filling this requirement.
- Develop and refine the interpretive theories and formal patterns students use to understand works of literature and film. The department requires that concentrators in literature and film take one of the following theory courses: **ENGL 470. Film Theory: An Introduction**, **ENGL 401. Theories and Methods of Literary Studies**, or **ENGL 301. Literature and Meaning: from Aristotle to Queer Theory**.
- Become knowledgeable about the broad traditions of American and British literature. The department requires two 300/400-level courses emphasizing literature written before 1800; and two 300/400-level courses emphasizing literature written after 1800.
- Become knowledgeable about the history of cinema. The department requires three advanced courses, at least two on the 300/400 level, in film studies. Of these courses, one must be specifically on literature and film (so designated in the Course Catalogue). Up to one of these courses may be taken in a co-ordinate department.
- Bring to bear on each work your experience as readers, viewers, and critics. The department requires a senior English major project, which may be a senior thesis or a senior seminar. You should undertake your project in your senior year.

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding **ENGL 260**) must emphasize poetry.
- One advanced course must emphasize British literature.
- One advanced course must emphasize American literature.

The English minor—The student electing a minor in English will choose a concentration in either literature or creative writing. In order to declare a minor in English, the student must meet with the department chair. Only courses in which the student has received a grade of at least C- can count toward the minor in English.

Literature concentration

Six courses in literature:

- **ENGL 260. Introduction to Literary Studies**
- One cultural context (introductory or advanced level) or one survey (**ENGL 204, 205, 210, 211, 213, or 217, or GDST 252 or 253**) (A more advanced cultural context course may be substituted for a survey upon petition.)
- One 300/400-level pre-1800 course
- One 300/400 level post-1800 course
- Two electives, at least one of which must be at the 300/400-level

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding **ENGL 260**) must emphasize poetry.
- One advanced course must emphasize British literature.
- One advanced course must emphasize American literature.

Creative writing concentration

Six courses—three in literature and three in creative writing:

- **ENGL 260. Introduction to Literary Studies**
- Two literature courses—one must be pre-1800; one must be upper-level
- **ENGL 270. Introduction to Creative Writing**
- One advanced creative writing workshop (**ENGL 333, 334, 335, 336, 337, FILM 337, THDN 293, or THDN 345**)
- Senior workshop in fiction or poetry (**ENGL 492 or 494**)

Honors—In order to earn honors in the major, all students must attain a minimum of an A- GPA in all English courses counting toward major requirements. In addition, all students must successfully complete an honors senior project, of which both semester credits will count toward the major GPA. The honors senior project consists of either:

- A two-semester senior thesis.
- A senior seminar *plus* a one-semester senior thesis. The student may do the thesis and the seminar in either term.
- For students concentrating in creative writing, a fall-term senior workshop *plus* a spring-term creative thesis if the student has earned a minimum GPA of A- in the major by the end of junior year.

Students who plan to continue the study of English in graduate school should see Professor David Rosen about special preparation, preferably in their sophomore year or early in their junior year.

Study away—The English Department encourages its students to take the opportunity to study abroad, both in countries in which English is the primary language and elsewhere. Students interested in studying abroad or elsewhere in the United States should discuss questions of transferring credits, fulfilling requirements, and other related matters with the department's study abroad adviser, Professor Milla Riggio. The English Department accepts two courses for a semester away, and three courses for a year away toward the major, with the possibility of petitioning the chair to count additional courses under exceptional circumstances.

Fall Term

Composition and Rhetoric Courses

All expository writing and composition courses that were formerly designated with the ENGL prefix are now given the prefix RHET and can be found under the designation WRITING AND RHETORIC in the Schedule of Classes. At the 100 and 200 levels, the following courses do not count toward English major credit. A student may count one 300-level course as an elective in the English major.

[101. Writing]—An introduction to the art of expository writing, with attention to analytical reading and critical thinking in courses across the college curriculum. Assignments offer students opportunities to read and write about culture, politics, literature, science, and other subjects. Emphasis is placed on helping students to develop their individual skills. (Enrollment limited)

[102. Writing Studio]—The Writing Studio will function as a weekly small-group writing tutorial and writing support group, facilitated by a Writing Studio Coach, an upper-level or graduate student. Weekly meetings will focus on specific writing topics and will provide ample opportunities for members to have their writing work-shopped by their group. (0.25 course credit) (Enrollment limited)

[302. Writing Theory and Practice]—A study of the art of discourse, with special emphasis on the dynamics of contemporary composition and argumentation. This course examines rhetorical theory from the Classical period to the New Rhetoric, as well as provides students with frequent practice in varied techniques of composing and evaluating expository prose. A wide selection of primary readings across the curriculum will include some controversial ideas about writing from Plato's *Phaedrus*, the heart of Aristotle's *Rhetoric*, and examples of the best writing in the arts and sciences. By invitation only. For students admitted to the Writing Associates Program. (Enrollment limited)

[303. Writing Studio Coach]—A pro-seminar designated for coaches who will facilitate the First-Year Writing Studios. This seminar will provide coaches with background in writing pedagogy that emphasizes first-year writers' needs and extensive training in conducting small group writing workshops. Coaches will study specific writing strategies to present to their Writing Studios in their weekly sessions. Responsibilities will also include maintaining periodic contact with their Studio participants' FYSM faculty, keeping records of participants' work and attendance, and writing a final evaluation of each writer in their Studio.

For the first three weeks of the semester, the seminar will meet as a group three times a week, during the two regularly scheduled times and during a Common Hour. Beginning on September 26, 2011, each week Coaches will meet with the pro-seminar class, with a small working group of Studio Coaches, and with their Writing Studio. (Enrollment limited)

Creative Writing Courses

The following courses emphasize the writing of prose fiction, poetry, and sometimes drama. It is strongly recommended that students do not enroll in more than one writing course simultaneously during a single semester. For all creative writing courses, attendance at a minimum of two readings offered on campus by visiting writers is required.

270. Introduction to Creative Writing—An introduction to imaginative writing, concentrating on the mastery of language and creative expression in more than one genre. Discussion of work by students and established writers. Beginning with the class of 2009, this is a required course for creative writing majors. One requirement of this class

is attendance at a minimum of two readings offered on campus by visiting writers. (Enrollment limited)-Cullity, Ferriss, Gonzalez, Libbey

[333. Creative Nonfiction]—In this writing workshop, we explore the genre of creative nonfiction. The term “nonfiction” implies that the writer is telling the truth—that the reader can assume and trust that the writer is describing people who are real and events that have happened. The writer strives for accuracy, even if the nature of that accuracy remains within the bounds of human limitations. The adjective “creative” refers to the fact that in creative nonfiction there is an important transformation of life into art, through the use of poetic and fictional techniques. Our readings will enhance our understanding of how creative nonfiction essays are constructed; they will also serve as springboards for writing exercises. In writing workshops, the main focus of the course, we will produce various types of creative nonfiction. For English majors, this course counts as an elective; for writing, rhetoric, and media arts minors, it counts as a core course. (Enrollment limited)

[333. Creative Nonfiction]—In this writing workshop, we explore the genre of creative nonfiction. The term “nonfiction” implies that the writer is telling the truth—that the reader can assume and trust that the writer is describing people who are real and events that have happened. The writer strives for accuracy, even if the nature of that accuracy remains within the bounds of human limitations. The adjective “creative” refers to the fact that in creative nonfiction there is an important transformation of life into art, through the use of poetic and fictional techniques. Our readings will enhance our understanding of how creative nonfiction essays are constructed; they will also serve as springboards for writing exercises. In writing workshops, the main focus of the course, we will produce various types of creative nonfiction. For English majors, this course counts as an elective; for writing, rhetoric, and media arts minors, it counts as a core course. Prerequisite: C- or better in ENGL 270 or Permission of Instructor (Enrollment limited)

334. Advanced Creative Writing: Fiction—Students will write and rewrite fiction. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. This course satisfies the requirement of a 300-level workshop for creative writing majors. Prerequisite: C- or better in ENGL 270 or Permission of Instructor (Enrollment limited)-Gonzalez

[337. Writing for Film]—An introduction to the craft of screenwriting with a strong emphasis on story selection and development. Students will complete a full-length screenplay over the course of the semester. We will read and analyze scripts that have been made into films, and we will workshop student work through the semester. Writing experience recommended. For English majors, this course satisfies the requirement of an elective. This course can be counted toward fulfillment of requirements for the film studies minor. Not open to first-year students. Prerequisite: Permission of Instructor. (Enrollment limited)

492. Fiction Workshop—Advanced seminar in the writing of fiction. Class discussions devoted primarily to the analysis of student fiction, with some attention to examples of contemporary short stories. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers, and an advanced creative writing workshop. This course satisfies the requirement of a 400-level workshop for creative writing majors. Prerequisite: English 270 and one of the following English 333, 334, 335, 336, Film 337, or Theater and Dance 293 (formerly Theater and Dance 393). (Enrollment limited)-Goldman

494. Poetry Workshop—Advanced seminar in the writing of poetry. Class discussions devoted primarily to the analysis of student work, with some attention to examples of contemporary poetry. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers, and an advanced creative writing workshop. This course satisfies the requirement of a 400-level workshop for creative writing majors, and a senior project. Prerequisite: English 270 and one of the following English 333, 334, 335, 336, Film 337, or Theater and Dance 293 (formerly Theater and Dance 393). (Enrollment limited)-Rossini

Introductory Literature Courses

These courses require only a minimal background in the study of literature, but they demand close attention to the text. Students will normally analyze literary works in class discussion and write a number of papers. Except for

seminars and writing classes, and unless otherwise specified, all English courses are limited to 30 students.

205. Introduction to American Literature II—This course surveys major works of American literature after 1865, from literary reckonings with the Civil War and its tragic residues, to works of “realism” and “naturalism” that contended with the late 19th century’s rapid pace of social change, to the innovative works of the modern and postmodern eras. As we read works by authors such as Mark Twain, Kate Chopin, William Faulkner, and Toni Morrison, we will inquire: how have literary texts defined and redefined “America” and Americans? What are the means by which some groups have been excluded from the American community, and what are their experiences of that exclusion? And how do these texts shape our understanding of the unresolved problems of post-Civil War American democracy? For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)-Hager

210. Survey of English Literature I: Anglo-Saxon Period to 1700—Through selected readings in works from the Anglo-Saxon period to the late 17th century, this course will study the development of English literature in the context of stylistic, cultural, and historical changes and influences. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)-Wheatley

[217. Introduction to African American Literature]—This course surveys African American literature in a variety of genres from the 18th century to the present. Through the study of texts by Frederick Douglass, Harriet Jacobs, Charles Chesnut, W.E.B. DuBois, Langston Hughes, Zora Neale Hurston, Toni Morrison, and others, we will explore the ways these writers have represented and influenced the history of people of African descent in the United States, from slavery and abolition to Jim-Crow segregation and struggles for civil rights; how their work has intervened in the construction of race and imagined the black diaspora; and how their innovations in literary form have engaged with continuing political questions of nation, gender, sexuality, and class. For English majors, this course satisfies the requirement of a course emphasizing cultural contexts. (Enrollment limited)

[247. Poetry Of(f) The Page]—A close listening course which foregrounds poetry’s sound text by means of reading aloud, audio and videotapes, live poetry readings and Slams, and live class performance. We will explore: today’s audio-text in relation to early oral tradition; sound text and written text as two different texts generated by any given poem; sound as artistic medium; the place of the spoken poem in our current U.S.A. culture(s). The class community will do some writing, but the focus is on sound–speech, hearing, listening as embodiment of text. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)

260. Introduction to Literary Studies—This course introduces students to the fundamental techniques of close reading. The course will show students how to apply this critical vocabulary to a wide range of literary genres from different historical periods, and to develop the writing and research skills necessary for composing clear and compelling arguments in the interpretation of a text. Note: This course is required of all English majors. This course can be counted toward fulfillment of requirements for the literature and psychology minor. (Enrollment limited)-Bilston, Mrozowski, Wall

[264. Victorian London: Center and Suburbs]—In the 19th century, Britain became for the first time in history an urban nation. In this course, we will investigate literary responses to the transformation of Britain - some well-known, others more obscure. Discussions will center on questions such as: Who built the new suburbs, and why? Who chose to live in the cities, who preferred the suburbs, and why? How and in what ways did experiences of the cities and suburbs differ for men and for women? For the working, middle, and upper classes? What were the hopes of urbanization, and what were its problems? How were the cities and the suburbs represented in literature across the course of the period? What was the imagined, and what was the real, relationship between the center, the suburbs, and the slums? Students will complete three papers and several shorter response papers on this topic. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)

265. Introduction to Film Studies—This course provides a general introduction to the study of film and focuses on the key terms and concepts used to describe and analyze the film experience. As we put this set of tools and methods in place, we will also explore different modes of film production (fictional narrative, documentary, experimental) and some of the critical issues and debates that have shaped the discipline of film studies (genre, auteurism, film aesthetics, ideology). Note: Film screening only on Wednesday evenings. For English majors, this

course satisfies the requirement of a literary theory course, or a course emphasizing cultural contexts. This course can be counted toward fulfillment of requirements for the film studies minor. (Enrollment limited)-Riggio

[276. How Stories Get Told]—This course examines theories and techniques of the art of narrative and its adaptations across media. Where do stories come from? How and why do they get told? What happens, for example, when Francis Ford Coppola transforms Joseph Conrad’s *Heart of Darkness* into *Apocalypse Now*, or graphic novelist Alan Moore merges words and images to create *Watchmen*? What do we make of traditional literary theories of narratology when a contemporary *Macbeth* struts and frets upon a digital stage? We will look at a wide variety of narrative theories, stories, and storytellers as we test our own perceptions against the claim by Roland Barthes that “narrative is international, transhistorical, transcultural: it is simply there, like life itself.” For English majors, this course satisfies the requirement of a literary theory course. (Enrollment limited)

277. The Strange Meaning of Things—How important is your “stuff” to you? What does it mean? When is a thing just a thing, and when does it represent something else? In this course, students will examine the literary representations of material culture, including clothes, tools, collections of things, paintings, jewelry and books, in a range of works from the Renaissance to the present. We will analyze what different kinds of things mean at different periods of history, and how writers invest them with magical, religious, satirical and sentimental significance. Readings will include drama, novels, poetry, poltergeist tales, and journalism, as well as some history, and anthropological and literary theory. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)-Benedict

[286. European Modernist Cinema]—The 30-year period from 1950-1980 is often regarded as the golden age of European cinema. Launched by the post-war epiphanies of Italian Neorealism, a new cinematic language, modernism, was forged both by movements of young radicals and older directors eager to transcend their past achievements. Embraced by an expanding audience of cinephiles (self-educated film-lovers), European modernist cinema became one of the most dynamic and significant phenomena of 20th century culture. This course offers an introduction to this essential area of film history and will situate key directors and movements within the exciting political and cultural contexts of the times. Directors to be examined may include Antonioni, Bergman, Bresson, Bunuel, Dreyer, Fassbinder, Fellini, Godard, Has, Pasolini, Rossellini, Rivette, Tarr, Tarkovsky, Tati, Truffaut, and Wertmuller. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)

Literature Courses

Although these are not introductory courses, many of them are open to non-English majors.

[301. Literature and Meaning: from Aristotle to Queer Theory]—This course explores the different ways in which literature has been—and can be—interpreted and justified. Students will read critical theories from Platonism to feminism and queer theory, and will apply these theories to selected texts by Shakespeare, Keats, Austen, Conrad, and others in order to define their own literary theory. For English majors, this course satisfies the requirement of a literary theory course. (Enrollment limited)

[306. Memory and History in African Literature]—Through the close reading of eight works by African writers—encompassing a variety of forms and genres, touching on traditional Africa as well as contemporary ideas—the course will explore the variety of styles, forms, and themes in African writing. The course will examine narrative strategies, aesthetic choices, and the broader historical forces and cultural experiences informing the work of African writers. A good deal of the class will be devoted to exploring each writer’s engagement with a facet of Africa’s historical or post-colonial experience, and how each author seeks to reshape historical experience in fiction, drama, or memoir. We shall also investigate writers’ use of memory, their integration of folktale in their narrative, and their experimentation with the wider resources of orature. We will pay attention to the tension between the individual and community, how each text defines private and public spheres, and how each writer responds to the Euro-American canon. Through the texts, we will explore such broad subjects as the roots and impact of slavery; fault lines in indigenous African societies; the colonial subjugation of Africa; the emergence of neo-colonial nation-states in Africa; post-colonial anxieties and disillusionment, and the evolution of gender relations. For the English major, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. (Enrollment limited)

314. The Post-911 American Short Story—The short story has been described as a sensitive barometer of our social conditions - a form that chronicles our times and shows us new sensibilities. In this course we examine the resilient form of the American short story in the decade following September 11, 2001. Reading from a course packet made up of stories published in Harper's, The Atlantic Monthly and The New Yorker, we will come to understand exactly how the genre has changed during its most recent period of growth. The course includes an American history of the form, comparisons of our stories to those from other decades and countries, a focus on close readings and the elements of craft, as well as attention to solid research skills, and full-class workshops of students' essay drafts. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. (Enrollment limited)-Cullity

[322. Southern Gothic Tales]—This course will explore Southern Gothic literature and film, including a range of works from the tales of Edgar Allan Poe to the fiction of Cormac McCarthy and the pop culture images of HBO's True Blood. With a focus on murder, madness, freaks, and vampires, the genre pushes toward what Flannery O'Connor called "the limits of mystery" in its attempts to deal with the tragic extremes of human behavior and the comic twists of the grotesque. We will establish the cultural context, survey the media's fascination with stereotypes of the southern United States, and study the narrative structuring of terror and horror, the textual and visual encoding of characters overwhelmed by anxiety and alienation, and the embedding of political allegories and themes of social disorder. For English majors, this course satisfies the requirement of a course emphasizing cultural context or a course emphasizing literature written after 1800. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major. (Enrollment limited)

324. The Resisting Reader—Using feminist, narratological, and reader-response approaches, we will re-examine a number of canonical American texts read "against the grain." That is, we shall pay attention to the inadvertent ways in which both central and marginal figures are distorted in order to create stories that re-enact central American myths of adventure, manliness, conquest, and manifest destiny. Authors will include Sherwood Anderson, Henry James, Fitzgerald, and Hemingway, and possibly Stowe, Cather, Richard Wright, Mailer, and Erdrich, among others. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a literary theory course. (Enrollment limited)-Ferriss

[342. Native American Writers]—Using a variety of texts including poetry, biography, literature, and criticism, we will examine the stereotypes disseminated of Native American peoples and the way Native artists work to combat these stereotypes. The voices we will read will complicate the narrative of America, the American dream, and even American identity - whatever that may be. Works will include Sarah Winnemucca, Zitkala-Sa, Susan Power, N. Scott Momaday, Simon Ortiz, and Louise Erdrich, among others. For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a course emphasizing literature written after 1800. (Enrollment limited)

345. Chaucer—A study of The Canterbury Tales and related writings in the context of late medieval conceptions of society, God, love, and marriage. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800, or a course emphasizing cultural context. Prerequisite: C- or better in English 260 or permission of instructor (Enrollment limited)-Fisher

351. Shakespeare—In this course we will study selected Shakespeare plays, with an emphasis on understanding cultural contexts and on plays in performance. We focus on Shakespeare's language and the language of the theater and the drama of his age, with an eye also to helping you understand why these plays and this dramatist have earned such an extraordinary place in the cultural history of so many people and places, from Russia to Africa. Plays to be studied may include: King Lear, The Merchant of Venice, Othello, Titus Andronicus, A Midsummer Night's Dream, and The Tempest. These choices are subject to change. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800, or a literary theory course. Not open to first-year students. (Enrollment limited)-Riggio

[355. Narratives of Disability in U.S. Literature and Culture]—This course introduces students to the ways in which disability has been used to represent both "normalcy" and extraordinariness in literature. We will consider how "tales told by idiots," as framed in Shakespeare's Hamlet, often supply the unique and insightful perspective that mainstream characters cannot see, hear, or experience because of their own limitations. We will look at how

the notion of disability has been aligned with other aspects of identity, such as Charles Chesnut's representation of race as a disability in his turn of the century literature or of slaves using performances of disability to escape from the horrid institution during the 19th-century. We will read a variety of genres, fiction, memoir, and some literary criticism to come to a clearer understanding of the ways in which the meaning of disability and its representation in a variety of texts echoes a broader set of beliefs and practices in the U.S. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)

[356. Milton]—In this course, we will consider the works of John Milton, with attention to how his prose and poetry synthesizes long-standing intellectual and literary traditions and grapples with issues that still engage us today: the relation of men and women, the realities of loss and mortality, the concept of significant individual choice, and the power and limitations of language as the tool with which we forge an understanding of the world. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. Prerequisite: C- or better in English 260. (Enrollment limited)

364. Literary Transformations in the 18th Century—How do writers transform traditional literary forms to express new perceptions of identity, sexuality, society, and nature? In this course, we will examine the way the poets, playwrights, journalists, and fiction writers of Restoration and 18th-century England imitated, reworked, and finally rejected old genres to forge new kinds of literary expression. Readings include works by Aphra Behn, Dryden, Swift, Pope, Johnson, and Goldsmith. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800, or a course emphasizing cultural context. Prerequisite: C- or better in English 260 or permission of instructor (Enrollment limited)-Benedict

[383. Modern British Fiction]—This is a course in British fiction between 1890 and 1945. The prose (novels and stories) of this period is characterized by tremendous ambition, radical experimentation, the questioning of old conventions and the creation of new ones. Authors will include Wilde, Conrad, Ford, Forster, Joyce, Woolf, and Beckett. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. Prerequisite: C- or better in English 260 or permission of instructor (Enrollment limited)

399. Independent Study—A limited number of individual tutorials in topics not currently offered by the department. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

401. Theories and Methods of Literary Studies—This seminar is designed to introduce students to the field of literary studies at the graduate level, to provide a perspective on varied critical vocabularies, and to explore the development of literary theories and methods from classical to contemporary times. Emphasis will be placed on a broad examination of the history and traditions of literary theory, the ongoing questions and conflicts among theorists, and practical applications to the study of works in literature. Students will write weekly, have opportunities to lead class discussion, and work in stages to compose a substantial critical essay based on research and the development of their own perspective on understanding and evaluating a literary text. (Note: English 401 and English 801 are the same course.) For the English graduate program, this course is required of all students and we recommend that entering students enroll in this course during their first year of graduate study. For undergraduate English majors, this course satisfies the requirement of a literary theory course or an elective. (Enrollment limited)-Rosen

403. Amistad and Other Rebellions—The period leading to the Civil War witnessed intense conflicts not only about slavery and race but about the spread of capitalism, restrictions on women's economic and social rights, the growth of cities, and a variety of other social issues. "Literature" in this period was seldom seen as standing apart from these issues. On the contrary, art, politics, and social issues were generally seen as heavily intertwined. In this course we will look at the relationships between a number of issues prominent in ante-bellum America and works of art which at once expressed ideas about such issues and helped shape responses to them. The AMISTAD affair will provide one instance; we will examine two or three others as well. (English 403 and English 830 are the same course.) Note: For English majors, English 260 with a grade of C- or higher. Students other than English majors who wish to enroll in this course must have Professor Lauter sign a Course Exception/Override form. Also listed under American Studies Graduate Program. For undergraduate English majors, this course satisfies the requirement of a course emphasizing cultural context. For graduate students, this course satisfies the requirement of a literary history course. Prerequisite: C- or better in English 260 or permission of instructor (Enrollment limited)-Lauter

[424. **Sensational Literature of Victorian Suburbia**]—One of the most extraordinary phenomena of the Victorian period was the growth and development of the suburbs. “The great suburban sea-change” that began around the middle of the 18th century picked up rapid pace after Waterloo, and between 1861 and 1891 the London suburbs grew as much as fifty percent per decade. Greater London absorbed one-quarter of the net increase of the population of the entire country in the 1890s; the nation would never be the same again. In this course students will investigate literary responses to this transformation - some well-known, but others far more obscure. Discussions will center on questions such as: who built the suburbs, and why? Who chose to live in suburbia, and why? What did daily life in suburbia look like? How and in what ways did experiences of suburbia differ for men and for women? For the working, middle, and upper classes? What were the hopes of suburbia, and what were its problems? What was the relationship between the suburbs and slums? How did suburbia gain its eventual reputation for dullness and stagnancy? Students will complete two long papers and several shorter response papers; they will also be responsible for presenting independent research on suburbia to the class. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English graduate program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. (Enrollment limited)

[431. **Writing Women of the Renaissance**]—The course will focus on literary works written by Renaissance women, as well as key representations of gender found in selected plays and poems by male writers of the same period. (Note: English 431 and English 833 are the same course.) For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. For the English graduate program, this course satisfies the requirement of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies the literary history requirement for the old requirements, predating fall 2004. (Enrollment limited)

[438. **Modernism/Modernity**]—What was Modernism? Concurrent with the growth of Modernist studies in the last 15 years or so has been decreasing agreement about the nature of Modernism itself. In this course, we will consider the various competing accounts of Modernism (the artistic movement) and Modernity (the period) current in cultural theorists’ attempts to reshape the modern canon; we will also examine the influential interpretations of modernist politics, aesthetics, technologies, and media. Readings will be divided equally between literature (familiar and less-familiar authors) and theory/philosophy (Nietzsche, Bergson, Adorno, Bourdieu, Jameson, and others). (Note: English 438 and English 838 are the same course.) For English majors, this course satisfies the requirement of a literary theory course, or a course emphasizing literature written after 1800. For the English graduate program, this course satisfies the requirements of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. (Enrollment limited)

[439. **Special Topics in Film: The Documentary**]—Documentary films chronicle varied cultural, social, and political realities, from coal miners’ strikes and social revolutions to the development of musical genres. Documentary styles range from fictionalized recreations (docudramas) to narrative reenactments to non-narrative commentaries. This course will examine key documentary strategies through representative films, which may include *Harlan County USA* (Barbara Kopple, 1976) and *Shut Up and Sing* (Kopple and Cecilia Peck, 2006), *Journalist and the Jihadi: The Murder of Daniel Pearl* (Ahmad Jamal and Ramesh Sharma, 2006): segments of *The Battle of Algiers*, *Poto Mitan: Haitian Women, Pillars of the Global Economy* (Renee Bergan and Mark Schuller), *Jazz* (selected episodes) (Ken Burns, 2001), *Say Amen, Somebody* (George Nierenberg, 1982), *An Inconvenient Truth* (David Guggenheim, 2008), and *Fair Game* (Doug Liman, 2010). English 439-16 and English 839-12 are the same course. For the English graduate program, this course counts as a core course for the writing, rhetoric, and media arts track; it counts as an elective for the literary studies track. For undergraduate English majors, this course satisfies a post-1800 distribution requirement, a literary theory course, or a core course for the literature and film concentration. (Enrollment limited)

[457. **Novels Into Film**]—In this course we will study selected adaptations of novels into film, examining some of the basic theoretical and practical issues involved in adapting a text from one medium to another, using as case studies selected novels and films. Text to be studied may include Nathaniel Hawthorne, *The Scarlet Letter* (comparing the 1926 version to the 1996 version), Edith Wharton, *The Age of Innocence* (Scorsese film), John McDonald, *The Executioners* with two films: *Cape Fear*, (1962, J. Lee Thompson) and (1991, Martin Scorsese);

Mario Puzo, *The Godfather* (1972, Coppola film); Daphne duMaurier, *Rebecca* (1940, Hitchcock). Other films and novels may be chosen, but the focus of the course will be the nature of the individual adaptation in relationship to the issues generically involved in adapting prose fiction to the medium of film. We will read the films as texts in their own right. (Note: English 457 and English 857 are the same course.) For the English graduate program, this course counts as a core course for the writing, rhetoric, and media arts track or an elective in the literary studies track; for undergraduate English majors, it counts as a course emphasizing literature written after 1800, or a literary theory course. (Enrollment limited)

466. Teaching Assistantship—Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in conceiving or revising papers; reading and helping to evaluate papers, quizzes, and exams; and other duties as determined by the student and instructor. See instructor of specific course for more information. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

[477. The Sixties in Film, Fiction and Poetry]—"The Sixties" have taken on iconic status as a representation of progressive social change. In fact, quite varied images of The Sixties have been constructed in poetry, fiction, film, and other creative forms, a good deal of it composed during the years 1958-1974 or so. This course will read such works, examining the roles of creative texts in defining and carrying out the social and political conflicts of the era—and in shaping our own time. Authors to be read will likely include Martin Luther King, Jr., Alice Walker, Robert Bly, Denise Levertov, Allen Ginsberg. Note: English 477 and English 877 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing cultural context. For the English graduate program, this course satisfies the requirement of a course in American literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. Prerequisite: ENGL 260 with minimum grade of C- and Junior or Senior status. (Enrollment limited)

490. Research Assistantship— (0.5-1 course credit) -Staff

[495. Senior Seminar]—Senior English majors may, if they wish, take more than one senior seminar. These courses are ordinarily restricted to senior English majors, but non-seniors may petition individual instructors for admission. For English majors, the Senior Seminar satisfies the requirement of a senior project.

[495. Senior Seminar]—Senior English majors may, if they wish, take more than one senior seminar. These courses are ordinarily restricted to senior English majors, but non-seniors may petition individual instructors for admission. For English majors, the Senior Seminar satisfies the requirement of a senior project. This course open to senior English majors only. (Enrollment limited)

[495-01. Senior Seminar: Meanings in Literature and History: The Phenomenon of Literary Popularity]—Why is Shakespeare considered great? Why is Jane Austen so popular? Or Romantic Poetry? Or Stephen King? In this course students will explore the way theorists and critics from Aristotle to Edward Said have understood literary value and meaning, while they also read key texts in British literature. Students will have the chance to develop their own literary theories and apply them to their favorite texts. (Enrollment limited)

495. Senior Seminar: Wordsworth: Rewriting Wordsworth—How does literature change over time? How do earlier writers exercise an influence, for good or ill, over their successors, and how do those later writers grapple with their most powerful forerunners? In this seminar, you will be invited to think in the abstract, theoretically, about these large questions, which have formed a subtext to your work in the major thus far. To focus our discussion, we will concentrate on Romantic and Modern poetry. In the first half, we will read through the major works of William Wordsworth, the most influential English language poet since (at the very least) Milton. Then, in the second half, we will look at how the greatest Modern poets, both British and American, struggled with Wordsworth's legacy - sometimes going so far as to rewrite specific Wordsworth poems, sometimes denying Wordsworth's importance altogether. Modernists will include Yeats, Frost, Eliot, Pound, Moore, Bishop, Stevens and Auden. In the final project, you will have the opportunity to apply our broader conclusions to your work in the major over the last four years. For English majors, this course satisfies the requirement of a senior project. (Enrollment limited)-Rosen

[495-01. Senior Seminar: Curiosity & Literature]—This course will examine the literary themes, forms

and characters that manifest curiosity from the Renaissance to the 21st century. We will analyze the concept of curiosity, explore the way curiosity transformed both literature and culture in the age of inquiry, when Peeping Tom was invented, modern science was institutionalized, and the detective novel was born, and read accounts of both approved and disapproved kinds, such as witchcraft, voyeurism, and the exhibition of monsters. Texts will include drama, journalism, poetry, satire, and novels by Shakespeare, Defoe, Johnson, Jane Austen, Dickens and others. Assignments include oral presentations, and students will conduct original research on a related topic of their choice for their final essays. (Enrollment limited)

Senior Thesis Options—Students who wish to write senior theses may choose between the year-long, two-credit thesis and the semester-long, one-credit thesis. Students who choose to write two-semester year-long senior theses are required to enroll in ENGL 498. Senior Thesis Part I/Senior Colloquium in the fall of their senior year. They must also re-register for ENGL 499. Senior Thesis Part II during the spring of their senior year. Students who choose to write one-semester, one-credit theses must enroll in ENGL 497. One-Semester Senior Thesis. Students choosing to write a one-semester, one-credit thesis are not required to enroll in ENGL 498. Senior Thesis Part I/Senior Colloquium, which is primarily for those doing year-long, two-credit theses.

497. One-Semester Senior Thesis—Individual tutorial in writing of a one-semester senior thesis on a special topic in literature or criticism. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and the chairperson are required. -Staff

498. Senior Thesis Part 1/Senior Colloquium—This course is designed to teach senior English majors the techniques of research and analysis needed for writing a year-long essay on a subject of their choice. It is intended to help the students to write such year-long theses, and to encourage them to do so. It will deal with problems such as designing longer papers, focusing topics, developing and limiting bibliographies, working with manuscripts, using both library and Internet resources, and understanding the uses of theoretical paradigms. This course is required of all senior English majors who are planning to write two-semester, year-long theses. Please refer to the department's website for more information. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and the chairperson are required. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) (Enrollment limited)-Wheatley

Graduate Courses

801. Theories and Methods of Literary Studies—This seminar is designed to introduce students to the field of literary studies at the graduate level, to provide a perspective on varied critical vocabularies, and to explore the development of literary theories and methods from classical to contemporary times. Emphasis will be placed on a broad examination of the history and traditions of literary theory, the ongoing questions and conflicts among theorists, and practical applications to the study of works in literature. Students will write weekly, have opportunities to lead class discussion, and work in stages to compose a substantial critical essay based on research and the development of their own perspective on understanding and evaluating a literary text. (Note: English 401 and English 801 are the same course.) For the English graduate program, this course is required of all students and we recommend that entering students enroll in this course during their first year of graduate study. For undergraduate English majors, this course satisfies the requirement of a literary theory course or an elective. Prerequisite: Course is open only to English majors -Rosen

824. Reading Victorian Narratives—This course offers an advanced investigation into major writers and issues from the British Victorian period (1837-1901). We will concentrate on texts—fiction, non-fictional prose, poetry—in which notions of propriety and morality are in productive dialogue with crimes, threatening secrets, and subversive passions. In seminar sessions and in written work we will interrogate textual constructions of sexuality and gender, considering the potential for slippage between high-conservative ideals and actual lived experiences. Our readings will be informed by a range of modern critical, theoretical, and socio-historical examinations of Victorian literature and culture. Note:For the English graduate program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written after 1800.-Bilston

[824. Sensational Literature of Victorian Suburbia]—One of the most extraordinary phenomena of the Victorian period was the growth and development of the suburbs. “The great suburban sea-change” that began around the middle of the 18th century picked up rapid pace after Waterloo, and between 1861 and 1891 the London suburbs grew as much as fifty percent per decade. Greater London absorbed one-quarter of the net increase of the population of the entire country in the 1890s; the nation would never be the same again. In this course students will investigate literary responses to this transformation - some well-known, but others far more obscure. Discussions will center on questions such as: who built the suburbs, and why? Who chose to live in suburbia, and why? What did daily life in suburbia look like? How and in what ways did experiences of suburbia differ for men and for women? For the working, middle, and upper classes? What were the hopes of suburbia, and what were its problems? What was the relationship between the suburbs and slums? How did suburbia gain its eventual reputation for dullness and stagnancy? Students will complete two long papers and several shorter response papers; they will also be responsible for presenting independent research on suburbia to the class. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English graduate program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

830. Amistad and Other Rebellions—The period leading to the Civil War witnessed intense conflicts not only about slavery and race but about the spread of capitalism, restrictions on women’s economic and social rights, the growth of cities, and a variety of other social issues. “Literature” in this period was seldom seen as standing apart from these issues. On the contrary, art, politics, and social issues were generally seen as heavily intertwined. In this course we will look at the relationships between a number of issues prominent in ante-bellum America and works of art which at once expressed ideas about such issues and helped shape responses to them. The AMISTAD affair will provide one instance; we will examine two or three others as well. (English 403 and English 830 are the same course.) Note: For English majors, English 260 with a grade of C- or higher. Students other than English majors who wish to enroll in this course must have Professor Lauter sign a Course Exception/Override form. Also listed under American Studies Graduate Program. For undergraduate English majors, this course satisfies the requirement of a course emphasizing cultural context. For graduate students, this course satisfies the requirement of a literary history course. Prerequisite: C- or better in English 260 or permission of instructor -Lauter

[833. Writing Women of the Renaissance]—The course will focus on literary works written by Renaissance women, as well as key representations of gender found in selected plays and poems by male writers of the same period. (Note: English 431 and English 833 are the same course.) For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. For the English graduate program, this course satisfies the requirement of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies the literary history requirement for the old requirements, predating fall 2004.

[838. Modernism/Modernity]—What was Modernism? Concurrent with the growth of Modernist studies in the last 15 years or so has been decreasing agreement about the nature of Modernism itself. In this course, we will consider the various competing accounts of Modernism (the artistic movement) and Modernity (the period) current in cultural theorists’ attempts to reshape the modern canon; we will also examine the influential interpretations of modernist politics, aesthetics, technologies, and media. Readings will be divided equally between literature (familiar and less-familiar authors) and theory/philosophy (Nietzsche, Bergson, Adorno, Bourdieu, Jameson, and others). (Note: English 438 and English 838 are the same course.) For English majors, this course satisfies the requirement of a literary theory course, or a course emphasizing literature written after 1800. For the English graduate program, this course satisfies the requirements of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

[839. Special Topics in Film: The Documentary]—Documentary films chronicle varied cultural, social, and political realities, from coal miners’ strikes and social revolutions to the development of musical genres. Documentary styles range from fictionalized recreations (docudramas) to narrative reenactments to non-narrative commentaries. This course will examine key documentary strategies through representative films, which may include Harlan County USA (Barbara Kopple, 1976) and Shut Up and Sing (Kopple and Cecilia Peck, 2006), Journalist and the Jihadi: The Murder of Daniel Pearl (Ahmad Jamal and Ramesh Sharma, 2006); segments of The Battle of Algiers, Poto Mitran: Haitian Women, Pillars of the Global Economy (Renee Bergan and Mark Schuller), Jazz (selected episodes) (Ken

Burns, 2001), *Say Amen, Somebody* (George Nierenberg, 1982), *An Inconvenient Truth* (David Guggenheim, 2008), and *Fair Game* (Doug Liman, 2010). Note: English 839-12 and English 439-16 are the same course. For the English graduate program, this course counts as a core course for the writing, rhetoric and media arts track; it counts as an elective for the literary studies track. For undergraduate English majors, this course satisfies a post-1800 distribution requirement or a literary theory course, or a core course for the literature and film concentration.

851. Queer Harlem Renaissance—This course approaches the Harlem Renaissance or “the New Negro” Movement through the lens of sexuality, paying particular attention to the ways in which understandings of racial identity were filtered through representations of sex and gender. We will consider how writers of the Harlem Renaissance explored notions of sexuality and gender given the history of slavery and exploitation that generated rigid formulations of race and gender. How did cultural producers challenge, reinforce, question and imagine sexuality and its intersection with other aspects of identity, such as class, gender, and national origins. Writers/artists include, Wallace Thurman, Carl Van Vechten, Bessie Smith, Angelina Weld Grimke, Claude McKay, Countee Cullen, Alice Dunbar-Nelson, Langston Hughes, and Bruce Nugent. Note: For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. For the English graduate program, satisfies the requirement of a course in American literature, or a course emphasizing cultural context for the literary studies track.-Paulin

[857. Novels Into Film]—In this course we will study selected adaptations of novels into film, examining some of the basic theoretical and practical issues involved in adapting a text from one medium to another, using as case studies selected novels and films. Text to be studied may include Nathaniel Hawthorne, *The Scarlet Letter* (comparing the 1926 version to the 1996 version), Edith Wharton, *The Age of Innocence* (Scorsese film), John McDonald, *The Executioners* with two films: *Cape Fear*, (1962, J. Lee Thompson) and (1991, Martin Scorsese); Mario Puzo, *The Godfather* (1972, Coppola film); Daphne duMaurier, *Rebecca* (1940, Hitchcock). Other films and novels may be chosen, but the focus of the course will be the nature of the individual adaptation in relationship to the issues generically involved in adapting prose fiction to the medium of film. We will read the films as texts in their own right. (Note: English 457 and English 857 are the same course.) For the English graduate program, this course counts as a core course for the writing, rhetoric, and media arts track or an elective in the literary studies track; for undergraduate English majors, it counts as a course emphasizing literature written after 1800, or a literary theory course.

865. The Media and the Presidential Election—In this course, students will use the current presidential election as a living laboratory as they explore the role of the media in shaping perceptions, presenting content, and providing criticism. Students will follow the election in each news medium (including the Internet), interview consultants and “spin doctors,” analyze television broadcasts, including television election ads, and prepare a talk radio show. The course will focus also on such issues as media bias, corporate ownership, and FCC regulation. We will also look at the nature of “content” in the political process and how it corresponds (or doesn’t) to literary notions of “text.” The instructor has worked for 32 years in daily newspapers and talk radio. This course will count as a core course in the writing, rhetoric, and media arts track and an elective for the literary studies track in the English M.A. This English course also counts towards the American Studies graduate program. It is advisable to register early.-McEnroe

[877. The Sixties in Film, Fiction and Poetry]—“The Sixties” have taken on iconic status as a representation of progressive social change. In fact, quite varied images of The Sixties have been constructed in poetry, fiction, film, and other creative forms, a good deal of it composed during the years 1958-1974 or so. This course will read such works, examining the roles of creative texts in defining and carrying out the social and political conflicts of the era and in shaping our own time. Authors to be read will likely include Martin Luther King, Jr., Alice Walker, Robert Bly, Denise Levertov, Allen Ginsberg. Note: English 477 and English 877 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing cultural context. For the English graduate program, this course satisfies the requirement of a course in American literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

940. Independent Study—A limited number of tutorials are available for students wishing to pursue special topics not offered in the regular graduate program. Applications should be submitted to the department chairperson

prior to registration. Written approval of the graduate adviser and department chairperson is required. Contact the Office of Graduate Studies for the special approval form. -Staff

952. Thesis Colloquium—As part of the culminating two-credit requirement for the MA in English, the colloquium is designed to provide support for students who are completing an academic thesis or final project. The colloquium functions as a structured community within which students can test their ideas, solve process issues, and serve as writing peers for each other. The colloquium instructor does not take the place of the student's thesis/project advisor or departmental readers, but rather facilitates the research and writing process and provides individualized help in the context of each student's work. The colloquium, together with the thesis or project, carries a pending grade of IP (In Progress); a final grade is awarded for 2.0 credits for successful completion of the thesis or project in English 955. (0 course credit)-Wall

953. Research Project—The graduate director, the supervisor of the project, and the department chairperson must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. -Staff

954. Thesis Part I— (2 course credits) -Staff

[**954. Thesis Colloquium**]—As part of the culminating two-credit requirement for the MA in English, the colloquium is designed to provide support for students who are completing an academic thesis or final project. The colloquium functions as a structured community within which students can test their ideas, solve process issues, and serve as writing peers for each other. The colloquium instructor does not take the place of the student's thesis/project advisor or departmental readers, but rather facilitates the research and writing process and provides individualized help in the context of each student's work. The colloquium, together with the thesis or project, carries a pending grade of IP (In Progress); a final grade is awarded for 2.0 credits for successful completion of the thesis or project in English 955. (2 course credits)

[**954. Thesis Part I**]— (2 course credits) -Staff

955. Thesis Part II—Continuation of English 954 (described in prior section). (2 course credits) -Staff

956. Thesis— (2 course credits) -Staff

Courses Originating in Other Departments

Only these courses originating in other departments and programs will count toward the English major.

American Studies 248. Female Bodies in 19th Century American Literature & Culture—View course description in department listing on p. [105](#). -Miller

[**American Studies 270. Multi-Ethnic Literatures of the United States**]—View course description in department listing on p. [105](#).

[**American Studies 340. The Body in 19th Century American Culture**]—View course description in department listing on p. [105](#).

[**Film Studies 337. Writing for Film**]—An introduction to the craft of screenwriting with a strong emphasis on story selection and development. Students will complete a full-length screenplay over the course of the semester. We will read and analyze scripts that have been made into films, and we will workshop student work through the semester. Writing experience recommended. For English majors, this course satisfies the requirement of an elective. This course can be counted toward fulfillment of requirements for the English Majors in Literature and Film and Creative Writing, and the Interdisciplinary Film Studies minor. Not open to first-year students.

[**Theater & Dance 239. Contemporary American Theater**]—View course description in department listing on p. [476](#).

Theater & Dance 345. Special Topics: Writing for Stage and Screen—View course description in department listing on p. 476. -Polin

[Women, Gender, and Sexuality 212. History of Sexuality]—View course description in department listing on p. 483.

[Women, Gender, and Sexuality 319. The Woman's Film]—View course description in department listing on p. 484.

Women, Gender, and Sexuality 345. Film Noir—View course description in department listing on p. 484. -Corber

Spring Term

Composition and Rhetoric Courses

All expository writing and composition courses that were formerly designated with the ENGL prefix are now given the prefix RHET and can be found under the designation WRITING AND RHETORIC in the Schedule of Classes. At the 100 and 200 levels, the following courses do not count toward English major credit. A student may count one 300-level course as an elective in the English major.

[101. Writing]—An introduction to the art of expository writing, with attention to analytical reading and critical thinking in courses across the college curriculum. Assignments offer students opportunities to read and write about culture, politics, literature, science, and other subjects. Emphasis is placed on helping students to develop their individual skills. (Enrollment limited)

[103-02. Special Writing Topics: Language and Photography]—Emphasizing instruction and practice in writing, this course will explore the relationship between language and photography. Students will write extensively as they study photographic images and read works by John Berger, Susan Sontag, and others. The course will culminate with the publication of a collection of student photographic essays. (Enrollment limited)

[103-03. Special Writing Topics: Telling Stories in the Postmodern World]—A writing workshop on storytelling, with an emphasis on narratives that cut across cultures to see how people in different places construct their realities from their everyday lives, imagined lives, and the presumed lives of others. We will write our own narratives and analyze them to see how we create our reality from the essentially chaotic matter of everyday life. Readings will include prison diaries, war journals, film and television scripts, and hypertexts. (Enrollment limited)

[103-05. Special Topics: Thoughts of Peace and War]—This class is a writing workshop, focusing on writing and revising academic essays. The readings will involve issues of peace and war, and will lead us into the following sorts of questions: Why do countries go to war? What are the effects of war on people? How have people worked for peace, and how can they/we continue to do so? What role does gender play in war? Readings include personal stories like Ishmael Beah's *A Long Way Gone* as well as writings by philosophers, psychologists, and others about the causes and effects of war and peace. (Enrollment limited)

[202. Expository Writing Workshop]—This intermediate workshop is designed for students who have achieved mastery in introductory-level college writing and who want to refine their writing abilities. Students will focus on developing stylistic strategies and techniques when writing for numerous purposes and audiences. Students will choose from these writing forms: interview, travel article, op-ed piece, memoir, sports article, criticism, humor, and science and technology article. (Enrollment limited)

[208. Argument and Research Writing]—A writing workshop emphasizing the development of argumentation and research skills. Students learn how to read and evaluate logical arguments, formulate research questions, explore print and electronic resources, and frame persuasive arguments in papers of substantial length. Frequent practice in writing and revising. (Enrollment limited)

[225. Writing Broad Street Stories]—This course combines community learning and writing as a means of discovering how we define others and ourselves through journals, diaries, essays, and stories. Students explore Broad Street as a social and cultural metaphor, with a wide variety of readings depicting “the other” and reflecting the voices of members of underprivileged and privileged classes throughout history. Students perform community service as a part of course activities. This course has a community learning component. (Enrollment limited)

[226. The Spirit of Place: Writing with an Active/Reflective Eye]—In this course we will write about “place,” and explore how writers render ideas of location, nature, and the environment, ranging from wilderness to city streets. We will move from simple descriptions to an exploration of the larger issues that arise in the interactions between people and places. Readings will include Gretel Erlich and Barry Lopez, among others, who have artfully evoked the spirit of place. (Enrollment limited)

[297. Writing the Public Sphere: Theory and Practice]—This course will examine the way written language works in the public sphere. Students will read and write about the following sorts of questions: In what ways can writing best promote public dialogue and deliberation? How is the digital landscape changing our conception of writing? Is the opinion essay as a form dying? As books evolve, what happens to the habits of contemplation and reflection fostered by the sustained, quiet reading of traditional texts? How do the changing ways that people acquire news affect the process by which public opinion is formed? In addition to a focus on theories of the public sphere, the class will also be a workshop for student writing. Students will write, revise, and engage with classmates’ writing in various genres aimed at asserting their views on public issues, from traditional essays and op-eds to blogs and multimedia forms. (Enrollment limited)

[319. Constructing Thought: A Short, Fun Course in Sentence Diagramming]—This half-credit course is for language fanatics. Whether you are a “good” writer or a “bad” writer, “good” or “bad” at English grammar, if you love the shape and flow of sentences, this course is for you. For 75 minutes each week, we will gather and explore the structure of the basic unit of thought in written English. We will diagram rock lyrics; we will diagram Shakespeare; we will diagram Biblical quotations, we will diagram Joyce, we will diagram love letters. We will search out and diagram quirky sentences from the news and the internet. We will attempt to diagram undiagrammable sentences and discover why they fail to work as units of thought. We will find multiple ways to speak a diagrammed sentence, and multiple ways to diagram the same sentence and discover its varied meanings. (0.5 course credit) (Enrollment limited)

Creative Writing Courses

The following courses emphasize the writing of prose fiction, poetry, and sometimes drama. It is strongly recommended that students do not enroll in more than one writing course simultaneously during a single semester. For all creative writing courses, attendance at a minimum of two readings offered on campus by visiting writers is required.

270. Introduction to Creative Writing—An introduction to imaginative writing, concentrating on the mastery of language and creative expression in more than one genre. Discussion of work by students and established writers. Beginning with the class of 2009, this is a required course for creative writing majors. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. (Enrollment limited)-Berry, Cullity, Gonzalez, Rossini

316. The Novella—More expansive than the short story but more compressed than the traditional novel, the novella is a prose form with distinctive characteristics that has been practiced by many great writers, both classic and contemporary. In this hybrid creative writing/literature course, we will read works by a variety of authors, such as James Joyce, Lorrie Moore, Anton Chekhov, Alice Munro, Willa Cather, George Saunders and Herman Melville, with the aim of studying and understanding the form. Additionally, each student will be required to complete a novella of his or her own (40-60 pages) by the end of the term. There will be a series of assignments, deadlines, individual conferences with the instructor, and workshop sessions, all of which will focus on the completion of this project. This course satisfies the requirement of a 300-level workshop for creative writing majors. Prerequisite: C- or better in ENGL 270 or Permission of Instructor (Enrollment limited)-Gonzalez

[333. Creative Nonfiction]—In this writing workshop, we explore the genre of creative nonfiction. The term “nonfiction” implies that the writer is telling the truth—that the reader can assume and trust that the writer is describing people who are real and events that have happened. The writer strives for accuracy, even if the nature of that accuracy remains within the bounds of human limitations. The adjective “creative” refers to the fact that in creative nonfiction there is an important transformation of life into art, through the use of poetic and fictional techniques. Our readings will enhance our understanding of how creative nonfiction essays are constructed; they will also serve as springboards for writing exercises. In writing workshops, the main focus of the course, we will produce various types of creative nonfiction. For English majors, this course counts as an elective; for writing, rhetoric, and media arts minors, it counts as a core course. Prerequisite: C- or better in ENGL 270 or Permission of Instructor (Enrollment limited)

334. Advanced Creative Writing: Fiction—Students will write and rewrite fiction. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. This course satisfies the requirement of a 300-level workshop for creative writing majors. Prerequisite: C- or better in ENGL 270 or Permission of Instructor (Enrollment limited)-Ferriss

336. Advanced Creative Writing: Poetry—Students will do in-class exercises, and write and revise their own poems. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. This course satisfies the requirement of a 300-level workshop for creative writing majors. Prerequisite: C- or better in ENGL 270 or Permission of Instructor (Enrollment limited)-Berry

337. Literary Journalism—In this writing workshop, we will deeply explore one form of creative nonfiction: literary journalism. Our readings, springboards for initial writing exercises, will enhance our understanding of the scope and meaning of the term. In workshops, the main focus of the course, each student will produce three essays in draft form on subjects of his or her choice. We might write about travel/study abroad experiences or human rights; we might try our hands at investigative reporting or ethnography. These are only some examples. Whatever we write, our subject matter will be sculpted and transformed through our great attention to language into pieces of art. Passion is a prerequisite! Significant revision and the submission of polished final products are essential to success in this class. This course satisfies the requirement of a 300-level workshop for creative writing majors. Prerequisite: C- or better in ENGL 270 or Permission of Instructor (Enrollment limited)-Cullity

Introductory Literature Courses

These courses require only a minimal background in the study of literature, but they demand close attention to the text. Students will normally analyze literary works in class discussion and write a number of papers. Except for seminars and writing classes, and unless otherwise specified, all English courses are limited to 30 students.

204. Introduction to American Literature I—A survey of literature, written and oral, produced in what is now the United States from the earliest times to around the Civil War. We will examine relationships among cultural and intellectual developments and the politics, economics, and societies of North America. Authors to be read include some that are well known—such as Emerson, Melville, Dickinson—and some who are less familiar—such as Cabeza de Vaca, John Rollin Ridge, and Harriet Jacobs. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)-Lauter

211. Survey of English Literature II: 1700 to the Present—Through readings in novels, drama, poetry, and prose from the Restoration to the 20th century, this course will examine shifts in the forms, functions, and meanings of English literature in the context of cultural and historical changes. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)-Rosen

217. Introduction to African American Literature—This course surveys African American literature in a variety of genres from the 18th century to the present. Through the study of texts by Frederick Douglass, Harriet Jacobs, Charles Chesnut, W.E.B. DuBois, Langston Hughes, Zora Neale Hurston, Toni Morrison, and others, we will explore the ways these writers have represented and influenced the history of people of African descent in the

United States, from slavery and abolition to Jim-Crow segregation and struggles for civil rights; how their work has intervened in the construction of race and imagined the black diaspora; and how their innovations in literary form have engaged with continuing political questions of nation, gender, sexuality, and class. For English majors, this course satisfies the requirement of a course emphasizing cultural contexts. (Enrollment limited)-Paulin

[220. Crime and Passion: Studies in Victorian Literature]—This course introduces students to major writers and issues from the British Victorian period (1837-1901). It will focus on texts—fiction, non-fictional prose, and poetry—in which notions of propriety and morality are in productive dialogue with crimes, threatening secrets, and subversive passions. Texts to be studied include Charlotte Brontë’s *Jane Eyre*, Charles Dickens’ *Bleak House*, D.G. Rossetti’s *Jenny*, and M.E. Braddon’s *Lady Audley’s Secret*. (Please note: this course requires substantial amounts of reading; Victorian novels are long!) For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)

[235. Global Short Fiction]—This course will introduce students to a cast of writers from a variety of backgrounds who have used the form of the short story to project dramatic experiences and convey sometimes unique cultural ethos. In addition to examining thematic concerns and stylistic choices, we will explore how different writers have adapted the conventions of the short story and incorporated elements of other traditions to suit their narrative purpose. We will read some North American and European writers, but the emphasis will fall on writers from traditionally underrepresented parts of the world. For English majors, this course satisfies the requirement of a course emphasizing cultural contexts. (Enrollment limited)

260. Introduction to Literary Studies—This course introduces students to the fundamental techniques of close reading. The course will show students how to apply this critical vocabulary to a wide range of literary genres from different historical periods, and to develop the writing and research skills necessary for composing clear and compelling arguments in the interpretation of a text. Note: This course is required of all English majors. This course can be counted toward fulfillment of requirements for the literature and psychology minor. (Enrollment limited)-Benedict, Bilston, Hager, Wheatley

264. Victorian London: Center and Suburbs—In the 19th century, Britain became for the first time in history an urban nation. In this course, we will investigate literary responses to the transformation of Britain - some well-known, others more obscure. Discussions will center on questions such as: Who built the new suburbs, and why? Who chose to live in the cities, who preferred the suburbs, and why? How and in what ways did experiences of the cities and suburbs differ for men and for women? For the working, middle, and upper classes? What were the hopes of urbanization, and what were its problems? How were the cities and the suburbs represented in literature across the course of the period? What was the imagined, and what was the real, relationship between the center, the suburbs, and the slums? Students will complete three papers and several shorter response papers on this topic. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)-Bilston

[265. Introduction to Film Studies]—This course provides a general introduction to the study of film and focuses on the key terms and concepts used to describe and analyze the film experience. As we put this set of tools and methods in place, we will also explore different modes of film production (fictional narrative, documentary, experimental) and some of the critical issues and debates that have shaped the discipline of film studies (genre, auteurism, film aesthetics, ideology). Note: Film screening only on Wednesday evenings. For English majors, this course satisfies the requirement of a literary theory course, or a course emphasizing cultural contexts. This course can be counted toward fulfillment of requirements for the film studies minor. (Enrollment limited)

[275. Introduction to Poetry]—In an attempt to demystify the art of reading poetry for those interested in both critical and creative writing, this class will focus on the various blocks out of which poems are built, and the various shapes a poem might take. Working with poems as ancient as the anonymous 14th-century lyric, “The Cuckoo Song,” and as recent as Li-Young Lee’s “Persimmons,” we will begin to decipher the workings of meter and metaphor, diction and tone, image and line, and syntax and sound. From there, we will move to considering structural forms such as the sonnet, the villanelle, and the sestina, and thematic forms such as the ode, the elegy, and the pastoral. After that, we will think about the treatment of certain themes including religion, history, and politics in poetry through the ages. Through this work, participants should gain a firmer grasp of how poems are made, and how they might be more easily approached. For English majors, this course satisfies the requirement of

a course emphasizing poetry. (Enrollment limited)

[288. World Cinema]—This course provides an introduction to the study of world cinema, with a focus on cinematic cultures other than those of the USA or Europe. We will begin by considering some of the theoretical questions involved in intercultural spectatorship and introducing/reviewing critical categories we can use to discuss the films. We will then proceed through a series of units based around specific cinematic cultures, focusing on movement, genres and auteurs and on the historical, cultural, and geopolitical issues that the films illuminate. For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a literary theory course. This course can be counted toward fulfillment of requirements for the film studies minor. (Enrollment limited)

291. Bollywood and Beyond: An Introduction to Popular Indian Cinema—The course provides an introduction to Indian cinema, with a focus on popular Hindi cinema from World War II to the present, i.e. “Bollywood.” For over 50 years Bollywood has dominated India’s domestic market and made a huge impact in markets and cultures around the world: China and other Asian countries, the former Soviet Union, Africa, the Middle East, Greece, and the diasporic audiences of the Caribbean, the United Kingdom and North America. Understanding the global popularity of Bollywood cinema requires a journey through the films into Indian aesthetics, culture, society and history, a journey that will provide you with a unique set of perspectives on the contemporary world. For English majors, this course satisfies the requirement of a course emphasizing cultural context. This course fulfills the elective requirements of the template film studies major. (Enrollment limited)-Younger

293. Tough Guys & Bad Girls: 20th Century American Crime Fiction—Crime fiction has been an amazingly resilient and pliable genre, a cultural barometer registering revisions to cultural fantasies about knowledge and power, sex and gender, race and ethnicity, violence and freedom. Its character types are interwoven into the fabric of popular culture, from the detective to the sociopath, the femme fatale to the street tough. This course will trace an alternative American history through the brutal, lurid, and stylish crime fiction of the 20th century. We will explore its pulp roots through Dashiell Hammet, its modernist peaks with Raymond Chandler, its post-war weirdness in Chester Himes and Patricia Highsmith, and its contemporary renaissance by Walter Mosley. Assignments may include book reviews, weekly responses, and a directed final project. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)-Mrozowski

Literature Courses

Although these are not introductory courses, many of them are open to non-English majors.

301. Literature and Meaning: from Aristotle to Queer Theory—This course explores the different ways in which literature has been—and can be—interpreted and justified. Students will read critical theories from Platonism to feminism and queer theory, and will apply these theories to selected texts by Shakespeare, Keats, Austen, Conrad, and others in order to define their own literary theory. For English majors, this course satisfies the requirement of a literary theory course. (Enrollment limited)-Benedict

[306. Memory and History in African Literature]—Through the close reading of eight works by African writers—encompassing a variety of forms and genres, touching on traditional Africa as well as contemporary ideas—the course will explore the variety of styles, forms, and themes in African writing. The course will examine narrative strategies, aesthetic choices, and the broader historical forces and cultural experiences informing the work of African writers. A good deal of the class will be devoted to exploring each writer’s engagement with a facet of Africa’s historical or post-colonial experience, and how each author seeks to reshape historical experience in fiction, drama, or memoir. We shall also investigate writers’ use of memory, their integration of folktale in their narrative, and their experimentation with the wider resources of orature. We will pay attention to the tension between the individual and community, how each text defines private and public spheres, and how each writer responds to the Euro-American canon. Through the texts, we will explore such broad subjects as the roots and impact of slavery; fault lines in indigenous African societies; the colonial subjugation of Africa; the emergence of neo-colonial nation-states in Africa; post-colonial anxieties and disillusionment, and the evolution of gender relations. For the English major, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context.

(Enrollment limited)

[310. 1816: A Romantic Microcosm]—“The Year without a Summer,” so named for the drastically cooler temperatures caused by a volcanic eruption in Indonesia, was also a remarkable one for British literature: in the space of one year, major works were composed or published by writers including Percy and Mary Shelley, Byron, Coleridge, Austen, Hunt, Scott, and Edgeworth. Sampling published works, letters, and journals, as well as the era’s thriving periodical culture, this course focuses on a single crucial year to give students both a sense of day-to-day existence in the Age of Romanticism and a unique perspective on literary history. In addition to written assignments, students will make significant use of new resources in the digital humanities to map and contextualize the social and cultural events of 1816. For English majors, this course fulfills the requirement of a course emphasizing literature written after 1800. (Enrollment limited)

[311. Afro-Asian Intersections]—This seminar examines Asian American and African American literary and cultural production comparatively. We will look at primary texts, supplemented by theoretical and historical readings from various fields, including performance studies, literary studies, psychoanalytic theory, cultural studies, gender studies, legal studies, and post-colonial studies, in order to critique representations of racial formations relationally rather than as strictly defined categories of identity that have, traditionally, been studied in segregated disciplines (such as Black studies, whiteness studies, Asian and Asian American studies). Along these lines, we will also account for the ways in which race intersects with other categories of identity, such as sexuality, gender, nation, and class. Texts will include works by Ann Cheng, WEB Du Bois, Christina Garcia, Moon-Ha Jung, Bill Mullen, Mira Nair, Patricia Powell, Gary Okihiro, Vijay Prashad, and Anna Deveare Smith. For English majors, this course satisfies the requirement of a course emphasizing cultural contexts. (Enrollment limited)

[312. Modern Poetry]—An introduction to British and American poetry, 1885-1945. In response to the challenges of modernity, poets produced work of unprecedented variety, experimental daring, and complexity. Authors will include Yeats, Pound, Eliot, H.D., Frost, Williams, Stevens, Moore, Crane, and Auden. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. (Enrollment limited)

[317. Romantic Autobiography]—How does Jane Eyre’s subtitle—“An Autobiography”—shape our reading of the novel? Why did contemporary readers and reviewers of Byron’s poetry confuse the deeds of his brooding heroes with those of the poet himself? Does the use of the former slave Mary Prince’s autobiography as abolitionist propaganda make it less - or more - “her” story? The Romantic period (1780-1830) is often credited with inventing both the modern individual and the genre that attempts to present the experience of this individual: autobiography. This course, however, will consider autobiography as a mode of writing and reading that cuts across generic lines, intersecting with poetry, literary criticism, nature writing, and the novel. Authors will include William and Dorothy Wordsworth, Byron, De Quincey, Mary Prince, and Charlotte Bronte, in addition to critical and contextual readings that suggest some of the complexities of autobiography as a technique for writing experience. (Enrollment limited)

[321. Curiosity and Literature]—This course will examine the way curiosity transformed literature and culture in the age of inquiry, when Peeping Tom was invented, modern science was institutionalized, and the detective novel was born. We will read texts that explore both approved and unapproved kinds, such as witchcraft, voyeurism, and the exhibition of monsters. Texts will include drama, journalism, poetry, satire, and novels by Aphra Behn, Defoe, Johnson, and others. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800 and for a course emphasizing poetry. Not open to first-year students. (Enrollment limited)

322. Southern Gothic Tales—This course will explore Southern Gothic literature and film, including a range of works from the tales of Edgar Allan Poe to the fiction of Cormac McCarthy and the pop culture images of HBO’s True Blood. With a focus on murder, madness, freaks, and vampires, the genre pushes toward what Flannery O’Connor called “the limits of mystery” in its attempts to deal with the tragic extremes of human behavior and the comic twists of the grotesque. We will establish the cultural context, survey the media’s fascination with stereotypes of the southern United States, and study the narrative structuring of terror and horror, the textual and visual encoding of characters overwhelmed by anxiety and alienation, and the embedding of political allegories and themes of social disorder. For English majors, this course satisfies the requirement of a course emphasizing cultural context or a course emphasizing literature written after 1800. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major. (Enrollment limited)-Wall

[327. **Reading and Writing Women's Fiction**]—This is both a course on literary interpretation and an opportunity for creative fiction writing. We will read a series of women's texts, from Jane Austen onwards, as literary critics and as practitioners, thinking about themes, trends, preoccupations, and the practical application of technical excellences. For English majors, this course counts as an elective. (Enrollment limited)

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

330. Sex, Violence and Substance Abuse: Mexico by Non-Mexicans—Some of the greatest and most lasting depictions of México in fiction, non-fiction, cinema and photography have been produced by non-Mexicans. Rather than exposing any lack of significant Mexican creators in all these genres, such works reflect the strong pull, the attraction and at times repulsion, exerted by this complicated country and culture on outsiders. We will choose readings from such twentieth and twenty-first century works such as John Reed's *Insurgent México*, Malcolm Lowry's *Under the Volcano*, DH Lawrence's *The Plumed Serpent*, Graham Greene's *The Power and the Glory*, the short-stories of Katherine Anne Porter and Paul Bowles, the novels of B. Traven, Cormac McCarthy's *Blood Meridian*, the poetic meditations on Pre-Colombian México by recent French Nobel Prize winner Le Clézio, the contemporary México novels of the Chilean Roberto Bolaño, and, in Ana Castillo's fiction, a U.S. Chicana's return to México, as well as other contemporary writings. Movies will be chosen from among *A Touch of Evil*, *The Treasure of Sierra Madre*, *The Wild Bunch*, *Bring me the Head of Alfredo Garcia*, *The Night of the Iguana*, *The Three Burials of Melquiades Estrada*, and *Sin Nombre*. The emphasis will be on the prose, novels especially, with three or four movies, and a class devoted to photography. We study the works themselves, their relation to their own literary-cultural traditions, their depiction of México, and the multiple issues raised by their status as works created by “foreigners.” Supplemental readings, some by Mexicans. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)-Goldman

[332. **Short Story Masterpieces**]—In this course we examine the resilient form of the short story through a wide selection of both classic and contemporary writers. To list just some examples, we will read work by Chekhov, Virginia Woolf, Faulkner, Hemingway, Borges, Welty, Cheever, James Baldwin, Flannery O'Connor, Alice Munro, and Ha Jin. Our main text is *The Art of the Short Story* (Dana Gioia and R.S. Gwynn). We will perform close textual readings, use various critical approaches and literary terms, and set the stories in the context of their historical periods and literary traditions. What is also important in this course is that we view the works from the authors' perspectives, and learn to read like a writer through the analysis of some of the basic elements of short fiction. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. (Enrollment limited)

[341. **American Literary Modernism and the Great War**]—This course will consider the impact of the Great War on American literary modernism. Grappling with apocalyptic devastation in Europe, massive shifts in global politics, and dramatic changes in technology, the Lost Generation responded with enduring and enigmatic works, haunted by wounds both psychic and spiritual. We will consider canonical writings by Ernest Hemingway and e.e. cummings, lesser-known works by Jessie Redmon Fauset and Edith Wharton, and first person accounts by combatants such as Thomas Boyd. As our focus will be on introducing the aesthetics of modernism through the context of the war itself, we will study maps, songs, photographs, newspapers, and other historical materials alongside traditional literary objects. Assignments will include a creative research project, weekly responses, and short essays. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. (Enrollment limited)

343. Women and Empire—This course examines women's involvement in British imperialism in the 19th and

20th centuries. What part did ideologies of femininity play in pro-imperialist discourse? In what ways did women writers attempt to “feminize” the imperialist project? What was the relationship between the emerging feminist movement and imperialism at the turn of the 20th century? How have women writers in both centuries resisted imperialist axioms? How do women authors from once colonized countries write about the past? How are post-colonial women represented by contemporary writers? Authors to be studied include Charlotte Bronte, Flora Annie Steel, Rudyard Kipling, Jean Rhys, Jamaica Kincaid, Jhumpa Lahiri, and Alexander McCall Smith. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. (Enrollment limited)-Bilston

[346. Dream Vision and Romance]—A study of two major medieval genres as they are developed in the works of Chaucer, Langland, the Gawain-poet, and Malory. The course will explore the structural and stylistic as well as the political, social, and psychological issues raised by these genres and the individual authors’ treatments of them. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. Prerequisite: C- or better in English 260 or permission of instructor (Enrollment limited)

348. Women Writers of the Middle Ages—This course will study works in a variety of genres, from the lyric and the romance to the autobiography and the moral treatise, written by medieval women in England, Europe, and Asia. In addition to analyzing the texts themselves, we will be examining them within their social, historical, and political contexts as we discuss such issues as medieval women’s literacy, education, and relationships to the male-authored literary traditions of their cultures. Through the term, we will be trying to determine the degree to which we can construct a recognizable woman’s literary tradition for this period. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. Prerequisite: C- or better in English 260 or permission of instructor (Enrollment limited)-Fisher

360. Shakespeare on Film—In this course, we will study selected films based on Shakespeare plays. Though we will read the Shakespeare plays as prelude to film analysis, the films will be studied as independent texts. The film script (adapted from or based on a Shakespeare play) will be treated as one aspect of the text. Students will concentrate on analyzing camera angles, mise-en-scene, lighting, sound, editing, and script as aspects of a composite text. We will also discuss film genres and look at the signature work of specific directors, such as Laurence Olivier and Kenneth Branagh. Plays may be selected from *Titus Andronicus*, *Hamlet*, *Much Ado About Nothing*, *Richard III*, *Romeo and Juliet*, *The Taming of the Shrew*, and *King Lear*. For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a course emphasizing literature written before 1800. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major. Not open to first-year students. (Enrollment limited)-Riggio

[363. Mark Twain and the Making of America]—Mark Twain’s fiction often acted as a moral seismograph registering the intense shifts in American cultural, political, and economic life in the post-Civil War era. His memoirs became a kind of public narrative describing what it meant to be an American - for both a national and a world audience. This course will consider a large swath of his works, including *Huckleberry Finn*, *Pudd’nhead Wilson*, and *Life on the Mississippi*, against the backdrop of the social transformations of the late 19th century in the United States. We will also explore Twain’s aesthetic innovations and techniques in the context of literary history. The class will make a visit to the Mark Twain House in the second half of the session; assignments will include shorter writing opportunities as well as a self-directed and substantial seminar paper. (Enrollment limited)

[365. Jane Austen and the Romantic Period]—Is Jane Austen a Romantic or a rationalist? A conservative or a feminist? Why is she so popular now and how was she regarded in her own time? This course will analyze Jane Austen’s entire opus while exploring what influences that helped to shape her world and her writing. Readings will include all of Austen’s work, Romantic poetry, 18th-century novels, and theoretical, critical, and historical texts. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800, or a critical theory course. (Enrollment limited)

[373. Irish Poetry Since Yeats]—We’ll consider the blossoming of Irish poetry in English since the foundation of the Irish Free State. Given his centrality to both the state and the art form, we’ll begin by considering the work of W.B. Yeats. From Yeats, we’ll move up through the 20th century, looking at work by Patrick Kavanagh, Louis MacNiece, John Montague, Seamus Heaney, Michael Longley, Paul Durcan, Eamon Grennan, Eavan Boland,

Paul Muldoon, Ciaran Carson, Vona Groarke, and Sinéad Morrissey. We'll consider the poems through the lens of Irish independence and cultural identity, the Troubles, tensions over religion and class, the urban/rural divide, and the place of women within the tradition. We will also consider the poems as aesthetic objects, governed by different schools and traditions within the art form, Irish or otherwise. For English majors, this course satisfies the requirement of a course emphasizing cultural context and a class that emphasizes poetry. (Enrollment limited)

379. Melville—Though a superstar during his early career, Herman Melville watched his reputation decline as his literary ambitions escalated. One review of his seventh novel bore the headline, “Herman Melville Crazy.” Not until the 20th century did even his best-known work, *Moby Dick*, attract considerable attention, but it now stands at the center of the American literary pantheon. Melville’s work merits intensive, semester-long study not only because he is a canonical author of diverse narratives—from maritime adventures to tortured romances to philosophical allegories—but also because his career and legacy themselves constitute a narrative of central concern to literary studies and American culture. Through reading and discussion of several of his major works, we will explore Melville’s imagination, discover his work’s historical context, and think critically about literary form. For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a course emphasizing literature written after 1800. (Enrollment limited)-Hager

[381. The Brontes]—Blending emotional intensity, social consciousness, and formal innovation, the writings of the Bronte sisters offer a bridge between the Romantic and Victorian eras in British literature. Their careers illustrate the changing status of women as authors, readers, and subjects of literary representation in the 19th century. This course studies the major novels by Anne, Charlotte, and Emily Bronte (including *Jane Eyre*, *Wuthering Heights*, *The Tenant of Wildfell Hall*, and *Villette*, among others), as well as poetry by all three sisters, and their early writings set in the imaginary kingdoms of Gondal and Angria. (Enrollment limited)

383. Modern British Fiction—This is a course in British fiction between 1890 and 1945. The prose (novels and stories) of this period is characterized by tremendous ambition, radical experimentation, the questioning of old conventions and the creation of new ones. Authors will include Wilde, Conrad, Ford, Forster, Joyce, Woolf, and Beckett. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. Prerequisite: C- or better in English 260 or permission of instructor (Enrollment limited)-Rosen

[398. Literary Studies: The State of the Art]—Why should anyone write about literature? How does the field of literary studies contribute to greater understanding of literature, culture, and the world? In this course, students practice methodologies for archival literary research and study the hallmarks of convincing original arguments about literary history, genre, interpretation, and canon. The course is organized around a series of case studies, each of which involves a literary text, an influential work of literary scholarship, a presentation by or discussion with a guest professor, and a writing assignment in which students enter into a current conversation in literary studies. For the final project, each student will develop a proposal and work plan for an original research project (which may become his or her senior thesis). For English majors, this course fulfills the requirement of a course in literary theory. Prerequisite: C- or better in English 260 or permission of instructor (Enrollment limited)

399. Independent Study—A limited number of individual tutorials in topics not currently offered by the department. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

407. Remixing Literature—Will “the remix” become a defining art form of the twenty-first century? This course will examine a variety of classic literary works and their adaptations and appropriations across multiple media arts, ranging from redactions of oral folktales to cinema blockbusters, digital mashups, and transmedia storytelling. Among the most popular current literary remixes are *Beowulf*, *Macbeth*, *Pride and Prejudice*, *Frankenstein*, and *Jane Eyre*. We will study these texts and linked remixes, explore the reasons for their continued popularity, and address topics in remix theory, creativity and originality, the aesthetics and politics of sampling, and the rhetorical dynamic of intertextuality in digital culture. Students will help choose contemporary remixes and have opportunities to experiment individually and collaboratively with crafting their own literary remixes and mashups. (Note: English 407 and English 807 are the same course.) (Enrollment limited)-Wall

[411. Electric English]—In *Gulliver’s Travels*, Jonathan Swift satirizes attempts to invent a machine that would

enable anyone to write books using an enormous wooden frame filled with wires and random words on movable bits of paper. While our contemporary machines are made of plastic, not wood, and seem so much more sophisticated and powerful than Swift's imaginary device, the rhetorical and literary questions raised by his satire are more relevant than ever in the digital age. This seminar will explore what happens when writers and readers go online. How do the new media arts affect the way we read and understand literature? What changes when literary protagonists become avatars of story? What do we make of hypertext novels and poetry machines on the Web? We will seek to establish whether there is a distinctively new phenomenon that can be called "digital literature." If so, how do we define and evaluate it, and how do we place it in relation to a history of literature and literary aesthetic? We will ground our conversations in a small sampling of traditional works of fiction and poetry from print culture, comparing these texts with a range of rhetorical and literary experiments taking place online. NOTE: English 811 and English 411 are the same course. For the graduate program, this course counts as a core course for the writing, rhetoric, and media arts track; it counts as an elective for the literary studies track. For undergraduate writing, rhetoric, and media arts minors, it counts as a core course. (Enrollment limited)

418. 17th-Century Poetry—The poets of the early modern period made their contribution to an English literary tradition against a dynamic context of religious, political, and social change. Poets studied in this course will include Lanyer, Jonson, Donne, Herbert, Crashaw, Marvell, Philips, Bradstreet, and Milton. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. For the English graduate program, this course fulfills the requirement of a course emphasizing English literature or a cultural context for the literary studies track. It counts as an elective for the writing, rhetoric, and media arts track. Prerequisite: C- or better in English 260 or permission of instructor (Enrollment limited)-Wheatley

[432. Turns in the South]—This course will emphasize representations of the US South in literature and film throughout the twentieth century. The course will begin with V. S. Naipaul's *A Turn in the South*; it will include works by Katherine Anne Porter, Eudora Welty, Carson McCullers, Margaret Mitchell, William Faulkner, and Tennessee Williams. Films will include *A Streetcar Named Desire*, *The Glass Menagerie*, *Gone with the Wind*, and *Tomorrow* (an adaptation of a Faulkner short story). (Note: English 432-01 and English 832-01 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a literary theory course. For the English graduate program, this course counts as a core course for the writing, rhetoric, and media arts track, or an elective in the literary studies track. (Enrollment limited)

[450. Living Writers]—Students will read work by selected authors giving readings or lectures at Trinity and in the vicinity; attend events featuring the authors themselves; and write both response papers and more contextualized literary critiques of living authors. Each student will also prepare for and conduct an interview with a selected author, for both class and written presentation. For students interested in contemporary prose and poetry and in placing creative writing within the context of both current trends and deep traditions in literature. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. This course has a community learning component. (Enrollment limited)

[451. Queer Harlem Renaissance]—This course approaches the Harlem Renaissance or "the New Negro" Movement through the lens of sexuality, paying particular attention to the ways in which understandings of racial identity were filtered through representations of sex and gender. We will consider how writers of the Harlem Renaissance explored notions of sexuality and gender given the history of slavery and exploitation that generated rigid formulations of race and gender. How did cultural producers challenge, reinforce, question and imagine sexuality and its intersection with other aspects of identity, such as class, gender, and national origins. Writers/artists include, Wallace Thurman, Carl Van Vechten, Bessie Smith, Angelina Weld Grimke, Claude McKay, Countee Cullen, Alice Dunbar-Nelson, Langston Hughes, and Bruce Nugent. Note: For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. For the English graduate program, satisfies the requirement of a course in American literature, or a course emphasizing cultural context for the literary studies track. (Enrollment limited)

[454. The Phenomenon of Literary Popularity]—Why is Shakespeare considered great? Why is Jane Austen so popular? Or Romantic Poetry? Or Alice Sebold? In this course students will explore the way theorists and critics from Aristotle to Edward Said have understood literary value and meaning while they also read key texts in British literature. Students will have the chance to develop their own literary theories and apply them to their favorite

texts. (Note: English 454 and English 854 are the same course.) For the English graduate program, this course satisfies the requirement of a course in British literature for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. For undergraduate English majors, this course satisfies the requirement of a course emphasizing cultural context, or a literary theory course. (Enrollment limited)

[456. American Auteurs: Fuller, Hawks, Hitchcock]—This course explores and celebrates the work of classic American film directors and constitutes an introduction to the critical methodology of the auteur theory. The directors to be examined in Spring 2011 are Samuel Fuller, Howard Hawks, and Alfred Hitchcock. After an introduction to various approaches to the auteur, we will use the work of Fuller, Hawks and Hitchcock to explore the history and creative potential of these approaches. Emphasis will be given to contemporary developments that integrate a focus on auteurs with the practices of history and philosophy. (Note: English 456-01 and English 856-01 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a course emphasizing literature written after 1800. For the English graduate program, satisfies the requirement of a course in American literature, or a course emphasizing cultural context for the literary studies track. Film screenings will be discussed at first class meeting. (Enrollment limited)

466. Teaching Assistantship—Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in conceiving or revising papers; reading and helping to evaluate papers, quizzes, and exams; and other duties as determined by the student and instructor. See instructor of specific course for more information. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

[468. Walt Whitman and Emily Dickinson]—Nothing that precedes them in the American literary tradition quite prepares us for the poems of Walt Whitman and Emily Dickinson. We will steep ourselves in the verse of these two literary iconoclasts. At the same time, we will trace the critical history of both, reading essays from the 19th century to the present which have made the complex works and lives of Whitman and Dickinson more legible. The final class period will be reserved for reading selections from 20th-century poets – not all of them American – who have openly professed a debt to Whitman's and Dickinson's experimental and often exhilarating poems. Note: English 868-16 and English 468-06 are the same course. For undergraduate English majors, this course satisfies the requirement of a literary theory course, or a course emphasizing literature written after 1800. For the English graduate program, this course satisfies the requirements of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. (Enrollment limited)

470. Film Theory: An Introduction—This course introduces the most important theoretical models which have been used to explain how films function as art, ideology, language, history, politics and philosophy. Some theorists are mainly concerned with the aesthetic potentials of the cinema: How do categories such as realism, authorship and genre explain and enhance our experience of films? Other theorists are focused on the relations between films and the societies that produce them, or on general processes of spectatorship: How do Hollywood films address their audiences? How do narrative structures shape our responses to fictional characters? As the variety of these questions suggests, film theory opens onto a wide set of practices and possibilities; though it always begins with what we experience at the movies, it is ultimately concerned with the wider world that we experience through the movies. Theorists to be examined include Munsterberg, Eisenstein, Burch, Kracauer, Balazs, Bazin, Altman, Gunning, Mulvey, Metz, Wollen, Havel, Benjamin, Pasolini, Deleuze and Jameson. (Note: English 470 and English 870 are the same course.) For undergraduate English majors, this course fulfills the requirement of a literary theory course or a course emphasizing literature written after 1800. For the English graduate program, this course can count as an elective for the literary studies track, or a core course for the writing, rhetoric, and media arts track. This course fulfills requirements toward the film studies minor. Film screenings to be discussed at the first class meeting. *Graduate students can make alternative arrangements for screening the weekly films.* (Enrollment limited)-Younger

[477. The Sixties in Film, Fiction and Poetry]—“The Sixties” have taken on iconic status as a representation of progressive social change. In fact, quite varied images of The Sixties have been constructed in poetry, fiction, film, and other creative forms, a good deal of it composed during the years 1958-1974 or so. This course will read such works, examining the roles of creative texts in defining and carrying out the social and political conflicts of the era and in shaping our own time. Authors to be read will likely include Martin Luther King, Jr., Alice Walker, Robert

Bly, Denise Levertov, Allen Ginsberg. Note: English 477 and English 877 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing cultural context. For the English graduate program, this course satisfies the requirement of a course in American literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. Prerequisite: ENGL 260 with minimum grade of C- and Junior or Senior status. (Enrollment limited)

[490. **Research Assistantship**]— (0.5-1 course credit) -Staff

[496. **Senior Seminar**]—Senior English majors may, if they wish, take more than one senior seminar. These courses are ordinarily restricted to senior English majors, but non-seniors may petition individual instructors for admission. For English majors, their Senior Seminar satisfies the requirement of a senior project.

496. Senior Seminar: Dickens/Chaplin—Charles Dickens was undoubtedly the most popular artist of the 19th century. The fictional worlds and characters he created formed a mythology that addressed and made sense of the experiences of early modern life for millions around the world; the adjective “Dickensian” testifies to how familiar his characteristic blend of comedy and melodrama has become. Like Dickens, Chaplin was his century’s most popular global artist, his work addressed some of the fundamental issues of contemporary social life, and he also employed a blend of comedy and melodrama that merited its own adjective (“Chaplinesque”). This course considers the evolution of these two major artists over the course of their careers. For English majors, this course satisfies the requirement of a senior project. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major. Tuesday evenings for film screening only. (Enrollment limited)-Younger

[496-01. **Senior Seminar: Evolution of the Western Film**]—This course examines how the Western genre emerged from global popular culture at the end of the 19th century to become one of the most powerful and complex forms for expressing the experience of Modernity. After a careful consideration of the political and philosophical implications of the classic Western, we will track the development of the genre as it responds to the ideological contradictions and cultural tensions of 20th century history, focusing on broad trends within the mainstream, the contributions of individual directors (such as John Ford, Anthony Mann, Budd Boetticher and Sergio Leone) and the dissemination of generic elements into global cinema. For English majors, this course fulfills the senior project. Film screening only on Monday evenings. Open to American Studies undergraduates with permission of instructor. (Enrollment limited)

[496-01. **Sem:What You Should Have Read**]—This is your final semester as an English major, and this senior seminar will provide you with an opportunity to reflect back on the intellectual paths you have and have not taken. What texts do you consider true classics, but have not yet read? This course will give you a chance to address those perceived gaps in your literary education, as students in the course will generate the primary reading list. What has led you to think of these specific works as central to the study of English literature? In addition to our list of selected classics, we will read critical essays that discuss issues of canonicity, the history of the English major, and the fate of literature (and literary study) in this latest “information age.” Writing requirements will include weekly responses to assigned reading, class presentations, and a longer seminar paper. For English majors, this course satisfies the requirement of a senior project. This course open to senior English majors only. (Enrollment limited)

Senior Thesis Options—In the spring term, students who choose to write year-long, two-semester senior theses are required to enroll in ENGL 499. Senior Thesis, Part II. Students interested in writing a one-semester thesis during the spring semester should enroll in ENGL 497. One-Semester Senior Thesis. The registrar has special forms for registering for both thesis options.

497. One-Semester Senior Thesis—Individual tutorial in writing of a one-semester senior thesis on a special topic in literature or criticism. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and the chairperson are required. -Staff

499. Senior Thesis Part 2—Individual tutorial in the writing of a year-long thesis on a special topic in literature or criticism. Seniors writing year-long, two-credit theses are required to register for the second half of their thesis for the spring of their senior year. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits)

are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.)
(2 course credits) -Staff

Graduate Courses

807. Remixing Literature—Will “the remix” become a defining art form of the twenty-first century? This course will examine a variety of classic literary works and their adaptations and appropriations across multiple media arts, ranging from redactions of oral folktales to cinema blockbusters, digital mashups, and transmedia storytelling. Among the most popular current literary remixes are *Beowulf*, *Macbeth*, *Pride and Prejudice*, *Frankenstein*, and *Jane Eyre*. We will study these texts and linked remixes, explore the reasons for their continued popularity, and address topics in remix theory, creativity and originality, the aesthetics and politics of sampling, and the rhetorical dynamic of intertextuality in digital culture. Students will help choose contemporary remixes and have opportunities to experiment individually and collaboratively with crafting their own literary remixes and mashups. (Note: English 407 and English 807 are the same course.)-Wall

[811. Electric English]—In *Gulliver’s Travels*, Jonathan Swift satirizes attempts to invent a machine that would enable anyone to write books using an enormous wooden frame filled with wires and random words on movable bits of paper. While our contemporary machines are made of plastic, not wood, and seem so much more sophisticated and powerful than Swift’s imaginary device, the rhetorical and literary questions raised by his satire are more relevant than ever in the digital age. This seminar will explore what happens when writers and readers go online. How do the new media arts affect the way we read and understand literature? What changes when literary protagonists become avatars of story? What do we make of hypertext novels and poetry machines on the Web? We will seek to establish whether there is a distinctively new phenomenon that can be called “digital literature.” If so, how do we define and evaluate it, and how do we place it in relation to a history of literature and literary aesthetic? We will ground our conversations in a small sampling of traditional works of fiction and poetry from print culture, comparing these texts with a range of rhetorical and literary experiments taking place online. NOTE: English 811 and English 411 are the same course. For the graduate program, this course counts as a core course for the writing, rhetoric, and media arts track; it counts as an elective for the literary studies track. For undergraduate writing, rhetoric, and media arts minors, it counts as a core course.

818. 17th-Century Poetry—The poets of the early modern period made their contribution to an English literary tradition against a dynamic context of religious, political, and social change. Poets studied in this course will include Lanyer, Jonson, Donne, Herbert, Crashaw, Marvell, Philips, Bradstreet, and Milton. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. For the English graduate program, this course fulfills the requirement of a course emphasizing English literature or a cultural context for the literary studies track. It counts as an elective for the writing, rhetoric, and media arts track.-Wheatley

[832. Turns in the South]—This course will emphasize representations of the US South in literature and film throughout the twentieth century. The course will begin with V. S. Naipaul’s *A Turn in the South*; it will include works by Katherine Anne Porter, Eudora Welty, Carson McCullers, Margaret Mitchell, William Faulkner, and Tennessee Williams. Films will include *A Streetcar Named Desire*, *The Glass Menagerie*, *Gone with the Wind*, and *Tomorrow* (an adaptation of a Faulkner short story). (Note: English 432-01 and English 832-01 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a literary theory course. For the English graduate program, this course counts as a core course for the writing, rhetoric, and media arts track, or an elective in the literary studies track.

[851. Queer Harlem Renaissance]—This course approaches the Harlem Renaissance or “the New Negro” Movement through the lens of sexuality, paying particular attention to the ways in which understandings of racial identity were filtered through representations of sex and gender. We will consider how writers of the Harlem Renaissance explored notions of sexuality and gender given the history of slavery and exploitation that generated rigid formulations of race and gender. How did cultural producers challenge, reinforce, question and imagine sexuality and its intersection with other aspects of identity, such as class, gender, and national origins. Writers/artists include, Wallace Thurman, Carl Van Vechten, Bessie Smith, Angelina Weld Grimke, Claude McKay, Countee Cullen, Alice Dunbar-Nelson, Langston Hughes, and Bruce Nugent. Note: For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. For

the English graduate program, satisfies the requirement of a course in American literature, or a course emphasizing cultural context for the literary studies track.

[854. The Phenomenon of Literary Popularity]—Why is Shakespeare considered great? Why is Jane Austen so popular? Or Romantic poetry? Or Alice Sebold? In this course students will explore the way theorists and critics from Aristotle to Edward Said have understood literary value and meaning while they also read key texts in British literature. Students will have the chance to develop their own literary theories and apply them to their favorite texts. (Note: English 454 and English 854 are the same course.) For the English graduate program, this course satisfies the requirement of a course in British literature for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. For undergraduate English majors, this course satisfies the requirement of a course emphasizing cultural context, or a literary theory course.

[856. American Auteurs: Fuller, Hawks, Hitchcock]—This course explores and celebrates the work of classic American film directors and constitutes an introduction to the critical methodology of the auteur theory. The directors to be examined in Spring 2011 are Samuel Fuller, Howard Hawks, and Alfred Hitchcock. After an introduction to various approaches to the auteur, we will use the work of Fuller, Hawks and Hitchcock to explore the history and creative potential of these approaches. Emphasis will be given to contemporary developments that integrate a focus on auteurs with the practices of history and philosophy. (Note: English 456-01 and English 856-01 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a course emphasizing literature written after 1800. For the English graduate program, satisfies the requirement of a course in American literature, or a course emphasizing cultural context for the literary studies track. Film screenings will be discussed at first class meeting.

[868. Walt Whitman & Emily Dickinson]—Nothing that precedes them in the American literary tradition quite prepares us for the poems of Walt Whitman and Emily Dickinson. We will steep ourselves in the verse of these two literary iconoclasts. At the same time, we will trace the critical history of both, reading essays from the 19th century to the present which have made the complex works and lives of Whitman and Dickinson more legible. The final class period will be reserved for reading selections from 20th-century poets—not all of them American—who have openly professed a debt to Whitman’s and Dickinson’s experimental and often exhilarating poems. Note: English 868-16 and English 468-06 are the same course. For the English graduate program, this course satisfies the requirements of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. For undergraduate English majors, this course satisfies the requirement of a literary theory course, or a course emphasizing literature written after 1800.

870. Film Theory: An Introduction—This course introduces the most important theoretical models which have been used to explain how films function as art, ideology, language, history, politics and philosophy. Some theorists are mainly concerned with the aesthetic potentials of the cinema: How do categories such as realism, authorship and genre explain and enhance our experience of films? Other theorists are focused on the relations between films and the societies that produce them, or on general processes of spectatorship: How do Hollywood films address their audiences? How do narrative structures shape our responses to fictional characters? As the variety of these questions suggests, film theory opens onto a wide set of practices and possibilities; though it always begins with what we experience at the movies, it is ultimately concerned with the wider world that we experience through the movies. Theorists to be examined include Munsterberg, Eisenstein, Burch, Kracauer, Balazs, Bazin, Altman, Gunning, Mulvey, Metz, Wollen, Havel, Benjamin, Pasolini, Deleuze and Jameson. (Note: English 470 and English 870 are the same course.) For undergraduate English majors, this course fulfills the requirement of a literary theory course or a course emphasizing literature written after 1800. For the English graduate program, this course can count as an elective for the literary studies track, or a core course for the writing, rhetoric, and media arts track. This course fulfills requirements toward the film studies minor. *Graduate students can make alternative arrangements for screening the weekly films.*-Younger

[877. The Sixties in Film, Fiction and Poetry]—“The Sixties” have taken on iconic status as a representation of progressive social change. In fact, quite varied images of The Sixties have been constructed in poetry, fiction, film, and other creative forms, a good deal of it composed during the years 1958-1974 or so. This course will read such works, examining the roles of creative texts in defining and carrying out the social and political conflicts of the era and in shaping our own time. Authors to be read will likely include Martin Luther King, Jr., Alice Walker, Robert

Bly, Denise Levertov, Allen Ginsberg. Note: English 477 and English 877 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing cultural context. For the English graduate program, this course satisfies the requirement of a course in American literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

940. Independent Study—A limited number of tutorials are available for students wishing to pursue special topics not offered in the regular graduate program. Applications should be submitted to the department chairperson prior to registration. Written approval of the graduate adviser and department chairperson is required. Contact the Office of Graduate Studies for the special approval form. -Staff

953. Research Project—The graduate director, the supervisor of the project, and the department chairperson must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. -Staff

954. Thesis Part I— (2 course credits) -Staff

955. Thesis Part II—Continuation of English 954 (described in prior section). (2 course credits) -Staff

[**956. Thesis**]— (2 course credits) -Staff

Courses Originating in Other Departments

Only these courses originating in other departments and programs will count toward the English major.

American Studies 335. The Play's the Thing: Staging Race in African American Theater and Drama—View course description in department listing on p. [115](#). -Paulin

Jewish Studies 222. Jewish Literature and Film—View course description in department listing on p. [337](#). -Patt

[**Women, Gender, and Sexuality 335. Mapping American Masculinities**]—View course description in department listing on p. [485](#).

Environmental Science

Associate Professor Geiss (Physics), Director; Environmental Science Coordinating Committee: Professors Henderson (Chemistry), Mertens (Engineering), and Morrison (Biology); Associate Professor Smedley (Biology); Principal Lecturer and Laboratory Coordinator O'Donnell (Biology); Senior Lecturer and Laboratory Coordinator Gourley; Thomas McKenna Meredith '48 Postdoctoral Fellow Gray

Environmental science is an interdisciplinary major concerned with understanding the complex interactions between processes that shape our natural environment and human influences upon them. It draws upon the fields of biology, chemistry, physics, earth science, computer science, and engineering, and has bearings on areas such as public policy, medicine, economics, and law. This integration of several sciences fosters the exchange of information and ideas on the scientific problems and issues of the environment that range from local to regional to global. These issues have an impact on economic growth, food production, human health, and the overall quality of life for all living things. Solutions require practitioners trained to comprehend both the broad functioning of the biosphere and the way in which humans, especially through economics and public policy, both respond to and effect challenges and threats to the biosphere.

Trinity College's location in the capital of Connecticut offers a wide range of opportunities for the study of a complex urban environment and direct contact with city, state, and federal regulatory agencies. Although many people equate environmental science with the natural world, most humans live in metropolitan areas. These areas have a tremendous impact on the environment: energy, water, food, housing, and transportation. A diversity of aquatic and terrestrial habitats at several local and regional sites, including Trinity-owned acreage in eastern Connecticut, also provides students with ideal field locations for comparative rural and urban environmental studies.

Goals—Study within the major can be structured to meet any of the following objectives:

- Preparation for further graduate study within the sciences
- Development of a rigorous science background from which to pursue graduate-level training in a professional program such as law, planning, medicine, business, public policy, or environmental engineering
- A thorough grounding in environmental science as the principal component of a liberal arts education

Environmental science major—Fourteen courses and an integrating experience are required for the major. Only courses with a grade of C- or better may be counted toward the major.

- Five foundational requirements from the natural science and mathematics curriculum, one from each discipline, are required. It is recommended that students take these courses by the end of the sophomore year. Students are encouraged to take a full year of each science and a full year of mathematics. Students who plan on attending graduate school are especially encouraged to take a year of calculus.

BIOL 182L. Biology II: Evolution of Life

CHEM 111L. Introductory Chemistry I

MATH 107. Statistics or **126. Calculus with Algebra and Trigonometry** or **131. Calculus I**

ENVS 112L. Introduction to Earth Science

PHYS 101L. Principles of Physics or **131L. Mechanics and Heat**

- Three environmental science core courses. All three courses are required.

ENVS 149L. Introduction to Environmental Science

ENVS 275L. Methods in Environmental Science

ENVS 401. Advanced Seminar in Environmental Science*

- Two concentration courses. Students must take two of these courses; the third may be taken as one of the two required natural science electives.

BIOL 333L. Ecology (prerequisite: **BIOL 182**)

CHEM 230L. Environmental Chemistry (prerequisite: **CHEM 111L**)

ENVS 204L. Earth Systems Science (prerequisite: **ENVS 112L**)

- Two elective courses from the natural sciences, mathematics, computer science, or engineering. These may be taken from any of the courses listed below. New courses may be offered as electives.

BIOL 204. Plant Diversity

BIOL 215L. Botany

BIOL 222L. Invertebrate Zoology

BIOL 228L. Microbiology

BIOL 233. Conservation Biology

BIOL 319L. Animal Physiology

BIOL 323L. Plant Metabolism

BIOL 336L. Marine and Freshwater Botany

BIOL 463L. Ecological Concepts and Methods

BIOL 475. Symbiosis

CHEM 208L. Analytical Chemistry

CHEM 211L. Organic Chemistry

CHEM 312L. Instrumental Methods of Chemical Analysis

CHEM 430. Environmental Toxicology

CPSC 215L. Data Structures and Algorithms

ENGR 232L. Engineering Materials

ENGR 337. Thermodynamics

ENVS 286. Theory and Application of Geographic Information Systems*

ENVS 305. Soil Science

PHYS 312. Geophysics

MATH 252. Introduction to Mathematical Modeling I

MATH 254. Introduction to Mathematical Modeling II

MATH 257. Intermediate Statistics

PHYS 231L. Electricity and Magnetism and Waves

- Two social science or humanities courses. **ECON 101. Basic Economic Principles** and one of the following courses are required. New courses may be offered.

ECON 209. Urban Economics

ANTH 227. Introduction to Political Ecology

ECON 301. Microeconomic Theory

ECON 311. Environmental Economics

PHIL 227. Environmental Philosophy

POLS 318. Environmental Politics

POLS 224. Public Policy Analysis: Theory and Practice

PBPL 302. Law and Environmental Policy

PBPL 303. Policy Implementation Workshop

- One integrating experience involving research or an internship. This half-credit requirement is designed to provide students with environmental problem-solving experience and can be met through library, field, or laboratory research or through an approved integrated internship or independent study. Students must have their plans for completing this requirement approved by their adviser and the program director before they begin their work. To fulfill the requirement, during the spring semester of their senior year, students submit the following to their environmental science faculty adviser: a journal of their activities and experiences, a letter from their supervisor (if work is completed outside the College), and a reflection paper. Students will also give a final, public presentation about their experience during the spring semester of their senior year as part of fulfilling this requirement. Normally, students must complete **ENVS 275L** before meeting this requirement.

ENVS 399. Independent Study

ENVS 405. Internship in Environmental Science
ENVS 419. Research in Environmental Science (Library)
ENVS 425. Research in Environmental Science (Laboratory)
ENVS 497. Honors Research

The Writing Intensive Part II requirement is fulfilled by one of the following courses:

ENVS 275L. Methods in Environmental Science
ENVS 401. Advanced Seminar in Environmental Science

Advanced placement—Students who have received an Advanced Placement exam score of 4 or 5 in environmental science will be excused from **ENVS 149L** and receive one credit towards the major.

Teaching assistantship—Students wishing to serve as teaching assistants should discuss their interest with the faculty. Accepted students must fill out the required forms to register for **ENVS 466**. College credit, but not major credit, is given for teaching assistants and grading is on a pass/low pass/fail basis.

Courses at other institutions—Students who wish major credit for course work at other institutions should: (1) receive approval from the registrar for college credit, and (2) submit to the director of the Environmental Science Program the name of the institution, the number, title, and catalogue description of the course and, if possible, the syllabus. This information must be submitted in writing before the work is initiated and formal permission must be obtained before the course can be credited toward the major at Trinity. Some students may also wish to participate in semester programs that focus on serious study of environmental science. Among the suitable programs in which Trinity students participate regularly are:

- School for Field Studies
- Marine Biological Laboratory Semester in Environmental Science, Woods Hole
- Duke University Marine Laboratory
- Sea Education Association, Woods Hole
- EcoQuest, New Zealand

Honors—Students seeking admission to the honors program in environmental science must submit a written application to the director before the sixth week of classes of their sixth semester. The Environmental Science Coordinating Committee will act on each application. Students seeking honors must have completed a minimum of five courses for the major by their fifth semester and their grade point average in these courses must be at least a B+ (3.3). Students not qualifying for the honors program after five semesters may be invited by the faculty to enter the program at a later time.

After acceptance into the honors program, students must maintain a GPA of B+ in their environmental science courses. In addition, they must perform research in environmental science (**ENVS 419** or **425**) for two semesters. The honors program culminates in an honors thesis (**ENVS 497**) and a public presentation. Upon completion of these requirements, the Environmental Science Coordinating Committee will vote to award honors to those candidates it deems qualified. Under exceptional circumstances, the coordinating committee may consider for honors research students who are not enrolled in the honors program but who produce particularly distinguished work.

Field studies in environmental science—Each year, environmental science faculty members conduct a 10- to 12-day field trip to a particular region of the U.S. This trip introduces Trinity students to field methods in the environmental sciences. Students study the geology, ecology, and history of human impact on the region visited, which varies from year to year. Students also gain experience in basic field sampling techniques, observational skills, field note-taking, and methods for data analysis and interpretation. The trip occurs in either spring or late summer, depending on the destination; registration for **ENVS 350** thus occurs in spring or fall semester, respectively.

The environmental science minor—The minor in environmental science is an option for students who do not wish to major in environmental science but wish to enhance their scientific background in conjunction with other interests in the environment. The minor provides the opportunity to apply the interdisciplinary study of environmental science across the curriculum. Specific issues addressed by courses in the minor include the conservation of biodiversity,

government environmental policies, economic implications of public or private management of natural resources, ethical implications associated with human impacts on ecosystems, cultural responses to environmental change, and other environmental issues that face society in the new century. In order to declare a minor in environmental science, the student must meet with the environmental science program director.

The minor in environmental science consists of six courses requiring a C- or better: The six courses must be drawn from at least three different fields, with no more than three courses from any one field. No more than three courses may be double counted toward the student's major and this minor. No more than one transfer (outside Trinity) credit may be applied to the minor. The requirements include:

- Two required environmental science core courses

ENVS 149L. Introduction to Environmental Science

ENVS 401. Advanced Senior Seminar in Environmental Science*

- Two additional sequential science courses

BIOL 182L. Biology II: Evolution of Life plus BIOL 233L. Conservation Biology

CHEM 111L. Introductory Chemistry I plus ENVS 275L. Methods in Environmental Science

ENVS 112L. Introduction to Earth Science plus ENVS 204L. Earth Systems Science

PHYS 131L. Mechanics and Heat plus PHYS 231L. Electricity and Magnetism

- Two additional electives in either natural or social sciences or humanities. No more than one course can be taken from the natural science electives.

Natural science electives

BIOL 215L. Botany

BIOL 222L. Invertebrate Zoology

BIOL 333L. Ecology

BIOL 336L. Marine and Freshwater Botany

BIOL 463L. Ecological Concepts and Methods

CHEM 230L. Environmental Chemistry

ENVS 286. Theory and Application of GIS*

ENVS 305. Soil Science

PHYS 312. Geophysics

Social science and humanities electives

ANTH 201. Introduction to Cultural Anthropology

ANTH 227. Introduction to Political Ecology

ECON 209. Urban Economics

ECON 247. Introduction to Policy Analysis

ECON 301. Microeconomic Theory

ECON 311. Environmental Economics

EDUC 215. Education and Social Change Across the Globe

PHIL 227. Environmental Philosophy

POLS 224. Public Policy Analysis: Theory and Practice

POLS 310. Politics of Developing Countries

PBPL 302. Law and Environment Policy

*Although **ENVS 286** is classified as a natural science elective for the purpose of this major and minor, the course does not satisfy the natural science distribution requirement of the College. **ENVS 401** also does not satisfy the natural science distribution

Fall Term

110. The Earth's Climate—The course will introduce students to techniques that quantify past and present climates and present a history of the earth's climate throughout geologic time. We will discuss past and future climate change, its potential causes and effects on society. This course is not creditable to the environmental science major or minor. (Enrollment limited)-Geiss

112. Introduction to Earth Science—The course will introduce students to the basic principles of geology, such as rock and mineral identification, the interpretation of the geological record, and the theory of plate tectonics. These principles will allow us to reconstruct the Earth's history, to interpret sedimentary records in terms of environmental change, and to assess the impact of human activity on the Earth system. Additional topics include volcanoes and igneous rocks, sedimentary environments, the Earth's climatic history, the formation of mountain ranges and continents, and an introduction to the Earth's interior. Two one-day field trips focus on the local geology and the various rock types found within the state. (1.25 course credits) (Enrollment limited)-Geiss, Gourley

242. Oceanography—This course will introduce students to the chemical, physical, biological and geological aspects of oceanography. Topics include ocean circulation, the properties of seawater, interactions between the ocean and the atmosphere, biogeochemical cycles, primary productivity and threats to ocean ecosystems. The technology for measuring ocean properties, such as satellites, in situ sensors, floats and gliders and ocean observatories will also be covered. Since the oceans play a large role in regulating carbon dioxide and climate globally, the relevance of oceanography to issues of human and social significance will be examined. Students will use real-world current environmental data to investigate the role of oceans in the global climate system. Prerequisite: C- or better in Chemistry 111 or Permission of Instructor (Enrollment limited)-Gray

275. Methods in Environmental Science—A field-oriented, problem-based course covering data collection and analysis methods commonly used to conduct environmental assessments and to solve environmental problems. This course includes methods for risk assessment, land management and land use history determination, habitat analysis, bio-monitoring, soil composition analysis, soil and water chemistry analysis, and GIS mapping. A strong emphasis is placed upon research design, data manipulation, and statistical analysis. As a culminating exercise, students in the course prepare a final report that integrates all the topics and techniques learned throughout the course and that addresses the focal problem. This course has a community learning component. Prerequisite: C- or better in Environmental Science 149L. (1.25 course credits) (Enrollment limited)-Gourley, Morrison

[286. Theory and Application of Geographic Information Systems]—A lecture/lab course that focuses on the theory and application of Geographic Information Systems (GIS) using the ESRI ArcGIS software package. ArcGIS is a powerful mapping tool that facilitates the compilation, analysis and presentation of spatial data for a wide variety of disciplines including the natural and social sciences and any other field that uses spatial data. This course will provide students with the fundamental skills needed to design and manage digital databases and map sets so that they may integrate GIS into future courses, research, or careers. Topics include basic and advanced navigation and functionality within the ArcGIS workspace; database management and querying; and methods of data acquisition for GIS project building. Class projects on lab computers will be an integral component of the course and will be tailored to the specific interests and goals of individual students. This course does not meet the natural science distribution requirement. (Enrollment limited)

305. Soil Science—After a brief introduction to the soil profile, its nomenclature and classification, the course will concentrate on the processes and factors that influence weathering and soil development. Topics to be covered include: physical and chemical weathering of rocks; the influences of parent material, topography, climate, and time on soil formation; and the relationships between soils and the biosphere. The remainder of the course will be taken up with the application of soils to geological and environmental problems. Two half-day field trips will familiarize students with the various soil types found in Connecticut. Prerequisite: C- or better in Environmental Science 112L (Enrollment limited)-Geiss

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 course credit) -Staff

405. Internship in Environmental Science—This course allows students to meet the integrating experience

requirement for the environmental science major through an approved integrated internship. Students who wish to use an internship toward the major must have their integrated internship contract approved by the Environmental Science Program director before the internship is begun. All students undertaking approved internships will be required to keep a detailed log of their activities, prepare a final written report and make an oral presentation of their work to the Environmental Science Program staff and students in order to complete the internship credit. (0.5 course credit) -Staff

419. Research in Environmental Science Library—Students will conduct library research projects under the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) -Staff

425. Research in Environmental Science Laboratory—Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating the work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Submission of the special registration form, available in the Registrar's Office, and approval of the instructor are required for enrollment. (0.5 course credit) -Staff

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

497. Honors Research—An extended paper on the subject of the student's two-semester research project with a professor in environmental science, to be read by three or more members of the program. This course is open only to those environmental science majors who wish to qualify for honors (See paragraph on honors in environmental science in the description of the major). Simultaneous enrollment in Environmental Science 419 or 425 during the spring semester of senior year, submission of the special registration form available in the Registrar's Office, and approval of the instructor and director are required for enrollment. (0.5 course credit) -Staff

Courses Originating in Other Departments

[Biology 333. Ecology]—View course description in department listing on p. 138. Prerequisite: C- or better in Biology 182L, or permission of instructor. (1.25 course credits)

[Political Science 318. Environmental Politics]—View course description in department listing on p. 426. Prerequisite: C- or better in Political Science 102.

Spring Term

149. Introduction to Environmental Science—An introduction to interrelationships among the natural environment, humans, and the human environment, including the biological, social, economic, technological, and political aspects of current environmental challenges. This course focuses on building the scientific framework necessary to understand environmental issues. It explores the structure, function, and dynamics of ecosystems, interactions between living and physical systems, and how human enterprise affects natural systems. It also examines current issues regarding human impacts on environmental quality, including global warming, air and water pollution, agriculture, overpopulation, energy, and urbanization. The laboratory section, which complements lecture material, incorporates laboratory and field exercises that include a focus on Hartford and a nearby rural area. (1.25 course credits) (Enrollment limited)-Geiss, Gourley

[204. Earth Systems Science]—Over recent centuries humans have evolved as the major agent of environmental change and are altering the global environment at a rate unprecedented in the Earth's history. This course provides the scientific background necessary for knowledgeable discussions on global change and the human impact on the environment. The major processes that affect the geo- and biosphere, as well as connections and feedback loops, will be discussed. The course also explores techniques that enable us to reconstruct short and long-term environmental

changes from geological archives. Particular emphasis will be placed on climatic stability on Earth, the effects of global warming, the human threat to biodiversity, and the depletion of the ozone layer. Prerequisite: C- or better in Geological Sciences 112 and Mathematics 107 or higher. (1.25 course credits) (Enrollment limited)

230. Environmental Chemistry—This course will cover basic chemical concepts, such as polarity, volatility, and solubility, as they relate to chemical behavior in the environment. The ability to predict environmental behavior from chemical structure will be emphasized. Human and environmental toxicology will be discussed, and specific pollutants will be examined. Case studies will be used to illustrate concepts. The laboratory will emphasize techniques used for environmental analysis. Prerequisite: Chemistry 111L, with a grade of at least C-. (1.25 course credits) (Enrollment limited)-Gray

[244. Watershed Hydrology]—This course provides an understanding of hydrological cycle processes at the watershed scale. Emphasis is placed upon groundwater hydrology, groundwater contamination, and urban watersheds issues. Topics include groundwater and stream flow generation, groundwater contaminants, movement of water and pollutants in subsurface environments, the effects of urbanization on the hydrological cycle, water shortage in urban watersheds, and water management policy for sustainable urban development. This course counts towards the natural science elective for the Environmental Science major and towards the new Urban Studies minor. Prerequisite: C- or better in Environmental Science 112L (Enrollment limited)

286. Theory and Application of Geographic Information Systems—A lecture/lab course that focuses on the theory and application of Geographic Information Systems (GIS) using the ESRI ArcGIS software package. ArcGIS is a powerful mapping tool that facilitates the compilation, analysis and presentation of spatial data for a wide variety of disciplines including the natural and social sciences and any other field that uses spatial data. This course will provide students with the fundamental skills needed to design and manage digital databases and map sets so that they may integrate GIS into future courses, research, or careers. Topics include basic and advanced navigation and functionality within the ArcGIS workspace; database management and querying; and methods of data acquisition for GIS project building. Class projects on lab computers will be an integral component of the course and will be tailored to the specific interests and goals of individual students. This course does not meet the natural science distribution requirement. (Enrollment limited)-Gourley

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 course credit) -Staff

401. Advanced Seminar in Environmental Science—This capstone seminar will engage students in the interdisciplinary study of a local environmental issue. The course will include interaction with community groups and government agencies, library research, and the collection and analysis of data to explore the connections between science, public policy, and social issues. This course does not meet the natural science distribution requirement. Course is open to senior environmental science majors and others by permission of instructor. (Enrollment limited)-Morrison

405. Internship in Environmental Science—This course allows students to meet the integrating experience requirement for the environmental science major through an approved integrated internship. Students who wish to use an internship toward the major must have their integrated internship contract approved by the Environmental Science Program director before the internship is begun. All students undertaking approved internships will be required to keep a detailed log of their activities, prepare a final written report and make an oral presentation of their work to the Environmental Science Program staff and students in order to complete the internship credit. (0.5 course credit) -Staff

419. Research in Environmental Science Library—Students will conduct library research projects under the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) -Staff

425. Research in Environmental Science Laboratory—Students will conduct original laboratory research

projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating the work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Submission of the special registration form, available in the Registrar's Office, and approval of the instructor are required for enrollment. (0.5 course credit) -Staff

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

497. Honors Research—An extended paper on the subject of the student's two-semester research project with a professor in environmental science, to be read by three or more members of the program. This course is open only to those environmental science majors who wish to qualify for honors (See paragraph on honors in environmental science in the description of the major). Simultaneous enrollment in Environmental Science 419 or 425 during the spring semester of senior year, submission of the special registration form available in the Registrar's Office, and approval of the instructor and director are required for enrollment. (0.5 course credit) -Staff

Courses Originating in Other Departments

[**Chemistry 205. Atmospheric Chemistry**]—View course description in department listing on p. 149. Prerequisite: Chemistry 111L, with a grade of at least C-.

[**Political Science 318. Environmental Politics**]—View course description in department listing on p. 431. Prerequisite: C- or better in Political Science 102.

Film Studies

Coordinators: Assistant Professor Prakash Younger (English) and Associate Professor Mitchell Polin (Theater and Dance); Visiting Assistant Professors Molomot and Tautu

The interdisciplinary program in film studies at Trinity draws on courses in film studies and production taught in 16 of the College's departments and programs. Though the program is based in core courses that emphasize the aesthetic and theoretical traditions specific to film studies, the study of film by its very nature engages other domains and disciplines. History, politics, philosophy, psychology, culture, theater, literature, music, and visual art are all potentially implicated in the experience of film, and our courses invite students to explore the multiple dimensions of cinematic experience.

While Trinity does not house a traditional production-oriented film school, the program offers students interested in filmmaking an opportunity to develop that interest through production and screenwriting courses, internships at the student-run television station TrinTV, a semester or year at a production program abroad, and the option of doing a senior production thesis. The interdisciplinary major in film studies is designed to ground students in three basic aspects of the field - film history, film theory, and film production - while at the same time providing the flexibility to allow for exploration of specific areas of interest within each of those aspects.

Anyone interested in discussing the Film Program is encouraged to contact either of the co-directors, Mitch Polin or Prakash Younger; students with specific questions about film production courses should contact Professor Polin and students with specific questions about film studies courses should contact Professor Younger.

Guidelines

Students interested in declaring a major in film studies should consult with Professor Prakash Younger, the film studies program coordinator, to review the requirements and fill out the declaration form. All interdisciplinary majors in film studies are supervised by two faculty members from different disciplines. Interdisciplinary majors in film studies include a minimum of 12 courses, drawn from at least three different disciplines. Students must earn a minimum of C- in any given course to have it count toward the major.

Requirements for the major in film studies

- **Core courses for the major in film studies**—Majors in film studies are required to take one course from each of the three core course sub-categories and are required to take a course from sub-category A (Film History and Analysis) by the end of their second year as a prerequisite for declaring the major.
- **Elective courses for the major in film studies**—In addition to three core courses, students doing the major in film studies are required to take a total of eight additional full course credits from the three distribution areas listed below (national cinemas and topics in film history, film theory and topics in criticism, and film production and related arts), taking no more than four and no less than two courses in any one area. At least four of the eight courses taken in the distribution areas must be at the 300 level or above.
- **Capstone requirement for the major in film studies**—Students can fulfill the capstone requirement for the major in film studies either by doing a senior seminar in film studies (400-level courses designated as such will be determined each year) or by doing a one-semester senior project (**FILM 497**).

Honors—To be awarded honors for the major in film studies, students are required to take a senior seminar in film studies and do a senior project and earn a GPA of at least 3.67 in courses counted towards the major.

Approved core and elective courses for the interdisciplinary major in film studies

Please note that not all courses listed below are offered every year and that other film-related courses offered at Trinity (but not listed below) and equivalent university-level courses taken elsewhere may be approved for use as substitutes. All courses taken toward the major in film studies need to be approved in advance by the film studies program coordinator.

Category I: Core Courses

I-A. Film History and Analysis.

ENGL 265. Introduction to Film Studies

HIST 264. Film and History*I-B. Film Theory***ENGL. 470 Film Theory: An Introduction****PHIL 386. Philosophy and Film***I-C. Film Production***FILM 201. Basic Filmmaking****FILM 301. Advanced Filmmaking**

Categories II-IV: Elective Courses

*Category II: National Cinemas and Topics in Film History***ANTH 247. China Through Film****AHIS 105. History of World Cinema****ARAB 233. Introduction to Arab and Middle Eastern Cinemas****COLL 151. French Film Festival****ENGL 286. European Modernist Cinema****ENGL 288. World Cinema****ENGL 456. American Auteurs****ENGL 496. Evolution of the Western Film****FREN 320. French Cinema: The New Wave and Beyond****GRMN 233-05. German History Through Literature and Film****GRMN 233-19. New German Cinema****GRMN 236-16. German Filmmakers and Hollywood****GRMN 301-04. German Literature and Film****HISP 266. Iberian and Latin American Film****HISP 328. Iberian Film****HISP 343. Latin American Cinema****INTS 236. Japanese Crime Literature and Film****LACS 233-05. Italian Cinema****LACS 233-12. China through Film****LACS 233-26. Cinema and Societies in Crisis: Contemporary Russian and American Films****LACS 233-96. New Germany Cinema****LACS 233-32. African Cinema****LACS 233-33. French Cinema****LACS 333-16. Greater China: Film and Fiction****RUSS 301. Russian through Literature and Film***Category III: Film Theory and Topics in Criticism***ANTH 230. Visual Anthropology****ENGL 304. Studies in Film: Cinematic Realisms 1945 to the Present****ENGL 350. Lost Worlds: Fiction and Film****ENGL 360. Shakespeare on Film****ENGL 366. Dickens/Chaplin****ENGL 457. Novels into Film****ENGL 470. Film Theory: An Introduction****HIST 126. Hartford on Film: 1969-Present****PHIL 238. Media Philosophy****POLS 215. Politics and Film****PSYC 293. Visual Perception****PSYC 397. Psychology of Art**

SOCL 241. Mass Media, Popular Culture, and Social Reality
WMGS 207. Homosexuality and Hollywood Film
WMGS 319. The Woman's Film

Category IV: Film Production and Related Arts

ENGL 270. Introduction to Creative Writing
ENGL 333. Creative Nonfiction
ENGL 334. Advanced Creative Writing: Fiction
FILM 201. Basic Filmmaking
FILM 337. Writing for Film
FILM 301. Advanced Filmmaking
MUSC 203. Music, Technology and Media
STAR 103. Design
STAR 126. Photography I
STAR 226. Photography II
STAR 326. Photography III
THDN 103. Basic Acting
THDN 110. Theatrical Performance: History and Practice
THDN 225. Introduction to Interactive Media
THDN 293. Playwrights Workshop I
THDN 294. Basic Directing
THDN 305. Intermediate Acting
THDN 345. Writing for Stage and Screen

Guidelines for senior projects (FILM 497)—Senior projects are restricted to students doing an interdisciplinary major in film studies. The senior project can either be a piece of film studies scholarship (i.e., a written thesis) or a film production (i.e., a thesis film); in either case the topic for the project is selected by the student and the project is designed in consultation with the supervising faculty member. By the end of the spring semester of their junior year, students who intend to do a senior project will consult with the film studies program coordinator to discuss the topic for the project and identify appropriate faculty members to potentially supervise and assess it. Once the topic has been developed and approved by a faculty supervisor, a proposal is submitted to the film studies program coordinator. Please note that the film studies program coordinator cannot serve as either supervisor or assessor of a senior project.

Study Abroad Opportunities—Students majoring in film studies are encouraged to take advantage of Trinity's relationships with institutions abroad that offer courses in film studies and production. The Trinity-at-Trinidad program offers film courses through an exchange program that is built on a long-established relationship with the University of the West Indies. Though the full list of other sites for possible film-related study abroad is quite extensive, they include Prague, Czech Republic (through the CIEE program housed at the renowned Czech film school FAMU), and Perth, Australia (at Curtin University, where a semester program in film production ends with a study tour of Asia).

Fine Arts

Professor Delano, Chair and Director of Studio Art Program; Professor Cadogan, Director of Art History Program; Professors Byrne, Curran, FitzGerald, Paul E. Raether Distinguished Professor of Fine Arts Gordon, and Professor Kirschbaum; Associate Professors Tillman and Triff; St. Anthony Visiting Associate Professor of Art History Lewis; Visiting Associate Professor Margalit; St. Anthony Visiting Assistant Professors of Art History Dangremond, Gilbert, and Hyland; Visiting Assistant Professors Dougherty, Pacheco, and Reeds

The department offers instruction in two academic majors: art history and studio arts.

Art History

The art history major—Course requirements: **AHIS 101** and **102**, **AHIS 301**; a 300-400 level writing intensive seminar beyond **AHIS 301**; one studio course; and seven further courses in art history. These must be distributed so that at least one is taken in each of the following six categories: the Western classical/medieval period, the Renaissance, 17th-century Europe, 18th-19th-century Europe, the 20th-21st-century, and a non-Western field. One of the above or a further course must be an architectural history course that concentrates on the analysis of architectural and urban form. All students must complete a 300-400 level seminar beyond **AHIS 301**. **AHIS 101** and **102** or a relevant introductory 200-level course are a pre-requisite for upper-level seminars. The Writing Intensive Part II requirement is fulfilled by **AHIS 301**.

All majors must declare the major in consultation with the chairman of the Art History Program by the spring sophomore year deadline, but students are urged to seek an adviser as early as possible to facilitate planning for study abroad. A grade of C- or better in each course is required for major credit, with the exception of the studio requirement, which may be taken on a pass/fail basis.

General examination—Senior general examinations are required for all majors, except for honors candidates who choose to write a senior thesis (**AHIS 497**). The general examination is taken in May on the first of the two officially stated general examination days after the end of regularly scheduled classes. The general examination questions are distributed to students at least three months in advance of the exam.

Honors—All seniors are eligible to compete for honors and may seek to earn honors in the major by pursuing one of two options: writing a senior thesis or taking the general examination. Eligible students who wish to write a senior thesis must have a GPA of 3.5 or better in the major, formulate a project in consultation with a full-time faculty member, and petition the department for admission to the thesis program before the end of classes in the second semester of their junior year. Students undertaking the senior thesis will receive a letter grade for **AHIS 497** in the spring of senior year. Those whose grade is A or A- and who maintain a grade point average in art history courses of at least 3.5 shall graduate with honors in art history. Students taking the general examination who achieve a grade of high pass or distinction on the general exam and maintain a GPA in art history courses of at least 3.5 will graduate with honors in art history. All students taking a general examination will have their grade recorded on their transcript. Authorized general examinations grades are distinction, high pass, pass, low pass, fail.

Language Across the Curriculum—Art and architectural history courses may be taken for an additional .5 credit as part of the Language Across the Curriculum Program (see Language and Culture Studies).

Art History

Fall Term

102. Introduction to the History of Art in the West II—A survey of the history of painting, sculpture, and architecture from the Renaissance to the present day. (Enrollment limited)-Cadogan, Gordon

103. Introduction to Asian Art—An introductory survey of the art of India, China, and Japan with reference to the cultural and religious contexts that gave rise to the architecture, sculpture, and painting of each civilization. (May be counted towards International Studies/Asian Studies) (Enrollment limited)-Hyland

207. The Arts of China—This course will focus on the arts of China from the Neolithic period through the Qing Dynasty (ca. 6000 B.C.E.-1850 C.E.) We will study art produced for burial, Buddhist temples, the imperial

court, and the scholar elite. We will consider architecture, sculpture, painting, bronze, jade lacquer, and ceramics, placing the art within its historical context and identifying what makes it uniquely Chinese. This 200-level lecture survey course will require a paper, a mid-term, and a final examination. (May be counted towards International Studies/Asian Studies) (Enrollment limited)-Hyland

[223. Medieval Art and Architect]—The art and architecture of the Middle Ages beginning with the emergence in the 4th century of distinct styles, subjects and forms from the Christian and pagan art of the late Roman empire to the works of the Greek East and Latin West. The course also surveys the monuments of the Carolingian Renaissance and of the Romanesque and Gothic periods in Western Europe. (Enrollment limited)

234. Early Renaissance Art in Italy—A study of painting, sculpture and architecture in Italy from the later Middle Ages through the 15th century, with emphasis on masters such as Pisani, Giotto, Brunelleschi, Piero della Francesca, Botticelli, and Bellini. Themes of naturalism, humanism, the revival of antiquity, and the growth of science as they relate to the visual arts will be explored. (Enrollment limited)-Cadogan

[244. Empire Building: Architecture and Urbanism in Spanish America]—Following the overthrow of the Aztec and Incan Empires, the Spanish Empire instituted programs of political, religious, and social control throughout Central and South America that permanently altered the cultural and artistic landscape of this region. Beginning with the foundation of the city of Santo Domingo in 1502 and ending with the “mission trail” of churches established by Junipero Serra in 18th-century Spanish California, this course will examine the art, architecture, and urbanism that projected the image of Spain onto the “New World.” Other issues to be discussed include the interaction between Spanish and local traditions, symbolic map-making, the emergence of a “Spanish Colonial” sensibility, and the transformations of form and meaning at individual sites over time. (Enrollment limited)

[246. Art in the Age of Absolutism: The European Baroque]—During the seventeenth century, Europe underwent a series of civil, religious, and economic upheavals which paradoxically resulted in a period of extraordinarily innovative art. This course begins with the rise of the Roman Baroque, from the disturbing realism of Caravaggio to the multi-media theatricality of Bernini, examining artistic patronage and production in the highly charged political, social, and cultural contexts of Europe during and after the Thirty Years’ War. It continues with a study of the broad range of artistic response to these developments in both Southern and Northern Europe, from the elaborate state pageantry of Rubens to the intensely personal portraiture of Rembrandt. Other artists to be studied include Poussin, Le Brun, Zurbaran, Velazquez, Van Dyck, and Vermeer. (Enrollment limited)

258. History of the Decorative Arts—This course examines the history of interior architecture and the many types of moveable objects that filled these spaces for both ceremonial and daily use in urban European cultures. While there will be some consideration of the 19th-20th centuries, the main emphasis will be on the 17th and 18th centuries in France, Italy, Germany and Britain. The course will fall into three parts: the study of interior architecture and the uses of interior spaces in palaces and private residences; the history of styles; the history of individual crafts, materials, and makers. The course will consider textile and tapestry, furniture, ceramics, metalwork and sculpture, crystal and glass. Prerequisite: C-or better in Art History 102, Art History 241, or PARIS 251 or equivalent. (Enrollment limited)-Gordon

261. 19th-Century Painting and Sculpture—A study of European painting and sculpture from the Romanticism of the late 18th century to the emergence of new directions at the end of the 19th century. The course is adapted each year to take advantage of major exhibitions. Museum visits and extensive readings will be integral to the makeup of the course. (Enrollment limited)-Lewis

265. 19th-Century Architecture—Broad developments in Western European and American architecture and urbanism from the period 1750 to 1900. Specific developments include international Neoclassicism, the crisis of historicism and the search for style, the rise of new building types and technologies, and the emergence of the architectural profession and modern city planning. (Enrollment limited)-Curran

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

282. 20th-Century Avant Garde in Painting and Sculpture—This course addresses the position of art in European and American society from 1890 to 1945 when the concept of the artist as a rebel and visionary leader defined art's relation to contemporary social, political, and aesthetic issues. The movements of symbolism, expressionism, cubism, dada, and surrealism are discussed. Current exhibitions and the collection of the Wadsworth Atheneum are used whenever appropriate. (Enrollment limited)-FitzGerald

[**283. Contemporary Art**]—Following the Second World War, artists transformed the avant-garde tradition of their European predecessors to establish a dialogue with the mass media and consumer culture that has resulted in a wide array of artistic movements. Issues ranging from multiculturalism and gender to modernism and post-modernism will be addressed through the movements of abstract expressionism, pop, minimalism, neo-expressionism and appropriation in the diverse media of video, performance, and photography, as well as painting and sculpture. Current exhibitions and criticism are integral to the course. Art History 282 is recommended. (Enrollment limited)

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

301. Major Seminar in Art Historical Method—Required of and limited to art history majors, as one of the first courses they take after declaring their major. Studies in the tradition and methodology of art historical research. Readings in classics of the literature of art history; discussions of major issues and meeting with scholars and museum professionals; students will pursue an active research project and present both oral reports and formal written research papers. (Enrollment limited)-FitzGerald

342. Seminar in Baroque Art: Art in the Age of Rembrandt—Rembrandt van Rijn (1606-1669), was one of the most prolific and profoundly original painters and printmakers to emerge in seventeenth-century Holland's Golden Age. The newly independent republic, a mercantile power and middle-class urban society with strong Calvinist leanings, found expression in the painting of Rembrandt and his contemporaries. This course will examine Rembrandt's imaginative reinventions of the genres of self-portrait and group portrait painting, his naturalistic and often eroticized female nudes, and how his biblical narratives draw upon modern Protestant Amsterdam, where an important emigrant Jewish population found refuge. Questions of attribution, workshop production and art market manipulation will also be explored. (Enrollment limited)-Lewis

[**351. Seminar: Topics in 18C Art: Patronage, Collecting and Display**]—This seminar will explore leading figures and institutions of art patronage and the art markets in Europe in the 17th and 19th centuries including consideration of how works of art were used in private residences and royal palaces and how they were made available to the public in the first museums in Dresden, Paris and Rome. Royal patrons Louis XIV and Augustus the Strong of Saxony will be studied alongside individual patrons such as Madame de Rambouillet and Madame de Pompadour. Students will do intensive independent research projects leading to oral presentations and term papers. (Enrollment limited)

377. Suburbia/Urbia—Arguments for and against living in a city—versus a suburb—about in current literature. Though the suburban lifestyle is now shared by the majority of Americans, that way of living has been thrown into question. Suburbs themselves have evolved into more complex entities in the past fifty years. This course takes advantage of the rich literature on suburbia and the city. We will read time-honored writings on the city, as well as more recent literature by historians and critics. Topics include: housing types, land-use patterns, the impact of the automobile, suburban vs. urban values, and the portrayal of suburbs and the city in film. We will also discuss new movements such as the New Urbanism and the resurgence of traditional town planning. Prerequisite: A grade of C- or better in AHIS265 or AHIS 286 or AHIS161 or CTYP202. (Enrollment limited)-Curran

[**385. Seminar: Topics in 20th Century Art: Picasso and Contemporary Art**]—This seminar will examine the central role of Pablo Picasso in 20th century art during his lifetime (1881-1973) and the global impact of his art and reputation on art in the nearly four decades since his death. The seminar will be linked to an exhibition Professor FitzGerald is organizing for Museu Picasso in Barcelona, and the process of curating an exhibition will be an integral part of the discussions. Students will have the opportunity to undertake projects on artists internationally (including France and Spain in the Europe, as well as in Asia and Africa) and museological and commercial systems of the art world. (Enrollment limited)

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

460. Tutorial—Individual research and reading under the guidance of a department member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (Hours by arrangement) -Staff

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

Courses Originating in Other Departments

Paris 352. Seminar. Major Figures in French Art:—This advanced seminar in art history will change its topic each year and will take advantage of the current major art exhibition planned for that season. Students will be required to utilize the resources in Paris (museums, libraries, and architectural sites) as part of their class assignments. (Offered if enrollments are sufficient. May be offered as an independent study.)-Sapolis

[**Religion 253. Indian and Islamic Painting**][—View course description in department listing on p. 461.](#)

Spring Term

101. Introduction to the History of Art West I—A survey of the history of art and architecture from the Paleolithic period to the Middle Ages, examining objects in their cultural, historical, and artistic contexts. (Enrollment limited)-Curran, Triff

103. Introduction to Asian Art—An introductory survey of the art of India, China, and Japan with reference to the cultural and religious contexts that gave rise to the architecture, sculpture, and painting of each civilization. (May be counted towards International Studies/Asian Studies) (Enrollment limited)-Hyland

[**105. History of World Cinema**][—A survey of the art of the cinema examining different national schools with special attention to major commercial and avant-garde filmmakers such as Coppola, Hitchcock, Fellini, Bergman, Godard, Eisenstein, Welles, and Renoir. In order to address individual films in a broad cultural context, one film will be screened and analyzed each week. \(Note: Replaces "Film as a Visual Art."\) \(Enrollment limited\)](#)

[**207. The Arts of China**][—This course will focus on the arts of China from the Neolithic period through the Qing Dynasty \(ca. 6000 B.C.E.-1850 C.E.\) We will study art produced for burial, Buddhist temples, the imperial court, and the scholar elite. We will consider architecture, sculpture, painting, bronze, jade lacquer, and ceramics, placing the art within its historical context and identifying what makes it uniquely Chinese. This 200-level lecture survey course will require a paper, a mid-term, and a final examination. \(May be counted towards International Studies/Asian Studies\) \(Enrollment limited\)](#)

208. The Arts of Japan—This course will focus on the arts of Japan from the Jomon period through the Edo period (circa 10,500 BCE - 1868 CE). Pre-Buddhist art will concentrate on pottery and bronze as well as Shinto architecture. Buddhist art will include architecture, sculpture, and painting. Secular art will explore the tradition of the narrative hand scroll as well as portraits and landscapes. Castle architecture and woodblock prints are other important topics. The art will be placed within its historical context, especially considering what makes it uniquely Japanese and whether or not it incorporates Chinese influence. (May be counted toward International Studies/Asian Studies) (Enrollment limited)-Hyland

[**236. High Renaissance Art in Italy**][—Italian painting, sculpture, and architecture from the end of the 15th century through the 16th century. Examines the work of the creators of the High Renaissance style, including Leonardo, Raphael, Michelangelo, and Titian. The emergence of mannerism in central Italy and its influences on North Italian and Venetian painters will also be explored. \(Enrollment limited\)](#)

[243. **El Greco to Goya: The Golden Age of Painting in Spain**]—This course will focus on the art of Spain between the late-16th and 18th centuries, with particular emphasis on the interaction between painting and the social and political cultures that shaped the works of El Greco, Ribera, Velasquez, Murillo, and Goya. As a leading European power in this period, Spain was in constant contact with artistic centers in Italy and the Netherlands, and thus the course will also discuss the role of patrons and collectors in Spain's Golden Age, whose growing wealth and activities affected both the production of art and the social status of the Spanish artist. Finally, echoing the strangely contradictory position of the Spanish monarchy in this period of European history—as both politically dominant and culturally peripheral—this course will describe how Spain transformed the artistic influences it received from abroad to fit the needs of its changing society. (Enrollment limited)

[245. **Design and Ritual Space in Renaissance and Baroque Europe**]—While their feudal prototypes emphasized defensibility and the protection of private space, palaces, and country home in Western Europe were transformed during the Renaissance into elaborately planned sites of public and private ritual. As competing courts developed increasingly intricate rules of conduct and decorum, palace architecture and decoration evolved into a complex theatrical setting for the politicized ceremonies staged by their owners. This course will examine the evolution of architecture and interior design in Western Europe, from the extensive palace built by Taddeo Barberini in Rome to the compact, Palladio-influenced Mauritshuis in the Hague. Other issues to be explored include gender differences in the design and decoration of private space, and the influence of different patronage models on palace and country house design and appearance. Prerequisite: Art History 102, 161 or the equivalent. (Enrollment limited)

246. Art in the Age of Absolutism: The European Baroque—During the seventeenth century, Europe underwent a series of civil, religious, and economic upheavals which paradoxically resulted in a period of extraordinarily innovative art. This course begins with the rise of the Roman Baroque, from the disturbing realism of Caravaggio to the multi-media theatricality of Bernini, examining artistic patronage and production in the highly charged political, social, and cultural contexts of Europe during and after the Thirty Years' War. It continues with a study of the broad range of artistic response to these developments in both Southern and Northern Europe, from the elaborate state pageantry of Rubens to the intensely personal portraiture of Rembrandt. Other artists to be studied include Poussin, Le Brun, Zurbaran, Velasquez, Van Dyck, and Vermeer. (Enrollment limited)-Triff

247. Architecture and Urbanism from 1500 to 1750—This course explores major trends in Western architecture and urbanism from the emergence of Italian Renaissance architecture and planning to the extensive Baroque palaces at Versailles and elsewhere in absolutist Europe. Topics to be examined include the classical tradition, the influence of patronage, the rise of architecture as a profession, and the legacy of European theory and practice in North and South America during the colonial period. In addition to exploring the relationship between architectural and urban theory and form, this course will examine buildings and cities in the evolving social, political, and religious contexts of the period. (Enrollment limited)-Triff

252. 18th-Century Art and Architecture—This course will examine the major artists, patrons, critics, and art movements of Europe in the Age of the Enlightenment, with emphasis on the reflections in the arts of the political, social, and technological changes that marked this early modern era. In early 18th-century France, we will trace the significance of the Academie Royale in Paris, of the French academy in Rome, and of state patronage and critical support for royal portraiture, secular and religious painting and the theatrical landscapes. As well as the more liberal climate that fostered the French Rococo, naturalists genre and still life painting. In Italy, we will focus on Venice and the Grand Tour. After a brief look at Goya's early career and seminal student trip to Italy, we will consider the rise of satire, history painting, and portraiture in the 18th-century England. In conclusion, we will return to Paris to trace in its art, political, and social history the waning years of the ancient regime and the onset of the French Revolution. (Enrollment limited)-Gordon

[261. **19th-Century Painting and Sculpture**]—A study of European painting and sculpture from the Romanticism of the late 18th century to the emergence of new directions at the end of the 19th century. The course is adapted each year to take advantage of major exhibitions. Museum visits and extensive readings will be integral to the makeup of the course. (Enrollment limited)

[282. **20th-Century Avant Garde in Painting and Sculpture**]—This course addresses the position of art

in European and American society from 1890 to 1945 when the concept of the artist as a rebel and visionary leader defined art's relation to contemporary social, political, and aesthetic issues. The movements of symbolism, expressionism, cubism, dada, and surrealism are discussed. Current exhibitions and the collection of the Wadsworth Atheneum are used whenever appropriate. (Enrollment limited)

283. Contemporary Art—Following the Second World War, artists transformed the avant-garde tradition of their European predecessors to establish a dialogue with the mass media and consumer culture that has resulted in a wide array of artistic movements. Issues ranging from multiculturalism and gender to modernism and post-modernism will be addressed through the movements of abstract expressionism, pop, minimalism, neo-expressionism and appropriation in the diverse media of video, performance, and photography, as well as painting and sculpture. Current exhibitions and criticism are integral to the course. Art History 282 is recommended. (Enrollment limited)-FitzGerald

286. Modern Architecture: 1900 to the Present—This course surveys broad developments in Western European and American architecture and urbanism from 1900 to the present. Topics include Viennese Modernism, the legacy of the Arts and Crafts movement, the Bauhaus, the International Style and the birth of Modernism, and reactions of the past 25 years. Close attention will be paid to such major figures as Le Corbusier, Frank Lloyd Wright, Walter Gropius, Mies van der Rohe, Louis Kahn, Robert Venturi and Frank Gehry. (Enrollment limited)-Curran

294. The Arts of Africa—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body. (Enrollment limited)-Gilbert

301. Major Seminar in Art Historical Method—Required of and limited to art history majors, as one of the first courses they take after declaring their major. Studies in the tradition and methodology of art historical research. Readings in classics of the literature of art history; discussions of major issues and meeting with scholars and museum professionals; students will pursue an active research project and present both oral reports and formal written research papers. (Enrollment limited)-Cadogan

[306. Seminar: Arts of the Ming Dynasty 1368-1644]—The arts flourished during the Ming Dynasty with the restoration of Chinese rule. The Imperial court patronized painters and supported ceramic production, especially underglaze blue painted porcelain. Architectural accomplishments included the Forbidden City in Beijing as well as Buddhist temples. The gardens of Suzhou remain among the finest in the world. Scholar-amateur painters subtly reworked earlier styles. Other significant areas of artistic excellence were sculpture, textiles, lacquer, furniture, and cloisonné enamel. (May be counted towards international studies/Asian studies.) (Enrollment limited)

[334. Patrons and Artists in the Italian Renaissance]—Readings and discussion will center on the collaboration between patrons and artists, focusing on the tangible and intangible goals and results for both parties. Case studies of civic, ecclesiastic and family commissions will be drawn from the period 1300-1500 in central Italy. (Enrollment limited)

381. Seminar: Museum Issues—The art museum in the United States is a unique social institution because of its blend of public and private support and its intricate involvement with artists, art historians, collectors, the art market, and the government. This course will study the art museum's history and status in our society today. Special consideration will be given to financial, legal, and ethical issues that face art museums in our time. The emphasis will be on American institutions and particularly on the Wadsworth Atheneum. Short papers, oral reports, and visits with directors, curators, and other museum officials in nearby museums will be included along with a detailed study of a topic of one's choice. (Enrollment limited)-Dangremond

385. Seminar: Topics in 20th Century Art: Picasso and Contemporary Art—This seminar will examine the central role of Pablo Picasso in 20th century art during his lifetime (1881-1973) and the global impact of his art and reputation on art in the nearly four decades since his death. The seminar will be linked to an exhibition Professor FitzGerald is organizing for Museu Picasso in Barcelona, and the process of curating an exhibition will be an integral part of the discussions. Students will have the opportunity to undertake projects on artists internationally (including France and Spain in the Europe, as well as in Asia and Africa) and museological and commercial systems

of the art world. (Enrollment limited)-FitzGerald

391. Prints and Printmaking—Images created in multiple have been the most powerful way of disseminating visual imagery in human history. Woodcut, engraving, etching, lithography, silkscreen and now digital processes have all been used to create images which could be used alone as artistic expression or aids in collective enterprises such as book illustration, propaganda, journalism or advertising. The seminar will provide an opportunity for students to learn the rudiments of print connoisseurship and to study the history of printmaking, print publishing and the history of the illustrated book. The students will work with original prints in the collections of Trinity College and at other Connecticut institutions and works in private collections. (Enrollment limited)-Gordon

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

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

497. Senior Thesis—An individual tutorial to prepare an extended paper on a topic in art history. An oral presentation of a summary of the paper will be delivered in the spring term. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.) -Staff

Courses Originating in Other Departments

Classical Civilization 214. Greek and Roman Architecture—View course description in department listing on p. 156. -Risser

[**Paris 352. Seminar. Major Figures in French Art:**]—This advanced seminar in art history will change its topic each year and will take advantage of the current major art exhibition planned for that season. Students will be required to utilize the resources in Paris (museums, libraries, and architectural sites) as part of their class assignments. (Offered if enrollments are sufficient. May be offered as an independent study.)

Religion 254. Buddhist Art—View course description in department listing on p. 463. -Findly

Studio Arts

The Studio Arts Program offers courses in the practice and theory of visual art to students, majors and non-majors alike.

The studio arts major—The studio arts major consists of 10 courses in studio arts and two courses in art history. It is structured to provide a foundation in drawing and design with an introduction to the disciplines of painting, sculpture, printmaking, drawing, and photography; and opportunities for advanced study in each of these studio areas. A grade of C or above is required for major credit. The following introductory one-semester courses are required for the studio arts major:

STAR 121. Drawing I

STAR 122. Painting I

STAR 124. Sculpture I

STAR 125. Printmaking I

STAR 126. Photography I

These courses should be taken as early as possible in the student's career. The intermediate course **STAR 221** and one course out of the group of the following four (**STAR 222, STAR 224, STAR 225, STAR 226**) must also be taken. Upon completion of the intermediate-level courses, studio arts majors are required to declare a "studio concentration" in drawing, painting, sculpture, printmaking, or photography. By special arrangement a

studio concentration in intermedia work can be structured. To complete the major, **STAR 321** and an additional 300-level course in studio arts must be completed. The studio arts degree culminates with the completion of a thesis in studio arts. Up to two course credits transferred from another institution may count towards the major. The studio art major must also complete two 200-level or above art history courses. The Writing Intensive Part II requirement is fulfilled by **STAR 497**.

The thesis in studio arts is conceived as an independent studio project that has as its goal the production of a solo exhibition reflecting the student's grasp of content and critical issues, as well as the student's mastery of the medium selected as the studio concentration. The thesis project is conceived as the integration mechanism for the major. It consists of works presented as a solo exhibition; any additional artwork created within the pre-arranged parameters of the project; an 8- to 10-page paper that should address the artwork created, its antecedents, and the structure, ideas, and issues presented in the work; and participation in the weekly seminar involving group critiques, workshops, and discussions.

Focus in architecture—Recognizing that studio arts provides a model for artistic practice well suited to the pursuit of a career in architecture, students may opt to modify the major so that it provides a 15-course “focus in architecture,” as follows:

- Ten studio courses, as described above, with one of the five studio areas identified as a studio concentration.
- **AHIS 265. 19th-Century Architecture, AHIS 286. 20th-Century Architecture**, and one 300-level seminar pertaining to architecture.
- **ENGR 341. Architectural Drawing** and **ENGR 342. Architectural Design**, which must be completed by the end of the junior year.
- Art created for a solo exhibition/thesis project will be expected to address the subject of architecture either through its content, or by virtue of its theoretical foundation.

Honors—The awarding of departmental honors in studio arts will be based on superior performance in the major, as evaluated by the entire studio faculty.

The minor in studio arts—The studio arts minor consists of the following six course requirements: the student must complete a track of 100, 200, and 300 levels of a chosen discipline and take any three additional studio arts courses.

Studio Arts

Fall Term

113. Design—An exploration of the fundamentals of visual language through digital and hands-on studio work. Projects emphasize process and include investigations of form, composition and sequence as vehicles of communication and expressions. (Enrollment limited)-Staff, Victor

121. Drawing I—Study of line and mass as a means to articulate and explore formal and spatial concepts. (Enrollment limited)-Byrne, Dougherty, Kirschbaum, Margalit

122. Painting I—Beginning study utilizing color, shape, and space in a variety of media. Prerequisite: C- or better in Studio Arts 121. (Enrollment limited)-Byrne

124. Sculpture I—Basic problems in three-dimensional form in a variety of media. - Pachenco (Enrollment limited)-Pacheco

125. Printmaking I—An examination of basic techniques of mechanical reproduction, with emphasis on the serial development of images and concepts. (Enrollment limited)-Kirschbaum

126. Photography I—An introduction to the language of photographic image-making. Digital camera and printer will serve as the primary vehicle for learning to articulate a personal viewpoint on the world around us in visual terms. Students should have access to a digital SLR camera. Prerequisite: C+ or better in Studio Arts 113 or 121. (Enrollment limited)-Delano

221. Drawing II—A continuation of the basic drawing course. Students are encouraged to develop and sustain their own concepts. Prerequisite: C- or better in Studio Arts 121. (Enrollment limited)-Margalit

222. Painting II—Intermediate problems in color, shape, and space relationships in a variety of media. Prerequisite: C- or better in Studio Arts 122. (Enrollment limited)-Byrne

321. Advanced Concepts in Studio Art—In depth studio for student-proposed, semester-long projects. Can also count as third level drawing requirement. Prerequisite: C- or better in Studio Arts 221. (Enrollment limited)-Kirschbaum

322. Painting III—Studio in painting. Prerequisite: C- or better in Studio Arts 222. (Enrollment limited)-Byrne

399. Independent Study—Independent research and the execution of a project with the guidance of a faculty member, as per the College curriculum. (1-2 course credits) -Staff

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

Spring Term

113. Design—An exploration of the fundamentals of visual language through digital and hands-on studio work. Projects emphasize process and include investigations of form, composition and sequence as vehicles of communication and expressions. (Enrollment limited)-Staff, Victor

121. Drawing I—Study of line and mass as a means to articulate and explore formal and spatial concepts. (Enrollment limited)-Dougherty, Kirschbaum, Tillman

122. Painting I—Beginning study utilizing color, shape, and space in a variety of media. Prerequisite: C- or better in Studio Arts 121. (Enrollment limited)-Dougherty

124. Sculpture I—Basic problems in three-dimensional form in a variety of media. - Pachenco (Enrollment limited)-Tillman

125. Printmaking I—An examination of basic techniques of mechanical reproduction, with emphasis on the serial development of images and concepts. (Enrollment limited)-Kirschbaum

126. Photography I—An introduction to the language of photographic image-making. Digital camera and printer will serve as the primary vehicle for learning to articulate a personal viewpoint on the world around us in visual terms. Students should have access to a digital SLR camera. Prerequisite: C+ or better in Studio Arts 113 or 121. (Enrollment limited)-Delano

221. Drawing II—A continuation of the basic drawing course. Students are encouraged to develop and sustain their own concepts. Prerequisite: C- or better in Studio Arts 121. (Enrollment limited)-Margalit

222. Painting II—Intermediate problems in color, shape, and space relationships in a variety of media. Prerequisite: C- or better in Studio Arts 122. (Enrollment limited)-Byrne

224. Sculpture II—Intermediate study in three-dimensional form. Prerequisite: C- or better in Studio Arts 124. (Enrollment limited)-Tillman

225. Printmaking II—Continued investigation of mechanical reproduction processes, with particular emphasis on intaglio and relief. Prerequisite: C+ or better in Studio Arts 125. (Enrollment limited)-Reeds

226. Photography II—Prerequisite: Studio Arts 126. Prerequisite: C+ or better in Studio Arts 126. (Enrollment limited)-Delano

[321. Advanced Concepts in Studio Art]—In depth studio for student-proposed, semester-long projects. Can also count as third level drawing requirement. Prerequisite: C- or better in Studio Arts 221. (Enrollment limited)

322. Painting III—Studio in painting. Prerequisite: C- or better in Studio Arts 222. (Enrollment limited)-Byrne

324. Sculpture III—Studio in sculpture. Prerequisite: C- or better in Studio Arts 224. (Enrollment limited)-Tillman

325. Printmaking III—Studio in printmaking. Prerequisite: C+ or better in Studio Arts 225. (Enrollment limited)-Reeds

326. Photography III—Prerequisite: Studio Arts 226. Prerequisite: C+ or better in Studio Arts 226. (Enrollment limited)-Delano

[383. Special Issues: Video Studio]—For artists, video serves as sketchbook and as diary, as sculpture and as cinema, as a tool for creation and as a tool for documentation. This digital studio course offers an introduction to video as a fine art medium. Students will learn about the history and theory of video art, and will produce solo and collaborative experiments that explore the technical and creative capabilities of video. Students do not need to own a camera or video editing equipment; camera access will be provided in class and shared editing stations are available at Trinity. Studio Art Majors may take this class for major credit as a substitute for Photography I, if they are not concentrating in Photography. (Enrollment limited)

399. Independent Study—Independent research and the execution of a project with the guidance of a faculty member, as per the College curriculum. (1-2 course credits) -Staff

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

497. Thesis in Studio Arts—Independent studio work toward the completion of a sustained project in the student's chosen area of concentration that is the basis for an exhibition in the Broad Street Gallery, and is accompanied by a 6-10 page paper outlining their process conceptually, technically, and formally placing their work within the context of both contemporary and historical art practice. This will involve regular individual meetings with the professor of this course, as well as several group critiques, workshop, and discussions. (Enrollment limited)-Byrne

Global Programs (Study Away)

More than percent of Trinity students study away for a summer, semester, or year, and the College strongly encourages all students to study away at least once prior to graduation. Trinity students can choose from approximately 100 international and domestic programs pre-approved by the College. Rules and procedures regarding study away are published in the *Student Handbook* and the *Guidelines for Study Away* (available through the Office of International Programs). Students may choose from programs administered by Trinity College or an affiliated or approved non-Trinity program. The following global programs are sponsored by Trinity or are affiliated with the College through a consortium or partnership.

Trinity-Administered Programs:

- Trinity-in-Barcelona
- Trinity-in-Buenos Aires (in association with IFSA-Butler)
- Trinity-in-Cape Town (in association with Interstudy)
- Trinity-in-Paris
- Trinity College Rome Campus
- Trinity-in-Shanghai
- Trinity-in-Trinidad
- Trinity-in-Vienna
- Trinity La MaMa in New York City

Trinity-Sponsored Exchange or Consortia:

- Baden-Württemberg Exchange, Germany (various locations)
- Twelve College Exchange (various domestic locations)
- O'Neill Theater Program in Waterford, Connecticut
- Programa de Estudios Hispánicos en Córdoba, Spain (PRESHCO)
- Williams-Mystic Program in Mystic, Connecticut

Trinity-Faculty-Led Summer Programs:

- Trinity College Rome Campus summer program
- Trinity-in-Barcelona summer
- River Cities of Asia
- Trinity-in-Berlin
- Trinity-in-Akko (Israel)

Trinity Affiliate Programs:

- Associated Colleges of the Midwest, Chicago Program
- Center for European Studies (CES), Maastricht, the Netherlands
- Curtin University, Perth, Australia
- INSTEP - London and Cambridge, England
- DIS—Danish Institute for Study Abroad, Copenhagen, Denmark
- NYU London, England, and Accra, Ghana
- School for Field Studies (various locations)
- University of East Anglia, Norwich, England
- The Swedish Program, Stockholm, Sweden

Trinity-Administered Programs

Trinity-in-Barcelona

Faculty Sponsor: Associate Professor of Language and Culture Studies Harrington; Affiliated Faculty: Professor of Fine Arts Delano and Associate Professor of Legal and Policy Studies Fulco; Office of International Programs Adviser: Lisa Sapolis

Trinity's program in Barcelona offers students with intermediate or advanced Spanish the opportunity to study away in one of the world's great cities. Students study in Spanish, taking classes in Spanish language, literature, art history, politics, economics, history, philosophy, classical studies, cinema, theater, and other areas. Classes in introductory Catalan are also available. In addition, students are encouraged to pursue volunteer opportunities, sports, and other interests during their time in Barcelona.

All students take an intensive Spanish language course at the appropriate level upon arrival to prepare them for their semester studies. Additionally, all students enroll in the program core course, "Barcelona—In Search of the Structures of Daily Life," taught by Trinity-in-Barcelona faculty at the Trinity program site. Students with strong language skills can do an internship for credit with local businesses, NGOs, schools, and museums. Students take their remaining courses at Trinity's partner institutions in Spain: The University of Pompeu Fabra, for intermediate language students, or the University of Barcelona, for advanced language students.

Students live in home-stays with Spanish families and have access to the Trinity College site in Barcelona, which is equipped with computers, study space, and wireless Internet. Students receive a comprehensive orientation and field trips throughout the semester that include a visit to rural Catalunya and a trip to Madrid. Students also attend a Barça soccer match, visit local museums, and participate in cultural activities.

Trinity-in-Barcelona is offered in both fall and spring semesters. Students can also study on the program for a full academic year and a summer program is offered at the site periodically. Grades for all courses taken by Trinity students on the Barcelona program calculate into their GPAs in the same manner that they do in Hartford.

Trinity-in-Barcelona prerequisites

A 2.7 GPA or higher; two-four semesters of Spanish or equivalent for intermediate language students, with approval of faculty sponsor (Professor Harrington), and Five semesters of Spanish or equivalent for advanced language students.

Recommended class prior to study in Barcelona

SPAN 233-04. The Alchemy of Identity—Culture Planning and Civil Society in Barcelona, 1850 to 2000

Classes in Barcelona

All students are required to take the program's core course and enroll in an intensive two-week Spanish class at the appropriate level at the start of the program. Students choose a program of study of 4 to 5.75 credits.

Trinity-in-Barcelona core course

BARC 300. Barcelona: In Search of the Structures of Daily Life—The goal of this course is to provide students studying in Barcelona with a strong historical and cultural overview of the city, from the late 1700's until present day. As a foundation to the class, students will complete theoretical readings related to culture and urban life that will provide them with the skills needed to analyze the history and culture of the city. Students will participate in guided visits to key areas of the city, meet with local experts, maintain a blog on their experiences, and complete a final project that defines and analyzes an aspect of Barcelona's culture.

Special option: Students interested in studying the arts in Barcelona can do an independent study in painting or drawing with Trinity affiliate faculty member and consultant, artist Jo Milne. Contact the Office of International Programs for further information. A limited number of other independent studies may be available.

Trinity-in-Buenos Aires

Faculty Sponsors: Associate Professor of Language and Culture Studies Lambright[†] and Associate Professor of Educational Studies Dyrness; Trinity-in-Buenos Aires Faculty-Coordinator: M. Silvina Persino; Office of International Programs Adviser: Lisa Sapolis

The Trinity-in-Buenos Aires program, in association with the Institute for Study Abroad at Butler University, is a two-track program (intermediate and advanced) providing students of all Spanish language abilities with an opportunity to study and live in this vibrant Latin American city. The program offers a diversity of strong academic and co-curricular opportunities, as well as a strong cultural immersion experience.

All students are fully immersed in Argentine culture through classes in Spanish, integration in local universities, internships or independent studies, and home stays. Participants learn about the politics, rich history, arts, and literature of contemporary Argentina and experience human rights activism in action.

Students on the intermediate track are based at the Universidad del Salvador (USAL). They take an intensive Spanish course prior to the start of the semester to familiarize them with the Argentine dialect and to prepare them for the program. Once the semester begins, students take the program core course, “Buenos Aires: The Urban Experience, Human Rights, and Cultural Production,” taught by the Trinity-in-Buenos Aires faculty-coordinator. Students also enroll in an independent study course in which they explore an academic topic of interest related to their volunteer placement at a local NGO or organization. The remaining two courses will be taken at the USAL and are taught in Spanish but are tailored to foreign students (non-native Spanish speakers).

Students in the Advanced Argentine Universities track use the IFSA office as their base, but choose classes from top local universities and study alongside their Argentine peers. These students take the program core course, “Buenos Aires: The Urban Experience, Human Rights, and Cultural Production,” taught by Trinity-in-Buenos Aires faculty-coordinator. They also enroll in an internship course arranged through Trinity at a local business or NGO. Students must take the “Advanced Spanish and Argentine Culture” class through IFSA and one or two regular university classes at one of four Argentine universities: Universidad Católica Argentina, Universidad de Buenos Aires, Universidad del Salvador, or Universidad Torcuato Di Tella. Courses are offered in a wide range of areas, including Latin American studies, human rights, sociology, political science, economics, Hispanic studies, music, history, psychology, and educational studies.

Students in both language tracks live with home stay families to enrich their cultural immersion.

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

Montevideo pre-semester or summer option

HISP 227. Spanish Language and Culture in Montevideo—To compliment the Trinity-in-Buenos Aires program, students are strongly encouraged to participate in the pre-semester program in Montevideo, Uruguay, where they spend three weeks in a pre-semester course, **HISP 227**, administered through Trinity’s Department of Language and Culture Studies. Students take an intensive, full-immersion, advanced Spanish language and culture course on history, contemporary politics, immigration, culture, gender, and human rights in South America. This course will prepare students for the semester program and provide them with the opportunity to experience two Latin American cities. Students may also enroll in **HISP 227** as a stand-alone summer program.

Trinity-in-Buenos Aires prerequisites

All courses are conducted in Spanish. To gain admission to the Trinity-in-Buenos Aires program, students must have taken a minimum of two semesters of college-level Spanish for the intermediate track and five semesters for the advanced track. A minimum GPA of 2.8 is required.

Core course

BUEN 300. Buenos Aires—The Urban Experience, Human Rights, and Cultural Production—This course will use the city of Buenos Aires as a spring board and laboratory to explore and test ideas and questions related to urban issues, human rights, and artistic production. Human rights will be understood in a broad sense, encompassing problems related to political dissidence, ethnicity, class, and gender. Together with theoretical readings, the students will explore these topics through the study of works of literature, visual arts, dance, music and theatre.

Trinity-in-Cape Town

Faculty Sponsors: Assistant Professor of History and International Studies Markle and Associate Professor of Sociology Williams; Trinity Core Class Professor: Subithra Moodley-Moore; Office of International Programs Adviser: Eleanor Emerson

Trinity-in-Cape Town provides students the opportunity to spend a semester or a full year in a vibrant city, experiencing a society engaged in extensive political and social change.

The Trinity-in-Cape Town program, in association with Interstudy, is affiliated with both the University of the Western Cape (UWC) and the University of Cape Town (UCT), two of Africa's premier institutions of advanced learning.

All students are required to take the program core course, "Imagining South Africa," taught by the Trinity-in-Cape Town academic director. In addition, students partake in an internship for credit that places them with a local NGO or other organization. The remaining three courses are taken at one of the local universities, alongside South African students. University classes are taught in English, and students may select from courses in all liberal arts faculties.

Students live in apartments with other American students, close to the UCT campus. Students on the program receive a comprehensive, week-long, on-site orientation program; go on excursions in and around Cape Town; and participate in organized program activities. All students have the opportunity to join university clubs and organizations. These are recommended to better integrate students into the university community.

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

Trinity-in-Cape Town prerequisites

Minimum 2.7 GPA; one course in African studies highly recommended.

Trinity-in-Cape Town core course

CPTN 279. Imagining South Africa—This course provides students with an interdisciplinary frame for understanding South Africa. It is intended to encourage students to discuss their experiences while they study at UCT and to link them to political, cultural, and racial practices in the United States. Students are required to read a series of books, but are also involved in a community learning exercise that takes students off campus to engage in important cultural, economic, educational, and social issues with South Africans.

Trinity-in-Paris

Trinity Faculty Director: Paul E. Raether Distinguished Professor of Fine Arts Gordon; Centre d'Échanges Internationaux Partnership President: Guillaume Dufresne; On-Site Director: Francie Plough Seder; Office of International Programs Adviser: Eleanor Emerson

Paris, the City of Light, is the world city par excellence and the paragon of urban living. Students at the Trinity-in-Paris program study the history, culture, and expression of France by experiencing the city and its mode of living and through academic examination of its institutions and great past embodied in its art, architecture, and literature. Paris also provides an excellent vantage point from which to study the history, politics, culture, and economy of Europe. Trinity-in-Paris offers a unique program in partnership with CEI (Centre d'Échanges Internationaux) in the heart of the historic Saint-Germain des Prés quarter.

The Trinity-in-Paris program offers courses taught by Trinity faculty; the courses are approved as a regular part of the Trinity undergraduate curriculum and students receive in-residence credit for them. They are conducted in both English and French. Students take weekly instructional walking tours to museums and monuments to supplement classroom lectures. Select students may also have the opportunity to enroll in some classes at one of Trinity's partner institutions, the Institut Catholique de Paris and the Sciences Po University.

All students on the program take a minimum of four courses for no fewer than 4 course credits and may take up to 5.75 course credits. All students are required to take one course in French language or an advanced topic taught in French. Intensive French courses earn 1 course credit.

The program offers courses in art history, history, political science, American studies, sociology, economics, English, French studies, anthropology, international studies, urban studies and music. All courses are offered in English, but students who are proficient in French are encouraged to do their coursework in the language.

Students may count selected academic courses to fulfill requirements of the art history major, the French major, the French or French studies minor, the language concentration in French, the American studies major, the history major, the economics major, the political science major, the music major, the international studies major, the English major, the anthropology major and the sociology major.

The Paris program operates both fall and spring terms or for a full year.

Direct enrollment options

French Immersion Option: Students who are proficient in French (with greater than two and a half years of college-level French and approval of the Trinity-in-Paris Faculty Committee) may take 1-2 courses at the Institut Catholique de PARIS (ICP), <http://www.icp.fr/icp/index.php>. ICP Courses are available in education, history, international relations, humanities, philosophy, and religion.

Honors Program Option: Students who have a 3.3 or higher GPA can also opt to take one class at the prestigious Sciences Po University in English. Highly motivated students can take 1-3 courses at Sciences Po. Classes are offered in History, Political Science, International Studies, French Studies, Humanities, Sociology, Urban Studies, and other areas. The course catalog for Sciences Po can be accessed at: <https://asp.zone-secure.net/v2/index.jsp?id=1737/2223/7170&lng=fr>

Trinity College Elective Courses (taught in English unless otherwise noted)

ECON 201. Contemporary Economic Issues—This course is an introduction to the Economics of Public Policy in France and the EU and will examine the rationale and efficacy of economic policy in France and the EU (with contrasts to the US), and will focus on three or four areas such as the environment, health, work, energy and education. Offered spring semester 2013 only. (1.00 course credit)

PARIS 221. Modern European History and Politics—The purpose of this course is to give a global description of modern European history enabling students to understand contemporary events in Europe and the part the E.U. plays vis-à-vis the United States. The course will consider the historical sources of the common heritage of the European nations in their concepts of confederation and federation and the tensions created by ideologies such as liberalism, nationalism, and socialism that led to divisive world wars and economic depressions. Against this historical backdrop, the course will concentrate on current issues related to the E.U.: its definition and functioning, the building of its institutions, its economy, and the debates raised by treaties and enlargement. Lecture (1.00 course credit)

PARIS 237. Understanding Contemporary Paris: Urban and Global Processes—The course aims at providing a general overview of urban sociology and an introduction to core notions such as urban economics, segregation, ethnicity, stratification, crime, urban riots, local special policy, and urban politics. The class will systematically compare American and French perspectives on the same issues. Field trips in Paris will be organized to train students to match concepts and theories with everyday experience. (1.00 course credit)

PARIS 251. Paris through its Art and Architecture: Renaissance to the Belle Époque—This course will cover the history of the city, investigating urban planning and architectural history from the reign of Henri IV (1594-1610) until la Belle Époque (1900). Classes will combine lectures and walking tours in Paris. The class will take sight visits that may include Ecouen, Chantilly, Vaux le Vicomte, Fontainebleau, La Roche Guyon, and Giverny. Beginning with Henri IV, considered the first urban planner for Paris, the course will move on to the development of the Palace of Versailles. Group visits to the château and gardens will study how the planning of Versailles influenced the urban growth of Paris. After examining the development of the hôtel particulier in the 18th century, the course will turn to the Napoleonic period and then will culminate with an analysis of Baron Haussmann's city planning (1854-1870) and its impact on the Belle Époque (1870-1900). (1.00 course credit)

PARIS 256: Paris—A Museum City or a City of Museums?—This course will examine the symbiotic relationships between museums and the history of Paris from the French Revolution to the 21st century while investigating the variety of museological practices and missions in the larger context of world museums. Focusing on the intersection of urban history and the historiography of museums, students will be introduced to a number of disciplines: art history, urban planning, sociology, politics and economics. The course will follow two interrelated tracks: an overview of the urban and architectural infrastructures of Paris and museology. The course will begin with a series of lectures and walking tours to introduce students to the history of the city. Art collections and museology will be discussed in weekly readings that are coordinated with museum visits. Students will be required to write a series of reaction papers to their readings and visits. As a final paper, the students will select a museum and propose a new visitors guide that critiques the presentation, installation, and mission of the museum within the context of the history of the city. Students may develop topics based on their majors in consultation with their advisers prior to enrolling in the course. Students will be encouraged to consult the libraries at ICOM (International Council of Museums at UNESCO) and the Institute National de Patrimoine. (1.00 course credit)

PARIS 278. Exotic Fare: Spice Routes, Garden History, and the Development of Food Culture in France, 1500-1900—Co-requisite **PARIS 299B. Cooking/Culture**. This course is an interdisciplinary study that looks in parallel at the history of gardens, imports of new exotic plants and spices, and the evolution of food culture. Students study the history of gardens from the Renaissance until the Belle Époque, taking into consideration how developments in trade, agronomy, and aesthetics influenced both popular and elite culture. Special emphasis will be placed on the history of Versailles in the 17th century and the simultaneous development of gardening and gastronomy as aesthetic accomplishments. The students will be encouraged to choose term paper topics on exotic imports such as coffee, chocolate, or tea, to allow them to ask questions about trade, botanicals, agriculture, and, ultimately, gastronomy. The course includes a practical component in which the students visit ornamental and foodstuff gardens, markets, agricultural merchants, and chefs in behind-the-scenes restaurant settings. The course includes an elementary introduction to the expertise of cheese and wine, two defining French agricultural industries. This course is acceptable as an elective credit in art history and fulfills the general distribution requirement in the arts. It also counts as major credit for international studies. (1.00 course credit)

PARIS 281. Music at Versailles—This course considers music, dance, and courtly life at Versailles. Students will study music at the court of Versailles under the reigns of Louis XIV, XV, and XVI. Visits to Versailles to attend performances as well as visits to the garden, chapel, and Opera Royal will supplement the assigned readings. (1.00 course credit)

ECON 303. Labor Economics—This course will examine a number of important issues in modern labor economics, with an emphasis on examples drawn from France and the EU. Topics include (but are not limited to): the determinants of labor supply, with special emphasis on the growth of women's labor supply during the last century; the demand for labor and the determination of wages; discrimination in labor markets. Offered spring semester 2013 only. (1.00 course credit)

PARIS 328. Franklin, Jefferson, and Adams: The Founding Fathers in Paris, 1776-1789—From 1776 until 1783, Benjamin Franklin was a major figure in Parisian scientific, popular, and elite society. Franklin was celebrated as the inventor of the lightning rod, and served the French court as scientist, spy, and arms dealer until he became America's first minister to a foreign court. Although Franklin is universally admired as one of America's founding fathers, during his sojourn in France, he contributed to the intellectual revolutions that gave birth to the sister republics of France and America. This course will examine a series of political treatises that both unite and divide French and American politics and politicians at this pivotal moment in Western history. This course is approved for American studies and History major credit. Course may be offered as an independent study if there are fewer than six students enrolled. (1.00 course credit)

PARIS 352. Major Figures and Topics in French Art—The topic of this advanced seminar in art history changes each year to take advantage of the current major art exhibition planned for that season. Students will utilize the resources in Paris (museums, libraries, and architectural sites) as part of their class assignments. This course is not offered each semester, depending on current exhibits. (1.00 course credit)

PARIS 355. Medieval Art and Architecture in France—This tutorial course in art history concentrates on the great achievements of the Romanesque and Gothic in France in architecture, sculpture, stained glass, painting, and the decorative arts. Students will make field trips to the great cathedrals at Saint Denis, Chartres, and Amiens; study Notre Dame de Paris and Sainte Chapelle in Paris; and visit and study the collections of the Musée de Cluny, the Louvre, and others. Students will do a research term paper based on a topic that can be conducted on site and based on first-hand study of the monuments or works of art. Course may be offered as an independent study if fewer than six students enroll. (1.00 course credit)

PARIS 399: Independent Study—Offered in English or French literature. (.50 minimum course credit/1.00 maximum course credit)

French language

All students must take a French course at the appropriate level. Sections of French language instruction will be offered as needed and based on advance testing.

PARIS 101 and 102. Intensive Elementary French—Designed to develop a basic ability to read, write, understand, and speak French. Emphasis will be placed on ability to speak. For students who have had some background, this course will emphasize oral practice and consolidate basic grammar skills and the ability to read short texts. It will also introduce the ability to write short compositions. (1.00 credit)

PARIS 201 and 202. Intermediate French—Review of basic grammatical concepts and development of fundamental language skills with increasing emphasis on written expression and spoken accuracy. (1.00 credit)

PARIS 301. French for Advanced Students—Conducted in French. Pre-requisite: FREN 202 or higher. Development of a high level of proficiency through the reading and analysis of contemporary texts and film in idiomatic French, with considerable emphasis on attainment of grammatical accuracy. (1.00 course credit)

PARIS 302. French Language and Culture: Paris Theater, Literature, and Performance—Conducted in French. Pre-requisite: FREN 241 or higher. Students will read and discuss French plays of various periods and attend theatrical performances of the plays they have studied. Students will do additional research and writing at the seminar level. This course counts for major credit in language and culture studies and in theater and dance, and fulfills the college's general distribution requirement in the humanities. (1.00 course credit)

Practica

PARIS 299C: Practicum: Musical Participation—Open only to students with choral background. (.25 course credit)

Trinity College Rome Campus

Faculty sponsor: Professor Triff•; Director of Trinity College/Rome Campus: Assistant Professor of Art History Pestilli; Office of International Programs Adviser: Brandon Lussier

The Trinity College Rome Campus offers courses taught by regular and adjunct Trinity faculty members that are approved as a regular part of the Trinity undergraduate curriculum, and for which students thus receive in-residence credit. Students who wish to apply courses to their major, must receive approval from their department chair. The courses are conducted in English except for those in Italian language and literature. Students in art history courses (and some others) take weekly instructional walking tours to museums and monuments to supplement classroom lectures.

Courses conducted in English may be supplemented by Italian tutorials. Students at Trinity College who have completed the intermediate level (fourth semester or equivalent) of Italian language may take an Italian tutorial in order to count the course for the major in Italian or to earn an additional one-half course credit for Language across the Curriculum. In Italian tutorials, Italian instructors supervise assignments in Italian approved by the course instructor.

Trinity College/Rome Campus is offered in summer, fall, and spring semesters. (Unless otherwise stated, courses are offered in the fall and spring terms.)

Fine Arts

ROME 120. Drawing from Masterpieces—An introduction to drawing from masterpieces of sculpture, painting, and architecture, with emphases on observation, technique, interpretation, and aesthetic emotions. Rome's museums and cityscape of ruins and monuments will be our studio. We will focus on the human figure, monumental forms, vantage points, choices of significant details, methods of composition, and techniques of linear and tonal drawing. Cost of supplies: Approx. \$150. Lucy Clink (1 course credit = 3 semester hours)

ROME 181. Introduction to the Art of Rome—A survey of Roman art from the ancient republic through the 17th century. Topics include: religious art; the basilica; monumental architecture designed to express imperial and papal power; visual narrative in sculpture and painting; the rise of perspective and illusion in pictorial space; and the classical tradition. Reserved for students new to art history. Cristiana Filippini (1 course credit = 3 semester hours)

ROME 224. Art Conservation—An introduction to the history, concepts, techniques, institutions, and policies of art conservation from a liberal-arts perspective. Students will deepen their understanding and appreciation of art by viewing masterpieces as complex, vulnerable artifacts that require our involvement in conservation if we are to grasp and preserve the artists' message. We will examine firsthand outstanding examples of art conservation in several media and from different periods in history. Works include ancient Etruscan tombs in Tarquinia, Egyptian paintings of the third century, the huge Montelparo polyptych of the 15th century, Michelangelo's frescoes in the Sistine Chapel, the Casina Pio IV (a beautiful 16th-century structure in the Vatican gardens that has been comprehensively

restored) and its stucco decorations, and gypsum casts of sculptures by Canova. We will consider controversies about the proper scope of art conservation and will draw comparisons and contrasts with restoration and embellishment. We will discuss criteria and policies for selecting particular works of art for conservation (and necessarily neglecting others) when resources are scarce. We will also discuss preventive conservation, particularly the importance of environment and the ideal parameters of temperature, humidity, air quality, and lighting. Slide lectures in the classroom alternate with on-site instruction at museums, monuments, and conservation workshops. Enrollment is limited to 12 students. Francesca Persegati (1 course credit = 3 semester hours)

ROME 230. Ancient Art of Rome—Art and architecture in Rome, from the Etruscan age to the late empire. Topics include: historical context; style; iconography; building typology and techniques; sculpture; painting; the development of artistic taste; and the use of art as propaganda. Fieldwork includes a trip to the Naples Archeological Museum, Pompeii, and Villa Jovis (Capri). Jan Gadeyne (1 course credit = 3 semester hours)

ROME 340. Michelangelo—Seminar (Old Masters series) offered in the fall only. The life and works of Michelangelo, painter, sculptor, and architect, in historical context. Works include *Bacchus*, *David*, the early and late *Pietà*, the Sistine Chapel frescoes, the Medici Chapel, St. Peter's dome, *Moses*, and the unfinished *Slaves*. Topics include Florence and Rome, genius and patronage, classicism and mannerism, and technique and neo-Platonism. The academic excursion to Florence is an integral part of the course. The focus on Michelangelo is supplemented by contextual survey elements. The seminar component consists of reports and presentations on topics chosen in consultation with the instructor. The seminar will draw connections with the course in art conservation, which includes a focus on the cleaning of the Sistine Chapel frescoes. Prerequisite: a course in art history. Enrollment is limited to 15 students. Livio Pestilli (1 course credit = 3 semester hours)

ROME 342. Bernini and His World—Seminar (Old Masters series) offered in the spring only. The course will focus on the art of Gianlorenzo Bernini in the context of late 16th- and 17th-century Italian art and society. Students will investigate the artistic evolution of the sculptor/architect, the influence he exerted on his contemporaries, the legacy he left to posterity, as well as the literary and biographical texts that shaped the image of the artist as we have come to know him. The weekly lectures will be complemented by weekly on-site visits to museums (such as the Borghese Gallery and the Palazzo Barberini), churches (such as Sant' Andrea al Quirinale and St. Peter's Basilica), and sites usually inaccessible to general visitors (such as the Oratorio del Gonfalone, the Casino Rospigliosi, and the archives of the Accademia di San Luca). The seminar component of the course consists of reports and on-site presentations by the students. Prerequisite: a course in art history. Enrollment is limited to 15 students. Livio Pestilli (1 course credit = 3 semester hours)

ROME 238/338. Splendors of Early Christian and Medieval Art—This course features the gems of early Christian and medieval art in some of the most memorable churches and museums of Rome. From the fresco palimpsest of Santa Maria Antiqua to Pietro Cavallini's *Last Judgment* in Santa Cecilia; from the spellbinding mosaics of Santa Pudenziana, Santa Prassede, and the Basilica of Santa Maria Maggiore to the shimmering apse of San Clemente; from the Museo Gregoriano Profano in the Vatican to the Catacombs of Priscilla and the Sancta Sanctorum, students will learn to analyze and understand the religious and iconographic traditions that inform these masterpieces of Western art. Open to all students. Valentino Pace (1 course credit = 3 semester hours). ROME 338: Art history majors may complement the course with a research component with access to specialized art-history institutes in Rome. (1.5 course credits = 5 semester hours)

Italian

ROME 101. Intensive Introductory Italian—A course designed to develop a basic ability to read, write, understand, and speak Italian. Elena Fossà (1.5 course credits = 5 semester hours)

ROME 102. Advanced Introductory Italian—Continuation of 101, emphasizing conversation, consolidation of basic grammar skills, compositions, and reading comprehension. Prerequisite: Italian 101 or equivalent. Elena Fossà (1.5 course credits = 5 semester hours)

ROME 201. Intermediate Italian I: Conversation and Composition—A course to develop conversational and writing skills. A brief review of grammar and syntax will be followed by readings from a variety of texts to foster a solid command of the written and spoken language. Prerequisite: Italian 102 or equivalent. Elena Fossà or Ivana Rinaldi (1 course credit = 3 semester hours)

ROME 202. Intermediate Italian II: Composition and Introduction to Literary Readings—Practice in oral and written expression on topics of Italian culture, incorporating an introduction to literary genres (theater,

poetry, and prose). Prerequisite: Italian 201 or equivalent. Elena Fossà or Ivana Rinaldi (1 course credit = 3 semester hours)

ROME 299. Italian Culture—Analysis and interpretation of elements of Italian culture. Topics may be drawn from literature, film, performing arts, fine arts, minor arts, anthropology, or contemporary media. Course work is in Italian. Prerequisite: Intermediate Italian or equivalent. Elena Fossà or Ivana Rinaldi (1 course credit = 3 semester hours)

Humanities

ROME 217. Italian Cinema—Analysis and comparison of narrative, dramatic, and technical elements of Italian cinema. Rossellini, Visconti, Antonioni, Fellini, the Taviani Brothers, Bertolucci, Moretti, Comencini, and Salvatores are among those directors whose films may be viewed in class. The course will be complemented by one or more outings to a local movie theater to view current films. Chiara Lucarelli (1 course credit = 3 semester hours)

ROME 235. Food and Culture—In this course we will examine the relationship between food and culture in Italy from the time of the Romans to the present. Topics include the roles of food in trade, belief systems, and the arts; regional differences; and the language of food. The seminar is supplemented by fieldwork in Rome. Valentina Dorato (1 course credit = 3 semester hours)

ROME 242. Living in the Imperial City—At the height of the Roman Empire (first-third centuries CE), Rome, the imperial capital, hosted a population of perhaps one million people. They consisted of the emperor and his court, wealthy aristocrats, ordinary Roman citizens, foreign subjects under the empire (“immigrants,” so to speak), ex-slaves, and current slaves. Rome was, in other words, by far the largest city in the western world. What was it like to live in such a city, in a pre-modern world? In this course we explore that question by looking at different views of city life seen through poetry, urban space, government, and other prisms. Gary Reger (1 course credit = 3 semester hours)

ROME 250. The City of Rome—We will trace the profile and examine the fabric of the Eternal City from ancient to contemporary times, from insula to borgata. We will explore the city not as a showplace of famous monuments but as a complex pattern of historical, political, and social elements that have shaped its distinctive character. Classroom lectures alternate with site visits in Rome. Assignments include readings from a variety of disciplines and field research. Valentina Dorato or Jan Gadeyne (1 course credit = 3 semester hours)

ROME 316. Reading Ancient Rome—This course will cover ancient Rome (200BC-AD200) as seen through the classics. Students will read in English translation excerpts from a variety of works originally written in Latin. Roman life and its various aspects will be approached through the writings of 12 authors whose works cover a wide range of literary genres (epic, lyric, biography, epistolography, speeches, and the novel). Themes to be treated include the nature of genres, the dialectic existing between literature and politics, the development of theater, the significance of religion (whether traditional or new cults), the contrast between rural and urban lifestyles, and social differences (the Roman elite and the plebs). Several lectures will be on site in Rome in places connected to the authors or subjects they cover. No knowledge of Latin is necessary. Inge Weustink (1 course credit = 3 semester hours)

ROME 322. People and Places in Roman Italy — From the Po River to Calabria, and across the Straits of Messina onto the island of Sicily, the entity that eventually became “Roman Italy” started out as a mosaic of peoples and landscapes who spoke a mélange of languages, had their own cultural practices, and may have had their own ethnic identities. By the age of the emperor Augustus, they were all “Romans” and “Italians.” How did this happen? What did the extension of Romanitas, the sense of “being Roman,” to all these people mean for the identity of the Roman state? And to what extent did previous identities persist underneath a shared “Romanness”? In addressing these and related questions, this course will examine the emergence of Roman Italy as a case study in the creation of ethnic and personal identity. Gary Reger (1 course credit = 3 semester hours)

ROME 345. 20th-Century Italy—A course on the political, economic, and cultural aspects of Italian history in the 20th century. Topics include regional contrasts, migration, war, fascism, the Cold War, family, mafia, terrorism, corruption, and European integration. Vanda Wilcox (1 course credit = 3 semester hours)

Social Sciences

ROME 270. Urban and Global Rome—This is an interdisciplinary course that draws on perspectives from anthropology, sociology, political science, geography, economics, and other relevant disciplines. It offers students

local perspectives on globalization as it allows global perspectives on the city of Rome. The intertwined processes of globalization and localization (“glocalization”) will be addressed via an in-depth study of the city and the social, cultural, political, demographic, and economic transformations Rome is currently experiencing. On-site visits will enable students to experience alternative settings of the “Eternal City” and give them direct contact with local inhabitants and representatives of religious or ethnic minority groups. Piero Vereni (1 course credit = 3 semester hours)

ROME 306/ECON 306. Public Finance—A course in the economics of taxation, government spending, governmental finance, and related policy issues in comparative institutional perspective. Part I is a brief overview of the role of government from positive and normative perspectives. Part II develops the economics of public choice and public finance in a range of institutional settings: majority vs. unanimity voting, presidential vs. parliamentary democracy, federal vs. centralized states, dictatorships, and supranational institutions. Part III applies the tools developed in parts I and II to special topics, which may include health-care and pension systems, taxation, appropriations, expenditures, bureaucracy, the size of government, and corruption. Empirical examples are drawn from Italy and the European Union, the United States, and developing countries. Offered in the fall only. Prerequisite: A course in intermediate microeconomic theory (Trinity prerequisite: ECON 301). Textbooks: H. Rosen, *Public Finance*, 7th edition (MacGraw Hill), and D.C. Mueller, *Public Choice III* (Cambridge University Press). Fabio Padovano (1 course credit = 3 semester hours)

ROME 327. The European Union: History, Political Economy, and Society—This course is organized around a series of controversies regarding the European Union. The E.U. has become the world’s largest market, with over 500 million people. It is unique in world history in creating a form of government across 27 nation states without military conquest or force. It has become an economic, diplomatic, and arguably a political actor at a superpower level, though militarily, it remains less important. What is Europe exactly? How far can it or should it expand? Is Europe Christian, secular, liberal, socialist? Who else should join—Turkey, Russia, Israel, North African countries? Is the European social model an alternative to American free market policies? Can it survive globalization? Can Europe replace the U.S. as a leader of the West? How does the E.U. work—is it really democratic? If so, how do the citizens of 27 countries influence their continental governmental bodies? Who is in charge and how do the institutions of Europe work? Is the Euro the future reserve money for the world economy, replacing the dollar? Steven Colatrella (1 course credit = 3 semester hours)

ROME 308/ECON 208. Economics of Art—Is art just another commodity? Or is art beyond the normal laws of economics? This course will examine markets and policy in the arts to determine how and why the arts are special. Topics include the value of priceless art, the starving artist, subsidies for the arts, and the role of non-profits, patronage, and investing in art. There will be guest speakers from the Roman art world. Course offered in spring only. Prerequisite: An introductory economics course (Trinity prerequisite: ECON 101). Economics majors may do supplementary work to count the course for 300-level economics credit. There will be supplementary assignments to cover 300-level material. Prerequisite for 300-level credit: A course in microeconomic theory (Trinity prerequisite: ECON 301). Fabio Padovano (1 course credit = 3 semester hours)

Latin and Greek

Latin and Greek Tutorials—The program can provide tutorials in Latin or Greek at any level for students whose majors require them. Inge Weustink (1 course credit = 3 semester hours)

Internship Program

ROME 146. Internship Seminar—A seminar limited to students who enroll in approved internships in Rome. Interns meet weekly or bi-weekly as a group with the TC/RC internship coordinator to review their internship experiences and to prepare and present the academic component of their internships. A principal topic is the culture of the workplace in Italy. Credit for the internships is granted through this seminar. Elena Fossà (.5 course credit = 2 semester hours)

Trinity-in-Shanghai

Trinity Faculty Director: Xiangming Chen, Dean and Director, Center for Urban and Global Studies and Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology; On-Site Academic Director: Jiaming Sun; Office of International Programs Adviser: Lisa Sapolis

The Trinity-in-Shanghai program offers students the exciting opportunity to live and learn in the premier economic center of China and one of the most dynamic and global megacities in the world.

The program is based at the prestigious Fudan University, one of the oldest, most prestigious, and most selective universities in China. Fudan is also one of the most international universities in China. Today, as one of China's top-ranked universities, Fudan University has a modern campus and a dynamic student body, offering events that range from performances, guest lecturers, and dozens of student-run clubs and activities. Additionally, located just to the north of downtown Shanghai, the university's location provides the perfect opportunity to explore the city. For an extensive collection of pictures of the Fudan University campus, libraries, and gardens, go to www.fudan.edu.cn/englishnew/about/scenery.html

All students take the program core course, "Contemporary Shanghai: The Chinese Metropolis in Comparative Perspective," and Chinese language at the appropriate level (beginning, intermediate, or advanced). In addition, students have the option of enrolling in an internship for academic credit and/or doing an introduction to social research course that includes a research project/independent study.

Students complete their course selection with 1-2 elective courses taught in English at Fudan University - sample courses offered may include "Population and Society in China", "The Political Economy of China", "Religion in Chinese Society", "Intermediate Microeconomics", and "Chinese Diplomacy". Options are subject to change each semester.

Students are housed in shared, fully-furnished, modern apartments in the Tohee International Student Village, www.tohee.com, which is located adjacent to the Fudan University campus.

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

Trinity-in-Shanghai prerequisites

2.7 minimum GPA is strongly recommended. One year of Chinese and at least one previous class in Asian Studies are recommended but not required.

Program core course

SHAN 301. Contemporary Shanghai: The Chinese Metropolis in Comparative Perspective (mandatory) —The course will introduce students to the dynamic and evolving city of Shanghai and provide students with the context for understanding Chinese cities and contemporary Chinese society.

Trinity-in-Trinidad

Trinity Faculty Director: James J. Goodwin Professor of English Riggio; Deputy Coordinator: Professor of Fine Arts Delano; On-Site Director: Shamagne Bertrand; On-Site Academic Director: Sunity Maharaj-Best; Office of International Programs Adviser: Eleanor Emerson

The Trinity-in-Trinidad program offers a cultural immersion experience for either the fall or spring term or the full year, in Trinidad and Tobago, a twin-island republic located in the Caribbean, seven miles from the coast of Venezuela. The program examines Trinidad's rich culture, history and diversity through the study of art, literature, drama, music, politics, history, economics, environmental studies, and social studies.

All students take the program core course, "Caribbean Civilization" and in addition, spring students also take "Festival Arts," both taught by Trinity-in-Trinidad faculty. In addition, all students enroll in an internship for credit. Internships in Trinidad are unique, as they allow students great freedom in selecting and designing an experience tailored to their academic and personal interests. Due to Trinity's strong relationships with many organizations in the country, students are able to work in placements that would not be possible elsewhere. Local cultural and political leaders mentor Trinity students in their placements. Students have the additional option of doing an independent study or enrolling in other Trinity courses, "Work and Play: The Trinidad Experience" and "Hindu Trinidad."

Students complete their course selection with at least one course at the University of the West Indies (UWI), which is a prestigious highly-ranked, comprehensive institution that serves 15 different countries in the West Indies. The university was founded in 1948 at the Mona campus in Jamaica as a university college affiliated with the University of London. UWI achieved independent status in 1962. The St. Augustine campus, in Trinidad, which was formerly the Imperial College of Tropical Agriculture, was started in 1960. The UWI offers students a wide variety of academic

departments and classes in the arts and humanities, education, social sciences, sciences, and engineering, as well as many co-curricular activities and services, and students are encouraged to join UWI athletic teams.

Students are housed on the university campus, in dorms. All rooms are doubles, sharing with other Trinity students, and there are fully equipped kitchens for food preparation. No meal plan is available.

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

Trinity-in-Trinidad prerequisites

2.7 minimum GPA

In addition to the Trinity-in-Trinidad core courses and internships, students can choose a wide variety of courses at the University of the West Indies. Students are free to choose any courses or they can opt to follow in an academic track such as: Caribbean civilization, theater and performance, documentary arts and community, music, Hinduism, gender and Islam in the diaspora, ecology and environment, engineering track, and human rights.

Program core courses

TNTB 300. Caribbean Civilization (mandatory)—The course focuses on the culture, anthropology, arts, and social history of Trinidad and Tobago in the context of the Caribbean as a region. The course will introduce students to aspects of the complex ethnicity of the islands as well as their rich cultural, literary, artistic, and sociological legacies. Students will receive 1 Trinity in-residence credit for the class.

TNTB 338. Work and Play: The Trinidad Experience (optional - fall semester)—Trinidad, a cosmopolitan Caribbean island with an oil and gas producing economy, privileges both work and play. One of the most racially and ethnically diverse nations in the world, Trinidad is poised between its industrialized modernity and its pre-industrial festive culture. This combination has created a unique intercultural sensibility. This course will explore the network of festivals that underlie this cultural matrix, focusing on the history of emancipation as a way of seeing, thinking, creating, and adapting. The readings will include poetry, calypsos, novels, and plays. The course will also include visiting lectures and performers, and will provide students the opportunity to explore performance traditions as observers and participants.

TNTB 339. Festival Arts as Cultural Performance (mandatory spring semester)—A composition and play-making workshop coordinated by Florence Blizzard and various Trinidad artists and students; participation in Carnival events is required. Course culminates in a festival performance. Offered in the spring only.

Other Trinity-in-Trinidad in-residence courses

TNTB 351. Hindu Trinidad (optional)—This course allows students to examine selected concepts, explore living traditions, and produce written, oral, and visual presentations. To this end, the course offers a brief historical and literary overview, an examination of the dynamics of Absolute Brahman, its personal Eeshavara, and the popular manifestations and popular Hindu religious ideas and practices. It will examine the unique concept of the management of Isha, or individual religion and community practices through the festivals and rituals, the concept of interconnectedness and the ethics derived from this. The course also provides opportunities for intimate experiences of community and family life. Students will be required to assist in organizing at least one community event

INTR 142. Internship—A wide variety of internships are available for Trinity in-residence credit in all areas of interest, including, film, dance, photography, cinematography, human rights, education, communications, music.

TNTB 399. Independent Study (optional)—Students may, with consultation, tailor their own independent study, either coordinated with their internship or in other areas of interest. Such studies will be taught and supervised under normal circumstances by experts in Trinidad or Tobago, working in close coordination with Trinity faculty, and will be arranged through the program coordinator or the on-site academic director.

Trinity-in-Vienna

Faculty Sponsors: Gwendolyn Miles Smith Professor of Philosophy Vogt; Affiliated Faculty: Associate Professor of Language and Culture Studies Evelein; Allan K. and Gwendolyn Miles Smith Professor of English Lauter; and William

R. Kenan, Jr. Professor in American Institutions and Values Masur[†]; On-Site Director: Gerhard Unterthurner; Office of International Programs Adviser: Melissa Scully

Trinity's program in Vienna offers students the opportunity to study in English at the University of Vienna, one of Europe's best institutions of higher learning. While the program is designed with philosophy majors in mind, it is appropriate for all students with an interest in Central Europe. It has strong curricular options in philosophy; international studies; political science; history; American studies; English; women and gender studies; human rights; public policy and law; and other areas. The program in Vienna begins with a month-long intensive German language course taught at the appropriate level. Students in the program complete the language course prior to the start of the term at the University of Vienna. This helps students with no or little previous study of German develop a solid foundation in the language. For students who have already taken German, the course improves their language skills, which may allow them to take regular courses in German (as well as in English) at the University of Vienna, depending upon their level at the conclusion of the course.

Students take the program's core course, "Thought and Culture of Vienna." This semester-long course is taught in English by Trinity-in-Vienna's on-site coordinator, Gerhard Unterthurner. For their remaining courses, students enroll in regular classes at the University of Vienna taught in English, German or another language if they have the appropriate level of proficiency. All philosophy majors take a philosophy core course as one of their university classes. This course, "Issues in Contemporary Central European Philosophy," is taught by Trinity professor and program faculty sponsor Erik Vogt. The class is optional for non-philosophy majors.

In Vienna, students live in residence halls with international students. The residences are modern and comfortable with internet access and kitchen facilities. Students live in suite-style dorms, consisting of single bedrooms and common areas. The residences are convenient to public transportation, grocery stores, cafes, and shops.

Trinity-in-Vienna is offered in the spring term only. Grades for all courses taken by Trinity students in Vienna calculate into their GPAs in the same manner that they do in Hartford.

Language courses

Courses in German language are offered through the Vienna University International Courses Program, which is affiliated with University of Vienna. Students can study German at all levels, from beginner to advanced. Each German language course equals one credit hour. In addition to the intensive German language courses that students take during their first month in Vienna, students have the option of continuing German language study throughout the semester.

Core courses

Program core course (taken by all students on the program):

VIEN 110. Thought and Culture of Vienna—This survey seminar introduces students to the breadth and complexity of Austrian culture, thought, and politics via the close reading of relevant texts and visits to the museums and cultural institutions of Vienna. The seminar is structured into the following sections that engage the city of Vienna, the Hapsburg legacy, and Austria: philosophy; psychoanalysis; cultural and art history; literature; and politics, with emphases on contemporary political questions such as human rights, immigration, multiculturalism, and racism. The course is conducted in English. (1 course credit) Gerhard Unterthurner

Philosophy core course (taken by philosophy majors and other interested students):

VIEN 341. Issues in Contemporary Central European Philosophy—This course examines issues relevant to contemporary Central European philosophy. The course is interdisciplinary; philosophical texts are studied alongside texts from literature and literary theory, psychoanalysis, and political theory. The course is conducted in English. (1 course credit) Erik Vogt

University of Vienna courses

Students have a variety of regular courses to choose from at the University of Vienna conducted in English. Typically, the university offers at least 35 classes in English each semester. Past course options have included: Continental Feminist Philosophy in the U.S., Cultural Philosophy, Europe as Cultural Space, Renaissance Philosophy, Global Political Economy, Political Philosophy of International Relations, Philosophy from a Gendered Perspective, Human Rights and Racism, Indigenous People and Human Rights, Women Writers in Modern American Literature, Gender Studies, and Race and Gender in 20th-Century Short Stories and Plays. Students proficient in German can choose

additional courses from the full curriculum of the University of Vienna. Other courses are offered in French and Italian. All university courses offer one course credit.

Students may also audit additional classes at the university, join local clubs and organizations, and attend lectures in English at the Institute of Human Sciences on topics related to philosophy, psychology, and politics.

Internships in local museums, such as the Freud Museum and the Jewish Museum, are also available.

Students have the support of an on-site coordinator, who assists students in the program throughout the semester and also organizes excursion and cultural activities in and around Vienna and trips to Salzburg; Prague, Czech Republic; and Budapest, Hungary. Trinity students are also eligible to participate in the cultural events, excursions, and activities organized for ERASMUS students (international students from Europe studying at the University of Vienna). The ERASMUS program offers Trinity students the opportunity to be matched with an Austrian student for language and cultural exchange.

Trinity/La MaMa Urban Arts Semester

Offered only in the fall semester, the Trinity/La MaMa Urban Arts Semester in NYC utilizes the landscape and history of New York City as a catalyst for an intensive study in the arts. The semester is structured to provide full immersion in the NYC theater, dance, and performance communities as well as other arts genres with the goal of fostering artistic, academic, and personal growth. Now associated with LaMaMa for more than 25 years, Trinity College offers New York City as the “laboratory” for art students’ studies and artistic exploration. Each week is dedicated to a specific theme that connects all of the conceptions and artistic approaches at play. The semester culminates with an original student-generated arts event presented by La MaMa, E.T.C. For more information and to apply, please visit <http://www.trinitylamama.org>.

Trinity-Sponsored Exchange or Consortia Program

Programa de Estudios Hispánicos en Córdoba (PRESHCO)

Campus Coordinator: Assistant Professor Christopher van Ginhoven; Executive Director: Nancy Saporta Sternbach; Office of International Programs Adviser: Lisa Sapolis

A consortium of Oberlin College, Smith College, The College of Wooster, Trinity College, Wellesley College, and Wheaton College created the Programa de Estudios Hispánicos en Córdoba in 1981 in order to encourage the intellectual and personal growth that comes from cultural immersion; to offer an opportunity to strengthen acquisition of the Spanish language; and to foster knowledge and appreciation of Spanish culture through studies in the humanities, social sciences, and fine arts. Academic study in the PRESHCO program is centered on a variety of courses specially developed for students in American colleges and universities and taught by regular faculty of the University of Córdoba. Classes—taught entirely in Spanish—are held in the university’s Facultad de Filosofía y Letras, an 18th-century landmark building located in the heart of the medieval quarter. Students may enroll for the fall or spring or for the entire academic year. Trinity College students earn in-resident credit for all courses taken at PRESHCO. PRESHCO is offered in both the fall and spring semesters.

PRESHCO prerequisites

All courses are conducted in Spanish. To gain admission to the Preshco program, students must have taken a minimum of four semesters of college-level Spanish and minimum GPA of 3.0 is preferred.

Language

1301. Advanced Oral and Written Communication—Three class hours per week plus additional practice outside class. An exploration of various kinds of textual material viewed as examples of linguistic registers with special attention to semantics and discourse in the contemporary Spanish world. (Fall and Spring)

1306. Topics in Spanish Phonology and Linguistics—A review of Spanish phonetics and phonology with an eye toward improving pronunciation and facility in identifying different accents and dialects. Together with extensive class work, students may choose to participate in a practicum working with local non-governmental organizations or in other settings to increase contact with contemporary language usage. (Fall and spring)

1310. Translation—Theoretical and practical aspects of the translation of both literary and non-literary texts. Classes are centered on the discussion of weekly translation exercises, and are directed toward increasing students' linguistic competence in both English and Spanish. (Spring)

Literature and film

1611. Female Heroics in Spanish Theatre—A close reading of the representation of gender in plays by modern Spanish women playwrights. (Fall)

1612. Seminar: Studies in 19th and 20th Century Literature—Close reading and analysis of representative texts from the 19th and 20th centuries. (Spring)

1613. Seminar: Women and Culture in the Literature of Francoist Spain—The examination and study of women and culture in representative texts of the Franco period. (Spring)

1614. From Text to Film: Spanish and Latin American Cinema—Focusing on six novels by Spanish and Latin-American authors that have been adapted for film, the course examines questions of form, medium, and narrative. (Fall)

1615. Image, Gender and Sexuality: Contemporary Spanish Cinema—Focusing on recent Spanish films by important filmmakers, the course analyzes the ways in which societal codes dealing with gender and sexuality are presented, explored, and oftentimes subverted. (Spring)

Fine arts

1700. The Music of Spain—A panorama of Spanish music with a focus on its most significant and distinctive aspects, from the medieval period to the polyphony of the Golden Age and the nationalist trends of the last two centuries. (Fall and spring)

1701. Struggles for Power in Spanish Medieval Art—A survey of the most significant artistic forms—architecture, painting, and sculpture—that emerged in Spain from the Islamic period through the Muslim expulsion, as a result of the power struggles (religious, cultural, political, etc.) between the eighth and 16th centuries. (Fall)

1702. Spanish Art from Velázquez to Picasso and Beyond—A survey of major movements and figures in Spanish painting from the 17th to the 20th centuries. (Spring)

History

1401. Roman Spain—An exploration of the social and cultural history of the Roman aspects of Spain, from the second century B.C.E. to the fifth century C.E. (Fall)

1404. Light and Darkness: Christians, Muslims, and Jews at a Cross-Cultural Crossroads in Medieval Spain—An examination of the unique configuration of Christian, Islamic, and Jewish cultures in Iberia during the medieval period with special attention given to the daily lives of men and women. Focus on political, economic, and social factors, as well as contact with other European powers. (Fall)

1405. The Social and Economic Conditions of Women on Their Own—The examination, study, and discussion of the social and economic conditions of women who are in some way marginalized in modern Spanish society. (Spring)

1406. The Colonization of America—A critical examination of political, cultural, economic, and racial cross-currents between Spain and the Americas during the colonial period. Particular focus on the making and implementation of the policies of the Spanish monarchy in the New World. (Spring)

1410. Contemporary Spanish History: From the Franco Dictatorship to Democratic Monarchy—Study, discussion, and analysis of the major political, economic, and social transformations from the Franco period to the present with a special emphasis on the unique model of Spain's transition to democracy. (Fall)

Geography

1500. Images and Landscapes of Spain: A Geographic Reading—This course uses geography as a tool to study the human impact on cultural spaces and landscapes of Spain. Readings, discussions, student projects, and

field trips will be used to analyze Spain's regional and cultural diversity through the lens of history, ecology, and economics. (Fall)

Philosophy

1811. Political Philosophy: Spain and Latin America—An examination of the development of concepts of nationhood, colonialism, and human rights within a Spanish and Latin American context. (Fall)

Interdisciplinary courses and seminars

1415. Community Organizations and Local Politics in Cordoba—This course will examine the role of activists in responding to local need, and the relationship between community-based organizations and official political entities. A required service learning component of the course will include 4-5 volunteer hours per week for a local NGO.

1910. Images and Landscapes of Europe: A Geographic Reading—A study and analysis of the varying geographical features, landscapes, and unique spatial configuration of the European continent as a reflection of its social, political, economic, and cultural diversity. (Spring)

1911. The European Union: Political Structures and Institutions—An examination of communitarian forms of government and political cooperation among member nations. Particular focus on ways in which participation in the E.U. and adherence to a supranational structure has informed Spanish government, jurisprudence, economics, and society. (Fall)

1912. Women's Sociocultural History in Spain and Latin America—Using archival material, students will examine, study, discuss, and analyze the social, political and cultural conditions of women's lives in Spain and Latin America. (Fall)

1614. From Text to Film: Spanish and Latin American Cinema—Focusing on six novels by Spanish and Latin-American authors that have been adapted for film, the course examines questions of form, medium, and narrative. (Fall)

1915. The Semitic Legacy in Hispanic Societies—An analysis of the formation of "Semitic culture" (primarily Hebrew and Arabic) in both Eastern and Western contexts and its lasting influence on the Spanish ways of life and culture. Emphasis given to the role of Córdoba as a crossroads of intellectual, cultural, and artistic currents. (Fall)

1916. Islam: Beginnings, Introduction into Spain, and Contemporary Andalusia—An examination of the origins of Islam in Arabia and its introduction into and evolution within Spain beginning in 711 C.E. Particular attention to the diversity of Islamic religious thought and philosophy, competing notions regarding lasting Islamic influence on Spanish identity, and the role of Andalusia as a cultural site for contemporary Islamic thought. (Spring)

1920. Andalusian Archeology: Theory and Practice—A course encompassing both theory and hands-on practice. Readings and lectures in archeological theory and methods (including differences between American and European approaches), complemented by extensive practice at local installations. (Fall)

1921. Theory and Methods in the Study of Prehistoric Material Culture—Taking advantage of Córdoba's rich offering of research sites, this course combines an understanding of general approaches to the study of prehistoric remains with hands-on practice in the Facultad's "Laboratorio de Prehistoria," visits to the Museo Arqueológico de Córdoba, and other local research facilities. (Spring)

1922. Comparative Political Institutions (The United States and Spain)—A comparative analysis of the governmental structures of the United States, Spain, and the European Union, paying particular attention to historical, legal, political, and sociological dimensions. (Fall and spring)

Baden-Württemberg Exchange

Faculty Sponsor: Associate Professor of Language and Culture Studies Evelein; Office of International Programs Adviser: Melissa Scully

Under the terms of a state-to-state exchange agreement between the state of Connecticut and the German state of Baden-Württemberg, eligible Trinity students can enroll as exchange students at any university in Baden-

Württemberg: Freiburg, Heidelberg, Hohenheim, Karlsruhe, Ko749nstanzt, Mannheim, Stuttgart, Tübingen, or Ulm. Universities in Baden-Württemberg offer programs in the arts and humanities, social sciences, sciences, mathematics, fine arts, mathematics, and engineering. One or two semesters of college-level German is required to participate. For more information about the exchange, please visit www.ctdhe.org/intexch, or contact Renate Seitz at rseitz@ctdhe.org.

Twelve College Exchange, Various Domestic Locations

Office of International Programs Adviser: Michelle Kollen

The Twelve-College Exchange program is a cooperative program for residential student exchange between Trinity College and the following colleges: Amherst, Bowdoin, Connecticut College, Connecticut College - National Theater Institute (also for Moscow), Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, and Williams-Mystic Seaport. Students may apply for one semester or a full academic year, allowing them to experience another campus and take courses unique to the exchange institution. The full curriculum is available to students on the exchange and the credit transfers back to Trinity College. Grades appear on a student's transcript and depending on the program, are calculated into the GPA. For more information visit www.trincoll.edu/urbanglobal/studyaway/programs/domestic/pages/12-college-exchange.aspx.

O'Neill Theater Program, Waterford, Connecticut

Office of International Programs Adviser: Michelle Kollen

The O'Neill National Theater Institute was founded over 40 years ago with the intention of training young theater artists through an intensive, credit-earning curriculum taught by professional artists and master teachers from the U.S. and abroad. There are four academic tracks to choose from, ranging from the traditional NTI semester in Waterford, CT to programs in directing, playwriting, and the Moscow Arts Program. Students will apply directly to the Institute AND through the Twelve-College Exchange program. The deadline is February 1st the year before participation. For more information please visit www.theoneill.org/national-theater-institute.

Williams-Mystic Program, Mystic, Connecticut

Office of International Programs Adviser: Michelle Kollen

The maritime studies program of Williams College and Mystic Seaport offers a unique interdisciplinary and multidisciplinary educational philosophy as the cornerstone of this program. More than 1,300 students have chosen to explore the history, literature, policy, and science of the world's waterways on this program. The courses are hands-on and discussion-based, with an emphasis on original research to truly experience the maritime world. Students may find themselves on a tugboat, at the beach, or studying Mystic Seaport's vast collections for class. Students learn to forge iron, build a wooden boat and sail while making Mystic Seaport - the largest maritime museum in America - campus for the semester. Participating students travel on three extended field seminars, exploring the Pacific, Atlantic and Gulf Coasts. For more information please visit <http://web.williams.edu/willaimsmystic/home.html>.

Trinity-Faculty-led Summer programs (Various locations)

Office of International Programs Adviser: Michelle Kollen

Trinity College offers summer program options for Trinity and non-Trinity students. Programs include our Rome Campus Summer Program, the Trinity-in-Barcelona Summer Program and yearly offerings that are developed by Trinity College faculty. Recent faculty-led programs include the River Cities of Asia program, sponsored by the Luce Foundation, which offered a course in the spring semester 2012. Students completed the course through experiential travel and study through China, Laos, Cambodia, and Vietnam in the summer portion. In 2012, Trinity-in-Berlin, Germany, is a new offering for students in introductory German and an urban studies course of this transformative city. Other programs include Trinity-in-Akko, Israel, in consortia with Penn State University and a faculty-led IDP program throughout Italy in the summer of 2012.

On Trinity College Summer Programs, students will earn one to two Trinity College credits. The program length varies from three to six weeks. Program fees generally cover housing, Trinity College credits, comprehensive travel insurance, some excursions, and some meals. Faculty-led programs are offered in a variety of disciplines, and credits can be applied to a range of requirements, including natural science and language. For more information, please contact the Office of International Programs, summer programs adviser.

Affiliate Programs

Associated Colleges of the Midwest, Chicago program

Office of International Programs Adviser: Michelle Kollen

The Associated Colleges of the Midwest Chicago Program aims to help students learn about the methods, importance, and rewards of using liberal learning in a global city. Designed to examine topics from the cross-disciplinary perspectives of the social sciences, humanities, and arts, the program combines specialized internships with coursework and cultural immersion in Chicago neighborhoods. Students will take one core course, have an internship and independent study program while selecting from three areas of specialization which include arts, entrepreneurship, and urban studies. For more information please visit www.acm.edu/programs/18/chicago/index.html.

Center for European Studies, Universiteit Maastricht, Maastricht, Netherlands

Office of International Programs Adviser: Lisa Sapolis

Students study at the University of Maastricht in the city of Maastricht. The university is ranked as number one in the country, and its reputation attracts students from all over the world. The program allows students to take classes in English at the university with local and international students. Students can choose from the following tracks: European Society and History; Economics in Europe; European Law and Human Rights; Public Health and Medicine in Europe; and Psychology and Neuroscience in Europe. Students take two classes related to their track and go on a study tour; they can choose remaining classes in any area at the University. Group work and problem-based learning are emphasized. www.maastrichtuniversity.nl/web/show/id=1432552/langid=42.

Curtin University, Perth, Western Australia

Office of International Programs Adviser: Eleanor Emerson

Trinity College has an affiliation with Curtin University; where students can study for fall, spring, or a full year. As visiting students at Curtin, Trinity students have full access to the university's curriculum and the opportunity to be fully integrated with Australian students. The university offers 160 majors and is dedicated to a method of education that places emphasis on the practical applications of knowledge. Curtin University offers the largest Aboriginal studies program in Australia. Students may select from courses offered in art, Asian studies, anthropology, biology, chemistry, computer science, economics, engineering, English, environmental science, mathematics, psychology, social sciences, urban and regional studies, and other areas. Curtin has opportunities for students to participate in community service projects, and it organizes an optional study tour, for credit, in Asia before or after the semester. Past study tours have included visits to China, Thailand, Vietnam, the Philippines, Malaysia, and Singapore. For more information, go to http://community.curtin.edu.au/studentdev/service_abroad.cfm.

Danish Institute for Study Abroad (DIS)

Office of International Programs Adviser: Lisa Sapolis

Trinity College has an affiliation with the DIS program, which offers students fall and spring semester study opportunities in English in Copenhagen, Denmark. Trinity students can choose from over 120 liberal arts courses in the following program tracks: pre-architecture and design; biotechnology and biomedicine; child diversity and development; communication and mass media; European culture and history; European politics and society; global economics; sustainability in Europe; medical practice and policy; migration and identity; psychology; and public

health. Electives are offered in other areas in the liberal arts. Most courses are offered by and taught at DIS (all in English). Some classes are taught in English for Danish and international students at various Danish universities in Copenhagen. All students participate in two study tours in Europe as part of the program and have opportunities to be immersed in the local culture. For more information, consult the DIS Web site at www.dis.dk/index.php.

INSTEP

Office of International Programs Adviser: Brandon Lussier

Trinity College has an affiliation with INSTEP, which provides academic semester and summer study abroad experiences that develop a contemporary European perspective on economics, business, politics, law, communications/media, and international relations. London faculty are from the London School of Economics; Cambridge faculty are from Cambridge University. Classes are taught in small groups of students in traditional British seminars or supervisions for which students can receive credit toward their degree at Trinity College. Students can choose to participate in an in-depth, guided research project, supervised by a distinguished British faculty member in a one-on-one tutorship. Semester programs offer a cross-disciplinary approach in which central themes are examined from the perspectives of economics, business, finance, political economy, international relations, politics, law, history, English literature, and communications.

New York University (London, England and Accra, Ghana)

Office of International Programs Advisers: Brandon Lussier (London) and Eleanor Emerson (Accra)

Trinity College has an affiliation with NYU, which offers students fall and spring semester study opportunities in English in both London, England, and Accra, Ghana.

The NYU Center in London is located in Bloomsbury, in central London, and has over 40 instructors and an experienced administrative staff to provide support for academics, student life, community service, buildings and facilities. Students can choose from a wide range of liberal arts courses, including a variety of science offerings and competitive students can take up to two courses at the University of London's School for Oriental and African Studies (SOAS).

NYU in Accra, in partnership with the University of Ghana-Legon, fosters academic growth by using the city as a classroom. The multidisciplinary curricula are enhanced through community service and volunteer opportunities. For more information, consult the NYU Web site at www.nyu.edu/studyabroad/.

School for Field Studies: Various locations

Office of International Programs Adviser: Eleanor Emerson

Geared for science students or students interested in the sciences, particularly environmental studies, these programs offer hands-on field experience, practical and transferable research skills, and cross-cultural awareness. Programs focus on particular topics or areas of study and are offered in Australia, Costa Rica, Kenya and Tanzania, and Turks and Caicos. For more information, go to www.fieldstudies.org.

Swedish Program, Stockholm, Sweden

Office of International Programs Adviser: Lisa Sapolis

The Swedish Program is based at the University of Stockholm. The program is distinguished by its comparative perspective, interdisciplinary emphasis, and innovative teaching methods. Students explore how Sweden addresses political, economic, social, and artistic issues. Classes in the humanities and social sciences are offered in English. Study visits are included for classes to enable students to take full advantage of their location in Stockholm. Although students on the program take their classes together, they have full access to the university and can take advantage of its clubs, organizations, and facilities. www.swedishprogram.org.

University of East Anglia, Norwich, England

Office of International Programs Adviser: Brandon Lussier

The University of East Anglia in Norwich, England has established an affiliation with Trinity College for studying one or two semesters at their campus. The School of English and American Studies are areas of particular interest to our students. The university has one of the premier creative writing programs, with internationally renowned authors regularly teaching creative writing offerings. For a complete list of course offerings, visit the university Web site at <http://www.uea.ac.uk/international>.

Guided Studies Program: European Cultures

The Guided Studies Program is a special curriculum for talented, strongly motivated students in each entering class who wish to examine the evolution of Western European cultures through an integrated, interdisciplinary study of their history, literature, and thought from classical antiquity to the present. The program concentrates on the primary issues and modes of interpretation that have shaped European cultures and also introduces students to basic patterns of social, economic, and political development.

Courses in the humanities form the core of the program, but materials from other fields are also included to extend the range of the students' understanding. The program consists of eight courses, arranged in a coherent sequence, plus a year-long first-year student colloquium. (The colloquium is an integral part of the first-year Guided Studies courses but carries no separate academic credit.) Ordinarily, students complete Guided Studies in three semesters. Students may be granted permission, when appropriate, to distribute the courses over four or five semesters.

Guided Studies can accommodate approximately 25 students in each entering class. Admission is by invitation only. Invitations to become candidates for the program are sent to exceptionally well-qualified applicants for admission to Trinity in March of each year. (Applicants who do not receive an invitation but find Guided Studies appealing should make their interest known to the director of the program, Associate Academic Dean Sheila Fisher, no later than the end of March.) A small number of sophomores and juniors may also enter the program; those interested in doing so should make application to Dean Fisher by March 15 of the academic year preceding their intended period of enrollment.

Fall Term

First Year Guided Studies Courses

000. Integrating Colloquium—First-year Guided Studies students enroll in this team-taught colloquium, the purpose of which is to help integrate the required courses by providing an interdisciplinary focus on some of the major issues they raise. Furthermore, through occasional guest presentations by faculty members in a variety of disciplines students will be introduced to special subjects and supplementary viewpoints. The colloquium, an extension of the three courses listed below, meets no more than five times a semester. It is required of all first-year Guided Studies students but carries no separate academic credit. Only students in the Guided Studies Program are allowed to enroll in this course. (0 course credit) -Staff

121. Biblical Tradition—The Biblical world up to the beginnings of Christianity. The emergence of Israel and its life as a nation, the prophetic critique, Israel's Exile and Reconstruction, the emergence of its scripture and its foundation for Judaism and Christianity in the West. Only students in the Guided Studies Program are allowed to enroll in this course. (Enrollment limited)-Sanders

211. Philosophical Themes in Western Culture—Through a careful study of some of the most important philosophers in the Western tradition, we shall examine some of the guiding questions that informed the development of this tradition, some of the decisive responses to these questions, and some of the most significant alternatives. Works of Plato, Aristotle, Descartes, Kant, and Hegel will be studied. Only students in the Guided Studies Program are allowed to enroll in this course. (Enrollment limited)-Vogt

219. The Classical Tradition—A study of Greek and Roman literature as an expression of individual and social ideals, and as a continuing source of inspiration in the Western cultural tradition. The course will proceed from Homer to Vergil with particular emphasis on the Age of Pericles in Athens and the Age of Augustus in Rome. Readings, discussion, slides, and film. Only students in the Guided Studies program; Classical Tradition minor; or Classics or Classical Civilization majors are allowed to enroll in this course. (Enrollment limited)-Anderson

Second Year Guided Studies Courses

243. Historical Patterns of European Development, II—This course will examine the evolution of European society between 1700 and 1950 with particular attention to the impact of the French and Industrial Revolutions. Students will study not just the history but also the historiography of such vital questions as the origins of modern ideologies, the development of mass politics, imperialism and its causes, the impact of the Russian Revolution, and the course of the modern Thirty Years War (1914-1945). There will be extensive consideration of differences and

similarities in the transition of various European states from “tradition” to “modernity.” Students will also examine the relevance of such terms as “totalitarianism” and “modernization” to historical study. Only students in the Guided Studies Program are allowed to enroll in this course. (Enrollment limited)-Kassow

253. Literary Patterns in European Development, II—A study of the interaction of literature and history from the 18th to the 20th centuries. Topics will include literary dimensions of the Enlightenment; the historical implications of 18th-century social satire; the rise of the novel and its relationship to the development of the city and the middle classes; the effect of the French Revolution on literature; the influence of industrialism; the Romantic impulse; millennial expectations; and the alienation of the artist in modern culture. Only students in the Guided Studies Program are allowed to enroll in this course. (Enrollment limited)-Riggio

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

Spring Term

First Year Guided Studies Courses

242. Historical Patterns of European Development, I—A critical introduction to selected themes in the political, social and religious history of Europe during the Middle Ages. Issues to be discussed include: the nature of “feudal” society, the formation of the medieval state, with particular emphasis on the growth of law, the nature of kingship, and warfare. The course will also study conversion to Christianity, the evolution of Christian beliefs and practices, the history of the Papacy, European Christian contacts with the “Other,” including Jews, Muslims, heretics, and Byzantine Christians, the evolution of the medieval economy (rural life, trade, and towns), and the transition from a “medieval” to an “early modern” society. The course will be taught largely from primary source materials with supplementary readings in secondary scholarship. Only students in the Guided Studies Program are allowed to enroll in this course. (Enrollment limited)-Silk

252. Literary Patterns in European Development, I—A study of medieval and Renaissance literature as they reflect cultural and historical developments. Topics will include the epic and romance of the feudal world, the Renaissance synthesis of the classical and Biblical, and the Copernican and scientific revolutions of the 17th century. Readings in Dante, Chaucer, Spenser, Donne, Jonson, Milton, and others. Only students in the Guided Studies Program are allowed to enroll in this course. (Enrollment limited)-Wheatley

Courses Originating in Other Departments

Religion 223. Major Religious Thinkers of the West I: Heresy and Orthodoxy in Conflict—View course description in department listing on p. 463. Prerequisite: Course is only open to Religion majors or Guided Studies students. -Kirkpatrick

Genomics Research Program

Associate Professor of Biology Archer, Director; Professor of Biology Fleming●●; Associate Professor of Biology Foster; Associate Professor of Biology and Neuroscience Guardiola-Diaz

The Genomics Research Program at Trinity is designed for academically motivated students interested in the life sciences. Developed in affiliation with the Howard Hughes Medical Institute's National Genome Research Initiative, it is a selective program for exceptional first year students that provides a biological research experience during the first two semesters of college, and a research seminar during the sophomore year. The GRP offers program-specific courses in which each student identifies and characterizes a non-pathogenic virus collected from the environment. From the viruses described, one is selected for complete genome sequencing. Students then explore genomic analysis by analyzing the genome structure—identifying new genes and adding them to the public gene databases. A student representative will present the class research at the end of the first year in a research symposium hosted by the Howard Hughes Medical Institute at their research campus in Virginia. The program is a unique opportunity to participate directly in the exciting area of genomics, and to experience biological discovery first-hand. The program is compatible with all majors at the College.

The Genomics Research Program begins in the fall semester of the first year with the **FYSM 170. Phage Hunt** course, in which students characterize viruses they collect from the environment (phage are viruses that attack bacteria). In the spring semester, students take **BIOL 175. Genome Analysis**, in which students learn how to analyze the phage genome. The two first-year GRP-dedicated courses emphasize hands-on learning of current methods in genomics, DNA techniques, and electron microscopy. In the first year of the program students also take **BIOL 182. Evolution of Life** in the fall, and **BIOL 183. Cellular Basis of Life** in the spring. These two introductory biology courses complement the research courses and provide the ecological, evolutionary, genetic, and cellular contexts.

In the sophomore year, GRP students participate in a research seminar designed to introduce them to continuing research opportunities at Trinity and beyond and give them experience in reading and understanding primary research articles in all areas of biology. Collectively, the first and second year courses give students outstanding research training in very active areas of biological research.

The Genomics Research Program can accommodate only a limited number of students. Applicants for admission to Trinity who are interested in the program should write to Prof. Kathleen Archer for further details. In March of each year, those applicants to the College judged to be best qualified will be invited to become candidates for enrollment in the program.

Program courses

Fall, First Year

FYSM 170. Phage Hunt
BIOL 182. Evolution of Life

Spring, First Year:

BIOL 175. Genome Analysis
BIOL 183. Cellular Basis of Life

Fall, Second Year:

BIOL 250. Genomics Research Program seminar

GRP-specific course descriptions

Fall course:

FYSM 170. Phage Hunt—Students carry out individual research to discover and describe a previously unknown phage (virus that grows on bacteria). Students learn the concepts and techniques needed to isolate their own phage from environmental samples and characterize the unique viral growth patterns on host bacteria. Students prepare their phage for viewing with the electron microscope so that viral physical structure can be described. Each student isolates the genomic DNA of their phage, analyzes the characteristic DNA fragment

patterns, and prepares the DNA for genome sequencing. The course serves as a first year seminar, and includes practice in writing and critical thinking.

Note: This course is only open to students in the Genomics Research Program. It must be taken concurrently with **BIOL 182**.

Spring course:

BIOL 175. Genome Analysis—Students learn the methods of genome analysis using the phage genome sequenced in the course, **FYSM 170. Phage Hunt**. Students learn how to use bioinformatics software tools and gene databases to identify genes and regulatory sequences and compare them to known viral genomes. Evolutionary relationships between the new and already known viruses may be determined by comparing amino acid sequences of encoded proteins. New genes can be entered into the public gene databases. Students write up and present their scientific results.

Note: This course is only open to students in the Genomics Research Program. It must be taken concurrently with **BIOL 183**.

Sophomore course:

BIOL 250. Genomics Research Program Seminar—This course serves to transition students from their focused first year experience to the broader field of biological research, both at Trinity and beyond. Students will read primary research literature from the full range of the life sciences - from molecules to ecosystems - and discuss common themes and problems in biological research. Students will also interact with all faculty and upper-level students conducting biological research at Trinity and will attend presentations of guest-lecturers from other colleges and universities.

History

Associate Professor Lestz, Chair; Professor Euraque, Paul E. Raether Distinguished Professor of History Greenberg, Charles A. Dana Professor of History Hedrick●●, Charles H. Northam Professor of History Kassow●●, Borden W. Painter, Jr., '58/H'95 Professor of European History Kete●●; William R. Kenan, Jr. Professor in American Institutions and Values Masur†, Hobart Professor of Classical Languages Reger; Associate Professors Antrim, Bayliss, Cocco, Elukin, Figueroa●● and Gac†; Assistant Professors Markle and Wickman; Visiting Associate Professor Patt; Visiting Lecturer Rodriguez

The history major—Historians examine the past to form a meaningful image of events previously hidden, partially understood, or deliberately misinterpreted. History is based on a foundation of documents, novels, maps, archival materials, memoirs, numbers, artifacts, and factual data combined with scholarly writings and analysis. It is a field of study that is part social science, part poetry, and always a humane quest for understanding. To know what is true about the past may be impossible, but the effort has its own rewards. The facility gained by students in interpreting the world historically can transform their consciousness and their lives. *Propicit qui respicit*: One who looks back looks forward.

Many approaches to history are introduced within the department's program. Courses on the ancient world, the Middle Ages, contemporary Europe and America, the Middle East, Africa, Asia, and Latin America and the Caribbean form the core of a curriculum designed to encourage a wide range of historical explorations. Social, cultural, intellectual, political, and trans-national histories carry students across various areas and time periods.

Majors master the skills of critical reading, analysis, interpretation, and writing and are introduced to mutually reinforcing approaches to the past. Graduates go on to successful careers in academia, law, business, government, social service, and many other fields since the tools and worldview transmitted through the study of history creates a springboard for endeavors in many realms that rely on the skills a historian learns.

Courses at the 100 and 200 level are the foundation for the advanced seminars and writing courses of the major. Each is a portal that introduces fundamental historical perspectives, chronological ordering schemes, and the secondary literature that defines the fields surveyed. There are also methodology courses at this level that introduce ways of studying history and methods of engagement with primary source materials.

One cardinal emphasis of the history major is original research based on primary source materials and the creation of essays or theses that represent a synthesis of evidence and relevant historiographical materials. The upper tier of our major—the 300-level seminars—consists of small seminars whose goal is to foster original projects based on the abundant primary sources in our College's own collections and materials to be found in Hartford and regional archives or libraries. Primary materials are also available in abundance on the Web and when not available locally can be obtained readily through the Library's Reference Department.

The culminating exercise of the major is a two-semester thesis that can be elected by any history major following a process of application described on the department's Web page. Successful completion of a thesis is a prerequisite for honors in the major.

Majors are required to complete 12 approved history courses with grades of C- or better. Those who select the thesis option must complete 10 approved history courses and a 2-credit thesis with grades of C- or better. At least eight of these courses, including the senior thesis, **HIST 299**, and **HIST 300**, must be completed at Trinity or in academic programs taught or sponsored by Trinity faculty. In the interest of shaping a trajectory from lower-division to higher-division courses, students may apply a maximum of two courses at the 100 and 200 levels taken during their senior year toward the major. The award of departmental honors will be based on superior performance in history courses and in a senior thesis.

Distribution Courses (5 credits)

Students must complete five distribution courses at any level (100, 200, or 300) in order to acquire thematic, geographical, and chronological breadth in the discipline. Each requirement must be fulfilled with a distinct course:

- One course in European history
- One course in US history
- One course covering a time period before 1700
- Two courses in areas other than Europe and the U.S.

Common Courses (2 credits)

These courses constitute the common experience of all history majors. They develop methodological sophistication and research skills.

- **HIST 299: Historiography:** This course introduces students to debate among historians and historical methods. It is expected that students will complete this course in the spring semester of their sophomore year.
- **HIST 300: History Workshop:** This course guides students in writing a major research paper using primary sources. It is expected that students will complete this course by the end of their junior year. History Workshop fulfills the Writing Intensive Part II requirement.

300-level seminars (4 credits)

Students are required to take a minimum of four 300-level seminars. All 300-level courses approved for the major are designated seminars and consist of intensive reading, discussion, and writing, either in the scholarly literature or the primary sources of a certain field, or in some combination of both. All 300-level courses fulfill the Writing Part II requirement.

Elective (1 credit) or Thesis Option (2 credits)

Students may apply to pursue a two-semester two-credit thesis during their senior year. They must have a minimum GPA of 3.0 and submit a proposal and bibliography following departmental guidelines in the spring of their junior year. Students not pursuing the thesis option must take one additional elective course at any level.

Study abroad—History majors are strongly encouraged to study abroad, during the academic year, summer, or both. Over 60 percent of Trinity College students take part in foreign study and the College sponsors its own global learning sites or summer institutes abroad in many parts of the world. The Office of International Programs and its staff offer detailed information about such programs. History faculty members participate in guiding students to appropriate programs and lead such study efforts, which bear history credit, in many parts of the world.

Undergraduates intending to pursue graduate work in history should develop a reading knowledge of two foreign languages.

Senior Thesis Application Procedure—Schedule for Spring Term of Junior Year

February 13, 2013—Submit thesis title and name of adviser;

March 1, 2013—Submit annotated bibliography to thesis adviser;

March 29, 2013—Submit bibliography of primary sources to thesis adviser;

April 3, 2013—Submit thesis proposal to History Office;

Mid-April—Departmental thesis committee issues decisions on thesis proposals.

The Thesis Application form is on the History Department home page.

Fall Term

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

[104. Europe in the 20th Century]—This course will examine the upheavals of Europe's tumultuous 20th century. From the hopes of progress built on the advances of the 19th century came the destruction and despair of a century of revolution, war, genocide, oppression, and subsequent rebirth. This course will study the contours of Europe in 1914, the causes and consequences of the World War I, the weaknesses of liberal democracy in the interwar years, the allure of alternative political systems like Communism and Facism, the outbreak of World War II and the Holocaust, attempts to rebuild Europe after the war and the creation of the social welfare state in Western Europe since 1945, and the course of events in Communist Eastern Europe culminating in the collapse of the Soviet Union. (Enrollment limited)

[108. Race and Ethnicity in Latin American and Caribbean History]—This course will introduce students to the history of race and ethnic relations in Latin America and the Caribbean from the arrival of Columbus to the late 20th century. We will explore how the categories of race and ethnicity in Latin America and the Caribbean have

undergone a very different evolution when compared to the U.S. Two distinguishing facts that make race and ethnic history in Latin America and the Caribbean different from the U.S.: the much larger “Indian” populations that the Spaniards confronted and, secondly, the larger number of peoples of African descent transferred as slaves to Latin America and the Caribbean. This course will examine this process in the context of colonization, post-Independence political systems, nation-state formation, and contemporary struggles over different identities. This course includes a community learning component.

[112. Europe in the Middle Ages]—This course will introduce students to the major themes of medieval history from the fall of the Carolingian Empire to the beginning of the Reformation with an emphasis on how a distinctively European society takes shape. We will study feudalism, the papacy, the Holy Roman Empire, the formation of medieval states and law, kingship, Crusades, plague, famine, elite and popular religious movements, and major political and national conflicts. The course will be taught largely from primary documents. (Enrollment limited)

[115. History of the Greek World: c. 1500-200 BCE]—This course covers the history of the Greek world—Greece, the Aegean islands, western Asia Minor, the Black Sea, and southern Italy and Sicily—in the period between the end of the Bronze Age and the arrival of the Romans (c. 1500-200 BCE). The emergence of the polis, the Greek city-state, as the predominant way to organize political, social, economic, religious, and cultural life, and the spread of these institutions, form the central foci of the course. There will be emphasis on the reading and interpretation of primary source material through lectures, discussions, and analytical writing. (Enrollment limited)

117. Tokyo Story: From Fishing Village to Cosmopolitan Metropolis—This course explores the historical development of Tokyo, from its obscure, medieval origins to its present status as one of the world’s most populous and cosmopolitan cities. In spite of being destroyed on average once every 30 years by fires, natural disasters, and war—or perhaps because of this—Tokyo has sprung eternal, constantly transforming itself within shifting political, economic, and cultural contexts. This course examines the constantly transforming urban landscape and its impact on the structure of the city and the lives of its inhabitants. Topics of particular interest include: the rise of capitalism and its impact on early-modern urbanization, the impact of Western-style modernization on the organization of urban life in the 19th and 20th centuries, labor migration and its impact on urban slums, the impact of the economic “high growth” years on Japanese urban lifestyles, and the rise of Tokyo as a symbol of post-modern urban culture. (Enrollment limited)-Bayliss

[118. Social and Political Movements in 20th Century America]—This course will examine how mass social and political movements—left, right and center—have shaped modern United States history. We will explore a range of key movements: Populism, Progressivism, First- and Second-Wave Feminism, Labor and the New Deal, Anticommunism, Civil Rights and Black Power, the Vietnam antiwar movement, Gay Rights, modern Conservatism, post-1960s Liberalism, Latino political activism, and the Obama election. We will try to answer broad but vital questions: why did these movements emerge? What sustained them, internally and externally? What strategies and tactics did they use to achieve their aims? How did they impact history? What rhetoric did they use to gain legitimacy? How did the movements balance top-down direction and grassroots organizing? What internal tensions did they carry? Were they successful? Why did they decline (if they did)? Amid the particular histories of American social and political movements, we will discover broader linkages and continuities that shed light on the relationship between popular struggle, policy shifts and modern U.S. history. (Enrollment limited)

201. The United States from the Colonial Period through the Civil War—This course introduces students to major developments in the political, economic, and social history of North America between 1492 and 1865. We will study encounters between Europeans and Native Americans, the founding of European colonies, the rise of the Atlantic slave trade, the Seven Years’ War, the American Revolution, the spread of plantation slavery, the War of 1812, Indian removal, westward expansion, the U.S.-Mexican War, and the Civil War. Students will be challenged to imagine American history within Atlantic and global contexts and to pay attention to North American borderlands. Perspectives to be considered include those of explorers, naturalists, sachems, warriors, captives, slave traders, overseers, field slaves, indentured servants, merchants, artisans, sailors, farmers, mothers, children, missionaries, midwives, manufacturers, laborers, and governing officials. (Enrollment limited)-Wickman

208. North American Environmental History—This course surveys the environmental history of North America and the Caribbean from 1491 to the present. Topics include indigenous practice, colonization, agricultural

intensification, industrialization, urbanization, war, waste disposal, and climate change. Above all, the course will be concerned with the political conflicts and social inequities that arose as the continent and its surrounding waters underwent centuries of ecological change. The global environmental contexts and consequences of American political and economic activities also will be emphasized. (Enrollment limited)-Wickman

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

212. The Crusades and Medieval Society—An introductory survey of the political, social, military and religious history of the Crusades. Using primary sources, the course will also examine how aspects of the Crusades reveal broader themes in medieval history, including: European identity, pilgrimage, religious violence, technological innovation, perceptions of non-Europeans, and the influence of the Crusades on early modern voyages of discovery. Lecture and discussion format. (Enrollment limited)-Elukin

216. World War II—This is a survey of the political, military, social, cultural and economic aspects of the Second World War. (Enrollment limited)-Kassow

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

[221. Science, Religion, and Nature in the Age of Galileo]—The astronomer Galileo Galilei’s trial before the Roman Inquisition nearly four centuries ago endures as a symbol of the clash between science and religion. Undoubtedly, the rise of early modern science in 17th-century Europe provoked its share of battles, but was this the whole story? This course will lead students to consider the origin and extent of the apparently irreconcilable differences between world views. How wide was the rift between science and religion, especially before the Enlightenment? Students will be encouraged to explore this complex relationship in historical context, by weighing the coexistence of scientific curiosity and intense faith, and also by considering the religious response to the expanding horizons of knowledge. The course will highlight investigations of the heavens and the earth, thus seeking instructive comparisons between disciplines such as astronomy, botany, and geology. A number of broad themes will be the focus. These include the understanding of God and nature, authority (classical and scriptural) versus observation, the wide range of knowledge-making practices, the place of magic, and finally the influence of power and patronage. The class seeks to present a rich and exciting picture, looking forward as well to the influence of rational thinking and scientific inquiry on the making of modernity. (Enrollment limited)

[222. Japan from the Dawn of Human History to the 17th Century]—This course provides a broad overview of the events and themes encountered in Japan’s early history, from the earliest archeological evidence of human habitation to the establishment of a stable political and social order under the Tokugawa bakufu (shogunate). The course will explore the role of diverse religious and cultural influences in shaping Japanese society and culture during the pre-modern era. Themes and topics of particular interest are the impact of Chinese civilization and the “indigenization” of imported traditions such as Buddhism and Confucianism, early political organization and the rise of the imperial clan, and civil war and the ascendance of the warrior class to political and cultural hegemony. (Enrollment limited)

[228. Islamic Civilization to 1517]—This course surveys the transformation of the Middle East into an Islamic civilization from the life of Muhammad in the early seventh century through the collapse of the Mamluk Empire in 1517. It focuses on social, cultural, and political history and addresses regional variations from Morocco to Iran. Topics include women, religious minorities, and slavery, as well as Islamic education, mysticism, and literature. (Enrollment limited)

[235. Colonialism in the Americas]—Columbus’s voyage began a new period in the history of colonialism. This course examines the complex world that the Spanish Conquest destroyed, and it explores the “New World” created in its aftermath. It opens with a journey into the worlds of the Aztecs, the Mayas, and Incas, but it also considers indigenous peoples less well known to contemporary students, especially the Tainos, the Lencas, and the Guarani.

The plight of millions of enslaved West Africans in the Americas is also a central topic. Finally, Spanish colonialism here extends between 1492 and 1898 in the Caribbean, and up to the 1820s in the U.S.

238. Caribbean History—The location of the first encounter, conquest, and colonization of Native American peoples by Europeans, the Caribbean became a center of bitter rivalries between European imperial powers, and later in the 20th century a new, premiere location of the United States' own imperial thrust. The Caribbean's strategic location in relation to Atlantic Ocean trade routes and its tropical climate and fertile soils were key factors in shaping these imperial rivalries and the colonial and postcolonial societies that emerged in the region. The vast experience of African slavery, the later "indentured" migration of hundreds of thousands of Asians to some colonies, and the migration of similar numbers of Europeans (especially to the Hispanic Caribbean) have shaped deeply yet unevenly the nature of Caribbean societies since the 16th century, giving the Caribbean a complex multi-ethnic, yet also heavily "Western," cultural landscape. This course will introduce students to these and other aspects of Caribbean history, from the pre-European era, through the epics of the Haitian Revolution (1791-1804) and the Cuban Revolution of 1959, to the present. (Enrollment limited)-Figueroa

[241. History of China, Shang to Ming]—A survey focused on the development of Chinese politics, culture, and society from 1600 B.C. to the conclusion of the Ming dynasty in 1644 A.D. This course will provide a historical introduction to the growth of a unified Chinese empire with its own homogeneous intellectual tradition and will explore the empire's coexistence with an enormously varied cluster of regional cultures. (Enrollment limited)

243. Modern Germany—This course will explore Germany's rise from an assortment of states to a (re)united powerhouse at the heart of Europe. We will examine nationalism and the "failure" of 1848; Germany's unification under Bismarck and Wilhelmine Germany; the bloody First World War and the resulting Weimar Republic; the rise of Hitler's Nazi Party, the Second World War and the Holocaust; life in the two Germanys during the Cold War; and finally Germany's reunification and new place on the European and world maps. The course will be formed around documents, historical studies, memoirs and films. (Enrollment limited)-Rodriguez

252. African History, Origins to 1850—This course is the first part of a two-part introductory survey of African history. We will explore the rich and varied civilizations and cultures in Africa, as well as how elements of these cultures have been carried throughout the world. Because "African" as a uniform term is a creation of a later time, this course seeks to distinguish between various populations and regions on this immense continent. Beginning with human origins on the continent, we will address the major social, economic, religious, and political movements in Africa through the era of the Atlantic slave trade. Topics will include the peopling of Africa; ancient societies and African empires; African technology such as tools, weapons, art, and music; African religions and the spread of Islam and Christianity; famous early Africans such as Mansa Musa, warrior queen Nzinga, and Shaka Zulu; trans-Saharan and Indian Ocean trading routes; and the development and impact of the Atlantic slave trade. (Enrollment limited)-Markle

283. African Diaspora in Latin American and the Caribbean—Of the approximately 12 million African slaves brought to the Americas, more than 11 million were taken to Brazil, the Caribbean and other parts of Latin America. This course examines the origins of the African slave trade and slavery; the evolution of racial ideologies; forms of resistance, including the successful Haitian Revolution (1791-1804); and the century-long struggle to end slavery (1783-1888). We will also study how African, Afro-Latin American, and Afro-Caribbean peoples forged distinctive but inter-related Diasporic cultures (in religion, music, art, literature) and political movements for racial justice. Almost every Latin American & Caribbean country will be examined, including Brazil, Cuba, Jamaica, Colombia, Argentina, and others. Throughout the course comparisons will be made with African-American history in the USA. (Enrollment limited)-Figueroa

299. Historiography—A study of the character and range of activities undertaken by historians. Students will critically evaluate the way in which historians treat evidence and draw conclusions. Topics considered will include an introduction of some of the subdisciplines within the field and an examination of a number of important exchanges on matters of substance and method currently under debate among historians. This course open to History majors only. (Enrollment limited)-Elukin

300-01. History Workshop—The Workshop seminar combines extensive readings on the topic of the seminar

with a substantial research paper involving the use of primary source materials and original analysis. This course open to History majors only. (Enrollment limited)-Euraque

300-02. Miracles and the Miraculous—This seminar/workshop will study how miracles functioned as a crucial element of European religious culture in Late Antiquity and the Middle Ages. We will read theoretical works about miracles as well as accounts from chronicles, hagiography, and histories that report miraculous events. We will explore how Christians integrated the belief in the miraculous with a pragmatic, rational understanding of nature. Finally, we will trace changing attitudes to the miraculous during the secularization of modern European society. After extensive reading in these selected secondary and primary sources, students will craft their own research project. (Enrollment limited)-Elukin

304. Renaissance Italy—This course explores the origin, distinctiveness, and importance of the Italian Renaissance. It is also about culture, society, and identity in the many “Italies” that existed before the modern period. Art, humanism, and the link between cultural patronage and political power will be a focus, as will the lives of 15th- and 16th-century women and men. Early lectures will trace the evolution of the Italian city-states, outlining the social and political conditions that fostered the cultural flowering of the 1400s and 1500s. We will consider Florence in the quattrocento, and subsequently shift to Rome in the High Renaissance. Later topics will include the papacy’s return to the Eternal City, the art of Michelangelo and Raphael, and the ambitions of the warlike and mercurial Pope Julius II. Italy was a politically fragmented peninsula characterized by cultural, linguistic, and regional differences. For this reason, other topics will include: the fortunes of Venice, the courts of lesser city-states like Mantua and Ferrara, the life of Alessandra Strozzi, and the exploits of the “lover and fighter” Benvenuto Cellini. We will also look at representations of the Renaissance in film.

(Enrollment limited)-Cocco

[314. Dictatorship, Revolution, Reform and Military Coups in Central America]—Few regions in the world have suffered more human rights violations as a result of dictatorship, revolution, reformist movements, and military coups than Latin American and the Caribbean. These dramatic processes have been especially persistent in the countries of Central America: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica and Panama. American foreign policy has played a critical role in these countries as far back as the administration of Abraham Lincoln; an involvement that has only strengthened through the presidencies of Franklin D. Roosevelt, John F. Kennedy, George W. Bush, and most recently, Barak Obama. This course explores the historical nexus between dictatorships, revolution, reformism, military coups and US foreign policy in Central America between the 1890s and the early 21st century. (Enrollment limited)

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

[332. African Nationalism and Decolonization]—This course examines both the theoretical and empirical aspects of anticolonial nationalist movements in Africa from the end of World War II to the dismantling of the apartheid regime in South Africa in the early 1990s. Topics such as nonviolent civil disobedience, armed guerilla struggle, nationalist thought, and postcolonial state formation will inform the ways in which we seek to understand the end of European colonial rule and its social, economic, cultural and political implications for Africa. A series of case studies will acquaint students to such themes as well as highlight the utility of an interdisciplinary approach for examining a broad array of historical developments. The second half of the course will focus on southern Africa, using the Aluka digital archive, “The Struggles for Freedom in South Africa Collection.” This course open to History majors only. (Enrollment limited)

344. America’s Most Wanted: True Crime and the American Imagination—Americans are fascinated by crime. We read detective fiction, watch police dramas, and hold murder mystery dinners. When the crimes are real, we debate guilt or innocence, punishment or rehabilitation, death penalty or life in prison at our dinner tables. Why this fascination, and what does it tell us about our culture and our concerns? In this course we examine several actual crimes and try to understand what made these crimes, and not others, so riveting. What drew us in? What

kept us there? Along the way we will also discuss changing police and penal practices, how attitudes about race, class, religion, and gender play into public fixations on particular crimes, and how and why those attitudes shifted over time. (Enrollment limited)-Greenberg

[349. Writing the American Desert]—This course treats changes in attitudes toward the American deserts, particularly the Chihuahuan, Sonoran, and Mojave, through reading accounts of travels, fiction, and other primary source material, from about the period of the Long Expedition (which coined the expression “Great American Desert” as the descriptor for the Plains) to Edward Abbey and the environmental movement. Because the Chihuahuan and Sonoran deserts straddle the US-Mexico border, we will also make forays into the Mexican world, exploring ways in which the construction of a totally artificial border after the Mexican-American War and the Gadsden Purchase affected attitudes toward that desert world; this will also allow us to consider the views of Hispanic settlers who made this region their home long before the advent of Americans. Finally, we will also explore Native American attitudes toward landscapes that were their own homelands, seen through a very different prism than that of the European-American settlers coming from a humid east. (Enrollment limited)

[353. Print and Politics in the American Revolution]—Historians of the American Revolution have long argued whether the event had a conservative or radical impact on American politics and society. In this class, we will enter the scholarly debate by examining the experiences of different social groups, including merchants, women, slaves, farmers, and Native Americans. Our sources for the course will consist primarily of the seminal texts produced during the revolutionary era. These writings range from Thomas Paine’s pamphlet *Common Sense* and the Declaration of Independence to the sermons of the Black minister Lemuel Haynes and the letters exchanged between John and Abigail Adams. (Enrollment limited)

362. The Samurai Warrior in History, Myth, and Reality—The samurai were as important for Japan’s historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai, by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since. (Enrollment limited)-Bayliss

[363. Living on the Margins of Modern Japan]—This course explores the histories and identities of groups that, for a variety of reasons, have not been considered part of “mainstream” Japanese society. Among these are ethnic minorities, such as the Ainu, Okinawans, and resident Koreans, and social minorities, such as the descendants of former outcastes groups who are referred to collectively as the Burakumin. In addition to these groups, we will also explore the nature of groups viewed as outside of the mainstream by dint of the lifestyle they lead or the circumstances that have been forced upon them, such as the yakuza (gangsters), ultra-rightwing activists, residents of slums, and others. Through such an exploration, we will come to challenge the perception, all-too-common both inside and outside of Japan, that Japanese society is homogeneous. We will also look into how this illusion of homogeneity has been constructed, and what the consequences are for those who find themselves marginalized in the process. (Enrollment limited)

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

380. Brazil: From Colony to Emerging Power—This course introduces students to the history of the largest Latin American country. The timeline covers the pre-European indigenous era, the Portuguese Colonial period (1500s-1822), the post-independence era (1822-1889), and contemporary history until the present. Topics include the conquest of indigenous cultures and environmental degradation; African slavery and Afro-Brazilian culture; gender, sexuality and race in Brazilian music, dance, soccer and religion; urbanism and urban life; Brazilian cinema; the

politics of democracy, citizenship, and military power; and the transformation of Brazil in recent decades into an emerging economic power. (Enrollment limited)-Figueroa

393. The Past as Protest and Prophecy in Postwar Japanese Cinema—Through a variety of readings and film viewings, this course explores how Japanese directors from 1945 to the present have used the past as a setting in which to voice political and social commentary about contemporary Japan. We will explore films of a variety of genres – including war films, samurai dramas, science fiction films, documentaries, avant-garde films, and anime – created over the last 65 years by directors such as Fukasaku Kinji, Ichikawa Kon, Imamura Shohei, Kurosawa Akira, Mizoguchi Kenji, Oshima Nagisa, Suzuki Seijun, Tsuburaya Eiji, and others. The readings for the course will give students an appreciation of the historical settings that the films portray, the political and social contexts in which they were produced, and an understanding of each director’s political, social, and cinematic vision. These readings will allow us to discuss selected scenes of films viewed in our class meetings in a way that will highlight how postwar discourses of pacifism, internationalism, nationalism, and anti-colonialism are reflected in these cinematic works. (Enrollment limited)-Bayliss

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

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

[401. Europe in the Age of the French Revolution]—Our subject is the French Revolution and its expansion into continental Europe and the Caribbean. We will also look at its influence on Britain. Students may choose French, British, Italian, German, Austrian, Spanish, Russian, or Caribbean topics. This course is open to junior History majors only. (Enrollment limited)

[451-31. The Holocaust]—This seminar will study major topics in the history of the Holocaust and focus on perpetrators, bystanders and victims. Special attention will be given to historiographical controversies. This course open to senior History majors only. (Enrollment limited)

[451-40. Vietnam War]—The Vietnam War was one of the most polarizing and consequential ordeals in American history. It intensely divided and irrevocably changed the country. This seminar will examine the history of the Vietnam War from many sides and look at major historiographical issues in the study of the topic. Using a variety of primary and secondary sources, we will explore how different people experienced the war, as well as bigger questions about its origins, evolution and legacies. We will also examine the larger forces that played out through the Vietnam War: the Cold War, global decolonization, the civil rights movement, the New Left, the collapse of liberalism, U.S. foreign policy, and much more. This course open to senior History majors only. (Enrollment limited)

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

498. Senior Thesis/Research Seminar—A two-semester senior thesis including the required research seminar in the fall term. Permission of the instructor is required for Part I. (2 course credits) -Staff

Graduate Courses

940. Independent Study—Independent studies on selected topics are available by arrangement with the instructor and written approval of the graduate adviser, and department chair. Contact the Office of Graduate Studies for the special approval form. -Staff

953. Research Project—The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. -Staff

954. Thesis Part I—Thesis Part I is an investigation and report on an original research topic. Conference hours are available by appointment. Registration for the thesis will not be considered final without the thesis approval form and the signatures of the thesis adviser, graduate adviser, and department chair. Please refer to the Graduate Studies Catalog for thesis requirements. Contact the Office of Graduate Studies for the special approval form and the thesis writer's packet. Two course credits. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) -Staff

955. Thesis Part II—Continuation of History 954. Two course credits. (2 course credits) -Staff

956. Thesis— (2 course credits) -Staff

Courses Originating in Other Departments

[**American Studies 260. Exploring Asian American Experiences**]—View course description in department listing on p. [105](#).

[**American Studies 423. The History of American Sports**]—View course description in department listing on p. [107](#).

[**American Studies 823. The History of American Sports**]—View course description in department listing on p. [110](#).

[**International Studies 101. Introduction to the Latin American and Caribbean World**]—View course description in department listing on p. [313](#).

[**International Studies 238. Contemporary Africa: Resource Wars and Human Rights**]—View course description in department listing on p. [314](#). Prerequisite: at least one college-level course that addresses the history of Africa before or during the colonial era, including HIST 252, 253, 331, 377, 391, 401

International Studies 258. The Islamic City: Places, Pasts and Problems—View course description in department listing on p. [315](#). -Antrim

International Studies 314. Black Internationalism—View course description in department listing on p. [316](#). Prerequisite: C- or better in International Studies 112, International Studies 101, History 253 or History 238 -Markle

Italian Studies 236. Modern Italy—View course description in department listing on p. [369](#). -Alcorn

[**Women, Gender, and Sexuality 212. History of Sexuality**]—View course description in department listing on p. [483](#).

Women, Gender, and Sexuality 215. Drink and Disorder in America—View course description in department listing on p. [483](#). -Hedrick

Women, Gender, and Sexuality 301. Western Feminist Thought—View course description in department listing on p. [483](#). Prerequisite: C- or better in one other course in Women Gender and Sexuality. -Hedrick

Spring Term

[**102. Europe Since 1715**]—European history from 1715 to the present. (Enrollment limited)

[103. **Latin America & Caribbean through Film**]—This course introduces students to the history and current cultures of Latin America and the Caribbean through film and film movements. It covers their history from 1492 to the present. Themes include: conquest and colonization of Native peoples; African slavery in Brazil and the Caribbean; the interplay of gender, race, class, and sexuality, from the politics of love and solidarity to the politics of subordination and oppression; the contrast between rural and urban society, with an emphasis on urban-centered films; the cultural creativity of the region's artists in music, film, visual arts, literature and architecture; the role of religion in daily life and politics; and the confrontations of oligarchies and military regimes with movements for reform, democracy and revolution. (Enrollment limited)

[113. **The Middle Ages: Formation of Europe**]—This course will survey the formation of Europe from the fall of the Carolingians to the discovery of the New World. We will study the rise of lordship, the struggle between the papacy and secular rulers, the Crusades, the formation of royal law and government, heresy, printing, and the origins of the Renaissance and Reformation in late medieval culture. The course will be taught largely from primary sources. (Enrollment limited)

[113. **Europe 1300-1750: Renaissance, Reformation, and Enlightenment**]—Topics in the history of Western Europe in the late Middle Ages, Renaissance, Reformation, and Enlightenment. (Enrollment limited)

115. **History of the Greek World: c. 1500-200 BCE**—This course covers the history of the Greek world—Greece, the Aegean islands, western Asia Minor, the Black Sea, and southern Italy and Sicily—in the period between the end of the Bronze Age and the arrival of the Romans (c. 1500-200 BCE). The emergence of the polis, the Greek city-state, as the predominant way to organize political, social, economic, religious, and cultural life, and the spread of these institutions, form the central foci of the course. There will be emphasis on the reading and interpretation of primary source material through lectures, discussions, and analytical writing.-Staff

[116. **The Rise and Fall of the Roman Republic**]—By about 300 BCE the Roman state had in place its republican institutions, and began the expansionist process by which the Romans came to control the Mediterranean basin. Four hundred years later, the Roman empire extended from Britain to Egypt, but the state running that empire had undergone fundamental social, political, and cultural changes. This course traces the processes that created the empire and transformed the Roman world, with special emphasis on the interplay of political and social phenomena. We will look closely at primary sources on which our knowledge of these changes is based. (Enrollment limited)

[117. **Tokyo Story: From Fishing Village to Cosmopolitan Metropolis**]—This course explores the historical development of Tokyo, from its obscure, medieval origins to its present status as one of the world's most populous and cosmopolitan cities. In spite of being destroyed on average once every 30 years by fires, natural disasters, and war—or perhaps because of this—Tokyo has sprung eternal, constantly transforming itself within shifting political, economic, and cultural contexts. This course examines the constantly transforming urban landscape and its impact on the structure of the city and the lives of its inhabitants. Topics of particular interest include: the rise of capitalism and its impact on early-modern urbanization, the impact of Western-style modernization on the organization of urban life in the 19th and 20th centuries, labor migration and its impact on urban slums, the impact of the economic “high growth” years on Japanese urban lifestyles, and the rise of Tokyo as a symbol of post-modern urban culture. (Enrollment limited)

[202. **The United States from Reconstruction to the Present**]—A continuation of History 201, examining the transformation of the divided and agrarian society of the 19th century into a highly organized, urban-industrial world power. (Enrollment limited)

[205. **The Road to the First World War: Europe, 1870-1918**]—This course will be an examination of the cultural, social, political and diplomatic upheavals leading to Europe's self-destruction in the First World War. We will also look at the war itself, how it pulled the entire world into the European conflict, and the war's legacy. Topics will include the new nationalism and imperialism; mass politics, socialism and anarchism; cities and modern aesthetics; the practice of “total war”; and the Russian Revolution. Readings will include literature of the era as well as historical studies. (Enrollment limited)

[206. **Greek Democracy**]—Greece, and especially classical Athens, is regarded as the “birthplace of democracy.” But democracy had a long and complicated life both outside Athens and the classical period. In this course we explore that history. We focus on the theory and actual practice of democracy in the archaic and classical periods, with special consideration of Athens. We consider the spread of democracy in the Hellenistic period (323-31 BCE) as the standard form of government for Greek poleis (city-states) and the ways democracy adjusted subsequently to the rule of Rome. Our focus throughout will be on accessing the democratic experience of the Greeks through the close reading and analysis of contemporary documents and literary texts. (Enrollment limited)

213. Modern Jewish History—This course will examine major trends in Jewish history since 1789. There will be particular emphasis on Jewish society in Eastern Europe and the breakdown of orthodox hegemony. Topics will include the Haskala, the Bund, the development of Zionism, the interwar period in Eastern Europe, the Holocaust, and the State of Israel. The approach will be primarily that of intellectual history with emphasis on the secular aspect of Jewish history. (Enrollment limited)-Patt

221. Science, Religion, and Nature in the Age of Galileo—The astronomer Galileo Galilei’s trial before the Roman Inquisition nearly four centuries ago endures as a symbol of the clash between science and religion. Undoubtedly, the rise of early modern science in 17th-century Europe provoked its share of battles, but was this the whole story? This course will lead students to consider the origin and extent of the apparently irreconcilable differences between world views. How wide was the rift between science and religion, especially before the Enlightenment? Students will be encouraged to explore this complex relationship in historical context, by weighing the coexistence of scientific curiosity and intense faith, and also by considering the religious response to the expanding horizons of knowledge. The course will highlight investigations of the heavens and the earth, thus seeking instructive comparisons between disciplines such as astronomy, botany, and geology. A number of broad themes will be the focus. These include the understanding of God and nature, authority (classical and scriptural) versus observation, the wide range of knowledge-making practices, the place of magic, and finally the influence of power and patronage. The class seeks to present a rich and exciting picture, looking forward as well to the influence of rational thinking and scientific inquiry on the making of modernity. (Enrollment limited)-Cocco

222. Japan from the Dawn of Human History to the 17th Century—This course provides a broad overview of the events and themes encountered in Japan’s early history, from the earliest archeological evidence of human habitation to the establishment of a stable political and social order under the Tokugawa bakufu (shogunate). The course will explore the role of diverse religious and cultural influences in shaping Japanese society and culture during the pre-modern era. Themes and topics of particular interest are the impact of Chinese civilization and the “indigenization” of imported traditions such as Buddhism and Confucianism, early political organization and the rise of the imperial clan, and civil war and the ascendance of the warrior class to political and cultural hegemony. (Enrollment limited)-Bayliss

[223. **Japan into the Modern World, 1840-1945**]—Counts as one of the survey courses for the two-semester history sequence for the Asian Studies major. This course examines the social, economic, and cultural transformations that occurred in Japan from its initial encounter with Western modernity through its rise to military superpower status in the first half of the 20th century. Students will gain a greater understanding of the problems that have shaped Japan, by exploring the challenges, conflicts, triumphs, and tragedies of modernization, industrialization, and nation-building as the Japanese experienced them in the 19th and 20th centuries. The course concludes with a detailed exploration of the road to the Pacific War and the social, political, and cultural effects of mobilization for total war followed by total defeat. (Enrollment limited)

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

229. Middle East Since 1517—This course surveys Middle Eastern history from the foundations of the Ottoman and Safavid Empires through the 20th century. Major topics include modernity, imperialism, nationalism, and the

role of Islam. Textbook readings are supplemented with primary sources and biographical sketches to situate the complexities of gender and culture in the context of political and economic change. (Enrollment limited)-Antrim

[232. Liberty, Labor, and Land in the Early American Republic]—In the period between the American Revolution and the Civil War, citizens of the United States experienced a series of rapid and at times bewildering changes. This course will explore how the American people made sense of the transformations—including democratization, slavery and sectionalism, religion and reform, westward expansion, Indian removal, and the rise of the market—that shaped the young nation. Our investigation will center on how Americans redefined and refashioned their understanding of liberty, labor, and land to meet the challenges and opportunities that arose in these critical decades. (Enrollment limited)

[235. Colonialism in the Americas]—Columbus’s voyage began a new period in the history of colonialism. This course examines the complex world that the Spanish Conquest destroyed, and it explores the “New World” created in its aftermath. It opens with a journey into the worlds of the Aztecs, the Mayas, and Incas, but it also considers indigenous peoples less well known to contemporary students, especially the Tainos, the Lencas, and the Guarani. The plight of millions of enslaved West Africans in the Americas is also a central topic. Finally, Spanish colonialism here extends between 1492 and 1898 in the Caribbean, and up to the 1820s in the U.S. (Enrollment limited)

[236. Modern Latin America]—This course will examine the history of Latin America after Spanish rule, from 1821 to the present, focusing on the development of social inequality, civil conflict, and revolution. Cultural and political developments in countries like Brazil, Mexico, Cuba, and Venezuela will be discussed, and the U.S. role in the region, especially toward Central America, will also be considered. Finally, we will examine the historical construction of hierarchies based on race, gender, and economic position, and how those hierarchies have influenced the nature of social and political strife. (Enrollment limited)

242. History of China, Qing to Present—A survey of modern Chinese history in the period covering the last traditional dynastic state (1644-1911) and 20th-century China. Emphasis on the collapse of the Confucian state, China’s “Enlightenment,” and the Chinese Revolution. (Enrollment limited)-Lestz

[247. Latinos/Latinas in the United States]—Who are “Latinos/Latinas” and how have they come to constitute a central ethnic/racial category in the contemporary United States? This is the organizing question around which this course examines the experiences of major Latino/Latina groups—Chicanos/Mexicanos, Puerto Ricans, and Cubans—and new immigrants from Central America and the Caribbean. We study U.S. colonialism and imperialism in the Old Mexican North and the Caribbean; migration and immigration patterns and policies; racial, gender, and class distinctions; cultural and political expressions and conflicts; return migrations and transnationalism; and inter-ethnic relations and the construction of pan-Latino/Latina diasporic identities. (Enrollment limited)

[253. African History: 1850 to the Contemporary Era]—This course is the second part of a two-part introductory survey of African history. With a focus on “Black Africa” south of the Sahara, we will begin by exploring the impact of the abolition of the Atlantic slave trade on Africa and move to the establishment of - and resistance to - European colonial rule. We will then look at the impact of the two World Wars on Africa as well as the rise in nationalism and movements for independence. In the postcolonial period, we will explore Cold War policies in Africa, and address issues including the end of apartheid South Africa, the politics of foreign aid and military interventions, global health and resource wars. (Enrollment limited)

256. Human Rights in Latin America & the Caribbean: A History—In the 1970s and 1980s, thousands of people were “disappeared,” tortured and murdered in Latin America and the Caribbean, mostly by military regimes and by para-military death-squads. The period is often characterized as perhaps the lowest point in the modern abuse of “Human Rights” in the region. This course explores how these central notions, the human and rights, have evolved in theory and in practice in the history of the Americas. The course begins with the 16th-century debates among the Spaniards over the “humanity” of Indians and enslaved Africans; it then covers distinguishing elements of the human and rights within the legal structures of the nations created after independence from Spain in the 1820s and before the more contemporary conceptions of human rights in the aftermath of the Holocaust and the crimes against humanity during WWII. Finally, the modern conception and practice of human rights defense and legal monitoring are explored in case studies in the region from the late 1940s to the 1980s. (Enrollment limited)-Euraque

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

[283. African Diaspora in Latin American and the Caribbean]—Of the approximately 12 million African slaves brought to the Americas, more than 11 million were taken to Brazil, the Caribbean and other parts of Latin America. This course examines the origins of the African slave trade and slavery; the evolution of racial ideologies; forms of resistance, including the successful Haitian Revolution (1791-1804); and the century-long struggle to end slavery (1783-1888). We will also study how African, Afro-Latin American, and Afro-Caribbean peoples forged distinctive but inter-related Diasporic cultures (in religion, music, art, literature) and political movements for racial justice. Almost every Latin American & Caribbean country will be examined, including Brazil, Cuba, Jamaica, Colombia, Argentina, and others. Throughout the course comparisons will be made with African-American history in the USA. (Enrollment limited)

299. Historiography—A study of the character and range of activities undertaken by historians. Students will critically evaluate the way in which historians treat evidence and draw conclusions. Topics considered will include an introduction of some of the subdisciplines within the field and an examination of a number of important exchanges on matters of substance and method currently under debate among historians. This course open to History majors only. (Enrollment limited)-Euraque

300-01. History Workshop—The Workshop seminar combines extensive readings on the topic of the seminar with a substantial research paper involving the use of primary source materials and original analysis. This course open to History majors only. (Enrollment limited)-Greenberg

300-02. History Workshop: Native America, East of the Mississippi, 1497-1839—In this workshop, students will conduct original research on the history of Native Americans living east of the Mississippi River in the sixteenth, seventeenth, eighteenth, and early nineteenth centuries. Course readings will cover major historiographical themes, including first contacts, trade, disease, war, enslavement, gender, religion, frontier diplomacy, transatlantic politics, and migration. Students may elect to research other subjects as well, such as literacy, mapmaking, medicinal knowledge, relationships with wild and domesticated animals, agriculture, food preparation, clothing, marriage, education, sports, seasonality, migration, or travel. Fields trips to local sites and archives will facilitate research, as will tutorials on electronic resources. With permission, student research also may address later historical periods, especially if studying native history in Connecticut. (Enrollment limited)-Wickman

[301. History as Text, Text as History: America in the Long 19th Century]—This discussion course will examine topics in the intellectual and cultural history of the “long 19th century” (1789-1914) in the United States, with emphasis on relations among culture (ideas, values, myths), society, and political economy (structures of production and power). We will use works of literature, film, and propaganda as channels of inquiry into the historical record, and we will assess the evidentiary value and “representativeness” of the texts we analyze. All the works we examine will be ones that were designed to make history as well as to reflect on it. They will include titles by Franklin, Tocqueville, Martineau, Douglass, Pennington, Stowe, Bellamy, Riis, and Griffith. (Enrollment limited)

[304. Renaissance Italy]—This course explores the origin, distinctiveness, and importance of the Italian Renaissance. It is also about culture, society, and identity in the many “Italies” that existed before the modern period. Art, humanism, and the link between cultural patronage and political power will be a focus, as will the lives of 15th- and 16th-century women and men. Early lectures will trace the evolution of the Italian city-states, outlining the social and political conditions that fostered the cultural flowering of the 1400s and 1500s. We will consider Florence

in the quattrocento, and subsequently shift to Rome in the High Renaissance. Later topics will include the papacy's return to the Eternal City, the art of Michelangelo and Raphael, and the ambitions of the warlike and mercurial Pope Julius II. Italy was a politically fragmented peninsula characterized by cultural, linguistic, and regional differences. For this reason, other topics will include: the fortunes of Venice, the courts of lesser city-states like Mantua and Ferrara, the life of Alessandra Strozzi, and the exploits of the "lover and fighter" Benvenuto Cellini. We will also look at representations of the Renaissance in film.

(Enrollment limited)

[306. History of Anti-Semitism]—This seminar will study the history of anti-Semitism in European culture. We will consider the evolution from pre-modern religious anti-Judaism to modern racial anti-Semitism and how such animus can coexist with tolerant attitudes towards Jews and Judaism. The course readings will be largely primary sources supplemented by some articles and monographs. (Enrollment limited)

308. Rebuilding European Cities—In the summer of 1945, much of Europe was in ruins. Architecturally and culturally distinguished pre-war cities suffered massive destruction and in the next decades Europeans were obliged to rebuild their shattered urban centers. This course will focus on not only the physical reconstruction of European cities, but also how the process of city planning and a form of urban renewal propelled by the tragedies of the War mirrored the political, economic, social and cultural rebuilding of European lives. Themes discussed and explored include the influence of occupying powers—east and west of the "Iron Curtain"—on city life; the treatment of former Jewish spaces; memorials and remembrance; a second era of rebuilding in Eastern Europe after 1989; and how immigrants are changing European cities. (Enrollment limited)-Rodriguez

[313. The Struggle for Civil Rights in the United States]—African Americans and their white allies have long struggled to win equal rights and equal opportunities in America. We will examine the course of that struggle from the start of the 20th century to the present day, with a focus on the period 1930 to 1968. The course considers questions of urbanization, employment, racism, politics, violence, non-violence, Black Power, and class. (Enrollment limited)

[317. Yellow Jack and Black Vomit: Disease and the Making of Early America]—Scholars have recently focused their attention on the way that diseases—Yellow Fever, Smallpox, Measles, Malaria—shaped the social and political landscapes of early America and the Caribbean. In this course, we will take up this investigation by examining disease and its destructive impact on Africans, Europeans and Amerindians. Our study will therefore range from the virgin soil epidemics that decimated indigenous peoples to the smallpox outbreaks that affected the American Revolution. In addition to examining the medical discourse of causes, symptoms, and treatments, we will consider how disease influenced personal and familial interactions, race and class relations, community and public health, and national culture and literature. (Enrollment limited)

[318. Gender and Sexuality in Middle Eastern History]—This course takes constructions of femininity and masculinity and related representations of male and female sexuality in both the pre-modern and modern Middle East, with an emphasis on the Arab world, as its focus. Through theoretical readings and primary sources, both written and visual, we will explore the ways in which gender and sexuality have shaped political, economic, and cultural life in the Middle East. (Enrollment limited)

319. Mapping the Middle East—HIST319 fulfills requirements for majors in International Studies and History. This course approaches the history of the Middle East through maps. It will look at the many different ways maps have told the story of the territory we now call the Middle East and the many different points of view that have defined it as a geographical entity. Readings will analyze maps as social constructions and will place mapmaking and map-use in a historical context. We will relate maps to questions of empire, colonialism, war and peace, nationalism, and environmental change. Students will be required to undertake an original research paper. (Enrollment limited)-Antrim

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

elsewhere in the world. (Enrollment limited)-Cocco

326. Disaster Archipelago: Volcanoes, Earthquakes, Tsunamis, and the Japanese—Japan is one of the most seismically active countries in the world. Throughout history, people have dealt with devastation from volcanic eruptions, frequent earthquakes, and killer tsunamis. This course explores the history of these catastrophes and their aftermaths from a variety of perspectives: economic, political, social, and cultural. How have the Japanese people coped with these disasters and attempted to prepare for them, in light of shifting political contexts and evolving knowledge of the geologic mechanisms involved? Students will explore and discuss a wide variety of primary and secondary sources on Japanese ways of appreciating and dealing with disasters past and present, including memoirs, novels, and films. The course will culminate with an in-depth examination of the march 2011 tsunami and its aftermath. (Enrollment limited)-Bayliss

[328. Transnational Urbanism: Life in Urban Spaces]—This course explores urban history and the history of urbanism by focusing on a selected group of cities in Europe, the Americas, Africa and Asia. It traces the global routes that urbanism has taken since Paris was transformed in the 19th century into the ideal city of modernity. Topics examined include not only urban space, planning and architecture, but also politics and social movements, capitalism and mass consumption, as well as sports, literature and film. Throughout we will pay close attention to how each city's national and international context produced particular urban forms and urban cultures that nonetheless shared certain global patterns. (Enrollment limited)

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

332. African Nationalism and Decolonization—This course examines both the theoretical and empirical aspects of anticolonial nationalist movements in Africa from the end of World War II to the dismantling of the apartheid regime in South Africa in the early 1990s. Topics such as nonviolent civil disobedience, armed guerilla struggle, nationalist thought, and postcolonial state formation will inform the ways in which we seek to understand the end of European colonial rule and its social, economic, cultural and political implications for Africa. A series of case studies will acquaint students to such themes as well as highlight the utility of an interdisciplinary approach for examining a broad array of historical developments. The second half of the course will focus on southern Africa, using the Aluka digital archive, "The Struggles for Freedom in South Africa Collection." This course open to History majors only. (Enrollment limited)-Markle

[336. Modern Jewish History]—This course will examine major trends in Jewish history since 1789. There will be particular emphasis on Jewish society in Eastern Europe and the breakdown of orthodox hegemony. Topics will include the Haskala, the Bund, the development of Zionism, the interwar period in Eastern Europe, the Holocaust, and the State of Israel. The approach will be primarily that of intellectual history with emphasis on the secular aspect of Jewish history. (Enrollment limited)

[337. English Law and Government]—This seminar explores the origins of Anglo-American democracy and the rule of law. It will study the evolution of English law and government in the Middle Ages from the Norman Conquest to the Glorious Revolution. It will examine the evolution of the common law, the origins of property, regulation of crime, the nature of English kingship, and the development of Parliament. The course will be taught from primary source materials, such as medieval court records, with supplementary readings from secondary scholarship. (Enrollment limited)

[354. The Civil War and Reconstruction, 1861-1877]—This course examines not only the military dimensions of the war years but also such topics as politics in the Union and the Confederacy, the presidential leadership of Lincoln and Jefferson Davis, women in the Union and Confederate war efforts, and the struggle over emancipation. The latter part of the course considers post-war political, social, and economic developments, including nearly four million African Americans' transition from slavery to freedom, the conflict over how to reconstruct the former Confederate states, the establishment of bi-racial governments in those states, and the eventual overthrow of Reconstruction by conservative white "Redeemers." Lectures and discussions. (Enrollment limited)

[362. The Samurai Warrior in History, Myth, and Reality]—The samurai were as important for Japan's historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai, by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since. (Enrollment limited)

[363. Living on the Margins of Modern Japan]—This course explores the histories and identities of groups that, for a variety of reasons, have not been considered part of “mainstream” Japanese society. Among these are ethnic minorities, such as the Ainu, Okinawans, and resident Koreans, and social minorities, such as the descendants of former outcastes groups who are referred to collectively as the Burakumin. In addition to these groups, we will also explore the nature of groups viewed as outside of the mainstream by dint of the lifestyle they lead or the circumstances that have been forced upon them, such as the yakuza (gangsters), ultra-rightwing activists, residents of slums, and others. Through such an exploration, we will come to challenge the perception, all-too-common both inside and outside of Japan, that Japanese society is homogeneous. We will also look into how this illusion of homogeneity has been constructed, and what the consequences are for those who find themselves marginalized in the process. (Enrollment limited)

[365. World War II]—This course will investigate political, social, and cultural aspects of World War II in Europe and the Soviet Union. Topics will include the breakdown of the Versailles system, the interrelationship of military and social change, genocide, resistance movements, and the impact of war on European culture. (Enrollment limited)

[374. Alexander the Great]—This course covers the life and times of Alexander the Great, a man who was able to subjugate most of the known world, but failed to erect a lasting political structure. When he died at the age of 33 years, he left a vast empire to be torn to pieces by his successors. However, his achievements were more than military, and his colonists built cities in places as far from Greece as modern Afghanistan, creating a new world in which Greek culture flourished. (Enrollment limited)

[375. Egypt from Alexander to Amr. The Nile and Desert Under the Greeks and Romans]—From the advent of Alexander the Great to the Muslim conquest in 640 CE by the then governor of Palestine, Egypt was under the rule of Greeks and Romans. Thanks to the dry climate, a bounty of texts have been preserved that permit a far more detailed look into life than can typically be achieved elsewhere in the Greco-Roman world. In this course, students will attain a firm background in the history of Egypt during these centuries; become familiar with the source material on which that history is based; and explore the evidence for daily life. Prerequisite: C- or better in History 115 or History 116, or permission of instructor (Enrollment limited)

390. Food and Power in the Americas, 1492-1900—This seminar examines the political and environmental history of food in the New World, from the Columbian Exchange to the Spanish-American War. Over four centuries, people in the Americas produced, distributed, and consumed food in new ways that benefited some and harmed others. By growing, storing, trading, cooking, eating, or presenting food in specialized ways, historical actors accrued and maintained religious, political, economic, and physical power. Yet people also feared certain foods as debilitating and worried that food shortages might result in impoverishment or enslavement. Among the foods to be featured will be maize, potatoes, cacao, maple sugar, cane sugar, wheat, rice, beef, venison, cod, and bison. Along the way, we will discuss indigenous rights, ecological imperialism, political economy, distribution systems, and climate change. (Enrollment limited)-Wickman

[393. The Past as Protest and Prophecy in Postwar Japanese Cinema]—Through a variety of readings and film viewings, this course explores how Japanese directors from 1945 to the present have used the past as a setting in which to voice political and social commentary about contemporary Japan. We will explore films of a variety of genres – including war films, samurai dramas, science fiction films, documentaries, avant-garde films, and anime –

created over the last 65 years by directors such as Fukasaku Kinji, Ichikawa Kon, Imamura Shohei, Kurosawa Akira, Mizoguchi Kenji, Oshima Nagisa, Suzuki Seijun, Tsuburaya Eiji, and others. The readings for the course will give students an appreciation of the historical settings that the films portray, the political and social contexts in which they were produced, and an understanding of each director's political, social, and cinematic vision. These readings will allow us to discuss selected scenes of films viewed in our class meetings in a way that will highlight how postwar discourses of pacifism, internationalism, nationalism, and anti-colonialism are reflected in these cinematic works. (Enrollment limited)

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

[397. Work and Motherhood in the United States 1920-Present]—The last 90 years witnessed tremendous changes in the organization of work and family life for American women. In 1920, less than 10% of mothers were employed in work other than caring for their own families. By the year 2000, almost 75% of mothers were earners. This change touched every major aspect of American society, altering education, family structure, business practices, and politics. This course considers the social, cultural, political, and economic changes that made possible this shift, as well as those changes that resulted from it. We will ask: What forces pushed or pulled mothers into the workforce? How has American society resisted or accommodated the rising numbers of mothers working outside the home? How have mothers' experiences and the political reaction to them been shaped by class, race, and ethnicity? (Enrollment limited)

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

[402-48. Age of Uncertainties: Europe's 17th Century]—For Europeans in the 1600s, the idea of living in a furiously upset world burned brightly, even tragically. Crisis expressed itself through conflict, expansion, and innovation, as well as through the impulse to formulate new certainties. This class explores a period in the history of Europe one historian calls "an age of disorder, of subversion, of overturning the social hierarchy and dreaming impossible dreams." The topics examined will be culture, society, religion, politics, and the environment in seventeenth-century Europe. The seminar will specifically explore three sets of connections: between ideas and institutions, between different peoples and cultures, and between individuals and their evolving societies. Building from a core of primary and secondary sources read together, students will also develop independent investigations of the topic. (Enrollment limited)

[402-97. From Treaty Port to Megacity: The Modern Transformation of Shanghai]—In a few decades after its forcible opening as a treaty port in 1842, Shanghai emerged as one of Asia's greatest ports. From a provincial town on the mud flats of the Huangpu River, it grew to an international city that played a defining role in China's role as a catalyst for cultural, social, and economic change. After 1937, war, civil war, and revolution put the brakes on Shanghai's advance and the city temporarily slipped into the doldrums. However, after a period of eclipse, Shanghai emerged again in China's reform era as one of the world's leading centers of trade and a meeting place of civilizations. Using historical, literary, and documentary materials, this course will reflect on the evolution of Shanghai and the role it played as a catalyst for change in the transformation of southeastern China from the Opium War forward. This course is open to junior History majors only. (Enrollment limited)

[451. Nationalizing America, 1932-1960]—This course examines the Depression and New Deal, World War II, and the Cold War. During this period, an activist welfare state/national security state and a national mass culture took form, shaped by responses to economic crisis and economic opportunity, the gathering power of popular-culture media and advertising, and wars hot and cold. Both political topics (e.g., New Deal labor or civil rights policies, McCarthyism) and social and cultural topics (e.g., the World War II home front, changing gender roles, suburbanization) will be investigated. Course materials include fiction, movies, and other documents from the period,

as well as outstanding works of historical analysis and synthesis. This course open to senior History majors only. (Enrollment limited)

[451-02. The Gilded Age: 1865-1900]—The transformation of the United States into an urban industrial nation, with special attention to the social and cultural effects of industrialization. The course will begin by examining Reconstruction, but will concentrate on the years after 1877. Extensive readings in original source materials, including several novels, as well as in analytic histories. (Enrollment limited)

[451-39. Mountains and Oceans in European History]—This senior seminar in History considers the role that mountains and oceans have played in establishing regional, national, and imperial identities in Europe from the eighteenth century to the present. The seminar begins by offering a set of exemplary texts to discuss in common. Based on student interest, readings will be drawn from works such as Peter Sahllins' *Boundaries: The Making of France and Spain in the Pyrenees*, Alain Corbin's *The Lure of the Sea: The Discovery of the Seaside in the Western World, 1750-1840*, essays on the politicization of the Alps in Nazi Germany and fascist Italy and Isserman and Weaver's *A History of Himalayan Mountaineering from the Age of Empire to the Age of Extremes*. Students will then prepare and present to the seminar the fruits of their ongoing and original research on topics in these areas. This course open to senior History majors only. (Enrollment limited)

[451-41. Class, Power and Inequality in the "American Century"]—The contemporary U.S. is divided by vast and deeply-entrenched class disparities. Yet, Americans have difficulties talking about class, power and inequality in non-superficial ways. This seminar addresses that problem. We will examine the social, cultural, and political history of the post-1930s United States through the lens of class. In doing so, we will pay close attention to other interrelated social categories - especially race and gender. We will focus on several themes, including what "class" actually means; the impact of class and inequality on U.S. society; the ways that markers such as race and gender influenced public policy decisions and embedded inequality into key spaces and institutions; cultural discourses of class, poverty and race, and the relation of these discourses to actual political and economic interests. Course is open to Senior History Majors only. (Enrollment limited)

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

499. Senior Thesis/Continuation—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for each semester of this year-long thesis. (2 course credits) -Staff

Graduate Courses

[828. The Gilded Age: 1865-1900]—The transformation of the United States into an urban industrial nation, with special attention to the social and cultural effects of industrialization. The course will begin by examining Reconstruction, but will concentrate on the years after 1877. Extensive readings in original source materials, including several novels, as well as in analytic histories.

[839. Nationalizing America, 1932-1960]—This course examines the Depression and New Deal, World War II, and the Cold War. During this period, an activist welfare state/national security state and a national mass culture took form, shaped by responses to economic crisis and economic opportunity, the gathering power of popular-culture media and advertising, and wars hot and cold. Both political topics (e.g., New Deal labor or civil rights policies, McCarthyism) and social and cultural topics (e.g., the World War II home front, changing gender roles, suburbanization) will be investigated. Course materials include fiction, movies, and other documents from the period, as well as outstanding works of historical analysis and synthesis. Graduate Students.

940. Independent Study—Independent studies on selected topics are available by arrangement with the instructor and written approval of the graduate adviser, and department chair. Contact the Office of Graduate Studies for the special approval form. -Staff

953. Research Project—The graduate director, the supervisor of the project, and the department chair must

approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. -Staff

954. Thesis Part I—Thesis Part I is an investigation and report on an original research topic. Conference hours are available by appointment. Registration for the thesis will not be considered final without the thesis approval form and the signatures of the thesis adviser, graduate adviser, and department chair. Please refer to the Graduate Studies Catalog for thesis requirements. Contact the Office of Graduate Studies for the special approval form and the thesis writer's packet. Two course credits. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) -Staff

955. Thesis Part II—Continuation of History 954. Two course credits. (2 course credits) -Staff

Courses Originating in Other Departments

[**American Studies 423. The History of American Sports**]—View course description in department listing on p. [117](#).

American Studies 438. America Collects—View course description in department listing on p. [117](#). -Ring

[**American Studies 823. The History of American Sports**]—View course description in department listing on p. [118](#).

American Studies 838. America Collects—View course description in department listing on p. [118](#). -Ring

International Studies 101. Introduction to the Latin American and Caribbean World—View course description in department listing on p. [319](#). -Euraque

[**International Studies 120. Introduction to South Asia**]—View course description in department listing on p. [319](#).

International Studies 238. Contemporary Africa: Resource Wars and Human Rights—View course description in department listing on p. [320](#). Prerequisite: at least one college-level course that addresses the history of Africa before or during the colonial era, including HIST 252, 253, 331, 377, 391, 401 -Markle

[**International Studies 306. Gender and Nationalism in the Middle East**]—View course description in department listing on p. [321](#).

[**International Studies 314. Black Internationalism**]—View course description in department listing on p. [322](#). Prerequisite: C- or better in International Studies 112, International Studies 101, History 253 or History 238

[**Philosophy 231. The Holocaust**]—View course description in department listing on p. [407](#).

[**Women, Gender, and Sexuality 215. Drink and Disorder in America**]—View course description in department listing on p. [485](#).

[**Women, Gender, and Sexuality 315. Women in America**]—View course description in department listing on p. [485](#).

Human Rights

Charles A. Dana Research Associate Professor of Political Science Cardenas, Director; Paul E. Raether Distinguished Professor of History Greenberg (History), Professors Dworin (Theater & Dance), Euraque (History and International Studies), Raskin• (Psychology and Neuroscience), and Wade (Philosophy, International Studies, and Public Policy and Law); Associate Professors Bauer (International Studies) and Marcano• (Philosophy); Assistant Professor Markle (History and International Studies)

The study of human rights draws on multiple disciplines and perspectives to address fundamental questions relating to the humane treatment of people—theoretically, historically, and globally. Students explore the complexities underlying civil, political, economic, social, and cultural rights. For example, what are internationally recognized human rights norms, and what are their origins and controversies? Why do human rights conditions vary so widely? How and why do human rights practices change, and how can more effective human rights policies be devised? How are human rights abuses and aspirations expressed through literature and the arts? And how might we approach the study of human rights critically, questioning its assumptions and applicability across diverse contexts? Students who wish to pursue an in-depth examination of human rights issues may undertake an individually tailored, interdisciplinary major in human rights studies. Student learning in the major is supplemented by co-curricular opportunities, including lectures, films, performances, exhibits, and internships.

The individually tailored, interdisciplinary major in human rights studies—An individually tailored major in human rights studies consists of three core courses, two specialized electives, five general electives, and a senior thesis or project. No more than two courses may be double-counted towards another major or minor. Students must earn a minimum of C- in any given course to receive credit for the major. Declaration forms and instructions are available from the Human Rights Program director.

Requirements for the major

- Core courses (3 credits)—Whenever possible, the core courses should be taken sequentially. **HRST 125** is generally a prerequisite for declaring the major.

HRST 125. Introduction to Human Rights (spring)

PHIL 246. Human Rights: Philosophical Foundations (spring)

POLS 369. International Human Rights Law (fall)

- Electives (7 credits)—Electives must satisfy the following criteria: No more than three electives may be from the same discipline or program, and at least four electives must be at the 300 level or above. At least one elective should focus on the United States. And at least three electives must be complementary, focusing on similar types of rights or regions of the world. Courses are selected in consultation with the program director. Students must take two specialized electives and five general electives. A full list of approved electives is available from the Human Rights Program. The following specialized electives are offered in 2012-2013:

HISP 371. Testimony and Human Rights in Latin American Literature (fall)

HIST 256. Human Rights in Latin America & the Caribbean (spring)

INTS 238. Contemporary Africa: Resource Wars and Human Rights (spring)

PHIL 310. Question of Justice (spring)

THDN 373. Human Rights through Performance (spring)

- Senior project or thesis (one or two credits)—Majors must complete a one-credit senior project or thesis (**HRST 497**) or, to qualify for honors, a two-credit thesis/project. To receive honors in the major, students must earn at least an A- on the thesis and an A- average for all courses counted towards the major.

Fall Term

[125. Introduction to Human Rights]—This course introduces students to the key concepts and debates in the study of Human Rights. For example, what are human rights standards and how have they evolved historically? Why do human rights violations occur and why is change sometimes possible? Is a human rights framework always desirable? In tackling such questions, the course surveys competing theories, including critical perspectives, applying these to a broad range of issues and concrete cases from around the world. (Enrollment limited)

399. Human Rights Studies— -Staff

497. Senior Project—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term project. -Staff

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

Courses Originating in Other Departments

[International Studies 238. Contemporary Africa: Resource Wars and Human Rights]—View course description in department listing on p. 314. Prerequisite: at least one college-level course that addresses the history of Africa before or during the colonial era, including HIST 252, 253, 331, 377, 391, 401

Political Science 369. International Human Rights Law—View course description in department listing on p. 427. -Cardenas

[Religion 338. Christian Social Ethics]—View course description in department listing on p. 462.

Spring Term

125. Introduction to Human Rights—This course introduces students to the key concepts and debates in the study of Human Rights. For example, what are human rights standards and how have they evolved historically? Why do human rights violations occur and why is change sometimes possible? Is a human rights framework always desirable? In tackling such questions, the course surveys competing theories, including critical perspectives, applying these to a broad range of issues and concrete cases from around the world. (Enrollment limited)-Cardenas

399. Human Rights Studies— -Staff

497. Senior Project—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term project. -Staff

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

Courses Originating in Other Departments

History 256. Human Rights in Latin America & the Caribbean: A History—View course description in department listing on p. 293. -Euraque

[History 313. The Struggle for Civil Rights in the United States]—View course description in department listing on p. 295.

International Studies 238. Contemporary Africa: Resource Wars and Human Rights—View course description in department listing on p. 320. Prerequisite: at least one college-level course that addresses the history of Africa before or during the colonial era, including HIST 252, 253, 331, 377, 391, 401 -Markle

[International Studies 250. Global Migration]—View course description in department listing on p. 321.

[International Studies 307. Women's Rights as Human Rights]—View course description in department

listing on p. [321](#).

Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates—View course description in department listing on p. [408](#). -Marcano

[Political Science 369. International Human Rights Law]—View course description in department listing on p. [432](#).

Theater & Dance 373. Human Rights Through Performance: The Incarcerated—View course description in department listing on p. [481](#). -Dworin

InterArts Program

Associate Professor Power, Director

The InterArts Program is a special one-year curriculum for a selected group of first-year students interested in a cross-disciplinary approach to the study and practice of art. The InterArts faculty is drawn from the departments of music, theater and dance, fine arts, and creative writing. Participating students take a sequence of two seminars especially designed for the program and two arts practice courses of their own choosing (e.g., painting, dance, creative writing, etc.). The program's second seminar, held in the spring term of the first year, focuses on the creative process and gives students opportunities to work individually or to collaborate with their fellow students on an in-depth, long-term project such as a chapbook of poetry, an audio recording, a series of paintings or drawings, a multi-media dance/music/theater presentation, etc. A final, public arts showcase is held at the end of this seminar.

In March of each year, exceptionally well-qualified applicants for admission to Trinity are invited to become candidates for the program. Applicants to the College who do not receive such an invitation but who find the program appealing may also become candidates by notifying its director, Associate Professor Power, of their interest no later than March 20.

Fall Term

101. Art and Society—Students will be asked to grapple with fundamental questions about the nature and function of art: Who creates art? What is the relationship between art and life? What role do the arts have in affirming and/or questioning society at large? This seminar will explore the ways in which artists shape and, at the same time, are shaped by specific political, cultural, and historical forces. In addition to their study of a broad range of important artists, students will be encouraged to explore their own creative voices by participating in multi-disciplinary arts projects and presentations. Prerequisite: This course open only to students in the InterArts Program. (Enrollment limited)-Power

[202. Arts Practicum]—This course takes an interdisciplinary approach to issues of art-making, critique, presentation, and audience. Class readings, discussions, presentations of work-in-progress, and visiting artists will allow students to explore the creative process in a general fashion and apply it to a semester-long creative project which they create individually or in groups. The course will culminate in a final, celebratory presentation of these creative works. Prerequisite: This course open only to sophomores in the InterArts Program. (Enrollment limited)

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

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

Courses Originating in Other Departments

Comm Learn Integrated Colloqui 299. Art and Community— (0.5 course credit)-Rossini

Spring Term

102. Arts Practicum—This course takes an interdisciplinary approach to issues of art-making, critique, presentation, and audience. Class readings, discussions, presentations of work-in-progress, and visiting artists will allow students to explore the creative process in a general fashion and apply it to a semester-long creative project which they create individually or in groups. The course will culminate in a final, celebratory presentation of these creative works. Prerequisite: This course open only to students in the InterArts Program. (Enrollment limited)-Finnegan

[102. Art and Ideas]—Students will be asked to grapple with fundamental questions about the nature and function of art: What is the relationship between art and life? Is beauty an essential feature of art? How do we determine the value of art? Is the experience of art culturally specific? When art offends, should it be subject to constraint? To address these questions and others, students will read a wide range of authors including: Plato, Oscar Wilde, John Cage, Leo Tolstoy, Maya Angelou, and Nadine Gordimer. Prerequisite: This course open only to first-year students

in the InterArts Program. (Enrollment limited)

Courses Originating in Other Departments

Comm Learn Integrated Colloqui 299. Art and Community— (0.5 course credit)-Rossini

Interdisciplinary Computing

Associate Professor Yoon, Chair

Computer technologies and computing concepts have infused virtually every area of academic study. This interdisciplinary major is designed for students who wish to combine the study of computing and computers with another academic discipline. Students can combine the study of computing with traditional academic disciplines, such as physics, chemistry, sociology, or biology, and with emerging fields that involve a substantial computing component, such as bioinformatics, cognitive science, digital arts, and computational economics.

Students who elect this major will design a course of study in consultation with two faculty advisers, one in computer science and one in the coordinate discipline. Together they must develop a coherent course of study consisting of an appropriate selection of courses in mathematics, computer science, and the coordinate discipline. The specific courses that make up the major will vary according to the particular focus of the major but all approved majors will have the following general requirements.

Computer science core

CPSC 115L. Introduction to Computing

CPSC 215L. Data Structures and Algorithms

CPSC 203. Mathematical Foundations of Computing

Computer science electives—Three courses appropriate to the coordinate discipline, to be chosen in consultation with the computer science adviser.

Mathematics—Students coordinating with a discipline in the natural or social sciences must take, at minimum, **MATH 131** and one additional course from the following: any mathematics course numbered 107 or higher, **PHIL 390**, **POLS 241**, **PSYC 221L**, and **SOCL 201L** (**MATH 125** and **126** may be substituted for **MATH 131**). Students coordinating with a discipline in the arts and humanities must take **MATH 125** or be eligible to enroll in **MATH 131**. Additional mathematics courses are to be specified in a study plan.

Coordinate courses—Six to seven courses in the coordinate discipline to be chosen in consultation with the coordinate adviser.

Senior exercise—A year-long senior exercise (**CPSC 498** and **499**) consisting of an approved capstone project, plus participation in the computer science senior seminar (**CPSC 403** and **404**). The senior project will involve substantial research or study or development that brings coherence to the student's overall course of study. It must be approved by the Computer Science Department at the end of the spring term of the junior year. Both **CPSC 403** and **404** fulfill the writing Intensive Part II requirement.

To be admitted to the major, students must receive a grade of C- or better in **CPSC 203** and **CPSC 215L** and must submit an approved plan of study in consultation with their advisers.

The interdisciplinary computing major provides a student with the flexibility to design a course of study that combines computing and any other discipline. The following tracks are provided as guiding examples. The courses listed here do not constitute formal requirements but rather illustrate some of the specific topics that may be included in a course of study.

Bioinformatics

Modern molecular biology has come increasingly to rely on computers for genome sequencing, protein folding, the analysis of cell structures and processes, and for approaching many other biological problems. Students interested in this field of study should combine computer science, mathematics, and biology into a coherent plan of study that might consist of the following:

Computer science electives—Appropriate courses may be chosen from: **CPSC 304. Computer Graphics**, **CPSC 320. Analysis of Algorithms**, **CPSC 352. Artificial Intelligence**, **CPSC 372. Database Fundamentals**, and **CPSC 375. High Performance Computing**.

Mathematics—In addition to **MATH 131** and **MATH 107**, mathematically-oriented students might further take **MATH 132** and one or two additional courses in mathematical modeling (**MATH 252** or **254**).

Coordinate courses—Introductory courses in chemistry (**CHEM 111L** and **112L**) and biology (**BIOL 181**, **182L**, **203L**, and **224L**) plus one or more advanced biology courses such as **BIOL 226L. Recombinant DNA Technology**, **BIOL 227L. Cell Biology**, or **BIOL 310L. Developmental Biology**.

Artificial intelligence and cognitive science

How can computers and robots be made to behave intelligently? Can the human brain and human intelligence be understood by means of computational models? What are some of the social and ethical implications posed by intelligent machines? Students interested in this area should combine psychology and philosophy courses with appropriate computer science and mathematics courses as follows:

Computer science electives—Appropriate courses may be chosen from: **CPSC 110-03. Computational Intelligence and Society**, **CPSC 110-04. Principles of Computation**, **CPSC 219. Theory of Computation**, **CPSC 352. Artificial Intelligence**, and **CPSC 375. High Performance Computing**.

Mathematics—Beyond the required courses, students might take one additional course relevant to their interests.

Coordinate courses—Relevant courses in psychology and philosophy should include **PSYC 221L. Research Design and Analysis**, **PSYC 255. Cognitive Psychology**, **PSYC 293. Perception**, **PSYC 322L. Psychological Assessment**, **PSYC 356. Cognitive Science**, and **PHIL 374. Minds and Brains**. (see also the Psychology Department section of this bulletin)

Economics and computing

Computing technology and concepts have become increasingly important in all areas of economics and finance, from analysis to security to modeling and visualization. Study in this area might also focus on some of the economic impacts of computing in areas such as online media or intellectual property law. A course of study in this area would draw on:

Computer science electives—Appropriate courses may be chosen from: **CPSC 272. Database Fundamentals**, **CPSC 320. Analysis of Algorithms**, **CPSC 333. Computer Networks**, and **CPSC 340. Software Engineering**.

Mathematics—In addition to **MATH 131** and **MATH 107**, mathematically-oriented students might further take **MATH 132** and one or two additional courses in mathematical modeling (**MATH 252** or **254**).

Coordinate courses—Relevant economics courses should include **ECON 101. Basic Economic Principles**, **ECON 301. Microeconomic Theory**, **ECON 302. Macroeconomic Theory**, **ECON 318. Econometrics**, **ECON 331. Studies in Social Policy and Economic Research**, and one additional economics course.

Digital media

Computing capabilities have expanded the expressive potential of humans by providing software-based mechanisms to create, manipulate, present, and catalogue images, sound, and video. Students can explore the inter-relationship between computing and the arts via a course of study combining computing with the study of studio arts, fine arts, or music. A suggested course of study may include:

Computer science electives—Appropriate courses may be chosen from: **CPSC 109. Digital Film Editing**, **CPSC 110-02. Computers and Kinetic Content**, **CPSC 110-05. Interactive Computer Graphics**, **CPSC 210. Advanced Web Design**, and **CPSC 372. Database Fundamentals**.

Coordinate courses—Eight or nine courses in studio arts, art history, or music.

Additional tracks—Courses of study are not limited to the examples given above. Students are also encouraged to design their own tracks that suit their interests under the following general guidelines.

Physical sciences and engineering

Study of computing can be combined with any of the traditional physical science and engineering disciplines (e.g., chemistry, physics). There are many exciting scientific applications of computing, including data mining and analysis, data visualization, computational modeling, and other areas. Computational chemists use computers to calculate the structures and properties of molecules. Computational physicists use numerical algorithms to build models and solve problems in quantum mechanics. Students interested in an interdisciplinary course of study in this area would take six or seven courses in the coordinate discipline plus an appropriate selection of courses in mathematics and computing:

Computer science electives—Appropriate courses may be chosen from: **CPSC 304. Computer Graphics, CPSC 320. Analysis of Algorithms, CPSC 372. Database Fundamentals, and CPSC 375. High Performance Computing.**

Mathematics—In addition to **MATH 131** and **132**, students might take **MATH 107** and one or two additional courses in mathematical modeling (**MATH 252** or **254**).

Coordinate courses—Six or seven courses in the particular physical science or engineering (e.g., chemistry, physics).

Social sciences

Study of computing can be combined with any of the traditional social science disciplines such as sociology and political science. Study in these areas might focus on some of the social and political implications of computing in modern society—the digital divide, the open source movement, social impacts of digital media. Students interested in an interdisciplinary course of study in a social science would take six or seven courses in the coordinate discipline plus an appropriate selection of courses in mathematics and computing.

Computer science electives—Appropriate courses may be chosen from: **CPSC 110-06. Open Source Software for Humanity, CPSC 304. Computer Graphics, CPSC 372. Database Fundamentals, and CPSC 375. High Performance Computing.**

Coordinate courses—Six or seven courses in the particular social science (e.g., anthropology, political science, sociology).

Arts and humanities

Study of computing can be combined with almost any of the traditional humanities and art disciplines. Students interested in history could focus on the history of computing. Philosophers could focus on a wealth of interesting philosophical questions. A student interested in art or art history could focus on the increasing use and importance of computers in the art world. Combining computing with an art or humanities discipline would require eight or nine courses in the coordinate discipline plus an appropriate selection of computing courses:

Computer science electives—Appropriate courses may be chosen from: **CPSC 110-02. Computers and Kinetic Content, CPSC 110-03. Computational Intelligence and Society, CPSC 352. Artificial Intelligence, and CPSC 372. Database Fundamentals.**

Coordinate courses—Eight or nine courses in the particular discipline (e.g., history, language and culture studies).

Honors—Honors are awarded to qualified students by vote of the computer science faculty. Typically, to attain honors in the major, a student must have four grades of A- or higher and no grade lower than B in the top eight courses counted toward the major, four of which come from computing and mathematics courses numbered 200 or higher and four of which come from courses in the coordinate department.

Study away—Students are strongly urged to consult with their adviser as early as possible in the process of preparing to study abroad. Students should have completed the foundation requirement (**CPSC 115L, CPSC 215L, and CPSC 203**) before studying abroad. Students must consult with their faculty advisors to identify classes that will be acceptable for transfer credits from their study abroad institution. Students must fulfill the year-long requirement of computer science seminar (**CPSC 403** and **404**) and the associated senior project during their senior year at Trinity.

Interdisciplinary Science Program

Lecturer and Director of the Science Center Draper, Director

The Interdisciplinary Science Program (ISP) is a special two-year curriculum for selected students in each entering class. It is intended for those students who are judged to possess exceptional scientific and mathematical aptitude and to be strongly motivated for academic success. It provides these students an opportunity to broaden their study of science and mathematics in the following ways:

- By studying the interactions between society and the work of the scientist
- By offering early research experiences under faculty supervision
- By engaging students in science as a group activity

ISP students begin the program in the fall of the first year. The program includes three courses: the interdisciplinary science seminar, ISP research apprenticeship, and a third course selected from offerings in the humanities or social sciences that addresses some issue related to science and society. During the two-year program, ISP students are also required to take two semesters of course work in laboratory science in a single department and two semesters of mathematics (typically calculus or statistics).

The Interdisciplinary Science Program can accommodate only a limited number of students each year. Entering students or applicants for admission to the entering class who wish to be considered for enrollment in the program should notify the director of the science center by mid-February.

Fall Term

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

Spring Term

118. Interdisciplinary Science Research Apprenticeship—Students select from a list of faculty research projects and apprentice with a faculty mentor and, sometimes, with a junior or senior student research mentor as well. Participation in a weekly seminar is required, and the course will culminate in poster presentations at the annual Science Symposium. Students must enroll in both ISP 118-01 and 0.5 credits of ISP 118L. Prerequisite: C- or better in ISP_117. (0.5 course credit) (Enrollment limited)-Draper

118L. Interdisciplinary Science Research Apprentice Laboratory— (0.5 course credit)-TBA

International Relations

The study of international relations provides an integrated approach to the understanding of economic, political, and social interactions among states, supranational organizations, transnational business firms, and other non-governmental organizations operating in the transnational arena. Students of international relations investigate the factors that shape the global milieu within which interstate and transnational activities are conducted, including the concept of state sovereignty; competing state ideologies and interests; differing political, economic, and social systems; and inequalities among states resulting from variations in size, location, population, resources, infrastructure, history, and position in the international division of labor.

The study of international relations is, of necessity, a multidisciplinary undertaking. A recognized scholar in the field once described a student of international relations as “a person who regrets that he does not better understand psychology, economics, history, law, jurisprudence, sociology, geography, perhaps language, comparative constitutional organization, and so on down the list.” The curriculum of Trinity College includes a sizable number of courses, in a variety of disciplines, that are appropriate to a program in international relations.

Although the College offers no formal major in international relations, students may, in consultation with one or more of the faculty named below, construct a coherent sequence of courses that provides grounding in international relations or one of its subfields. Such a sequence will often be taken by students majoring in economics, history, political science, or international studies, but it may also be pursued in conjunction with various other majors. Alternatively, students may, with the sponsorship of faculty members from two different disciplines and the approval of the Curriculum Committee, carry out an individually tailored, interdisciplinary major in international relations. Students interested in this option should consult the general guidelines on student-designed majors in the *Student Handbook* and the specific guidelines on international relations given below.

Participating faculty

Sonia Cardenas, Charles A. Dana Research Associate Professor of Political Science and Director of the Human Rights Program

Carol Clark, Associate Professor of Economics

Leslie G. Desmangles, Professor of Religion and International Studies●

Dario A. Euraque, Professor of History and International Studies

Andrew Flibbert, Associate Professor of Political Science

Samuel D. Kassow, Charles H. Northam Professor of History●●

Jane H. Nadel-Klein, Professor of Anthropology●

Miguel D. Ramirez, Ward S. Curran Distinguished Professor of Economics

Michael P. Sacks, Professor of Sociology

Brigitte H. Schulz, Associate Professor of Political Science

James Guanzhong Wen, Professor of Economics and International Studies

The individually tailored, interdisciplinary major in international relations—The following guidelines govern proposals for individually tailored, interdisciplinary majors in international relations. Students should read them in conjunction with the section on student-designed majors in the *Student Handbook*, which specifies the format in which proposals are to be presented to the Curriculum Committee. As a first step in preparing a major proposal, the student should consult with Professor Clark in economics, or Professor Messina in political science, or the chair of economics or political science.

Guidelines—Proposals for individually tailored, interdisciplinary majors in international relations must include:

- A total of 15 to 18 courses drawn from at least three different disciplines.
- A six-course international relations core, as follows:

ECON 101. Principles of Economics

ECON 216. Globalization, Rivalry, and Coordination

ECON 315. International Trade or ECON 316. International Finance

POLS 104. Introduction to International Politics

POLS 322. International Political Economy

Another pertinent political science course

- A group of at least eight courses, drawn from a minimum of three different disciplines, that examines a broad theme in international relations, such as:

- Relations among industrialized nations
- Relations among industrialized and post-colonial states
- Relations with post-communist states
- Regional conflicts
- Regional integration and international regimes
- Theoretical models of international relations

Typically, courses in the thematic group are chosen from the offerings in international studies, economics, history, political science, and sociology. But courses in other departments and programs may also be applicable to the student's particular thematic focus.

- A synthesizing agent, which may be either a) a one- or two-course-credit thesis, or b) an appropriate senior seminar in economics, history, or political science, or c) a general examination.

Foreign language—Students majoring in international relations must complete a minimum of two years of college-level work in a pertinent foreign language or submit evidence of equivalent preparation. Language courses do not count toward the 15 to 18 courses required for the major.

Research methods—Students of international relations are encouraged to familiarize themselves with social science research methods, typically by taking one of the following as part of the major: **ECON 318L. Basic Econometrics** or **SOCI 201L. Research Methods in the Social Sciences**. It is particularly important that students contemplating graduate work in international relations or closely related fields include one of these courses in their program.

Study away—A period spent studying abroad can strengthen a student's understanding of the subject matter of international relations. Thus, courses taken in an approved program in another country may, with the concurrence of the faculty sponsors and the Curriculum Committee, be counted toward the requirements of an international relations major. Certain internships may also be creditable toward the major.

International Studies Program

Associate Professor Antrim, Director; Professor Baker●●, Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen, Professors Desmangles●, Euraque, and Findly, Paul E. Raether Distinguished Professor of Urban Global Studies Myers, George and Martha Kellner Chair in South Asian History and Professor of International Studies Prashad†, Professors Wade and Wen; Associate Professor Bauer; Assistant Professors Markle and Shen; Principal Lecturer Wagoner; Visiting Lecturer Anderson; IIE Visiting Scholar Fakhmiddin Miradilovich Fazilov

The International Studies Program examines the diversity and interdependence of the world's peoples and their institutions. Since 1969, the program has trained students to analyze the variety of human experience and to consider the challenges posed to our planet by our current circumstances and history. Because of the density and great variety of experiences and cultural traditions, the program asks students to concentrate on either one region or one organizing theme.

A thorough engagement with a region or with a set of themes will prepare our students with sufficient empirical data and the methodological frameworks to make sense of that data. Those students who concentrate on one region can choose between Africa, Asia, Latin America and the Caribbean, the Middle East, or Russia and Eurasia. Those students who are interested in a thematic approach can choose the global studies concentration, where there are three tracks (1) gender, race, and class; (2) sustainable development; or (3) comparative regions.

Language—International studies majors are required to be proficient in more than one language. Students must complete a minimum of two years of relevant language study in the same language. Students who study the world regionally should select a language from the region under study. Students in the global studies concentration should select a language in coordination with their adviser. In addition to the languages offered by our Language and Cultural Studies Department, the college also offers a Self-Instructional Language Program (SILP). For more information on SILP, see Isabel Evelein (SILP director).

Study away—International studies majors are strongly encouraged, almost required, to study abroad.

Grades—No course with a grade of less than C- may be counted toward the major.

Honors—To earn honors, international studies majors must attain an A- average on their international studies courses and an A- on their senior exercise.

Core requirements

All international studies majors must fulfill the following core requirements:

1. **INTS 300. Special Topics in International Studies.** Different sections of this course are offered every semester, each with its own sub-topic.
2. Students in all concentrations, but for global studies, must take one global course, from the following list: **INTS 200, 201, 203, 204, 212, 221, 226, 234, 248, 249, 250, 307, 311, 315, 317, 401**, or a second section of **300**. Students who study global studies must take one introductory area course, such as **INTS 101, 103, 112, 120, 121, 130, 131**, or other courses with the permission of their adviser.
3. One senior exercise (SE). The senior exercise is the culmination of the work that students do in the major. Students chose a topic, conduct rigorous research, and then either write a thesis, produce a video documentary, curate an art show, produce a musical piece, or use any other form of expression that is appropriate to the research (and crafted in discussion with the adviser). Whatever the form, all senior exercises must generate substantial text. Students do a one-semester SE in the spring of their senior year. At that time, they will enroll in **INTS 497**, which has a clinic component to complement the work the student does with his or her reader. For more information about the SE, see Jennifer Fichera for a “Note on the Senior Exercise.”
4. Four semesters of language study. Since this is a requirement to study a culture on the college level through its language, existing proficiency in a language is not a substitute. All four semesters must be in the same language. If you study a language through the SILP program, three semesters of language are required; the fourth semester is treated as an elective.

5. Eight additional courses. Each concentration has devised its own pathway for students. Please consult the individual concentrations, listed below, for the specific requirements.

Students must check the *Bulletin* section for each department of program offering the courses listed as electives to determine whether there are any prerequisites. The Writing Intensive Part II requirement is met by **INTS 300**.

Other opportunities—Our program allows students to develop an independent study (**INTS 399**) in which students work on special projects with an individual faculty member and to work with a faculty member as a teaching assistant (**INTS 466**). For more information on both, see your adviser or the director.

IDP courses—The International Studies Program offers IDP study units (**INTS 601**) as well as IDP projects (**INTS 602**) for those IDP students who are interested in developing such courses. The IDP Catalogue has more information about these courses. Permission of the instructor and special permission forms are required for these courses.

Fall Term

[101. Introduction to the Latin American and Caribbean World]—This introductory course explores Latin American and Caribbean societies and cultures from the perspectives of various disciplines, and focuses on a wide range of themes. The course will enjoy the presence of some of the College’s experts, from historians to ethnomusicologists. The goal here is for the students to acquire a panoramic view of the Latin America and the Caribbean worlds while getting acquainted with various basic issues that are explored more deeply in 200- and 300-level courses at Trinity. We will touch on issues of demography, geography, basis historical periods processes, particular anthropological and cultural debates, fundamental political and gender, sociological approaches to daily life, aesthetic and literary movements, and the regions positions within the historic and contemporary world economy. (Also offered under Latin American and Caribbean studies.) (Enrollment limited)

[103. Hugo Chávez: Oil, Revolution & Democracy in Latin America]—In the late 1990s Latin America began to experience radical political changes reminiscent of the 1959 Cuban Revolution. A leading, controversial figure in this process has been Venezuela’s democratically-elected president Hugo Chávez. Under his influence, a new generation of leaders and grass-roots activists are seeking social, racial, and gender justice, and a defense of local and Latin American regional interests. The course will explore the following questions, among others: What are the historical roots of “Chavismo” and similar movements in Brazil, Bolivia, Ecuador, Honduras, and elsewhere? What is, or is not, revolutionary and democratic in what is happening? What explains their more independent foreign policy not just towards the USA but also Western Europe, Russia, China, and even Iran? Why was the USA seemingly caught “unawares” by these new radical movements? (Enrollment limited)

[112. Introduction to the Study of Africa]—When the ancient Romans encountered the Afri people who lived in North Africa near Carthage, they called their land “Africa.” Today, the term is used to describe the 840 million diverse people who live on the continent. By the 18th century, scientific racism justified slavery and colonialism by categorizing African people as a single, inferior race. Although these theories have been discredited, the legacy of this thinking continues to shape the way the world views and relates to Africa and Africans. This course is designed to look at how we understand, study, and represent Africa. Using an interdisciplinary approach, we will examine how Africa has been constructed and imagined from “dark continent” to homeland, address theories of pan-Africanism and blackness, look at how ideas of “tradition” have shaped the study of Africa, critically engage with media representations of Africa, and examine how international policy has been shaped by these images. (Enrollment limited)

[130. Daily Life in Middle Eastern History]—In recent years, historians have adopted daily life as an analytical framework for historical inquiry. This course will approach the history of the Middle East from the 7th century to the 20th century through this framework. Topics such as housing, food, clothing, travel, cities, education, entertainment, trade, and ritual will shape our encounter with Middle Easterners of the past. Reading assignments will come from textbooks, monographs, and travel accounts for the pre-1900 period. Memoirs and fiction will provide our window onto the daily life of Middle Eastern men and women in the 20th century. This course defines Middle Eastern history in broad geographical and chronological terms, but its focus on daily life is intended to bring the minutiae of the lived experience of that history to life for students. (Enrollment limited)

202. Pacific Asia's Fall and Resurgence: An Economic Response to Western Challenge—Although the prospect for many developing economies has been very dim, economies in East Asia have thrived since 1945. The next century is likely to be the Pacific century. The most recent evidence of this possibility comes from China, the awakening giant with enormous potential. In an era of accelerating integration and globalization, it is important to understand how and why the Pacific Asian economies have been able to respond to the modernization challenges from the West. Topics to be discussed include: East Asia's geographical characteristics, the early experience of interaction between this region and the West, the various modernization efforts in the region from an historical perspective, the similarities and differences in the responses of the main economies in the region to Western challenges, the competition and integration among these economies, especially between China, the emerging economic power, and its neighbors including Japan, and their interaction with the rest of the world, particularly with the U.S. today. This course is designed for non-economics majors and has no economics. (Enrollment limited)-Wen

210. Theories of Globalization—Globalization is a clumsy word to describe massive social changes afoot around the planet. This course will explore various theories of globalization to give us the basis to come to grips with the processes at work. We will look at changes in the way states run their polity and their economy as well as shifts in the global political economy; in the cultures of societies and in the formation of global culture; and in the various forms of social resistance to globalization. (Enrollment limited)-Anderson

212. Global Politics—This discussion course, taking the entire globe and all its peoples as unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (Enrollment limited)-Baker

215. Central Asia in Transition—In this course, we will explore the dynamics within Central Asia from the collapse of the Soviet Union to the emergence of the new states. We shall look at the problems and possibilities for economic, political, social and cultural development in the "stans": Kazakhstan, Uzbekistan, Tajikistan, Kirgizstan, and Turkmenistan. We will explore issues such as sustainable agriculture, terrorism and radicalism. A broad range of readings will help us grasp a region that is central to geo-politics but otherwise ignored in the global social imagination. (Enrollment limited)-Fazilov

[218. Women, Gender, and Family in the Middle East]—As an introduction to the lives of women in the 'men's world' of the Middle East, this course examines the impact of global sociopolitical and economic transformations on gender relations, sexuality, adolescence, family structure, local culture, and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (Enrollment limited)

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

[238. Contemporary Africa: Resource Wars and Human Rights]—Human civilizations and communities have been shaped by the ability and desire to gain access to critical resources for survival. Economic globalization has created competition for resources—ranging from oil to diamonds to water—that has influenced social and political structures in the contemporary world. This course looks at the impact of modern globalization on the continent of Africa. Situating Africa historically in its relationship to "the West" through the Atlantic slave trade and European colonialism, we will explore the consequences of Africa's unequal role in this system. We will be investigating the links between civil conflict, resource control, social justice, poverty, and international movements that attempt to address these issues. Prerequisite: at least one college-level course that addresses the history of Africa before or during the colonial era, including HIST 252, 253, 331, 377, 391, 401 (Enrollment limited)

[248. Global Radicalisms]—This course examines the participation of intellectuals, peasants, and workers in revolutions and anti-colonial movements from 1900. It explores ideas about revolution, colonialism, national emancipation, internationalism, capitalist modernity, and socialism in a variety of regional contexts and periods. We will pay particular attention to how seemingly disparate activists from across the globe understood systems of oppression and how they connected local, national, and international struggles for liberation. The class will be especially useful for students interested in the history of ideas, social movements, globalization, colonialism, and radical history. Readings include Eric Hobsbawm's *The Age of Revolution* alongside a host of primary materials that stretch from Fanon to Guevara, from Bao Ninh to M. N. Roy. (Enrollment limited)

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

258. The Islamic City: Places, Pasts and Problems—This course explores the cities founded, claimed, and inhabited by Muslims over the centuries, with a particular focus on the Middle East. Scholars have long debated whether there is such a thing as a prototypical "Islamic city" shaped by religious and cultural norms. Through a combination of lectures and discussions, we will grapple with this question by situating cities in their historical contexts, examining their built environments, and considering the ways in which gender, economic and social life, political movements, and war shape urban space. (Enrollment limited)-Antrim

260. The City in African Studies: Past, Present, and Potential—Africa is a rapidly urbanizing region of the world; the most rapidly urbanizing by World Bank standards. Contemporary urbanization in Africa has stimulated new scholarship on the history of African cities, African urban economies, urban politics and urban identities, among other topics. African urban studies has produced some of the most thoughtful and engaged work on Africa to date. In this course we will be exploring major themes in the field of African urban studies to gain deeper appreciation of the history of African cities, their contemporary iterations, and their future possibilities. (Enrollment limited)-Myers

[262. Peoples and Culture of the Caribbean]—A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity, and specific institutions such as the family, the schools, the church, and the political structure. (Enrollment limited)

300. Global Security—This seminar explores the geographies of wellbeing and security, from privacy settings on Facebook or traditions of communal redistribution to the global War on Terror and nuclear threats. Students will use intersectional analysis and mixed methods (popular culture and film, ethnographies, fiction, media, historical sources, and economic assessments) to uncover the social structural, cultural, and political contexts that explain cross-national variations in how individuals and societies determine what makes them safe and secure, as well as how local responses to risk and danger can have regional and global consequences. (Enrollment limited)-Bauer

[300. Mapping the World]—In this course we will explore the many ways in which humans have represented the world from antiquity to the present day. Paying special attention to the history of geography, cartography, and travel literature, this course will suggest links between changing representations of the world and ideas of the cosmos and the universal, the unknown and the exotic, the local and the national, and the international and the global. Course

open only to International Studies majors. (Enrollment limited)

[300-02. Nationalism]—This class analyzes the phenomenon of nationalism in a global context while focussing especially on case studies from the modern Middle East and North Africa. Together we will consider the diverse components of nationalism, including religion, language, territorial loyalty, and ethnicity, and test the thesis that nationalisms are “imagined communities” built on “invented traditions.” We will also consider the relationship of nations to states or governments. As we consider the historical forces that have given rise to nation-states, we will reflect on the development of nations and nationalisms within the wider world. (Enrollment limited)

301. Arab Politics—This seminar examines the outstanding features of the full range of politics in the Arab world, from regimes and resistances to the new forms of politics in civil society and private spheres. (Also offered under political science and Middle Eastern studies.) (Enrollment limited)-Baker

311. Global Feminism—This course examines how the struggles of diverse gender based movements (religious and secular, urban and rural, black and white), from the Americas to the Middle East and Asia, shed light on vexing social problems like the lack of sexual and reproductive rights, political and social representation, and equal opportunities. Using historical and contemporary examples of women’s organizing and theorizing, course materials interrogate the meaning of ‘feminism’, the relationship between the gendered self and society, the impact of race, class, and cultural differences on women’s solidarity, the challenge of women’s (and gender based) activism to state and social order, the impact of women’s networking, and the possibilities for achieving a transnational, cross-cultural or global ‘feminism.’ (Enrollment limited)-Bauer

314. Black Internationalism—This course introduces students to the history of people of African descent and their struggles for universal emancipation during the 20th century. We will begin by drawing on theoretical readings about race/blackness and the African Diaspora. The second part of the class will probe the relationship between nationalism and pan-Africanism through comparative assessments of Marcus Garvey and his UNIA organization; Rastafarianism and music; and the U.S. Black Power Movement. Over the entire course, we will also seek to locate and critically evaluate Africa’s importance to these political and cultural projects. The ultimate purpose of this course is to impress upon students how struggles for self-determination were simultaneously local, national and global. Prerequisite: C- or better in International Studies 112, International Studies 101, History 253 or History 238 (Enrollment limited)-Markle

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

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

497. Senior Exercise—Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and director are required for enrollment in this single semester project. -Staff

Courses Originating in Other Departments

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

Anthropology 201. Introduction to Cultural Anthropology—View course description in department listing on p. 124. -Beebe, DiVietro, Johnson

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

Anthropology 241. Women in the Caribbean—View course description in department listing on p. 124. -DiVietro

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

[**Anthropology 310. Anthropology of Development**]—This seminar will explore international economic and social development from an anthropological perspective. We will critically examine concepts of development, underdevelopment, and progress. We will compare how multilateral lenders and small nongovernmental organizations employ development rhetoric and methods. We will examine specific case studies of development projects in Africa, Asia, and Latin America, asking what has been attained, and what is attainable.

Educational Studies 316. Education and Social Change Across the Globe—View course description in department listing on p. 193. Prerequisite: a passing grade in a prior Educational Studies or International Studies Course. -Dyrness

[**Educational Studies 320. Anthropology and Education**]—The anthropology of education has a rich history of investigating the links between culture, learning, and schooling. Anthropologists studying education have sought to illuminate learning and educational achievement as social processes and cultural products that cannot be understood apart from the socio-cultural contexts in which they occur. In this upper-level seminar, we will explore selected works in the anthropology of education, both classic and contemporary, in order to understand the unique contributions anthropology makes to the study of education, and in particular, the experience of minority groups in education. We will explore topics such as race, gender, and language in education and how they have been addressed by anthropologists. Students will have an opportunity to read critically a variety of detailed ethnographic and qualitative studies focusing on formal schooling and informal education in the United States and in other countries. Reviewing these studies, we will explore the central questions: What is a cultural analysis of schooling? What unique insights does ethnography (anthropology’s signature method) offer into key educational problems? And finally, how can a cultural analysis of schooling inform efforts to create a more socially just educational system? Prerequisite: A C- or better in Education 200 or Anthropology 201 or permission of the instructor.

[**English 306. Memory and History in African Literature**]—Through the close reading of eight works by African writers—encompassing a variety of forms and genres, touching on traditional Africa as well as contemporary ideas—the course will explore the variety of styles, forms, and themes in African writing. The course will examine narrative strategies, aesthetic choices, and the broader historical forces and cultural experiences informing the work of African writers. A good deal of the class will be devoted to exploring each writer’s engagement with a facet of Africa’s historical or post-colonial experience, and how each author seeks to reshape historical experience in fiction, drama, or memoir. We shall also investigate writers’ use of memory, their integration of folktale in their narrative,

and their experimentation with the wider resources of orature. We will pay attention to the tension between the individual and community, how each text defines private and public spheres, and how each writer responds to the Euro-American canon. Through the texts, we will explore such broad subjects as the roots and impact of slavery; fault lines in indigenous African societies; the colonial subjugation of Africa; the emergence of neo-colonial nation-states in Africa; post-colonial anxieties and disillusionment, and the evolution of gender relations. For the English major, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context.

Art History 207. The Arts of China—View course description in department listing on p. 248. -Hyland

[History 228. Islamic Civilization to 1517]—This course surveys the transformation of the Middle East into an Islamic civilization from the life of Muhammad in the early seventh century through the collapse of the Mamluk Empire in 1517. It focuses on social, cultural, and political history and addresses regional variations from Morocco to Iran. Topics include women, religious minorities, and slavery, as well as Islamic education, mysticism, and literature.

History 283. African Diaspora in Latin American and the Caribbean—View course description in department listing on p. 286. -Figueroa

[History 314. Dictatorship, Revolution, Reform and Military Coups in Central America]—Few regions in the world have suffered more human rights violations as a result of dictatorship, revolution, reformist movements, and military coups than Latin American and the Caribbean. These dramatic processes have been especially persistent in the countries of Central America: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica and Panama. American foreign policy has played a critical role in these countries as far back as the administration of Abraham Lincoln; an involvement that has only strengthened through the presidencies of Franklin D. Roosevelt, John F. Kennedy, George W. Bush, and most recently, Barak Obama. This course explores the historical nexus between dictatorships, revolution, reformism, military coups and US foreign policy in Central America between the 1890s and the early 21st century.

[Russian 233. Soul, Flesh, and the Russian Mystique]—“A riddle, wrapped in a mystery, inside an enigma” is Winston Churchill’s famous description of Russia. Renowned for its passionate unrestraint, the legendary Russian soul encompasses opposing extremes of human thought and impulse. Selfish pleasure, gratuitous cruelty, and humiliation of others coexist with forgiveness, compassion, and embrace of suffering. As our window on the multifaceted Russian soul—as well as its physical manifestation, the rebellious body—we will take salient works from one thousand years of music, art, and literature. Among the genres we will explore: icon painting and the later, socially-themed paintings that hastened the revolution; the majestic muse of the Orthodox church and contemporary youth pop; the wise woman and holy fools of the folktale; and the comic literature of scandal. Taught in English; no prerequisites.

[French 355. Bilingualism and the Francophone World]—This course will take us on a tour of the Francophone world, from North Africa, to Canada, the Caribbean, and beyond. Despite French colonization and the presence of the French language in places such as Quebec, Algeria, Haiti, Martinique, and Tahiti, writers nonetheless remind readers of the other languages that once were, or still are, spoken there: Arabic, Berber, Creole, English, Joul. We will study the conflicts raised by sites of political bilingualism and how these issues are played out in works by and about bilinguals. We will also consider writers who, in the absence of any direct political colonization, have opted for careers of self-translation and literary bilingualism. Authors to be studied include Beckett, Chamoiseau, Derrida, Djébar, Huston, Kundera, Khatibi, Roumain, Semprun, and Tremblay. Prerequisite: French 251 or 252, or Permission of the Instructor.

Chinese 413. Advanced Chinese III—View course description in department listing on p. 347. Prerequisite: Chinese 302 or equivalent. -Shen

Philosophy 223. African Philosophy—View course description in department listing on p. 404. -Wade

Political Science 103. Introduction to Comparative Politics—View course description in department listing on p. 424. Not open to seniors. -Bourbeau, Messina

Political Science 104. Introduction to International Relations—View course description in department listing on p. 424. Not open to seniors. -Carbonetti, Kelleher

[Political Science 310. Politics of Developing Countries]—An examination of the success and failure of the various theories of economic and political developments which have been pursued in the post-colonial era; specific case studies will deal with examples from Africa, Asia, and Latin America. Prerequisite: C- or better in Political Science 103 or 104.

Political Science 312. Politics in the Middle East and North Africa—View course description in department listing on p. 426. -Flibbert

[Political Science 322. International Political Economy]—This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia, and Africa; economic relations in the industrialized world and between the north and the south; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: C- or better in Political Science 104.

[Political Science 380. War and Peace in Middle East]—This course addresses the causes and consequences of nationalist, regional, and international conflict in the Middle East. We use theoretical perspectives from political science to shed light on the dynamics of conflict, the successes and failures of attempts to resolve it, and the roles played by the United States and other major international actors. The course is organized on a modified chronological basis, starting with the early phases of the Arab-Israeli conflict and ending with current developments in Iraq.

[Religion 285. Religions of Africa]—A study of the indigenous African religious traditions with consideration of their contemporary interaction with Western religious traditions. Topics include the African concepts of God, man, ancestor reverence, sacrifice, witchcraft, and magic. (Enrollment limited.) (May be counted toward international studies/African studies.)

[Sociology 252. Immigration, Social Inclusion, and Global Cities]—This course surveys immigrant incorporation in the global cities of New York, Montreal, Paris, and London. It proceeds by means of case studies to examine topics of ethnic history, intergroup relations, assimilation and acculturation, residential patterns in enclaves and ghettos, generational transformations, ethnic entrepreneurship, and symbolic ethnicity. These studies and topics provide the ground as well for the course's exploration of questions of transnational belonging, coalition politics, citizenship patterns, and immigration policy.

Spring Term

101. Introduction to the Latin American and Caribbean World—This introductory course explores Latin American and Caribbean societies and cultures from the perspectives of various disciplines, and focuses on a wide range of themes. The course will enjoy the presence of some of the College's experts, from historians to ethnomusicologists. The goal here is for the students to acquire a panoramic view of the Latin America and the Caribbean worlds while getting acquainted with various basic issues that are explored more deeply in 200- and 300-level courses at Trinity. We will touch on issues of demography, geography, basis historical periods processes, particular anthropological and cultural debates, fundamental political and gender, sociological approaches to daily life, aesthetic and literary movements, and the regions positions within the historic and contemporary world economy. (Also offered under Latin American and Caribbean studies.) (Enrollment limited)-Euraque

[120. Introduction to South Asia]—South Asia, home to 1.5 billion people, is diversity incarnate. In thousands of languages, its residents worship in most of the world's religious traditions. From Nepal's mountains to Sri Lanka's beaches, the eco-system is vast and varied. This course will take us on a journey through South Asia, to engage with its long history and its dynamic present. Caste, religion, socio-economic relations, the Indo-Islamic world, colonialism, nationalism will be the main themes. (Enrollment limited)

[131. Modern Iran]—This course provides an introduction to 20th-century Iranian society, culture, and pol-

itics, examining secular and religious debates over gender roles, modernity, Islamism, democracy, and the West. (Enrollment limited)

212. Global Politics—This discussion course, taking the entire globe and all its peoples as unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (Enrollment limited)-Anderson

[213. Worldly Islam, The Sacred and the Secular]—This course explores the diverse domestic, regional, and international politics of the Islamic world. A rich historical perspective illuminates contemporary political struggles for justice, democracy, and basic human rights and needs. (Also offered under Political Science and Middle Eastern Studies.) (Enrollment limited)

[215. Central Asia in Transition]—In this course, we will explore the dynamics within Central Asia from the collapse of the Soviet Union to the emergence of the new states. We shall look at the problems and possibilities for economic, political, social and cultural development in the “stans”: Kazakhstan, Uzbekistan, Tajikistan, Kirgizstan, and Turkmenistan. We will explore issues such as sustainable agriculture, terrorism and radicalism. A broad range of readings will help us grasp a region that is central to geo-politics but otherwise ignored in the global social imagination. (Enrollment limited)

218. Women, Gender, and Family in the Middle East—As an introduction to the lives of women in the ‘men’s world’ of the Middle East, this course examines the impact of global sociopolitical and economic transformations on gender relations, sexuality, adolescence, family structure, local culture, and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (Enrollment limited)-Bauer

[234. Political Geography]—Despite our common-sense notions about geography and nature, the spatial arrangement of our world is not the result of natural processes but the outcome of human struggles about the position of borders, the extent of territory, and authority over territories. In this course, we will investigate these struggles and their impact on today’s global relations. Special attention will be given to the spatial nature of the state, the role geography has played in the power politics of major states, and future scenarios in a world in which the territorial aspirations of political communities clash with the globalizing flows of economic and cultural activities. (Enrollment limited)

236. Japanese Crime Literature and Film—This course examines major works of Japanese crime literature and film from the works of Edogawa Rampo, known as the father of crime fiction in Japan, to those of contemporary writers to explore social and moral issues reflected in them. While Japanese writers and filmmakers of this genre readily acknowledge Western influences, the literary and cinematic explorations of crime in Japan have also developed on a trajectory of their own, producing works that are easily distinguishable from those of other cultures. The course will also consider the mixing of the crime genre with others, such as ghost and science fiction genres. Works studied in this course include those of Edogawa Rampo, Akira Kurosawa, Miyuki Miyabe, Seicho Matsumoto, and Kobo Abe, as well as yakuza movies. Readings and discussion in English. (Enrollment limited)-Shen

238. Contemporary Africa: Resource Wars and Human Rights—Human civilizations and communities have been shaped by the ability and desire to gain access to critical resources for survival. Economic globalization has created competition for resources—ranging from oil to diamonds to water—that has influenced social and political structures in the contemporary world. This course looks at the impact of modern globalization on the continent of Africa. Situating Africa historically in its relationship to “the West” through the Atlantic slave trade and European colonialism, we will explore the consequences of Africa’s unequal role in this system. We will be investigating the links between civil conflict, resource control, social justice, poverty, and international movements that attempt to address these issues. Prerequisite: at least one college-level course that addresses the history of Africa before or during the colonial era, including HIST 252, 253, 331, 377, 391, 401 (Enrollment limited)-Markle

[241. Popular Politics and Revolution in Latin American and Caribbean History]—This class examines popular politics, insurgency, and revolution in colonial and modern Latin America and the Caribbean. It focuses

on the historical role of slaves, peasants, popular intellectuals, and workers from indigenous, African-American, and ethnically mixed backgrounds in their relations with elites and the state in different regional contexts. We will read landmark texts and primary sources on indigenous insurgencies in the central Andean region in the 1780s, the Haitian Revolution, the revolutions of independence in Spanish America, the Mexican Revolution, and other topics that illustrate the evolution of the historiography of this field. (Enrollment limited)

[250. Global Migration]—This course explores population mobility as an outcome of global processes and investigates its role in reconfiguring personal, cultural, social, political, and economic life. Specifically considers the impact of migration on gender relations and identities, cultural and educational practices, integration policies, individual and group rights and questions of citizenship and governance. (Enrollment limited)

262. Peoples and Culture of the Caribbean—A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity, and specific institutions such as the family, the schools, the church, and the political structure.—Desmangles

300. Worldly Sex—This course will examine sexual practices and their cultural and social meaning across different cultures and at different periods in the sweep of human history. We will read social history, biographies, memories, and study representations of sexual practices and behaviors in the daily life of different societies, from the ancient Aztecs, and the Egyptians to the “sexual revolution” in the 1960’s in the U.S. and beyond. (Enrollment limited)—Euraque

[300. The Global South during the Cold War]—This course explores the emergence of the Cold War order in Asia, Africa, the Middle East, and Latin America. It scrutinizes major Cold War conflicts such as the Korean and the Vietnam wars, the Arab-Israeli conflict as well as crucial events such as the coups in Iran (1953) and Guatemala (1954), and the Cuban missile crisis (1962). We will undertake critical analyses of the historical narratives around these events, and investigate primary sources to make sense of them from the standpoint of the Global South. We will also reflect upon the legacies of the Cold War in the twenty-first century. (Enrollment limited)

302. Global Cities—This seminar examines the contemporary map of interactions between cities in the world. There is now a considerable array of research analyzing what are variously termed global or world cities in the hierarchy of the world economy, and a counter-critique has emerged which seeks to analyze all cities as ordinary, moving beyond old binaries of ‘developed’ and ‘developing’ worlds of cities. We will interrogate this debate in both its theoretical and its empirical dimensions, with case studies from Africa and assessment of cultural, political, economic and environmental globalization. (Enrollment limited)—Myers

[306. Gender and Nationalism in the Middle East]—This course explores the relationship between the rise of nationalism in the nineteenth-century Middle East and gendered claims to belonging in and to national communities. We will discuss the struggles against imperialism that shaped nationalist movements from Morocco to Iran through the twentieth century and the ways in which those struggles both produced and depended on new discourses about gender and sexuality. We will also investigate the transformations in these discourses associated with Islamist movements, neo-imperialism, and economic globalization in the Middle East in recent decades. This course will demand critical engagement with a sophisticated scholarly literature, intensive writing, and active participation in class discussions. (Enrollment limited)

[307. Women’s Rights as Human Rights]—This course is a cross-cultural investigation of the gendered nature of human rights and of the changes in different societies that have resulted from struggles for human rights for women. Topics covered will include rights to protection against sexual abuse and gender violence (such as female genital mutilation), subsistence rights, reproductive rights, human rights and sexual orientation, and the rights of female immigrants and refugees. The course will make use of formal legal documents as well as cultural materials such as novels, films, personal testimonies, religious rituals, and folk traditions in music. (Also listed under Public Policy.) (Enrollment limited)

[309. Development in Africa: From Civilizing Mission to World Bank]—This course examines the history of development ideas and practices in Africa. Beginning with the early colonial era, when Europeans spoke of their

“civilizing mission,” and ending with present-day critiques of World Bank policies, it traces continuity and change in state and grassroots efforts to bring about development in Africa. It explores the theories behind development policies, including the ways in which experts have conceptualized African farming systems and Africa’s place in the world economy, and it asks to what extent these theories match reality. It also examines how development policies have been put into practice, how African communities have responded to and reshaped development, whether communities have a “right to development” and who should define what that development should be. Finally, it considers why so many development efforts have failed and whether past failures have led to improved practice. (Also offered under History.)

[314. Black Internationalism]—This course introduces students to the history of people of African descent and their struggles for universal emancipation during the 20th century. We will begin by drawing on theoretical readings about race/blackness and the African Diaspora. The second part of the class will probe the relationship between nationalism and pan-Africanism through comparative assessments of Marcus Garvey and his UNIA organization; Rastafarianism and music; and the U.S. Black Power Movement. Over the entire course, we will also seek to locate and critically evaluate Africa’s importance to these political and cultural projects. The ultimate purpose of this course is to impress upon students how struggles for self-determination were simultaneously local, national and global. Prerequisite: C- or better in International Studies 112, International Studies 101, History 253 or History 238 (Enrollment limited)

[315. Global Ideologies]—From the 1920s to the 1980s, the countries of Africa, Asia and Latin America forged a “Third World project.” This project came undone in the 1980s, as debt, war and corruption overwhelmed the three continents. Along came neo-liberalism and globalization, which emerged as the dominant ideologies of the time. With the rise of Bolivarianism in Latin America, and with the financial crisis, neo-liberalism has lost its shine. This course will trace the “Third World project,” neo-liberalism, and the emergent ideology of the Global South. (Enrollment limited)

318. Energy Security—The planet’s future rests between energy use and geopolitical insecurity. The hinge for this tension rests in West Asia, but extends to western Africa and central Asia. China and India’s rapid economic growth drives up demand for oil and gas and the Arab Spring has unsettled previous equations for the easy extraction of energy from the Gulf by global corporations. This course will explore the problem of “energy security”: it will look at the new hinges, particularly Central Asia, where the old Great Game of geopolitical intrigue morphed into a new stratagem for energy extraction. Energy security will be approached not only from the standpoint of the buying countries, but also from those who suffer under the “resource curse,” the selling countries. (Enrollment limited)-Fazilov

325. Anthropology of Islam—This course examines Islam as lived religious practice in a context defined by both local constraints and global possibilities. Variations in local practices of Islam reflect accommodation to distinct cultural, political, and economic contexts while at the same time reflecting global connections. We will examine topics such as religious identity and community, gender as the site of religious and political struggle, new forms of Islam in diaspora communities, and contemporary political and moral debates over modernity, democracy, and reform in a variety of Islamic societies from North America to the Middle East and Asia. (Enrollment limited)-Bauer

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

490. Research Assistantship— -Staff

497. Senior Exercise—Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and director are required for enrollment in this single semester project. -Staff

Courses Originating in Other Departments

Anthropology 201. Introduction to Cultural Anthropology—View course description in department listing on p. 126. -Hussain, Trostle

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

[Anthropology 237. Indigenous Social Movements in Latin America]—This course examines the meaning of “being indigenous” in Latin America. What complex questions of power are indigenous movements addressing and challenging, and where are these movements happening? While indigenous social movements have independently gained strength in diverse settings, they share common elements of history, politics, and culture. Most prominent among these are a legacy of colonialism and the nature of coloniality, and a daily negotiation of identities within the context of multicultural and intercultural societies. In recent years, indigenous peoples in Latin America have assumed a greater role in the politics of their respective nation-states, leading to their unprecedented condition as active, decision making protagonists in their unfolding histories.

Anthropology 245. Anthropology and Global Health—View course description in department listing on p. 127. -DiVietro

Anthropology 253. Urban Anthropology—View course description in department listing on p. 127. -Beebe

[Educational Studies 320. Anthropology and Education]—The anthropology of education has a rich history of investigating the links between culture, learning, and schooling. Anthropologists studying education have sought to illuminate learning and educational achievement as social processes and cultural products that cannot be understood apart from the socio-cultural contexts in which they occur. In this upper-level seminar, we will explore selected works in the anthropology of education, both classic and contemporary, in order to understand the unique contributions anthropology makes to the study of education, and in particular, the experience of minority groups in education. We will explore topics such as race, gender, and language in education and how they have been addressed by anthropologists. Students will have an opportunity to read critically a variety of detailed ethnographic and qualitative studies focusing on formal schooling and informal education in the United States and in other countries. Reviewing these studies, we will explore the central questions: What is a cultural analysis of schooling? What unique insights does ethnography (anthropology’s signature method) offer into key educational problems? And finally, how can a cultural analysis of schooling inform efforts to create a more socially just educational system? Prerequisite: A C- or better in Education 200 or Anthropology 201or permission of the instructor.

[English 288. World Cinema]—This course provides an introduction to the study of world cinema, with a focus on cinematic cultures other than those of the USA or Europe. We will begin by considering some of the theoretical questions involved in intercultural spectatorship and introducing/reviewing critical categories we can use to discuss the films. We will then proceed through a series of units based around specific cinematic cultures, focusing on movement, genres and auteurs and on the historical, cultural, and geopolitical issues that the films illuminate. For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a literary theory course. This course can be counted toward fulfillment of requirements for the film studies minor.

[English 306. Memory and History in African Literature]—Through the close reading of eight works by African writers—encompassing a variety of forms and genres, touching on traditional Africa as well as contemporary ideas—the course will explore the variety of styles, forms, and themes in African writing. The course will examine narrative strategies, aesthetic choices, and the broader historical forces and cultural experiences informing the work of African writers. A good deal of the class will be devoted to exploring each writer’s engagement with a facet of Africa’s historical or post-colonial experience, and how each author seeks to reshape historical experience in fiction, drama, or memoir. We shall also investigate writers’ use of memory, their integration of folktale in their narrative, and their experimentation with the wider resources of orature. We will pay attention to the tension between the individual and community, how each text defines private and public spheres, and how each writer responds to the Euro-American canon. Through the texts, we will explore such broad subjects as the roots and impact of slavery; fault lines in indigenous African societies; the colonial subjugation of Africa; the emergence of neo-colonial nation-states

in Africa; post-colonial anxieties and disillusionment, and the evolution of gender relations. For the English major, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context.

[English 311. Afro-Asian Intersections]—This seminar examines Asian American and African American literary and cultural production comparatively. We will look at primary texts, supplemented by theoretical and historical readings from various fields, including performance studies, literary studies, psychoanalytic theory, cultural studies, gender studies, legal studies, and post-colonial studies, in order to critique representations of racial formations relationally rather than as strictly defined categories of identity that have, traditionally, been studied in segregated disciplines (such as Black studies, whiteness studies, Asian and Asian American studies). Along these lines, we will also account for the ways in which race intersects with other categories of identity, such as sexuality, gender, nation, and class. Texts will include works by Ann Cheng, WEB Du Bois, Christina Garcia, Moon-Ha Jung, Bill Mullen, Mira Nair, Patricia Powell, Gary Okihiro, Vijay Prashad, and Anna Deveare Smith. For English majors, this course satisfies the requirement of a course emphasizing cultural contexts.

[Art History 207. The Arts of China]—This course will focus on the arts of China from the Neolithic period through the Qing Dynasty (ca. 6000 B.C.E.-1850 C.E.) We will study art produced for burial, Buddhist temples, the imperial court, and the scholar elite. We will consider architecture, sculpture, painting, bronze, jade lacquer, and ceramics, placing the art within its historical context and identifying what makes it uniquely Chinese. This 200-level lecture survey course will require a paper, a mid-term, and a final examination. (May be counted towards International Studies/Asian Studies)

Art History 294. The Arts of Africa—View course description in department listing on p. [253](#). -Gilbert

[History 223. Japan into the Modern World, 1840-1945]—Counts as one of the survey courses for the two-semester history sequence for the Asian Studies major. This course examines the social, economic, and cultural transformations that occurred in Japan from its initial encounter with Western modernity through its rise to military superpower status in the first half of the 20th century. Students will gain a greater understanding of the problems that have shaped Japan, by exploring the challenges, conflicts, triumphs, and tragedies of modernization, industrialization, and nation-building as the Japanese experienced them in the 19th and 20th centuries. The course concludes with a detailed exploration of the road to the Pacific War and the social, political, and cultural effects of mobilization for total war followed by total defeat.

History 229. Middle East Since 1517—View course description in department listing on p. [292](#). -Antrim

History 242. History of China, Qing to Present—View course description in department listing on p. [293](#). -Lestz

[History 283. African Diaspora in Latin American and the Caribbean]—Of the approximately 12 million African slaves brought to the Americas, more than 11 million were taken to Brazil, the Caribbean and other parts of Latin America. This course examines the origins of the African slave trade and slavery; the evolution of racial ideologies; forms of resistance, including the successful Haitian Revolution (1791-1804); and the century-long struggle to end slavery (1783-1888). We will also study how African, Afro-Latin American, and Afro-Caribbean peoples forged distinctive but inter-related Diasporic cultures (in religion, music, art, literature) and political movements for racial justice. Almost every Latin American & Caribbean country will be examined, including Brazil, Cuba, Jamaica, Colombia, Argentina, and others. Throughout the course comparisons will be made with African-American history in the USA.

[History 318. Gender and Sexuality in Middle Eastern History]—This course takes constructions of femininity and masculinity and related representations of male and female sexuality in both the pre-modern and modern Middle East, with an emphasis on the Arab world, as its focus. Through theoretical readings and primary sources, both written and visual, we will explore the ways in which gender and sexuality have shaped political, economic, and cultural life in the Middle East.

History 319. Mapping the Middle East—View course description in department listing on p. [295](#). -Antrim

[History 375. Egypt from Alexander to Amr. The Nile and Desert Under the Greeks and Romans]—From the advent of Alexander the Great to the Muslim conquest in 640 CE by the then governor of Palestine, Egypt was under the rule of Greeks and Romans. Thanks to the dry climate, a bounty of texts have been preserved that permit a far more detailed look into life than can typically be achieved elsewhere in the Greco-Roman world. In this course, students will attain a firm background in the history of Egypt during these centuries; become familiar with the source material on which that history is based; and explore the evidence for daily life. Prerequisite: C- or better in History 115 or History 116, or permission of instructor.

Chinese 415. Advanced Chinese IV—View course description in department listing on p. 348. Prerequisite: Chinese 413 or equivalent. -Wang

Chinese 440. Chinese Speaking and Writing II—View course description in department listing on p. 348. Prerequisite: Chinese 202 or equivalent. -Wang

[Philosophy 223. African Philosophy]—What is African philosophy? Currently, among the scholars addressing this question, no single answer prevails. Some hold that philosophy, by its nature, transcends race, ethnicity, and region and hence that terms such as “African philosophy,” “European philosophy,” and “Asian philosophy,” are all rooted in misunderstanding what philosophy fundamentally is. Some argue that prior to the very recent work of African scholars trained in formal (often European) departments of philosophy, African philosophy did not (and could not) exist. Others argue that while (many of) the peoples of Africa have little or no tradition of formal (written) philosophizing, the differing worldviews embodied in the myths, religions, rituals, and other cultural practices of ethnic Africans constitute genuine African philosophy. Yet others find African philosophy in the critical musings of indigenous African (so-called) wise men or sages. In this course we will critically examine the variety of possibilities, forms, and practices in Africa and elsewhere that might be referred to appropriately as “African philosophy” and attempt to understand why the notion of “African philosophy” is so especially contentious. (May be counted toward African studies.)

Political Science 103. Introduction to Comparative Politics—View course description in department listing on p. 429. Not open to seniors. -Bourbeau, Matsuzaki

Political Science 104. Introduction to International Relations—View course description in department listing on p. 430. Not open to seniors. -Flibbert

Political Science 310. Politics of Developing Countries—View course description in department listing on p. 431. Prerequisite: C- or better in Political Science 103 or 104. -Schulz

Political Science 322. International Political Economy—View course description in department listing on p. 431. Prerequisite: C- or better in Political Science 104. -Schulz

Religion 186. Islam in America—View course description in department listing on p. 463. -Ziad

Religion 283. Readings in Islamic Ethics—View course description in department listing on p. 464. -Ziad

Urban Studies 210. Sustainable Urban Development—With the era in which city dwellers comprise a majority of the world’s population has come a new urgency for understanding the balance between urban development and the environment. This course introduces students to the sub-field of urban studies which deals with sustainable development, including exploration of the debates on the meanings of sustainability and development in cities. Taking a comparative approach and a global perspective, topics to be examined may include the ecological footprint of cities, urban programs for sustainable urban planning, urban transportation and service delivery, energy issues, and the critical geopolitics of urban sustainability around the world. May be counted toward INTS major requirements. -Myers

African Studies

Coordinator: Assistant Professor Markle (History and International Studies); Affiliated Faculty: Leslie Desmangles

(Religion and International Studies), Eric Galm (Music), Michelle Gilbert (Fine Arts), Shafqat Hussain (Anthropology), Seth Markle (History and International Studies), Garth Myers (International Studies), Okey Ndibe (English), Diana Paulin (English and American Studies), Maurice Wade (Philosophy and International Studies), Johnny Williams (Sociology), James Prakash Younger (English).

The African studies concentration introduces students to the second-largest continent on the planet, which comprises over 50 independent nations and houses just short of a billion people. Culturally and ethnically diverse, Africa nonetheless is united by several social processes, including colonialism, transnationalism, and globalization. We tend to these formative social processes through an array of courses across disciplines (from history to literature, from art to politics).

Requirements for the concentration:

The concentration consists of 15 courses, distributed as follows:

- Required courses for all international studies majors (three courses)
 - **INTS 300. Special Topics in International Studies**
 - One global course
 - **INTS 497. Senior Exercise**
- Language (four courses)—Two years of college-level study of one of the following languages: Arabic, French, Portuguese, or any African language available through the Self-Instructional Language Program.
- Area courses (five courses)

AHIS 294. The Arts of Africa

ENGL 306. Memory and History in African Literature

HIST 252. African Histories and Cultures to 1880: Early Period

HIST 253. African History: 1850 to the Contemporary Era

HIST 332. African Nationalism and Decolonization

HIST 377. After Empire

INTS 112. Introduction to the Study of Africa

INTS 238. Contemporary Africa: Resource Wars and Human Rights

INTS 260. The City in African Studies

INTS 302. Black Internationalism

INTS 349. No Easy Walk to Freedom: Political Economy of Southern Africa

MUSC 113. World Music

MUSC 216. African Music

PHIL 223. African Philosophy

RELG 285. Religions of Africa

- Electives (three courses)—Typically, electives are chosen from African studies courses, or else in consultation with the adviser and director, from among the many global offerings (**INTS 200, 201, 203, 204, 212, 221, 234, 248, 249, 250, 307, 311, 315, 317**). Students are encouraged to take an additional language course to fulfill the elective.

Asian Studies

Coordinator: Assistant Professor Shen (Language and Culture Studies and International Studies); Affiliated Faculty: Janet Bauer (International Studies), Jeffrey Bayliss (History), Xiangming Chen (International Studies and Sociology), Ellison Findly (Religion and International Studies), Alice Hyland (Fine Arts), Michael Lestz (History), Beth Notar (Anthropology), Vijay Prashad (International Studies), Yipeng Shen (Languages and Culture Studies and International Studies), Rieko Wagoner (Languages and Culture Studies and International Studies), James Wen (Economics and International Studies).

A concentration in Asian studies offers an interdisciplinary framework for the examination of the societies and cultures of Asia. Students may focus on East Asia, South Asia, or a comparative theme linking these two regions. The goal of the concentration is a comprehensive understanding of the region of choice from historical, social, and cultural perspectives. Nevertheless, a thorough grasp of the interrelations among regions is crucial to this concentration.

Requirements for the concentration:

The concentration consists of 15 courses, distributed as follows:

- Required courses for all international studies majors (three courses):
 - **INTS 300. Special Topics in International Studies**
 - One global course
 - **INTS 497. Senior Exercise**
- Language (four courses)—If the focus in the concentration is East Asia, students must take Chinese or Japanese through the intermediate level. If the focus is South Asia or a comparative theme, students are required to take at least three credits in a language approved by the coordinator. Language credits can be earned either abroad or through the Self-Instructional Language Program (which includes instruction in Hindi, Korean, Nepali, Thai, Tibetan, and Vietnamese.) Students can also pursue a study of a combination of languages upon the approval of the coordinator.
- A two-semester history sequence (please pick one of the regional tracks).

China

- HIST 241. History of China, Shang to Ming**
- HIST 242. History of China, Qing to Present**

Japan

- HIST 222. Japan from the Dawn of Human History to the 17th Century**
- HIST 223. Japan into the Modern World**

South Asia

- INTS. 120 Introduction to South Asia**
- INTS. 121 Modern India**

- Three additional area courses (from at least three of the four disciplines)

Arts

- AHIS 103. Introduction to Asian Art**
- AHIS 207 The Arts of China**
- AHIS 208. The Arts of Japan**
- AHIS 306. The Arts of the Ming Dynasty**
- MUSC 214. Topics in World Music: South Asia**
- RELG 253. Indian and Islamic Painting**
- RELG 254. Buddhist Art**
- THDN 209. Indian Dance**

Literature and Culture

- AMST 260. Exploring Asian American Experiences**
- HIST 117. Tokyo Story**
- HIST 345. Warring States: The United States and Vietnam**
- HIST 362. The Samurai Warrior in History, Myth, and Reality**
- HIST 363. Living on the Margins of Modern Japan**
- HIST 402. From Treaty Port to Megacity: The Modern Transformation of Shanghai**
- INTS 236. Japanese Crime Literature and Film**
- INTS 237. 20th Century Chinese Literature**
- JAPN 233. Japanese Novels in Translation**

JAPN 233. Life After Death: Japanese Literature*Social Science*

- ANTH 244. Borderlands of East and Southeast Asia**
- ANTH 247. China through Film**
- ECON 208. Asian Economics**
- ECON 216. Globalization, Rivalry and Coordination**
- INTS 202. Pacific Asia: Fall and Resurgence**
- INTS 226. Gandhi, King, and Nonviolence**
- INTS 261. The Indian City**
- POLS 233. Asian Politics**
- POLS 302. Government and Politics of Modern Japan**
- POLS 330. Government and Politics of Contemporary China**

Religion

- INTS 209. Buddhism and Ecology**
- INTS 303. Master and Savior: Zen Monks in Japanese Culture**
- RELG 151. Religions of Asia**
- RELG 181. Islam**
- RELG 252. The Asian Mystic**
- RELG 255. Hinduism**
- RELG 256. Buddhist Thought**
- RELG 335. Hindu Views of War and Peace**
- RELG 353. Buddhism in America**

- Electives (three courses)—Typically, electives are chosen from Asian studies courses, or else in consultation with the adviser and director, from among the many global offerings **INTS 200, 201, 203, 204, 212, 221, 234, 249, 250, 307, 311, 315, 317**). Students are encouraged to take an additional language course to fulfill the elective.

Caribbean and Latin American Studies

Coordinator: Professor Euraque (History and International Studies); Affiliated Faculty: Sonia Cardenas (Political Science), Pablo Delano (Studio Arts), Leslie Desmangles (Religion and International Studies), Andrea Dyrness (Educational Studies), Professor Darío Euraque (History and International Studies), Luis Figueroa (History), Eric Galm (Music), Hebe Guardiola-Díaz (Biology), Thomas Harrington (Language and Culture Studies), Anne Lambright (Language and Culture Studies), Seth Markle (International Studies and History), M. Silvina Persino (Language and Culture Studies), Miguel Ramírez (Economics), Gustavo Remedi (Language and Culture Studies), Milla Riggio (English), Dan Román (Music), Kristin Triff (Fine Arts), Yipeng Shen (Language and Culture Studies).

The Latin American and Caribbean region is home to close to 600 million people. It includes six of the thirty largest metropolitan regions in the world (Mexico City, Sao Paulo, Buenos Aires, Rio de Janeiro, Lima, and Bogotá). Home to a diverse population it comprises indigenous peoples and groups that trace their origin to Europe, Africa, Asia, and the Middle East.

The Caribbean and Latin American Studies concentration allows students to explore this vast region from a variety of perspectives, including history, literature, music, religion, economics, and educational studies. Faculty expertise ranges across South America, Central America, Mexico, and the Caribbean. In addition, Hartford itself represents an excellent window into the Latin American and Caribbean world, thanks to its immigrant communities from the cultures of Puerto Rico, the West Indies (including Trinidad and Jamaica), Brazil, and Peru, among others.

Students are strongly encouraged to study abroad, and Trinity students can explore the region by spending a semester at the Trinity-in-Trinidad Global Learning Site, or at Trinity-in-Buenos Aires. Courses taken at these sites can be applied toward sections 3, 4, and 5 of the concentration. These experiences can also serve to develop preliminary research toward the Senior Exercise.

Requirements for the concentration:

- Required courses for all international studies majors (three courses):
 - **INTS 300. Special Topics in International Studies**
 - One International Studies (or approved) global course
 - **INTS 497. Senior Exercise**
- Language courses (four courses): All students majoring in Caribbean and Latin American Studies are required to take a total of four semesters of a single language (one semester beyond the college-wide foreign language requirement, depending upon their college placement level). Available languages include Spanish, French, or Portuguese (Portuguese is offered through the SILP program). Portions of the language requirement may also be fulfilled through courses at our sponsored study-abroad program in Buenos Aires, or at a previously approved study-abroad program.
- Required Core Area course—**INTS 101. Introduction to the Latin American and Caribbean World**
- Four courses, from at least three of the following areas:

Studies in Social Science

- ECON 231. Latin American and Caribbean Economic Development**
- EDUC 307. Latinos in Education: Local Realities, Transnational Perspectives**
- INTS 103. Hugo Chávez: Oil, Revolution and Democracy in Latin America**
- POLS 231. Politics and Human Rights in Contemporary Latin America**

Studies in Culture

- BUEN 300 The Urban Experience, Human Rights, and Cultural Production** (course taught in -Buenos Aires)
- HISP 225. Iberian and Latin American Music and Conversation**
- HISP 226. Iberian and Latin American Film and Conversation**
- HISP 227. Int.Spanish and Language Conversation in Montevideo** (course taught in Uruguay)
- HISP 263. Latin American Culture I (Pre-Columbian Era to Enlightenment)**
- HISP 264. Latin American Culture II (Independence to Present Day)**
- HISP 270. Introduction to Cultural Analysis**
- HISP 280. Hispanic Hartford**
- HISP 302. Conquest and Colonialism**
- HISP 321. Gender, Ethnicity, and Resistance in the Andes**
- HISP 327. Memory at Work in Latin American Culture**
- HISP 371. Special Topics in Latin American Culture**
- INTS 262. Peoples and Culture of the Caribbean.**
- MUSC 111. Samba Ensemble** (1/2 credit per semester, 2 semesters required)
- MUSC 215. Music of Latin America and the Caribbean**
- MUSC 219. Toca Brasil! (Play Brazil!)**
- MUSC 220. Human Rights and Music**
- PHIL 247. Latin American Philosophy**
- TNTB 300. Caribbean Civilization** (course taught in Trinidad)

History

- HIST 108. Race and Ethnicity in Latin America and the Caribbean**
- HIST 235. Colonialism in the Americas**
- HIST 236. Latin America Since 1800**
- HIST 238. Introduction to Caribbean History**
- HIST 247. Latinos and Latinas in the United States**
- HIST 256. Human Rights in Latin America and Caribbean: A History**
- HIST 283. African Diaspora in Latin America & Caribbean**
- HIST 314. Politics and Revolution in Central America**
- HIST 339. Modern Mexico: Historical Origins**

- HIST 378. Puerto Rico and Puerto Ricans: Colony, Nation, Diaspora**
HIST 379. The Cuban Revolution: Historical Origins and Evolution

Literature

- HISP 312. Foundational Tropes/Contested Tropes (“The Gaucho”)**
HISP 313. The Vision of America and its Inhabitants
HISP 314. Indigenous Peoples in Spanish American Literature and Culture
HISP 318. Gender and Sexuality in Spanish America
HISP 325. Literature of Popular Consciousness and Revolution
HISP 331. The Boom and Beyond
HISP 339. Testimonial Literature and Human Rights
HISP 340. U.S. Latino and Latina Writers
HISP 341. Latin American Poetry
HISP 342. Latin American Theater
HISP 344. Spanish American Historical Novel
HISP 372. Unstable Worlds: Jorge Luis Borges

- Electives (three courses) Electives should be selected in consultation with their adviser. Only one language course at the 100 or 200 level may be applied to this section. Students with Spanish language backgrounds are encouraged to take HISP 300-level courses. Students can also count **INTS 302. Black Internationalism** as an elective. Students pursuing a double major with Hispanic studies must take two of the electives in a field other than Hispanic studies.

Global Studies

Coordinator: Associate Professor Bauer (International Studies); Affiliated Faculty: Raymond Baker (International Studies), Janet Bauer (International Studies), Sonia Cardenas (Political Science), Xiangming Chen (International Studies and Sociology), Leslie Desmangles (Religion and International Studies), Andrea Dyrness (Education Studies), Leslie Farlow (Theatre and Dance), Andrew Flibbert (Political Science), Shafqat Hussain (Anthropology), Anthony Messina (Political Science), Garth Myers (International Studies), Beth Notar (Anthropology), Vijay Prashad (International Studies), Brigitte Schulz (Political Science), James Trostle (Anthropology), James Wen (Economics and International Studies), James Prakash Younger (English)

Global studies encourages students to grapple with the fundamental dynamics of our time through an interdisciplinary framework. We are interested in the social processes that cut across regions, the global flows that have local impacts, and the local initiatives that have global resonances. The concentration has three tracks, (1) one which deals with the realm of consciousness (gender, race, and class), (2) another which deals with the contradictions of the material world (sustainable development), and (3) a third which allows students to compare two regions of the world (comparative regions).

Requirements for the concentration:

The concentration consists of 15 courses, distributed as follows:

- Required courses for all international studies majors (three courses):
 - **INTS 300. Special Topics in International Studies**
 - One introductory area course (notably, **INTS 101, 103, 112, 120, 121, 130, 131**, or other courses with the permission of their adviser.)
 - **INTS 497. Senior exercise**
- Language courses (four courses)—Four courses (two years of college-level study) in a language other than English. Languages must be chosen in close consultation with the academic adviser and may be taken either through regular Trinity offerings or the Self-Instructional Languages Program (SILP).
- Core courses (three courses):

ECON 216. Globalization, Rivalry, and Coordination
EDUC 215. Education and Social Change Across the Globe
ENGL 288. World Cinema
INTS 201. Gender and Globalization
INTS 204. Global Labor
INTS 212. Global Politics
INTS 248. Global Radicalism
INTS 250. Global Migration
INTS 315. Global Ideologies
INTS 317. Planetary History
POLS 104. Introduction to International Relations
POLS 322. International Political Economy
SOCL 227. From Hartford to World Cities: Comparative Urban Dynamics

- Tracks (five courses):

Track 1. *Gender, race, and class*

Social formations are both divided and united based on the central axes of race, gender, and class. We tend to the ways in which people understand society, how they form social linkages, and how these are rent with inequities and injustices.

ANTH 201. Introduction to Cultural Anthropology
ANTH 207. Anthropological Perspectives on Women and Gender
ECON 209. Urban Economics
ENGL 235. Global Short Fiction
ENGL 288. World Cinema
ENGL 311. Afro-Asian Intersections
HIST 103. Europe and the Post-War World from Genocide to the Struggle for Human Rights
INTS 201. Globalization and Gender
INTS 204. Global Labor
INTS 213. Worldly Islam
INTS 226. Gandhi, King, and Nonviolence
INTS 234. Gender and Education
INTS 248. Global Radicalism
INTS 249. Immigrants and Refugees
INTS 307. Women's Rights as Human Rights
INTS 311. Feminist Diversities
PHIL 246. Human Rights: Philosophical Foundations
POLS 385. Crossing Borders
RELG 184. Myth, Rite, and Sacrament
SOCI 214. Race and Ethnicity
SOCI 290. Race, Class, and Gender
SOCI 331. Masculinity
SOCL 336. Race, Racism and Democracy
SOCL 369. Queer Studies
THDN 236. Contemporary Dance: Global Perspectives
WMGS 101. Women, Gender, and Sexuality

Track 2. *Sustainable development*

Massive productive forces that once slumbered in our societies are now awakened. As they produce enormous amounts of, and new types of, goods, they run up against environmental and human limits. It is this explosion

over the past 200 years, and the fallout from this expansion, that is the theme studied by this track. We define sustainable development along the lines of the United Nation's Brundtland Commission (1987), as development that meets "the needs of the present without compromising the ability of future generations to meet their own needs."

- ANTH 227. Introduction to Political Ecology**
- ANTH 213. The Meaning of Money**
- ANTH 238. Economic Anthropology**
- ANTH 245. Anthropology and Global Health**
- ANTH 310. Anthropology of Development**
- ECON 207. Alternative Economic Systems**
- ECON 208. Asian Economics**
- ECON 212. Economies in Transition**
- ECON 216. Globalization, Rivalry and Coordination**
- ECON 231. Latin American Economic Development**
- ECON 311. Environmental Economics**
- ECON 317. Development Economics**
- ENVS 149. Introduction to Environmental Science**
- INTS 201. Gender and Globalization**
- INTS 202. Pacific Asia: Fall and Resurgence**
- INTS 204. Global Labor**
- INTS 209. Buddhism and Ecology**
- INTS 302. Political Economy of Sub-Saharan Africa**
- INTS 308. Global Hartford**
- POLS 322. International Political Economy**
- POLS 336. Illicit Markets and Global Economies**

Track 3. *Comparative Regions*

Since the 1980s, South-South cooperation has been a leitmotif of the development agenda. Countries outside the advanced industrial states have sought to develop linkages with their peers for cultural, economic, political, and social benefits. Latin America now looks to Asia, and Africa looks to the Middle East. Such linkages are not as new as they seem. In this track, students are urged to pick two regions and to study them in concert with each other. We recommend that once students pick their regions, they work with their adviser/the director to craft a set of courses that will give them a sense of the interactions and the linkages. Students should study at least three classes from each of the regions that they have selected (five of the classes will be under the track designation, and the sixth class will be the area class).

Middle Eastern Studies

Coordinator: Assistant Professor Zayde Antrim (History and International Studies); Affiliated Faculty: Michal Ayalon (Language and Culture Studies), Raymond Baker (International Studies), Janet Bauer (International Studies), Andrew Flibbert (Political Science), Kifah Hanna (Languages and Culture Studies), Shafqat Hussain (Anthropology), Ronald Kiener (Religion and Jewish Studies), Gary Reger (History), Seth Sanders (Religion), Homayra Ziad (Religion)

This concentration studies the region extending from Morocco to Kazakhstan. Through an interdisciplinary approach, we acquaint students with the complex hopes and struggles that animate the diverse peoples and cultures of this vast territory. Students may take courses in disciplines such as anthropology, economics, religion, history, language and culture studies, and international studies.

Requirements for the concentration:

The concentration consists of 15 credits, distributed as follows:

- Required courses for all international studies majors (three courses):
 - **INTS 300. Special Topics in International Studies**
 - One global course
 - **INTS 497. Senior Exercise**
- Language courses (four courses)—All participants in the Middle East concentration must satisfactorily complete at least two years' worth of language instruction in either Arabic or Hebrew. Students are able to study Farsi and Turkish through the SILP program. Language study beyond four courses can be counted as elective work; students are strongly encouraged to do so.
- Area courses (five courses)
 - **INTS 130. Daily Life in the Middle East**
 - Four courses, one each from the following four general categories
 - Culture and Society*
 - AHIS 205. Survey of Islamic Art and Architecture**
 - ARAB 233-01 The Contemporary Arabic Novel**
 - ARAB 233-04 Introduction to Arab and Middle Eastern Cinemas**
 - JWST 220. Modern Israeli Literature and Jewish Heritage**
 - JWST 225. Modern Israeli Culture**
 - INTS 131. Modern Iran**
 - INTS 218. Women, Gender and Family in the Middle East**
 - INTS 235. Youth Culture in the Muslim World**
 - INTS 325. Anthropology of Islam**
 - RELG 253. Indian and Islamic Painting**
 - History*
 - HIST 228. Islamic Civilization to 1517**
 - HIST 229. Middle East Since 1517**
 - HIST 318. Gender and Sexuality in Middle Eastern History**
 - HIST 334. Provinces of the Roman Empire**
 - HIST 336. Modern Jewish History**
 - HIST 374. Alexander the Great**
 - INTS 258. The Islamic City**
 - INTS 306. Gender and Nationalism in the Middle East**
 - INTS 326. Baghdad in History**
 - Politics*
 - INTS 212. Worldly Islam**
 - INTS 213. Politics in the World of Islam**
 - INTS 301. Arab Politics**
 - INTS 344. Political Dynamics in the Middle East**
 - JWST 206. Arab/Israeli Conflict**
 - POLS 312. Politics in the Middle East and North Africa**
 - POLS 380. War and Peace in the Middle East**
 - Religion*
 - RELG 103. Readings in Biblical Hebrew**
 - RELG 109. The Jewish Tradition**
 - RELG 181. The Religion of Islam**
 - RELG 205. The Emergence of Judaism**
 - RELG 209. Religion in the Contemporary Middle East**
 - RELG 211. Introduction to the Hebrew Bible**
 - RELG 280. Approaching the Quran**

RELG 284. Sufism, The Mystical Tradition of Islam
RELG 307. Jewish Philosophy
RELG 308. Jewish Mysticism

- Electives (three courses)—Electives include one course from the global list, and two additional courses on the Middle East (advanced language courses are welcome as electives).

Russian and Eurasian Studies

Coordinator: Associate Professor Any (Language and Culture Studies); Affiliated Faculty: Carol Any (Language and Culture Studies), Carol Clark (Economics), Fakhmiddin Miradilovich Fazilov (CUGS), Samuel Kassow (History), Katherine Lahti (Language and Culture Studies), Mitchell Polin (Theatre and Dance), Arthur Schneider (Economics), Brigitte Schulz (Political Science)

From the borders of Germany to the eastern coastline of Russia, from the North Pole to the border of Afghanistan, the vast area and diverse peoples of Russia and Eastern Europe are central to an understanding of the 21st century. Energy and geopolitics clash in this crucible of modern literature and theater. We engage this enormous area culturally, socially, economically, and politically.

Requirements for the concentration:

The concentration consists of 15 courses, distributed as follows:

- Required courses for all international studies majors (three courses)
 - **INTS 300. Special Topics in International Studies**
 - One global course
 - **INTS 497** Senior exercise
- Language courses (four courses)
 - RUSS 101. Intensive Elementary Russian I**
 - RUSS 102. Intensive Elementary Russian II**
 - RUSS 201. Intermediate Russian I**
 - RUSS 202. Intermediate Russian II**
 - RUSS 210. Advanced Russian Conversation**
 - RUSS 221. Russia through Russian Prose**
 - RUSS 301. Russian through Literature and Film**
 - RUSS 302. Russian Prose Narrative**
 - RUSS 303. Russian Phonetics, Contemporary and Historical**
 - RUSS 304. The Current Russian Media**
- Area courses (five courses)
 - ECON 207. Alternative Economic Systems**
 - ECON 324. Russian Economy in the 20th Century**
 - ECON 399. Independent Study on the Russian Economy**
 - HIST 308. Rise of Modern Russia**
 - HIST 336. Modern Jewish History**
 - HIST 365. World War II**
 - LACS 233-10. Who Am I and Where Am I Going**
 - LACS 233-38. Soul, Flesh and the Russian Mystique**
 - LACS 233. Russian and Soviet Theater**
 - LACS 233.36. Fantasy and Realism in Russian Literature**
 - LACS 233.82 Love, Sex and War in Tolstoy**

LACS 333.10. Dostoevsky

POLS 331. Transitions to Democracy: Fascism and Communism

RUSS 233.08. Russia on Trial: Literature Speaks Out

- Electives (three courses)—In order to ensure a degree of mastery in a single discipline or distinctive mode of inquiry, each student is required to take three courses in one of the following disciplines: economics, history, political science, or Russian literature. These courses can include area courses from the section above and their prerequisites.

Jewish Studies Program

Professor Kassow●●, Director (fall); Professor Kiener, Acting director (spring)

Jewish studies is a multi-disciplinary, College-wide investigation of Jewish civilization in its many historical and geographical manifestations. The scope of the Jewish studies curriculum covers Jewish civilization from its ancient Near Eastern origins through the contemporary history and culture in Israel and the Diaspora communities around the world. It is a secular, academic program with diverse, cross-cultural emphases. For more details on the program's faculty, requirements and sources, visit our Web site at www.trincoll.edu/Academics/MajorsAndMinors/Jewish/.

Participating faculty and staff

Jonathan Elukin, Associate Professor of History●●

Samuel Kassow, Charles H. Northam Professor of History●●

Ariela Keysar, Associate Director, Institute for the Study of Secularism in Society and Culture and Associate Research Professor

Ronald Kiener, Professor of Religion

Robert Kirschbaum, Professor of Fine Arts

Barry Kosmin, Director, Institute for the Study of Secularism in Society and Culture and Research Professor, Public Policy and Law Program

Michal Ayalon, Lecturer in Language and Culture Studies

Martha Risser, Associate Professor of Classics

Seth Sanders, Assistant Professor of Religion

Mark Silk, Director, Leonard E. Greenberg, Center for the Study of Religion in Public Life and Professor of Religion in Public Life

Majors are required to complete, with grades of C- or better, 12 course credits in the Jewish Studies Program. Majors are strongly encouraged to pursue foreign study, normally through either the Hebrew University in Jerusalem or Tel Aviv University.

The award of honors in Jewish studies will be based on excellence in the senior independent project or thesis and a grade point average of A- or better in the courses for the major.

Requirements for the major

- Core courses (four courses)

RELG 109. The Jewish Tradition

RELG 211. Introduction to the Hebrew Bible

HIST 336. Modern Jewish History

HIST 384. Christians and Jews in Medieval Europe or **HIST 119. Diaspora: Jewish History Before Modernity**

- Language (four courses)—All participants in Jewish studies must satisfactorily arrive at the intermediate level of Hebrew language acquisition (Biblical or modern), or pass an examination demonstrating that level of competence. Language study beyond the intermediate level can be counted as elective work.
- Electives (four courses)—Participants in the major may choose from any of the elective courses listed below. Students may petition the director to have elective study outside of this approved list counted. A one-credit internship may be counted as an elective.
- Senior thesis—In their senior year, majors will complete **JWST 497**, a one-semester, one-credit senior thesis research tutorial under the primary supervision of a participating faculty member of the Jewish Studies Program. This thesis should be initially planned in consultation with the director. In exceptional circumstances, the director can be petitioned to allow a year-long, two-credit thesis. The course meets the Writing Intensive Part II requirement.

Fall Term

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

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. -Staff

Courses Originating in Other Departments

Hebrew 101. Elementary Modern Hebrew I—View course description in department listing on p. 358. -Ayalon

Hebrew 201. Intermediate Modern Hebrew I—View course description in department listing on p. 358. Prerequisite: Hebrew 102 or equivalent. -Ayalon

Hebrew 301. Advanced Modern Hebrew I—View course description in department listing on p. 358. Prerequisite: Hebrew 202 or equivalent. -Ayalon

[Religion 103. Biblical Hebrew Language and Culture I]—View course description in department listing on p. 460.

Religion 109. Jewish Tradition—View course description in department listing on p. 460. -Kiener

[Religion 209. Religions in the Contemporary Middle East]—View course description in department listing on p. 461.

Religion 211. Introduction to the Hebrew Bible—View course description in department listing on p. 461. -Sanders

Religion 214. Jews in America—View course description in department listing on p. 461. -Kiener

[Religion 307. Jewish Philosophy]—View course description in department listing on p. 462. Prerequisite: C- or better in Religion 109.

Spring Term

[206. The Arab/Israeli Conflict]—An examination of the dynamics of the Arab/Israeli conflict, especially since the establishment of the State of Israel in 1948. The course will focus on the changing interests and positions of the parties involved: Israel, the Palestinians, the Arab states, and the important international players. It will also highlight contradictions within the major camps. (Enrollment limited)

222. Jewish Literature and Film—This course explores adaptation of modern Jewish literature to the motion picture. We will explore representations of Jewish life, culture, religion and history in literature and films dealing with the American experience, the Holocaust, and Israel. Mixing history and representation, we will examine how Jews and Jewish history have been represented and misrepresented in films which seek to translate literature into film. We will also explore what these changes can tell us about how Jews sought to present themselves to America, the world, and each other. We will also ask questions such as: What makes a film Jewish? What can films tell us about Jewish experience in the twentieth century and beyond? Weekly reading and film viewing are required. (Enrollment limited)-Patt

225. Modern Israeli Culture—As a dynamic young society with a multifaceted culture, modern Israel is distinguished by complex social relationships, evolving challenges and constant restlessness. With immigrants from all over the world, Israel is celebrating its extraordinary achievements while struggling with its history of constant external conflicts and intensifying divisions within its ethnic, religious and political groups. These cross currents

will be examined using prose and poetry, films, plays, and currents from the internet. Additional topics will include physical features of the land, historical background, and the impact of the legal and political system on the daily lives of people. (Enrollment limited)-Keysar-Coy

Courses Originating in Other Departments

Hebrew 102. Elementary Modern Hebrew II—View course description in department listing on p. 359. Prerequisite: Hebrew 101 or equivalent. -Ayalon

Hebrew 202. Intermediate Modern Hebrew II—View course description in department listing on p. 359. Prerequisite: Hebrew 201 or equivalent. -Ayalon

Hebrew 302. Advanced Modern Hebrew II—View course description in department listing on p. 359. Prerequisite: Hebrew 301 or equivalent. -Ayalon

History 213. Modern Jewish History—View course description in department listing on p. 292. -Patt

[**History 336. Modern Jewish History**]—View course description in department listing on p. 296.

[**Religion 104. Biblical Hebrew Language and Culture II**]—View course description in department listing on p. 463. Prerequisite: A grade of C- or better in Religion 103.

[**Religion 214. Jews in America**]—View course description in department listing on p. 463.

Language and Culture Studies

Associate Professor Any, Chair; Professor Del Puppo; Associate Professors J. Evelein, Harrington, Kehrès, Lahti[†], and Lambright[†]; Assistant Professors Hanna[†], Kippur[†], van Ginhoven, and Shen; Principal Lecturers Alcorn, Assaiante, Humphreys, Palma, and Wagoner; Visiting Professor Melendez; Visiting Associate Professor Solomon; Visiting Assistant Professors Aydinyan, Jacky, Robyn, and Tracy; Visiting Lecturers Antar, Ayalon, I. Evelein, Flores, Miyazaki, Morales, Shamma and Wang; Graduate Fellows Bouhet, de la Rosa-Fuller, and King.

Students choosing to major in a foreign language may do so with a Plan A or Plan B major. Students who major in other areas of the curriculum, but wish to develop their linguistic skills and knowledge of foreign cultures, may choose to minor in a foreign language.

Plan A major—Under this plan, students major in a single foreign language (French, German studies, Hispanic studies, Italian studies, or Russian). Please see listings and descriptions of respective majors. Credit acquired through the Language Across the Curriculum program may be applied to the cognate requirements. Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates. Except under exceptional circumstances, this project will be undertaken in the language section's **401. Senior Seminar**; it must be done at Trinity College. See full descriptions under individual language headings.

Plan B major—Under this plan, students may combine any two of the languages taught in the Department of Language and Culture Studies and the Classics Department. A minimum of seven courses in a primary language and five in a secondary language is required, as well as two courses in a cognate field or fields. A paper integrating the three fields of study—primary language field, secondary language field, and some aspect of the cognate field(s)—must be completed in one of the primary language upper-level courses. Except under exceptional circumstances this project will be undertaken in the primary language section's **401. Senior Seminar**, which must be done at Trinity College. See full descriptions under individual language headings.

The language and culture studies minor—The minor in language and culture studies is designed to provide a concentration in a language of choice and an introduction to the literature, culture, and civilization of the language area(s). Students must complete a sequence of either five or six courses and do some additional work (see individual minor descriptions). For courses to be counted toward the minor, students must earn at least a C in each course. (See also the Arabic, Chinese, French, German studies, Hebrew, Hispanic studies, Italian studies, Japanese, and Russian minors earlier in this *Bulletin*.)

Course work completed for the major under Plans A or B, or the minor, must receive C- or better, and students must demonstrate oral and written proficiency in the appropriate language(s). First-year students planning to take French or Russian courses (other than **101**) must take the placement test, administered during first-year orientation.

Upper-level courses are conducted in the foreign language unless otherwise indicated.

Permission to major under Plan A or B or to opt for the language concentration must be obtained from the department chair.

Any student wishing to enroll for credit in a lower-level language sequence after having been granted credit for a course in the same language at a higher level must first obtain the written permission of the department chair.

All language skill courses may require extra lab or drill sessions at the discretion of the instructor.

Departmental honors are awarded to seniors who have maintained an A- average in all courses to be counted toward their major (including cognate courses). A minimum grade of A- is furthermore required in the senior exercise (**401**).

Language Across the Curriculum—In addition to majoring in a language through Plan A or Plan B, or choosing a minor, there is also the opportunity to apply language skills to a wide array of courses across the entire college curriculum through the Language Across the Curriculum Program.

This option is generally open to all students who have completed the intermediate level (fourth semester, or equivalent) in any foreign language currently taught at Trinity and who are enrolled in any course outside the department in which the instructor, in collaboration with a member of the language and culture studies faculty, approves a supplementary reading list in the foreign language. For example, those studying European history, the economy of Latin America, or Freud could do supplementary readings in French, Spanish, or German; those studying art history or the modern theater might do further readings in Italian or Russian respectively. There are many other possibilities. Subject to satisfactory completion of the assigned work, such students will then be awarded an extra half credit in the course in question. For further information, see any member of the department.

Study away—Majors and other students interested in having a serious engagement with non-U.S. languages and cultures are urged to spend at least one semester abroad, or to enroll in a summer study-abroad program or a recognized summer language institute in North America.

Special attention is called to the Trinity College programs in Barcelona, Paris, Rome, and Vienna, and the affiliated program in Córdoba, Spain. The departmental contacts for these programs are, respectively, Professors Harrington, Kehrès, Del Puppo, Evelein, and van Ginhoven. Brochures describing each of these programs in detail are available both through the department and the Office of International Programs.

Self-Instructional Programs in Modern Languages—Provision exists at the College for strongly motivated students to undertake self-instructional courses of study in some languages not available among our regular offerings. Such courses are set up on an individual basis, by prior arrangement with the director of SILP. Students contemplating such courses must therefore begin their planning as early as possible, preferably during advance registration week of the semester preceding the term in which the student plans to undertake the SILP course in question. Enrollment in all cases is subject to the College's ability to locate native speakers and professionally qualified persons capable of both monitoring and evaluating the students' work. All SILP courses are 1-credit courses. Actual credit earned is subject to review by the coordinating committee and the external examiner. The grade earned is determined by an external examiner. Participation counts for 20 percent of the final grade. To help defray the cost of tutors and examiners, students enrolled in SILP courses are assessed a surcharge of \$600 a semester. They must also purchase their own course materials. The director of SILP is Isabel Evelein.

- 101. Self-Instructional Language Program: Elementary I
- 102. Self-Instructional Language Program: Elementary II
- 201. Self-Instructional Language Program: Intermediate I
- 202. Self-Instructional Language Program: Intermediate II
- 301. Self-Instructional Language Program: Advanced I
- 302. Self-Instructional Language Program: Advanced II

Blume Language and Culture Learning Center—Language faculty and students at Trinity College have at their disposal a vast array of technology resources to create engaging learning experiences in the classroom and through online environments. The Blume Language and Culture Learning Center provides a 20-seat, dual-platform (Macintosh and Windows) computer laboratory that can be scheduled for instructional purposes on a regular basis or for specific sessions as needed.

The Blume Center staff works closely with the language and culture studies faculty to promote innovative approaches toward the teaching and learning of language and culture. The Blume Center's driving goal is to contribute to a greater understanding of instructional technology and learning theories in order to foster their integration into educational practices and language instruction at all levels.

Through informal discussions and professional collaborations, the Blume Center provides information about and facilitates access to various instructional resources for the language faculty and the larger Trinity community. As an example of such collaborations, the Blume Center partners with academic computing to support teaching and learning on campus by co-sponsoring workshops, via the Student Technology Assistant Program, and collaborating on technology-based projects.

For more information, contact Eduardo Lage-Otero, director of the Blume Language and Culture Learning Center.

Language and Culture Studies

(All Courses Conducted In English)

Fall Term

[233-04. **German History Through Literature and Film**]—This course examines German history from 1871 to the present through major works of German literature and film. Special emphasis will be placed on the historical context within which each work was written: the Wilhelmine Empire, World War I, the Weimar Republic, Nazi Germany, East/West Germany and the Cold War, and Reunification. The objective of the course is twofold: to become familiar with some of the most powerful narratives of modern German literature and film; and to analyze literature and film as windows on social, cultural, and historical processes. (Enrollment limited)

[233-06. Post-Colonial Island Cultures in the Pacific, Indian Ocean and West Indies (Antilles)]—When the indigenous islanders of the Pacific, Indian Ocean and West Indies began to question English and French colonization during the 20th century, they discovered that their national, social, and individual identities had been fundamentally altered by the experience. The course will examine the literary and cultural themes unique to the island cultures in these former and current colonies. In particular, there will be a special emphasis on the common questions of race, otherness, imperialism and postcolonialism found in the islands. (Enrollment limited)

233-12. Fantasy and Realism in Russian Literature—All readings and discussion will be in English. Through the enduring traditions of fantasy and realism, Russian literature has probed human dilemmas and invited self-examination. We shall read these works as art and entertainment, and also for what they help us learn about ourselves. A disturbing world of the uncanny, populated by murderous doubles, human snakes, talking dogs, ghosts, and other diabolical creatures will open up to us and haunt our imaginations. As we consider the realist and fantastic streams, we shall ultimately ask the question: can we really define the difference between them? Authors to be read include Gogol, Dostoevsky, Chekhov, and others. This course will introduce the students to some of the greatest works in the Russian literary canon. (Listed as both LACS 233-36 and RUSS 233-01; and under the Russian and Eurasian Studies concentration of the International Studies Program.) (Enrollment limited)-Staff

233-13. Marx, Nietzsche, Freud—This survey of German intellectual history from 1848 to the present will acquaint students with writings of Marx, Freud, Nietzsche and the many others who shaped subsequent western culture and thought. Drawing upon close readings of excerpts from pivotal works, we will examine the relevance of such works in the matrix of artistic trends and historical circumstances from which they emerge. Short literary pieces (Franz Kafka, Thomas Mann) will be included. (Enrollment limited)-Assaiane

233-17. Mafia—In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists, and political scientists. It has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: Seminar format. Course requirements: seminar reports, several short papers, and full attendance and participation. (Listed as both LACS 233-17 and ITAL 233-02.) (Enrollment limited)-Alcorn

[233-38. Soul, Flesh, and the Russian Mystique]—“A riddle, wrapped in a mystery, inside an enigma.” Such is Winston Churchill’s famous description of Russia. Renowned for its passionate unrestraint, the legendary Russian soul encompasses opposing extremes of human thought and impulse. Selfish pleasure, gratuitous cruelty, and humiliation of others coexist with forgiveness, compassion, and embrace of suffering. As our window on the multifaceted Russian soul—as well as its physical manifestation, the rebellious body—we will take salient works from 1000 years of music, art, and literature. Among the genres we will explore: icon painting and the later, socially-themed paintings that hastened the revolution; the majestic music of the Orthodox church and contemporary youth pop; the wise woman and holy fools of the folktale and the comic literature of scandal. Taught in English; no pre-requisites.

[233-82. Love, Sex, and War in Tolstoy]—This course offers a detailed and varied exploration of Tolstoy’s greatest fiction. Writer and prophet, aristocrat and socialist, moralist and hedonist, Tolstoy contained a bundle of contradictions in a mind of artistic genius. As we seek to uncover the aesthetic workings of his stories and novels, we will have ample opportunity to discuss the subjects of these works—romantic love, sexual expression, family life, war as military theory and as human experience, and the individual’s search for meaning in relation to the works themselves and to our own lives. Tolstoy’s youth, military service, marriage, religious conversion, and contentious relations with those around him will be discussed in connection with his literary art. (Listed as both LACS 233-82 and RUSS 233-07; under the Russian and Eurasian studies concentration of the International Studies Program; and under the Women, Gender, and Sexuality Program.) (Enrollment limited)

333-01. French Cinema—This course is designed to familiarize students with the development and art of the French cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant literary and critical texts will accompany each film. Lectures and coursework will be in English. (Listed as both LACS 333-01 and FREN 320-01.) (Enrollment limited)-Humphreys

333-12. Dante: The Divine Comedy—An intensive study of the Divine Comedy (in translation) with particular emphasis on the historical and aesthetic significance of this 'summa.' Students wishing to count this course toward a major in Italian should receive permission of the instructor. (Listed as both LACS 333-12 and ITAL 333-01.) (Enrollment limited)-Del Puppo

355. Language Across the Curriculum—Students who have completed the intermediate level of a foreign language (fourth semester or equivalent) and who are enrolled in any course across the college, may do an additional half-credit work in the language for that course. This half-credit course will be done with one of the faculty of the Language and Culture Studies Department. The language faculty member will meet with the student regularly and go over the texts in the foreign language that pertain to the course being taken. The language faculty member will grade the student on this additional half-credit and it will count as an LACS course (independent study). (0.5 course credit) -Staff

399. Independent Study—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

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

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

Spring Term

[233-04. Introduction to Arab and Middle Eastern Cinemas]—This course is also listed under the African studies concentration and Middle Eastern studies concentration of the International Studies Program and under the Women, Gender, and Sexuality Program. This course offers an overview of the social and artistic role of cinema in the Arab world. It presents a historical outlook on the rise and development of cinema in the broader Middle East and North Africa through an investigation of this genre and the use of critical and cultural theory. It examines the artistic and cultural relationship of cinema to the societies it represents by utilizing a variety of structured thematic viewpoints such as the configuration of society and community, children in times of war, feminist discourse, and homosexuality, in order to explore cinema as an integral part of Arabic popular culture. The lectures will be organized around weekly screening of films in addition to related critical readings. No previous knowledge of Arabic language is required. (Enrollment limited)

[233-05. Italian Cinema: Fiction and Film]—A study and discussion of Italian cinema from neorealism to the present. The course will cover both formal and thematic trends in the films of the noted postwar Italian directors Roberto Rossellini, Vittorio De Sica, and Luchino Visconti. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Federico Fellini, Michelangelo Antonioni, Lina Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. Students wishing to apply this course toward the major in Italian must secure permission of the instructor. They will complete their assignments in Italian and meet with the instructor in supplementary sessions. Faithful attendance is required. (Listed as both LACS 233-05 and ITAL 290-01.)-Beneduce (Enrollment limited)

[233-05. Contemporary Arabic Novel: Continuity and Change]—This course offers a general survey of 20th-century Arabic literature in translation, mainly the novel. It examines a variety of cultural aspects of Egyptian and Levantine societies with reference to gender issues and the status of women in these societies as reflected in the writings of Najib Mahfuz, Ala Aswani, Nawal El-Saadawi, and Ghadah al-Samman. The works of these prominent contemporary writers will be examined against the background of the major historical political and social events in

the modern Middle East and supported by a number of films and documentaries.

233-05. Latin American Literature and Film in Translation—This course is aimed at a broad and general audience. No knowledge of Spanish is required. Taught in English this survey course introduces students to a set of key Latin American literary works of the 19th and 20th century, from various areas (the Caribbean, Mexico, Latinos in the US/The Border, Central America, South America, the Southern Cone), of various kinds (novels, short novels, short stories, essays, testimonies, collages, etc.) and reflecting on a variety of social and cultural issues (depicting/ordering/making sense of reality, storytelling, mythmaking, constructing the nation, neo-colonialism, fascism, revolution, human rights, exile, border-culture, race, ethnicity, gender). Students wishing to count this course toward a major in Spanish should secure permission of the instructor. They will complete their assignments in Spanish and will meet with the instructor in supplementary sessions. (Listed as both Language and Cultural Studies 233-11 and Hispanic Studies 233-01; and under the Latin American and Caribbean Studies program.) (Enrollment limited)-Robyn

[233-10. Who Am I and Where Am I Going?]—How many personal identities do you have? Lover, friend, brother or sister, gambler, worshipper, skeptic, liar, outsider, psychotic—we may play all of these parts simultaneously or at different times in our lives. Through discussion of short literary texts, with some forays into religion and psychology, we will consider the ways in which our multiple identities shape our self-image as well as how others see us. Readings will be chosen from, among others, Tennessee Williams, Dostoevsky, Freud, and the Bible. (Enrollment limited)

[233-18. Burnt Books: Literature and Nazi Germany]—In an effort to cleanse the nation's soul of un-German influences, the National Socialists ceremoniously burnt works by hundreds of so called “degenerate” writers, among them such celebrated authors as Heinrich Heine, Erich Maria Remarque, Heinrich Mann, and Bertolt Brecht. This course explores major works of German literature forbidden during the Third Reich and examines the rationale for their exclusion from the Nazi canon. The course furthermore studies Nazi-endorsed writings, as well as literary responses to the Third Reich by anti-Nazi writers such as Anna Seghers, Klaus Mann, and Stefan Zweig. (Listed as both LACS 233-92 and GRMN 233-18.) (Enrollment limited)

233-41. Food in Italian History, Society, and Art—The saying, “A tavola non s'invecchia” (“One does not age at the supper table”), expresses the importance of food and eating for Italians. In this course, we will examine the relationship between food and culture in Italy, from the Romans to the present, through a variety of readings and tasting experiences. Topics include: the importing and exporting of different foods in antiquity as an instance of cultural and economic exchange; medieval beliefs about intellectual and physical aptitudes associated with diet; the representation of food in art, literature, and cinema; regional cuisines and cultural identities; and the language of food. We will also discuss Italian and Italian-American cuisine as the reflection of related, yet very different, cultures. Students may opt to undertake a Community Learning Initiative in consultation with the course instructor. Enrollment limited to 25. (Listed as both LACS 233-41 and ITAL 233-06.)-Del Puppo

233-93. Dostoevsky— (Enrollment limited)-TBA

233-98. Enlightenment and Romanticism in Italy—An introduction to modern ideas of nature, human nature, and history expressed in great literature, art, and music. Topics include individuality and community, the passions and the interests, the intimate contest of bourgeois and aristocratic cultures, revolution and reaction, and secularism. Among authors, artists, and composers who will be studied are: Leopardi, Manzoni, Tiepolo, Longhi, Canaletto, Canova, Fattori, Donizetti, Rossini, and Verdi. (Listed as both LACS 233-98 AND ITAL 233-08.) (Enrollment limited)-TBA

299. Foundations of Language and Culture Studies—This course (taught in English) starts from the premise that all language acts are culturally based. The main topics of the course are the history of languages; linguistics; literary criticism; cultural criticism; and the translated text. Questions we will explore are: what is language, how do we acquire it, and what relationship does it have to culture? What does the nature vs. nurture debate mean for language? What is the interface between (literary) narrative, language, and culture? What happens when a literary text is translated from one language into another? Does it matter? Students will have a chance to do individualized work that bears upon their own language of study. The course features regular guest lectures by faculty from a range

of languages and fields. (Enrollment limited)-Evelein

325. Americans in Paris/Parisians in America—Americans visiting Paris today flock to the literary cafés of the Latin Quarter and the Impressionist paintings at the Musée d’Orsay, but how was it that Paris came to represent a cultural mecca for Americans? To what extent do American cities generally—and New York in particular—occupy a similar place in the cultural imaginary of Parisians? This course draws from an eclectic mix of materials—historical and literary texts, transatlantic correspondence, pop culture and comedy, music, films, political treatises, cultural theory—to examine some of the assumptions, prejudices, and cross-cultural influences that characterize Franco-American relations historically and today. Sample reading list includes works by James Baldwin, Simone de Beauvoir, Adam Gopnik, Ernest Hemingway, Henry Miller, David Sedaris, and Alexis de Tocqueville. Coursework and discussions will be in English. Listed as both LACS 325-01 and FREN 325-01. (Enrollment limited)-Humphreys

[333. French Cinema]—This course is designed to familiarize students with the development and art of the French cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant literary and critical texts will accompany each film. Lectures and coursework will be in English. (Listed as both LACS 333-01 and FREN 320-01.) (Enrollment limited)

355. Language Across the Curriculum—Students who have completed the intermediate level of a foreign language (fourth semester or equivalent) and who are enrolled in any course across the college, may do an additional half-credit work in the language for that course. This half-credit course will be done with one of the faculty of the Language and Culture Studies Department. The language faculty member will meet with the student regularly and go over the texts in the foreign language that pertain to the course being taken. The language faculty member will grade the student on this additional half-credit and it will count as an LACS course (independent study). (0.5 course credit) -Staff

399. Independent Study—Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

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

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

Courses Originating in Other Departments

College Course 151. French Film Festival—View course description in department listing on p. 160. (0.5 course credit)-Humphreys

English 330. Sex, Violence and Substance Abuse: Mexico by Non-Mexicans—View course description in department listing on p. 228. -Goldman

Arabic

The Plan B major—Students choosing a Plan B major in language and culture studies may elect Arabic as their secondary language. Students who do so are required to take five courses in Arabic beyond **ARAB 101**, including at least one course in Arabic literature and culture (**ARAB 233**).

The minor in Arabic—For students who wish to minor in Arabic, this is a sequence of five courses: **ARAB 101, 102, 201, 202, and 301**, designed to develop linguistic skills and to give an appreciation of Arab culture and civilization. In addition, students are required to take either **ARAB 233, LING 101. Introduction to Linguistics**, or a course in the Middle East section of the International Studies Program. No more than one transfer credit may be applied to the minor.

To declare a minor in Arabic, contact Assistant Professor Kifah Hanna. Students interested in cross-disciplinary approaches to the study of Middle Eastern culture are referred to the Middle Eastern studies concentration.

Arabic

Fall Term

101. Intensive Elementary Arabic I—Designed to develop fundamental skill in both spoken and written Arabic. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic grammatical structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. (Also listed under the African Studies concentration of the International Studies Program.) (1.5 course credits) (Enrollment limited)-Antar

201. Intermediate Arabic I—Continuation of Arabic 102, with an introduction to Arabic composition as well as further grammatical study and conversation practice. Required lab work. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 102 or equivalent. (Enrollment limited)-Antar

301. Intermediate Arabic III—Continuation of Arabic 202, introducing increasingly complex grammatical structures through culturally based materials and literary texts, with a programmed expansion of vocabulary to 1,500 words. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 202 or equivalent. (Enrollment limited)-Shamma

399. Independent Study—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

401. Advanced Arabic I: Conversation and Composition—This course builds on grammatical concepts acquired in elementary and intermediate courses (101-302). It introduces alternative stylistic tools for oral, aural, and writing skills with a vigorous expansion of vocabulary related to contemporary Arab culture and daily events in the Middle East. We will focus on two key areas of Arabic grammar: the root and pattern system, and complex sentence structure. Students will gain knowledge of grammatical aspects such as active and passive participles, geminate verbs, passive voice, circumstantial clauses, and nouns of place and time (to name a few) and learn more on idafas, broken plurals and superlatives and comparative forms. We will read and discuss authentic texts (short stories, newspapers, and magazine articles) and view films and various news clips in Arabic. Prerequisite: Arabic 302 or equivalent. (Enrollment limited)-Shamma

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

Spring Term

102. Intensive Elementary Arabic II—Designed to develop basic language skills learned in Arabic 101. Four hours of class work, plus one required drill hour. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 101 or equivalent. (1.5 course credits) (Enrollment limited)-Antar, Staff

202. Intermediate Arabic II—Continuation of Arabic 201, leading to a completion of essential basic grammatical constructions as well as further conversational practice. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 201 or equivalent. (Enrollment limited)-Antar

[233. Contemporary Arabic Novel: Continuity and Change]—This course offers a general survey of 20th century Arabic literature in translation, mainly the novel. It examines a variety of cultural aspects of Egyptian and Levantine societies with reference to gender issues and the status of women in these societies as reflected in the writings of Najib Mahfuz, Ala Aswani, Nawal El-Saadawi, and Ghadah al-Samman. The works of these prominent contemporary writers will be examined against the background of the major historical political and social events in

the modern Middle East and supported by a number of films and documentaries. (Enrollment limited)

[233L. Introduction to Arab and Middle Eastern Cinemas]—This course is also listed under the African studies concentration and Middle Eastern studies concentration of the International Studies Program and under the Women, Gender, and Sexuality Program. This course offers an overview of the social and artistic role of cinema in the Arab world. It presents a historical outlook on the rise and development of cinema in the broader Middle East and North Africa through an investigation of this genre and the use of critical and cultural theory. It examines the artistic and cultural relationship of cinema to the societies it represents by utilizing a variety of structured thematic viewpoints such as the configuration of society and community, children in times of war, feminist discourse, and homosexuality, in order to explore cinema as an integral part of Arabic popular culture. The lectures will be organized around weekly screening of films in addition to related critical readings. No previous knowledge of Arabic language is required. (Enrollment limited)

302. Intermediate Arabic IV—Continuation of Arabic 301, presenting alternative stylistic tools for oral and written communication, with a vigorous expansion of vocabulary. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 301 or equivalent. (Enrollment limited)-Antar

399. Independent Study—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

402. Advanced Arabic II: Composition and Style—This course is a continuation of Arabic 401. We will closely read and analyze complex authentic texts in order to develop a high level of proficiency and grammatical accuracy in Modern Standard Arabic and colloquial Levantine. We will continue to vigorously focus on the root and pattern system. Students will study new grammatical aspects such as the imperative, the prohibitive, hollow and weak verbs, assimilation in and basic meanings of certain awzan, and the different types of grammatical objects (to name a few). Students will learn different styles of narration and significantly expand their vocabulary repertoire. Prerequisite: Arabic 401 or equivalent. (Enrollment limited)-Staff

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

Chinese

The Plan B major—Students choosing a Plan B major in language and culture studies may elect Chinese as either their primary or secondary language. Students who choose Chinese as the primary language are required to take seven courses beyond the 101 level, including at least one course from offerings in Chinese literature and culture (**INTS 237** and above), and **401. Special Topics in East Asian Literatures**. Two courses in a cognate field or fields are also required as is a paper linking some aspect(s) of the two languages and the cognates; this paper must be completed in **CHIN 401**.

The Writing Intensive Part II requirement in this major is fulfilled by one of the following courses: **CHIN 401. Senior Seminar: Special Topics in Chinese** (all majors must take this course) or **INTS 237**.

Students who choose Chinese as the secondary language are required to take five courses beyond the 101 level, including at least one course from offerings in Chinese literature and culture (**INTS 237** and above).

The minor in Chinese—For students who do not wish to major in Chinese Plan B, this is an option to develop linguistic skills and gain an appreciation of Chinese culture through a language concentration (minor) in Chinese. For students who wish to minor in Chinese, this is a sequence of five courses beyond **CHIN 101** (**101** does not count) designed to develop linguistic skills as well as a basic understanding of Chinese culture and society. One of the five courses should be **INTS 237**. In addition, the minor will include another credit to be fulfilled through a .5-credit Language Across the Curriculum unit, a one-semester teaching assistantship, or a .5-credit integrating paper at least one of the six Chinese courses (students to enroll of a half credit in **CHIN 399**), The five courses should be chosen from **CHIN 102, 201, 202, 233, 301, and 302**. No more than one transfer credit may be applied to the language concentration in Chinese. Students must achieve a grade of B or above in the highest level language course or pass the proficiency test administered by the language concentration coordinator.

To declare a minor in Chinese, contact the department chair. Students interested in cross-disciplinary approaches to the study of Asian cultures are referred to the Asian studies interdisciplinary minor.

Chinese
Fall Term

101. Intensive Elementary Chinese I—Designed to develop fundamental skill in both spoken and written Mandarin. About 300 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Students with previous training and background in Chinese should consult the instructor for proper placement. (Also listed under the Asian Studies concentration of the International Studies Program.) (1.5 course credits) (Enrollment limited)-Wang

201. Intensive Intermediate Chinese I—This course emphasizes the continued development of skill in spoken and written Mandarin. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take both 201 and 202 in sequence. Four hours of class work, plus one required drill hour. (Also listed the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 102 or equivalent. (1.5 course credits) (Enrollment limited)-Wang

[202. Intensive Intermediate Chinese II]—Continuation of Chinese 201, with further emphasis on written and spoken development of the current idiom. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 201 or equivalent. (1.5 course credits) (Enrollment limited)

301. Advanced Chinese I—Further development of skill in written and spoken Mandarin, with increasing emphasis on longer texts, additional characters, and extensive discussion. In order to secure maximum proficiency, students should plan to take both 301 and 302 in sequence. (Also listed under the Asian Studies concentration of the International Studies Program.) (Enrollment limited)-Shen

399. Independent Study—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

401. Senior Seminar: Issues in Contemporary China—The primary goal of this course is to become familiar with, discuss, and debate some cultural, political and economical situations of the contemporary Chinese speaking world through the modern media of newspapers, television and film. The course will also further improve advanced students' ability to use Chinese in their daily and professional lives. (Enrollment limited)-Shen

413. Advanced Chinese III—Students will further develop skills in written and spoken Mandarin, with increasing emphasis on longer texts, additional characters, and extensive discussion. In order to secure maximum proficiency, students should plan to take both 413 and 415 in sequence. Prerequisite: Chinese 302 or equivalent. (Enrollment limited)-Shen

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

Spring Term

[101. Intensive Elementary Chinese I]—Designed to develop fundamental skill in both spoken and written Mandarin. About 300 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Students with previous training and background in Chinese should consult the instructor for proper placement. (Also listed under the Asian Studies concentration of the International Studies Program.) (1.5 course credits) (Enrollment limited)

102. Intensive Elementary Chinese II—Continuation of Chinese 101, with increased emphasis on conversational practice. An additional 300 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 101 or equivalent. (1.5 course credits) (Enrollment limited)-Wang

202. Intensive Intermediate Chinese II—Continuation of Chinese 201, with further emphasis on written and spoken development of the current idiom. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 201 or equivalent. (1.5 course credits) (Enrollment limited)-Wang

302. Advanced Chinese II—Concentration on advanced writing and speaking skills, further acquisition of compound characters, and further extensive practice in complex reading. (Also listed under the Asian Studies concentration of the International Studies Program.) (Enrollment limited)-Shen

399. Independent Study—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

415. Advanced Chinese IV—Students will improve skills in written and spoken Mandarin for formal occasions and conversations. Focuses will be given to students' ability to use the language formally and idiomatically. Prerequisite: Chinese 413 or equivalent. (Enrollment limited)-Wang

440. Chinese Speaking and Writing II—The course introduces Chinese speaking and writing skills for graduate school-level use. The targeted students will be those who major or minor in Chinese, and/or have received significant amount of Chinese language training, and/or have great interest in pursuing a Chinese-related career. In order to secure maximum proficiency, students should plan to take both 430 and 440 in sequence. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 202 or equivalent. (Enrollment limited)-Wang

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

French

The Plan A major—All Plan A students must choose to follow either a “French Language and Literature” track or a “French Studies” track within their major, which must normally be selected before the senior year, and specifically approved by the adviser. All Plan A majors are encouraged to study in an approved program in some part of the Francophone world.

All Plan A majors are required to have 11 courses beyond **FREN 102**. The following five are required: **FREN 241. Advanced Composition and Style; FREN 251. French Literature I: From the Middle Ages to Romanticism; FREN 252. French Literature II: Modern French Literature** (no more than one of these three may be by transfer credit); at least one **FREN 355** course from the special topics cycle to be taken at Trinity College, and **FREN 401**.

The Writing Intensive Part II requirement for this major is fulfilled by one of the following courses: **FREN 350. Critical Approaches to Advanced Translation Studies** or **FREN 401. Senior Seminar: Special Topics**.

For Plan A majors choosing the “French Language and Literature” track, two courses among the remaining six elective courses may be taken in another discipline (numbered at other than the 100 level), focusing on France or on some aspect of Francophone studies. These courses may be found, for example, among the offerings of such departments or programs as English, history, fine arts, international studies, music, political science, the other sections of the Language and Culture Studies Department, or the equivalents of such offerings in any approved foreign study program. Students completing this track will do their senior project in French (normally in 401).

For Plan A majors choosing the “French Studies” track, three such courses among the remaining six elective courses may be taken in another discipline (numbered at other than the 100 level).

Those choosing the “French Studies” track will develop a coherent concentration in close consultation with their adviser. Such concentrations might focus, for example, on the arts (including film) by including courses from the fine arts and the music departments, or the various film offerings inside and outside the French section; on literary studies by including courses from the classics and the English departments, or one of the other foreign cultures taught in the Language and Culture Studies Department (whether in the original language or in English); or on society by including courses from the history and the political science departments. Many other combinations are possible. Students completing the “French Studies” track may choose to do their final project in French or English (normally in 401).

The Plan B major—Plan B majors whose primary concentration is French are required to have seven courses in French beyond **FREN 102**; the following are required: **FREN 241**, **FREN 251** and **252**, at least one French 300-level course (to be taken at Trinity College), and **FREN 401**. Among the remaining two elective courses, one course not offered under a French rubric (numbered at other than the 100 level) focusing on France or on some aspect of Francophone study may be counted toward the major (see examples under Plan A major above). All Plan B majors in this category may choose to do their final project in French or English (normally in **FREN 401**).

Plan B majors whose secondary concentration is French are required to have five courses in French beyond **FREN 102**; the following are required: **FREN 241**, **FREN 251**, and **FREN 252**.

All Plan B majors are encouraged to study in an approved program in some part of the Francophone world.

The Writing Intensive Part II requirement for the French major is fulfilled by: **FREN 401. Senior Seminar: Special Topics in French** (required of all majors), **FREN 250. Advanced Language Study** (in French), or **FREN 350. Critical Approaches to Advanced Translation Studies** (in French).

Honors—Students qualifying for honors in their French majors must attain a cumulative average of A- or better in all courses counting toward the major, including **FREN 401**.

The minor in French—For students who wish to minor in French, this is a sequence of 5.5 credits beyond **FREN 102** designed to develop linguistic skills and to give an appreciation of Francophone culture and civilization. The five required courses in French must include **FREN 281. Conversational French: Current Events** and can include, but are not limited to, **FREN 250, 251, 252**, or a 300-level course in French. The Additional .5 credit can be achieved through a Language Across the Curriculum unit, a .5-credit integrating paper (typically written in conjunction with the last course taken for the minor), the French Film Festival course (with written work done in French, or another 1-credit French course. A maximum of one course taught in English under the Language and Culture Studies rubric may be counted toward the minor, only if written work done in French. No more than one transfer credit taken in a program other than Trinity-in-Paris may be applied to the minor.

To declare a minor in French, contact Karen Humphreys, Jean-Marc Kehrès, or Sara Kippur. Students interested in cross-disciplinary approaches to the study of Francophone culture are referred to the French studies interdisciplinary minor.)

French

Fall Term

101. Intensive Elementary French I—Designed to develop a basic ability to read, write, understand, and speak French. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Other than beginning students must have the explicit permission of the instructor.—Sabich (1.5 course credits) (Enrollment limited)-Evelein, Staff

102. Intensive Elementary French II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: French 101 or equivalent. (1.5 course credits) (Enrollment limited)-Evelein

201. Intermediate French I—Review of basic grammatical concepts and development of fundamental language skills, with increasing emphasis on written expression and spoken accuracy. Use is made of video-based presentations. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: French 102 or equivalent. (Enrollment limited)-Kehres

202. Intermediate French II—Further reinforcement of written and spoken skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading, and writing. Prerequisite: French 201 or equivalent. (Enrollment limited)-Solomon

[233. Post-Colonial Island Cultures in the Pacific, Indian Ocean and West Indies (Antilles)]—When the indigenous islanders of the Pacific, Indian Ocean and West Indies began to question English and French colonization during the 20th century, they discovered that their national, social, and individual identities had been fundamentally altered by the experience. The course will examine the literary and cultural themes unique to the island cultures in these former and current colonies. In particular, there will be a special emphasis on the common questions of race, otherness, imperialism and postcolonialism found in the islands. (Enrollment limited)

241. Advanced Composition and Style—Development of a high level of proficiency through the reading and analysis of texts and films in contemporary idiomatic French, with considerable emphasis on attainment of grammatical accuracy. Prerequisite: French 202 or equivalent. (Enrollment limited)-Humphreys

251. French Literature I: From the Middle Ages to Romanticism—This course is designed to introduce the student to the major authors of French literature from the Middle Ages to the 19th century. Representative works will be read in chronological order to foster a sense of literary history. Special emphasis will be placed on techniques of literary appreciation. Class conducted entirely in French. Prerequisite: French 241 or equivalent. (Enrollment limited)-Kehres

281. Conversational French: Current Events—This course is designed for students who want to acquire greater proficiency in their oral expression and are interested in current events. We will examine current political, social, historical and educational issues as they appear in French newspapers and magazines such as *L'Express*, *Le Monde*, *Le Nouvel Observateur* and other online resources. Students will participate in class discussions, prepare oral reports and conduct presentations on the issues under study. Prerequisite: French 241 or equivalent. (Enrollment limited)-Solomon

320. French Cinema—This course is designed to familiarize students with the development and art of the French cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant literary and critical texts will accompany each film. Lectures and coursework will be in English. (Listed as both LACS 333-01 and FREN 320-01.) (Enrollment limited)-Humphreys

[355. From Libertinism to the Revolution : Screening the French Eighteenth Century]—The French 18th century has never been so popular with film-makers. In this course, we will study a selection of films whose subject is the history and cultural life of eighteenth-century France and examine the relevance of eighteenth-century issues for the contemporary world. Attention will be paid to literary texts and other documents upon which the films are based and to questions of historical interpretation and film technique. The films studied include *Que la fête commence* by Bertrand Tavernier, *The Night and the moment* by Anna Maria Tat'ò, *Les Amants* by Louis Malle, *La Religieuse* by Jacques Rivette, *Dangerous Liaisons* by Stephen Frears, *The Affair of the Necklace* by Charles Shyer, *L'Anglaise et le duc* by Éric Roemer, *Danton* by Andrzej Wajda Prerequisite: French 251 or 252, or Permission of the Instructor. (Enrollment limited)

[355. Bilingualism and the Francophone World]—This course will take us on a tour of the Francophone world, from North Africa, to Canada, the Caribbean, and beyond. Despite French colonization and the presence of the French language in places such as Quebec, Algeria, Haiti, Martinique, and Tahiti, writers nonetheless remind readers of the other languages that once were, or still are, spoken there: Arabic, Berber, Creole, English, Joul. We will study the conflicts raised by sites of political bilingualism and how these issues are played out in works by and about bilinguals. We will also consider writers who, in the absence of any direct political colonization, have opted for careers of self-translation and literary bilingualism. Authors to be studied include Beckett, Chamoiseau, Derrida, Djébar, Huston, Kundera, Khatibi, Roumain, Semprun, and Tremblay. Prerequisite: French 251 or 252, or Permission of the Instructor. (Enrollment limited)

355. Reading the Streets of Paris: flâneurs, lionnes, and chiffonniers—This course focuses on representations of Paris through the eyes of a variety of 19th and 20th-century authors. This course integrates the experience

of study abroad and with the analysis of texts that evoke different aspects of urban life. We will begin with a brief history of the city of Paris and specific features of its transformation under Haussmann. Urban icons such as Baudelaire's flâneur, working girls, (grisettes) and ragpickers (chiffonniers) hold an important place in visual and textual representations by the following authors: Charles Baudelaire, Honoré Balzac, Delphine Girardin, George Sand, Jules Verne, Walter Benjamin, André Breton and Colette. We begin with texts by Baudelaire to understand the concept of the flâneur. This becomes an important and uniquely urban phenomenon in 19th-century French culture. The flâneur implies either bohemian or bourgeois social status; however we also analyze texts about women navigating the city, and ragpickers (chiffonniers) who are immortalized in the poetry of Baudelaire and photographs of Atget. Authors include: Charles Baudelaire, Honoré Balzac, Céleste Mogador, George Sand, Jules Verne, Walter Benjamin, Louis Aragon, and Colette. Prerequisite: French 251 or 252, or Permission of the Instructor. (Enrollment limited)-Humphreys

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

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

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

Spring Term

102. Intensive Elementary French II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: French 101 or equivalent. (1.5 course credits) (Enrollment limited)-Staff

201. Intermediate French I—Review of basic grammatical concepts and development of fundamental language skills, with increasing emphasis on written expression and spoken accuracy. Use is made of video-based presentations. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: French 102 or equivalent. (Enrollment limited)-Evelein

202. Intermediate French II—Further reinforcement of written and spoken skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading, and writing. Prerequisite: French 201 or equivalent. (Enrollment limited)-Evelein

241. Advanced Composition and Style—Development of a high level of proficiency through the reading and analysis of texts and films in contemporary idiomatic French, with considerable emphasis on attainment of grammatical accuracy. Prerequisite: French 202 or equivalent. (Enrollment limited)-Solomon

[250. Advanced Language Study]—This course is designed to strengthen and develop students' reading, writing, and translating skills, to facilitate the transition between lower-level language courses and the upper-level study of literature and culture. Readings will focus on the short story as a genre in order to build vocabulary and increase students' ability to read with ease, as well as to appreciate the literary value of a text. Weekly writing will be assigned on a variety of topics taken from the readings, as well as the students' own creative writing (essays or short fiction). The translation component of the course will entail passages from the texts read in class, but students will also translate their own creative work. Texts by contemporary writers such as Le Clézio, Assia Djebar, Véronique Tadjo, Philippe Delerm, and others will be used. Prerequisite: French 241 or equivalent. (Enrollment limited)

252. Modern French Literature—This course will be a survey of the major texts of the 19th and 20th century France. Principles of literary history and literary appreciation will be emphasized. Prerequisite: French 241 or equivalent (Enrollment limited)-Humphreys

305. Modern Culture and Civilization—A study of modern France through its history, arts, politics, and social structures. This course is designed to help students understand why the French think the way they do and why their

societal concepts are often very different from those of the Americans. To do so we will see that for the French the presence of the past deeply informs the present and how this historical phenomenon has shaped, at least in part, the concept of the family, the government, the educational system, and the position of women in France. We will also examine the important issue of immigration, which is one of France's major social issues today. Finally, we will look at the role that France is playing in the shaping of European unity. Prerequisite: French 241 or equivalent. (Enrollment limited)-Kehres

[320. French Cinema]—This course is designed to familiarize students with the development and art of the French cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant literary and critical texts will accompany each film. Lectures and coursework will be in English. (Listed as both LACS 333-01 and FREN 320-01.) (Enrollment limited)

325. Americans in Paris/Parisians in America—Americans visiting Paris today flock to the literary cafés of the Latin Quarter and the Impressionist paintings at the Musée d'Orsay, but how was it that Paris came to represent a cultural mecca for Americans? To what extent do American cities generally—and New York in particular—occupy a similar place in the cultural imaginary of Parisians? This course draws from an eclectic mix of materials—historical and literary texts, transatlantic correspondence, pop culture and comedy, music, films, political treatises, cultural theory—to examine some of the assumptions, prejudices, and cross-cultural influences that characterize Franco-American relations historically and today. Sample reading list includes works by James Baldwin, Simone de Beauvoir, Adam Gopnik, Ernest Hemingway, Henry Miller, David Sedaris, and Alexis de Tocqueville. Coursework and discussions will be in English. Listed as both LACS 325-01 and FREN 325-01. (Enrollment limited)-Humphreys

[355. 18th-Century Enlightenment]—The Enlightenment can be defined as a movement of political, social, and philosophical contestation advocating the reign of reason and progress. This course will examine the manifestations of this questioning through the study of the dominant genres of the periods: plays, philosophical tales, dialogues, novels. We will also study a selection of films whose subject is the history and cultural life of 18th-century France and examine the relevance of 18th-century issues to the contemporary world. Sample reading list, *L'île des esclaves*, Marivaux, *Le Neveu de Rameau*, Diderot *Candide*, Voltaire, *Le Mariage de Figaro*, Beaumarchais, *Les Infortunes de la vertu*, Sade. Films: *Que la fête commence*, Bertrand Tavernier, *Ridicule*, Patrice Leconte, *L'Anglaise et le duc*, Éric Roemer. Prerequisite: French 251 or 252, or Permission of the Instructor. (Enrollment limited)

355. The World of Marcel Proust—Marcel Proust is arguably the most iconic and influential French author of the twentieth century. The proustian gaze reaches into every aspect of social, intellectual and artistic life of the period from 1870 to 1920. In this course, a close reading of *Du côté de chez Swann*, provides an initiation to the world of Proust and *A la recherche du temps perdu*. Substantial extracts from other parts of the epic seven volume novel will allow a more in-depth understanding of the author's ideas and of the narrative arch of his work. We will also study a number of adaptations of Proust's novel in film and other media. (Enrollment limited)-Solomon

[355. Tales of Transgression: Crime, Censorship, & Public Morals in the 19th & 20th Century French Culture]—In this course we will explore various manifestations of crime and transgression in French literary culture of the 19th and 20th centuries. Among the topics we will discuss are the rise of bourgeois industrial culture, social norms and mores, scandal, and censorship as they relate to class, gender, and sexuality. Works will include narratives by the 19th-century chief of police Eugène Vidocq, *Crimes célèbres* by Victor Hugo, *Les Fleurs du mal* by Baudelaire, excerpts of Flaubert's *Madame Bovary*, Barbey's *Les Diaboliques*, selected plays by Racine, narratives and poetry of the surrealist movement, Robert Netzer's *Histoire de la censure*, and selected writings by Michel Foucault and Georges Bataille. Prerequisite: French 251 or 252, or Permission of the Instructor. (Enrollment limited)

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

401. Senior Seminar: Special Topics—This seminar is required of all seniors majoring or minoring in French. Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major or minor, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the

semester considering a special topic, author, or genre in French studies. Prerequisite: At least one 300-level course in French literature or the equivalent, and permission of the instructor. (Enrollment limited)-Kehres

[401. Reading the Streets of Paris]—This course focuses on representations of Paris through the eyes of specific 19th and 20th-century authors. French 401 is required for the major in French; this course integrates previous courses with the experience of study abroad and with the process of conceptualizing and writing an in-depth final project. We begin with texts by Baudelaire to understand the concept of the flâneur. This becomes an important and uniquely urban phenomenon in 19th-century French culture. The flâneur implies either bohemian or bourgeois social status; however we also analyze texts about women navigating the city, and ragpickers (chiffonniers) who are immortalized in the poetry of Baudelaire and photographs of Atget. Authors include: Charles Baudelaire, Honoré Balzac, Céleste Mogador, George Sand, Jules Verne, Walter Benjamin, Louis Aragon, and Colette. Prerequisite: At least one 300-level course in French literature or the equivalent, and permission of the instructor. (Enrollment limited)

[401. Visions of France at War: Violence at Home and Abroad]—This course considers the literary and filmic representation of French involvement in wars of the twentieth century both on national and foreign soil. Examining works of fiction, poetry, memoir and film that emerged from the world wars, the Spanish Civil War, and the Algerian War for independence, this course probes the relationship between violence, historical memory, and aesthetic representation and asks how art can be used to respond to traumatic events. Readings may include works by Camus, Bataille, Michel del Castillo, Malraux, Simon, Semprun, Duras, Char, Djébar, and Sebbar, and films such as *La Grande Illusion*, *Nuit et brouillard*, *Lacombe Lucien*, *Le Chagrin et La Pitié*, *Indigènes*, and *La Bataille d'Alger*. (Enrollment limited)

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

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

German Studies

The major in German studies offers an interdisciplinary and interdepartmental approach to the study of the German-speaking world. Its goal is to develop students' German language skills, to explore German literature both in original German and in translation, and to foster the study of a broad array of subjects in which the influences and contributions of German speaking peoples are evident, including philosophy, history, religion, art history, performing arts, music, politics, and economics. A background in German studies provides preparation for the exploration of many fields. Knowledge of the German language may also be helpful for graduate study in a number of disciplines of the humanities, the sciences, music, and art history.

Faculty associated with the German studies major: Professors Evelein (German), Goesser (German) Butos (economics), Curran (art history), Hyland (philosophy), Kassow (history), Kirkpatrick (religion), Platoff (music), Schulz (political science), Smith (political science), and Vogt (philosophy).

Students are encouraged to design programs of study that are coherent and meaningful, as well as diverse and innovative. They have to work closely with the adviser in planning their program.

Requirements for the major in German

- Students are required to take a total of 11 credits, seven of which must be earned within the German studies section of the Department of Language and Culture Studies. Students counting both introductory German language courses (**GRMN 101** and **102**) toward the major must earn a total of 12 credits, eight of which in the German studies section.
- Required courses are **GRMN 201**, **202**, **233**, **301**, **302**, and **401**, which serves as the senior exercise; students may enroll in a second **233** course, **GRMN 221**, **GRMN 250**, or **LACS 299** in lieu of either **GRMN 301** or **302**.

- **GRMN 233**, which is taught in English, may be applied toward the major if a substantial portion of the assignments is completed in German and the student meets regularly with the instructor.
- The remaining credits shall be earned in other departments with the major adviser's approval and with no more than two credits chosen from the same department.
- As an alternative to the credits taken in other departments, students are encouraged to enroll in the Trinity-approved program with Baden-Württemberg (Heidelberg, Tübingen, Freiburg, Konstanz, and other universities), Trinity-in-Vienna or Trinity in Berlin summer. Courses taken in Baden-Württemberg or Vienna count toward the major with the condition that their content be relevant to German studies and approved in advance by the major adviser. For courses to be approved, they must require a substantial amount of reading and writing in German.
- The Writing Intensive Part II requirement in the German major is fulfilled by: **GRMN 233-10. Franz Kafka** (also **LACS 233-10**), **GRMN 302. German Readings II**, or **GRMN 401. Senior Seminar: Special Topics**.

Honors—Students qualifying for honors in the German studies major must attain a cumulative average of A- or better in all courses required for the major, including **GRMN 401**. The topic for the final project for **GRMN 401** will be agreed upon in consultation with the adviser.

Study away—To maximize exposure to German language and culture, students are strongly encouraged to spend at least one semester at the Trinity-approved program of study in Baden-Württemberg or at Trinity's Global Learning Site in Vienna. Both study-abroad programs provide opportunities for language immersion at a major German university, as well as the chance to pursue independent study or community service while residing in a culturally and historically rich Germanic setting. For more information, visit the Baden-Württemberg Web site at www.ctdhe.org/germany/ or Trinity-in-Vienna at www.trincoll.edu/UrbanGlobal/StudyAway/programs/TrinityPrograms/Vienna/. See also Trinity-in-Berlin summer.

Eligible courses from other departments—Examples of acceptable courses for the German studies major that are taught in other departments or programs are listed below; others may be substituted with the approval of the German studies adviser.

No more than two courses may be chosen from the same department or program.

Students are encouraged to integrate German reading materials into their courses of choice. Monthly meetings with the German studies adviser will be scheduled to discuss German readings and facilitate student interaction within the major.

Language across the Curriculum—German studies majors are encouraged to take advantage of the Language Across the Curriculum opportunity and earn an additional .5 credit toward the major. In collaboration with a member of the department, students may select supplementary readings in German that complement one or more of the courses below. Enrollment in Language across the Curriculum follows the guidelines for independent study registration.

AHIS 286. Modern: 1900-Present

AHIS 261. 19th Century Painting and Sculpture

HIST 102. Europe Since 1715

HIST 213. Modern Jewish History

HIST 310. Germany

HIST 329. The Holocaust

HIST 365. World War II

HIST 372. Post-War Europe: From Genocide to the Struggle for Human Rights

MUSC 164. Mozart and 18th-Century Music (only with Language across the Curriculum component)

MUSC 166. Beethoven: His Life and Music (only with Language across the Curriculum component)

MUSC 325. Topics in 19th-Century Music

PHIL 284. Hume to the End of the 19th Century

PHIL 286. 20th-Century Continental Philosophy

PHIL 318. Kant

PHIL 320. Hegel
PHIL 325. Nietzsche
PHIL 328. Freud
PHIL 334. The Frankfurt School
PHIL 335. Heidegger
PHIL 385. Phenomenology
POLS 208. Western European Politics
POLS 220. History of Political Thought II
POLS 237. Building the European Union
POLS 327. European Integration
POLS 338. Liberalism and its Critics
POLS 339. Contemporary and Post-Modern Thought
RELG 223. Major Religious Thinkers of the West I

The minor in German—For students who wish to minor in German, this is a sequence of six German courses designed to develop linguistic skills and to give an appreciation of the culture and civilization of German-speaking countries. In addition, the minor will include either a .5-credit Language Across the Curriculum unit or a .5-credit integrating paper, typically written in conjunction with the last course taken for the minor. Courses that count toward the German minor are **GRMN 101, 102, 201, 202, 233, 301, and 302**. No more than one transfer credit may be applied to the minor.

To declare a minor in German, contact Associate Professor Johannes Evelein. Students interested in cross-disciplinary approaches to the study of German culture are referred to the German studies interdisciplinary minor.

In the major, and in the German minor, students must demonstrate oral and written proficiency by earning the minimum grade of B in **GRMN 301**.

German Fall Term

101. Intensive Elementary German I—This is a basic four-skills (understanding, speaking, reading, and writing) course with emphasis on developing facility in reading and speaking German within a cultural and historical context. Other than beginning students must obtain the permission of the instructor. Students taking this course should also plan to take German 102 in order to complete the study of essential vocabulary and grammar and to gain practice in speaking and in reading original texts. (1.5 course credits) (Enrollment limited)-Evelein

102. Intensive Elementary German II—Continuation of German 101, with completion of the study of essential grammar, further vocabulary building through oral and written practice, practice in reading, and discussions of cultural contexts. Prerequisite: German 101 or equivalent. (1.5 course credits) (Enrollment limited)-Staff

201. Intermediate German I—This course will aim for intermediate-level proficiency in understanding, speaking, and writing contemporary idiomatic German with emphasis on conversation. Essential grammar review, exercises, and oral reports will be based on the reading and discussion of such materials as edited TV broadcasts, letter-writing, and short essays. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: German 102 or equivalent. (Enrollment limited)-Evelein

[233-05. German History Through Literature and Film]—This course examines German history from 1871 to the present through major works of German literature and film. Special emphasis will be placed on the historical context within which each work was written: the Wilhelmine Empire, World War I, the Weimar Republic, Nazi Germany, East/West Germany and the Cold War, and Reunification. The objective of the course is twofold: to become familiar with some of the most powerful narratives of modern German literature and film; and to analyze literature and film as windows on social, cultural, and historical processes. (Enrollment limited)

233. Marx, Nietzsche, Freud—This survey of German intellectual history from 1848 to the present will acquaint students with writings of Marx, Freud, Nietzsche and the many others who shaped subsequent western culture and thought. Drawing upon close readings of excerpts from pivotal works, we will examine the relevance of such works

in the matrix of artistic trends and historical circumstances from which they emerge. Short literary pieces (Franz Kafka, Thomas Mann) will be included. (Enrollment limited)-Assaiante

[233-19. New German Cinema]—This course will examine the rich and varied cinema produced in the Federal Republic of Germany between 1960 and the mid-1980s, otherwise known as New German cinema. Concurrent with screenings of films by directors such as Wim Wenders, Rainer Werner Fassbinder, and Dorris Dorrie, we will consider the political and historical events that influenced the film financing, distribution and exhibition in post-World War II West Germany. The themes examined will include, but are not limited to, the relationship between public and private, past and present, history and gender, and the “German” and the other, and the search for a national identity. (Listed as both LACS 233-96 and GRMN 233-19.) (Enrollment limited)

[301. German Literature and Film 1945-1995]—Through close readings and comparative discussions of short prose, poetry, and film from 1945 to 1995, students will improve their German comprehension (listening as well as reading), speaking, and writing skills. There will be texts from Austria, Switzerland, the Federal Republic of Germany, and the former GDR, by authors such as Günter Grass, Heinrich Böll, Max Frisch, Friedrich Dürrenmatt, and Christa Wolf, as well as many well-known poets and film directors. Some grammar review will be offered. All work will be done in German. Prerequisite: German 202 or equivalent. (Enrollment limited)

[301. The Wild 18th Century: Goethe on Love, Death and the Devil]—Johann Wolfgang von Goethe is perhaps the most influential author in German literature, and his works defined some of the most important genres of his lifetime and beyond (1749-1832). This course will explore some of Goethe’s greatest masterpieces, as well as selected works by other authors of the era, in order to examine some of the fundamental philosophical and aesthetic questions of the eighteenth century. Readings will include Goethe’s “Die Leiden des jungen Werther,” “Faust I” and selected poems; Schiller’s “Die Räuber” and selected poems; and Kleist’s “Das Erdbeben in Chile.” We will also focus on the life and times of Goethe in order to understand his influence and role in German and European culture. Prerequisite: German 202 or equivalent. (Enrollment limited)

301. German-Jewish Writers—This course will examine the contribution of Jewish writers to German literature, philosophy and culture. Of central concern will be how these writers negotiate and theorize their dual identity as Jew and German through the form and content of their writings. Issues of national, cultural and linguistic identification, acculturation, and self-criticism will be traced out through texts dating from the Enlightenment to the modern era. Readings to include: Mendelssohn, Varnhagen, Schlegel, Heine, Schnitzler, Freud, Kafka, Lasker-Schüler, Arendt, Celan. Prerequisite: German 202 or equivalent. (Enrollment limited)-Assaiante

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

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

Spring Term

[101. Intensive Elementary German I]—This is a basic four-skills (understanding, speaking, reading, and writing) course with emphasis on developing facility in reading and speaking German within a cultural and historical context. Other than beginning students must obtain the permission of the instructor. Students taking this course should also plan to take German 102 in order to complete the study of essential vocabulary and grammar and to gain practice in speaking and in reading original texts. (1.5 course credits) (Enrollment limited)

102. Intensive Elementary German II—Continuation of German 101, with completion of the study of essential grammar, further vocabulary building through oral and written practice, practice in reading, and discussions of cultural contexts. Prerequisite: German 101 or equivalent. (1.5 course credits) (Enrollment limited)-Evelein

202. Intermediate German II—Continuation of German 201, with the addition of expository material on German life and culture for discussion and writing practice. Prerequisite: German 201 or equivalent. (Enrollment limited)-Staff

233. Exile from Nazi Germany—In the 1930s, thousands of writers, scientists, filmmakers, philosophers, historians, musicians, architects, and artists were driven into exile by the Nazi regime. The majority of émigrés, many of whom were Jewish, settled in the United States and went on to make significant contributions to the country's intellectual and cultural life. The purpose of this course is threefold: to introduce the concept of exile; to study the particular circumstances and stories of exile from Nazi Germany and Nazi-occupied Europe; to become familiar with the accomplishments of exiles in the fields of literature, film, music, and culture studies. Special emphasis will be placed on the impact of German and Austrian filmmakers in Hollywood and on the stamp of exiles on the U.S. academic world. (Enrollment limited)-Evelein

[233. Burnt Books: Literature and Nazi Germany]—In an effort to cleanse the nation's soul of un-German influences, the National Socialists ceremoniously burnt works by hundreds of so called "degenerate" writers, among them such celebrated authors as Heinrich Heine, Erich Maria Remarque, Heinrich Mann, and Bertolt Brecht. This course explores major works of German literature forbidden during the Third Reich and examines the rationale for their exclusion from the Nazi canon. The course furthermore studies Nazi-endorsed writings, as well as literary responses to the Third Reich by anti-Nazi writers such as Anna Seghers, Klaus Mann, and Stefan Zweig. (Listed as both LACS 233-92 and GRMN 233-18.) (Enrollment limited)

[250. German Translation Studies]—This course concentrates on the techniques of translating and interpreting both German and English texts from a variety of fields (e.g. culture, literature, the arts, history, political, social and natural sciences, entertainment, and international relations, among others). We will learn how to do bilingual reports, summaries and oral presentations. Students are encouraged to take this course in conjunction with either German 202 or a 300-level German course. Prerequisite: German 201 or equivalent. (Enrollment limited)

264. Literature and the Law—In literature and in law, language shapes rhetorical worlds that seek to represent, constitute and interpret the actions of human beings and their world. Therefore, examining how the law is represented in literature gives insight both into how this representation shifts to accommodate historical and cultural differences, and how central the role of narrative is to legal institutions. This course will focus on representations of the law in German-language literature from the late 18th century onward, to examine how literature relates the human condition to law, to other central cultural values (love, honor and justice), and how literature can put the law itself into question. The course will emphasize literary interrogations of National Socialist law, which take up these questions in their most urgent form. Taught in English. (Enrollment limited)-Assaiante

302. Moments in Modern German Culture—This course will introduce students to four major issues in German culture beginning with the early twentieth century and ending with very contemporary cultural concerns. Divided into four segments, the course will begin with a focus on the Weimar Republic, anti-Semitism and National Socialism, before moving on to the concepts of the Stunde Null, multiculturalism, and finishing up with a look at Die Berliner Republik and Germany's political standing in Europe. Each topic will be explored through a combination of readings and other media (film, music), with the goal of improving students' reading, speaking, listening and writing skills in German. Readings: Brecht, Döblin, Kolmar, Borchert, Tawada, Schulze. Prerequisite: German 202 or equivalent. (Enrollment limited)-Assaiante

[302. Voices of the Century]—Through the discussion and interpretation of the memoirs, letters, diaries, and eyewitness testimonials of famous and eclectic German poets, artists, composers, architects, film directors, politicians, and critics, the class will examine the themes and conflicts that comprise the German Zeitgeist. We shall also experience and analyze selections from a major film, art work, or musical composition that played a role in the phenomenal transitions from the Kaiserreich through the fall of the Berlin Wall. Students will be asked to draw conclusions from the art forms and the texts in short essays and an on-line journal. Some grammar review will be offered. All work will be done in German. Prerequisite: German 202 or equivalent. Prerequisite: German 202 or equivalent. (Enrollment limited)

[302. German Readings I: Across Time and Genres]—This course develops students' basic skills of literary interpretation. We will practice various reading techniques (e.g. close reading, reading for the plot, etc.) and familiarize ourselves with literary terminology and its application. The texts represent different genres (fairy tales, children's literature, poetry, drama, etc.) and span more than two hundred years of cultural history in German-speaking lands. We will explore key cultural concepts and different political and cultural movements with an emphasis

on literature. The intent of this course is to help students establish a framework for critical reading and communicative skills in German, which they will develop further in subsequent study of German culture and politics. Prerequisite: German 202 or equivalent. (Enrollment limited)

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

[401. Senior Seminar: Special Topics]—This seminar is required of all seniors majoring or minoring in German: Plan A, Plan B (German as primary language), and German studies minor. Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major or minor, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author, or genre in German studies. This course open to seniors only. -Staff

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

[497. Senior Thesis]—Submission of special registration form, available in the Registrar's Office, and the approval of the director are required for enrollment. -Staff

Hebrew

The Plan B major—Students choosing a Plan B major in language and culture studies may elect Modern Hebrew as their secondary language. Students who do so are required to take five courses in Modern Hebrew beyond the 101 level, including at least one course from the literature and culture offerings (such as modern Israeli culture and modern Israeli literature and heritage).

The minor in Modern Hebrew—For students who wish to minor in Modern Hebrew, this is a sequence of five Hebrew courses: **HEBR 101, 102, 201, 202,** and **301**, designed to develop linguistic skills. To give a deeper and broader appreciation of Israeli culture and civilization, students are required to take a Language Across the Curriculum unit as well as either **JWST 220. Modern Israeli Literature and Heritage** or **JWST 225. Modern Israeli Culture**. No more than one transfer credit may be applied to the minor.

To declare a minor in Hebrew, contact Lecturer Ayalon. Students interested in cross-disciplinary approaches to the study of Jewish culture are referred to the Jewish studies interdisciplinary minor.

Hebrew

Fall Term

101. Elementary Modern Hebrew I—A comprehensive introduction to the basic vocabulary and grammatical rules of modern Hebrew will be systematically presented and reviewed. Designed to develop a basic ability to read, write, understand, and speak modern Hebrew, this course will also include exposure to appropriate cultural materials. (Also offered under the Middle Eastern studies and Jewish studies programs.) (Enrollment limited)-Ayalon

201. Intermediate Modern Hebrew I—This course continues the development of skills in conversation, composition, and reading. Advanced grammar and syntax are introduced, as well as expanded readings from Israeli newspapers and literature. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: Hebrew 102 or equivalent. (Enrollment limited)-Ayalon

301. Advanced Modern Hebrew I—Emphasis on written essays as well as on comprehension through readings and class discussion of short stories, articles, and poetry. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: Hebrew 202 or equivalent. (Enrollment limited)-Ayalon

Spring Term

102. Elementary Modern Hebrew II—A continuation of Hebrew 101 with emphasis on increasing vocabulary, understanding, writing and speaking skills with widening exposure to appropriate cultural materials. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: Hebrew 101 or equivalent. (Enrollment limited)-Ayalon

202. Intermediate Modern Hebrew II—A continuation of Hebrew 201 with more advanced grammar and increased emphasis on composition and speaking as well as exposure to appropriate cultural materials. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: Hebrew 201 or equivalent. (Enrollment limited)-Ayalon

302. Advanced Modern Hebrew II—A continuation of Hebrew 301 with emphasis on reading short novels and Israeli newspapers as well as viewing and discussing selected videos and movies. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: Hebrew 301 or equivalent. (Enrollment limited)-Ayalon

Hispanic Studies

The Plan A major—Plan A majors are required to have a total of 12.5 courses (beyond **HISP 102**). Students choose between one of two possible tracks: peninsular studies and Latin American studies. The required courses (totaling 9.5 credits) are to be distributed in the following manner: two courses at the 260-level; **HISP 270**; **HISP 280**; **HISP 290** (0.5); one course on an aspect of Hispanic culture taught by another department; three courses at the 300 level, two of which must be in the student's chosen sub-field; and **HISP 401**, in which students will write a senior thesis under the individual guidance of a member of the department on a topic related to the selected track. In this final exercise, students are expected to build upon and refine a special interest developed while abroad or in previous coursework. The rest of the credits within the major are earned through elective courses. No more than three courses taken abroad are valid for the major. Only one 300-level course taken abroad is valid for the major. All other required courses within the major must be taken with faculty at Trinity's Hartford campus. Electives could include **201**, **202**, **221**, **224**, **225**, **226**, **227**, certain approved courses taken abroad, or extra 300-level courses.

Majors who wish to study abroad are expected to study in one of the three official Trinity sites: Trinity-in-Buenos Aires, Trinity-in-Barcelona, or PRESHCO (in Córdoba, Spain). We also offer a one-month study abroad experience in Montevideo and Barcelona (see **HISP 227**). Requests to study elsewhere will be given consideration and approval will depend on solid academic reasons for requesting an alternative site. All students wishing to receive credit toward the major for courses taken at Trinity's global sites in Barcelona, Spain, or Buenos Aires, Argentina, or the affiliated program in Córdoba, Spain, must have taken at least one thematically appropriate (Iberian or Latin American) civilization and culture course (**HISP 261**, **HISP 262**, **HISP 263**, **HISP 264**) before their departure. Careful planning in coordination with the student's adviser and the department's faculty sponsors of the two global sites (Associate Professor Lambright for Buenos Aires; Associate Professor Harrington for Barcelona or PRESHCO) is therefore essential.

Courses taken abroad will generally count as electives or "related fields" credits. Students may request that one upper-level course taken at an approved study abroad program count toward the required number of 300-level courses.

One course in Portuguese or Catalan may be counted as an elective toward the major. Teaching assistant credits may not count towards the major or minor.

*Required courses for the Plan A major**Peninsular*

Three electives

HISP 261 or **262**

(Study abroad, usually in Barcelona or Córdoba)

HISP 260 series (Open)*Latin American*

Three electives

HISP 263 or **264**

(Study abroad, usually in Buenos Aires)

HISP 260 series (Open)

HISP 270**HISP 280****HISP 290** (.5 credits)

One related field course

HISP 300 (Peninsular)**HISP 300** (Peninsular or Transatlantic)**HISP 300** (Latin American)**HISP 401** (Thesis, Peninsular topic)**HISP 270****HISP 280****HISP 290** (.5 credits)

One related field course

HISP 300 (Latin American)**HISP 300** (Latin American or Transatlantic)**HISP 300** (Peninsular)**HISP 401** (Thesis, Latin American topic)

The Plan B major—Plan B majors whose primary concentration is in Hispanic studies are required to take the following courses (totaling 7.5 credits beyond **HISP 102**): two courses at the 260 level in the track of the student's choice, **HISP 270**, **HISP 280**, **HISP 290** (0.5), one course at the 300 level in the track of the student's choice, one course at the 300 level with a focus on the "other" sub-field of the discipline (a transatlantic course may be substituted here), and **HISP 401**, in which students will write a senior thesis under the individual guidance of a member of the department on a topic related to the selected track. In this final exercise, the student will engage in in-depth study of a theme that integrates material from the primary and secondary fields of linguistic and cultural competence. The remaining five credits for the major will be taken in the student's secondary area of linguistic and cultural competence.

Majors whose primary competence is Spanish and who wish to study abroad are expected to study in one of the three official Trinity sites: Trinity-in-Buenos Aires, Trinity-in-Barcelona, or PRESHCO (in Córdoba, Spain). Requests to study elsewhere will be given consideration and approval will depend on solid academic reasons for requesting an alternative site. All students wishing to receive credit toward the major for courses taken at Trinity's global sites in Barcelona, Spain, and Buenos Aires, Argentina, or the affiliated program in Córdoba, Spain, must have taken at least one thematically appropriate (Iberian or Latin American) civilization and culture course (**HISP 261**, **HISP 262**, **HISP 263**, **HISP 264**) before their departure. Careful planning in coordination with the student's adviser and the department's faculty sponsors of the sites (Prof. Lambright for Buenos Aires; Prof. Harrington for Barcelona or PRESCHO) is therefore essential. For detailed description of the PRESCHO Program, please see "Consortial Programs" listed under Global Studies Programs.

Courses taken abroad will generally count as elective credits. In certain cases, students may request that one upper-level course taken at an approved study away program count toward the required number of 300-level courses. One course in Portuguese or Catalan may be counted as an elective toward the major.

Requirements for the Plan B major with primary competence in Hispanic studies

*Peninsular***HISP 261****HISP 262****HISP 270****HISP 280****HISP 290** (.5)**HISP 300** (Peninsular)**HISP 300** (Latin American or Transatlantic)**HISP 401** (Thesis)*Latin American***HISP 263****HISP 264****HISP 270****HISP 280****HISP 290** (.5)**HISP 300** (Latin American)**HISP 300** (Peninsular or Transatlantic)**HISP 401** (Thesis)

Plan B majors whose secondary concentration is in Hispanic studies are required to take a total of five courses in Hispanic studies beyond the 202 level. Of these, the following must be taken with faculty at Trinity's Hartford campus: two courses in civilization and culture and two 300-level courses (one centering on Spain and the other on Latin America). In certain cases, students may request that one upper-level course taken at an approved study abroad program count toward the required number of 300-level courses. Certain prerequisites for 300-level courses may be waived for Plan B majors with secondary competency in Hispanic studies at instructor's discretion.

*Plan B major with secondary competence in Hispanic studies**Peninsular***HISP 261** or **262****HISP 260** series (open)**HISP 300** (Peninsular)**HISP 300** (Latin American or Transatlantic)*Latin American***HISP 263** or **264****HISP 260** series (open)**HISP 300** (Latin American)**HISP 300** (Latin American or Transatlantic)

The Writing Intensive Part II requirement for students in either the Plan A or plan B Hispanic studies major is fulfilled by **HISP 401. Senior Thesis Seminar.**

The minor in Spanish language—For students who wish to minor in Spanish, this is a sequence of six courses beyond 201 designed to develop linguistic skills and to incur a deeper understanding of Spanish and Latin American culture and civilization.

The six required courses (**HISP 202** and beyond) must be distributed in the following ways. If a student studies abroad in a Spanish-speaking country, he or she must take:

- four courses at Trinity (in Hartford), one of which must be a culture course (260-level) related to the region in which the student studies abroad;
- two courses abroad taken in Spanish and on a topic related to Hispanic cultures; and
- One half credit (0.5) of Language Across the Curriculum associated with student's major field, or **HISP 290. Study Abroad Colloquium**, or a 0.5 credit internship with a Hartford-area organization that works with the local Hispanic community, or a course at the 300 level.

If the student does not study abroad in a Spanish-speaking country, he or she must take:

- six courses at Trinity (in Hartford), two of which must be culture courses (260 level), and
- One half credit (0.5) of Language Across the Curriculum associated with student's major field, or a 0.5 credit internship with a Hartford-area organization that works with the local Hispanic community, or a course at the 300 level.

No course in English under the language and culture studies rubric can be counted toward the course total. No more than two transfer courses may be applied to the Spanish minor.

To declare a minor in Spanish, contact any Hispanic studies faculty member.

Hispanic Studies

Fall Term

101. Intensive Elementary Spanish I—Designed to develop a basic ability to read, write, understand, and speak Spanish. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Placement by exam if previous Spanish experience. Generally for students with minimal or no previous experience studying Spanish. Students with 3 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) (1.5 course credits) (Enrollment limited)-Flores, Jacky

102. Intensive Elementary Spanish II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions, and reading comprehension. Four hours of classwork, plus one required drill hour. Generally for students with 2-3 years or equivalent of high school Spanish. Students with 4 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean studies concentration

of the International Studies Program.) Prerequisite: Hispanic 101 or equivalent. (1.5 course credits) (Enrollment limited)-Flores, Tracy

201. Intermediate Spanish I—An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. Generally for students with 3-4 years or equivalent of high school Spanish. Students with 5 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean sStudies concentration of the International Studies Program.) Prerequisite: Hispanic 102 or equivalent. (Enrollment limited)-Morales, Robyn

202. Intermediate Spanish II—The review of grammar begun in Spanish 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American literature, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression. Generally for students with 4 years or equivalent of high school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: Hispanic 201 or equivalent. (Enrollment limited)-Jacky

221. Advanced Grammar and Composition—Emphasis on composition work, in conjunction with a review of grammar, especially of the more difficult and subtle aspects, together with a consideration of stylistics. The writings of selected modern Hispanic authors will serve as models. Generally for students with 5+ years or equivalent of high school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: Hispanic 202 or equivalent. (Enrollment limited)-Melendez, Robyn

224. Spanish for Heritage Students—A comprehensive course for bilingual students who demonstrate spoken ability in Spanish but whose formal education has been in English. The course will cover all basic language skills while targeting the particular needs of bilingual students, including accentuation, homonyms, and usage of complex sentence structure. Special emphasis will be placed on reading and writing. Permission of the instructor is required. Admits to Hispanic Studies 221 or more advanced Hispanic studies course. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) (Enrollment limited)-Tracy

226. Iberian and Latin American Film and Conversation—In this course students will analyze landmarks of Spanish/Latin American cinema in terms of social, historical, and cultural questions they raise, as well as in terms of ideological, aesthetic, and cinematographic movements to which they belong. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations, and critique. Heritage speakers, students who have studied in a Spanish speaking country, or students who have taken a course at a higher level (HISP 261 or above) are not eligible to enroll Prerequisite: Hispanic 202 or equivalent. (Enrollment limited)-Melendez

261. Iberian Culture I (Middle Ages to the 19th Century)—The course is designed to provide a broad understanding of the primary cultural dynamics of the Iberian Peninsula from the Middle Ages to the 19th century. We will pay special attention to the more important cultural developments during this crucial era of Spanish history. Prerequisite: Hispanic 221 or permission of the instructor. (Enrollment limited)-van Ginhoven Rey

263. Latin American Culture I (Pre-Columbian Era to Enlightenment)—This course examines the history, societies, and cultures of the various regions that today are known as Latin America. The course moves from the major pre-Columbian civilizations, through the first encounter between Europe and these peoples, the subsequent conquest and colonization, and the first manifestations of the desire for independence. The course will concentrate specifically on how the peoples of these various regions and periods explored their social and political concerns through art, literature, and music. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Enrollment limited. Prerequisite: Hispanic 221 or permission of the instructor. (Enrollment limited)-Tracy

270. Introduction to Cultural Analysis—This course serves as a transition to advanced courses in Spanish

language, culture, and literature. Students will develop analytical skills through an intense exploration of cultural production in the Hispanic world and through an examination of diverse literary genres, film, and current events. The focus will be on improving the necessary linguistic and critical thinking skills that are the fundamental foundation for literary and cultural analysis in advanced Spanish study. Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. (Enrollment limited)-Harrington

290. Studying in the Hispanic World Colloquium—This course is designed to provide students returning from study abroad in Barcelona, Santiago, Cordoba, and other Spanish-speaking venues (summer, semester, or year-long programs) with a forum within which they can share, compare, and process analytically and historically the difficulties, conflicts, absences, and discoveries that they experienced in their time abroad. They will then be asked to investigate how these experiences have affected their view of the social and cultural norms of U.S. culture. (Prerequisite: Study abroad in an approved program in a Spanish-speaking country.) (0.5 course credit) (Enrollment limited)-Harrington

325. Literature of Popular Consciousness and Revolution—This course explores the way certain literary works, themes, genres and movements emerged or accompanied a series of popular uprisings and revolutions (i.e. the Mexican Revolution) as well as emerging urban, working class and nationalist forms of consciousness during the first half of the 20th century. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)-Melendez

328. Iberian Film—In this course we will examine the relationship between history and film in Spain, one of the world's most important film-producing countries. Until quite recently, cinematic production there was marked by a general tendency to promote the primacy of Castilian culture and Church-derived social mores through the production of historicist narratives. Since the country's transition to democracy, a much more plural and heterodox cinematic tradition has taken root in the country. While still very much engaged with history, this new tradition promotes a broader view of the country's religious, sexual and linguistic heritage. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)-Harrington

[341. Latin American Poetry]—The students will become familiar with the main literary trends in the Spanish American Poetry since the “Modernismo movement” (end of XIXth century) to the present. The readings will include poets such as Pablo Neruda, Cesar Vallejo, Alejandra Pizarnik, Ruben Dario and Gioconda Belli, and some popular singers such as Silvio Rodriguez and Violeta Parra. There will be an emphasis on understanding the specificity of poetic language and the development of the appropriate tools of analysis. The course will enhance reading skills that will enable students to enjoy poetry in Spanish or any other language. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)

[345-01. Special Topics: Imperial Spain and the Dawn of the Modern World Order]—Spain's colonial ventures in the 16th and 17th centuries are nowadays credited with having laid the foundations for the first modern empire, yet as the Spanish nation found itself transformed into a key global player it continued to struggle with the internal political and religious tensions that had been rattling other European countries since the Renaissance. This course will focus on three crucial figures of this tumultuous and transitional moment: Christopher Columbus, the Genoese explorer behind the “discovery” of America; Saint Teresa of Avila, the Catholic mystic and religious reformer; and Garcilaso Inca de la Vega, the son of a Spanish Conquistador and an Inca princess who would later become the foremost chronicler of Inca civilization. Situating their writings in relation to the main polemics of the period—geographical and cosmological disputes about the nature of the planet (Columbus), Reformation and Counter-Reformation theologies of salvation (Teresa), and critical reflections on the legitimacy of imperial violence and of the uses of memory and history (Garcilaso)—we will examine how these threads combine to form Spain's distinct contribution to the constitution of the modern world order. Readings will include Columbus' Diaries, Letters, Book of Prophecies, and Testament, Teresa de Avila's Book of Her Life, and Garcilaso's Royal Commentaries of the Incas, as well as selections from Aquinas, Marco Polo, Joachim de Fiore, Luther, and Bodin. (Enrollment limited)

[355. Rogue Humanism]—In dialogue with Greek and Roman sources, Renaissance humanists articulated a definition of humanity that continues to shape debates in philosophy, aesthetics, politics, and theology. In Spain,

however, humanism is linked with a set of characters that question the viability of a normative understanding of the human. In what ways do “rogue” figures like Fernando de Rojas’ *Celestina*, a go-between who makes a living fixing the broken hymens of promiscuous young women; Lazarillo, the pícaro who will voice a corrosive skepticism surrounding national myths; and Cervantes’ *Don Quixote*, a knight unaware of the distinction between reality and fiction, ask us to revise enduring notions about the cultural and political aspirations of man? Readings by Lucretius, Apuleius, Plautus, Nebrija, Rojas, Erasmus, Cervantes, Heidegger, Arendt, and Rahner. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)

[375. War, Truth Commissions, and Cultural Production in Latin America]—This course will look at the role of cultural production in transitional justice efforts, taking as case studies Truth Commission endeavors in four Latin American countries (Argentina, Chile, Guatemala and Peru). We will study how film, theater, literature, and the visual arts explore moments of violent civil conflict and contest dominant narratives of truth-finding and reconciliation. How does a society use cultural artifacts as archives of memory and a means of collectively processing traumatic events? How do violence and terror change a national culture, and key concepts such as national identity and citizenship? In considering these questions, we examine key theoretical frameworks for understanding cultural production in times of extreme social violence and articulating a poetics of crisis, trauma, and recovery. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)

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

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

Spring Term

102. Intensive Elementary Spanish II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions, and reading comprehension. Four hours of classwork, plus one required drill hour. Generally for students with 2-3 years or equivalent of high school Spanish. Students with 4 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: Hispanic 101 or equivalent. (1.5 course credits) (Enrollment limited)-Lage-Otero, de la Rosa-Fuller

201. Intermediate Spanish I—An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. Generally for students with 3-4 years or equivalent of high school Spanish. Students with 5 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean sStudies concentration of the International Studies Program.) Prerequisite: Hispanic 102 or equivalent. (Enrollment limited)-Flores, Melendez, Morales

202. Intermediate Spanish II—The review of grammar begun in Spanish 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American literature, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression. Generally for students with 4 years or equivalent of high school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: Hispanic 201 or equivalent. (Enrollment limited)-van Ginhoven Rey

221. Advanced Grammar and Composition—Emphasis on composition work, in conjunction with a review of grammar, especially of the more difficult and subtle aspects, together with a consideration of stylistics. The writings of selected modern Hispanic authors will serve as models. Generally for students with 5+ years or equivalent of high

school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: Hispanic 202 or equivalent. (Enrollment limited)-Robyn, Tracy

[224. Spanish for Heritage Students]—A comprehensive course for bilingual students who demonstrate spoken ability in Spanish but whose formal education has been in English. The course will cover all basic language skills while targeting the particular needs of bilingual students, including accentuation, homonyms, and usage of complex sentence structure. Special emphasis will be placed on reading and writing. Permission of the instructor is required. Admits to Hispanic Studies 221 or more advanced Hispanic studies course. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) (Enrollment limited)

[225. Iberian and Latin American Music and Conversation]—In this class, we will explore contemporary Hispanic culture through the textual and contextual analysis of music produced by Iberian and Latin American artists in the period between 1960 and 1990. Special emphasis will be given to understanding the role of the artist and his or her works as agents of social change during the period. Much of the material for the course will be gathered from online resources such as YouTube and Google Video. Prerequisite: Hispanic 221 or permission of the instructor. (Enrollment limited)

226. Iberian and Latin American Film and Conversation—In this course students will analyze landmarks of Spanish/Latin American cinema in terms of social, historical, and cultural questions they raise, as well as in terms of ideological, aesthetic, and cinematographic movements to which they belong. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations, and critique. Heritage speakers, students who have studied in a Spanish speaking country, or students who have taken a course at a higher level (HISP 261 or above) are not eligible to enroll Prerequisite: Hispanic 202 or equivalent. (Enrollment limited)-Jacky

233. Latin American Literature and Film in Translation—This course is aimed at a broad and general audience. No knowledge of Spanish is required. Taught in English this survey course introduces students to a set of key Latin American literary works of the 19th and 20th century, from various areas (the Caribbean, Mexico, Latinos in the US/The Border, Central America, South America, the Southern Cone), of various kinds (novels, short novels, short stories, essays, testimonies, collages, etc.) and reflecting on a variety of social and cultural issues (depicting/ordering/making sense of reality, storytelling, mythmaking, constructing the nation, neo-colonialism, fascism, revolution, human rights, exile, border-culture, race, ethnicity, gender). Students wishing to count this course toward a major in Spanish should secure permission of the instructor. They will complete their assignments in Spanish and will meet with the instructor in supplementary sessions. (Listed as both Language and Cultural Studies 233-11 and Hispanic Studies 233-01; and under the Latin American and Caribbean Studies program.) (Enrollment limited)-Robyn

262. Iberian Culture II (The 20th Century)—This course introduces students to the set of cultural problems that have shaped Spain's contemporary development. It will do so through the study of novels, films, and historical narrative. Special emphasis given to the cultural history of the Franco years (1939-1975) and the country's more recent transition to democracy (1975-1992). Prerequisite: Hispanic 221 or permission of the instructor. (Enrollment limited)-Harrington

264. Latin American Culture II (Independence to Present Day)—This course focuses on the social, political, economic, and cultural development of the Latin American nations. Emphasis will be on to the construction of national identities during the 19th century as well as main historic-political events of the 20th century. Discussions will be based on readings, documentaries, and feature films. Latin American newspapers on the Internet are used to inform our debates of current events. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: Hispanic 221 or permission of the instructor. (Enrollment limited)-Jacky

270. Introduction to Cultural Analysis—This course serves as a transition to advanced courses in Spanish language, culture, and literature. Students will develop analytical skills through an intense exploration of cultural production in the Hispanic world and through an examination of diverse literary genres, film, and current events. The focus will be on improving the necessary linguistic and critical thinking skills that are the fundamental foundation

for literary and cultural analysis in advanced Spanish study. Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. (Enrollment limited)-van Ginhoven Rey

280. Hispanic Hartford—This course seeks to place Trinity students in active and informed dialogue with the Hartford region's large and diverse set of Spanish-speaking communities. The course will help student recognize and analyze the distinct national histories (e.g. Peruvian, Puerto Rican, Chilean, Honduran, Cuban, Colombian, Mexican) which have contributed to the Hispanic diaspora in the city and the entire northeastern region of the United States. Students will undertake field projects designed to look at the effects of transnational migration on urban culture, institution-building, and identity formation. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) This course has a community learning component. Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. (Enrollment limited)-Harrington

290. Studying in the Hispanic World Colloquium—This course is designed to provide students returning from study abroad in Barcelona, Santiago, Cordoba, and other Spanish-speaking venues (summer, semester, or year-long programs) with a forum within which they can share, compare, and process analytically and historically the difficulties, conflicts, absences, and discoveries that they experienced in their time abroad. They will then be asked to investigate how these experiences have affected their view of the social and cultural norms of U.S. culture. (Prerequisite: Study abroad in an approved program in a Spanish-speaking country.) (0.5 course credit)-Harrington

[324. The Spanish Post-War Novel (1939-Present)]—The Spanish Civil War (1936-1939) severely damaged Spain's social and cultural fabric. In the six decades since the end of the war, however, Spaniards have demonstrated that violence, poverty, and political oppression are no match for a vital literary and cultural tradition. In this course we will analyze a number of the more important novels of the post-war era with an eye toward gaining an understanding the social problems and transformations that have taken place in the country during this period. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)

[327. Memory at Work in Latin American Culture]—This course will examine memory as an evolving process that leads to the construction of individual and collective identities. We will look at the individual and collective dimensions of memory as articulated in literature, film, photography, music, and monuments. On the individual level, to what extent does fantasy interplay with memory in the reconstruction of the past? On the collective level, who has the right to remember? How do cultural discourses propose alternatives to the hegemonic interpretation of the national past? Is memory a form of resistance? And furthermore, how can memory and reconciliation be articulated in post-dictatorship societies? ((Also offered under the Latin American and Caribbean Studies concentration of the International Studies Program.) Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)

331. The "Boom" and Beyond—This course will examine the period known as the "Boom" both as literary movement and as cultural phenomenon. What are the characteristics of the so-called "New Narrative" and the principle concerns of the writers of the "Boom"? What are the internal, global, cultural, and market forces that produced this explosion in the production and reception of Latin American literature? Who is excluded from the "Boom" and why? This course will focus on "classic" 20th-century "Boom" works by Borges, Cortázar, Rulfo, García, Márquez, Vallejo, and others, as well as some works by post-Boom writers. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)-Robyn

[342. Latin American Theater]—This course explores the various manifestations of Latin American Theater of the late 19th and the 20th centuries. Texts to be studied include canonical authors (i.e. Florencio, Sanchez, Agustin Cuzzani, Augusto Boal) as well as other, equally important authors, movements and trends such as Teatro Campesino, Teatro Poblacional, Popular Theater, performances. Some attention will also be paid to the study of theatricality in social and political rituals and everyday life. This course may count toward the Theater and Dance major. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)

[345. Special Topics: From Romantics to Moderns]—The nineteenth-century witnesses radical changes on many planes in Spain including the political, economic, and the ideological. In Western cultures in general, contemporary society was transforming itself, struggling against outdated power structures to emerge, at the end of the century, with self-awareness of modern, albeit divided, citizenries. Parallel to these events, cultural productions went through changing aesthetic stages (Romanticism, Realism, Naturalism, Modernism, etc.) as novelists, intellectuals, artists, poets, and journalists in Spain took part in successive debates within national borders, between Spain and Europe, as well as with the newly independent Latin American nations. Examinations of literature, art, political documents and the press will provide an understanding of the protagonism of cultural representations during that century in the ongoing processes and enduring tensions of identity formation, liberalization, and modernization. Prerequisite: A grade of C- or better in HISP 221 and HISP 270 (Enrollment limited)

366. 20th-Century Mexican Literature La Mexicanidad—This course examines the century-long quest for national identity in Mexico and in particular, the political, social, and cultural impact of the Mexican Revolution on intellectual discourse. Topics of study include Marxism, the development of civil and women's rights, community art, secularism, and the importance of mestizaje in the shaping of Mexican identity and letters. We will read primarily novels and essays, by authors ranging from José Vasconcelos to Subcomandante Marcos. We will also critically examine the artwork of the Mexican muralists and Frida Kahlo. (Also offered under the Latin American and Caribbean Studies concentration of the International Studies Program.) Taught in Spanish. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)-Tracy

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

401. Senior Thesis Seminar—Required for graduation with a major in Spanish (Plan A) or Plan B with Spanish as primary language. Individual tutorial in the writing of a thesis on a special topic in literature or culture, in coordination with one of the members of the Spanish faculty. This course open to seniors only. (Enrollment limited)-Melendez

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

Italian Studies

The Plan A major—For a major under this plan, students must earn credit for 12 courses in Italian language, literature, and civilization.

The following is a list of required courses for the major:

- Five language courses: **ITAL 101. Intensive Elementary Italian I, ITAL 102. Intensive Elementary Italian II, ITAL 201. Intermediate Italian I, ITAL 202. Intermediate Italian II, and ITAL 228. Italian Language and Society.**
- Two 200-level interdisciplinary courses on Italian culture and civilization that are taught in English. These courses may be applied toward the major if a substantial portion of the assignments is completed in Italian.
- Two courses from the literature offerings: **ITAL 313, 314, 333.**
- Two courses, one of which is at the 300 level, from other departments on an Italian-related subject. Students must consult with their faculty adviser as to which courses they can count toward the major.
- Senior seminar, **ITAL 401. Special Topics.**

In consultation with the faculty advisor in Italian, students matriculating at Trinity College who have background in Italian language will enroll at a more advanced level than first-year Italian (101 and 102). Students must take three interdisciplinary courses on Italian culture and civilization and three literature survey courses to complete the required 12 courses.

The Plan B Major—If Italian is the primary language, students are required to take seven courses, including **ITAL 228**, a 300-level literary survey, and **ITAL 401. Special Topics**.

If Italian is the secondary language, students are required to take five courses. **ITAL 228** is required. For students with prior background in Italian, at least one 300-level survey course is required.

All majors (Plan A and Plan B, both categories) are required to pass an Italian language proficiency examination. This requirement is waived for students gaining a B or better in one of the Italian 300-level courses.

The Writing Intensive Part II requirement for the Plan A or Plan B major in Italian is fulfilled by: **ITAL 333-01. Dante** (also **LACS 333-12**), **ITAL 314. Contemporary Italian Literature** (in Italian), or **ITAL 401. Senior Seminar: Topics in Italian Studies** (in Italian).

To declare a major in Italian, contact Professor Dario Del Puppo.

Students majoring in Italian are encouraged to attend one of the programs at the Trinity College Rome Campus; they can apply courses taken at the Rome Campus toward the Italian major subject to approval of the faculty adviser. Please see the Rome Campus program and course descriptions in the global programs section.

Advanced Placement—Students with Advanced Placement credit in Italian may count AP credit toward general degree requirements, but not for the Italian major or the Italian minor. AP credit serves as an indicator for placing students in the appropriate level courses.

Honors—Students qualifying for honors in the Italian major must attain a cumulative average of A- or better in all courses counting toward the major, including **ITAL 401**.

The Minor in Italian—For students who wish to minor in Italian, this is a sequence of six courses designed primarily to develop linguistic skills and an appreciation of Italian culture and civilization. These courses include, but are not limited to, the language acquisition courses (**ITAL 101, 102, 201, 202**), **ITAL 228. Italian Language and Society**, and literary survey courses. In consultation with the minor adviser, Dario Del Puppo, students may also count culture and civilization courses taught in English if they do a significant amount of the coursework in Italian. In addition to the six courses, students must complete a .5 credit of Language Across the Curriculum.

To declare a minor in Italian, contact Prof. Dario Del Puppo. Students interested in cross-disciplinary approaches to the study of Italian culture are referred to the Italian studies interdisciplinary minor.

Italian Studies

Fall Term

101. Intensive Elementary Italian I—Designed to develop a basic ability to read, write, understand, and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1.5 course credits) (Enrollment limited)-Del Puppo, King

102. Intensive Elementary Italian II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: Italian 101 or equivalent. (1.5 course credits) (Enrollment limited)-Palma

201. Intermediate Italian I: Conversation and Composition—A review of basic grammar learned in the first-year intensive Italian courses (101 and 102) is integrated with oral and writing practice on topics intended to introduce students to contemporary Italian culture. There will be readings of short stories, newspaper, and magazine articles, viewings of film and video presentations, and weekly compositions and other writing assignments. In order to achieve competence in Italian, students should plan to take 201 and 202 in sequence. Prerequisite: Italian 102 or equivalent. (Enrollment limited)-Palma

202. Intermediate Italian II: Composition and Literature—The review of grammar begun in Italian 201 will be completed in 202. Students' oral and writing skills will be enhanced by further exploration of aspects of Italian culture, through a variety of texts and media. While emphasizing students' communication skills, this course aims to provide them with the basis for linguistic competence in Italian. Prerequisite: Italian 201 or equivalent. (Enrollment limited)-Del Puppo

233. Mafia—In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists, and political scientists. It has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: Seminar format. Course requirements: seminar reports, several short papers, and full attendance and participation. (Listed as both LACS 233-17 and ITAL 233-02.) (Enrollment limited)-Alcorn

236. Modern Italy—An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both LACS 233-08 and ITAL 236-01; and under the History Department.) (Enrollment limited)-Alcorn

333. Dante: The Divine Comedy—An intensive study of the Divine Comedy (in translation) with particular emphasis on the historical and aesthetic significance of this 'summa.' Students wishing to count this course toward a major in Italian should receive permission of the instructor. (Listed as both LACS 333-12 and ITAL 333-01.) (Enrollment limited)-Del Puppo

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

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

Spring Term

101. Intensive Elementary Italian I—Designed to develop a basic ability to read, write, understand, and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1.5 course credits) (Enrollment limited)-Palma, Staff

102. Intensive Elementary Italian II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: Italian 101 or equivalent. (1.5 course credits) (Enrollment limited)-Palma, Staff

201. Intermediate Italian I: Conversation and Composition—A review of basic grammar learned in the first-year intensive Italian courses (101 and 102) is integrated with oral and writing practice on topics intended to introduce students to contemporary Italian culture. There will be readings of short stories, newspaper, and magazine articles, viewings of film and video presentations, and weekly compositions and other writing assignments. In order to achieve competence in Italian, students should plan to take 201 and 202 in sequence. Prerequisite: Italian 102 or equivalent. (Enrollment limited)-Staff

202. Intermediate Italian II: Composition and Literature—The review of grammar begun in Italian 201 will be completed in 202. Students' oral and writing skills will be enhanced by further exploration of aspects of Italian culture, through a variety of texts and media. While emphasizing students' communication skills, this course aims to provide them with the basis for linguistic competence in Italian. Prerequisite: Italian 201 or equivalent. (Enrollment limited)-Alcorn

233. Food in Italian History, Society, and Art—The saying, “A tavola non s’invecchia” (“One does not age at the supper table”), expresses the importance of food and eating for Italians. In this course, we will examine the relationship between food and culture in Italy, from the Romans to the present, through a variety of readings and tasting experiences. Topics include: the importing and exporting of different foods in antiquity as an instance of cultural and economic exchange; medieval beliefs about intellectual and physical aptitudes associated with diet; the representation of food in art, literature, and cinema; regional cuisines and cultural identities; and the language of food. We will also discuss Italian and Italian-American cuisine as the reflection of related, yet very different, cultures. Students may opt to undertake a Community Learning Initiative in consultation with the course instructor. Enrollment limited to 25. (Listed as both LACS 233-41 and ITAL 233-06.)-Del Puppo

[**233-08. Enlightenment and Romanticism in Italy**]—An introduction to modern ideas of nature, human nature, and history expressed in great literature, art, and music. Topics include individuality and community, the passions and the interests, the intimate contest of bourgeois and aristocratic cultures, revolution and reaction, and secularism. Among authors, artists, and composers who will be studied are: Leopardi, Manzoni, Tiepolo, Longhi, Canaletto, Canova, Fattori, Donizetti, Rossini, and Verdi. (Listed as both LACS 233-98 AND ITAL 233-08.) (Enrollment limited)

290. Italian Cinema: Fiction and Film—A study and discussion of Italian cinema from neorealism to the present. The course will cover both formal and thematic trends in the films of the noted postwar Italian directors Roberto Rossellini, Vittorio De Sica, and Luchino Visconti. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Federico Fellini, Michelangelo Antonioni, Lina Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. Students wishing to apply this course toward the major in Italian must secure permission of the instructor. They will complete their assignments in Italian and meet with the instructor in supplementary sessions. Faithful attendance is required. (Listed as both LACS 233-05 and ITAL 290-01.)-Beneduce (Enrollment limited)-King

314. Contemporary Italian Literature—A critical reading of selected novels, short stories, poetry, and plays from the turn of the 20th Century to the present. Authors include: Pirandello, Svevo, Aleramo, Montale, Ungaretti, Morante, Calvino, Petriagnani, Fo, and other contemporary authors. Emphasis is on the historical and cultural context of the works and on recent trends in Italian literature. Topics include: literature during both world wars and under Fascism, modernism and postmodernism in literature, contemporary women writers, and the role of Italian intellectuals in society. All work is done in Italian. (Enrollment limited)-Del Puppo

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

401. Senior Seminar: Topics in Italian Studies—This seminar is required of all seniors majoring in Italian: Plan A, Plan B (Italian as primary language.) An interdisciplinary seminar devoted to guided, individual research. Each student may work on any aspect of the history, society, or culture of Italy or of Italians in other lands. Coursework is conducted in Italian. The grade is based on seminar participation and a research project. Prerequisites: At least one 300-level course in Italian literature or equivalent and permission of the instructor. Prerequisite: Italian 228 or equivalent. (Enrollment limited)-Alcorn

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

Japanese

The Plan B major—Students choosing a Plan B major in language and culture studies may elect Japanese as either their primary or secondary language. Students who choose Japanese as the primary language are required to take seven courses beyond the 101 level, including at least one course from offerings in Japanese literature and culture (**JAPN 211** and above), and **JAPN 401. Special Topic in East Asian Literatures**. Two courses in a cognate field or fields are also required, as is a paper linking some aspect(s) of the two languages and the cognates;

this paper must be completed in **JAPN 401**.

Students who choose Japanese as the secondary language are required to take five courses beyond the 101 level, including at least one course from offerings in Japanese literature and culture (**JAPN 211** and above).

The Writing Intensive Part II requirement for a Japanese Plan B major is fulfilled by **JAPN 401. Senior Seminar: Special Topics (in Japanese)**.

The minor in Japanese—For students who wish to minor in Japanese, this is a sequence of five courses beyond **JAPN 101** designed to develop linguistic skills as well as a basic understanding of Japanese culture and society. In addition, the minor will include another credit to be fulfilled through either a .5 credit Language Across the Curriculum unit, one semester of teaching assistantship, or a .5 credit integrating paper, typically written in conjunction with the last course taken for the minor. The five courses should be chosen from **JAPN 102, 201, 202, 311, 312, 411** and **412**. No more than one transfer credit may be applied to the minor.

To declare a major or minor in Japanese, contact Principal Lecturer Rieko Wagoner. Students interested in cross-disciplinary approaches to the study of Asian cultures are referred to the Asian studies interdisciplinary minor.

Japanese

Fall Term

101. Intensive Elementary Japanese I—Designed to develop fundamental skill in both spoken and written modern Japanese. About 200 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (Also offered under the Asian studies program.) (1.5 course credits) (Enrollment limited)-Miyazaki, Wagoner

201. Intensive Intermediate Japanese I—This course emphasizes the continued development of skill in spoken and written Japanese. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take both 201 and 202 in sequence. Four hours of classwork, plus one required drill hour. (Also offered under the Asian studies program.) Prerequisite: Japanese 102 or equivalent. (1.5 course credits) (Enrollment limited)-Miyazaki, Wagoner

311. Advanced Readings in Japanese I—This course aims at building students' skills and speed in reading Japanese. It will draw materials from primary sources in various genres such as novels, poems, newspapers, essays, and instructional materials. Students will develop sentence analysis strategies as well as expand their knowledge of advanced vocabulary and kanji. An appropriate level of oral communication skill is required. (Since the content of this course varies from year to year to focus on the most contemporary materials, students may enroll for credit more than once.)(Also offered under the Asian studies program.) Prerequisite: Japanese 202 or equivalent. (Enrollment limited)-Wagoner

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-2 course credit) -Staff

411. Advanced Reading in Japanese II—The course aims at further training in reading Japanese above J311. Students will read a variety of materials taken mostly from primary sources, such as novels, news articles, instructions, etc., at an accelerated rate. The goal is to develop speed, accuracy and efficiency in students' reading skills in Japanese. Class activities focus on analyzing the given texts and translation them into English. A total accumulation of kanji is expected to be 1,100-1,200. Prerequisite: C- or better in Japanese 311. (Enrollment limited)-Wagoner

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

Spring Term

102. Intensive Elementary Japanese II—Continuation of Japanese 101, with increased emphasis on conversational practice. An additional 120 characters will be learned. Students are expected to master most of the spoken

patterns by the end of the semester. Four hours of class work, plus one required drill hour. (Also offered under the Asian studies program.) Prerequisite: Japanese 101 or equivalent. (1.5 course credits) (Enrollment limited)-Miyazaki, Wagoner

202. Intensive Intermediate Japanese II—Continuation of Japanese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. (Also offered under the Asian studies program.) Prerequisite: Japanese 201 or equivalent. (1.5 course credits) (Enrollment limited)-Miyazaki, Wagoner

312. Advanced Spoken Japanese I—This course aims to develop students' listening and speaking skills in Japanese. The first half of the course focuses on basic tasks and social situations covered in Japanese 101-Japanese 202, bringing students' performance to a more natural and practical level. The latter half will introduce new conversational strategies and diverse topics and situations mostly drawn from current and culture-specific topics. (Since the content of this course varies from year to year to focus on the most contemporary materials, students may enroll for credit more than once.) Prerequisite: Japanese 202 or equivalent. (Enrollment limited)-Wagoner

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-2 course credit) -Staff

401. Senior Seminar: Special Topics—This seminar is required of all seniors majoring in Japanese: Plan B (Japanese as primary language). Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author, or genre in Japanese studies. (Enrollment limited)-TBA

412. Advanced Spoken Japanese II—This course is also listed under Asian Studies in the International Studies Program. The aim of this course is to further students' acquisition of listening and speaking skills in Japanese through study and discussion of films, TV shows, and other audio-visual sources. It aims to enhance students' ability to express their personal responses and opinions, while exposing them to more culturally specific concepts and topics. Prerequisite: C- or better in Japanese 312. (Enrollment limited)-Wagoner

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

Courses Originating in Other Departments

International Studies 236. Japanese Crime Literature and Film—View course description in department listing on p. 320. -Shen

Linguistics

Spring Term

[101. Introduction to Linguistics]—A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial question of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, and to the ways language determines and reflects the structures of society.

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

Russian

The Plan A Major—Plan A majors are required to complete 12 credits in Russian as follows:

- Seven courses in Russian, to be chosen from among the following: **RUSS 101, 102, 201, 202, 210, 221, 222, 301, 302, 303, 304, 305.**
- Two courses in Russian literature and culture.
- The senior project, **RUSS 401.**
- Two cognate courses in Russian studies from outside the department.

Credit acquired through the Language across the Curriculum program may also count toward the cognate requirement. Students who begin Russian in their sophomore year are encouraged to do summer work off campus at an approved program.

The Plan B Major—Plan B majors whose primary concentration is Russian are required to complete nine courses in Russian, as follows:

- Seven courses from the language sequence: **RUSS 101, 102, 201, 202, 210, 221, 222, 301, 302, 303, 304.**
- One literature and culture course in translation (**RUSS 233, 254, 258, 357**).
- The senior exercise (**RUSS 401**). This project must explore a topic that joins Russia with the student's secondary concentration.

Plan B Majors whose secondary concentration is Russian are required to complete seven courses in Russian, as follows:

- Six courses from the language sequence: **RUSS 101, 102, 201, 202, 210, 221, 222, 301, 302, 303, 304.**
- One literature and culture course, either in Russian or in translation (**RUSS 233, 254, 258, 357, 301, 302, 303, 304**).

Please note that some aspect of Russian literature or culture must be an integral part of the senior exercise required for the student's primary concentration.

All Russian majors (Plan A and Plan B) are required to pass the department's Russian language proficiency examination.

The Writing Intensive Part II requirement for the Plan A or Plan B Russian major is fulfilled by **RUSS 302. Russian Narrative Prose** (in Russian), or **RUSS 401. Senior Seminar** (in Russian).

The Minor in Russian—The minor in Russian develops linguistic skills as well as an appreciation of Russian culture and civilization. Students take a sequence of six courses. Normally these courses will be **RUSS 101, 102, 201, and 202**, plus two of the following courses: **RUSS 210, 221, 222**, or a literature course taught in Russian. No course taught in English under the language and culture studies rubric may be counted toward the minor.

Russian Fall Term

101. Intensive Elementary Russian I—Learn to speak, read, and write Russian in an interactive course. This course prepares students to hold simple conversations so that they can meet Russians, talk about themselves, and discuss topics including sports, movies, and student life. Students will observe contemporary Russian life through a series of video episodes, attune their ear to spoken Russian with audiocassettes, and practice correct grammar using the textbook and CD-ROM. (Enrollment limited)-Any

[110. Art and Music of Russia]—This course is an optional supplement to Russian 101, and is open only to students concurrently enrolled in Russian 101 or another Russian language course. We will discover Russian music and painting and through them, learn about cultural institutions and historical events that have shaped Russian cultural attitudes. Icon painting of the Orthodox Church, genre scenes that fed the revolutionary movement, and

experimental artworks, along with diverse musical forms featuring native instruments like the balalaika, the nationalist music of the Might Five, and protest songs of the bards will reveal the conservative, liberal, and radical elements in Russian thought. PR:Concurrent enrollment in Russian 101 or another Russian language course. (0.25 course credit) (Enrollment limited)

201. Intermediate Russian I—In this course students will gain intermediate proficiency in understanding, speaking, reading, and writing Russian. They will learn how to express themselves in Russian through regular conversation practice on topics such as the world of Russian emotions, love and marriage, music and entertainment, and other practical subjects. They will read real Russian literary texts and learn to write about their thoughts and opinions. They will learn about Russian culture by direct experience, including working with the Russian Internet. Students who take this and the next course in the series, Russian 202, will be ready to go on a study abroad program in Russia. Conducted in Russian. (Also listed under the Russian and Eurasian studies concentration of the International Studies Program.) Prerequisite: Russian 102 or equivalent. (Enrollment limited)-Staff

210. Advanced Russian Conversation—This course will provide training in Russian oral communication and self-expression. Students will lead and participate in class discussions and debates, prepare oral reports, as well as listen to and watch Russian radio and television broadcasts. All work will be oral. The topics of conversations will include family problems and divorce, elections in the U.S. and in Russia, youth music and fashion in Russia, environmental issues, Russian beliefs in the world beyond (UFOs, ESP, etc.) and other current issues. By the end of the course, students will be able to converse in Russian on an advanced level on the ACTFL scale. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Prerequisite: Russian 202 or permission of instructor. (Enrollment limited)-Staff

[233. Love, Sex, and War in Tolstoy]—This course offers a detailed and varied exploration of Tolstoy's greatest fiction. Writer and prophet, aristocrat and socialist, moralist and hedonist, Tolstoy contained a bundle of contradictions in a mind of artistic genius. As we seek to uncover the aesthetic workings of his stories and novels, we will have ample opportunity to discuss the subjects of these works—romantic love, sexual expression, family life, war as military theory and as human experience, and the individual's search for meaning in relation to the works themselves and to our own lives. Tolstoy's youth, military service, marriage, religious conversion, and contentious relations with those around him will be discussed in connection with his literary art. (Listed as both LACS 233-82 and RUSS 233-07; under the Russian and Eurasian studies concentration of the International Studies Program; and under the Women, Gender, and Sexuality Program.) (Enrollment limited)

[233. Soul, Flesh, and the Russian Mystique]—“A riddle, wrapped in a mystery, inside an enigma” is Winston Churchill's famous description of Russia. Renowned for its passionate unrestraint, the legendary Russian soul encompasses opposing extremes of human thought and impulse. Selfish pleasure, gratuitous cruelty, and humiliation of others coexist with forgiveness, compassion, and embrace of suffering. As our window on the multifaceted Russian soul—as well as its physical manifestation, the rebellious body—we will take salient works from one thousand years of music, art, and literature. Among the genres we will explore: icon painting and the later, socially-themed paintings that hastened the revolution; the majestic muse of the Orthodox church and contemporary youth pop; the wise woman and holy fools of the folktale; and the comic literature of scandal. Taught in English; no prerequisites.

233. Fantasy and Realism in Russian Literature—All readings and discussion will be in English. Through the enduring traditions of fantasy and realism, Russian literature has probed human dilemmas and invited self-examination. We shall read these works as art and entertainment, and also for what they help us learn about ourselves. A disturbing world of the uncanny, populated by murderous doubles, human snakes, talking dogs, ghosts, and other diabolical creatures will open up to us and haunt our imaginations. As we consider the realist and fantastic streams, we shall ultimately ask the question: can we really define the difference between them? Authors to be read include Gogol, Dostoevsky, Chekhov, and others. This course will introduce the students to some of the greatest works in the Russian literary canon. (Listed as both LACS 233-36 and RUSS 233-01; and under the Russian and Eurasian Studies concentration of the International Studies Program.) (Enrollment limited)-Staff

[304. Current Russian Media]—A survey of current Russian newspaper and magazine articles, radio and television broadcasts, and the Internet. Subjects covered will include popular culture, home and family life, environmental issues, economics, and politics. Students will strive to master the special type of Russian used in the media as well

as describe how these media reflect or distort the state of Russian society. Prerequisite: Russian 222 or permission of the instructor. (This course is also offered under the Russian and Eurasian Studies program.)

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

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

Spring Term

102. Intensive Elementary Russian II—Students continue to build their speaking and writing skills using the same interactive approach as in Russian 101. They will gain proficiency in fundamental grammar and acquire the conversational skills they need to interact with Russians in a wide range of situations. (Also listed under the Russian and Eurasian studies concentration of the International Studies Program.) Prerequisite: Russian 101 or equivalent. (1.5 course credits) (Enrollment limited)-Any

202. Intermediate Russian II—A continuation of Russian 201 in which students will develop a proficiency in Russian that will be adequate for most practical purposes. They will continue to develop their ability to converse on topics such as computers and work, dating, talking about nature, and others. They will start reading and discussing more complex literary and journalistic texts, including works by classic Russian authors. Regular writing assignments will help reinforce what they are learning. Students will continue their examination of the many sides of Russian culture, including Russian etiquette, gesture, music, television, film, etc. Successful completion of this course gives students the Russian they need in order to go to Russia for work or study. Conducted in Russian. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Prerequisite: Russian 201 or equivalent. (Enrollment limited)-Staff

233. Dostoevsky—(Conducted in English.) Reading and discussing Dostoevsky's literary works, we will try to answer the social, psychological, philosophical, and religious questions that tortured him. We will examine Dostoevsky's reaction to social problems he saw in 19th-century Russia: family breakdown, alienation and powerlessness in the workplace, the daily humiliations of living in a system that ranks people according to their salary; and we will try to answer the underlying question: how can people connect with each other in the modern age? Modernity's preference for science and social science also troubled Dostoevsky. If human actions are scientifically predictable, can people ever be free? We will examine the unsavory solutions Dostoevsky offered: spite, game-playing, crime, radical nihilism, and others. Do religions, with all their glaring contradictions, offer a viable answer? The search for answers to these and other questions will open up new vistas and will educate students about one of the most influential world writers, the author of such classics as *Notes from Underground*, *Crime and Punishment*, and *The Brothers Karamazov*. (Listed as both LACS 333-10 and RUSS 357-01; and under the Russian and Eurasian studies concentration of the International Studies program.) (Enrollment limited)-TBA

[233. Who Am I and Where Am I Going?]—How many personal identities do you have? Lover, friend, brother or sister, gambler, worshipper, skeptic, liar, outsider, psychotic—we may play all of these parts simultaneously or at different times in our lives. Through discussion of short literary texts, with some forays into religion and psychology, we will consider the ways in which our multiple identities shape our self-image as well as how others see us. Readings will be chosen from, among others, Tennessee Williams, Dostoevsky, Freud, and the Bible. (Enrollment limited)

[270. Russian Poetry]—Readings in Russian poetry, including verse—of the Golden and Silver Ages (the nineteenth century through 1920). Texts will be discussed from the viewpoint of their aesthetic and historical significance. Students will become familiar with the classics of Russian poetry while also developing the critical skills of being able to analyze poetry linguistically and write about it. Stylistic analysis will refine students' knowledge of grammar; extensive discussion of texts will enhance oral proficiency. All readings and discussion in Russian. Prerequisite: Russian 201 or equivalent. (Enrollment limited)

[301. Russian through Literature and Film]—This course contains two segments. In one segment students strengthen their grammar and vocabulary through reading authentic literary texts. The other segment improves

listening comprehension through the viewing of a Russian film. Students will view the film in installments, using video technology to replay scenes as often as necessary to achieve comprehension. Homework assignments will include film viewing in the video lab. Prerequisite: Russian 221 or equivalent. (Enrollment limited)

304. Current Russian Media—A survey of current Russian newspaper and magazine articles, radio and television broadcasts, and the Internet. Subjects covered will include popular culture, home and family life, environmental issues, economics, and politics. Students will strive to master the special type of Russian used in the media as well as describe how these media reflect or distort the state of Russian society. Prerequisite: Russian 222 or permission of the instructor. (This course is also offered under the Russian and Eurasian Studies program.)-Staff

Spanish

See Hispanic studies on p. 359.

Programa de Estudios Hispánicos en Córdoba (PRESCHO)

Trinity College, in affiliation with Oberlin College, Smith College, Wellesley College, Wheaton College, and The College of Wooster offers the following courses at the University of Córdoba, Spain. Course credits earned in Córdoba are automatically incorporated into the Trinity transcript. Courses are taught in Spanish exclusively for PRESCHO students by resident faculty at the University of Córdoba and are intended to supplement work in language, literature, and culture already begun at the home institution. Students have two curricular options: enrollments in PRESCHO courses taught by Spanish faculty for program participants or direct matriculation in conventional Spanish university courses. For further information, see Assistant Professor van Ginhoven, Trinity's coordinator of the program.

Lesbian and Gay Studies

The following courses can be taken as part of the queer studies concentration in the women, gender, and sexuality major; as a complement to the student's major; or as the core of a self-designed major in lesbian and gay studies.

These courses in lesbian and gay studies bear on the formation of gender and sexual identities; lesbian, gay, and transgender subcultures and their histories and politics; non-normative masculinities and femininities; the relationship between sex, gender, and sexuality; the institutional regulation of gender and sexuality; and mass-cultural representations of non-normative genders and sexualities.

[SOCL 260. *Sexuality and Society*]

WMGS 101. *Women, Gender, and Sexuality*

WMGS 207. *Homosexuality and Hollywood Film*

WMGS 212. *The History of Sexuality*

WMGS 323. *The Trouble with Normal*

WMGS 369. *Queer Studies: Issues and Controversies*

Mathematics

Associate Professor Russo, Chair; Professors Cruz-Uribe, Georges[†], Mauro, Seabury Professor of Mathematics and Natural Philosophy Robbins, and Professor Stein; Associate Professors Sandoval and Wyshinski[•]; Visiting Professor Panik; Harold L. Dorwart Visiting Assistant Professors Melanson and Wang; Visiting Assistant Professors Kelsey and Miller; Aetna Quantitative Center Senior Lecturer Gregory, Interim Director

The mathematics major is designed to expose students to the fundamentals of mathematics and to give students a solid mathematical foundation. The major is designed with enough flexibility to accommodate students who want to major in mathematics but whose post-baccalaureate plans may not be math-related and students who want to double major in physics, engineering, economics, computer science, or other fields, as well as students who intend to pursue graduate study in mathematics, statistics, or computer science, or students interested in careers requiring a strong mathematical background. Students intending to pursue graduate study in mathematics should supplement the basic major requirements with as many additional 300-level mathematics courses as possible and should consult with their adviser or with the department chair at the earliest possible date in order to plan their course of study.

Students are required to take 11 courses, including **MATH 126** or **131, 132, 231, 228, 307, 331, and 400**. No course with a grade of less than C- may be counted toward the major. Of the four electives, one must be a 300-level mathematics course, two must be mathematics courses at the 200 level, and the fourth can either be another 200+ mathematics course, or may be chosen from the courses listed below, which are offered by other departments.

- CHEM 309L. Physical Chemistry**
- CPSC 203. Mathematical Foundations of Computing**
- CPSC 219. Theory of Computation**
- CPSC 320. Analysis of Algorithms**
- ECON 328. Applied Econometrics**
- ECON 312. Mathematical Economics**
- ENGR 212L. Linear Circuit Theory**
- ENGR 226. Mechanics II**
- ENGR 301L. Digital Signal and Image Processing**
- ENGR 303. Analog and Digital Communication**
- ENGR 312. Automatic Control Systems**
- ENGR 362L. Fluid Dynamics**
- PHIL 205. Symbolic Logic**
- PHIL 255. Philosophy of Logic**
- PHIL 390. Advanced Logic**
- PHYS 231L. Electricity, Magnetism, and Waves**
- PHYS 300. Mathematical Physics**
- PHYS 301. Classical Mechanics**
- PHYS 302. Electrodynamics**
- PHYS 304. Statistical Physics**
- PHYS 313. Quantum Mechanics**

Although a student may begin the mathematics major as late as the fall semester of the sophomore year, the department recommends that prospective majors adopt the following typical schedule:

Year	Fall	Spring
First	131	132
Sophomore	231, 205	228 , elective
Junior	307 or 331	two electives
Senior	307 or 331	400

The Writing Intensive Part II requirement is fulfilled by taking either **MATH 307** or **MATH 331**. In order to fulfill the requirement, one of these courses must be taken at Trinity.

Honors—Honors in mathematics, granted by departmental vote in the spring of the honor candidate's senior year, is earned by:

- receiving no less than B- in any mathematics course taken at the 200 level,
- receiving A- or better in at least four 300-level courses, and
- writing and presenting a suitable thesis on some area of mathematics that the student finds particularly interesting.

The student must apply to the department chair for honors candidacy in the second semester of the junior year. Upon acceptance, the candidate and the department chair will together select an honors adviser (usually the candidate's academic adviser) who will supervise the honors process.

The honors thesis need not be one of newfound mathematical results, but it is expected to be a balance of the historical, biographical, and mathematical aspects of the topic. The project will culminate with the submission of the final draft to the honors adviser no later than two weeks before the last day of classes of the spring semester. An informal talk will be given by the candidate prior to the day on which senior grades are due.

Study away—Students of mathematics have many opportunities to study abroad, but all of them require a certain amount of early planning. Students are encouraged to discuss their plans with their advisers or the department chair as soon as possible since many courses in the Mathematics Department are not offered every year. Well-prepared students should consider the Budapest semester in mathematics; more information on this program can be found on the study-away Web site.

Many study-abroad programs in English-speaking countries offer a wide range of mathematics courses that will count towards the major. For specific advice, please consult the department chair. Students who feel they are sufficiently proficient in a language to take mathematics courses in a foreign language should discuss this with their advisers. Students who take mathematics courses while abroad should be aware that universities that follow the European model cover the material in a somewhat different order than is done in the United States, and that classes are primarily lectures with far less feedback from the instructor than is typical at Trinity.

Fall Term

Courses offered by the Aetna Quantitative Center

101. Contemporary Applications: Mathematics for the 21st Century—This course offers students new insights into fundamental mathematical concepts as they apply to a variety of current local and national issues. Areas of concentration are numerical, statistical, algebraic, and logical relationships. Three hours of lecture and one hour of laboratory per week. (Enrollment limited)-Russo, Staff

[117. Visually Displaying Data: Graphical Literacy]—This course will examine the efficient communication of complex quantitative ideas in many formats: data maps, time-series, space-time narrative designs, charts, and graphs. Students will learn what properties make a graphic display coherent and compelling and what practices introduce distortions and confusion and should be avoided. Theories will be illustrated by historical examples such as Florence Nightingale's statistical diagrams, Snow's data maps of the cholera epidemics in 19th-century London, and the charts used by engineers and project managers in their decision to launch the Challenger spacecraft. As part of this course each student will complete a project involving the analysis and effective display of information from Trinity's City Data Center. Readings will include Tufte's *Visual Display of Quantitative Information*, and selections from the "Visual Revelations" column of the *Chance* journal. Computer software used: Excel, PowerPoint, and GIS. (Enrollment limited)

Courses offered through the Mathematics Department

107. Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals, and hypothesis testing. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in probability and statistics. (Enrollment limited)-Kelsey, Miller

[114. Judgment and Decision Making]—In this course, we consider the application of elementary mathematical analysis to various procedures by which societies and individuals make decisions. Topics may include weighted and unweighted voting, fair division of resources, apportionment of goods and representatives, and personal decision-making algorithms based upon utility, risk, probability, expectation, and various game-theoretic strategies in general. Examples may be drawn from medicine, law, foreign policy, economics, psychology, sports, and gambling. (Enrollment limited)

[123. Mathematical Gems]—An introduction to mathematical topics from number theory, geometry, game theory, infinity, chaos, and more. (Enrollment limited)

125. Functions and Limits—The sequence Mathematics 125-126 provides an opportunity to study differential calculus while simultaneously covering the needed skills from precalculus. Students who finish both Mathematics 125 and 126 will be prepared to take Mathematics 132, Calculus II. Topics in Mathematics 125 will include: the real number system; linear, quadratic, polynomial, rational, exponential, and trigonometric functions; equations and inequalities; limits and continuity; applications. Not open to students who have received credit for Mathematics 131. Ordinarily, this course, to be followed by Mathematics 126, is elected by students who need to take a course in calculus, but whose backgrounds in algebra and trigonometry need strengthening. (Enrollment limited)-Miller

131. Calculus I—The real number system, functions and graphs, continuity, derivatives and their applications, antiderivatives, definite integrals, and the fundamental theorem of calculus. Mathematics, natural science, and computer science majors should begin the Mathematics 131, 132 sequence as soon as possible. Not open to students who have received credit for Mathematics 126 or who have received credit by successful performance on the Advanced Placement Examination of the CEEB (see Catalogue section “Advanced Placement for First-Year Students”). (1.5 course credits) (Enrollment limited)-Cruz-Uribe, Kelsey, Robbins, Wang

[132. Calculus II]—Topics concerning the Riemann integral and its applications, techniques of integration, first-order ordinary differential equations, and sequences and series. Prerequisite: C- or better in Mathematics 126 or Mathematics 131, or an appropriate score on the AP Examination or Trinity’s Mathematics Qualifying Examination. (1.5 course credits) (Enrollment limited)

142. Accelerated Calculus II—This course is an accelerated version of Mathematics 132, which will cover in greater depth topics from that course, along with selected other topics from single-variable calculus. It is intended for those with strong Calculus I backgrounds; in particular, first-year students who have received credit via the Calculus AB Advanced Placement Examination should register for this course. Open to other students with permission of the instructor. See the description of Mathematics 132. Prerequisite: C- or better in Mathematics 126 or Mathematics 131, or an appropriate score on the AP Examination or Trinity’s Mathematics Qualifying Examination. (1.5 course credits) (Enrollment limited)-Mauro

205. Abstraction and Argument—This course deals with methods of proof and the nature of mathematical argument and abstraction. With a variety of results from modern and classical mathematics as a backdrop, we will study the roles of definition, example, and counterexample, as well as mathematical argument by induction, deduction, construction, and contradiction. This course is recommended for distribution credit only for non-majors with a strong mathematical background. (Enrollment limited)-Mauro

207. Statistical Data Analysis—An introductory course in statistics emphasizing modern techniques of data analysis: exploratory data analysis and graphical methods; random variables, statistical distributions, and linear models; classical, robust, and nonparametric methods for estimation and hypothesis testing; analysis of variance and introduction to modern multivariate methods. Students with a strong mathematical background are advised to take Math 207 in place of Math 107. Those who successfully complete Math 107 may take Math 207 for credit due to its increased depth of coverage and breadth of topics. Prerequisite: C- or better in Mathematics 107. (Enrollment limited)-Russo, Wang

228. Linear Algebra—A proof-based course in linear algebra, covering systems of linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations, eigenvalues, and eigenvectors. Prerequisite: C- or better in Mathematics 142 or Mathematics 132 or a 200-level Mathematics course, or permission of the

instructor. (Enrollment limited)-Sandoval

231. Calculus III: Multivariable Calculus—Vector-valued functions, partial derivatives, multiple integrals, conic sections, polar coordinates, Green's Theorem, Stokes' Theorem, and Divergence Theorem. Prerequisite: C- or better in Mathematics 132 or 142. (1.5 course credits) (Enrollment limited)-Melanson

[305. Probability]—Discrete and continuous probability, combinatorial analysis, random variables, random vectors, density and distribution functions, moment generating functions, and particular probability distributions including the binomial, hypergeometric, and normal. Prerequisite: C- or better in Mathematics 132 or 142. (Enrollment limited)

[307. Abstract Algebra I]—An introduction to group theory, including symmetric groups, homomorphism and isomorphisms, normal subgroups, quotient groups, the classification of finite abelian groups, the Sylow theorems. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (Enrollment limited)

[309. Numerical Analysis]—Theory, development, and evaluation of algorithms for mathematical problem solving by computation. Topics will be chosen from the following: interpolation, function approximation, numerical integration and differentiation, numerical solution of nonlinear equations, systems of linear equations, and differential equations. Treatment of each topic will involve error analysis. Prerequisite: Computer Science 115, either MATH 132 or MATH 142, and any mathematics course numbered 200 or higher.

[314. Combinatorics and Computing]—Introduction to combinatorics. Topics may include, but will not necessarily be limited to, computer representation of mathematical objects, enumeration techniques, sorting and searching methods, generation of elementary configurations such as sets, permutations and graphs, and matrix methods. Prerequisite: C- or better in Mathematics 228 or permission of instructor.

318. Topics in Geometry—Differential geometry, projective geometry, non-Euclidean geometry, combinatorial topology, or such topics as the department may specify. May be repeated for credit with different topics. Prerequisite: C- or better in Mathematics 228 and Mathematics 231. (Enrollment limited)-Sandoval

325. Special Topics in Mathematical Biology—This course provides an introduction to the development, application, and evaluation of biological models. Both deterministic and stochastic models will be developed through a case-study based approach at the molecular, cellular, and population levels. Topics include current application areas such as neurophysiology, cardiology, cellular dynamics and gene expression, spread of infectious diseases, conservation of endangered species, and cancer growth. Theory from differential equations, statistics, scientific computing, and linear algebra will be introduced as needed with topics to include basic modeling principles, discrete-time models, matrix models, dynamical systems techniques, Markov chains, pattern formation, and agent-based models. When necessary, students will implement models using a high-level programming language as well as engage with current biology research literature. Prerequisite: C- or better in a 200 level Mathematics course and permission of instructor. (Enrollment limited)-Melanson

[325. Special Topics in Geometry]— (Enrollment limited)

[325. Special Topics in Algebra]— (Enrollment limited)

331. Analysis I—Properties of the real number system, elementary topology, limits, continuity, uniform convergence, differentiation and integration of real-valued functions, sequences, and series of functions. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (Enrollment limited)-Robbins

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-2 course credit) -Staff

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

497. Senior Thesis—Required of, but not limited to, honors candidates. -Staff

498. Senior Thesis Part I— (2 course credits) -Staff

Spring Term

Courses offered by the Aetna Quantitative Center

101. Contemporary Applications: Mathematics for the 21st Century—This course offers students new insights into fundamental mathematical concepts as they apply to a variety of current local and national issues. Areas of concentration are numerical, statistical, algebraic, and logical relationships. Three hours of lecture and one hour of laboratory per week. (Enrollment limited)-Staff

[102. Newsmath: Logic and Statistics in the Media]—Can you believe everything you read? This course will examine the basic principles of quantitative argument and reasoning, including statistics and statistical inference, comparisons of sizes and rates, and graphical displays of all kinds. We will make extensive use of media such as newspapers, magazines, articles on the Web, advertisements, letters to the editor, and policy statements of government officials to become active and critical consumers and presenters of data and argument. Throughout the semester each student will create an annotated notebook of current examples of fallacies, invalid arguments, misleading uses of data, and graphical distortions, along with critiques, and for some graphs, a corrected version. Computer software used: Excel. (Enrollment limited)

116. Fair Division: Quantitative Approaches—Fair division problems involve the allocation of people, goods or power among the members of a group. This course will examine algorithms for allocating both divisible and indivisible assets, and, especially, the notion of fairness as a quantifiable property and as the subject of several important theorems. Theories will be illustrated by historical and contemporary examples, such as original quantitative arguments by Thomas Jefferson and Daniel Webster, a 1999 patent application for a division algorithm, the Law of the Sea Convention's regulations pertaining to sea-bed mining, and the mechanism of the U.S. Electoral College. Computer software tools will be MapInfo and Excel. This course does satisfy the Numerical and Symbolic Reasoning Requirement. (Enrollment limited)-Staff

Courses offered through the Mathematics Department

107. Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals, and hypothesis testing. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in probability and statistics. (Enrollment limited)-Russo, Staff

[118. Mathematics of Games and Gambling]—We introduce at an elementary level the mathematics necessary to analyze and understand games of strategy and chance, including: lotteries, poker, craps, tournaments, the prisoner's dilemma, and the Monte Hall problem. (Enrollment limited)

123. Mathematical Gems—An introduction to mathematical topics from number theory, geometry, game theory, infinity, chaos, and more. (Enrollment limited)-Wyshinski

126. Calculus with Algebra and Trigonometry—A continuation of Mathematics 125. Topics will include: the analytic geometry of lines, circles, and parabolas; functions and graphs; continuity; derivatives; and applications. Not open to students who have received credit for Mathematics 131. This course completes the sequence started in Mathematics 125. Together, Mathematics 125 and 126 combine a study of the differential calculus of functions of one variable with the necessary algebraic and trigonometric background. Prerequisite: Mathematics 125 with a grade of C- or better. (Enrollment limited)-Staff

[131. Calculus I]—The real number system, functions and graphs, continuity, derivatives and their applications, antiderivatives, definite integrals, and the fundamental theorem of calculus. Mathematics, natural science, and

computer science majors should begin the Mathematics 131, 132 sequence as soon as possible. Not open to students who have received credit for Mathematics 126 or who have received credit by successful performance on the Advanced Placement Examination of the CEEB (see Catalogue section “Advanced Placement for First-Year Students”). (1.5 course credits) (Enrollment limited)

132. Calculus II—Topics concerning the Riemann integral and its applications, techniques of integration, first-order ordinary differential equations, and sequences and series. Prerequisite: C- or better in Mathematics 126 or Mathematics 131, or an appropriate score on the AP Examination or Trinity’s Mathematics Qualifying Examination. (1.5 course credits) (Enrollment limited)-Robbins, Sandoval, Staff

201. Problem Solving in Mathematics—Problems appear in every part of mathematics and often have an intrinsic beauty and appeal. Mathematical problem solving is not a distinct branch of mathematics, but rather is a “mindset” which combines results from all branches of mathematics with a collection of useful techniques and strategies. Attempts have been made to develop “systems” for problem solving, but for the most part facility is gained through experience. The purpose of this course is to develop skills in and foster an appreciation of mathematical problem solving. It will not be a “cookbook” course which teaches students to match stereotypical problems with canned solutions. Rather, the course will be a hands-on experience, and students will be expected to explore and present solutions to a wide variety of non-routine and challenging problems, both individually and in groups. Since the range of problems which a student can solve expands as a student masters more branches of mathematics, students can profitably repeat this course. This course may only be taken Pass/Fail and may be retaken for credit with permission of the department. Prerequisite: C- or better in Mathematics 126 or Mathematics 131, or an appropriate score on the AP Examination or Trinity’s Mathematics Qualifying Examination. (0.5 course credit) (Enrollment limited)-Staff

205. Abstraction and Argument—This course deals with methods of proof and the nature of mathematical argument and abstraction. With a variety of results from modern and classical mathematics as a backdrop, we will study the roles of definition, example, and counterexample, as well as mathematical argument by induction, deduction, construction, and contradiction. This course is recommended for distribution credit only for non-majors with a strong mathematical background. (Enrollment limited)-Wyshinski

207. Statistical Data Analysis—An introductory course in statistics emphasizing modern techniques of data analysis: exploratory data analysis and graphical methods; random variables, statistical distributions, and linear models; classical, robust, and nonparametric methods for estimation and hypothesis testing; analysis of variance and introduction to modern multivariate methods. Students with a strong mathematical background are advised to take Math 207 in place of Math 107. Those who successfully complete Math 107 may take Math 207 for credit due to its increased depth of coverage and breadth of topics. Prerequisite: C- or better in Mathematics 107. (Enrollment limited)-Russo, Staff

228. Linear Algebra—A proof-based course in linear algebra, covering systems of linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations, eigenvalues, and eigenvectors. Prerequisite: C- or better in Mathematics 142 or Mathematics 132 or a 200-level Mathematics course, or permission of the instructor. (Enrollment limited)-Robbins

231. Calculus III: Multivariable Calculus—Vector-valued functions, partial derivatives, multiple integrals, conic sections, polar coordinates, Green’s Theorem, Stokes’ Theorem, and Divergence Theorem. Prerequisite: C- or better in Mathematics 132 or 142. (1.5 course credits) (Enrollment limited)-Cruz-Uribe

234. Differential Equations—An introduction to techniques for solving ordinary differential equations. Series solutions, initial value problems, and Laplace transforms. Prerequisite: C- or better in Mathematics 132 or 142. (Enrollment limited)-Melanson

[252. Introduction to Mathematical Modeling, I]—Application of elementary mathematics through first-year calculus to the construction and analysis of mathematical models. Applications will be selected from the natural sciences and social sciences, with an emphasis on the natural sciences. Several models will be analyzed in detail, and the computer will be used as necessary. The analysis will consider the basic steps in mathematical modeling:

recognition of the non-mathematical problem, construction of the mathematical model, solution of the resulting mathematical problems, and analysis and application of the results. Both Mathematics 252 and 254 may be taken for credit. Prerequisite: Computer Science 115L and a C- or better in either Mathematics 132 or 142. (Enrollment limited)

253. Number Theory and Its Application—An introduction to the standard topics in number theory. Topics will include congruences, representation of integers, number theoretic functions, primitive roots, continued fractions and Pythagorean triples. Applications may include cryptology, primality testing, and pseudorandom numbers. Prerequisite: C- or better in Mathematics 132 or 142. (Enrollment limited)-Wyshinski

[254. Introduction to Mathematical Modeling, II]—A companion to Mathematics 252, with an alternate set of topics and an emphasis on applications selected from the social sciences, especially economics. See description of Mathematics 252. Both Mathematics 252 and 254 may be taken for credit. Prerequisite: C- or better in Computer Science 115 and one year of calculus. (Enrollment limited)

[306. Mathematical Statistics]—We consider confidence intervals and hypothesis testing from a theoretical viewpoint, with emphasis on sufficiency, completeness, minimum variance, the Cramer-Rao lower bound, the Rao-Blackwell theorem, and the Neyman-Pearson theorem. Other topics as time permits. Prerequisite: Mathematics 305 with a grade of C- or better. (Enrollment limited)

307. Abstract Algebra I—An introduction to group theory, including symmetric groups, homomorphism and isomorphisms, normal subgroups, quotient groups, the classification of finite abelian groups, the Sylow theorems. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (Enrollment limited)-Sandoval

309. Numerical Analysis—Theory, development, and evaluation of algorithms for mathematical problem solving by computation. Topics will be chosen from the following: interpolation, function approximation, numerical integration and differentiation, numerical solution of nonlinear equations, systems of linear equations, and differential equations. Treatment of each topic will involve error analysis. Prerequisite: Computer Science 115, either MATH 132 or MATH 142, and any mathematics course numbered 200 or higher. (Enrollment limited)-Melanson

314. Combinatorics and Computing—Introduction to combinatorics. Topics may include, but will not necessarily be limited to, computer representation of mathematical objects, enumeration techniques, sorting and searching methods, generation of elementary configurations such as sets, permutations and graphs, and matrix methods. Prerequisite: C- or better in Mathematics 228 or permission of instructor. -Mauro

[325-01. Special Topics in Algebra]— (Enrollment limited)

325. Special Topics in Analysis—A course which will be offered from time to time to meet the special needs and interests of mathematics students. (Enrollment limited)-Staff

[326. Graph Theory with Applications]—Introduction to the theory of graphs, with applications to real world problems. Topics may include, but are not necessarily restricted to: connectivity, paths and cycles, trees as information structures, digraphs and depth-first search, stability and packing problems, matching theory and schedules, transportation networks, Max-Flow-Min-Cut Theorem, planar graphs, color ability, and the four color problem. Admission to this course is usually contingent upon a student's having credit for Mathematics 228. Offered in alternate years. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (Enrollment limited)

[331. Analysis I]—Properties of the real number system, elementary topology, limits, continuity, uniform convergence, differentiation and integration of real-valued functions, sequences, and series of functions. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (Enrollment limited)

332. Analysis II—Further topics which may include Fourier analysis, general integration theory, and complex analysis. Prerequisite: C- or better in Mathematics 331. -Cruz-Uribe

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the

approval of the instructor and chairperson are required for enrollment. (0.5-2 course credit) -Staff

400. Senior Exercise—One of the most important equations in all of mathematics involves just five numbers. It relates these five numbers in such a fundamental fashion that a fair case can be made that these are the numbers on which hangs all of mathematics. Known as Euler's equation, it is very simple: $e^{i\pi} + 1 = 0$. We are generally pretty comfortable with 1 and 0. But what about the others? What are they, and how does the relation among the five of them obtain? The goal of the course is to investigate e , i , and π : to find out something of their history and their properties, and the relationship among them. This is a writing- and proof-intensive course. (Enrollment limited)-Mauro

497. Senior Thesis—Required of, but not limited to, honors candidates. -Staff

499. Senior Thesis Part 2— (2 course credits) -Staff

Courses Originating in Other Departments

[**Computer Science 219. Theory of Computation**]—View course description in department listing on p. [170](#). Prerequisite: C- or better in Computer Science 115L and either Computer Science 203 or Mathematics 205.

Middle Eastern Studies

See International Studies Program, p. [332](#)

Music

Associate Professor Galm, Chair; Professors Moshell, Platoff, and Woldu•; Assistant Professor Román••; College Organist, Director of Chapel Music and Adjunct Professor of Music Ex Officio Rose; Music Staff Accompanist and Instructor Melson; Visiting Lecturer Allen; and Instrumental Ensembles Coordinator Curran

The major in music—Thirteen courses, with grades of C- or better, are required. Students may choose either the general music major or one of three specialized tracks: American popular music, ethnomusicology/world music, or musical theater.

For all music majors, the following core of courses is required:

MUSC 113. World Music

MUSC 201. Diatonic Harmonic Practice

MUSC 202. Chromatic Harmonic Practice

MUSC 311. The History of Western Music I

MUSC 312. The History of Western Music II

MUSC 313. Music of the 20th Century

A 400-level senior exercise (senior recital, project, thesis, presentation, or seminar)

In addition, there are specialized requirements for the general music major and for each of three optional tracks.

General music major

- Four elective courses in music, at least one from any one of the following categories:
 - * Topics in world music: **MUSC 214, 215, 216**
 - * Topics in popular music: **MUSC 117, 218, 224, 272, 274**
 - * Music in culture and society: **MUSC 150, 224**
- At least four semesters of participation in department performance courses
- **MUSC 420. Advanced Topics in Music History**

American popular music track

- **MUSC 218. American Popular Music**
- **MUSC 224. Music of Black American Women**
- **MUSC 274. Jazz: 1900 to the Present**
- One American studies course, 200 level or higher, approved in advance by the student's adviser
- At least four semesters of participation in department performance courses

Ethnomusicology/world music track

- **MUSC 222. Investigating Music and Culture**
- One other course in ethnomusicology
- One course in anthropology, approved in advance by the student's adviser
- One course in a relevant geographical or cultural area, approved in advance by the student's adviser
- At least four semesters of participation in **MUSC 111. World Music Ensemble**
- A 400-level ethnomusicology-based senior project or thesis

Musical theater track

- **MUSC 272. Contemporary Musical Theater**
- **MUSC 218. American Popular Music** or **MUSC 274. Jazz: 1900 to the Present**
- One course in acting, approved in advance by the student's adviser
- One course in dance technique, approved in advance by the student's adviser
- Participation in one musical theater production in each of four different semesters by means of enrollment in **MUSC 119**

All music majors must work closely with their adviser to arrange for a proper choice of electives and sequencing of courses. Students contemplating the major should, if possible, take **MUSC 101** in the first year; **MUSC 201**, **202**, and **311** in the sophomore year; and **MUSC 312** and **313** in the junior year.

Credit for musical performance will be granted in the following courses: **MUSC 102**, **105**, **107**, **109**, **111**, **119**, and **407**. All these except the last invite repeated enrollment; simultaneous enrollment in these courses may not exceed one course credit. No more than two course credits in musical performance may be counted toward fulfillment of the credit-requirement for the major in music (**MUSC 407** is not subject to this restriction).

The Writing Intensive Part II requirement is fulfilled by one of the following courses:

- MUSC 222. Investigating Music and Culture**
- MUSC 224. The Music of Black American Women**
- MUSC 311. The History of Western Music I**
- MUSC 312. The History of Western Music II**

Cognate courses—Because of the diversity inherent in the discipline, study, and practice of music, it is difficult to isolate specific courses or areas as being preferentially cognate. For example, those students interested in music's relations to other performing arts would be directed towards courses in theater and dance; those concerned with music as a force in society might consider courses in anthropology, educational studies, or international studies; those fascinated by music's acoustical properties or its application to computers should investigate courses in physics, mathematics, or engineering; those pursuing liturgy-related studies should seek courses in religion. Appropriate cognate courses should be determined in consultation with the adviser at the time a student decides to declare the major.

Particularly helpful to any music major's curriculum would be an understanding of foreign languages (especially Spanish, German, French, Italian, or Latin) and a basic grounding in world history.

Honors—Honors in music are awarded based on distinguished performance in the major, as evaluated by the entire music faculty.

The minor in music

The minor in music is designed to introduce students to a range of topics in music that includes the fundamentals of music theory as well as traditions in world, Western, and American popular music. Students who elect the minor in music will also perform in one of the department's numerous ensembles for at least two semesters.

The minor consists of six courses:

- One course in music practices and musicianship (**MUSC 101** or **201**)
- One course in music history and literature or repertoire and listening (**MUSC 121**, **264**, **266**)
- One course in music's intersection with culture, class, gender, or politics (**MUSC 113**, **150**, **215**, **218**, **219**, **223**, **224**, **274**)
- Two elective courses in the department, approved by the chair
- Two semesters of performance activities.

Students may pursue a track in either world music or American popular music within the minor. The track in world music consists of the following courses: **MUSC 101** or **201**; **MUSC 121**, **264**, or **266**; **MUSC 113**; two among **MUSC 215**, **219**, **221**, and **222**; and two semesters of performance in a world music ensemble. The track in American popular music consists of the following courses: **MUSC 101** or **201**; **MUSC 121**, **264**, or **266**; **MUSC 218**, **224**, and **274**; and two semesters of performance activities.

Fall Term

101. Basic Musicianship—An introduction to the melodic, rhythmic, and harmonic structure of tonal music, with the emphasis on the development of a chordal vocabulary equally adaptable to classical and popular music. A required weekly practicum will stress ear-training (recognition of intervals, chords, rhythms, etc.) and its practical applications at the keyboard. Prerequisite for Music 201, may not be counted toward the major in music. (1.25 course credits) (Enrollment limited)-Melson, Roman

102. Trinity College Choir—The Trinity College Choir performs varied and challenging choral repertoire, in concert, each semester. Singers will also work on vocal techniques and related musicianship. Membership is by permission of instructor. (0.5 course credit)-Rose

105. Instrumental Ensemble—Chamber ensembles are formed at the beginning of the semester to study and perform works from the classical repertoire. Permission is required; entrance by audition only. Every effort is made to group students with others at the same skill level. (0.5 course credit) (Enrollment limited)-Curran

107. Lessons—Individual instruction in voice or an instrument is offered by teachers invited to the College campus; credit may also be granted for lessons taken from outside teachers who have been approved by the coordinator. Lessons require an extra fee. Fees for Lessons are \$600 for eleven one-hour lessons, payable directly to the instructor. Financial aid to cover instructors' fees is available on a limited basis to Trinity Grant students. Decisions on grant awards will be made on Friday of the first week of classes. Prerequisite: Music 101, which may be taken concurrently, and permission of the coordinator. (0.5 course credit)-Kennedy

109. Jazz Ensemble—The Jazz Ensemble performs several times each year. Permission is required; membership is by audition. (0.5 course credit) (Enrollment limited)-Allen

111. Samba Ensemble—Study and performance of Brazilian samba music. Emphasis is on the samba drumming tradition. Related musical styles and musical genres are also included. Previous performance experience is not required, and students may take this course for more than one semester. Membership by audition and permission of the instructor. Also listed under international studies/Latin American and Caribbean. (0.5 course credit) (Enrollment limited)-Galm

113. Introduction to World Music—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Latin America, and the Caribbean, classical and contemporary music of India, the Far East, Asia, and indigenous traditions of the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in international studies-African studies, international studies-Asian studies, and international studies-Latin American and Caribbean studies. (Enrollment limited)-Galm

119. Musical-Theater Production—For departmental musical-theater productions, students may enroll on a show-by-show basis at the beginning of the show's production process. To do so, contact the department chair. Offered only pass/fail. (0.25 course credit) (Enrollment limited)-Moshell

[150. Women in Music]—A broad survey of the music and music-making traditions of European and North American women from antiquity to the present. We explore the work and lives of women active as composers and performers in a range of genres, including the classical traditions, blues, jazz, and hip hop. No previous training or experience in music is required. (Enrollment limited)

[164. Mozart and 18th-Century Music]—An introduction to the life and music of Wolfgang Amadè Mozart (1756-1791). The course will also examine other composers of Mozart's time, and consider the relationship between Mozart's music and the main themes of Enlightenment thought in the 18th century. No previous training in music is required. (Enrollment limited)

200. Composition—Individual projects in free composition, with emphasis on acquiring and developing techniques of musical form and balance. When possible, student compositions will be performed. Prerequisite: Music 101 or permission of the instructor. (Enrollment limited)-Roman

201. Diatonic Harmonic Practice—Study of the harmonic practices of the 18th and 19th centuries, through exercises and the analysis of typical works. An intensive course with integrated practicum sessions, which focus on the development of skills in sight-singing, dictation, and keyboard proficiency, and written exercises modeled after those works. Prerequisite: Music 101 or equivalent preparation. (1.5 course credits) (Enrollment limited)-Melson,

Roman

[210. Great Orchestral Music From the 18th, 19th, and 20th Centuries]—This course will be a survey of great orchestral compositions—primarily symphonies and concertos—from Bach, Handel, and Mozart of the 18th century; to Beethoven, Brahms, Tchaikovsky, and others of the 19th century; to Debussy, Stravinsky, Bartok and others of the 20th century. The focus will be on concentrated listening to recordings of the works, but there will also be reading and comment on such matters as form, style, orchestration, and historical context. No previous training in music is needed. (Enrollment limited)

[219. Toca Brasil! (Play Brazil!)]—An interactive survey of Brazilian music. A comprehensive exploration of Brazilian music, this course will present an integrated approach through hands-on performance of Brazilian percussion music, combined with academic study of Afro-Brazilian culture, religion, and dance. Beginning with an overview of traditional Brazilian forms of musical expression, we will then analyze how these forms were incorporated into popular musical styles in the 1960s and 1970s. In recent years, fusions of new styles derived from traditional Brazilian and non-Brazilian music have emerged that reflect contemporary processes of globalization. The multi-faceted approach to be integrated into this course will include hands-on musical performance, readings, and audio/video recordings. No previous experience in music is required. Also listed under international studies-Latin American and Caribbean studies. (Enrollment limited)

[224. Music of Black American Women]—A broad survey of the music of black American women, focusing on the women of Motown and the jazz singers of the 1950s. No previous training in music is required. Also listed under American studies and women, gender, and sexuality. (Enrollment limited)

[234. Protests in Music]—This course examines the ways in which social and political issues are expressed in music. We will look at music written, composed, and performed in Paris, Harlem, and Hartford in the 18th, 19th, and 20th centuries, and explore the ramifications of the social and political issues for the music. Topics to be covered include: the music of the French Revolution; music of urban black America, 1960 to the present; Hector Berlioz, Ludwig van Beethoven, Claude Debussy, and “protests” in classical music. No previous experience in music is required. (Enrollment limited)

266. Beethoven: His Life and Music—An introduction to the life and work of Ludwig van Beethoven, who after more than 200 years is still the most loved and admired of all composers of classical music. This course will focus both on Beethoven’s masterpieces—his symphonies, piano sonatas, string quartets, and other works—and on the effect they had on audiences and the musicians who tried to follow in Beethoven’s footsteps. No previous training in music is required. (Enrollment limited)-Platoff

312. The History of Western Music II—An intensive survey of the development of musical style in Europe and the United States through the analysis of selected works from the mid-18th century to about 1900. Composers to be studied include Mozart, Beethoven, Schubert, Verdi, Brahms, and Mahler. Prerequisite: C- or Better in Music 202. (Enrollment limited)-Platoff

399. Independent Study—Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chair are required for enrollment. (0.5-2 course credit) -Staff

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

Spring Term

101. Basic Musicianship—An introduction to the melodic, rhythmic, and harmonic structure of tonal music, with the emphasis on the development of a chordal vocabulary equally adaptable to classical and popular music. A required weekly practicum will stress ear-training (recognition of intervals, chords, rhythms, etc.) and its practical applications at the keyboard. Prerequisite for Music 201, may not be counted toward the major in music. (1.25 course credits) (Enrollment limited)-Melson, Platoff

105. Instrumental Ensemble—Chamber ensembles are formed at the beginning of the semester to study and perform works from the classical repertoire. Permission is required; entrance by audition only. Every effort is made to group students with others at the same skill level. (0.5 course credit) (Enrollment limited)-Curran

107. Lessons—Individual instruction in voice or an instrument is offered by teachers invited to the College campus; credit may also be granted for lessons taken from outside teachers who have been approved by the coordinator. Lessons require an extra fee. Fees for Lessons are \$600 for eleven one-hour lessons, payable directly to the instructor. Financial aid to cover instructors' fees is available on a limited basis to Trinity Grant students. Decisions on grant awards will be made on Friday of the first week of classes. Prerequisite: Music 101, which may be taken concurrently, and permission of the coordinator. (0.5 course credit) (Enrollment limited)-Kennedy

109. Jazz Ensemble—The Jazz Ensemble performs several times each year. Permission is required; membership is by audition. (0.5 course credit) (Enrollment limited)-Allen

111. Samba Ensemble—Study and performance of Brazilian samba music. Emphasis is on the samba drumming tradition. Related musical styles and musical genres are also included. Previous performance experience is not required, and students may take this course for more than one semester. Membership by audition and permission of the instructor. Also listed under international studies/Latin American and Caribbean. (0.5 course credit) (Enrollment limited)-Galm

[113. Introduction to World Music]—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Latin America, and the Caribbean, classical and contemporary music of India, the Far East, Asia, and indigenous traditions of the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in international studies-African studies, international studies-Asian studies, and international studies-Latin American and Caribbean studies. This course has a community learning component. (Enrollment limited)

119. Musical-Theater Production—For departmental musical-theater productions, students may enroll on a show-by-show basis at the beginning of the show's production process. To do so, contact the department chair. Offered only pass/fail. (0.25 course credit) (Enrollment limited)-Moshell

121. Exploring Music—A course in music appreciation, stressing the development of skills in listening to and recognizing music from a variety of historical periods, from the medieval era to the present day. An introduction to the principles of musical notation will precede the stylistic survey. No previous knowledge of music is required. This course cannot be counted toward the music major. (Enrollment limited)-Woldu

[197. Music Arranging]—This course is intended to prepare the student in the area of vocal, choral, and ensemble arranging through the study of harmony, stylistic considerations, and musicalization. We will also explore model songs and compositions, and listen to popular hits of the last few decades, from Gospel, to Hip-hop, to Pop Rock, to opera choruses, to Broadway musicals and much more. This is a creative, hands-on course. Students will undertake regular projects, arranging music in incremental exercises, and will eventually be given the chance to work on their favorite songs and compositions. We expect to culminate the semester with a public concert to showcase the class final projects. Prerequisite: Music 101 or equivalent preparation. (Enrollment limited)

[202. Chromatic Harmonic Practice]—Further study of the harmonic practices of the 18th and 19th centuries, through exercises and the analysis of typical works. Weekly practicum sessions focus on the consolidation of skills in sight singing, dictation, and keyboard proficiency. Simultaneous enrollment in the one-hour practicum is required. Prerequisite: Music 201 or permission of instructor. (1.25 course credits) (Enrollment limited)

[207. Conducting and Orchestration]—Introduction to choral and orchestral conducting, supplemented by both practical and theoretical exercises in orchestration. Ability to read music is essential; background in music theory, though helpful, is not necessary. Prerequisite: permission of instructor.

[208L. **Electronic MIDI and Computer Music**]—This course is intended for music students who want to acquire skills in the creation and production of modern electronic music through the use of computer hardware and software, including the incorporation of MIDI sequencing, electronic score editing, basic audio recording and mixing procedures, and audio sampling editing and manipulation. Prerequisite: Music 101 or permission of the instructor. (Enrollment limited)

[215. **Topics in World Music: Music of Latin America and the Caribbean**]—Historical processes of colonization, slavery, and underdevelopment have led to a huge diversity of musical traditions in Latin America and the Caribbean, making it difficult to consider this region as a unified “culture area.” We will explore a wide range of music and dance styles in the Americas, examining similarities and differences among them. No previous musical knowledge is required, but students are expected to learn basic listening skills and identify musical styles. Also listed under international studies—Latin American and Caribbean studies. This course has a community learning component. (Enrollment limited)

218. **American Popular Music**—A broad survey of popular musics in the United States from the late 19th century to the present. We will explore blackface minstrelsy, the music of Tin Pan Alley, ragtime and big band jazz, early blues and country music, post-war pop singers, the evolution of rock and roll, rhythm and blues and soul, folk music, alternative music, hip-hop, and MTV and the popular mainstream. Themes of music and identity, multi-cultural sources, the business of music, and the influence of technology will be followed throughout the course. No previous background in music is required. Also listed in American studies. (Enrollment limited)-Woldu

[222. **Investigating Music and Culture**]—This course is an in-depth introduction to the study of music and culture. This course will focus on the gathering of primary-source materials and relate them to broader historical and cultural contexts. Through this process, students will develop interviewing techniques, learn how to document with video and audio recording equipment, and practice incorporating data into comprehensive research projects. Students will develop these techniques through participation with a Hartford-based arts organization. Also listed under anthropology. This course has a community learning component. Prerequisite: Music 113, 215, 219, 220, or Permission of Instructor. (Enrollment limited)

[228. **Masterpieces of Opera**]—In the days before movies, the greatest and most popular theatrical entertainment was found at the opera house. Opera-goers enjoyed comic or dramatic stories, spectacular singing, lavish sets and costumes, and the excitement of sharing the spectacle with other enthusiastic fans. And they idolized the leading singers, who were as famous then as Lady Gaga or Angelina Jolie are today. This course will explore the range of great operatic works from the birth of opera to the present, focusing on the operas of Mozart (*The Marriage of Figaro*), Rossini (*The Barber of Seville*), and Verdi (*Macbeth* and *Aida*). In learning about the different styles of opera, we will see operas on video and attend a live operatic performance if possible. (Enrollment limited)

[273. **The Musical-Theater Works of Stephen Sondheim**]—Stephen Sondheim is now generally regarded as the greatest composer and lyricist in the history of the American musical theater. This course will examine, with recordings and scripts, each of the 12 Broadway shows for which Sondheim has written both music and lyrics, including not only such well-known titles as *Sweeney Todd*, *A Little Night Music*, and *A Funny Thing Happened on the Way to the Forum*, but also such lesser-known masterpieces as *Assassins*, *Pacific Overtures*, and *Passion*. Videos of the shows will also be available for viewing, and there will be one or two class trips to see live productions. No previous training in music is needed. (Satisfies the requirement, for the musical-theater track of the music major, of a classroom course in musical theater.) (Enrollment limited)

274. **Jazz: 1900 to the Present**—Through listening, discussion, and reading, this course will survey the development of jazz from ragtime and pre-jazz through New Orleans swing, be-bop, and modern jazz. Among composers and performers to be studied include Louis Armstrong, John Coltrane, Miles Davis, Duke Ellington, Scott Joplin, Thelonious Monk, Charles Parker, and Woody Shaw. No previous training in music is required. Also listed under American studies. (Enrollment limited)-Allen

311. **The History of Western Music I**—An intensive survey of the development of musical style in Europe through the analysis of selected works from the music of the Greeks to the mid-18th century. Composers to be studied include Machaut, Josquin Desprez, Monteverdi, Handel, and Bach. Prerequisite: Music 101 or permission of

the instructor. -Woldu

313. Music of the 20th Century—An intensive survey of the developments in musical style from the late-1890s to the present day, primarily in Europe and the Americas. This course will synthesize historical studies of the composers and their times, and analytical approaches to their compositional practices. Prerequisite: C- or better in Music 202. (Enrollment limited)-Platoff

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chair are required for enrollment. (0.5-2 course credit) -Staff

415. Special Studies in Music—Individual or group study and research on a selected topic under the guidance of a member of the faculty in music. Permission granted only to advanced students. Submission of a completed independent study form, available in the Registrar's Office, and the approval of the instructor and chair are required for enrollment. (0.5-1 course credit) -Staff

420. Advanced Topics in Music History—This course will focus on the analytical and historical exploration of one or more specific repertoires in Western music (such as Baroque sacred music, or the string quartets of Beethoven), along with a consideration of the relevant musicological literature. Topics will vary from year to year. Prerequisite: Music 312. (Enrollment limited)-Platoff

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

Neuroscience

Associate Professor Guardiola-Diaz (Biology and Neuroscience), Director; **Neuroscience Coordinating Committee:** Thomas S. Johnson Distinguished Professor of Biology Blackburn (Biology), Professor Dunlap (Biology), Brownell Professor of Philosophy Lloyd (Philosophy), Professors Mace (Psychology), and Raskin (Psychology and Neuroscience); Associate Professors Blaise (Engineering), Church (Chemistry and Neuroscience), and Masino (Psychology and Neuroscience); Senior Lecturer and Laboratory Coordinator Swart

Neuroscience is a broad, multidisciplinary field concerned with the nervous system, its components, and functional activities, including behavior and consciousness. How do nerve cells function and develop, and how do they communicate? How do brains work, and how have they evolved? What is the nature of consciousness, and the neural basis for behaviors and for human brain dysfunction? These are among the many questions being answered by contemporary neuroscience.

Neuroscience at Trinity involves faculty from the departments of biology, chemistry, engineering, philosophy, and psychology. The major is designed to give students a fundamental grounding in the sciences, and the flexibility to direct their studies toward biological, behavioral, and cognitive aspects of neuroscience. A major in neuroscience can lead to a career in scientific research, the health professions, education, business, law, or government. The Trinity major also prepares students for further study in graduate school and medical school. Students who are considering a major in neuroscience should consult with the neuroscience director or a member of the Neuroscience Coordinating Committee as soon as possible to ensure the selection of an appropriate sequence of courses. Neuroscience students planning to attend graduate school for an advanced degree in any of the sciences are advised to take a course in statistics or statistical methods. Those who intend to enter a health-related profession should also consult with a member of the Health Professions Advisory Committee.

The neuroscience major—The major requires 16 courses, including nine core courses and seven course credits from the list of electives. Electives must be selected from at least three different departments (biology, chemistry, engineering, neuroscience, philosophy, or psychology). No course grade of less than C- may be counted toward the major.

Core course requirements:

BIOL 182L. Evolution of Life
BIOL 183L. The Cellular Basis of Life
CHEM 111L. Introductory Chemistry I
CHEM 112L. Introductory Chemistry II
MATH 107. Elements of Statistics or MATH 131. Calculus I or MATH 207. Statistical Data Analysis
NESC 201. Principles of Neuroscience
NESC 201L. Principles of Neuroscience or NESC 301L. Introduction to Neuroscience Methodology
NESC 388. Current Issues in Neuroscience
PSYC 261. Brain and Behavior

Core electives—Must take four of these:

BIOL 456L. The Biology of Communication
BIOL 473. Sensory Biology
ENGR 311. Electrophysiology of the Central Nervous System
ENGR 316. Neural Engineering
NESC 362. Neuroethology
NESC 401. Neurochemistry
NESC 402. Cellular and Molecular Neurobiology
PHIL 374. Minds and Brains
PSYC 302. Behavioral Neuroscience
PSYC 365. Cognitive Neuroscience
PSYC 392. Human Neuropsychology

PSYC 454. Cognition in the Real World

PSYC 464. Neuropsychopharmacology

Cognate electives—Must take three additional electives (can be from the core electives above or from the following):

BIOL 224. Genetics

BIOL 227L. Cell Biology

BIOL 317. Biochemistry

BIOL 319L. Animal Physiology

BIOL 440L. Drug Discovery

CHEM 211L. Elementary Organic Chemistry I

CPSC 110. (See director for specific approved sections)

ENGR 401. Introduction to Biomedical Engineering

NESC 425. Research in Neuroscience (1.0 credit)*

PHIL 357. Issues in Cognitive Science

PSYC 255. Cognitive Psychology

PSYC 293. Perception

PSYC 339. Developmental Psychopathology

***HFPR 202. Health Care Research** may substitute for **NESC 425** provided the research is done in a neurological, neurosurgical, neuropsychiatric, or basic neuroscience laboratory setting. This substitution must be approved by the program director.

Two of the following courses combine to satisfy one neuroscience cognate elective:

BIOL 210L. Scanning Electron Microscopy

BIOL 220L. Transmission Electron Microscopy

NESC 202L. Clinical Neuroanatomy

NESC 425. Research in Neuroscience (0.5 credit)

Only one of the following courses may be used as a neuroscience cognate elective:

BIOL 120. Genes, Clones and Biotechnology

BIOL 140. Biological Systems

NESC 101. The Brain

NESC 262. Introduction to Animal Behavior

PSYC 265. Drugs and Behavior

The Writing Intensive Part II requirement is fulfilled by one of the following courses:

NESC 362. Neuroethology

NESC 401. Neurochemistry

NESC 402. Cellular and Molecular Neurobiology

PHIL 374. Minds and Brains

PSYC 302. Behavioral Neuroscience

PSYC 339. Developmental Psychopathology

PSYC 365. Cognitive Neuroscience

PSYC 392. Human Neuropsychology

PSYC 454. Cognition in the Real World

PSYC 464. Neuropsychopharmacology

Breadth requirement—Electives must cover three departments (NESC, PSYC, BIOL, CHEM, ENGR, PHIL)

Depth option—In order to be designated as fulfilling a concentration in one area of neuroscience students who choose to do so (in addition to fulfilling the breadth requirements above) must complete four electives as listed below. This will be indicated on their transcript (e.g., Neuroscience: Cellular/Molecular Concentration).

Four electives fulfill depth in one area:

Cellular/Molecular

BIOL 224. Genetics
BIOL 227L. Cell Biology
BIOL 317L. Biochemistry
BIOL 440L. Drug Discovery
CHEM 211L. Elementary Organic Chemistry I
ENGR 311. Electrophysiology of the Central Nervous System
ENGR 316. Neural Engineering
ENGR 401. Introduction to Biomedical Engineering
NESC 401. Neurochemistry
NESC 402. Cellular and Molecular Neurobiology

Systems/Behavioral

BIOL 319L. Animal Physiology
BIOL 456L. The Biology of Communication
BIOL 473. Sensory Biology
NESC 262. Introduction to Animal Behavior
NESC 362. Neuroethology
PSYC 302. Behavioral Neuroscience

Clinical/Cognitive

CPSC 110. (see director for specific approved sections)
PHIL 357. Issues in Cognitive Science
PHIL 374. Minds and Brains
PSYC 339. Developmental Psychopathology
PSYC 255. Cognitive Psychology
PSYC 365. Cognitive Neuroscience
PSYC 392. Human Neuropsychology
PSYC 454. Cognition in the Real World
PSYC 464. Neuropsychopharmacology

To double major in Neuroscience and another major, a maximum of three courses with a designation of 200 or above can be double-counted in both majors.

Honors in neuroscience—Honors in the major will be awarded to students who attain a B+ average in courses in the major at the 200 level and above (not including the research project), and who also demonstrate superior performance in a research project, culminating in a two-semester thesis, an oral proposal and final presentation, and a poster at the spring science symposium.

Courses at other institutions—Students who wish to earn major credit for course work at other institutions should submit to the director the name of the institution and the number, title, and catalog description of the course. This information must be submitted in writing before the work is initiated and formal permission must be granted before the courses can be credited toward the major at Trinity, following the usual procedures established by the Office of International Programs.

Study away—Neuroscience students who wish to study abroad should meet with their adviser and the program director in advance of the semester they intend to go abroad. Professor Raskin is currently the study abroad adviser for the Neuroscience Program and can advise students regarding specific study abroad options. There are many study abroad locations that allow for coursework in neuroscience as well as internship experiences. Students who wish to take a course for major credit while abroad must have this approved by the program director before going abroad.

Fall Term

101. The Brain—Recent developments in neuroscience have revolutionized our views of familiar human experiences such as locomotion, substance abuse, mental illness, sleep, and memorization. Through highly enjoyable and selected

readings, presentations by visiting faculty, demonstrations and other activities, we will explore the foundations of this field as well as recent discoveries. The overall objective of this course is to provide students with a basic understanding of neuroscience, enabling them to make important decisions that may affect their lives. (Enrollment limited)-Church

301. Introduction to Neuroscience Methodology—A laboratory course that will introduce the student to current methods and techniques used in neuroscience research. The course consists of three-week rotations in the laboratories of staff members. Among the topics to be covered will be radioligand binding assays, neurochemical assays, electrophysiology, psychobiological techniques, experiments in perception, and methods in cognitive science. This course is normally taken in the junior year. (Enrollment limited)-Church, Dunlap, Masino, Swart

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-2 course credit) -Staff

[**401. Neurochemistry**]—An interdisciplinary course investigating the chemical processes involved in central nervous system functioning and communication. Emphasis will be placed on the chemical aspects of synthesis, metabolism, and release of neurotransmitters. The role of neurochemistry in behavioral and neurological disease states will be evaluated. Current research topics in this area will also be presented. Prerequisite: C- or better in Neuroscience 201, Chemistry 211, or permission of the instructor (Enrollment limited)

419. Research in Neuroscience (Library)—Students will conduct library research projects under the direction of a faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

425. Research in Neuroscience (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

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

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

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

[**499. Senior Thesis Part 2**]—Prerequisite: permission of the instructor. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for each semester of this yearlong thesis. The research culminates in a thesis, an oral presentation, and a poster at the undergraduate Science Symposium. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester) (2 course credits) -Staff

Courses Originating in Other Departments

[**Biology 120. Genes, Clones, and Biotechnology**]—View course description in department listing on p. 136.

Biology 140. Biological Systems—View course description in department listing on p. 136. -Blackburn, Bonneau, Dunlap

Biology 140L. Biological Systems - Lab—View course description in department listing on p. 136. For this optional laboratory class the student must also enroll in the lecture section. (0.25 course credit)-Bonneau

Biology 182. Evolution of Life—View course description in department listing on p. 136. (1.25 course credits)-Blackburn, Bonneau, Fleming, Morrison, O'Donnell, Schneider, Swart

[**Biology 203. Cellular Basis of Life**]—View course description in department listing on p. 136. Prerequisite: A grade of C- or better in Biology 182L and Chemistry 111L or permission of the instructor. (1.25 course credits)

Biology 220. Transmission Electron Microscopy—View course description in department listing on p. 137. (0.5 course credit)-Lehman

Biology 224. Genetics—View course description in department listing on p. 137. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. -Fleming

Biology 224L. Genetics Laboratory—View course description in department listing on p. 137. Prerequisite: C- or better in BIOL 224-01, or concurrent enrollment in BIOL 224-01. (0.25 course credit)-Fleming

[**Biology 227. Cell Biology**]—View course description in department listing on p. 137. Prerequisite: C- or better in Biology 182L, and Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits)

Biology 317. Biochemistry—View course description in department listing on p. 138. Prerequisite: C- or better in Chemistry 212L, Biology 182L and Biology 183L or 203L. (1.25 course credits)-Guardiola-Diaz

[**Biology 319. Animal Physiology**]—View course description in department listing on p. 138. Prerequisite: C- or better in Biology 182L, and Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits)

Engineering 311. Electrophysiology of the Central Nervous System—View course description in department listing on p. 202. -Blaise

[**Engineering 411. Electrophysiology of the Central Nervous System**]—View course description in department listing on p. 203.

[**Psychology 255. Cognitive Psychology**]—View course description in department listing on p. 439. Prerequisite: C- or better in Psychology 101.

[**Psychology 255L. Cognitive Psychology Laboratory**]—View course description in department listing on p. 439. Prerequisite: C- or better in Psychology 101. (0.25 course credit)

Psychology 261. Brain and Behavior—View course description in department listing on p. 439. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. -Masino

Psychology 261L. Brain and Behavior Laboratory—View course description in department listing on p. 439. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment in Psychology 261-01. (0.25 course credit)-Masino

Psychology 265. Drugs and Behavior—View course description in department listing on p. 439. -Nunes

Psychology 339. Developmental Psychopathology—View course description in department listing on p. 440. Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. -Averna

Psychology 464. Neuropsychopharmacology—View course description in department listing on p. 441. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. -Brunquell

Spring Term

[**101. The Brain**]—Recent developments in neuroscience have revolutionized our views of familiar human experiences such as locomotion, substance abuse, mental illness, sleep, and memorization. Through highly enjoyable and

selected readings, presentations by visiting faculty, demonstrations and other activities, we will explore the foundations of this field as well as recent discoveries. The overall objective of this course is to provide students with a basic understanding of neuroscience, enabling them to make important decisions that may affect their lives. (Enrollment limited)

201. Principles of Neuroscience—A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 183L or Biology 203L, or Permission of Instructor. (Enrollment limited)-Blackburn, Church, Masino, Raskin

201L. Principles of Neuroscience Laboratory—A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 183L or Biology 203L, or Permission of Instructor. (0.25 course credit) (Enrollment limited)-Swart

262. Introduction to Animal Behavior—This course will explore the subject of animal behavior from various perspectives: evolutionary biology, psychology and neuroscience. The ultimate and proximate mechanisms that influence animal behaviors will be demonstrated by looking at vertebrate and invertebrate animals. Particular attention will be given to the behavior of humans and other primates. Topics to be covered include learning and memory, predation and foraging behavior, mating behavior and parental care, sociality, communication, and aggression. (Enrollment limited)-Swart

[362. Neuroethology]—This course will explore the control of animal behavior by the nervous system from an evolutionary perspective. Topics to be covered include motor control (orientation, navigation, pursuit and escape behavior), communication systems (mate searching, territoriality, and social interactions), resource location and ingestion, circadian and other rhythmic behaviors and learning and memory. Examples will be drawn from a wide variety of vertebrate and invertebrate animals as appropriate to the topic. For select topics special attention will be paid to experimental design and data analysis. Text readings and selected primary research articles will guide discussion of each topic. In addition to exams and quizzes, students will write several short essays and one term paper during the course of the semester. Prerequisite: C- or better in Biology 152 or Biology 153 or Biology 182 or Biology 183 or Biology 203 or Psychology 261. (Enrollment limited)

388. Current Issues in Neuroscience—This half-credit course considers current neuroscience research on topics ranging from clinical research to molecular biology. Students will attend presentations by neuroscience researchers and read and discuss pertinent research literature prior to each presentation. Some special scheduling arrangements will be necessary for activities outside of the regular class meeting time. Prerequisite: Senior Neuroscience major or Permission of Instructor. (0.5 course credit) (Enrollment limited)-Church

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-2 course credit) -Staff

[399. Open Semester]— (4 course credits) -Staff

402. Cellular and Molecular Neurobiology—An advanced study of individual cells and small networks of cells in the nervous system. Specific topics include the development of neurons and glia, the cellular physiology of communication in the nervous system, and characterization of molecules responsible for unique properties of neurons. These cellular and molecular processes will be examined through lectures, student-led presentations, and laboratory experiments. Prerequisite: A grade of C- or better in either Biology 153, Biology 183, or Biology 203. (Enrollment limited)-Guardiola-Diaz

419. Research in Neuroscience (Library)—Students will conduct library research projects under the direction of a faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

425. Research in Neuroscience (Laboratory)—Students will conduct original laboratory research projects

under the direction of an individual faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

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

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

[**497. Senior Thesis**]— -Staff

499. Senior Thesis Part 2—Prerequisite: permission of the instructor. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for each semester of this yearlong thesis. The research culminates in a thesis, an oral presentation, and a poster at the undergraduate Science Symposium. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester) (2 course credits) -Staff

Courses Originating in Other Departments

Biology 183. Cellular Basis of Life—View course description in department listing on p. 140. Prerequisite: C- or better in Chemistry 111 or Permission of Instructor (1.25 course credits)-Archer, Bonneau, Foster, O'Donnell

Biology 210L. Scanning Electron Microscopy—View course description in department listing on p. 141. (0.5 course credit)-Lehman

[**Biology 224. Genetics**]—View course description in department listing on p. 141. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor.

[**Biology 224L. Genetics Laboratory**]—View course description in department listing on p. 141. Prerequisite: C- or better in BIOL 224-01, or concurrent enrollment in BIOL 224-01. (0.25 course credit)

Biology 227. Cell Biology—View course description in department listing on p. 141. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits)-Foster

Biology 319. Animal Physiology—View course description in department listing on p. 142. Prerequisite: C- or better in Biology 182L, or Biology 183L or Biology 203L, or Permission of Instructor. (1.25 course credits)-Dunlap

Biology 473. Sensory Biology—View course description in department listing on p. 143. Prerequisite: C- or better in Biology 182, and Biology 183L or Biology 203L, and Biology 319L or Neuroscience 201, or permission of instructor. -Dunlap

Engineering 316. Neural Engineering—View course description in department listing on p. 205. Prerequisite: Open to all junior and senior life science and physical science majors. -Blaise

Health Fellows Program 201. Topics in Health Care— Prerequisite: Acceptance into the Health Fellows Program. -Raskin

Health Fellows Program 202. Health Care Research— Prerequisite: Acceptance into the Health Fellows Program. (2 course credits)-Raskin

Philosophy 374. Minds and Brains—View course description in department listing on p. 409. -Lloyd

Psychology 255. Cognitive Psychology—View course description in department listing on p. 443. Prerequisite: C- or better in Psychology 101. -Staff

Psychology 255L. Cognitive Psychology Laboratory—View course description in department listing on p. 443. Prerequisite: C- or better in Psychology 101. (0.25 course credit)-Staff

Psychology 261. Brain and Behavior—View course description in department listing on p. 443. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. -Raskin

Psychology 261L. Brain and Behavior Laboratory—View course description in department listing on p. 443. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment in Psychology 261-01. (0.25 course credit)-Swart

Psychology 293. Perception—View course description in department listing on p. 444. Prerequisite: C- or better in Psychology 101. -Mace

Psychology 293L. Perception Laboratory—View course description in department listing on p. 444. Prerequisite: C- or better in Psychology 293-01 or concurrent enrollment in Psychology 293-01 (0.25 course credit)-Mace

Psychology 302. Behavioral Neuroscience—View course description in department listing on p. 444. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. -Masino

[Psychology 365. Cognitive Neuroscience]—View course description in department listing on p. 445. Prerequisite: C- or better in Psychology 255 or Psychology 256 or Psychology 261 or Neuroscience 201.

[Psychology 392. Human Neuropsychology]—View course description in department listing on p. 445. Prerequisite: C- or better in Psychology 255 or Psychology 256 or Psychology 261 or Neuroscience 201.

[Psychology 454. Cognition in the Real World]—View course description in department listing on p. 446. Prerequisite: C- or better in Psychology 255, Psychology 256, or Psychology 293.

Philosophy

Gwendolyn Miles Smith Professor Vogt, Chair; Professor Brown, Charles A. Dana Professor Hyland, Brownell Professor Lloyd, and Professor Wade; Associate Professors Marcano● and Ryan●●, Assistant Professor Theurer; Affiliated with the Philosophy Department: Professor Smith

The minor in philosophy—As a discipline, philosophy reflects on the nature and foundations of every other discipline. A minor in philosophy allows students to deepen engagement with any major. The philosophy minor consists of six courses in philosophy with a grade of at least C- in each, of which at least three are upper level (**PHIL 280** and above). Consult with any member of the department to identify courses that offer a sound overview of the breadth of philosophy, as well as its application to the rest of one's academic career and life.

The philosophy major—Twelve credits in philosophy, with a grade of at least C- in each, including at least one course that satisfies the logic requirement, three courses in the history of philosophy, and at least four upper-level courses are required. Normally, courses in this latter category must be taken at Trinity. Majors are strongly urged to take **PHIL 101** at an early stage of their philosophical development. Senior majors are also required to complete the senior exercise, for which instructions will be provided by the department. In order to qualify for honors, students must write a two-semester, two-credit senior thesis, and achieve a grade of A- or better. They must also achieve a departmental average (based on all philosophy courses taken) of at least A-.

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

The departmental offerings are divided into five categories:

- *Introductory courses*—These courses have no prerequisite. There is no single or best way to be introduced to philosophy, and the department offers a number of different introductory courses. All 100-level courses are introductory, as are courses numbered 200 through 250. If you are in doubt as to the best course for you, see a member of the department.
- *Courses satisfying the logic requirement*: either **PHIL 205. Symbolic Logic** or **PHIL 255. Philosophy of Logic** (a student may not receive credit for both). **PHIL 390. Advanced Logic** also satisfies the requirement.
- *Courses in the history of philosophy*

PHIL 281. Ancient Philosophy

PHIL 283. Early Modern Philosophy

PHIL 288. Modern Philosophy

- *Upper-level courses*—These courses are appropriate for students who have progressed beyond introductory level study of philosophy.

PHIL 282. Medieval Philosophy

PHIL 284. Hume to the 19th Century

PHIL 305. 20th-Century Analytic Philosophy

PHIL 306. 20th-Century Continental Philosophy

PHIL 307 to 339. Major figures in philosophy: Each year the department will offer at least one course entirely devoted to a close reading, analysis and critique of the major work of one or more important philosophers such as Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkeley, Mill, Hume, Hegel, Marx, Nietzsche, Freud, Dewey, Heidegger, Wittgenstein, Sartre, Adorno, and Foucault.

PHIL 340 to 389. These will include other historically oriented courses on topics such as American philosophy, metaphysics of Plato and Aristotle, and rationalism, German idealism, and the Frankfurt School.

PHIL 350 to 369. Courses in topical studies: these will include courses such as philosophy of language or philosophy of history.

PHIL 370 to 389. Seminar in philosophical problems: A study of some important philosophical problems such as the freedom of the will, the concept of space or time, the mind-body problem, the nature of meaning.

- *Individualized courses*—These courses give students an opportunity to design, in conjunction with an adviser in the department, their own course of study. The student should see the department chair if in doubt as to who might be an appropriate adviser for a given topic.

PHIL 399. Independent Study—Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester.

PHIL 460. Tutorial—An in-depth study of a topic of mutual special interest to the student and teacher. Frequent meetings (usually weekly) will provide an opportunity for extensive and detailed discussions.

PHIL 466. Teaching Assistantship—Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the 11 total required for the major, but will not count as one of the six required “upper-level” (300 and above) courses.

PHIL 499. Senior Thesis—A two-credit course culminating in an extended paper to be read by two or more members of the department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. In order to be eligible for this course a student must have an A- average in the major or must successfully petition the department for an exemption.

The Writing Intensive Part II requirement is fulfilled by one of the following courses: **PHIL 281, 283, or 288.**

Cognate courses—A good philosopher should know at least a little something about everything. Hence any course, any job, any friendship, any bit of recreation is valuable if you reflect on it and learn from it. But there are some courses to which students of philosophy should give special consideration. Philosophical work often requires slow, painstaking reading; the study of a foreign language, particularly Greek or Latin, is usually effective in encouraging the habit of careful attention to a text. Students who work with a computer language may find that this provides a similar discipline. If the student is considering graduate study in philosophy, then some competence in French or German is especially recommended.

A student of philosophy should have a broad understanding of modern science. Any good science course (including the behavioral sciences) is suitable, but courses in the natural sciences and mathematics should be given first consideration.

Equally important is a familiarity with the humanistic culture of the West. Most philosophers are also scholars—they are educated people. In order to understand them, one has to have read widely in non-philosophical books. Hence courses in literature, history, and the arts should be elected. We recommend that the student find out which courses require the most reading, and take those.

We require no particular non-departmental courses as part of the major. Rather, we encourage all students who are interested in a philosophical education to talk to one or more members of the department about their abilities and interests. We will then be able to recommend a course of study that will make sense for each individual.

Study away—The Philosophy Department strongly recommends study abroad as an important contribution to a philosophical education. The Global Learning Site in Vienna is especially recommended for its strong philosophical, language, and human rights offerings.

Fall Term

101. Introduction to Philosophy—An introduction to fundamental topics and concepts in the history of philosophy, e.g., rationality, wisdom, knowledge, the good life, the just society, and the nature of language. This course is especially appropriate for first-year students or students beginning the college-level study of philosophy. Students contemplating majoring in philosophy are strongly urged to make this their first philosophy course. (Enrollment limited)-Lloyd, Theurer

[103. Ethics]—An introductory study of values, virtues, and right action. Major concepts of ethical theory (goodness, responsibility, freedom, respect for persons, and morals) will be examined through a study of Aristotle, Kant, and Mill. The course is not primarily a historical survey, but rather attempts to clarify in systematic fashion both moral concepts and moral action. (Enrollment limited)

212. Philosophy of Religion— (Enrollment limited)-Ryan

221. Science, Reality and Rationality—Much of modern philosophy has focused on efforts to understand the rise of physical science since the 16th century. This course will focus on 20th-century efforts by philosophers to characterize science, explain its effectiveness, and interpret its findings. (Enrollment limited)-Theurer

[222. Existentialism]—A study of the philosophical background of existentialism and of a number of principal existentialistic texts by such writers as Kierkegaard, Heidegger, Camus, and Sartre. (Enrollment limited)

223. African Philosophy—What is African philosophy? Currently, among the scholars addressing this question, no single answer prevails. Some hold that philosophy, by its nature, transcends race, ethnicity, and region and hence that terms such as “African philosophy,” “European philosophy,” and “Asian philosophy,” are all rooted in misunderstanding what philosophy fundamentally is. Some argue that prior to the very recent work of African scholars trained in formal (often European) departments of philosophy, African philosophy did not (and could not) exist. Others argue that while (many of) the peoples of Africa have little or no tradition of formal (written) philosophizing, the differing worldviews embodied in the myths, religions, rituals, and other cultural practices of ethnic Africans constitute genuine African philosophy. Yet others find African philosophy in the critical musings of indigenous African (so-called) wise men or sages. In this course we will critically examine the variety of possibilities, forms, and practices in Africa and elsewhere that might be referred to appropriately as “African philosophy” and attempt to understand why the notion of “African philosophy” is so especially contentious. (May be counted toward African studies.) (Enrollment limited)-Wade

[227. Environmental Philosophy]—How we treat nature is, in some measure, a function of how we conceive it. Should we be concerned with protection of the natural environment because we are dependent upon it for the quality of our lives? Or, does nature merit respect and protection for its own inherent value quite apart from its utility to human beings? Are human beings, in some relevant sense, the rightful rulers of nature and thereby entitled to use it in any manner that serves their ends? Or, is the natural environment more appropriately viewed as the property of all creatures that live within it, as something that human beings have an obligation to share with their nonhuman counterparts? Is life limited to the individuals that constitute the organic world, the world of plants and animals? Or, can we sensibly regard ecosystems, including the entire planet, as living entities in their own right (as in the so-called Gaia hypothesis)? Efforts to answer these and a wide range of related questions form the subject matter of this course. (Enrollment limited)

247. Latin American Social and Political Thought—An historical survey of important Latin American social and political thinkers. Thinkers covered may include las Casas, Sepulveda, Bolivar, Sarmiento, Marti, Mariategui, Vasconcelos, Jose Gracia, Enrique Dussel, Linda Alcoff, and Ofelia Schutte among others. No knowledge of Spanish or Portuguese is required. All texts are available translated into English. (Enrollment limited)-Wade

[249. Philosophy and Film]—Both American and European philosophers have recently turned their attention to the medium of film. This course will document this development. We will examine general philosophical considerations regarding an “aesthetics of film” or an “ontology of film”; and we will explore philosophical studies of film that locate the role of film within the framework of a social, political and psychoanalytic theory of mass culture. In addition, we will study philosophical readings of particular films and film genres from the perspective of different contemporary philosophical schools of thought (such as critical theory, Derridian deconstruction, Lacanian psychoanalysis, and post-analytic neo-pragmatism). (Enrollment limited)

255. Philosophy of Logic—This course will introduce students to propositional and (first order) predicate logic, while engaging in philosophical reflection on a range of issues related to modern formal logic. In particular students will first study techniques for representing and analyzing arguments using the symbolism of each formal system. We will then consider some of the many philosophical issues surrounding formal logic, such as the nature of truth and inference, semantic paradoxes, and the attempt by Russell and others to use advances in formal logic to resolve traditional problems in metaphysics and epistemology. Students cannot receive credit for both this course and Phil 205 Symbolic Logic.

(Enrollment limited)-Ryan

281. Ancient Greek Philosophy—This course looks at the origins of western philosophy in the Presocratics, Plato, and Aristotle. Students will see how philosophy arose as a comprehensive search for wisdom, then developed into the “areas” of philosophy such as metaphysics, ethics, and political philosophy. This course fulfills part two of the writing intensive (WI) requirement for the Philosophy major. (Enrollment limited)-Hyland

[288. Modern Philosophy]—This course will provide a survey of 18th century European philosophy; to be more precise, we will examine texts by representatives of both French and German Enlightenment thought. The first section of the course will focus on Rousseau’s and Diderot’s contributions to political and aesthetic thought; the second section will be concerned with Kant’s epistemology and with some of his shorter texts on political and aesthetic thought. The goal of this course consists in both defining Enlightenment thought and unearthing the fateful dialectic at its very heart. Methodologically, this course will employ an approach owed to the tradition of Critical Theory. This course fulfills part two of the writing intensive (WI) requirement for the Philosophy major.

[310. Question of Justice]—This course will be centered on the question: “What is justice?” The majority of the semester will be devoted to a historical survey of the different philosophical conceptions of justice from Plato to 20th-century political theorists like Rawls, Nozick, and Kelsen. In the final weeks of the course, we will turn our attention to the “crime against humanity,” which is arguably the greatest challenge to contemporary formulations of justice. Specifically, we will analyze the morality and political viability of recent truth commissions (like those in South Africa, Chile, Uganda, Haiti, and Argentina) and international criminal tribunals (like those set up by the United Nations for Rwanda and the former Yugoslavia). We will also consider the theoretical and practical value of the discourses surrounding “restorative justice” and “transitional justice” over and against more traditional frameworks. (Enrollment limited)

[320. Hegel]—Hegel’s most famous work, *The Phenomenology of Spirit*, will be studied in depth. Attention will be paid to the significance of the work on our subsequent tradition, both philosophical and cultural. Enrollment limited. (Enrollment limited)

[325. Nietzsche]—Nietzsche is one of those thinkers whose influence on our culture has been far wider than the number of people who have actually read him. Through a careful study of this 19th-century thinker’s major works we shall examine his own claim to be thinking the most challenging thoughts of the next century. (Enrollment limited)

[326. Hannah Arendt]—Hannah Arendt remains one of the 20th century’s most provocative political philosophers. This course will survey some of Arendt’s most controversial political works, including *The Origins of Totalitarianism*, *The Human Condition*, *Eichmann in Jerusalem: The Banality of Evil*, and “Reflections on Little Rock.” The aim of this course is to provide students with a broad understanding of Arendt’s concerns regarding the possibilities for real political action in the modern world. (Enrollment limited)

335. Heidegger—Martin Heidegger is arguably the most important philosopher of the 20th century. Yet because of the myopia of the Anglo-American philosophic tradition, he has only recently begun to receive the attention he deserves in the English-speaking world. This seminar will make a careful study of Heidegger’s magnum opus, *Being and Time*. In addition to our reflection on the intrinsic meaning and merit of this book, we shall consider some of its important roots in the tradition and some of the ways in which it prepares the way both for Heidegger’s own radically transformed later thought and for the most recent trends in contemporary continental philosophy. (Enrollment limited)-Hyland

355. Moral Theory and Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society’s continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered (Enrollment limited)-Wade

383. Time—If the past no longer exists, and the future is not yet, then what is time? This seminar will consider time and temporality as issues in philosophy of science, phenomenology, and cognitive science. Authors include Augustine, James, Husserl, and Einstein, with the thought-experimental contributions of Proust, Borges, and others. (Enrollment limited)-Lloyd

390. Advanced Logic—An investigation of various methods of logic. Certain related topics in epistemology and the philosophy of mathematics will be considered. (Enrollment limited)-Ryan

399. Independent Study—Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

466. Teaching Assistantship—Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the 11 total required for the major, but will not count as one of the six required "upper-level" (300 and above) courses. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

498. Senior Thesis Part 1—A two-credit course culminating in an extended paper to be read by two or more members of the department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. To be eligible for this course a student must have an A- average in the major or must successfully petition the department for an exemption. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending the first semester two course credits will be awarded for completion in the second semester). (2 course credits) -Staff

499. Senior Thesis Part 2—A two-credit course culminating in an extended paper to be read by two or more members of the department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. In order to be eligible for this course a student must have an A- average in the major or must successfully petition the department for an exemption. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (2 course credits) -Staff

Courses Originating in Other Departments

Public Policy & Law 344. Seeking Justice in American Life: Ethical thinking/decision-making in politics law and private life—View course description in department listing on p. 450. Prerequisite: C- or better in PBPL 201 or PBPL 202 or permission of the instructor. -Fulco, Schaller

Political Science 105. Introduction to Political Philosophy—View course description in department listing on p. 425. Not open to seniors. -Sterling

Political Science 339. Contemporary and Post-Modern Thought—View course description in department listing on p. 427. Prerequisite: Political Science 105 or 219 or 220. -Smith

[Religion 307. Jewish Philosophy]—View course description in department listing on p. 462. Prerequisite: C- or better in Religion 109.

Spring Term

101. Introduction to Philosophy—An introduction to fundamental topics and concepts in the history of philosophy, e.g., rationality, wisdom, knowledge, the good life, the just society, and the nature of language. This course is especially appropriate for first-year students or students beginning the college-level study of philosophy. Students contemplating majoring in philosophy are strongly urged to make this their first philosophy course. (Enrollment limited)-Brown

103. Ethics—An introductory study of values, virtues, and right action. Major concepts of ethical theory (goodness, responsibility, freedom, respect for persons, and morals) will be examined through a study of Aristotle, Kant, and

Mill. The course is not primarily a historical survey, but rather attempts to clarify in systematic fashion both moral concepts and moral action. (Enrollment limited)-Staff

105. Critical Thinking—An intensive study of effective reasoning in academic and practical contexts. The course covers analytical techniques for understanding and improving concepts and arguments, and creative techniques for solving problems. Required work for the course includes a wide variety of writing, much of it designed to help you improve your reasoning in other courses, and a few hours a week of community service, designed to enhance your ability to understand and work with other people.-Staff

205. Symbolic Logic—An introduction to the use of symbols in reasoning. The propositional calculus and quantification theory will be studied. This background knowledge will prepare the student to look at the relation of logic to linguistics, computer science, mathematics, and philosophy. Students cannot receive credit for this course and Phil 255 Philosophy of Logic. (Enrollment limited)-Theurer

215. Medical Ethics—This course will take up ethical, political, and legal issues relevant to the medical profession and patient population. Topics will include: death with dignity, treatment with dignity, abortion, mercy-killing, patient consent, the nature of physical versus mental illness, medical experimentation, and the socially conscious distribution of medical resources. (Enrollment limited)-Brown

217. Philosophy and Literature—We shall study a number of philosophic works with literary significance and a number of literary works with philosophic content in order to raise the question of what the difference is between the two. This course may be used to fulfill the literature and psychology minor requirements. (Enrollment limited)-Lloyd

[223. African Philosophy]—What is African philosophy? Currently, among the scholars addressing this question, no single answer prevails. Some hold that philosophy, by its nature, transcends race, ethnicity, and region and hence that terms such as “African philosophy,” “European philosophy,” and “Asian philosophy,” are all rooted in misunderstanding what philosophy fundamentally is. Some argue that prior to the very recent work of African scholars trained in formal (often European) departments of philosophy, African philosophy did not (and could not) exist. Others argue that while (many of) the peoples of Africa have little or no tradition of formal (written) philosophizing, the differing worldviews embodied in the myths, religions, rituals, and other cultural practices of ethnic Africans constitute genuine African philosophy. Yet others find African philosophy in the critical musings of indigenous African (so-called) wise men or sages. In this course we will critically examine the variety of possibilities, forms, and practices in Africa and elsewhere that might be referred to appropriately as “African philosophy” and attempt to understand why the notion of “African philosophy” is so especially contentious. (May be counted toward African studies.) (Enrollment limited)

[225. Politics, Power, and Rights: Engaging Women of Color in Hartford]—This course is designed to bring to bear philosophical feminist issues to the concrete concerns of urban women of color in Hartford. The goal of the course is to make philosophical thinking relevant to both urban women of color and Trinity students interested in the ways philosophical thinking can and cannot address urban issues. We will explore arguments around political agency for minority women, the question of relevancy in identifying concerns as feminist as opposed to class or racism in urban contexts, and link theoretical discourses to prominent and concrete agendas of voting, housing, and employment. Students will be expected to share a discursive space with women of color in Hartford both on and off campus in the exploration of these topics. This course has a community learning component. (Enrollment limited)

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

239. African-American Feminism—This course is a historical survey of the writings of African-American women as they have historically attempted to negotiate fundamental philosophical questions of the “race problem” and the “woman problem.” To this extent, we will be inserting black women’s voices into the philosophical canon of both race and feminism. Along with exploring and contextualizing the responses and dialogues of women writers, like Anna Julia Cooper with their more famous male contemporaries such as Du Bois, up to more contemporary articulations of black women’s voices in what is known as hip-hop feminism, we will ask the question of whether there is a particular black feminist thought, epistemology, and thus philosophy. (Enrollment limited)-Marcano

[240. Introduction to Feminist Philosophy]—In the last several decades, feminist philosophy has developed with new vitality. It has influenced such diverse areas of philosophy as ethics, politics, and epistemology. Its contributors represent both Anglo-American and European philosophical traditions. This course will introduce students both to some of the major contributors and to the ways in which they have influenced various areas of philosophy. (May be counted toward women, gender, and sexuality.) (Enrollment limited)

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

243. Philosophy and the City—What is a city? What is a just city? Are there ideals and values that are distinctive of the city? Does the city tell us anything important about human nature? What is the role of the city in human flourishing? How does the city differ from other forms of social and political organization, such as the state? How ought the city relate to other forms of social and political organization? How might philosophy help us to better understand the city? How might the city contribute (or continue to contribute) to philosophy’s own development as a discipline? These are among the questions taken up in this course. Readings will be drawn from philosophical writings ranging from the beginnings of Western philosophy to texts by contemporary authors. (Enrollment limited)-Wade

246. Human Rights: Philosophical Foundations, Issues, and Debates—This course will survey and critically assess arguments in favor of the existence of human rights, arguments about the legitimate scope of such rights (who has human rights and against whom such rights can legitimately be claimed), and arguments about which rights ought to be included in any complete account of human rights. Specific topics will include (but not necessarily be limited to) the philosophical history of human rights discourse, cultural relativist attacks on the universality of human rights, debates concerning the rights of cultural minorities to self-determination, and controversies concerning whether human rights should include economic and social rights. (Enrollment limited)-Marcano

[283. Early Modern Philosophy]—The history of Western philosophy from approximately 1600 to 1750, with major attention given to Descartes, Spinoza, Leibniz, Locke, Berkeley and Hume. This course fulfills part two of the writing intensive (WI) requirement for the Philosophy major. (Enrollment limited)

285. 20th-Century Analytic Philosophy—Philosophy, said Wittgenstein, is the “bewitchment of the intelligence by means of language,” and in his later work he sought to counter the thralldom of language by investigating its many uses. So have other writers from Russell, Ayer, and Ryle to the American philosophers Quine and Goodman. Their approach to philosophy, influenced by spectacular developments in logic and science, was largely “analytic,” but their aims were traditional: to limn the prospect of human knowledge and release human intelligence from confusion and superstition. We will study their writings to understand their approach and to assess what it is to do philosophy in the 20th century. (Enrollment limited)-Theurer

[286. 20th-Century Philosophy]—“What are poets for in a destitute time?” asks Heidegger’s favorite poet, Holderlin. We add, “And what are philosophers for?” The tradition of 20th-century Continental philosophy has responded, “Certainly not just to analyze language!” We shall follow some of the leading figures and themes of this rich tradition from its roots in Nietzsche through the transformations of phenomenology, to existentialism and

beyond. Husserl, Heidegger, Sartre, and Derrida will be studied among others. (Enrollment limited)

288. Modern Philosophy—This course will provide a survey of 18th century European philosophy; to be more precise, we will examine texts by representatives of both French and German Enlightenment thought. The first section of the course will focus on Rousseau's and Diderot's contributions to political and aesthetic thought; the second section will be concerned with Kant's epistemology and with some of his shorter texts on political and aesthetic thought. The goal of this course consists in both defining Enlightenment thought and unearthing the fateful dialectic at its very heart. Methodologically, this course will employ an approach owed to the tradition of Critical Theory. This course fulfills part two of the writing intensive (WI) requirement for the Philosophy major. (Enrollment limited)-Vogt

[**308. Aristotle**]
—This course will intensively study selected works of Aristotle, emphasizing his place both in Ancient Greek philosophy and the subsequent history of philosophy. (Enrollment limited)

310. Question of Justice—This course will be centered on the question: "What is justice?" The majority of the semester will be devoted to a historical survey of the different philosophical conceptions of justice from Plato to 20th-century political theorists like Rawls, Nozick, and Kelsen. In the final weeks of the course, we will turn our attention to the "crime against humanity," which is arguably the greatest challenge to contemporary formulations of justice. Specifically, we will analyze the morality and political viability of recent truth commissions (like those in South Africa, Chile, Uganda, Haiti, and Argentina) and international criminal tribunals (like those set up by the United Nations for Rwanda and the former Yugoslavia). We will also consider the theoretical and practical value of the discourses surrounding "restorative justice" and "transitional justice" over and against more traditional frameworks. (Enrollment limited)-Marcano

327. Merleau-Ponty—A close examination of some of the central works of Maurice Merleau-Ponty and relevant critical commentary. Though less well-known than his sometimes colleague and friend, J.P. Sartre, Merleau-Ponty has been described by Paul Ricoeur as "the greatest of the French phenomenologists." Although difficult to summarize, his philosophical efforts were aimed primarily at developing a radical re-description of embodied experience (focusing upon studies of perception) while avoiding the tendency of the philosophical tradition to drift between two flawed and equally unsatisfactory alternatives: empiricism and, what he called, intellectualism. His work continues to have relevance for fields as diverse as cognitive science, medical ethics, ecology, sociology, psychology, feminism, and race theory. (Enrollment limited)-Wade

[**355. Moral Theory and Public Policy**]
—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered (Enrollment limited)

[**369. Concepts of Body**]
—Physical body seems immediately given in ordinary experience. Yet it has been explained in a remarkable number of ways, for example as mathematical (insofar as it consists of dimension, length, breadth and depth, and can be measured) or as material and so unavailable to mathematical analysis; it can be explained as an intellectual or as a merely psychological construct produced when we experience sensible change. In this course, we shall consider several important concepts of body in themselves and as they relate to other problems, particularly the problem of mind. (Enrollment limited)

374. Minds and Brains—The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. (Enrollment limited)-Lloyd

466. Teaching Assistantship—Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the 11 total required for the major, but will not count as one of the six required "upper-level" (300 and above) courses. Submission of the special registration form, available in the Registrar's Office,

and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

[499. Senior Thesis Part 2]—A two-credit course culminating in an extended paper to be read by two or more members of the department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. In order to be eligible for this course a student must have an A- average in the major or must successfully petition the department for an exemption. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (2 course credits) -Staff

Courses Originating in Other Departments

Political Science 105. Introduction to Political Philosophy—View course description in department listing on p. [430](#). Not open to seniors. -Staff

[Political Science 329. Political Philosophy and Ethics]—View course description in department listing on p. [432](#). Prerequisite: C- or better in Political Science 105 or Political Science 219 or Political Science 220.

Physical Education

Athletic Director Renwick, Chair; Associate Athletic Director Sheppard; Assistant Athletic Director for Facilities & Operations Acquarulo; Recreation Coordinator Kilcoyne; Associate Professors Assaiante, Bartlett, Decker, Devanney, Hitchcock, Noone, Parmenter, and Sutor; Assistant Professors Acquarulo, Bowman, Cosgrove, Davis, Duggan, Higgins, Livesay, Melnitsky, and Williams; Instructors MacDermott, Ng, Pilger, and Smith; Athletic Trainer LeDuc

The physical education program is designed to meet individual interests and needs. A variety of activities is available to augment health and physical fitness, develop recreational and leisure skills, initiate and facilitate functional and aesthetic body movement, and impart knowledge in the areas of skills performance, game strategy and rules, and an in-depth understanding of sports coaching, recreational leadership, and first aid.

Courses in physical education are offered on a quarter basis, i.e., two courses a semester and four courses in an academic year. Academic credit, up to a maximum of one credit, toward the 36 credits required for the degree, may be earned at a rate of .25 course credit for successful completion. All courses are graded on a pass/fail basis. Classes are offered on the same starting time schedule as all academic classes, but end earlier due to dressing time. Students may not repeat the same course activity for an additional .25 course credit.

All physical education courses earn .25 course credit and need written permission of the instructor or Bill Decker, coordinator of physical education.

Specific courses include options in the following areas:

- Aquatics: beginning swimming, intermediate swimming, lifeguard training
- Racquets: squash I, squash II, beginning tennis, intermediate tennis, badminton I, badminton II
- Fitness: fitness I, fitness II, group exercise and aerobics
- Other courses: beginning ice skating, coaching seminar, golf, recreational rowing

Registration—Courses are offered on a coeducational basis. Attire appropriate to each activity and attendance requirements will be determined by the individual class instructor and handed out the first day of class.

Just prior to and during the first week of each quarter, students may drop or add courses with the permission of their faculty adviser and the instructor of the course added. After the add/drop deadline, no more courses may be added and courses dropped are recorded and marked “W” on the transcript. Students may withdraw from courses up to and including the Friday of the fourth full week of classes during that quarter.

Course offerings and the instructors are now listed in the *Schedule of Classes* and course listing and registration for physical education courses is done at the same time and on the same form as academic course registration. There is no advance registration for physical education classes.

Fall Term

101L. Beginning Swimming I—A course primarily for non-swimmers. Covers water acclimatization, floating, treading water, bobbing, lead-up strokes, human stroke, and sculling. The time for this class is arranged between the student(s) and the instructor. (0.25 course credit) (Enrollment limited)-Anderson

107. Beginning Ice Skating—Held in the Koeppl Community Sports Center. Basic Fundamentals of skating techniques for the recreational skater. (0.25 course credit) (Enrollment limited)-Greason

111L. Squash I—Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Racquets available. Enrollment limited. (0.25 course credit) (Enrollment limited)-Assaiante, Hitchcock, Turco, Vargas Heredia

112L. Beginning Tennis—Instruction will concentrate on the fundamental tennis strokes: forehand, backhand, serve, and volley. Knowledge of rules, game procedures, and tennis etiquette will be emphasized. Racquets available. (0.25 course credit) (Enrollment limited)-Higgins, Noone, Vargas Heredia

113L. Badminton I—Emphasis will be on the basic strokes and strategy of badminton, rules, and etiquette. Students will have the opportunity to play both singles and doubles. (0.25 course credit) (Enrollment limited)-Suitor, Turco

123L. Group Exercise and Aerobics—A coeducational fitness course based on an aerobic exercise regimen for improvement of muscle tone, coordination, and cardiovascular conditioning. Instruction will provide safe and proper techniques of stretching and breathing and will include choreographed routines of dance, exercise, and step aerobics. Individual maximal and training heart rates will be determined and monitored to evaluate the student's performance and progress. Pass/fail only. Minimum enrollment. (0.25 course credit) (Enrollment limited)-Decker Jr.

124L. Fitness I—Instruction for a beginning fitness and conditioning program. It will involve proper warm-up and stretching techniques, cardiovascular training involving heart rates, and an introduction to safe and effective strength training. It will include basic concepts of anatomy and physiology. (0.25 course credit) (Enrollment limited)-Cosgrove, Davis, Malloy, Ng, Staff

131L. Golf—Instruction to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Golf clubs available. (0.25 course credit) (Enrollment limited)-Livesay, Rhatican

152. Coaching Seminar—Primarily for students who anticipate the possibility of coaching in private school: in-depth study of fundamentals, staff organization, practice planning, and different coaching philosophies and styles. (0.25 course credit) (Enrollment limited)-Sheppard

201L. Intermediate Swimming—This is a course designed for the swimmer of limited skill and experience. It will have as an objective the development of aquatic skills and attitudes which will encourage the enjoyment of swimming as a lifelong recreational activity. Stroke correction and instruction will concentrate on selected basic strokes. Instruction on turns and entering the water will also be given. (0.25 course credit) (Enrollment limited)-Anderson

211L. Squash II—A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot; control of ball and court position emphasized. Racquets available. (0.25 course credit) (Enrollment limited)-Hitchcock, Livesay, Staff, Vargas Heredia

212L. Intermediate Tennis—To increase proficiency by reviewing and modifying the basic ground strokes in tennis. To develop individual and new strokes, lob and overhead, and to introduce basic singles and doubles strategy. Racquets available. (0.25 course credit) (Enrollment limited)-Higgins, Ranaghan

224L. Fitness II—Instruction towards a more sophisticated conditioning program. It will be a continuation of stretching and cardiovascular fitness, but more advanced training techniques and principles will be introduced. It will involve goal-setting and individual sport specific programs. (0.25 course credit) (Enrollment limited)-MacDermott, Malloy, Ng, Rhatican, Rousseau

Spring Term

101L. Beginning Swimming I—A course primarily for non-swimmers. Covers water acclimatization, floating, treading water, bobbing, lead-up strokes, human stroke, and sculling. The time for this class is arranged between the student(s) and the instructor. (0.25 course credit) (Enrollment limited)-Anderson

107. Beginning Ice Skating—Held in the Koeppel Community Sports Center. Basic Fundamentals of skating techniques for the recreational skater. (0.25 course credit) (Enrollment limited)-Duggan

111L. Squash I—Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Racquets available. Enrollment limited. (0.25 course credit) (Enrollment limited)-Devanney, Parmenter, Pilger, Staff, Turco

112L. Beginning Tennis—Instruction will concentrate on the fundamental tennis strokes: forehand, backhand, serve, and volley. Knowledge of rules, game procedures, and tennis etiquette will be emphasized. Racquets available. (0.25 course credit) (Enrollment limited)-Melnitsky, Smith

123L. Group Exercise and Aerobics—A coeducational fitness course based on an aerobic exercise regimen for improvement of muscle tone, coordination, and cardiovascular conditioning. Instruction will provide safe and proper techniques of stretching and breathing and will include choreographed routines of dance, exercise, and step aerobics. Individual maximal and training heart rates will be determined and monitored to evaluate the student's performance and progress. Pass/fail only. Minimum enrollment. (0.25 course credit) (Enrollment limited)-Decker Jr.

124L. Fitness I—Instruction for a beginning fitness and conditioning program. It will involve proper warm-up and stretching techniques, cardiovascular training involving heart rates, and an introduction to safe and effective strength training. It will include basic concepts of anatomy and physiology. (0.25 course credit) (Enrollment limited)-Acquarulo, Cosgrove, Livesay, Malloy, Ranaghan, Staff, Turco, Williams

131L. Golf—Instruction to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Golf clubs available. (0.25 course credit) (Enrollment limited)-Devanney, Greason, Pilger

152. Coaching Seminar—Primarily for students who anticipate the possibility of coaching in private school: in-depth study of fundamentals, staff organization, practice planning, and different coaching philosophies and styles. (0.25 course credit) (Enrollment limited)-Bowman, Sheppard

201L. Intermediate Swimming—This is a course designed for the swimmer of limited skill and experience. It will have as an objective the development of aquatic skills and attitudes which will encourage the enjoyment of swimming as a lifelong recreational activity. Stroke correction and instruction will concentrate on selected basic strokes. Instruction on turns and entering the water will also be given. (0.25 course credit) (Enrollment limited)-Anderson

211L. Squash II—A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot; control of ball and court position emphasized. Racquets available. (0.25 course credit) (Enrollment limited)-Assaiante, Parmenter, Vargas Heredia

212L. Intermediate Tennis—To increase proficiency by reviewing and modifying the basic ground strokes in tennis. To develop individual and new strokes, lob and overhead, and to introduce basic singles and doubles strategy. Racquets available. (0.25 course credit) (Enrollment limited)-Bartlett, Melnitsky, Ranaghan, Williams

213L. Badminton II—A review of the skills introduced in Physical Education 113. Emphasis will be placed on advanced-level strokes, footwork, and strategy. Play will be at a higher competitive level. Prerequisite: Physical Education 113. Enrollment limited. (0.25 course credit) (Enrollment limited)-Suitor

224L. Fitness II—Instruction towards a more sophisticated conditioning program. It will be a continuation of stretching and cardiovascular fitness, but more advanced training techniques and principles will be introduced. It will involve goal-setting and individual sport specific programs. (0.25 course credit) (Enrollment limited)-Acquarulo, Bowman, Davis, Duggan, Malloy, Rhatican, Rousseau

[312L. Advanced Tennis]—To cover tennis skills at a more advanced level. To introduce the approach shot, passing shots, spin serve and to emphasize the strategic use of these strokes in advanced singles and doubles play. Racquets available. (0.25 course credit) (Enrollment limited)

341L. Lifeguard Training I—This is the Red Cross course in lifesaving which, combined with Lifeguard Training II, yields Red Cross certification. This course deals partially with the development and enhancement of swimming skills, and basic forms of water rescue. Nominal fee. Minimal enrollment. (0.25 course credit) (Enrollment limited)-Noone

342L. Lifeguard Training II—A continuation of Lifeguard Training I. With swimming efficiency established, this course teaches the complex skills needed for swimming rescue. Considerable practice is undertaken to perfect techniques in release of holds, control of a struggling victim, and carrying a victim to safety. Completion of Lifeguard Training I and II achieves this phase of certification to lifeguard at pools and waterfronts. Nominal fee. Minimal enrollment. Prerequisite: Physical Education 341. (0.25 course credit) (Enrollment limited)-Noone

Physical Sciences

The physical sciences major—Suggested for those who are preparing to teach science in the secondary schools, the major requires eight courses chosen from the 300- and 400-level offerings in the departments of biology, chemistry, engineering, mathematics, and physics, including at least three courses in one of the departments and two courses in another.

Students desiring acceptance as a physical sciences major must secure the approval of the chairs of the departments in which a majority of the work is to be completed. Students desiring a physical sciences major must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

Physics

Associate Professor Walden, chair•; Jarvis Professor Silverman; Associate Professors Branning (acting chair, fall) and Geiss; Assistant Professor Barwick; Laboratory Lecturer in Physics Palandage; Visiting Assistant Professor Cox; Visiting Lecturer Shapiro

Physics is the study of energy, matter, and the interactions that govern their behavior. It is a wide-ranging and fundamental field of inquiry that links together all of the physical sciences. Research in physics addresses questions as seemingly diverse as how atoms are put together, how galaxies form and evolve, and why some balls bounce better than others. Although the everyday world with which we are familiar differs enormously in scale from the atomic and galactic domains, all of these examples share common unifying principles, such as the conservation of mass-energy, that the physicist seeks to uncover and understand. These basic principles and their most significant applications form the focus of an undergraduate program in physics.

Physics is also an interdisciplinary science, providing the theoretical underpinnings for the concepts and technologies fundamental to major fields such as chemistry, biology, medicine, electronics, geology, and to the applied fields of optics, nanotechnology, computer science, and engineering. Lasers, MRI, and high-speed computing are but a few of the technological advances made possible by the applications of the principles of physics. An education in physics provides students with a solid understanding of basic modern science and trains them to solve complex problems. This training prepares undergraduate majors in physics for a wide variety of careers, many of which take them well outside the boundaries of what is traditionally considered “physics.”

Course levels—**PHYS 131L**, **231L**, and **232L** are courses designed as preparation for students who are planning on majoring in physics, engineering, or other physical sciences. They make use of calculus and require prior completion of, or concurrent registration in, appropriate mathematics courses. Students who are considering one of these majors are strongly advised to take **PHYS 131L** and **MATH 131** in the fall term of the first year.

PHYS 101L and **102L** provide a one-year introduction to the fundamentals of physics with no mathematics prerequisites. These courses are intended for students who are not planning further work in physics, and they do not fulfill requirements for the physics major. This is the introductory sequence most often taken by biology majors and by students preparing for medical school.

The other courses at the 100 level are open to any interested student, and have no mathematics prerequisites. The courses offered vary from year to year.

The courses at the 300 and 400 levels constitute advanced work in physics. They are aimed at both physics majors and students in the other sciences. Students should take **PHYS 300** as early as possible, preferably in the spring semester of their sophomore year. Please note that the 300-level courses are mostly offered in alternate years.

The physics major—Students must take **PHYS 131L**, **231L**, and **232L**, and five courses at the 300 level or above, three of which must be **PHYS 300**, **PHYS 307**, and **PHYS 320**. **PHYS 399** and **PHYS 490** do not count towards fulfillment of this requirement. In addition, the student must take **PHYS 405**, the senior exercise. Outside the department, the student must take **MATH 231** and **234** and **CHEM 111L**. Students must obtain grades of C- or better in all of these courses. It is strongly recommended that students preparing for graduate study in physics take three or more additional courses in physics at the 300 level or above, and at least one year of mathematics at the 300 level or above. The Writing Intensive Part II requirement is fulfilled by **PHYS 320**.

The interdisciplinary computing major in physics—See the “Interdisciplinary Computing Major” section of the *Bulletin*. Students contemplating the interdisciplinary computing major in physics should contact the chair of the Physics Department, who will direct them to appropriate faculty members for guidance and assistance in setting up a plan of study.

Study Away—Physics majors with an interest in studying abroad should plan well in advance of the semester they will be away. This is particularly important since most upper-level physics courses at Trinity are offered biennially. Students wishing to use courses taken abroad in partial fulfillment of the requirements for the physics major must obtain the prior approval of the department chair.

Honors—Students seeking honors in physics must complete at least one additional physics course beyond the minimum required for the physics major. This course may be a semester of independent research (**PHYS 399** or **490**). Honors candidates must attain an average of at least a B+ in all physics courses. Honors are awarded to qualified students by a vote of the faculty.

Advanced Placement—Students who have earned an Advanced Placement exam grade in physics of 4 or 5 may receive course credit. See the “Advanced Placement” section of the *Bulletin* for details. Exceptionally well-prepared students who are exempt from **PHYS 131** and from both **MATH 131** and **MATH132/142** may petition the chair of the department to take **PHYS 232L** prior to **PHYS 231L**.

Astronomy

Spring Term

[**103. Stars and Galaxies**]—This course provides an introduction to current views of the contents, structure, and evolution of the astronomical universe outside our solar system. Topics to be considered include cosmology, stellar evolution, the discovery of neutron stars, the formation of galaxies, the “discovery” of our own galaxy, and the search for black holes. Occasional viewing sessions and other observational exercises will be assigned. (Enrollment limited)

Physics

Fall Term

101. Principles of Physics I—An introduction to the fundamental ideas of physics. Beginning with kinematics—the quantitative description of motion—the course covers the Newtonian mechanics of point masses, Newton’s theory of universal gravitation, the work-energy principle, and the conservation of energy and momentum. Three lectures and one laboratory per week. A student taking Physics 101 cannot earn credit for Physics 131. (1.25 course credits) (Enrollment limited)-Cox, Shapiro

131. Mechanics and Heat—This course, the first part of a three-term calculus-based introduction to physics, is designed to provide the student with a working knowledge of the language and the analytical tools of Newtonian mechanics and of thermodynamics. Newton’s laws are used to study the motion of individual particles and of systems of particles. The ideas of work, energy, momentum, and impulse are introduced. Newton’s universal law of gravitation and a brief introduction to rigid-body motion round out the exposition of classical mechanics. The remainder of the term is devoted to a presentation of the First and Second Laws of Thermodynamics and their applications to the prototypical thermodynamics system, the ideal gas. Three class meetings and one laboratory per week. A student taking Physics 131 cannot earn credit for Physics 101. Prerequisite: Concurrent Registration in or previous completion of Mathematics 131 with a grade of C- or better. (1.25 course credits) (Enrollment limited)-Palandage, Shapiro, Silverman

232. Optics and Modern Physics—Concluding the three-term calculus-based introductory physics sequence, this course begins with the study of interference and diffraction, which provide compelling evidence for the wave nature of light. We then turn to geometrical optics to understand the properties of lenses, mirrors, and optical instruments. The remainder of the course is devoted to the treatment of phenomena at the atomic and subatomic levels using the ideas of quantum physics. From the introduction of the photon, the Bohr atom, and de Broglie’s matter waves, we proceed to the unified description provided by Schrodinger’s wave mechanics. This is used to understand basic properties of atoms, beginning with hydrogen, and to describe the interaction between electromagnetic radiation and matter. As time permits, the course will include a brief introduction to the theory of special relativity and to nuclear physics. Three class meetings and one laboratory per week. Prerequisite: C- or better in Physics 231L and either Mathematics 132 or 142, with concurrent registration in Mathematics 231 strongly recommended. (1.25 course credits) (Enrollment limited)-Branning, Palandage

[**301. Classical Mechanics**]—A detailed analytical treatment of Newtonian mechanics. Lagrange’s and Hamilton’s equations are developed and applied to the analysis of motion governed by several exemplary force laws. The general problem of motion under the influence of a central force is formulated and applied to problems of planetary motion and to Rutherford scattering of particles. Other topics to be treated include the dynamics of rigid bodies, oscillations of systems of masses connected by springs and elements of the mechanics of continuous media such as fluids. Prerequisite: C- or better in Physics 231 and either Mathematics 231 or Mathematics 234.

304. Statistical and Thermal Physics—This course provides an intermediate-level presentation of basic principles of statistical physics with applications to scientific inference, stochastic phenomena, and thermodynamics. Classical thermodynamics describes the equilibrium properties and phase transformations of macroscopic physical

systems in terms of relations independent of any atomic model of matter. Statistical physics, by contrast, provides a fundamental theoretical foundation for the thermodynamic relations in terms of the specific statistical laws obeyed by the elementary particles of matter and general considerations of probability theory. Together, thermodynamics and statistical physics provide the tools for studying the behavior of aggregates of particles far too numerous to be analyzed by solving directly the equations of motion of either classical or quantum mechanics. Among the concepts, systems, and processes to be discussed are heat, work, temperature, pressure, energy, entropy, chemical potential, chemical equilibria, gases, liquids, solids, solutions, neutron stars, and fluctuation phenomena (not necessarily in that order and subject to time constraints). Prerequisite: C- or better in Physics 232L. (Enrollment limited)-Silverman

[307. Modern Physics]—This course provides a reasonably comprehensive picture of our current understanding of phenomena at the atomic and subatomic levels, using basic ideas of quantum physics. Topics to be covered include the structure of atoms, molecules, solids, and nuclei; the interaction of electromagnetic radiation with matter; and, time permitting, an introduction to special relativity and particle physics. Prerequisite: C- or better in Physics 232L.

[313. Quantum Mechanics]—A thorough study of the general formalism of quantum mechanics together with some illustrative applications, including the postulates of quantum mechanics; states, observables, and operators; measurements in quantum mechanics; the Dirac notation; simple systems: the square well, the harmonic oscillator, the hydrogen atom; approximation techniques and perturbation theory; and elements of the quantum theory of angular momentum. Prerequisite: C- or better in Physics 232L.

[314. Applications of Quantum Mechanics]—This course surveys the application of quantum mechanics to a number of quantum systems or quantum processes basic to atomic, molecular, nuclear, and condensed matter physics. Examples may include the energy level structure of atoms and molecules, taking account also of the contribution of electron and nuclear spin to the fine and hyperfine structure, the effects of electric and magnetic fields on atoms (Stark effect and Zeeman effect), nuclear alpha decay as an illustration of quantum tunneling, molecular vibration as an example of the quantum harmonic oscillator, the quantum theory of light absorption and emission, and the quantum basis for conductivity in solids and superconductivity in metals at very low temperatures. Procedures for solving the quantum equation of motion (Schrödinger equation) exactly and by different methods of approximation (such as time-independent and time-dependent perturbation theory, the WKB approximation, and use of the variational principle) may also be discussed. Prerequisite: C- or better in Physics 232L.

315. Contemporary Optics—A survey of current techniques and applications for classical and nonclassical light. Topics may include Fourier optics, nonlinear optics, statistical optics, holography, polarization, interferometry, quantum cryptography, optoelectronics, and ultrafast optics. Prerequisite: C- or better in Physics 231L and Physics 232L (Enrollment limited)-Branning

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

405. Senior Exercise—This exercise is intended to familiarize the student with a problem of current interest in physics, and to develop his or her ability to gather and interpret the information relevant to the problem. During the fall semester each senior student will meet with an assigned faculty adviser to plan an essay or research project to be completed during the year. Topics may involve any aspects of physics, including its various applications. While students may write on original research they have undertaken, they are not required to do so. This exercise is required for the physics major. Senior Physics Majors Only. (0.5 course credit) -Staff

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

Spring Term

102. Principles of Physics II—A continuation of Physics 101L, this course covers topics such as electricity and magnetism, elementary thermodynamics, the theory of special relativity, classical wave behavior, and the description of microscopic physical systems via quantum theory. Three lecture periods and one laboratory period per week.

Prerequisite: Physics 101L or 131L. (1.25 course credits) (Enrollment limited)-Barwick, Geiss

[111. Frontiers of Physics]—A course for non-science majors which examines selections of the exciting developments in contemporary physics. Topics to be explored may include (but are not limited to) (1) aspects of Einstein's theory of special and general relativity such as the nature of space, time, and gravity, the search for gravitational waves, the structure of exotic astrophysical objects like neutron stars and black holes, and the origin, evolution, and expected fate of the universe; (2) advances in physicists' understanding of the quantum structure of matter such as the Standard Model accounting for the families of elementary particles (e.g. quarks, electrons, neutrinos and others); (3) nuclear physics and the generation of energy by fission and fusion, (4) speculative "theories of everything" such as string theory, (5) extraordinary macroscopic quantum processes such as superconductivity and superfluidity; (6) novel materials with remarkable properties (such as graphene and meta-materials), and other topics. The development will be carried out with a minimum of mathematics and at a pre-calculus level. (Enrollment limited)

231. Electricity, Magnetism, and Waves—This second part of the three-term calculus-based introductory sequence is devoted primarily to the study of electromagnetism. The emphasis is on the description of electric and magnetic phenomena in terms of fields. Topics to be covered include electrostatics and magnetostatics, electromagnetic induction, Maxwell's equations, electromagnetic waves, and the characterization of energy and momentum in the electromagnetic field. The remainder of the course is taken up with basic properties of waves in general: wave kinematics, standing waves and resonance, and the Doppler effect. Three lecture periods and one laboratory period per week. Prerequisite: C- or better in Physics 131L and concurrent registration in or previous completion of either Mathematics 132 or Mathematics 142 with a grade of C- or better. (1.25 course credits) (Enrollment limited) -Barwick, Palandage, Silverman

300. Mathematical Methods of Physics—This course focuses on mathematical methods essential to the expression and application of the laws of physics. It is designed to provide a mathematics background for other upper-level physics courses and for physics research, and thus ideally should be taken in the junior year. Topics to be discussed may vary somewhat from year to year depending on the emphasis of the instructor, but will ordinarily include elements of vector analysis, differential geometry, linear algebra, functions of a complex variable, Fourier analysis, and some of the special functions of mathematical physics. Additional topics, such as probability theory, the calculus of variations, or an introduction to group theory, may be taken up if time permits. Prerequisite: C- or better in Physics 231L and Mathematics 231. (Enrollment limited) -Walden

302. Electrodynamics—A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential form. The scalar and vector potentials, multipole expansions, boundary value problems, propagation of electromagnetic waves, radiation from accelerated charges. Prerequisite: C- or better in Physics 231 L and Mathematics 231 (concurrent registration in Mathematics 234 is strongly recommended). -Silverman

[304. Statistical Physics]—This course provides an intermediate-level presentation of basic principles of statistical physics with applications to scientific inference, stochastic phenomena, and thermodynamics. Classical thermodynamics describes the equilibrium properties and phase transformations of macroscopic physical systems in terms of relations independent of any atomic model of matter. Statistical physics, by contrast, provides a fundamental theoretical foundation for the thermodynamic relations in terms of the specific statistical laws obeyed by the elementary particles of matter and general considerations of probability theory. Together, thermodynamics and statistical physics provide the tools for studying the behavior of aggregates of particles far too numerous to be analyzed by solving directly the equations of motion of either classical or quantum mechanics. Among the concepts, systems, and processes to be discussed are heat, work, temperature, pressure, energy, entropy, chemical potential, chemical equilibria, gases, liquids, solids, solutions, neutron stars, and fluctuation phenomena (not necessarily in that order and subject to time constraints). Prerequisite: C- or better in Physics 232L. (Enrollment limited)

[307. Modern Physics]—This course provides a reasonably comprehensive picture of our current understanding of phenomena at the atomic and subatomic levels, using basic ideas of quantum physics. Topics to be covered include the structure of atoms, molecules, solids, and nuclei; the interaction of electromagnetic radiation with matter; and, time permitting, an introduction to special relativity and particle physics. Prerequisite: C- or better in Physics 232L. (Enrollment limited)

[320. Modern Physical Measurements]—A series of measurements in a focused area of modern experimental physics, this course is designed to offer an in-depth exposure to and understanding of instruments and techniques employed in current experimental investigations. It also provides experiences pertinent to participation in experimental research typified by Physics 490. The series of experiments to be performed will be determined in advance by the student(s) and the instructor(s). Prerequisite: C- or better in Physics 232L. (Enrollment limited)

325. Condensed Matter Physics—An introduction to the fundamental physics which governs the properties of solids at a microscopic level. Topics will include crystal structures and symmetries, phonons, diffraction, reciprocal space, optical properties, superconductivity, magnetism, band theory, and the electronic properties of conductors and semiconductors. Time permitting, applications in the fields of materials science and nanotechnology will be considered. Prerequisite: C- or better in Physics 231L and Physics 232L (Enrollment limited) -Walden

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

405. Senior Exercise—This exercise is intended to familiarize the student with a problem of current interest in physics, and to develop his or her ability to gather and interpret the information relevant to the problem. During the fall semester each senior student will meet with an assigned faculty adviser to plan an essay or research project to be completed during the year. Topics may involve any aspects of physics, including its various applications. While students may write on original research they have undertaken, they are not required to do so. This exercise is required for the physics major. Senior Physics Majors Only. (0.5 course credit) -Staff

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

Political Science

John R. Reitemeyer Professor Messina, Chair; Professor Evans, John R. Reitemeyer and Charles A. Dana Research Professor McMahon, Professor Smith; Charles A. Dana Research Associate Professor Cardenas, Associate Professors Chambers, Flibbert, and Schulz; Assistant Professors Matsuzaki, Maxwell[†], and Williamson; Visiting Assistant Professor Sterling; Visiting Lecturers Barry, Bourbeau, Carbonetti, and Kelleher.

The political science major—Students majoring in political science are required: (1) to complete 10 courses in political science, all of them with grades of C- or better; and (2) to satisfy either a methods requirement by completing, with a grade of C- or better, **POLS 241**, **POLS 242**, or **ECON 318**, or a language requirement by completing, with a grade of C- or better, the two-course intermediate sequence in any language taught at the College, or by demonstrating equivalent proficiency. The department strongly encourages students who elect to satisfy the language requirement to complete the six courses and the Language Across the Curriculum unit required for a language concentration.

Majors must fulfill an area of concentration from among the four sub-fields the department offers: American government and politics, comparative politics, international relations, or political theory, and they must fulfill the following course requirements:

- Methods or language requirement (see above)
- The 100-level course for their concentration, plus two others from among **POLS 102**, **103**, **104**, **105**
- Two 300-level courses within their concentration
- One additional course at any level in their concentration
- Two 300-level courses outside their concentration
- One additional course at any level from any sub-field
- A senior seminar

The Writing Intensive Part II requirement is fulfilled by the senior seminar.

Although some courses are included in more than one area of concentration, a single course may not be used to fulfill more than one distribution requirement. Students should complete their 100-level courses as early as possible.

Requirements for the interdisciplinary computing major are given below.

Areas of concentration:

American government and politics

- POLS 102. American National Government**
- POLS 216. American Political Thought**
- POLS 225. The American Presidency**
- POLS 226. Minority Politics in America**
- POLS 301. American Political Parties and Interest Groups**
- POLS 307. Constitutional Law I: The Federal System and Separation of Powers**
- POLS 309. Congress and Public Policy**
- POLS 316. Constitutional Law II: Civil Rights and Civil Liberties**
- POLS 318. Environmental Politics**
- POLS 325. Communications and Politics**
- POLS 326. Women and Politics**
- POLS 342. American Revolution and Framing of the Constitution: The Political Science of the Founders**
- POLS 355. Urban Politics**
- POLS 373. Law, Politics, and Society**
- POLS 392. Legislative Internship Program**
- POLS 402. Senior Seminar: American Government-Democratic Representation**

POLS 408. Senior Seminar: Racial and Ethnic Politics
POLS 412. Senior Seminar: The Politics of Judicial Policy Making
POLS 414. Senior Seminar: American Social Policy
AMST 258. Law in U.S. Society
AMST 355. Urban Mosaic: Migration, Identity, and Politics
ENGL 338. Political Rhetoric and the Media
FORG 201. Formal Organizations and Market Behavior
PBPL 215. Privacy, Property and Freedom in the Internet Age
PBPL 265. The Bill of Rights: A Revolution of Three Acts
PBPL 319. Fear, Freedom, and the Constitution
PBPL 828. Formal Analysis
WMGS 378. Sexual Orientation and the Law

Comparative politics

POLS 103. Introduction to Comparative Politics
POLS 233. Asian Politics
POLS 237. Building the European Union
POLS 255. Understanding Contemporary China
POLS 260. Comparative Local Government Systems
POLS 303. Politics of Ethnicity and Immigration in Contemporary Western Europe
POLS 310. Politics of Developing Countries
POLS 312. Politics: Middle East and North Africa
POLS 330. Government and Politics of Contemporary China
POLS 344. Politics and Governance in Africa
POLS 349. Nation-Building
POLS 385. Crossing Borders: Logics and Politics of Transnational Migration
POLS 405. Senior Seminar: Women and Globalization
POLS 426. Senior Seminar: Who Are We?
INTS 212. Global Politics
INTS 213. Worldly Islam: Islamic Values, Secular Traditions
INTS 215. Global Policies
INTS 301. Arab Politics
INTS 315. Global Ideologies
INTS 401. Development, Dissent, and the Media
LACS 233. Introduction to Italian Politics since World War II
PBPL 828. Formal Analysis: Normative and Empirical Dimension
ROME 327. Contemporary Italy and Europe

International relations

POLS 104. Introduction to International Relations
POLS 231. Politics and Human Rights in Contemporary Latin America
POLS 255. Understanding Contemporary China
POLS 261. World Poverty: An Introduction
POLS 305. International Organizations
POLS 306. Government in a Globalized World
POLS 310. Politics of Developing Countries
POLS 322. International Political Economy
POLS 336. Illicit Markets and the Global Economy
POLS 340. International Conflict and Cooperation
POLS 349. Nation Building
POLS 369. International Human Rights
POLS 378. International Security

- POLS 379. American Foreign Policy**
- POLS 380. War and Peace in the Middle East**
- POLS 405. Senior Seminar: Women and Globalization**
- POLS 411. Senior Seminar: Transnational Networks**
- POLS 415. Senior Seminar: War, Peace and Strategy**
- INTS 203. Human Rights in a Global Age**
- INTS 212. Global Politics**
- INTS 234. Political Geography**
- INTS 302. Adjustment and Transition: The Political Economy of Sub-Saharan Africa**
- INTS 315. Global Ideologies**
- INTS 349. No Easy Walk to Freedom: The Political Economy of Southern Africa**
- PBPL 828. Formal Analysis: Normative and Empirical Dimension**
- ROME 328. Global Problems and International Organizations**

Political theory

- POLS 105. Introduction to Political Philosophy**
- POLS 213. Transitional Justice in Theory and Practice**
- POLS 215. Politics and Film**
- POLS 216. American Political Thought**
- POLS 219. The History of Political Thought [1]**
- POLS 220. The History of Political Thought [2]**
- POLS 307. Constitutional Law I: The Federal System, and Separation of Powers**
- POLS 321. Concepts in Political Theory**
- POLS 329. Political Philosophy and Ethics**
- POLS 334. The Origins of Western Political Philosophy**
- POLS 337. Democratic Theory**
- POLS 338. Liberalism and Its Critics**
- POLS 339. Contemporary and Postmodern Thought**
- POLS 340. Republicanism Ancient and Modern**
- POLS 359. Feminist Political Theory**
- POLS 370. Theories of Revolution**
- POLS 374. The Political Subject: Agency and Ideology**
- POLS 381. Liberalism, Marxism, and the European Political Tradition**
- POLS 386. Political Trials**
- POLS 387. Publics, Mobs, and Masses: Theorizing Democracy in Times of Globalization**
- POLS 406. Senior Seminar: Why Political Philosophy?**
- POLS 417. Senior Seminar: Theories of Empire**
- PBPL 828. Formal Analysis: Normative and Empirical Dimension**
- PHIL 281. Ancient Philosophy**
- PHIL 284. Late Modern Philosophy**
- PHIL 308. Aristotle**
- PHIL 323. Adorno**
- PHIL 325. Nietzsche**
- PHIL 335. Heidegger**
- PHIL 336. Foucault**
- PHIL 355. Moral Theory and Public Policy**
- PHIL 362. Moral Philosophy**
- WMGS 378. Sexual Orientation and the Law**

The 100-level courses are introductory to the areas of concentration. Most of the 200-level courses may be taken without prerequisites. Courses at the 300-level generally have at least one 100-level prerequisite.

Cognate courses—Students are strongly urged to take courses in the social sciences and the humanities that have a

close bearing on the political science courses they choose. They should consult with their advisers regarding options available.

Honors—Students who have a College average of B+ or better and a political science average of A- or better may, by invitation and at the discretion of the department, become candidates for honors. Students who fall just below these levels may petition the department chair for an invitation, on the basis of exceptional circumstances. To receive honors, candidates may, with the approval of the department, write a thesis.

To receive honors, a student must receive a grade of A- or better for the thesis or a grade of “distinction” for the comprehensive examination.

Prospective honors candidates will receive a letter from the department early in the fall term of their senior year informing them of their eligibility and of meetings they must attend to receive instruction on how to proceed. Candidates will then begin work in the fall term and submit a proposal by late November to the department honors coordinator for department approval. Students must consult with their advisers concerning their options early in the fall term. The thesis or integrating project counts for one credit and is written during the spring term. The credit does not count toward the 10 credits required for the major. The comprehensive examination, if chosen, is taken in the spring semester; no course credit is given for the comprehensive examination.

Interdisciplinary computing major—Students may take political science as part of an interdisciplinary computing major. Information on this program appears in Interdisciplinary Computing major section of the *Bulletin*. Such students must complete with a grade of at least C- a minimum of five political science courses, three of which should be **POLS 241**, **POLS 242**, **POLS 301**, and **POLS 309**, or such other courses with computer content as may be designated by the chair of the department.

Study away—Students are encouraged to take advantage of appropriate study abroad programs, for which the department will grant up to two credits toward the major. Students who study abroad for a full year at approved study-away sites may transfer up to three courses for the major. There is, however, no limit on credits from the Rome program, as it is considered part of the Trinity campus.

Special requests—Students who wish to receive major credit for work at another college, or to have a normal requirement waived, or a course substituted, should submit to the department chair requests in writing with full details and supporting rationale. Students contemplating such a petition must consult with their major adviser as well as the department chair.

Fall Term

102. American National Government—How do the institutions of American national government shape our politics and policies? This introductory course examines the nation’s founding documents (including the Declaration of Independence, Constitution, and Federalist Papers), the goals they sought to achieve, and the institutional framework they established (including Congress, the Presidency, and the courts). It then evaluates the extent to which these institutions achieve their intended aims of representing interests and producing public goods, taking into account the role of parties, interests groups, and the media. Throughout the course, we will attend to the relevance of race, class, religion, and gender. We will draw on the example of the 2012 presidential election and other current events to illustrate the functioning of American government and politics. Not open to seniors. (Enrollment limited)-Chambers, Williamson

103. Introduction to Comparative Politics—This lecture course examines major themes and approaches within comparative politics. Its purpose is twofold: First, it provides the necessary theoretical and conceptual foundation for upper-level classes within this subfield. To this end, a broad array of key classics and recent works within comparative politics will be examined. Second, students will learn about the political and economic institutions that undergird foreign countries within a comparative framework. Readings will draw from various regions of the world, including Asia, Africa, Latin America, and the Middle East. Questions that will be discussed include, but are not limited to, the following: What role, if any, can the government play in promoting economic growth? Why do civil wars occur and what is the role of ethnicity in perpetuating conflict? Not open to seniors. (Enrollment limited)-Bourbeau, Messina

104. Introduction to International Relations—This course traces the evolution of the modern state system from 1648 to the present. It examines issues and concepts such as the balance of power, collective security, the nature of warfare, the role of international organizations and international law, globalization, human rights, overpopulation,

global environmental devastation, etc. Not open to seniors. (Enrollment limited)-Carbonetti, Kelleher

105. Introduction to Political Philosophy—An introduction to the philosophical study of political and moral life through a consideration of various topics of both current and historical interest. Topics include environmentalism, ancients and moderns, male and female, nature and nurture, race and ethnicity, reason and history, and reason and revelation. Not open to seniors. (Enrollment limited)-Sterling

[**216. American Political Thought**]—A study of the development of American political thought: the colonial period; the Revolution; Jeffersonian democracy; the defense of slave society; social Darwinism; the Populist and Progressive reform movements; and current theories of conservatism, liberalism, and the Left. (Enrollment limited)

219. The History of Political Thought I—This course provides the historical background to the development of Western political thought from Greek antiquity to the end of the Middle Ages. Readings from primary sources (Plato, Aristotle, Augustine, Aquinas, etc.) will help the students to comprehend the foundations of Western political philosophy and the continuity of tradition. (Enrollment limited)-Smith

225. American Presidency—An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the courts. The nature of presidential leadership and personality is also explored. (Enrollment limited)-McMahon

[**233. Asian Politics**]—Many of the key political struggles and economic developments that have shaped the modern era originated in Asia. This course provides an introduction to the key themes, institutions, and issues in recent Asian politics, including the challenges of ethnic separatism and nation-building, the rise of peasant revolutions and state socialism, models of state-led economic development, post-colonialism, social movements, and the continuing problem of political corruption. The readings are designed to provide students with an understanding of the historical development of these issues, as well as of crucial events in Asia today. Texts and discussions will center on comparative governance in India, Pakistan, China, Japan, North and South Korea, Malaysia, Indonesia, Taiwan, Hong Kong, Singapore and the Philippines. (Enrollment limited)

241. Empirical Political Methods and Data Analysis—An introduction to the design and execution of empirical political research involving computer analysis. The course covers the normative and empirical arguments at the foundation of the science of politics and the methods evolving from these arguments, and it trains students in the use of computers and statistical software. Course work includes reading, discussion, and completion of a research project in which the theory learned in class is put into practice. No programming experience required. (Enrollment limited)-Barry

[**261. World Poverty: An Introduction**]—This class provides an introduction to world poverty by addressing three broad areas of inquiry: 1) What do we know about the causes of world poverty? How do we measure them? Who are the world's poor: where do they live, and what do they do? 2) What can—and do—governments do to address poverty? In this section we explore several core public policy issues, including problems of rural vs. urban poverty, gender, microfinance, and the delivery of basic social services. 3) What role do international actors have in mitigating poverty? What is the impact of aid and trade? How does the international community manage complex crises such as famines and civil wars? What, if anything, do the rich countries owe the poor of other countries? (Enrollment limited)

301. American Political Parties—An analysis of American political parties, including a study of voting behavior, party organization and leadership, and recent and proposed reforms and proposals for reorganization of existing party structures. Prerequisite: C- or better in Political Science 102. (Enrollment limited)-Evans

[**305. Intl Organizations**]—This course explores the dynamics of international organizations, examining a broad range of institutions in world politics. In particular, we draw on a variety of perspectives—from mainstream International Relations theory to organizational analysis—to understand questions of institutional emergence, design, and effectiveness. Using case studies and simulations, students are encouraged to think concretely about the challenges facing international organizations. Prerequisite: C- or better in Political Science 104.

[306. Governance in a Globalized World]—This class will focus on the challenges of political authority in a world characterized by increasingly high levels of economic integration. The central focus will be on how economic integration has created new opportunities and challenges for the nation state, both nationally and internationally. It will address issues such as how states deal with the increasing importance of transnational issues (pollution, human trafficking, and criminal networks, etc.), the choice of formal vs. informal cooperation, and delegation of authority at the international, regional, and subnational level. Thus, the class will investigate formal international organizations, such as the IMF and United Nations, as well as less formal instances of international regulation and cooperation. It will also address issues of regional organizations like the EU and sub-national topics such as federalism, decentralization, and the challenges of dealing with failed states. Topics covered would include the organizational structure and governance of institutions as well as issues that arise from delegating authority, including democratic accountability and principal-agent problems. Prerequisite: C- or better in Political Science 104 or Permission of the Instructor. (Enrollment limited)

[307. Constitutional Law I: The Federal System and Separation of Powers]—An analysis and evaluation of leading decisions of the United States Supreme Court dealing with the allocation of power among federal government branches and institutions, and between federal and state governments. The emphasis will be on the federal system and separation of powers issues, as enunciated by the court, but attention will also be given to unadjudicated constitutional issues between the legislative and executive branches, and to the theoretical foundations of the United States' constitutional system (Locke, Montesquieu, the Federalist papers, etc.). Prerequisite: C- or better in Political Science 102. (Enrollment limited)

[310. Politics of Developing Countries]—An examination of the success and failure of the various theories of economic and political developments which have been pursued in the post-colonial era; specific case studies will deal with examples from Africa, Asia, and Latin America. Prerequisite: C- or better in Political Science 103 or 104. (Enrollment limited)

312. Politics in the Middle East and North Africa—This course offers an introduction to the comparative analysis of politics in the Middle East and North Africa. Organized thematically and conceptually, we examine topics ranging from state formation, nationalism, and civil-military relations, to oil and economic development, democratization efforts, political Islam, and regional concerns. (Enrollment limited)-Flibbert

[318. Environmental Politics]—A study of US environmental politics and policy in a domestic and global context. We will trace the historical roots of environmental policy and the regulatory state in America and how they affect the debate over contemporary environmental issues. We will study how conflicting values and competing interests in the political, social, and economic realms have struggled to define environmental problems and shape the agenda for environmental policy in America. We will examine the different political institutions and actors who influence, create, implement, and are affected by policies at the local, state, national, and international levels. We will read numerous historical and contemporary case studies (i.e. global warming, air & water pollution, land use, energy, waste management, and population growth), which will enable us to learn how different ideological and conceptual lenses have shaped both our conceptions of these problems and the subsequent solutions that have been offered. Ultimately, this course will equip students to understand, engage in, and analyze the political processes and debates over the formulation and implementation of environmental policies and regulations in the United States, and how to locate “the environment” in the larger discourse of American politics. Prerequisite: C- or better in Political Science 102. (Enrollment limited)

[322. International Political Economy]—This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia, and Africa; economic relations in the industrialized world and between the north and the south; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: C- or better in Political Science 104. (Enrollment limited)

[326. Women and Politics]—This course explores the role of women in American politics across the 20th century. We will examine the collective efforts made by American women to gain political rights, secure public policies

favorable to women, and achieve an equal role for women in the political realm and society more broadly. We will try to understand how and why women's political views, voting behavior, and the rates of participation have changed over the 20th century and why they remain distinctive from men's. We will also explore the deep ideological divisions among American women, exploring the strikingly different ways that feminists and conservative women define what is in the best interest of women. Finally we end the course by studying women as politicians. We will assess the obstacles women face in getting elected or appointed to political positions, whether or not they act differently from their male counterparts, and the significance of their input. Prerequisite: C- or better in Political Science 102 or permission of instructor. (Enrollment limited)

337. Democratic Theory—In this course, we will explore the tensions, problems, and promise of the “rule of the people” through reading and examining important texts in contemporary democratic theory. Via analysis of contemporary debates, we will ask: Should we think of democracy as a form of rule or as a political activity? What role does and should democratic politics have in contemporary political associations? What do or should we imagine democratic politics to look like? Are liberal rights and institutions a threat or an aid to democracy? What kind of ethos or sensibility best suits democratic politics in our contemporary age? Should we respond to threats to democracy by attempting to regulate or solicit the people? Or both? Readings will include work by Giorgio Agamben, John Rawls, Carl Schmitt, Michael Walzer, Seyla Benhabib, and Bonnie Honig. (Enrollment limited)-Sterling

339. Contemporary and Post-Modern Thought—This course will deal with philosophical developments of moral and political significance in the 20th century. Using the writings of selected authors, such as Heidegger, Sartre, Gadamer, Marcuse, Strauss, Foucault, and Habermas, it will focus on various modern movements of thought: existentialism, critical theory, neomarxism, hermeneutics, feminism, deconstructionism, and postmodernism. Readings will be from primary sources. Prerequisite: Political Science 105 or 219 or 220. (Enrollment limited)-Smith

[349. Nation-Building]—Is it possible to create stable states in the international system by force? This course examines typologies, theories, and case studies of forcible attempts to create secure and economically productive states. The class will critically assess state-building processes such as internal security, political legitimacy, interim governance, multiethnic institutions, and economic development. It will examine territories that were administered by the British Empire, those that have been administered by the United States (such as the Philippines, Japan, Germany, Vietnam, and Iraq), and those that have been administered by the United Nations (such as Kosovo and East Timor). (Enrollment limited)

[355. Urban Politics]—This course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study political power, who has it, and who wants it. Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. This course has a community learning component. Prerequisite: C- or better in Political Science 102 or permission of instructor. (Enrollment limited)

[359. Feminist Political Theory]—This course examines debates in feminist political theory. Topics will include liberal and socialist feminist theory, as well as radical, postcolonial, and postmodern feminist theory. We will also consider feminist perspectives on issues of race and sex, pornography, law and rights, and “hot button” issues like veiling. We will pay particular attention to the question of what feminism means and should mean in increasingly multicultural, global societies. Readings will include work by Mary Wollstonecraft, Carol Gilligan, Catherine MacKinnon, Chandra Mohanty, Wendy Brown, Audre Lord, Patricia Williams, & Judith Butler. (Enrollment limited)

369. International Human Rights Law—This course offers a comprehensive survey of the evolution of international human rights law, focusing on the major actors and processes at work. Which rights do individual human beings have a vis-a-vis the modern state? What is the relationship between domestic and international legal processes? Are regional human rights mechanisms like the European system more influential than international ones? More generally, how effective is contemporary international human rights in securing accountability and justice? We use specific cases and contemporary debates to study a range of treaties and emerging institutions, including ad hoc war crimes tribunals and the International Criminal Court. (Enrollment limited)-Cardenas

[**379. American Foreign Policy**]*—*This course offers an examination of postwar American foreign policy. After reviewing the major theoretical and interpretive perspectives, we examine the policymaking process, focused on the principal players in the executive and legislative branches, as well as interest groups and the media. We then turn to contemporary issues: the “war on terror,” the Iraq war, humanitarian intervention, U.S. relations with other major powers, and America’s future prospects as the dominant global power. (Enrollment limited)

[**380. War and Peace in Middle East**]*—*This course addresses the causes and consequences of nationalist, regional, and international conflict in the Middle East. We use theoretical perspectives from political science to shed light on the dynamics of conflict, the successes and failures of attempts to resolve it, and the roles played by the United States and other major international actors. The course is organized on a modified chronological basis, starting with the early phases of the Arab-Israeli conflict and ending with current developments in Iraq. (Enrollment limited)

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

402. Senior Seminar: American Government-Democratic Representation*—*This seminar consists of an investigation of the nature and processes of representation of individuals and groups at the level of American national government, especially within the U.S. Congress. Topics dealt with include the concept of representation, the goals of representatives and represented, means by which government is influenced from the outside, and the implications for representation of recent campaign finance and congressional reforms. Enrollment limited. Course open only to senior Political Science majors. (Enrollment limited)-Evans

[**405. Senior Seminar: Women and Globalization**]*—*This senior seminar takes a gendered look at globalization and its impact on the lives of women around the world. What is the impact of gender, race, class, ethnicity, and nation on the global division of labor? Why are women a significant factor in human trafficking and global migration? What is the changing role of men, both in the formal economy and within individual household units? What role do national and international policymakers play in this gendered global economy? What is the impact of the present global economic crisis on women? The seminar will address these and other questions in order to assess the nature and impact of globalization from a gendered perspective. (Enrollment limited)

406. Senior Seminar: Why Political Philosophy?*—*This seminar will be devoted to a close reading of a major political philosopher in the Western tradition. Course open only to senior Political Science majors. (Enrollment limited)-Smith

409. Sr. Seminar: Comparative Electoral Systems and Political Parties*—*This seminar will examine electoral systems and party systems in democratic states. Students will learn the key dimensions with which we classify the major and minor differences between electoral systems. We will also examine the interaction between electoral rules and party systems. It is recommended that students have experience with common concepts from algebra and statistics, although this is not required. Course open only to senior Political Science majors. (Enrollment limited)-Bourbeau

[**412. The Politics of Judicial Policy Making**]*—*This course explores a constant tension in the work of courts. While courts are not “supposed” to make policy, they often do. In examining this tension, the course will focus on the origins of judicial intervention, the nature of specific court decisions on policy questions, and the effectiveness of those decisions in producing social change. (Enrollment limited)

[**414. Senior Seminar: American Social Policy**]*—*This seminar explores the political development, philosophical arguments, and contemporary political debates regarding social welfare policies and programs in the United States. We will pay particular attention to the policymaking process and ideological principles behind such social policies as welfare, health care, Social Security, employment, education, public housing, and other social services. Through a close study of these policies we will be able to better understand their political significance, to assess their purposes as an end of government, to consider their costs and benefits, to identify various trends that can affect the future of American social policy, and to analyze how these policies impact American politics more broadly. (Enrollment limited)

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

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. -Staff

Courses Originating in Other Departments

[Human Rights Studies 125. Introduction to Human Rights]—View course description in department listing on p. 301.

International Studies 212. Global Politics—View course description in department listing on p. 314. -Baker

International Studies 301. Arab Politics—View course description in department listing on p. 316. -Baker

[Public Policy & Law 265. The Bill of Rights: A Revolution in Three Acts]—View course description in department listing on p. 450. Prerequisite: C- or better in Public Policy 201 or Public Policy 202 or POLS 102 or Permission of Instructor.

Public Policy & Law 331. Becoming American: Immigration and Integration Policy—View course description in department listing on p. 450. Prerequisite: A grade of C- or better in either Political Science 102 or Public Policy 201 or permission of instructor. -Williamson

Formal Organizations 201. Formal Organizations and Market Behavior—This course will consider the likely behavior within Formal Organizations using the benchmark of economic thinking and market mechanisms. The course will discuss the role of prices, property, and profit and loss in a market economy, and it will ponder to what extent such arrangements might be applied within firms. It will discuss potential problems of organization when concerns for opportunity cost, economic calculation, or entrepreneurial thinking are lacking. Students will read classic and modern economic texts and then read business case studies to explore when and where the lessons of economics might apply.-Gunderson

[Sociology 252. Immigration, Social Inclusion, and Global Cities]—View course description in department listing on p. 469.

Spring Term

102. American National Government—How do the institutions of American national government shape our politics and policies? This introductory course examines the nation's founding documents (including the Declaration of Independence, Constitution, and Federalist Papers), the goals they sought to achieve, and the institutional framework they established (including Congress, the Presidency, and the courts). It then evaluates the extent to which these institutions achieve their intended aims of representing interests and producing public goods, taking into account the role of parties, interests groups, and the media. Throughout the course, we will attend to the relevance of race, class, religion, and gender. We will draw on the example of the 2012 presidential election and other current events to illustrate the functioning of American government and politics. Not open to seniors. (Enrollment limited)-Bourbeau, McMahon

103. Introduction to Comparative Politics—This lecture course examines major themes and approaches within comparative politics. Its purpose is twofold: First, it provides the necessary theoretical and conceptual foundation for upper-level classes within this subfield. To this end, a broad array of key classics and recent works within comparative politics will be examined. Second, students will learn about the political and economic institutions that undergird foreign countries within a comparative framework. Readings will draw from various regions of the world, including Asia, Africa, Latin America, and the Middle East. Questions that will be discussed include, but are not limited to, the following: What role, if any, can the government play in promoting economic growth? Why do civil wars occur and what is the role of ethnicity in perpetuating conflict? Not open to seniors. (Enrollment limited)-Bourbeau, Matsuzaki

104. Introduction to International Relations—This course traces the evolution of the modern state system from 1648 to the present. It examines issues and concepts such as the balance of power, collective security, the nature of warfare, the role of international organizations and international law, globalization, human rights, overpopulation, global environmental devastation, etc. Not open to seniors. (Enrollment limited)-Flibbert

105. Introduction to Political Philosophy—An introduction to the philosophical study of political and moral life through a consideration of various topics of both current and historical interest. Topics include environmentalism, ancients and moderns, male and female, nature and nurture, race and ethnicity, reason and history, and reason and revelation. Not open to seniors. (Enrollment limited)-Staff

[216. American Political Thought]—A study of the development of American political thought: the colonial period; the Revolution; Jeffersonian democracy; the defense of slave society; social Darwinism; the Populist and Progressive reform movements; and current theories of conservatism, liberalism, and the Left. (Enrollment limited)

220. History of Political Thought II—This course focuses on the development of modern political philosophy. All readings will be from primary sources that include, among others, Machiavelli, Descartes, Bacon, Hobbes, Locke, Rousseau, Kant, Hegel, Nietzsche, and Marcuse. Enrollment limited. (Enrollment limited)-Smith

[225. American Presidency]—An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the courts. The nature of presidential leadership and personality is also explored. (Enrollment limited)

[237. Building the European Union]—As an intergovernmental and supranational union of 27 democratic member countries, the contemporary European Union is arguably the boldest experiment in inter-state economic and political integration since the formation of the contemporary nation-state system during the mid-17th century. Against this backdrop, this course considers the project for greater economic, political, and security integration within its appropriate historical context, its current economic and political setting, and its projected future ambitions. As such, it will very much be concerned with recent events and important events-in-the-making, including the continuing conflict over the Lisbon Treaty and the EU's projected enlargement by several new members. (Enrollment limited)

[241. Empirical Political Methods and Data Analysis]—An introduction to the design and execution of empirical political research involving computer analysis. The course covers the normative and empirical arguments at the foundation of the science of politics and the methods evolving from these arguments, and it trains students in the use of computers and statistical software. Course work includes reading, discussion, and completion of a research project in which the theory learned in class is put into practice. No programming experience required. (Enrollment limited)

242. Political Science Research Methods—Why do people participate in politics? Which government policies best serve the public good? What prevents wars between nations? Political scientists employ a toolbox of research methods to investigate these and other fundamental questions. By learning the strengths and weaknesses of various qualitative and quantitative methods, students in this course will identify how best to answer the political questions about which they feel most passionate. They will apply these practical skills in assignments that ask them observe, analyze, and report on political phenomena. Research skills will include field observation, interviewing, comparative case studies, and data analysis using statistical software. No previous statistical or programming experience is necessary. (Enrollment limited)-Williamson

[261. World Poverty: An Introduction]—This class provides an introduction to world poverty by addressing three broad areas of inquiry: 1) What do we know about the causes of world poverty? How do we measure them? Who are the world's poor: where do they live, and what do they do? 2) What can—and do—governments do to address poverty? In this section we explore several core public policy issues, including problems of rural vs. urban poverty, gender, microfinance, and the delivery of basic social services. 3) What role do international actors have in mitigating poverty? What is the impact of aid and trade? How does the international community manage complex crises such as famines and civil wars? What, if anything, do the rich countries owe the poor of other countries? (Enrollment limited)

307. Constitutional Law I: The Federal System and Separation of Powers—An analysis and evaluation of leading decisions of the United States Supreme Court dealing with the allocation of power among federal government branches and institutions, and between federal and state governments. The emphasis will be on the federal system and separation of powers issues, as enunciated by the court, but attention will also be given to unadjudicated constitutional issues between the legislative and executive branches, and to the theoretical foundations of the United States' constitutional system (Locke, Montesquieu, the Federalist papers, etc.). Prerequisite: C- or better in Political Science 102. (Enrollment limited)-McMahon

[309. Congress and Public Policy]—A study of the structure and politics of the American Congress. This course examines the relationship between Congress members and their constituents; the organization and operation of Congress; the relationship between legislative behavior and the electoral incentive; and the place of Congress in national policy networks. Prerequisite: C- or better in Political Science 102. (Enrollment limited)

310. Politics of Developing Countries—An examination of the success and failure of the various theories of economic and political developments which have been pursued in the post-colonial era; specific case studies will deal with examples from Africa, Asia, and Latin America. Prerequisite: C- or better in Political Science 103 or 104. (Enrollment limited)-Schulz

316. Constitutional Law II: Civil Rights and Civil Liberties—An analysis and evaluation of decisions of courts (and related materials) dealing principally with freedom of expression and equal protection of the laws. Prerequisite: C- or better in Public Policy 201 or Public Policy 202 or POLS 102 or Permission of Instructor. (Enrollment limited)-Fulco

[318. Environmental Politics]—A study of US environmental politics and policy in a domestic and global context. We will trace the historical roots of environmental policy and the regulatory state in America and how they affect the debate over contemporary environmental issues. We will study how conflicting values and competing interests in the political, social, and economic realms have struggled to define environmental problems and shape the agenda for environmental policy in America. We will examine the different political institutions and actors who influence, create, implement, and are affected by policies at the local, state, national, and international levels. We will read numerous historical and contemporary case studies (i.e. global warming, air & water pollution, land use, energy, waste management, and population growth), which will enable us to learn how different ideological and conceptual lenses have shaped both our conceptions of these problems and the subsequent solutions that have been offered. Ultimately, this course will equip students to understand, engage in, and analyze the political processes and debates over the formulation and implementation of environmental policies and regulations in the United States, and how to locate “the environment” in the larger discourse of American politics. Prerequisite: C- or better in Political Science 102. (Enrollment limited)

322. International Political Economy—This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia, and Africa; economic relations in the industrialized world and between the north and the south; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: C- or better in Political Science 104. (Enrollment limited)-Schulz

[326. Women and Politics]—This course explores the role of women in American politics across the 20th century. We will examine the collective efforts made by American women to gain political rights, secure public policies favorable to women, and achieve an equal role for women in the political realm and society more broadly. We will try to understand how and why women's political views, voting behavior, and the rates of participation have changed over the 20th century and why they remain distinctive from men's. We will also explore the deep ideological divisions among American women, exploring the strikingly different ways that feminists and conservative women define what is in the best interest of women. Finally we end the course by studying women as politicians. We will assess the obstacles women face in getting elected or appointed to political positions, whether or not they act differently from their male counterparts, and the significance of their input. This course has a community learning component. Prerequisite: C- or better in Political Science 102 or permission of instructor. (Enrollment limited)

[329. Political Philosophy and Ethics]—The course will engage the literature of ethical theory and ethical debate. The course attempts to enlighten the place ethical reasoning plays in Political Science, political life and the Tradition of Political Philosophy. Readings in the course will differ from year to year but may include such authors as Aristotle, Cicero, Aquinas, Kant, Mill, Rawls, Nietzsche. In different years the course may focus on various themes which could include topics such as Feminism, Gentlemanliness, Eudaimonism, Utilitarianism and Deontology, Ethics and Theology, Legal and Business Ethics or the place of Ethics in the discipline of Political Science Prerequisite: C- or better in Political Science 105 or Political Science 219 or Political Science 220. (Enrollment limited)

[330. Government and Politics of Contemporary China]—This course will survey the domestic politics of the People's Republic of China from 1949 to the present. The first half of the course will concentrate on the revolutionary socialist transformations of the Maoist years (1949-1976), while the second half of the course will explore the post-Mao reform period to the present day. Special attention will be paid to the manner in which irresolvable tensions within Chinese society and political economy (town vs. countryside, plan vs. market, center vs. periphery) have affected the course of political change. Prerequisite: C- or better Political Science 103 or Permission of Instructor. (Enrollment limited)

331. Comparative Politics of Northeast Asia—This course is comprised of two distinct components. In part I, students will be introduced to key political and economic events in post-World War II Northeast Asia. Specifically, the focus will be on the following countries and territories: Japan, South and North Korea, Taiwan, and China. In part II, students will study thematic and theoretical issues concerning Northeast Asia that have received scholarly in recent years. Topics that will be discussed include the following: rapid economic growth and its consequences; economic integration under globalization; political liberalization and democratization; identity politics and nationalism; and human security. With its focus on major conceptual and theoretical debates within the comparative politics subfield, this course will provide useful background for those contemplating a senior thesis on a Northeast Asian country. (Enrollment limited)-Matsuzaki

[336. Illicit Markets and the Global Economy]—Globalization has resulted in the shrinking of markets for goods and services and flows of capital allowing for specialization, increased efficiency, and wealth of options for consumers around the world. At the same time, the forces that have allowed for the expansion of economic integration - falling transportation costs, revolutions in information technology, and reduced political barriers to flows of goods and services - have allowed a similar explosion of opportunities for economic activities that operate in the shadow of state approval. This class focuses on this dark, seedy underbelly of the global economy that is often difficult to disentangle from the legitimate aspects of international commerce and analyzes the impact of these illicit activities on individuals, firms, and the nation-state. Fundamentally, this class asks the question of how markets change when certain economic activities are deemed illegal and what those differences mean for buyers, sellers, and regulators of such markets. Specific topics covered will include the drug trade, transnational criminal networks, money laundering, human trafficking, natural resources (e.g. conflict diamonds), terrorism, counterfeit goods, and policy strategies for dealing with these issues at the national and international level. PR: POLS 104 or ECON 101, or permission of instructor (Enrollment limited)

[338. Liberalism and Its Critics]—This course will begin by examining the roots of modern liberal democracy in the works of such authors as Hobbes, Locke, Smith, Montesquieu, and Mill, and in the Federalist Papers. It will then shift attention to the attacks on liberal democracy by thinkers such as Marx, Nietzsche, and Heidegger. The final section of the course will deal with the contemporary debate on the subject and draw on the works of writers such as Rawls, Nozick, Hayek, Schumpeter, Walzer, Gailbraith, and Friedman. Prerequisite: C- or better in Political Science 105 or Political Science 219 or Political Science 220. (Enrollment limited)

[355. Urban Politics]—This course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study political power, who has it, and who wants it. Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. This course has a community learning component. Prerequisite: C- or better in Political Science 102 or permission of instructor. (Enrollment limited)

[369. International Human Rights Law]—This course offers a comprehensive survey of the evolution of international human rights law, focusing on the major actors and processes at work. Which rights do individual human

beings have a vis-a-vis the modern state? What is the relationship between domestic and international legal processes? Are regional human rights mechanisms like the European system more influential than international ones? More generally, how effective is contemporary international human rights in securing accountability and justice? We use specific cases and contemporary debates to study a range of treaties and emerging institutions, including ad hoc war crimes tribunals and the International Criminal Court. (Enrollment limited)

373. Law, Politics, and Society—This course examines the role of law in American society and politics. We will approach law as a living museum displaying the central values, choices, purposes, goals, and ideals of our society. Topics covered include: the nature of law; the structure of American law; the legal profession, juries, and morality; crime and punishment; courts, civil action, and social change; and justice and democracy. Throughout, we will be concerned with law and its relation to cultural change and political conflict. (Enrollment limited)-McMahon

[384. The Political Economy of Financial Regulation]—In today’s increasingly integrated global market, prudential regulation of financial markets is an important issue. This class will explore the political dynamics involved with regulating international financial markets. We begin with fundamental questions of how and why countries choose to intergrate themselves into international capital markets, both historically and contemporaneously. Second, we will look at attempts by governments to create institutions at the local, national, and international level to ensure stability of markets. Third, we will seek to understand variation in regulations on banking, investment, and taxation. Finally, the class will address public policy challenges related to dealing with increasingly complex international financial markets. Prerequisite: C- or better in Political Science 104 and Economics 101. (Enrollment limited)

385. Crossing Borders: Logics and Politics of Transnational Migration—This course investigates the primary economic, humanitarian, and political forces that are driving and sustaining the complex phenomenon of contemporary transnational migration. Within this context, several key questions are addressed: Have the forces of globalization and the entanglements of international commitments and treaty obligations significantly compromised the policy-making prerogatives of the traditional nation state? What are the benefits and costs of migration for the immigration receiving countries? Is a liberal immigration regime desirable and, if so, can it be politically sustained? (Enrollment limited)-Messina

[386. Political Trials]—Political trials are often seen as dangerous challenges to the rule of law: politics trumps law, theater trumps reason, and collective concerns supersede judgment of the individual on trial. However, bringing politics, theater, and collective concerns into the courtroom can also sometimes support the rule of law, as we have seen in contemporary efforts at transnational justice in countries like South Africa and Rwanda. In this class, we will look at several political trials (from the 18th, 19th, and 20th centuries) in which politics in the courtroom appear ambivalent—as not only dangerous to law and the justice it is supposed to promote, but also as potentially promising. Through examining these trials, we will ask what the relationship between politics and law should be: is “politicizing” law always dangerous, or might it sometimes be important to sustaining law? Do drama and theatricality impede justice, or might they sometimes aid it? (Enrollment limited)

[387. Publics, Mobs, and Masses: Theorizing Democracy in Times of Globalization]—While democratic peoples are supposed to be rational - supportive of the equality and freedom of everyone - political theorists worry that peoples may become irrational (turning into mobs, masses, or “crowds”) and thus use their power arbitrarily, often to fuel the ambition of demagogues and dictators. In this class, we will examine this classic problem in democratic theory and analyze the response to it offered by Jürgen Habermas and others - namely, the idea of a rational, discussion-based “public.” The course will also examine problems with the idea of “the public” (in the writings of Foucault, Dewey, and Lippmann), as well as how the problem of the people and its irrational “others” persists in contemporary democratic politics. (Enrollment limited)

392. Trinity College Legislative Internship Program—The Trinity College Legislative Internship is a special program designed for those students who want to observe politics and government firsthand. Student interns work full time for individual legislators and are eligible for up to four course credits, three for a letter grade and one pass/fail. One of the graded credits is a political science credit. In addition to working approximately 35 to 40 hours per week for a legislator, each intern participates in a seminar in which interns present papers and discuss issues related to the legislative process. Although there are no prerequisite courses for enrollment in this program, preference will

be given to juniors and seniors. Students majoring in areas other than political science are encouraged to apply. Candidates for this program, which is limited to 14 students, should contact the Political Science Department in April or September. The program will accommodate some students who wish to work part time (20 hours per week) for two graded course credits. (Enrollment limited)-Evans

394. Legislative Internship— (Enrollment limited)-Evans

396. Legislative Internship— (Enrollment limited)-Evans

398. Legislative Internship— (Enrollment limited)-Evans

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

405. Global Solutions to Sustainability—The industrial age brought about profound economic, social, and political changes. A growing number of experts now argue that this industrial age has also produced an unprecedented set of problems and challenges, ranging from resource depletion and species extinction to climate change. Global calls are mounting for dramatic change based on sustainable development, social justice, and a new economic and political paradigm. How adequate is the Westphalian state system to deal with these issues and challenges? Will effective solutions come from individual governments, international treaties and inter-governmental organizations, civil society groups, or the corporate sector? Are new ways of thinking necessary to reach sustainable global solutions? Course open only to senior Political Science majors. (Enrollment limited)-Schulz

408. Senior Seminar: Racial and Ethnic Politics—This course examines the role of African Americans, Asian Americans, Latinos, and Native Americans in all areas of the American political system. We study each group and their roles as voters, party activists, candidates and public officials. By exploring the socio-historical context within which each group acts, we will also consider the non-traditional forms of political participation embraced by some of these groups and the reasons that minority groups have resorted to such strategies. The process of political socialization will also be considered, as will the political behavior, attitudes, and public policy opinions of these groups. Finally, we will also explore theories of racial and ethnic political coalitions and conflict. Course open only to senior Political Science majors. (Enrollment limited)-Chambers

415. Senior Seminar: War, Peace, and Strategy—This seminar explores the problem of war in international relations, including its nature, forms, strategy, causes, prevention, and ethics. Is international politics bound to remain inherently conflictual in a world of sovereign states, or is war becoming obsolete in an era of institutional innovation and normative change? To address this and related questions, we read and engage a wide range of classic and contemporary texts from political science and beyond. Special attention is devoted to the strategic logic that connects the use of military force with political objectives, hopes, and fears. Course open only to senior Political Science majors. (Enrollment limited)-Flibbert

426. Who Are We? Citizenship, Identity, and Immigration in Comparative Perspective—Citizenship historically has been defined as a set of rights and obligations that are exclusive to formal members, or "citizens," of territorially bounded nation states. Transnational migration challenges this assumption by creating citizens outside of and foreign residents or "denizens" inside of traditional nation state territories. Some scholars have suggested that globalization generally – and migration specifically – undermines the salience of citizenship and fosters conflict and confusion about who "we" are. This senior seminar will explore the major political and social challenges posed by transnational migration for notions of who "belongs" and who doesn't within the major immigration-receiving countries, including the United States. Course open only to senior Political Science majors. (Enrollment limited)-Messina

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

Courses Originating in Other Departments

Human Rights Studies 125. Introduction to Human Rights—View course description in department listing on p. 302. -Cardenas

International Studies 212. Global Politics—View course description in department listing on p. 320. -Anderson

[**International Studies 213. Worldly Islam, The Sacred and the Secular**]—View course description in department listing on p. 320.

[**International Studies 234. Political Geography**]—View course description in department listing on p. 320.

[**International Studies 315. Global Ideologies**]—View course description in department listing on p. 322.

[**Public Policy & Law 330. Comparative Urban Policy**]—View course description in department listing on p. 454. Prerequisite: C- or better in POLS 102, POLS 103 or PBPL 201.

Public Policy & Law 338. Public Engagement & Policy Making—View course description in department listing on p. 454. Prerequisite: A grade of C- or better in either Political Science 102 or Public Policy 201 or permission of instructor. -Williamson

Public Policy & Law 340. Republicanism Ancient and Modern—View course description in department listing on p. 454. -Smith

Psychology

Associate Professor Anselmi, Chair; Professors Mace and Raskin•; Associate Professor and Director of the Counseling Center Lee, Associate Professors Masino and Reuman; Assistant Professors Chang and Holt•; Senior Lecturer and Laboratory Coordinator Swart; Lecturer and Laboratory Coordinator Chapman; Lecturer and Associate Director of the Counseling Center Burns; Visiting Assistant Professors Avena, Brunquell, Dornelas, and Nunes; Visiting Lecturers Kennen, McGrath, and Schmidt

Psychology is a scientific inquiry into the nature of thought, feeling, and action. Because psychology developed from such disciplines as biology, physics, and philosophy, students will find that the study of psychology enhances one's understanding of a variety of subjects. Courses in psychology will contribute to preparation for a variety of careers and for enrollment in graduate education in disciplines such as psychology, education, social work, law, medicine, and business.

The psychology major, B.A. or B.S.—Students are required to take 11 semester courses in psychology and one in biology (either **BIOL 140** or **BIOL 182L**) and earn a grade of C- or better in each. Any student who must repeat a required course to attain the required grade of at least C- will be allowed only one opportunity to do so. Students should consult with their adviser to choose a set of courses that is consistent with the student's goals and that offers broad exposure to the discipline of psychology, as well as depth in one or more of the diverse sub-areas. Psychology majors are strongly encouraged to take other courses in the natural and social sciences. Students are expected to arrange their course work according to the following system:

- **PSYC 101. General Psychology, PSYC 221L. Research Design and Analysis, PSYC 261. Brain and Behavior**, and either **BIOL 140. Biological Systems** or **BIOL 182L. Evolution of Life** are required foundation courses. Students are advised to complete these courses by the end of their sophomore year, but must have taken **PSYC 261** by the end of their junior year.
- Students must complete three core courses, two of which must include a laboratory. The labs of **PSYC 261** and **PSYC 332** may be counted toward the lab requirement. (See the reference to laboratory courses under the section for advanced courses below.) The core course requirement is designed to provide students with a multifaceted perspective on human behavior. Thus, students are encouraged to sample courses from different sub-areas of psychology. Students may not count both **PSYC 270** and **PSYC 273** as core courses. The following core courses count for this requirement:

PSYC 226. Social Psychology*
PSYC 255. Cognitive Psychology*
PSYC 270. Clinical Psychology
PSYC 273. Abnormal Psychology
PSYC 293. Perception*
PSYC 295. Child Development*

* These courses are ordinarily offered with laboratories.

- Students must complete three advanced courses that have as prerequisites core courses from the section immediately above. Students are required to select these courses from three different categories listed below (listed A through H). A course may appear in more than one category. The psychology prerequisites that apply to an advanced course within a specific category are in parentheses. The Writing Intensive Part II requirement is fulfilled by one of the following advanced courses in categories A through H below. The following advanced courses apply:

A. Neuroscience

PSYC 302. Behavioral Neuroscience (261)
PSYC 339. Developmental Psychopathology (261)
PSYC 365. Cognitive Neuroscience (261)
PSYC 392. Human Neuropsychology (261)
PSYC 464. Neuropsychopharmacology (261)

B. Social/Personality

- PSYC 324. Stereotyping, Prejudice, and Discrimination (226)
- PSYC 328. Applied Social Psychology (226)
- PSYC 340. Social Cognition (226)
- PSYC 415. Development and Culture (226)
- PSYC 426. Advanced Topics in Social Psychology: Cultural Psychology (226)

C. Cognition

- PSYC 340. Social Cognition (255)
- PSYC 365. Cognitive Neuroscience (255)
- PSYC 392. Human Neuropsychology (255)
- PSYC 454. Cognition in the Real World (255 or 293)
- PSYC 493. The Ecological Approach to Psychology (255 or 293)

D. Development

- PSYC 339. Developmental Psychopathology (295)
- PSYC 395. Cognitive and Social Development (295)
- PSYC 415. Development and Culture (295)

E. History

- PSYC 414. History of Psychology (five courses in psychology)

F. Clinical

- PSYC 339. Developmental Psychopathology (270 or 273)
- PSYC 442. Evaluation and Treatment of Addictive Behavior (270 or 273)
- PSYC 471. Psychotherapy (270 or 273)

G. Assessment

- PSYC 332L. Psychological Assessment (221L and four other courses in psychology)

H. Perception/Cognition

- PSYC 454. Cognition in the Real World (255 or 293)
- PSYC 493. The Ecological Approach to Psychology (255 or 293)

- Students must complete one specialized course from among the following options.

- PSYC 223. Intersecting Identities: The Asian American Experience
- PSYC 236. Adolescent Psychology
- PSYC 237. Health Psychology
- PSYC 240. Parenting, Interpersonal Relations, and Mental Health
- PSYC 246. Community Psychology
- PSYC 265. Drugs and Behavior
- PSYC 275. Introduction to the Psychology of Human Sexuality
- PSYC 310. Psychology of Gender Differences
- PSYC 397. Psychology of Art
- PSYC 399. Independent Study
- PSYC 490. Research Assistantship
- CPSC 352. Artificial Intelligence
- ENGR 311. Electrophysiology of the Central Nervous System
- HFPR 201. Health Fellows Program: Topics in Health Care
- NESC 101. The Brain
- NESC 262. Introduction to Animal Behavior
- PHIL 220. Introduction to Cognitive Science
- PHIL 328. Freud

- To fulfill the senior exercise requirement, students must complete a senior seminar (PSYC 401 or 402) or a senior thesis. In exceptional cases the chair may allow students to substitute for these options an internship in which they engage in research. Students who choose the internship option must secure written approval from the chair and the faculty internship supervisor before commencing this activity.

From time to time new courses will be added or substituted for those in the above listings. Students should consult with the chair concerning courses taken at other institutions or other matters pertinent to requirements for the major.

Senior seminar—Each senior seminar will adopt an integrative perspective to examine major issues in several different subdivisions of psychology. For example, the seminar in developmental psychology will treat issues that touch on physiology, psychopathology, social psychology, memory, cognition, perception, and motivation. The purpose of the seminar is to give students the opportunity to discern common themes that give coherence to psychology. To be properly prepared, students should have completed the three core courses and most of the other requirements of the major. Students must sign up for a senior seminar in the department's administrative office at an announced time during preregistration in the spring semester of their junior year.

Thesis—The senior thesis is a two-semester research project sponsored by a member of the psychology department.

Honors—Students with at least a B+ average in psychology, an overall grade point average of B or better, and six courses (of at least one credit each, taken at Trinity) toward the psychology major with a grade of A- or better (excluding **PSYC 498-499**) are eligible for a program in which they might earn the distinction of honors in psychology. To graduate with honors, students must enroll in **PSYC 498-499** and earn a grade of A- or better. Honors students will present a summary of their thesis at a departmental meeting during the spring semester. Students who believe that they have attained eligibility for honors should consult with their adviser during the spring semester of their junior year to plan for enrollment in **PSYC 498-499**. The two course credits earned from this sequence fulfill the requirements for the senior exercise and the specialized course.

Study Abroad—The Psychology Department encourages its majors to study abroad. With careful planning it should be possible for most students to study abroad, if they so choose. Students wishing to count psychology courses from an approved study abroad site must get the approval of the chair of the Psychology Department. Typically, the department will allow up to two courses to be counted toward the major - one course from the core category and one course from the specialized category.

Interdisciplinary computing major in psychology—See the Interdisciplinary Computing major section of the Bulletin. Students interested in the interdisciplinary computing major in psychology should contact Professor Mace, who will assist them in setting up a plan of study.

Interdisciplinary computing majors should take psychology courses with an explicit connection to computing. Six courses may be selected from the following set:

- PSYC 221L. Research Design and Analysis**
- PSYC 255. Cognitive Psychology**
- PSYC 293. Perception**
- PSYC 332L. Psychological Assessment**
- PSYC 356. Cognitive Science**
- PSYC 454. Cognition in the Real World**
- CPSC 352. Artificial Intelligence**

Neuroscience major—Students interested in the neuroscience major should consult the relevant pages in the Bulletin.

Fall Term

101. General Psychology—An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. Students will be introduced to issues in research techniques by either being involved in ongoing faculty research or writing a short paper based on research articles. (Enrollment limited)—Chang, Dornelas, Kennen, McGrath

221. Research Design and Analysis—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and

correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, and analysis of variance. Enrollment in lecture and each laboratory limited. Prerequisite: C- or better in Psychology 101. (1.25 course credits) (Enrollment limited)-Chapman, Reuman

226. Social Psychology—Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Prerequisite: C- or better in Psychology 101. (Enrollment limited)-Chang

226L. Social Psychology Laboratory—Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Prerequisite: C- or better in Psychology 101. (0.25 course credit) (Enrollment limited)-Chang

[255. Cognitive Psychology]—The study of knowledge and how people use it, for example, in recall and recognition, question answering, reading, writing, and problem solving. It examines individual differences, e.g., between good and poor readers, and application of theories in cognition to “real world” tasks such as computer programming. The course takes an interdisciplinary approach, emphasizing the continuing influence of philosophy, linguistics, and computer science on the study of cognition. Laboratory exercises are designed to illustrate some of the topics considered in class. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101. (Enrollment limited)

[255L. Cognitive Psychology Laboratory]—The study of knowledge and how people use it, for example, in recall and recognition, question answering, reading, writing, and problem solving. It examines individual differences, e.g., between good and poor readers, and application of theories in cognition to “real world” tasks such as computer programming. The course takes an interdisciplinary approach, emphasizing the continuing influence of philosophy, linguistics, and computer science on the study of cognition. Laboratory exercises are designed to illustrate some of the topics considered in class. Prerequisite: C- or better in Psychology 101. (0.25 course credit) (Enrollment limited)

261. Brain and Behavior—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Enrollment in laboratory limited. (1.25 course credits with optional laboratory) The course is designed for declared or intended psychology and neuroscience majors. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. (Enrollment limited)-Masino

261L. Brain and Behavior Laboratory—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. The course is designed for declared or intended psychology and neuroscience majors. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment in Psychology 261-01. (0.25 course credit) (Enrollment limited)-Masino

265. Drugs and Behavior—A broad overview of the use and abuse of psychopharmaceuticals. We will study the classification of psychoactive drugs, their history, and the methodological research techniques used on humans and animals. The course emphasizes physiological mechanisms of drug actions, drug effects on psychological functioning including therapeutic and toxic effects. (Enrollment limited)-Nunes

273. Abnormal Psychology—Some of the most influential pronouncements in psychology have been at least partly based on the study of people deemed to be abnormal or extreme in some way (e.g., “split-brain” patients). This course will provide a critical introduction to different models—medical, psychoanalytical, and others—of psychopathology (psychoses, personality disorders, etc.) We will review personal accounts of experiences deemed to be psychopathological and look at a variety of unusual experiences (e.g., déjà vu, depersonalization) frequently reported by “ordinary” people. Prerequisite: C- or better in Psychology 101. (Enrollment limited)-Burns

[275. Introduction to the Psychology of Human Sexuality]—This course will explore the relevant theories and research related to the study of human sexuality, primarily from a psychological perspective. Specific topics to be covered include the conceptualization of gender and sexuality, development of sexuality through the life span, how we define and understand sexually “deviant” behaviors, the conceptualization of sexuality through various cultural lenses, and the expression of sexuality in relationships. (Enrollment limited)

295. Child Development—A survey of the biological, cognitive, and social factors that influence the process of development. The course will focus on both theoretical and empirical issues in child development and will include topics such as attachment, language, condition, and socialization. The course will highlight how cultural factors, especially for children growing up in urban environments, influence both the manner and the end result of the developmental process. The optional laboratory introduces students to the major scientific methods of observation, interviews, and experimentation that are used to study important developmental questions in the areas of language, memory and concept development, sex-role stereotyping, prosocial development and play. (1.25 course credits with optional laboratory) This course has a community learning component. Prerequisite: C- or better in Psychology 101. (Enrollment limited)-Anselmi

295L. Child Development Laboratory—A survey of the biological, cognitive, and social factors that influence the process of development. The course will focus on both theoretical and empirical issues in child development and will include topics such as attachment, language, condition, and socialization. The course will highlight how cultural factors, especially for children growing up in urban environments, influence both the manner and the end result of the developmental process. The optional laboratory introduces students to the major scientific methods of observation, interviews, and experimentation that are used to study important developmental questions in the areas of language, memory and concept development, sex-role stereotyping, prosocial development and play. This course includes a community learning component. Prerequisite: C- or better in Psychology 101. (0.25 course credit) (Enrollment limited)-Anselmi

[324. Stereotyping, Prejudice, and Discrimination]—This course will focus on classic and contemporary psychological theories and research related to stereotyping, prejudice, and discrimination. We will analyze these phenomena at the level of individuals, small groups, and institutions, with applications to forms of prejudice and discrimination based on several status characteristics, including race/ethnicity, gender, sexual orientation, religion, and health. Approaches to reducing prejudice and discrimination will be examined and evaluated.

Prerequisite: C- or better in Psychology 226. (Enrollment limited)

[328. Applied Social Psychology]—This course will study the application of theories, methods, and research findings in the field of social psychology to significant real-world problems and phenomena. This course is fundamentally about understanding how to change human behavior using the principles and research findings of social psychology. Areas of application include education, health, conflict resolution, public policy, and law. Examples of specific problems addressed include the performance gap in education, risky health behavior, and biases in eye-witness testimony. Prerequisite: C- or better in Psychology 226. (Enrollment limited)

339. Developmental Psychopathology—This course studies the development in humans and animals of selected psychopathological disorders such as schizophrenia, depression, anxiety disorders, and somatoform disorders. The use of drugs and their neurochemical bases at different stages of the disorders will be explored. Clinical case studies and films will be used throughout the course to illustrate each of the disorders discussed. Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. (Enrollment limited)-Averna

397. Psychology of Art—Constructive, Gestalt, and ecological approaches to perception will provide a framework for examining the following topics: How pictures serve representational functions, the relation between perception and production of art works, the evolution of artistic styles or movements, and nonrepresentational and nonpictorial art. Enrollment limited. (Enrollment limited)-Mace

399. Independent Study—A faculty member will supervise a student’s independent examination of topics that fall under the following rubrics: cognitive, social, and gender development (Anselmi); psychopathology, clinical, or counseling psychology (Holt, Lee); neuropsychology (Masino, Raskin); cultural psychology (Chang); social psychology (Chang, Reuman); personality and assessment (Reuman); perception (Mace); psychology of art (Mace); history of

psychology (Mace); and language (Anselmi, Mace). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

401-01. Senior Seminar: The Psychology of the Human Face—An overview of the major areas of psychology (social, clinical, cognitive, developmental, physiological) as revealed in research and theory concerning faces. Representative topics include facial expression, facial aesthetics, memory and recognition of faces, stereotyping, and the development of children's drawings of faces. This course open only to senior psychology majors. (Enrollment limited)-Mace

[401. Senior Seminar: Self-Regulation: Theory and Application]—Many of the personal and social problems we face today such as substance abuse, obesity, excessive debt, crime, and violence can be linked to a failure of self-regulation, or one's "willpower" over his or her thoughts, emotions, and impulses. Through regular student-led discussions, we will explore the topic of self-regulation, drawing on numerous areas of psychology including social, clinical, cognitive, consumer, educational, and developmental psychology. Specifically, we will compare and contrast different models of self-regulation and we will explore current questions and debates related to this concept, such as whether self-control is a limited resource and the role of self-regulation in social relationships. We will examine the development of self-regulation early in the lifespan and investigate ways in which individual and environmental influences can subsequently enhance or impede one's efforts to self-regulate. Finally, we will consider how theoretical models of self-regulation can be applied to promote behavior change and inform prevention efforts across a variety of settings. Working in groups, students will design a targeted intervention aimed at enhancing self-regulation in a specific area of interest (e.g., increasing prosocial behavior in school age children, decreasing disruptive behavior in adolescents with attention deficit/hyperactivity disorder). This course open only to senior psychology majors. (Enrollment limited)

[414. History of Psychology]—Why do psychologists do what they do today? The historical approach to this question will be divided into two parts: the theoretical ideas about how the human mind works, and the methods used to study the mind. What has changed since the early Greeks? What has stayed the same? Why? In what sense can we say there has been progress? How are theories, facts, and methods related? How is psychology like any other science? To fully confront the question of why psychologists do what they do, the history of psychology as a professional organization will also be examined. For instance, who controls grants and how do granting agencies control what psychologists do? Prerequisite: C- or better in five psychology courses (Enrollment limited)

464. Neuropsychopharmacology—This seminar will examine how drugs act upon, amplify, and modify neural functions, ultimately affecting mood and behavior. It will provide an introduction to the principles of pharmacology and neurochemistry. An in-depth study of the brain and behavioral mechanisms of drugs of abuse, such as cocaine, heroin, LSD, and alcohol, and the neurobiology of addiction. Additionally, we will examine the effects of prenatal exposure to these drugs. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. (Enrollment limited)-Brunquell

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

471. Psychotherapy—This course is taught as a seminar with limited enrollment and assumes some background. Through study of original theoretical source material, students investigate the nature of psychotherapy, with attention given to its evolution, the therapeutic relationship and communication, and the integrative aspects of diverse methods and theories, such as client-centered, rational-emotive, behavioral, psychoanalytic, Jungian, Gestalt, and group psychotherapy. Films will illustrate various styles of psychotherapy. Prerequisite: C- or better in Psychology 270 or 273. Open only to psychology majors or literature and psychology minors. (Enrollment limited)-Lee

490. Research Assistantship—Students may assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

493. The Ecological Approach to Psychology—Most scientific approaches to the study of vision, hearing,

and feeling by touch, regard sensing real properties of the world as almost miraculous because the “input” to these senses is different from actual experience. The ecological approach makes scientific sense of the adaptive actions of animals by offering new proposals for what is “given” in the first place. Examples of traditional textbook approaches will be compared with ecological alternatives in current research articles about normal upright posture, grasping, walking, running, long jumping, flying aircraft, designing stairs and chairs, catching and hitting baseballs, and social coordination in physical activity like movers carrying heavy furniture or dancers moving relative to one another. Some common assumptions about neural and cognitive processing, including memory, are reframed in light of ecological alternatives. Prerequisite: C- or better in Psychology 255, Psychology 256, or Psychology 293. (Enrollment limited)-Mace

498. Senior Thesis, Part 1—The thesis is a year-long research project sponsored by a member of the Psychology Department. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor are required for enrollment. (2 course credits) -Staff

Courses Originating in Other Departments

Biology 140. Biological Systems—View course description in department listing on p. 136. -Blackburn, Bonneau, Dunlap

Biology 140L. Biological Systems - Lab—View course description in department listing on p. 136. For this optional laboratory class the student must also enroll in the lecture section. (0.25 course credit)-Bonneau

[**Computer Science 352. Artificial Intelligence**]—View course description in department listing on p. 168. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205).

Engineering 311. Electrophysiology of the Central Nervous System—View course description in department listing on p. 202. -Blaise

[**Engineering 411. Electrophysiology of the Central Nervous System**]—View course description in department listing on p. 203.

Neuroscience 101. The Brain—View course description in department listing on p. 396. -Church

Spring Term

101. General Psychology—An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. Students will be introduced to issues in research techniques by either being involved in ongoing faculty research or writing a short paper based on research articles. (Enrollment limited)-Chang, Holt, Staff

221. Research Design and Analysis—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, and analysis of variance. Enrollment in lecture and each laboratory limited. Prerequisite: C- or better in Psychology 101. (1.25 course credits) (Enrollment limited)-Chapman, Reuman

[**226. Social Psychology**]—Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Prerequisite: C- or better in Psychology 101. (Enrollment limited)

[226L. Social Psychology Laboratory]—Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Prerequisite: C- or better in Psychology 101. (0.25 course credit) (Enrollment limited)

[236. Adolescent Psychology]—This course will focus on the important theoretical and conceptual issues in adolescent psychology and their experimental support. A developmental perspective will be adopted in order to emphasize that adolescence is not an isolated period but rather part of the process of development that occurs throughout life. (Enrollment limited)

237. Health Psychology—This course examines the psychological aspects of stress, pain, and treatment as related to human wellness. The physiological underpinnings of stress and stress-related disorders are explored as well as the perspectives from personality and social psychology. The problem of pain leads to an exploration of the nature of symptoms in general, which involves an understanding of the attribution process and labeling. Finally, the psychological aspects of “becoming a patient” are considered. (Enrollment limited)-Schmidt

[240. Parenting, Interpersonal Relations, and Mental Health]—This course will explore how early relationships with primary caregivers shape the nervous system, affect memory, and influence intimate relationships and mental health. We will discuss the role of emotion regulation on cognitive and social development. We will examine the development of anxiety disorders, depression, and personality disorders from an attachment perspective. Interventions aimed at parents and children will be discussed. (Enrollment limited)

246. Community Psychology—In this course we will explore the major theories and principles of community psychology, a branch of psychology that explores how societal, cultural, and environmental factors impact people’s psychological well-being. Topics will include community-based prevention of psychological disorders, health promotion, citizen participation and empowerment, the value of diversity, and the role of social support in buffering stress. We will also examine the goals and methods of community research, with an emphasis on the development, implementation, and evaluation of community-based programs. Given our proximity to numerous vibrant organizations in Hartford, this course requires that students participate in a community learning activity so that they may gain first-hand experience with community collaboration and put their classroom learning into practice. Enrollment limited. (Enrollment limited)-Holt

255. Cognitive Psychology—The study of knowledge and how people use it, for example, in recall and recognition, question answering, reading, writing, and problem solving. It examines individual differences, e.g, between good and poor readers, and application of theories in cognition to “real world” tasks such as computer programming. The course takes an interdisciplinary approach, emphasizing the continuing influence of philosophy, linguistics, and computer science on the study of cognition. Laboratory exercises are designed to illustrate some of the topics considered in class. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101. (Enrollment limited)-Staff

255L. Cognitive Psychology Laboratory—The study of knowledge and how people use it, for example, in recall and recognition, question answering, reading, writing, and problem solving. It examines individual differences, e.g, between good and poor readers, and application of theories in cognition to “real world” tasks such as computer programming. The course takes an interdisciplinary approach, emphasizing the continuing influence of philosophy, linguistics, and computer science on the study of cognition. Laboratory exercises are designed to illustrate some of the topics considered in class. Prerequisite: C- or better in Psychology 101. (0.25 course credit) (Enrollment limited)-Staff

261. Brain and Behavior—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Enrollment in laboratory limited. (1.25 course credits with optional laboratory) The course is designed for declared or intended psychology and neuroscience majors. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. (Enrollment limited)-Raskin

261L. Brain and Behavior Laboratory—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. The course is designed for declared or intended psychology and neuroscience majors. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment in Psychology 261-01. (0.25 course credit) (Enrollment limited)-Swart

270. Clinical Psychology—A survey of the concepts, methods, and theoretical issues of clinical psychology, with a focus on current and classical research and theory. Students will explore such areas as personality development from a clinical perspective, assessment, pathology, diagnosis, clinical research, and some preventative and therapeutic modes of intervention. Emphasis will also be placed upon evolving models of clinical psychology and their relationship to other areas of psychology and the life sciences. Prerequisite: C- or better in Psychology 101. (Enrollment limited)-Lee

[273. Abnormal Psychology]—Some of the most influential pronouncements in psychology have been at least partly based on the study of people deemed to be abnormal or extreme in some way (e.g., “split-brain” patients). This course will provide a critical introduction to different models—medical, psychoanalytical, and others—of psychopathology (psychoses, personality disorders, etc.) We will review personal accounts of experiences deemed to be psychopathological and look at a variety of unusual experiences (e.g., déjà vu, depersonalization) frequently reported by “ordinary” people. Prerequisite: C- or better in Psychology 101. (Enrollment limited)

275. Introduction to the Psychology of Human Sexuality—This course will explore the relevant theories and research related to the study of human sexuality, primarily from a psychological perspective. Specific topics to be covered include the conceptualization of gender and sexuality, development of sexuality through the life span, how we define and understand sexually “deviant” behaviors, the conceptualization of sexuality through various cultural lenses, and the expression of sexuality in relationships. (Enrollment limited)-Burns

293. Perception—An introduction to current understanding of how organisms maintain contact with their environments through perception. Emphasis is on vision, but other modalities are also treated. (1.25 credits with optional laboratory) Prerequisite: C- or better in Psychology 101. (Enrollment limited)-Mace

293L. Perception Laboratory—An introduction to current understanding of how organisms maintain contact with their environments through perception. Emphasis is on vision, but other modalities are also treated. Prerequisite: C- or better in Psychology 293-01 or concurrent enrollment in Psychology 293-01 (0.25 course credit) (Enrollment limited)-Mace

302. Behavioral Neuroscience—A selective exploration of dynamic biological and psychological interactive mechanisms of various behaviors. Specifically, the course will focus on the functional outcome of the asymmetrical brain; a multilevel analysis, from molecules to minds, of learning and memory; the study of emotions; and the interaction between stress and health as studied in psychoneuroimmunology. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. (Enrollment limited)-Masino

310. The Psychology of Gender Differences—This course will examine various theoretical models of male and female development from a psychological perspective. By carefully evaluating the empirical research we will explore the myths of gender to understand how women and men are the same and how they are different. Studies of gender, however, must be understood in relationship to the implicit assumptions that researchers make about human nature. Therefore, we will systematically evaluate the role of conceptual and methodological bias in scientific investigations. The course will include an analysis of some non-traditional methods that have served to challenge our thinking about gender differences and sex roles. In order to gain a broader perspective on issues of gender, we will also examine work traditionally found in other disciplines such as sociology, anthropology, and biology. Not open to first-year students. (Enrollment limited)-Anselmi

[324. Stereotyping, Prejudice, and Discrimination]—This course will focus on classic and contemporary psychological theories and research related to stereotyping, prejudice, and discrimination. We will analyze these phenomena at the level of individuals, small groups, and institutions, with applications to forms of prejudice and

discrimination based on several status characteristics, including race/ethnicity, gender, sexual orientation, religion, and health. Approaches to reducing prejudice and discrimination will be examined and evaluated.

Prerequisite: C- or better in Psychology 226. (Enrollment limited)

332. Psychological Assessment—The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing, intelligence and achievement testing, projective techniques, objective test construction, and behavioral observation. Prerequisite: C- or better in Psychology 221L and four other courses in Psychology. (1.25 course credits) (Enrollment limited)-Reuman

[365. Cognitive Neuroscience]—This course examines the way in which brain function influences mental processes and overt action. We will consider a range of cognitive functions primarily from the perspective of neuroscience and draw on such related disciplines as cognitive psychology and computational analysis as needed. The functions to be reviewed include perception, attention, memory, language, and thinking. This course includes a community learning component, and students should anticipate that special scheduling arrangements will be required for activities outside of regular class sessions. Prerequisite: C- or better in Psychology 255 or Psychology 256 or Psychology 261 or Neuroscience 201. (Enrollment limited)

[392. Human Neuropsychology]—The course will begin with a cursory review of basic neuroanatomy, brain organization and topography, and neurotransmitters and neurotransmitter conductive systems. Next, an in-depth examination of physiological and neurological manifestations of cognitive and psychopathological disorders as well as behavioral correlates of neuropathological and pathophysiological disturbances will follow. Finally, a survey of current diagnostic procedures and treatment approaches will be presented. All course material augmented with, and accentuated by, illustrative clinical case material. Students should anticipate that special scheduling arrangements will be required for activities outside of regular class sessions. Prerequisite: C- or better in Psychology 255 or Psychology 256 or Psychology 261 or Neuroscience 201. (Enrollment limited)

395. Cognitive and Social Development—This course will explore cognitive and social development within a general developmental framework. It will elaborate and critically evaluate Piaget's theory of cognition development and examine how research in areas such as memory, perception, intelligence testing, education, language, morality, social cognition, and sex-role development can be related to Piaget's work. Prerequisite: C- or better in Psychology 295. (Enrollment limited)-Averna

399. Independent Study—A faculty member will supervise a student's independent examination of topics that fall under the following rubrics: cognitive, social, and gender development (Anselmi); psychopathology, clinical, or counseling psychology (Holt, Lee); neuropsychology (Masino, Raskin); cultural psychology (Chang); social psychology (Chang, Reuman); personality and assessment (Reuman); perception (Mace); psychology of art (Mace); history of psychology (Mace); and language (Anselmi, Mace). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

[402-01. Senior Seminar: The Powers and Pitfalls of Memory]—Our memories shape our identities and give meaning to our lives, yet they are not always as reliable as we would like. This course will explore memory's strengths and fallibilities by considering contemporary frameworks of remembering and forgetting. Course readings and student-led discussions will incorporate perspectives from different psychology subspecialties, including cognitive psychology, neuroscience, developmental psychology, and social psychology. We will examine topics such as individuals who are expert memorizers and those who have experienced profound memory loss, the function of memory in childhood and in old age, memory for personal events and collective remembering, and the delicate balance between remembering and forgetting. This course open only to senior psychology majors. (Enrollment limited)

[402. Senior Seminar: Remembering]—This seminar poses questions about our memory, from both practical and theoretical perspectives. Here are some of these questions: Why do we tend to forget important appointments and assignments, but remember tunes and feelings from long ago? How much do students retain from a course? Does memory decline with age? What is the relation between brain and memory? How do models of memory help us understand memory? To explore these and other questions, we shall consult the research literature from different psychological subspecialties, including biopsychology, cognitive psychology, neuropsychology, and clinical psychology.

This course open only to senior psychology majors. (Enrollment limited)

402. Senior Seminar: Self-Regulation: Theory and Application—Many of the personal and social problems we face today such as substance abuse, obesity, excessive debt, crime, and violence can be linked to a failure of self-regulation, or one’s “willpower” over his or her thoughts, emotions, and impulses. Through regular student-led discussions, we will explore the topic of self-regulation, drawing on numerous areas of psychology including social, clinical, cognitive, consumer, educational, and developmental psychology. Specifically, we will compare and contrast different models of self-regulation and we will explore current questions and debates related to this concept, such as whether self-control is a limited resource and the role of self-regulation in social relationships. We will examine the development of self-regulation early in the lifespan and investigate ways in which individual and environmental influences can subsequently enhance or impede one’s efforts to self-regulate. Finally, we will consider how theoretical models of self-regulation can be applied to promote behavior change and inform prevention efforts across a variety of settings. Working in groups, students will design a targeted intervention aimed at enhancing self-regulation in a specific area of interest (e.g., increasing prosocial behavior in school age children, decreasing disruptive behavior in adolescents with attention deficit/hyperactivity disorder). This course open only to senior psychology majors. (Enrollment limited)-Holt

[402-02. Senior Seminar: Finding the Self]—In this seminar, we will examine the self in different areas of psychology, including (but not limited to) cultural psychology, developmental psychology, and cognitive psychology. We will debate the nature of the self and address several questions: How do we define and view the self? How do perspectives about the self influence behavior? We will discuss these questions and others as we “find the self” through different psychological perspectives. This seminar is discussion-intensive with student-led discussions on a regular basis. (Enrollment limited)

[415. Development and Culture]—This seminar will look at current issues in developmental psychology including cognition, personality, language, and socialization from the perspective of cross-cultural psychology. We will focus on the role culture plays in the outcome of development as well as influencing our definitions of the process of development. Prerequisite: C- or better in Psychology 295. (Enrollment limited)

426. Advanced Topics in Social Psychology: Cultural Psychology—Cultural psychology focuses on how sociocultural contexts and cultural practices affect and reflect the human psyche. Our understanding of cultural influences on social psychological processes related to topics like the self, emotion, relationships, motivation, socialization, and psychological well-being will be informed by theoretical and empirical research. We will explore various cultural contexts, including Latino, Asian, African, European, and North American cultures. We will address major issues in cultural psychology and discuss implications of a culturally informed psychology. Prerequisite: C- or better in Psychology 226. (Enrollment limited)-Chang

[454. Cognition in the Real World]—This course will cover fundamental concepts in human cognition, emphasizing recent debates, as well as advances in methodology that have informed these debates. Importantly, these topics will be considered in terms of their application to other fields, including law, education, and medicine. In considering topics such as eyewitness memory, mood and anxiety disorders, aging, testing effects, psychopharmacology, and everyday instances of forgetting, students will develop a broader perspective of how research on human cognition may inform policy within medical, educational, and legal settings. Students will be expected to read research articles, give class presentations, and lead discussions. A final applied project will allow students to use what they have learned in the classroom to make specific policy recommendations. Prerequisite: C- or better in Psychology 255, Psychology 256, or Psychology 293. (Enrollment limited)

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

[471. Psychotherapy]—This course is taught as a seminar with limited enrollment and assumes some background. Through study of original theoretical source material, students investigate the nature of psychotherapy, with attention given to its evolution, the therapeutic relationship and communication, and the integrative aspects of diverse methods and theories, such as client-centered, rational-emotive, behavioral, psychoanalytic, Jungian, Gestalt, and group psychotherapy. Films will illustrate various styles of psychotherapy. Prerequisite: C- or better in Psychology 270 or

273. Open only to psychology majors or literature and psychology minors. (Enrollment limited)

490. Research Assistantship—Students may assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) -Staff

499. Senior Thesis Part 2—The thesis is a year-long research project sponsored by a member of the Psychology Department. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (2 course credits) -Staff

Courses Originating in Other Departments

Health Fellows Program 201. Topics in Health Care— Prerequisite: Acceptance into the Health Fellows Program. -Raskin

Health Fellows Program 202. Health Care Research— Prerequisite: Acceptance into the Health Fellows Program. (2 course credits)-Raskin

[**Neuroscience 101. The Brain**]—View course description in department listing on p. [398](#).

Neuroscience 262. Introduction to Animal Behavior—View course description in department listing on p. [399](#). -Swart

Public Policy and Law Program

Associate Professor Fulco, director; *participating faculty*: Ahmed (Economics), Bangser (Public Policy and Law), Brown (Philosophy), Cabot (Public Policy and Law), Egan (Economics), Keysar (Public Policy and Law), Kosmin (Public Policy and Law), Power (Theater and Dance), Schaller (Public Policy and Law), Silk (Religion), Smith (Public Policy and Law), Stater (Economics), Stevens (Public Policy and Law), Wade (Philosophy), and Williamson (Political Science and Public Policy and Law)

The public policy and law major—The public policy and law major is an interdisciplinary program in which students learn and practice methods and modes of thinking required to understand and become actively engaged in the analysis of legal and public policy issues. Grounded in the liberal arts, the program provides students with the tools of analysis in social science, law, and the humanities needed to understand the substance of public policy concerns. Trinity College is a particularly appropriate place to study public policy and law because students have ready access to state, regional, and local governments, as well as to lobbyists and numerous nonprofit and advocacy organizations involved in the making of law and policy.

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

Requirements for the public policy and law major:

The public policy and law major requires 14 courses consisting of:

- three foundation courses,
- four core courses,
- four courses in a chosen concentration,
- two electives chosen from an approved list, and
- one senior seminar.

Students who think that they may wish to choose the public policy major are strongly urged to take **ECON 101. Introduction to Economics** and **POLS 102. American National Government** prior to declaring the major. These two courses are important for understanding the basic elements of public policy debate and are a prerequisite for certain upper-level courses students may wish to elect later in the program. Only courses passed with a grade of C- or better will count towards the major.

Foundation courses (three courses)—All students must take the following courses. They are not sequential, but it is recommended that students take **PBPL 201** first.

PBPL 201. Introduction to American Public Policy

PBPL 202. Law, Argument, and Public Policy

ECON 247. Introduction to Policy Analysis

Core courses (four courses)—All students must take a course in each of four core areas.

- Ethics (**COLL 307**, **PBPL 324**, **PHIL 215**, **PHIL 355**, or another appropriate course approved in advance by the program director)
- Statistics (**MATH 107** or another appropriate course approved in advance by the program director)
- Legal history (**POLS 316**, **PBPL 323**, or another appropriate course approved in advance by the program director)
- Institutions of American government (**POLS 309**, **PBPL 251**, **POLS 225**, or another appropriate course approved in advance by the program director)

Concentrations (four courses)—All students must select one of the concentrations specified below and take three courses that are chosen in consultation with their adviser. Students must also complete an integrated internship in their area of concentration. Students may select a senior thesis as one of their three concentration courses.

- Policy analysis
- Law and society
- Human rights and international policy
- Policy and politics
- Educational policy
- Environmental policy
- Health policy
- Arts policy

Alternatively, students may, with the approval of their adviser and the director of the program, pursue a self-designed concentration.

The Writing Intensive Part II requirement is fulfilled by one of the following courses: **PBPL 201**, **PBPL 202**, **PBPL 350**, **PBPL 401**, or **PBPL 497**.

Electives (two courses)—One economic elective must be selected from outside of the student's area of concentration, and one elective must be selected from a list of global courses made available to students each term.

Senior seminar—All students will take the 400-level current issues senior seminar, which serves as the senior exercise. The specific topics for the seminar will vary from year to year.

Thesis option: Students may elect to write a one-semester, one-course-credit senior thesis in their area of concentration. Only students who write a thesis will be considered for honors in the major.

Honors—An average of at least A- in courses counted toward the major, and a grade of A- or higher on a senior thesis. Students who fall just below the A- average may petition the program director on the basis of exceptional circumstances.

Study away—While there are many general programs of foreign study available to Trinity students, public policy majors interested in foreign study should be aware of The Swedish Program at Stockholm University, which was specially created “to develop an understanding of how organizations and public policy in Sweden address economic, political, and social issues relevant to all Western industrial societies.” The Center for European Studies—Study Europe in Maastricht also has a particularly rich offering of courses in social science and public policy. Students should refer to updated study abroad listings available at the International Programs Office for additional information.

Fall Term

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

201. Introduction to American Public Policy—This course introduces students to the formal and informal processes through which American public policy is made. They will study the constitutional institutions of government and the distinct role each branch of the national government plays in the policy-making process, and also examine the ways in which informal institutions-political parties, the media, and political lobbyists-contribute to and shape the policy process. This course is only open to Sophomore and Junior students. (Enrollment limited)-Fulco

[251. The Judicial Process: Courts and Public Policy]—This course examines the evolution of the judicial process in America and the role of the courts as policy makers. We will study civil and criminal courts at both the state and federal level as well as the functions of judges, lawyers, litigants, and other actors. We will also consider how the courts make policy in areas such as the war on terrorism, the right to privacy, gay and lesbian rights, and the rights of the accused. (Enrollment limited)

[263. Art and the Public Good]—Is art a public good? Is government good for art? Students will explore these questions by examining what happens when U.S. taxpayer dollars are used to fund the arts. Course topics will include: the depression era federal arts projects and the dream of a “cultural democracy” that inspired them; the State Department’s export of art across the globe during the Cold War era; the legal and congressional battles over offensive art that threatened to shut down the National Endowment for the Arts during the 1990s; and former Mayor Giuliani’s attempt to withdraw funding from the Brooklyn Museum of Art following public outcry over a provocative depiction of the Virgin Mary. (Enrollment limited)

[265. The Bill of Rights: A Revolution in Three Acts]—The Bill of Rights, written in the 18th century, was reshaped after the Civil War in what historians have called a “second American revolution.” Yet the constitutional rights we know today have been largely defined by Supreme Court decisions in the latter half of the 20th century. What forces events and personalities accounted for this “third American revolution?” How has it altered public policy and affected our day-to-day lives? How should we interpret the Bill of Rights in the Internet Age? Could a fourth rights revolution emerge in the 21st century? Or might we face a rights “counter-revolution” in the wake of the events of September 11? Students will read significant cases and related historical materials and write papers on constitutional issues. Prerequisite: C- or better in Public Policy 201 or Public Policy 202 or POLS 102 or Permission of Instructor. (Enrollment limited)

323. The Legal History of Race Relations—This course will examine the interaction between the American social and legal systems in the treatment of race relations. The seminar will analyze major Supreme Court cases on equal rights and race relations with an emphasis on the historical and social contexts in which the decisions were rendered. The Socratic method will be used for many of the classes, placing importance on classroom discussion among the students and the lecturer. The goals of the course are to expose the students to the basis of the legal system and the development of civil rights legislations sharpen legal and critical analysis, improve oral expression, and develop a concise and persuasive writing style. Prerequisite: C- or better in Public Policy 113 or Public Policy 201 or Permission of Instructor. (Enrollment limited)-Fulco, Stevens

331. Becoming American: Immigration and Integration Policy—Critics of immigration argue that a growing foreign-born population endangers economic health, threatens democratic traditions, and undermines cultural unity. Proponents respond that immigration is central to America’s national identity and crucial for prosperity. This course examines popular and scholarly debates over immigration and immigrant adaptation and analyzes the efficacy of U.S. policies aimed at managing this process. Topics include U.S. border security, the increased state and local regulation of immigration, and the DREAM Act, a proposal that would offer certain undocumented youth a path toward legal status. Course assignments will emphasize persuasive writing and communication for a policymaking audience, including memos and briefings. Prerequisite: A grade of C- or better in either Political Science 102 or Public Policy 201 or permission of instructor. (Enrollment limited)-Williamson

344. Seeking Justice in American Life: Ethical thinking/decision-making in politics law and private life—This course will examine basic theories of ethics (common morality), found in moral and political philosophy in order to consider the extent to which traditional ethical and moral principles govern legal, political, and private decision-making. We will begin by identifying ethical and moral principles in our founding documents before proceeding with the main work of the course, which is to examine the ethical and moral reasoning behind legal and policy decisions, business decisions, and personal decisions. Among the diverse subjects that will be discussed are physician-assisted suicide, the death penalty, buying and selling of body parts, human cloning, legalizing drugs, affirmative action, national service in war, hate speech and political dissent, wealth and income distribution including disbursing public money to private business, individual rights versus the needs of the community, torture, truth and lying in private and public, equality and inequality, drug-enhancement in sports, immoral behavior on the part of public figures. Prerequisite: C- or better in PBPL 201 or PBPL 202 or permission of the instructor. (Enrollment limited)-Fulco, Schaller

350. Inside the Nonprofit Sector—This course will provide students with a firm grounding in the role of the nonprofit sector (also called the independent, third, or voluntary sector) in American public policy and community life. Topics to be studied include: the nature and role of the nonprofit sector; what makes the nonprofit sector distinctive; current challenges facing the nonprofit sector; the role of foundations and other sources of philanthropic giving; and assessment of the effectiveness of nonprofit organizations. Prerequisite: C- or better in Public Policy 201 or Public Policy 202 or POLS 102 or Permission of Instructor. (Enrollment limited)-Bangser

398. Public Policy and Law Internship—The required internship is designed to: (1) To provide students with the opportunity to apply what they have learned in the classroom to the work of an organization concerned with the making of public policy; (2) To engage students in academic projects directly linked to the internship experience and their areas of concentration in the major. To enroll in the internship students need the permission of a faculty member, who will supervise the academic work. -Staff

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

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

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. -Staff

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

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

Graduate Courses

Students must consult with their adviser to discuss the appropriateness of particular courses.

807. Introduction to the Policy-Making Process—This introductory course in political institutions and the process of making public policy in the United States should be taken as one of the first two courses in the graduate program. The class will concern itself with the role of Congress, the executive, and the judicial branches of government in the origination of policy ideas, the formulation of policy problems, and the setting of the public agenda, the making of political choices, the production of policy statutes and rules, and the affects of final government action on citizens. Special focus will be placed on the cooperation and conflicts between these traditional institutions of government and the agents of American pluralism: political parties and interest groups.-Borges

828. Theory of Democratic Institutions—The course applies social choice theory to the study of four components of democratic policy making; voting, political strategy, theories of governance, and bureaucracy. The course emphasizes weekly readings and in-class discussion of central themes in the literature. Examination of the formal properties of voting rules leads to a deeper understanding of representation and political outcomes. The analysis of institutions offers lessons on the problems of delegation, policy design, implementation, and democratic administration.-Fotos III

[839. Critical Health Issues Facing The U.S.]—Is the U.S. entry into the community of nations which provide universal health care a moral imperative that will enhance and save millions of lives, or is "Obamacare" an unnecessarily costly and unconstitutional program that will destroy free enterprise? Are Medicare, Medicaid and Social Security sustainable or will they bankrupt the nation? Have we reached the reasonable limits of life expectancy, and will new and epidemic health issues, such as diabetes, obesity, and lack of physical activity, actually reverse the advances made in the quality and length of life? These issues, along with health disparities and discrimination that still exist among a number of groups, are the focus of this course. Students will be given the opportunity to research and present a major topic of interest relevant to these issues, in addition to participation in lively discussions

generated by diverse readings and guest lecturers.

856. Policy Challenges for U.S. Criminal Justice—While many believe the U.S. has the best criminal justice system in the world, former Director of the Office of National Drug Control Policy, General Barry McCaffrey, expressed concern in 1996 that our prison system has become an American Gulag. Does the U.S., with the highest per capita imprisonment rate in the world, have too many criminal laws? Do our criminal laws rationally make the punishment fit the crime? Are criminal laws being uniformly and fairly applied, or are there disparities and discrimination that unfairly impact certain minorities? What should be the goals of our prison systems and have we been successful in these goals? Should and will Connecticut abolish the death penalty this year? These and other issues that offer opportunities for improvement in our criminal justice system are the focus of this course. Students will be given the opportunity to research and present a major topic of interest relevant to these issues, in addition to participation in lively discussions and debates generated by diverse readings and guest lecturers.-Zitser

891. Health Policy—This course addresses current major U.S. health policy issues and the critical processes and forces that shape them. Major health policy issues addressed include: Medicare, Medicaid, the uninsured, public health, the impact of welfare policy on health care, managed care development and regulation, state and federal health care reform and others. The course discusses the politics of health policy in terms of legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff and public agencies.-Hughes

[912. Health Policy]—This course addresses current major U.S. health policy issues and the critical processes and forces that shape them. Major health policy issues addressed include: Medicare, Medicaid, the uninsured, public health, the impact of welfare policy on health care, managed care development and regulation, state and federal health care reform and others. The course discusses the politics of health policy in terms of legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff and public agencies.

940. Independent Study—Selected topics in special areas are available by arrangement with the instructor and written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. (1-2 course credits) -Staff

953. Research Project—A research project on a special topic approved by the instructor and with the written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. One course credit. -Staff

954. Thesis Part I—Two credit thesis: start time-approval of idea, initial bibliography, and sketch of the project by pre-registration time for graduate students in the term prior to registration for the credit; first draft by reading week of the second semester, “final” first draft by end of spring vacation week; final copy due one week before the last day of classes. (2 course credits) -Staff

955. Thesis Part II— (2 course credits) -Staff

956. Thesis— (2 course credits) -Staff

Courses Originating in Other Departments

[Economics 217. Economics of Health and Health Care]—View course description in department listing on p. 178. Prerequisite: C- or better in Economics 101.

[Economics 247. Introduction to Policy Analysis]—View course description in department listing on p. 179. Prerequisite: C- or better in Economics 101.

[International Studies 249. Immigrants and Refugees: Strangers in Strange Lands]—View course de-

scription in department listing on p. 315.

Political Science 225. American Presidency—View course description in department listing on p. 425. - McMahon

Political Science 301. American Political Parties—View course description in department listing on p. 425. Prerequisite: C- or better in Political Science 102. -Evans

[Political Science 318. Environmental Politics]—View course description in department listing on p. 426. Prerequisite: C- or better in Political Science 102.

[Political Science 412. The Politics of Judicial Policy Making]—View course description in department listing on p. 428.

Religion 267. Religion and the Media—View course description in department listing on p. 461. -Silk

[Sociology 252. Immigration, Social Inclusion, and Global Cities]—View course description in department listing on p. 469.

Women, Gender, and Sexuality 301. Western Feminist Thought—View course description in department listing on p. 483. Prerequisite: C- or better in one other course in Women Gender and Sexuality. -Hedrick

Spring Term

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

202. Law, Argument, and Public Policy—In this course, students will study legal reasoning and the myriad ways in which legal arguments influence the making of American public policy. They will learn how to structure a legal argument and identify key facts and issues, analyze the formal process through which legal cases unfold (including jurisdiction, standing, and the rules of evidence), and examine how rules of law, which define policy choices and outcomes, develop out of a series of cases. Prerequisite: C- or better in PBPL201 or ECON247, or PBPL Major, or Permission of Instructor. (Enrollment limited)-Cabot

[263. Art and the Public Good]—Is art a public good? Is government good for art? Students will explore these questions by examining what happens when U.S. taxpayer dollars are used to fund the arts. Course topics will include: the depression era federal arts projects and the dream of a “cultural democracy” that inspired them; the State Department’s export of art across the globe during the Cold War era; the legal and congressional battles over offensive art that threatened to shut down the National Endowment for the Arts during the 1990s; and former Mayor Giuliani’s attempt to withdraw funding from the Brooklyn Museum of Art following public outcry over a provocative depiction of the Virgin Mary. (Enrollment limited)

302. Law and Environment Policy—The course emphasizes how and why American environmental law has developed over the preceding three decades as a primary tool to achieve environmental goals. Topics include the analysis of policy options, “command-and-control” regulation, modification of liability rules, pollution prevention through non-regulatory means, and the environmental aspects of U.S. energy policies in relation to petroleum,

electricity, and transportation. The course concludes by addressing transnational environmental issues such as atmospheric change, burgeoning population growth, depletion of forests and species, sustainable development, and the role of international legal institutions in relation to these pressing problems. Prerequisite: Public Policy 201 or Public Policy 202 or Permission of the Instructor. (Enrollment limited)-Staff

303. The Real World of Policy Implementation—Implementation, sometimes called the hidden chapter in public policy, will be explored primarily using case studies describing the practical realities of what happens after a statute is passed, a regulation is issued, a court decision is handed down, or a public or nonprofit agency decides on a course of action. The cases will be drawn primarily from areas such as education, health care, children's issues, housing and economic development, and civil rights. They will include examples from the Hartford area and around the country in which the professor and/or guest speakers have participated. Class discussions and related exercises will emphasize students' ability to frame the salient policy and implementation challenges, identify the strengths and weaknesses of potential solutions, and present and defend their recommendations to decision makers (e.g., legislators, agency officials, and judges). Permission of the instructor is required for enrollment. Prerequisite: Public Policy 201 or Public Policy 202 or Permission of the Instructor. (Enrollment limited)-Bangser

[330. Comparative Urban Policy]—This is a course in practical approaches to solving international urban policy and planning challenges. The course begins with an overview of key urban policy and historical urban social science themes in Western European and American cities. The subjects further examined include governance of global city regions, problems of segregation and economic inequality, public and private provision and allocation of services and infrastructure, development of mega-projects, approaches to aiding refugees and resolving conflicts in war-torn cities, municipal burden-sharing in divided cities, and examples of sustainable and comprehensive urban planning practices. Prerequisite: C- or better in POLS 102, POLS 103 or PBPL 201. (Enrollment limited)

[335. Pandemics, Emerging Diseases, and the Public's Health]—We will examine critical issues in public health - arising from both national and global events (such as the recent flooding in Pakistan) - from the viewpoints of public health law, ethics, and public policy. We will also explore the relentless epidemics and chronic diseases that beset the world's most vulnerable populations, especially in Africa, where population health problems are exacerbated by poverty, conflict, and other social, economic and political factors. We will consider, as well, the issues involved in a global avian flu pandemic. Questions include: What other issues should be considered public health problems? What is our responsibility to people outside our borders? The objective of the course is to provide a sound basis for applying ethical principles, along with law and public policy, to public health problems. PBPL 201, PBPL 202 strongly recommended. Prerequisite: Public Policy 201 or Public Policy 202 or Permission of the Instructor. (Enrollment limited)

338. Public Engagement & Policy Making—Active participation in American civic life extends beyond the ballot box, to contacting public officials, commenting on their plans, joining associations, and volunteering assistance. Likewise, policymakers face requirements to incorporate public input as they make decisions. In recent years, one of the most prominent social science debates has focused on civic participation. Is it declining? If so, what is responsible? And why should we care? In this course, we will consider whether and how policymakers should incorporate citizen input and encourage civic participation. We will investigate recent innovative participatory experiments, such as the large-scale public forums held to develop recovery plans following September 11th and hurricane Katrina, and consider whether they offer a promising path forward for civic engagement in the twenty-first century. Prerequisite: A grade of C- or better in either Political Science 102 or Public Policy 201 or permission of instructor. (Enrollment limited)-Williamson

340. Republicanism Ancient and Modern—The Republican Tradition is traced by most scholars back to Greece and the different regimes in Sparta and Athens. All of the pre-Modern Republics had in common that they were small, warlike, and homogeneous. But after the fall of Rome, the Republican Tradition went into eclipse for almost 1,500 years. The conscious search for a distinctively Modern Republican alternative, which was to be large, prosperous, less warlike and less homogeneous began with Machiavelli and traces itself through a variety of thinkers down to Montesquieu, Locke and the American Founding. There is another distinctively Modern permutation of the Republican Tradition that we will consider as exemplified by Rousseau and the French Revolution. The course will explore the nature of pre-Modern Republicanism but will focus on the distinctive nature of the rise and perfection of the Modern Liberal variant of Republicanism. (Enrollment limited)-Smith

[347. Leading Issues in Bioethics, Public Policy, and Law]—This course examines leading issues in bioethics, public policy, and law in relation to recent developments in medicine, public health, and the life sciences. After tracing the historical background of bioethical issues and law and deciding on methods of legal and ethical analysis, we will consider how issues in contemporary medicine, public health, and science challenge traditional ethical principles as well as existing law and public policy. Among other topics, we will explore the tension between traditional biomedical ethics, centering on individual autonomy, and the public health model, focusing on the common good. Recent and ongoing legal cases and controversies will be closely followed along with other current developments in bioethics. Prerequisite: C- or better in PBPL 201 or PBPL 202 or permission of the instructor. (Enrollment limited)

348. Constitutional Law & Advocacy—In this course teams of students will brief and argue landmark cases in constitutional law that were decided by a Supreme Court dominated by justices appointed by President Richard M. Nixon, who was elected in 1968 and impeached in 1974. A strong case can be made that he had a greater influence on the development of constitutional law than any president or justice of the 20th century. The tests for the course will be the cases themselves: the full opinions, the actual briefs submitted by opposing counsel and transcripts or recordings of the actual oral argument before the Supreme Court. Teams of students will do in-depth research on major cases to explore the social background against which they were decided and the immediate and long-term consequences of the decisions themselves. (Enrollment limited)-Cabot

361. The Supreme Court & Public Policy—Over the past 30 years, the Supreme Court has been called upon to resolve many important and often controversial public policy questions. The 2010-2011 term is no exception, and the Court will issue opinions on matters ranging from the rights of religious protesters at funerals to the liability of childhood vaccine manufacturers. The purpose of this course is two-fold: (1) to familiarize students with the role of the Supreme Court as a policy making institution; and (2) to use decisions in the current term, many of which will be handed down during the time our course will meet in June and July, as a means of assessing the scope of the Court's power to shape public policy in areas where there is little political consensus. Readings will include texts and articles on the role of the Supreme Court and several of the cases decided this term. (Enrollment limited)-Fulco

398. Public Policy and Law Internship—The required internship is designed to: (1) To provide students with the opportunity to apply what they have learned in the classroom to the work of an organization concerned with the making of public policy; (2) To engage students in academic projects directly linked to the internship experience and their areas of concentration in the major. To enroll in the internship students need the permission of a faculty member, who will supervise the academic work. -Staff

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

401. Current Issues: The Supreme Court and Public Policy—This seminar will focus on the Supreme Court in transition. We will explore competing theories of constitutional interpretation that have characterized the Rehnquist court and examine specific cases that are representative of the court's work. We will study contending theories of the Supreme Court's role in our constitutional framework, and we will consider how new appointees to the court may shift the balance in important areas of jurisprudence that have become increasingly contentious, especially with respect to issues of personal autonomy, affirmative action, and national security. Prerequisite: Course is only open to Senior Public Policy and Law Majors. (Enrollment limited)-Fulco

[407. Power, Values, Making American Public Policy and Law]—Politicians often speak in sweeping and contradictory generalities, but once elected or appointed to public office, they must govern. Using case studies developed at the Kennedy School of Government, this course will explore how officials make tough choices in specific cases. Students will refine their own views of complex ethical/public policy issues and learn how advocates achieve results through the American political process. Controversial issues will include: what obligations government owes to 'the least among us,' the line between a candidate's personal privacy and the duty of full disclosure, and the use of lies and distortions in campaigns, the media and in the confirmation of a justice of the Supreme Court. Special attention will be devoted to the question of how public opinion is formed and the role of mass media in that process. Co-Requisite: Public Policy Majors (Enrollment limited)

[408. **Journalism and the Public Good in America**]—Alexis de Tocqueville considered newspapers essential to democracy in America, but from the days of Cotton Mather and John Peter Zenger to those of Fox News and WikiLeaks' Julian Assange, the news media have been a source of controversy and contention. This seminar will explore the place of journalism in American civic life by examining both the history of the law governing journalistic enterprise and the evolution of the news media as social and political actors. Topics to be discussed will include the nature of news, libel law, national security as a basis for censorship, public reason, the economics of journalism, and the new media environment. (Enrollment limited)

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

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. -Staff

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

[499. **Senior Thesis Part 2**]— (2 course credits) -Staff

Graduate Courses

803. The Real World of Policy Implementation—Implementation, sometimes called the hidden chapter in public policy, will be explored primarily using case studies describing the practical realities of what happens after a statute is passed, a regulation is issued, a court decision is handed down, or a public or nonprofit agency decides on a course of action. The cases will be drawn primarily from areas such as education, health care, children's issues, housing and economic development, and civil rights. They will include examples from the Hartford area and around the country in which the professor and/or guest speakers have participated. Class discussions and related exercises will emphasize students' ability to frame the salient policy and implementation challenges, identify the strengths and weaknesses of potential solutions, and present and defend their recommendations to decision makers (e.g., legislators, agency officials, and judges). Permission of the instructor is required for enrollment.-TBA

806. Methods of Research—This course is intended to empower students to evaluate common forms of research critically, and to give them some experience in conducting research. Through a series of weekly assignments and class projects, students will be introduced to the shaping of research questions; hypothesis testing, writing a research paper, conducting interviews and surveys, giving a professional presentation, and presenting simple tabular data to prove a point. The course does not require an extensive mathematics background. Regular attendance and access to a computer, e-mail, and the Web are expected.-Barlow

808. Public Policy and the Art of the Argument—This course will examine the history, methods, and types of successful, formal, written argumentation in policy advocacy. Among the arenas explored will be courts of law, legislative bodies, and the broader field of public opinion. Most course material will be drawn from case studies.-Miller

826. Urban Administration and Public Policy—This course will allow in-depth exploration of policy issues that affect cities. By working both with technical tools of analysis and the social, historical, and political aspects of problem solving, students will select a contemporary urban issue for study. Emphasis will be placed on policy issues facing the city of Hartford and potential design choices in areas such as employment, welfare, housing, taxes/expenditures, education, and transportation. Direct interaction with public leaders will contribute to a broader understanding of the factors that affect urban decision-making.-Grasso

836. Moral Theory and Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a

number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered-TBA

846. Policy Analysis—In policy analysis, we focus on the problems of empirical policy analysis: defining the problem, framing the questions to be answered, picking the location and scope of the study, selecting the metrics of analysis, aligning metrics with public values, collecting evidence, and transforming the evidence into data. The readings and weekly discussions are avenues for students to query themselves on the problems they must solve to advance their own research agendas. Students will complete a major project in empirical policy analysis. Enrollment limited.-Fotos III

854. Leading Issues in Bioethics, Public Policy, and Law—This course examines leading issues in bioethics, public policy, and law in relation to recent developments in medicine, public health, and the life sciences. After tracing the historical background of bioethical issues and law and deciding on methods of legal and ethical analysis, we will consider how issues in contemporary medicine, public health, and science challenge traditional ethical principles as well as existing law and public policy. Among other topics, we will explore the tension between traditional biomedical ethics, centering on individual autonomy, and the public health model, focusing on the common good. Recent and ongoing legal cases and controversies will be closely followed along with other current developments in bioethics.-TBA

940. Independent Study—Selected topics in special areas are available by arrangement with the instructor and written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. (1-2 course credits) -Staff

953. Research Project—A research project on a special topic approved by the instructor and with the written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. One course credit. -Staff

954. Thesis Part I—Two credit thesis: start time-approval of idea, initial bibliography, and sketch of the project by pre-registration time for graduate students in the term prior to registration for the credit; first draft by reading week of the second semester, “final” first draft by end of spring vacation week; final copy due one week before the last day of classes. (2 course credits) -Staff

955. Thesis Part II— (2 course credits) -Staff

956. Thesis— (2 course credits) -Staff

Courses Originating in Other Departments

Economics 217. Economics of Health and Health Care—View course description in department listing on p. 184. Prerequisite: C- or better in Economics 101. -Schulkind

Economics 247. Introduction to Policy Analysis—View course description in department listing on p. 184. Prerequisite: C- or better in Economics 101. -Ahmed

[**Economics 311. Environmental Economics**]—View course description in department listing on p. 186. Prerequisite: C- or better in Economics 101 and 301.

[**Educational Studies 309. Race, Class, and Educational Policy**]—View course description in department listing on p. 195. Prerequisite: Educational Studies 200 or juniors / seniors with permission of instructor.

[**History 337. English Law and Government**]—View course description in department listing on p. 296.

Philosophy 215. Medical Ethics—View course description in department listing on p. 407. -Brown

Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates—View course descrip-

tion in department listing on p. [408](#). -Marcano

[**Political Science 225. American Presidency**]—View course description in department listing on p. [430](#).

Political Science 316. Constitutional Law II: Civil Rights and Civil Liberties—View course description in department listing on p. [431](#). Prerequisite: C- or better in Public Policy 201 or Public Policy 202 or POLS 102 or Permission of Instructor. -Fulco

[**Political Science 318. Environmental Politics**]—View course description in department listing on p. [431](#). Prerequisite: C- or better in Political Science 102.

Religion

Professor Kiener, Chair; Professors Desmangles, Findly, Kirkpatrick, and Professor of Religion in Public Life and Director, Leonard Greenberg Center for the Study of Religion in Public Life Silk; Assistant Professors Sanders and Ziad; Raether Distinguished Scholar in Residence Dorrien

The major in religion—Religion is the central expression of human meaning in every culture and in every historical period. It manifests itself in a variety of forms including oral traditions, scriptures, art, material culture, beliefs, rituals, and institutions. The academic study of religion encompasses many disciplines—e.g., textual study, history, philosophy, and social sciences—and it applies these to the broad range of phenomena found in the world’s most well-known religious traditions. In addition, it fosters a critical appreciation of the ethical and cultural values of these traditions and, thereby in time, of one’s own values.

The major is designed to help the student develop a sophisticated and nuanced appreciation of religion in the human experience. It does this by (a) providing a sound acquaintance with at least two significant religious traditions, (b) investigating one or more topics in depth through at least one departmental seminar, and (c) bringing to fruition in a senior thesis the skills and knowledge acquired in the major.

Students interested in majoring are asked to consult with the department chair as early as possible in their academic careers, in order to clarify the major requirements and to plan carefully for their course of study.

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

The student major is required to complete 10 courses with a grade of C- or better. Among these 10 courses, the student must include:

- three courses in a primary religious tradition,
- two courses in a secondary religious tradition,
- four elective courses,
- of the above, at least one must be a 300-level departmental seminar, and
- a 400-level senior thesis course.

The Writing Intensive Part II requirement is fulfilled by the senior thesis.

The traditions available for study on a regular basis are: Buddhism, Christianity, indigenous religions, Hinduism, Islam, and Judaism. Students interested in other specific religious traditions should see the department chair. The tradition requirement can be met with the following courses:

- Buddhism (**RELG 151, 252, 256****, 353)
- Christianity (**RELG 121***, 211, 212*, 223, 224, 262, 267, 312, 338, 339)
- Indigenous religions (**RELG 184****, 281**, 283, 285, 288*, 289)
- Hinduism (**RELG 151, 252, 253, 255****, 333**)
- Islam (**RELG 181****, 253, 280, 284, 286)
- Judaism (**RELG 104, 109, 121****, 203, 204, 205, 206, 211*, 214, 307, 308, 318). Together the sequence 103-04 counts for two religion credits (including 104 in the Jewish tradition) and one Jewish Studies credit and fulfills the language requirement.

*/** To concentrate in a tradition, students must take at least one of the single starred courses, and at least one of the double-starred courses, in the appropriate category.

No course may count for more than one tradition. Students may request tutorials or independent studies to fulfill the tradition requirement. Normally the department accepts up to two courses from outside the department as counting toward the religion major. However, the department will consider petitions asking for credit for additional courses taken outside the department.

Honors are awarded to those who attain a minimum grade average of A- in 10 courses fulfilling the major requirements and distinction on the senior thesis and oral examination.

Thanks to the generosity of Trinity alumnus Tom Chappell, the Theodor Mauch Fund has been established to provide a \$1,000 award for the best senior religion thesis as determined by the faculty of the Religion Department. The fund also provides approximately \$1,000 for assisting one or more persons in doing research on their senior theses. The recipient of this research grant will be determined by the faculty in the department upon receipt of a grant proposal on the last day prior to the Spring Break in the student's junior year.

There are many foreign study opportunities available for the religion major. In addition to the Trinity Rome Program, and Trinity Global Sites in Barcelona and Trinidad, students may opt to go on Trinity-approved programs, such as to Egypt, India, Israel, Thailand, Tibet, and the United Kingdom. Religion majors may also petition the International Programs Office to go on other programs, so long as they consult their religion advisers about their options.

In addition, students are encouraged to study foreign languages, especially those that would enable them to read primary religious texts, for example, Arabic, Aramaic, Chinese, Greek, Biblical Hebrew, Japanese, Latin, Pali, and Sanskrit. Language courses may be counted for the religion major only if the course covers significant textual exegesis of religious literature.

The religion minor—Students interested in minoring in religion should consult the department chair. Ordinarily a minor in religion consists of six courses, with two courses in a primary religious tradition, one course in a secondary religious tradition, and three electives. All students completing a minor in religion will write an eight to twelve page integrating paper either after they have completed their fifth or sixth course in the minor or no later than the tenth week of the last semester of their senior year. Or, as an alternative, they may, with the approval of the instructor and the minor adviser, write the integrating paper as part of the requirements for the fifth or sixth course.

To begin the process of minoring in religion, each minor will inform the chair of the department that he or she is declaring a minor in religion and will then be assigned an appropriate department adviser who will determine how the student will meet the integrating paper requirement. The adviser or the instructor of the course in which the integrating paper is written will report to the chair of the department when that paper has been completed and deemed acceptable. Completing an acceptable integrating paper is a precondition for receiving a designation on one's transcript that one has successfully fulfilled all the requirements for a minor in the study of religion. All courses counted toward the minor must be taken for a letter grade. Students should declare their minor by the beginning of their senior year. Minor declaration forms can be obtained at the Registrar's Office.

Fall Term

[103. Biblical Hebrew Language and Culture I]—This course will introduce students to elements of the religion and culture of ancient Israel through study of its language. How did Israelites name God? Was Biblical language sexist? Would we be able to understand King David if we met him today? Since the script originally just showed consonants, and not vowels, how do we even know how to pronounce the words? Through intensive study of the writing system, vocabulary and grammar of the Hebrew Bible students will, by the end of the sequence, be able to read basic prose texts like Genesis and understand how the language and culture of Israel interrelate. (Enrollment limited)

109. Jewish Tradition—A thematic introduction to the major concepts, ritual cycles, holidays, and beliefs of Judaism. Readings and course material will be taken from classic Jewish texts as well as modern secondary sources. (May be counted toward International Studies and Middle Eastern Studies.) (Enrollment limited)-Kiener

151. Religions of Asia—An introduction to the major religions of Asia: Hinduism, Buddhism, Daoism, and Confucianism, with special emphasis on how each of these modes of thought gives rise to a special vision of man in the universe, a complex of myth and practice, and a pattern of ethical behavior. (May be counted toward international studies/Asian studies.) (Enrollment limited)-Findly

181. The Religion of Islam—This survey course explores the diversity of Muslim experiential and intellectual approaches to the key sacred sources of the religion, the Qur'an, and the figure of the Prophet. The course addresses pre-Islamic Arabia and the rise of Islam; Muhammad and the Qur'an; prophetic traditions and jurisprudence; theology and mysticism; art and poetry; basic beliefs and practices of the Muslim community; responses to colonialism and modernity; and Islam in the United States. (Enrollment limited)-Ziad

[184. **Myth, Rite, and Sacrament**]—A phenomenological approach to the study of religion through an examination of the nature of religious consciousness and its outward modes of expression. Special emphasis is placed on the varieties of religious experience and their relations to myths, rites, and sacraments. Enrollment limited. (May be counted toward international studies/African studies and international studies/comparative development studies.) (Enrollment limited)

[209. **Religions in the Contemporary Middle East**]—The impact of religion in contemporary Middle Eastern culture will be examined through the study of Middle Eastern monotheisms: Islam, Judaism, and Christianity. The course will focus on specific national settings where religion has played a decisive role: Lebanon, Iran, Egypt, and Israel. Internal divisions and tensions will be explored, as well as interreligious conflicts. (May be counted toward International Studies and Middle Eastern Studies.) (Enrollment limited)

211. **Introduction to the Hebrew Bible**—A literary and historical examination of the Old Testament (Hebrew Bible) to demonstrate its evolution and complexity as religious scripture. Emphasis will be given to developing skills in textual analysis and to discerning possibilities for interpretation. Attention will be given to those personalities such as Abraham, Moses, David, and the prophets and to major events such as the Exodus and the Exile, which shaped a tradition. (May be counted toward Jewish Studies and International Studies/Middle Eastern Studies.) (Enrollment limited)-Sanders

214. **Jews in America**—A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and “Americanization,” the course will focus on the ethnic, religious, and social structures of American Judaism: the community center, the synagogue, and the federation. (May be counted toward American studies and Jewish studies.) (Enrollment limited)-Kiener

252. **The Asian Mystic**—An examination of the mystic in Asian religious traditions. Special attention will be given to mysticism and heresy, the psychological and theological sources of mystical experience, and the distinctive characteristics of mystical language. Readings from Indian, Tibetan, and Chinese sources. Enrollment limited. (May be counted toward International Studies/Asian Studies.) (Enrollment limited)-Findly

[253. **Indian and Islamic Painting**]—A survey of the history of miniature painting from the Persian, Mughal, and Rajput schools, with emphasis on their religious and cultural backgrounds. (May be counted toward art history, international studies/Asian studies, international studies/comparative development studies, and international studies/Middle Eastern studies.) (Enrollment limited)

267. **Religion and the Media**—Western religion, and Christianity in particular, has always put a premium on employing the available techniques of mass communication to get its message out. But today, many religious people see the omnipresent “secular” media as hostile to their faith. This course will look at the relationship between religion and the communications media, focusing primarily on how the American news media have dealt with religion since the creation of the penny press in the 1830s. Attention will also be given to the ways that American religious institutions have used mass media to present themselves, from the circulation of Bibles and tracts in the 19th century through religious broadcasting beginning in the 20th century to the use of the Internet today. (May be counted toward American studies and public policy studies.) (Enrollment limited)-Silk

[278. **Atheism and the Eclipse of Religion**]—An examination of objections to religious belief and practice, especially those associated with atheism. Our primary concern will be to define those arguments which lead to a denial of God’s existence or which reduce religious belief and practice to the irrational, primitive, or cowardly. The counter-arguments for religious belief will also be considered. Readings from Nietzsche, Freud, Sartre, Marx, Feuerbach, “death of God” theologians, deconstructionists, and others. (Enrollment limited)

280. **Approaching the Qur’an**—The Qur’an, believed by Muslims to be the perfect Word of God, has played a central role in the life of the Muslim community since its appearance in the seventh century. This course will explore the sacred text of Islam through its foundational concepts and terminologies, history of the text and thematic development, literary style, connection to Jewish and Christian sacred texts, history and methods of interpretation, and role in Muslim ritual life. We will also explore manifestations of the Qur’an in the literature, visual arts, and music of the Muslim world. (Enrollment limited)-Ziad

281. Anthropology of Religion—Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft, and divination. (May be counted toward anthropology and international studies/comparative development.) (Enrollment limited)-Beebe

284. Sufism: The Mystical Tradition of Islam—For over a thousand years, Sufism has been a dynamic expression of the inner quest for God-consciousness in Islam. Sufis have often expressed their devotion in literary form: from poetry and ecstatic utterances to metaphysical theoretical prose works. This class explores the emergence of Sufism from the Qur'an and the life and words of the Prophet Muhammad, and traces its historical development from the formative period to the age of trans-national Sufi orders. The course will study key constructs of this tradition: the relationship between God and humankind, the stages of the spiritual path, contemplative disciplines, the idea of sainthood, ethical perfection, the psychology of love, the idea of the feminine, and Sufi aesthetics. It also considers the modern expression (and transformation) of Sufism in the United States. (Enrollment limited)-Ziad

[285. Religions of Africa]—A study of the indigenous African religious traditions with consideration of their contemporary interaction with Western religious traditions. Topics include the African concepts of God, man, ancestor reverence, sacrifice, witchcraft, and magic. (Enrollment limited.) (May be counted toward international studies/African studies.) (Enrollment limited)

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

[307. Jewish Philosophy]—This course provides an introduction to the major themes and thinkers of medieval and modern Jewish philosophy. We will study how Plato, Aristotle, and other non-Jewish philosophers found their Jewish voice in the likes of Philo, Saadia Gaon, Judah Halevi, Maimonides, and Mendelssohn. Issues to be considered are the relationship between reason and revelation, the concept of monotheism, the nature of prophecy and the Jewish tradition, and the problem of evil. Extensive use of original sources in translation will be complemented by interpretive studies. (May be counted toward Philosophy.) Prerequisite: C- or better in Religion 109. (Enrollment limited)

[333. Hindu Views War and Peace]—An examination of the competing ethics of war and non-violence as reflected in traditional understandings of duty, truth, rebirth, and the spiritual quest. Using readings from the Vedas, Buddhist and Jain sutras, and the Upanisads, this course will give special focus to the Bhagavad Gita, and to Gandhi's understanding of this particular aspect of his Hindu heritage. Enrollment limited. (May be counted toward international studies/Asian studies.) (Enrollment limited)

[338. Christian Social Ethics]—An in-depth exploration of the historical teachings of, and contemporary controversies within, Christianity on selected moral issues in sexuality, economics, business, medicine, ecology, race, war and pacifism, and foreign policy. Special attention will be given to problems in contemporary American society. (Enrollment limited)

399. Independent Study—Advanced work on an approved project under the guidance of a faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-2 course credit) -Staff

466. Teaching Assistantship—A teaching assistant works with a faculty member in the preparation and teaching of a course and receives academic credit for his or her work. See the Student Handbook for the specific guidelines. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment in this single-semester thesis. (1-2 course credits) -Staff

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

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

Spring Term

[104. Biblical Hebrew Language and Culture II]—This course is a continuation of RELG 103. This course will introduce students to elements of the religion and culture of ancient Israel through study of its language. How did Israelites name God? Was Biblical language sexist? Would we be able to understand King David if we met him today? Since the script originally just showed consonants, and not vowels, how do we even know how to pronounce the words? Through intensive study of the writing system, vocabulary and grammar of the Hebrew Bible students will, by the end of the sequence, be able to read basic prose texts like Genesis and understand how the language and culture of Israel interrelate. Prerequisite: A grade of C- or better in Religion 103. (Enrollment limited)

184. Myth, Rite, and Sacrament—A phenomenological approach to the study of religion through an examination of the nature of religious consciousness and its outward modes of expression. Special emphasis is placed on the varieties of religious experience and their relations to myths, rites, and sacraments. Enrollment limited. (May be counted toward international studies/African studies and international studies/comparative development studies.) (Enrollment limited)-Desmangles

186. Islam in America—An introduction to the history of Muslims in America, focusing on the themes of politics, race, class, gender, and cultural expressions. We will emphasize primary sources, such as music, films, poetry and novels, with special attention to the emergence of cyber-Islam. (Enrollment limited)-Ziad

212. New Testament—A literary and historical examination of the New Testament in the context of the first century C.E. to appreciate the formation and themes of this principal document of Christianity. By focusing primarily upon the Gospels and Paul's letters, the course will stress the analysis of texts and the discussion of their possible interpretations. Consideration will be given to the Jewish and Greek backgrounds, to the political, social, and religious pressures of the period, and to the development of an independent Christian community and a fixed scripture. (Enrollment limited)-Sanders

[214. Jews in America]—A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and "Americanization," the course will focus on the ethnic, religious, and social structures of American Judaism: the community center, the synagogue, and the federation. (May be counted toward American studies and Jewish studies.) (Enrollment limited)

223. Major Religious Thinkers of the West I: Heresy and Orthodoxy in Conflict—An historical and theological study of the development of Western religious thought from the point of view of both heretics and orthodoxy within Christianity and Judaism. Among the topics to be covered: Gnosticism, Augustine, Aquinas, Eckhart, millenarianism, the Free Spirit, Luther, Calvin, and the Anabaptists. Religion majors and students in the Guided Studies Program may enroll without permission of the instructor. Other students may enroll with permission of the instructor. Guided Studies students take this course in the second semester of their first year. Prerequisite: Course is only open to Religion majors or Guided Studies students. (Enrollment limited)-Kirkpatrick

254. Buddhist Art—A survey of the art of Buddhism in Asia with special attention given to the development

of the Buddha image, the stupa, and a wide array of deities and saints. Using painting, sculpture, architecture, and contemporary expressions of ritual, dance, and theater, the course will cover many of the traditions in South, East, and Central Asia. (May be counted toward international studies/Asian studies, art history, and international studies/comparative development studies.) (Enrollment limited)-Findly

256. Buddhist Thought—An examination of fundamental concepts in Buddhist philosophy as they reflect an ongoing conflict between faith and reason: the non-self, dependent origination, karma, and nirvana. Special emphasis will be placed on the meaning of these concepts for the Buddhist way of life. Readings from classical Theravada and Mahayana texts. (May be counted toward international studies/Asian studies.) (Enrollment limited)-Findly

261. American Catholics—This historically oriented course will explore the struggle of Catholics in the United States to integrate being “Roman” with being “American.” It will survey the experience of an immigrant, authoritarian church in a country founded on belief in the excellence of Protestantism and dedicated to liberal and democratic ideals. Having arrived in the mainstream with the election of John F. Kennedy, that church now faces a new set of challenges, which will be the final consideration of the course. (May be counted toward American Studies.)-Walsh

262. Religion in America—The historical role of religion in shaping American life and thought, with special attention to the influence of religious ideologies on social values and social reform. (May be counted toward American Studies.) (Enrollment limited)-Kirkpatrick

[279. Shia Islam]—This course will introduce Shi’ism as an historical phenomenon. The course will concentrate on Twelver Imami Shi’ism (most prevalent in Iran); we will also look at other Shi’a communities such as the Ismailis and Zaydis. The class will cover the succession of Muhammad, the first Shi’a Imam Ali ibn Abi Talib, the martyrdom of Husayn ibn Ali, Shi’a theology, philosophy and devotional practices, pre and post-Iranian revolution Shi’ism and the influence of Ayatollah Khomeini, and conclude with contemporary issues in Shi’ism found in Iraq, Lebanon, Pakistan, and Iran. We will examine both primary texts in translation, and secondary literature. This course does not require any prerequisites; however, basic knowledge in Islam will be beneficial. (Enrollment limited)

[280. Approaching the Qur’an]—The Qur’an, believed by Muslims to be the perfect Word of God, has played a central role in the life of the Muslim community since its appearance in the seventh century. This course will explore the sacred text of Islam through its foundational concepts and terminologies, history of the text and thematic development, literary style, connection to Jewish and Christian sacred texts, history and methods of interpretation, and role in Muslim ritual life. We will also explore manifestations of the Qur’an in the literature, visual arts, and music of the Muslim world. (Enrollment limited)

[281. Anthropology of Religion]—Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft, and divination. (May be counted toward anthropology and international studies/comparative development.) (Enrollment limited)

283. Readings in Islamic Ethics—This course will explore individual and communal ethics and moral choice in Muslim traditions. We will look at a diversity of perspectives on moral theory (in theology and philosophy) and lived ethics (in law, literature, and art). The course will also consider Islamic responses to contemporary ethical concerns, which could include the environment, gender, pluralism and medical ethics. (Enrollment limited)-Ziad

[288. Magic, Possession, and Spiritual Healing]—An anthropological approach to religion and magic. A cross-cultural analysis of the forms of spiritual healing in traditional cultures. Emphasis is given to the manifestations of spiritual power, the role of possession, magic, shamanistic utterances, and hallucinogens in the process of spiritual healing. (May be counted toward international studies/comparative development studies.) (Enrollment limited)

290. Spiritual Movements in Contemporary America—An anthropological approach to culture change including the rise, development, and future prospects of spiritual movements in contemporary American culture. Emphasis is given to the teachings of these movements and their contributions to American religious thought. Topics include Garveyism, the Nation of Islam in the West, the Peace Mission Movement, Hare Krishna, and Pentecostalism among

others. (May be counted toward American Studies and International Studies/Comparative Development Studies.) (Enrollment limited)-Desmangles

314. Ancient Ritual and Prayer—How did ancient people worship their gods? Did they believe in an afterlife? The Bible does not tell the whole story. This course will explore the realities of ancient Israelite and Near Eastern religion “on the ground,” where people worshiped at both temples and graves, with incense, crackling fire and sacrifice. We will integrate ritual texts from the book of Leviticus, Babylonian, and Canaanite; recent archaeological discoveries; and comparative studies of ritual to develop a three-dimensional picture of ancient religion beyond the limits of the biblical text. Prerequisite: C- or better in Guided Studies 121, Religion 184, Religion 212, or permission of instructor. (Enrollment limited)-Sanders

339. Modern American Theology—This course will study the major theological movements, topics, and thinkers of American mainline Protestantism from the early 20th century to the present day, and American Catholicism from the 1950s to the present day. Major theological movements and topics will include evangelical liberalism, the Social Gospel movement, the modernist-fundamentalist controversy, Boston School personalism, Chicago School naturalistic empiricism, neo-orthodoxy and Christian realism, the ecumenical movement, the Civil Rights movement, secularism, process metaphysics, Vatican II, the death-of-God controversy, liberation theology, feminist theology, environmentalism, and postmodernism. Major theologians and philosophers will include Walter Rauschenbusch, Shailer Mathews, Edgar S. Brightman, Reinhold Niebuhr, Paul Tillich, Martin Luther King Jr., Gregory Baum, Rosemary Radford Ruether, John B. Cobb Jr., J. Deotis Roberts, and Elizabeth Johnson. (Enrollment limited)-Dorrien

399. Independent Study—Advanced work on an approved project under the guidance of a faculty member. Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-2 course credit) -Staff

466. Teaching Assistantship—A teaching assistant works with a faculty member in the preparation and teaching of a course and receives academic credit for his or her work. See the Student Handbook for the specific guidelines. Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

497. Senior Thesis—Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment in this single-semester thesis. (1-2 course credits) -Staff

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

Research Courses Related to the Social Sciences

Trinity offers a rich array of courses designed to teach students how to conduct and interpret empirical research. As a convenience to undergraduates, a sampling of these courses is printed below. These courses will increase students' understanding of how various disciplines use research methods and, more importantly, will provide students with the skills to test hypotheses on their own. Some of the courses stress empirical techniques that are appropriate to a particular discipline, while others have a wide application.

Students wishing to gain a better understanding of research methods are encouraged to choose several courses from the following list. Faculty members teaching these courses are prepared to offer advice about how to select a suitable mix tailored to the individual's current and future research interests. Some of the courses are open to the general student body, while others have a number of mathematical prerequisites. Consult departmental course listings for details, including information on prerequisites.

Introductory courses

- CPSC 115L. Introduction to Computing**
- ECON 318L. Basic Econometrics**
- MATH 107. Elements of Statistics**
- PHIL 224. Theory of Knowledge**
- POLS 241. Empirical Methods and Data Analysis**
- PSYC 221L. Research Design and Analysis**
- SOCI 201L. Research Methods in the Social Sciences**

Advanced courses

- ECON 312. Mathematical Economics**
- ECON 328. Applied Economics**
- MATH 305. Probability**
- MATH 306. Mathematical Statistics**
- PSYC 332L. Psychological Assessment**

Russian and Eurasian Studies

See International Studies Program, p. [334](#)

Sociology

Professor Mace, Chair; Dean and Director of the Center for Urban and Global Studies and Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen, Professors Morris, Sacks, and Valocchi; Associate Professor Williams; Visiting Assistant Professor Miceli

The sociology major—Students are required to take 11 courses in sociology, including **SOCL 101, 201, 202, 410, or 420**, and at least three courses at the 300 level. One course in anthropology may be counted toward the major. It is recommended that sociology majors take **SOCL 101, 201, and 202** as early in the major as possible. Students who qualify and choose to write a two-credit honors thesis (see below) are exempted from taking **410 or 420**, the senior seminar requirement. Majors must also take **MATH 107**, the statistics course required for the major. **SOCL 201, 202**, 300-level courses, and **MATH 107** must be taken at Trinity College. A grade of at least a C- must be earned in each course that is to count toward the major. One course credit in an internship may be counted toward the major. Senior thesis credit counts as two elective courses for the major.

Course credit transfers from other institutions—Permission to receive credit towards the major for courses taken at other higher education institutions must be approved in advance by the Sociology Department chair. Petitioners for transfer of credit must submit to the chair the name of the institution and course number, title, and catalogue description before formal permission is granted. Upon approval, a maximum of two sociology courses shall count towards the sociology major (all required courses must be taken at Trinity with the exception of **SOCL 101**; these include **SOCL 201, SOCL 202, SOCL 410**, three 300-level courses, and **MATH 107**).

Study away—A period of study away can enrich students' knowledge of sociology by exposing them to the diversity and complexity of human interaction. Therefore, majors are strongly encouraged to incorporate into their studies international or domestic study away. While there are many general programs of study away for Trinity students, sociology majors have regularly participated in the programs listed below:

- Australia, University of Melbourne
- Trinity Global Sites (Barcelona, Spain; Cape Town, South Africa; Buenos Aires, Argentina; Paris, France; Trinidad-Tobago; Rome, Italy)
- United Kingdom, London School of Economics
- International Honors Program
- Domestic Programs (Twelve-College Exchange Program, National Theater Institute, Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, Williams, and Williams-Mystic)

For additional guidance on study away options for sociology majors, please see the department's study away liaison, Professor Johnny Williams.

Honors—In order to be granted honors in sociology, a student must attain a college average of at least B and an average of at least B+ in sociology courses and write a two-credit senior thesis that earns the grade of A- or better (only candidates for honors are eligible to write a thesis). Students who hope to attain honors should consult with their advisers during the spring semester of their junior year. Students who write a thesis are exempted from taking **410 or 420**, the senior seminar.

Fall Term

101. Principles of Sociology—The course will deal with questions such as these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins of, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course addresses the basic concerns, ideas and methods of sociology both as a scientific and a humanistic discipline. (Enrollment limited)-Morris, Valocchi, Williams

202. Classical and Contemporary Theory—Critical examination of the major theoretical perspectives current in sociology (structure functionalism, interactionism, conflict theory, exchange theory, and ethnomethodology) and

consideration of their implications for core problems: such as social order and social change that concern all sociologists. Also, emphasis upon the methods of theory construction, the relationship between theory and research, and the significance of the classic (e.g., Durkheim's *Suicide*) for sociologists now. Prerequisite: Prior Sociology course. (Enrollment limited)-Miceli

[205. Cultural Sociology and the Sociology of Culture]—This course introduces students to the sociology of culture (understanding the social influences of social formations) and cultural sociology (understanding cultural influences on social processes). Major themes and issues in cultural sociology are examined to answer the following questions: “What is culture and what does it do?” and “How is culture to be studied?” The course addresses these questions by exploring the seminal issues Marx, Weber and Durkheim raised about culture. In addition, the course examines how scholars (from a variety of theoretical perspectives) approach these seminal issues. Examples of issues that spring from the work of classical sociologists include the following: “Do media messages shape our view of reality? If so, how?” and “How do class and lifestyle intertwine to reproduce inequality?” The course also deals with substantive questions that have recently arisen including “How is market activity undergirded by cultural assumptions?” and “How does social context shape the production scientific knowledge?” Special attention is given to how theoretical ideas are translated into empirical projects. Although the course has no specific prerequisites, some passing acquaintance with Durkheim, Weber and Marx is helpful. (Enrollment limited)

214. Racism—A cross-national comparison of racial and ethnic differences as sources of conflict and inequality within and between societies. We will also consider the role of race and ethnicity as a basis for group and national solidarity. Topics will include the persistence of ethnic and racial loyalties in regard to language, marital choice, and politics; a comparison of social mobility patterns among various ethnic and racial groups; ethnicity and race as reactionary or revolutionary ideologies; the issues and facts regarding assimilation and pluralism in different societies. (Enrollment limited)-Williams

227. From Hartford to World Cities: Comparative Urban Dynamics—The 21st century is truly a global urban age characterized by the simultaneous decline and revival of post-industrial cities in the United States and the co-existence of boom and poverty in the rapidly industrializing cities in developing countries, as well as by how globalization is exerting growing impact on urban places and processes everywhere. This course adopts an integrated and comparative approach to studying the local and global characteristics, conditions, and consequences of the growth and transformation of cities and communities. Using Hartford—Trinity's hometown—as a point or place of departure, the course takes students to a set of world or global cities outside the United States, especially a few dynamic mega-cities in developing countries to explore the differences and surprising similarities among them. (Enrollment limited)-Chen

[241. Mass Media, Popular Culture, and Social Reality]—This course examines the integral role mass communication has in social and cultural life. Specifically, it explores how we identify and construct our social identity using media images. This is accomplished by focusing on different types of media content and their effect on individuals and culture, as well as by examining audience response to media content. Other topics covered include the social and economic organization of mass media, development of communication technologies, and sexist and racist stereotypes in the media. Prerequisite: Prior Sociology course or permission of instructor. (Enrollment limited)

[252. Immigration, Social Inclusion, and Global Cities]—This course surveys immigrant incorporation in the global cities of New York, Montreal, Paris, and London. It proceeds by means of case studies to examine topics of ethnic history, intergroup relations, assimilation and acculturation, residential patterns in enclaves and ghettos, generational transformations, ethnic entrepreneurship, and symbolic ethnicity. These studies and topics provide the ground as well for the course's exploration of questions of transnational belonging, coalition politics, citizenship patterns, and immigration policy. (Enrollment limited)

272. Social Movements—The sociological study of social movements concentrates on collective action by groups that use institutionalized and non-institutionalized action to promote or inhibit social and political change. This course, then, examines collective action as diverse as peasant rebellions against urbanization and commercialization in 18th-century France to the organized militancy of lesbians and gays in 20th-century U.S. We will read historical and sociological research that addresses the following questions: why collective action emerged, how it was organized, what its goals were and if it achieved those goals, how members were recruited and maintained, and how elites and

non-elites responded to its activities. (Enrollment limited)-Valocchi

[312. Social Class and Mobility]—This course is an introduction to the theory and research on stratification and mobility in modern societies. Every society distributes resources unequally. This distribution affects not only economic outcomes such as wages, profits, and material well being, but also social and political outcomes such as protest, voting behavior, and self-esteem. This course will explore why this occurs, the types of inequalities that exist, and the consequences of inequality for the distribution of power and for democratic processes in American society. Specific topics include class, occupational, race and gender inequalities, and the social, psychological, and cultural consequences of inequality. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. (Enrollment limited)

342. Sociology of Religion—An examination of the significance of religion for social life, using major sociological theories of religion, supplemented by material from anthropology and psychology. The course focuses on how religious beliefs and practices shape the world views and behavior of humans and influence the development of social structure. The following topics are examined: the origins of religion, magic and science, rituals, religion and the economy, women and religion, and religions of Africans in diaspora. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. (Enrollment limited)-Williams

[351. Society, State, and Power]—This course examines the sources of power and influence in Western nations. Power flows to people who command a legal, political, or institutional monopoly over valued human resources. We will examine the development of these monopolies, the organizations that perpetuate these monopolies, and the consequences that these monopolies have for our personal and political lives as well as for notions of democracy, solidarity, and freedom. In this respect, we will focus much of our attention on the institutions of state and economy in U.S. society and evaluate the different theoretical perspectives that explain how these institutions confer power on some and deny that power to others. Specific topics include power struggles around the right to representation, for control in the workplace, against racism and discrimination, and over policies to aid the poor. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. (Enrollment limited)

355. Reproduction, Birth, and Power—This course examines topics related to reproductive practices, experiences, and ideologies through current, historical, and cross-cultural lenses. Through our study of specific topics such as contraception, prenatal testing, assisted reproductive technologies, and women's pregnancy and birth experiences, we will explore the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics. We will pay attention to how the construction of and struggle over these issues are indicators of the status of women in society and have profound effects on women's lives and bodies. This course has a community learning component. This course has a community learning component. Prerequisite: Prior Sociology course or permission of instructor. (Enrollment limited)-Morris

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

466. Teaching Assistantship—Credit does not count toward the major. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

490. Research Assistantship—From time to time the opportunity exists for students to assist professors in their research. Hours and duties will be determined on the basis of project needs and student interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

498. Senior Thesis Part 1—Written report on original research project. Students should consult with the faculty supervisor before registration, i.e., during the previous spring term. Required of all candidates for honors; elective for others. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year (2 course credits) -Staff

Spring Term

101. Principles of Sociology—The course will deal with questions such as these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins of, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course addresses the basic concerns, ideas and methods of sociology both as a scientific and a humanistic discipline. (Enrollment limited)-Staff

201. Research Methods in the Social Sciences—An introduction to social sciences inquiry, stressing what is common as well as what is different in the techniques and procedures employed in the different disciplines. The course seeks to develop the student's skill in designing original research and in evaluating the significance of already published research findings. Topics include: the interdependence of theory and research; ways of formulating research problems and hypotheses; the variety of research designs (introducing the ideas of statistical as well as experimental control); and an overview of the major procedures of instrument construction, measurement, data collection, sampling, and data analysis. Required laboratory sessions offer experience in each step of the research process. Prerequisite: C- or better in Mathematics 107 or concurrent enrollment in Mathematics 107. (1.25 course credits) (Enrollment limited)-Morris

[204. Social Problems in American Society]—Diverse sociological perspectives on the causes of social problems will be analyzed. Crime, police behavior, collective violence, poverty, welfare and other topics relating to deviance and inequality in American society are considered in light of these perspectives. (Enrollment limited)

207. Family and Society—The family as a basic group in human societies; its development; its relations to other institutions; historical changes in its structure; its place in modern industrial society. (Enrollment limited)-Sacks

241. Mass Media, Popular Culture, and Social Reality—This course examines the integral role mass communication has in social and cultural life. Specifically, it explores how we identify and construct our social identity using media images. This is accomplished by focusing on different types of media content and their effect on individuals and culture, as well as by examining audience response to media content. Other topics covered include the social and economic organization of mass media, development of communication technologies, and sexist and racist stereotypes in the media. Prerequisite: Prior Sociology course or permission of instructor. (Enrollment limited)-Williams

246. Sociology of Gender—Sex and gender are used as principles of social organization in all known societies. This course surveys research in the sociological study of gender with the goal of providing students with a theoretical grounding for analyzing gender from a sociological perspective. We will explore how our lives and the world around us are shaped by gender and how gender has been constructed over time. We will further examine how sociological research on gender helps us to understand power and inequality at various levels - institutional, organizational, and interactional—by examining various topics such as gender socialization, reproduction, education, work, and violence. We will also pay attention to how gender reinforces and builds upon other areas of inequality such as social class, race, ethnicity, and age. (Enrollment limited)-Morris

312. Social Class and Mobility—This course is an introduction to the theory and research on stratification and mobility in modern societies. Every society distributes resources unequally. This distribution affects not only economic outcomes such as wages, profits, and material well being, but also social and political outcomes such as protest, voting behavior, and self-esteem. This course will explore why this occurs, the types of inequalities that exist, and the consequences of inequality for the distribution of power and for democratic processes in American society. Specific topics include class, occupational, race and gender inequalities, and the social, psychological, and cultural consequences of inequality. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. -Valocchi

[336. Race, Racism, and Democracy]—This course is designed to explore various efforts to reconcile ideals of equality with persistent and perpetual forms of racial oppression. By examining the history and culture of the U.S. and other democratic societies, this course analyzes the central paradox that emerges when societies maintain racial inequality but articulate principles of equality, freedom, and justice for all. Hence we will examine the differences

between what people say and what they actually do, and how congruencies and incongruencies between the structure of institutions and culture force one to distinguish myth from reality. This is done so that students can better understand how the structure and process of politics govern the everyday lives of oppressed racial groups in capitalist democracies. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. (Enrollment limited)

351. Society, State, and Power—This course examines the sources of power and influence in Western nations. Power flows to people who command a legal, political, or institutional monopoly over valued human resources. We will examine the development of these monopolies, the organizations that perpetuate these monopolies, and the consequences that these monopolies have for our personal and political lives as well as for notions of democracy, solidarity, and freedom. In this respect, we will focus much of our attention on the institutions of state and economy in U.S. society and evaluate the different theoretical perspectives that explain how these institutions confer power on some and deny that power to others. Specific topics include power struggles around the right to representation, for control in the workplace, against racism and discrimination, and over policies to aid the poor. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. (Enrollment limited)-Williams

[363. The Individual and Society]—An introduction to microsociology. Topics to be considered include the self and symbolic interaction, conversational analysis, rhetorical and frame analysis, and the social construction of reality. Prerequisite (Enrollment limited)

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

410. Senior Seminar: Guided Research—This course provides a capstone to the sociology major by guiding students through the various stages of the research process. Students develop a research topic, situate that topic in the relevant substantive areas of the discipline, refocus that topic in light of past research and theoretical thinking on the topic, develop a research design best suited to the questions to be addressed, and collect and analyze data to answer those questions. In the process of this guided research, students review and assess the state of the discipline as it pertains to their particular interests, conduct literature reviews before the data collection process to focus their questions and after the data collection process to situate their specific findings in the discipline. In conjunction with the social science data specialist, students explore different methodologies to address their questions and analyze the data. Prerequisite: Course open only to senior Sociology majors. (Enrollment limited)-Valocchi

466. Teaching Assistantship—Credit does not count toward the major. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

490. Research Assistantship—From time to time the opportunity exists for students to assist professors in their research. Hours and duties will be determined on the basis of project needs and student interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

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

Theater and Dance

Associate Professor Polin, Chair; Professor Dworin; Associate Professors Farlow, Karger[†], Power, and Preston[†]; Visiting Lecturers Agrawal, Borteck Gersten, Burton, Chang, Davis, Hendrick, Latzel, Matias, and Smith; and Visiting Lecturer and Director of Trinity/La MaMa Urban Arts Semester in New York City Burke

The theater and dance curriculum focuses on the diverse modes of contemporary performance in order to examine the evolution of theater and dance, in practice and in theory, over time and across cultures. To this end, the major offers students the choice of one of four tracks in which to concentrate their studies as well as a small group of core courses to provide a common experience at the beginning and end of the student's course of study in the major.

The 100-, 200-, and some 300-level courses in the department are designed for students with a general interest as well as for those students intending to become majors.

The theater and dance major—Students are required to complete 13 course credits for the major. Students who choose the two-credit thesis option will complete 14 course credits for the major.

Required core courses:

- **THDN 107. Introduction to Performance**
- **THDN 110. Theatrical Traditions: Classical to the Early Avant-Garde**
- **THDN 496. Senior Thesis Part 1** and **THDN 497. Senior Thesis Part 2** (one credit) or **THDN 498. Senior Thesis Part 1** and **THDN 499. Senior Thesis Part 2** (two credits).

These courses meet the **Writing Intensive Part II** requirement.

In addition to completing the three required courses, students will choose one of three tracks listed as follows:

Performance track

In this track, students examine a wide array of approaches to performance techniques and disciplines that are fundamental to contemporary performance practice. Students in this track will be expected to author their own performance work as well as participate regularly in departmental productions.

- **THDN 103. Basic Acting**
- **THDN 205. Intermediate Acting** or one full credit of dance technique at the 200 or 300 level
- **THDN 207. Improvisation** or **THDN 235. Voice**
- **THDN 233. Critical Views/Critical Values**
- **THDN 394. Directing** or **THDN 315. Making Dances**
- One design course, in either lighting, scene, or costume design
- Three departmental electives, one of which must be a Theater and Dance Department history or theory course and two of which must be at the 300 level
- Performance in four departmental productions, one of which must be **THDN 309. Stage Production**.

Arts in the community track

In this track, students investigate the ways that theater, dance, and performance are integrated into the social and educational institutions in our culture. Students will look at how the arts impact community in terms of education, health, racial and gender equality, as well as other issues of social justice.

- **THDN 207. Improvisation**
- **PBPL 263. Art and the Public Good**
- **THDN 270. Arts in Action: Moving into the Community**
- **THDN 332. Education through Movement** or **THDN 373. Human Rights through Performance**
- **THDN 340. Field Studies** or **THDN 348. The Arts and Special Populations**
- **THDN 394. Directing** or **THDN 315. Making Dances**
- Two credits in education, sociology, or psychology. Courses outside the Theater and Dance Department must be approved by the department.
- One credit in dance/movement techniques or acting technique

- One departmental elective at the 300 level

Writing, directing, and dramaturgy track

In this track, students will explore the historical, cultural, and theoretical dimensions of theatrical practice. Students will have the opportunity to write and/or direct their own stage productions and to engage in an in-depth research project.

- **THDN 103. Basic Acting**
- **THDN 233. Critical Views/Critical Values**
- **THDN 238. 20th–Century European Theater**
- **THDN 239. Contemporary American Theater**
- **THDN 363. Philosophy and Performance**
- **THDN 393. Playwrights’ Workshop**
- **THDN 394. Directing**
- **THDN 493. Advanced Playwriting or THDN 494. Advanced Directing or THDN 404. Dramaturgy**
- Two electives, one of which may be a course in another arts discipline. Courses outside the Theater and Dance Department must be approved by the department.

Students participating in departmental productions receive .25 credit per production for **THDN 109. Performance** and **THDN 109. Production** and .50 credit per production for **THDN 309. Stage Production**, and must obtain their adviser’s permission to count a production towards the major.

In addition, all majors are required to complete 90 hours of design/production work in the Department of Theater and Dance. Upon declaring the major, the student will develop a plan with the performing arts technical director. It is recommended that students complete their production hours in 30-hour segments over the course of three semesters.

A grade of C- or higher must be obtained in all courses for the major. The last term of the senior year must be in residence. No more than three full credits in techniques and applications of theater and dance courses (**THDN 109**, **THDN 209**, and **THDN 309**) may be counted toward fulfillment of the general credit requirement for the bachelor’s degree.

The Writing Intensive Part II requirement is fulfilled either by the one-credit **THDN 496-497. Senior Thesis** or by the two-credit **THDN 498-499. Senior Thesis**.

Honors—Typically, departmental honors are awarded to students who have at least an A- average in courses required for the major and earn at least an A- in a two-credit thesis. Students who complete an exceptional one-credit thesis and have an A- average in courses required for the major may also be considered for honors.

Trinity/La MaMa Urban Arts Semester in New York City—Sponsored by the Department of Theater and Dance, this semester program utilizes the landscape and history of New York City as a catalyst for an intensive study in the arts. Based at the historic and critically acclaimed La MaMa Experimental Theater Club (E.T.C.), the program offers students an immersion experience in the unique and vibrant New York arts scene. Occurring in the fall semester, the program is designed for both major and nonmajor arts students. The program includes a comprehensive academic seminar, an internship at a nonprofit arts organization, practice classes, attendance at multiple performances each week, and field studies utilizing the cityscape of New York to develop site-specific performance work. The program culminates with a performance project presented both at Trinity and at La MaMa E.T.C. In order to foster dynamic academic and artistic growth, the interdisciplinary learning approach includes both group and individualized study and research. In addition to students with a focus in theater, dance, and performance, the semester can accommodate those interested in other genres including visual arts, creative writing, and music. Further information is available from Professor Michael Burke, program director, by telephone at (212) 598-3058 or by email: Michael.Burke@trincoll.edu; or from Professor Judy Dworin of the Department of Theater and Dance, at Judy.Dworin@trincoll.edu. Students earn five course credits for the program, not more than three of which may be counted toward the theater and dance major. See course descriptions for **THDN 401. Performance Workshop**, **THDN 405. The Nonprofit Arts Organization**, and **THDN 411. Performance Analysis**.

Fall Term

103. Basic Acting—An introduction to the basic elements of acting. Students will work on releasing tension,

developing their powers of concentration, promoting spontaneity through improvisation, and exploring a systematic approach to preparing a role for performance. This course is a prerequisite for all upper-level acting courses. (Enrollment limited)-Davis, Hendrick

107. Introduction to Performance—Utilizing improvisational structures, students will explore the performing body through movement, voice, character, and physical space as the basic elements of performance. Looking at some of the earliest performance traditions throughout the world, the course will examine the notion of performance as transformative experience and the dancer/actor as the unified source of performance. Specific contexts for performance will be studied, referencing Australian aboriginal, Asian, and Native American traditions, and how these influence and redefine the performer's intention will be explored. Finally, students will establish a working vocabulary for the performer that evolves out of their active experience and analysis. (Enrollment limited)-Dworin

109. Performance—Major performance participation in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit)-TBA

109. Production—Major technical role in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's technical director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit)-TBA

123. Introduction to Ballet—Designed for the beginning-level dancer. This course combines an introduction to the fundamentals of ballet dance technique with an integrating seminar on the history and aesthetics of classical and contemporary ballet. (Enrollment limited)-Power

130. Jazz Dance Technique I—For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to jazz dance movement vocabulary. (0.5 course credit) (Enrollment limited)-Matias

209. African Dance—Energetic and vibrant, African dance embodies joyful expression of the spirit through the physical body. This class provides an introduction to West African dance and culture. Students will learn steps from traditional dances from Guinea, West Africa; the role dance plays in Guinean culture; and develop an understanding of the communication between the drum and the dancer. The class includes a performance requirement, but no previous dance experience is necessary. Also listed under international studies/African studies. (0.5 course credit) (Enrollment limited)-Smith

209. Indian Dance: Kathak Tradition—Expressive, sharp, alluring, and precise, Kathak lives today as an important school of classical dance that originated over 2,000 years ago. Evolving from a blend of Middle Eastern styles and Indian temple dance, Kathak combines dance, drama, and music to tell a story. Modern Kathak emphasizes geometrical patterns and design with special emphasis on footwork and intricate rhythmic patterns. The course covers specific techniques as well as the cultural context from which they evolved. Also listed under international studies/Asian studies. (0.5 course credit) (Enrollment limited)-Agrawal

[**209. Principles of Movement**]—An introduction to body alignment, flexibility, and the basic principles of movement. The course will include stretch, placement, yoga, floor barre, and breath work. For dancers, actors, athletes, and those interested in experiencing the moving body. (0.5 course credit) (Enrollment limited)

[**209. Movement Fundamentals: Modern Dance**]—A basic movement course with emphasis on alignment, breath, gesture, and physical presence. (0.5 course credit) (Enrollment limited)

223. Intermediate/Advanced Ballet Technique—Designed for intermediate and advanced-level dancers with previous training in ballet. This course enhances the dancer's classical vocabulary, musical sensibility, and performance skill (0.5 course credit) (Enrollment limited)-Chang

[229. Intermediate/Advanced Jazz Dance Technique]—Designed for intermediate and advanced-level dancers with previous training in modern, jazz, lyrical, or ballet. This course deepens the dancer's understanding of the principles of jazz dance, with an emphasis on rhythmic complexity and performative style. (0.5 course credit) (Enrollment limited)

[230. Jazz Dance Technique II]—For the dancer with some experience; a continued exploration and deepening of the dancer's understanding of the principles of jazz dance movement and a strengthening of technical skills. (0.5 course credit) (Enrollment limited)

232. Intermediate/Advanced Modern Dance Technique—Designed for intermediate and advanced-level dancers with previous training in modern, jazz, lyrical, or ballet. This course deepens the dancer's understanding of the principles of modern dance, with an emphasis on alignment, breath, and dynamic range. (0.5 course credit) (Enrollment limited)-Farlow

235. Voice—This course teaches students how to use the voice in performance by expanding their expressive range through structured exercises that develop resonance and articulation and that free specific tension points. The approach to vocal work developed by Kristin Linklater will be the foundation for this investigation. (Enrollment limited)-Davis

236. Contemporary Dance History: Global Perspectives—A study of the origins and development of dance in various world cultures. Students will explore how the Western modern dance aesthetic has evolved concurrently with the development of non-Western dance forms and will address questions of crossover of form and content, the transmission of cultural values, and the implications for contemporary choreography. Also listed under international studies-global studies. (Enrollment limited)-Farlow

[239. Contemporary American Theater]—This course will provide a detailed study of the plays, performances, and techniques of major figures in American theater from the early 20th century to the present day. Artists examined include: Arthur Miller, Tennessee Williams, The Group Theater, Edward Albee, Guillermo Gomez-Pena, and the Wooster Group, among others. Also listed under American studies and English. (Enrollment limited)

[293. Playwrights Workshop I]—An introduction to different styles and techniques of playwriting through the study of selected plays from various theater traditions. Assignments and exercises will lead to the development of short plays scripted by students. Prerequisite: At least one theater and dance course or Permission of the Instructor. (Enrollment limited)

309. Stage Production—Major performance or design participation in a faculty-directed Theater and Dance Department production. Cast members will enroll at the first rehearsal. Design students will enroll with the technical director. All students participating in the production will receive .5 credit and will be graded. Do not register for this course during regular Trinity College registration. (0.5 course credit)-Staff

[310. Dance Technique and Performance]—For students with previous training at the intermediate or advanced level in ballet, modern, jazz, or lyrical techniques. In this course, students will work to deepen and refine their dance technique with an emphasis on how technical proficiency informs performance. By learning and performing a dance repertory piece, students will have the opportunity to further hone their skills and to increase their range as performers. (Enrollment limited)

315. Making Dances—An introduction to the principles of choreography using a variety of improvisational and compositional structures. In addition to making their own dances, students will study the working methods and dances of several major contemporary choreographers. Concurrent enrollment in a technique class, either for credit or as an auditor, is recommended. (Enrollment limited)-Farlow

345-04. Special Topics: Writing for Stage and Screen—The course covers the essentials of playwriting, and the specific demands of different media for dramatic writing. It is designed to introduce students to the fundamentals of developing and writing scripts for film/television, and the live stage. Students will explore examples of both genres of dramatic writing and learn to write effectively in each. (Enrollment limited)-Polin

[345. Special Topics: Interactive Media]—Cyberspace is merging with physical space as new technologies and applications are making their way into almost every phase of the economy and rooting themselves in our day-to-day lives. This course is designed to provide students with hands-on experience using various technologies including online communities and interactive audio and video programs. The technologies are examined as tools to be employed in a variety of performance situations. The forms and uses of the new technologies are explored in a studio context of experimentation and discussion. (Enrollment limited)

[345. Special Topics Anton Chekhov: Research and Performance]—An in-depth investigation of the writings (plays, letters, and literature) of the Russian playwright Anton Chekhov. Class meetings will include both practice and seminar components. Research and discussion will focus on Chekhov's texts as works written in and for their own time and as "blueprints" for reinterpretations by contemporary directors and playwrights. The course will culminate in a theater production that emerges from the class study. Students taking this course will work as an ensemble to fulfill this project. Significant evening rehearsal time will be expected. (Enrollment limited)

[345. Special Topics: Ancient Greek Theatre]—An in-depth investigation of the plays and performance traditions of Classical Greek Theatre. Class meetings will include both practice and seminar components. Research and discussion will focus on the texts as plays written in and for their own time and as "blueprints" for reinterpretation by contemporary directors and playwrights. Students enrolled in the course will work together to create an ensemble theater performance as the culminating project for the course. Significant evening rehearsal time will be expected. (Enrollment limited)

345-12. Special Topics: Improvisational Theater and Social Change—This course is based on the political theater methods of Augusto Boal and the performance work of InterAct, a California-based theater troupe. Studio coursework will culminate in an improvised, interactive presentation focused on campus climate issues that will be performed for the College community. Such campus climate issues that will be considered are homophobia, racism, rape prevention and sexual harassment. As preparation for the performance presentation, students will work on improvisation skills, conduct research, and explore the principles of Boal's "Theater of the Oppressed." (Enrollment limited)-Burton

348. The Arts and Special Populations—In this seminar, we will investigate the application of the arts to special populations with a focus on, but not limited to, urban youth at risk; the incarcerated and families affected by incarceration; and victims of crime. We will look at the role the arts play in a healing and rehabilitative process with these populations, analyzing the mission, goals, action steps, and results through research and hands-on experience. Students will do a significant fieldwork project in the city of Hartford in connection and collaboration with a nonprofit organization that will include research, observation, and analysis. This course has a community learning component. Prerequisite: C- or better in Theater and Dance 334 or Theater and Dance 373, or permission of instructor. (Enrollment limited)-Dworin

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

401. Performance Workshops/Trinity/La MaMa/New York City Performing Arts Program—A participatory workshop in which students interested in performance can work on expanding their expressive vocabulary and develop physical, vocal, psycho-physical skills. Classes include sessions in movement, improvisation, acting, image work, text, scene and ensemble work and field study in the city of New York. This course culminates in a presentation of final performance projects at Trinity and La MaMa ETC. Only students accepted in the Trinity/La MaMa Urban Arts Semester can enroll in this course. (2 course credits) (Enrollment limited)-Burke Jr.

405. The Nonprofit Arts Organization/Trinity/La MaMa/New York City Performing Arts Program—Students will work at field study placements selected by the students and the director for a minimum of 20 hours each week. In addition, they will have weekly discussions with the director of the program about their on-site work, as well as hear lectures, do readings, and discuss how non-profit arts organizations are structured and function. Only students accepted in the Trinity/La MaMa Urban Arts Semester can enroll in this course. -Staff

411. Performance Analysis/Trinity/La MaMa/New York City Performing Arts Program—In this

course, students will investigate ways to evaluate and discuss performance. Each week, they will attend three performances and a two-hour seminar. The seminar will focus on exploring ways to articulate and write about the performances they see. In addition, students will do readings, view videotapes, read reviews, and discuss together with guest artists the historical and cultural context of the performance work they attend. Only students accepted in the Trinity/La MaMa New York City Performing Arts Program can enroll in this course. (2 course credits) (Enrollment limited)-Burke Jr.

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

496. Senior Thesis Part 1—The first semester of a capstone exercise for all theater and dance majors who do not elect the two-credit thesis option. Students will be required to present an original theatrical piece and to submit an accompanying paper as the culmination of their work in the Theater and Dance Department. -Staff

[**497. Senior Thesis**]—A capstone exercise for all theater and dance majors who do not elect the two-credit thesis option. Students will be required to present an original theatrical piece and to submit an accompanying paper as the culmination of their work in the Theater and Dance Department. -Staff

498. Senior Thesis Part 1—Year-long independent study. An option available only to students with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) -Staff

Courses Originating in Other Departments

[**English 337. Writing for Film**]—View course description in department listing on p. 211.

Spring Term

103. Basic Acting—An introduction to the basic elements of acting. Students will work on releasing tension, developing their powers of concentration, promoting spontaneity through improvisation, and exploring a systematic approach to preparing a role for performance. This course is a prerequisite for all upper-level acting courses. (Enrollment limited)-Hendrick

109. Performance—Major performance participation in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit)-Staff

109. Production—Major technical role in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's technical director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit)-Staff

110. Theatrical Traditions: Classical to the Early Avant-Garde—An exploration of the fundamental components of theatrical performance: character, action, voice, gesture, and stage space. Students will be introduced to a wide range of dramatic texts, choreographies, and performance practices from both Western and non-Western traditions. The course will include a practicum component. (Enrollment limited)-Farlow

[**130. Jazz Dance Technique I**]—For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to jazz dance movement vocabulary. (0.5 course credit) (Enrollment

limited)

[132. Introduction to Modern Dance]—Designed for the beginning-level dancer. This course combines an introduction to the fundamentals of modern dance technique with an integrating seminar on the history and aesthetics of contemporary dance and choreography. (Enrollment limited)

[207. Improvisation]—The study of the spontaneous exploration and creation of movement as the basis for understanding the process of creative problem-solving and performance-making. Students will examine the concepts of time, weight, space, and flow; the fundamentals of breathing and centering; vocal and rhythmic elements; and the basic components of composition and design that underlie the crafting of dance/theater in the moment. (Enrollment limited)

209. Indian Dance: Kathak Tradition—Expressive, sharp, alluring, and precise, Kathak lives today as an important school of classical dance that originated over 2,000 years ago. Evolving from a blend of Middle Eastern styles and Indian temple dance, Kathak combines dance, drama, and music to tell a story. Modern Kathak emphasizes geometrical patterns and design with special emphasis on footwork and intricate rhythmic patterns. The course covers specific techniques as well as the cultural context from which they evolved. Also listed under international studies/Asian studies. (0.5 course credit) (Enrollment limited)-Agrawal

[209. Movements Fundamentals: Ballet]—An introduction to ballet movement vocabulary with emphasis on alignment, balance, extension, and physical presence. (0.5 course credit) (Enrollment limited)

213. Theatrical Lighting: Design and Production—This course will, through careful examination and experimentation with the controllable properties of light, expose the students to the theories, processes, and technologies of designing and working with light. (Enrollment limited)-Staff

218. Principles of Movement—An introduction to body alignment, flexibility, and the basic principles of movement. The course will include an examination of the musculoskeletal structure, basic kinesiology, stretch, placement, yoga, floor barre, and breath work. For dancers, actors, athletes, and those interested in understanding and experiencing the moving body. (Enrollment limited)-Farlow

[222. Ballet Dance Technique II]—For the dancer with some experience; a continued exploration and deepening of the dancer's understanding of the principles of ballet movement and a strengthening of technical skills. (0.5 course credit) (Enrollment limited)

223. Intermediate/Advanced Ballet Technique—Designed for intermediate and advanced-level dancers with previous training in ballet. This course enhances the dancer's classical vocabulary, musical sensibility, and performance skill (0.5 course credit) (Enrollment limited)-Chang

[225. Introduction to Interactive Media]—Cyberspace is merging with physical space as new technologies and applications make their way into almost every phase of artistic practice and root themselves in our day-to-day lives. This course is designed to provide students with an overview of new media history as well as hands-on experience using various interactive technologies towards application in live art and performance practice. Areas to be covered include: remix practice, online communities, sound/video art, and interactive audio and video programming. The forms and uses of the new technologies are explored in a studio context of experimentation and discussion. Assignments will take the form of experimental paper writing, assemblages, installations, sound mash-ups, and 'interactive' art projects. (Enrollment limited)

226. Intermediate Acting: Shakespeare Performance—This course explores the unique demands of playing Shakespeare on the stage. Through work on monologues and scenes, students will learn how to bring Shakespeare's language to life through research, analysis, and a dynamic use of the voice and body. Prerequisite: Theater and Dance 103 or Permission of Instructor (Enrollment limited)-Davis

229. Intermediate/Advanced Jazz Dance Technique—Designed for intermediate and advanced-level dancers with previous training in modern, jazz, lyrical, or ballet. This course deepens the dancer's understanding of the

principles of jazz dance, with an emphasis on rhythmic complexity and performative style. (0.5 course credit) (Enrollment limited)-Matias

[231. Modern Dance Technique II]—For the dancer with some experience; a continued exploration and deepening of the dancer’s understanding of the principles of modern dance movement and a strengthening of technical skills. (0.5 course credit) (Enrollment limited)

232. Intermediate/Advanced Modern Dance Technique—Designed for intermediate and advanced-level dancers with previous training in modern, jazz, lyrical, or ballet. This course deepens the dancer’s understanding of the principles of modern dance, with an emphasis on alignment, breath, and dynamic range. (0.5 course credit) (Enrollment limited)-Farlow

233. Critical Views/Critical Values—Why are we profoundly moved by a particular performance we see? Why are we perplexed? Or disturbed? What is going on in a performance that we should understand in order to come to terms with our own values about art and life? And how have others come to such terms? These are the questions that students will consider as they examine a broad array of critical perspectives on performances both present and past as a means to developing their own criteria for critical elevation. (Enrollment limited)-Power

[235. Voice]—This course teaches students how to use the voice in performance by expanding their expressive range through structured exercises that develop resonance and articulation and that free specific tension points. The approach to vocal work developed by Kristin Linklater will be the foundation for this investigation. (Enrollment limited)

[294. Basic Directing]—This course explores the fundamentals of stage directing. Students will read texts by and about major 20th-century directors. In addition, students will direct a scene for each class, focusing on and combining different directing skills, including the understanding of stage space, movement, and text. The class will culminate in a presentation of one-act plays directed by the students. C- or better in THDN 103 or 107, or Permission of the Instructor (Enrollment limited)

[305. Intermediate Acting]—Students will continue to refine their ability to portray character through movement and gesture, incorporating both classical and contemporary methods of performance training. Monologues and scene study from the Greeks, Moliere, Brecht, and Grotowski will be included. Prerequisite: Theater and Dance 103 or Permission of the Instructor. (Enrollment limited)

307. Performance Art—Students will explore the nature of performance art from its historical and theoretical roots. Emphasis will then be placed on actively developing group and solo performance using autobiographical material, “found text,” visual imagery, music, and movement as resources. By studying the work of diverse contemporary performance artists who address issues of identity, culture, and global concerns, students will gain insight into the many approaches to creating performance art. Prerequisite: At least one theater and dance course or Permission of the Instructor. (Enrollment limited)-Burke Jr.

309. Stage Production—Major performance or design participation in a faculty-directed Theater and Dance Department production. Cast members will enroll at the first rehearsal. Design students will enroll with the technical director. All students participating in the production will receive .5 credit and will be graded. Do not register for this course during regular Trinity College registration. (0.5 course credit)-Polin, Power

[309. Performance]— (0.5 course credit)

332. Education Through Movement—In this course, students will examine the philosophical and theoretical foundations of arts education in general and movement education in particular. Students will participate in a semester-long movement/arts residency program in a Hartford elementary school with professional artists from the community. This project, which culminates in a large-scale performance piece with the children, gives students an on-site experience of how movement is integrated into an existing public school curriculum. Also listed under educational studies. This course has a community learning component. (Enrollment limited)-Gersten

[345. Special Topics: Mask and Physical Theater]—The use of masks goes back to the origins of theater and has been a vital element of advanced actor training. Through practical exercises that are designed to open up the expressiveness of the actor’s body we will explore the world of masks and contemporary physical theatre. Readings will focus on the historical aspects of masks and their importance as a means of expression. Prerequisite: A grade of C- or better in either Theater and Dance 103 or Theater and Dance 207 (Enrollment limited)

[345. Special Topics: Improvisational Theater and Social Change]—This course is based on the political theater methods of Augusto Boal and the performance work of InterAct, a California-based theater troupe. Studio coursework will culminate in an improvised, interactive presentation focused on campus climate issues that will be performed for the College community. Such campus climate issues that will be considered are homophobia, racism, rape prevention and sexual harassment. As preparation for the performance presentation, students will work on improvisation skills, conduct research, and explore the principles of Boal’s “Theater of the Oppressed.” (Enrollment limited)

373. Human Rights Through Performance: The Incarcerated—In this course we will examine selected human rights issues through a multi-disciplinary approach that includes readings, discussion, journal writing, site visits and art-making. This semester’s study will look at life behind the razor wire—what are the human rights issues that emerge in the world of the incarcerated? Included in our investigation will be the question of the death penalty, the notion of rehabilitation vs. punishment, gender-specific issues and the impact of the arts on prisoners and the institution of prison. Also listed under human rights studies. (Enrollment limited)-Dworin

394. Directing—This course explores the fundamentals of stage directing. Students will read texts by and about major 20th-century directors. In addition, students will direct a scene for each class, focusing on and combining different directing skills, including the understanding of stage space, movement, and text. The class will culminate in a presentation of one-act plays directed by the students. C- or better in THDN 103 or 107, or Permission of the Instructor (Enrollment limited)-TBA

399. Independent Study—Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

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

497. Senior Thesis Part 2—The second semester of a capstone exercise for all theater and dance majors who do not elect the two-credit thesis option. Students will be required to present an original theatrical piece and to submit an accompanying paper as the culmination of their work in the Theater and Dance Department. -Staff

499. Senior Thesis Part 2—An option available only to student with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending for Part 1 in the first semester; 2 course credits will be awarded for completion of Part 2 in the second semester.) (2 course credits) -Staff

Courses Originating in Other Departments

American Studies 335. The Play’s the Thing: Staging Race in African American Theater and Drama—View course description in department listing on p. 115. -Paulin

[Classical Civilization 236. From Sophocles to Spielberg: Athenian Tragedy and Its Modern Reincarnations] View course description in department listing on p. 156.

Women, Gender, and Sexuality Program

Professor Corber, Director; Charles A. Dana Professor of History Hedrick●●

The program in women, gender, and sexuality takes gender and sexuality as its critical terms of inquiry, exploring them as social constructs and analyzing their impact on the traditional disciplines. The program draws on the liberal arts and sciences to examine a wide range of topics relating to gender and sexuality, including women's varied experiences in different historical periods and cultures, as well as their contributions to culture in all its forms; the relationship among sex, gender, and sexuality; lesbian, gay, and transgender subcultures, and their histories and politics; and the institutional and discursive regulation of gender and sexuality. Recognizing that gender and sexuality cut across most fields of knowledge and that race, class, and nation are crucial components of gender and sexual identities, the program has both an interdisciplinary and cross-cultural focus.

Core faculty

Zayde Antrim, Associate Professor of History and International Studies
 Janet Bauer, Associate Professor of International Studies
 Stephen Valocchi, Professor of Sociology

Curricular options—Students may either major or minor in women, gender, and sexuality. The requirements for both are listed below.

The major in women, gender, and sexuality—Majors are required to complete, with grades of C- or better, 13 course credits in women, gender, and sexuality, which must include the following:

- Four core courses
 - WMGS 101. Women, Gender, and Sexuality**
 - WMGS 301. Western Feminist Thought**
 - WMGS 369. Queer Studies: Issues and Controversies**
 - WMGS 401. Senior Seminar**, or a departmental senior seminar cross-listed with women, gender, and sexuality
- Five courses in a concentration—By the spring of junior year, each student will design a concentration. These may be in a discipline or field (e.g., sociology, history, queer studies), on a theme (e.g., race and ethnicity), or on a problem (e.g., violence against women).
- Four other courses in women, gender, and sexuality (one course credit of a 2-credit thesis may count toward the elective total).

In order to ensure rigor, breadth, and diversity, the concentration and elective courses must include the following:

- Four courses at the upper level (300 and above; one of which must originate in the women, gender, and sexuality program).
- Two courses from arts and humanities and two courses from social and natural sciences
- Two courses from a list of transnational and multicultural courses, at least one of which must be a transnational course, chosen in consultation with the program director.
- Up to two cognate courses and a one-credit internship may be counted toward the major.

Honors—The award of honors in women, gender, and sexuality will be based on a grade point average of 3.5 or better in the courses for the major and completion of a senior thesis with a grade of A- or better. Application to complete a senior thesis should be made to the director of women, gender, and sexuality the semester before the thesis is undertaken.

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

- The core courses (recommended in sequence)

WMGS 101. Introduction to Women, Gender, and Sexuality (ordinarily taken in the first or sophomore year)

WMGS 301. Western Feminist Thought or **WMGS 369. Queer Studies: Issues and Controversies**

- The electives—Students planning a minor in women, gender, and sexuality will, in consultation with the program director, select three electives chosen from a list of cross-listed women, gender, and sexuality courses. As a rule, this selection will be made in the sophomore year. One elective course must be taken in both the arts and humanities and the social sciences and natural sciences
- **WMGS 401. Senior Seminar**
- Course offerings—The core courses are offered every year. The other women, gender, and sexuality courses vary somewhat from year to year but are offered on a fairly regular basis.

Fall Term

Course Core to WMGS Major

[101. Women, Gender, and Sexuality]—This course introduces students to the study of women, gender, and sexuality, paying attention to issues of power, agency and resistance. Using a variety of 19th- and 20th-century American materials, the course seeks to understand: women’s experiences and the way they have been shaped, normative and nonnormative alignments of sex, gender and sexuality across different historical periods, and the intersection of gender, sexuality, race, class, and nation. Not open to seniors. (Enrollment limited)

[212. History of Sexuality]—Sexuality is commonly understood as a natural or biological instinct, but as scholars have recently shown, it is better understood as a set of cultural practices that have a history. Starting with the ancient Greeks, this course examines the culturally and historically variable meanings attached to sexuality in Western culture. It pays particular attention to the emergence of sexuality in the 19th century as an instrument of power. It also considers how race, class, gender, and nationality have influenced the modern organization of sexuality. Topics covered include sex before sexuality, sexuality and colonialism, sexuality and U.S. slavery, and the emergence of the hetero/homosexual binarism in the late 19th century. Primary readings include *The Symposium*, *A Passage to India*, *Incidents in the Life of a Slave Girl*, *The Well of Loneliness*, and *The Swimming Pool Library*. Secondary readings include work by Michel Foucault, David Halperin, Angela Davis, Hazel Carby, Martin Duberman, George Chauncey, Madeline Davis and Elizabeth Kennedy. (Also listed under History.) (Enrollment limited)

301. Western Feminist Thought—An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) women’s historical subordination to man and put forward various explanations and strategies for change. Readings in J.S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Adrienne Rich, bell hooks, Mary Daly, Audre Lorde, and others. Primarily for sophomores and juniors. Permission of the instructor is required. Prerequisite: C- or better in one other course in Women Gender and Sexuality. (Enrollment limited)-Hedrick

401. Senior Seminar—The goals of this seminar are to sharpen critical thinking and to afford an opportunity for synthesis of student work in women, gender, and sexuality. Towards these ends we will examine the construction of race, class, and sexuality in America as they intersect with gender. The capstone of the course is a twenty-five-page research paper. There will be opportunities to share work in progress with seminar members and to involve the wider campus community in the issues. Course open only to senior Women Gender and Sexuality majors and minors. (Enrollment limited)-Corber

Other WMGS Courses

215. Drink and Disorder in America—Drinking as an institution has reflected the varieties of cultures, interest groups, and ideologies that have swept America. We will examine the tumultuous history of this institution from the origins of the Republic to the present in order to understand what the “wets” and the “drys” can tell us about

the nature of community in America. Special attention to the ways in which gender, race, class, and ethnicity shape perceptions of drinking, leisure, and social control. (Also listed under American Studies and History.) (Enrollment limited)-Hedrick

[319. The Woman's Film]—In the 1930s Hollywood created a new genre, the woman's picture or "weepie," designed specifically for female audiences. This course examines the development of this enormously popular genre from the 1930s to the 1960s, including important cycles of women's pictures such as the female gothic and the maternal melodrama. It pays particular attention to the genre's exploration of female sexuality and its homoerotic organization of the look. It also considers the genre's role in the formation of contemporary theories of female spectatorship. Film screenings include both versions of *Imitations of Life*, *These Three*, *Stage Door*, *Blonde Venus*, *Stella Dallas*, *Mildred Pierce*, *Rebecca*, *Suspicion*, *Gaslight*, *The Old Maid*, *Old Acquaintance*, *The Great Lie*, *Letter from an Unknown Woman*, *All that Heaven Allows*, and *Marnie*. Readings by Doane, Williams, Modleski, de Lauretis, Jacobs, and White. (Enrollment limited)

345. Film Noir—This course traces the development of film noir, a distinctive style of Hollywood filmmaking inspired by the hardboiled detective fiction of Dashiell Hammett, James Cain, and Raymond Chandler. It pays particular attention to the genre's complicated gender and sexual politics. In addition to classic examples of film noir, the course also considers novels by Hammett, Cain, and Chandler. (Enrollment limited)-Corber

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

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

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term thesis. (1-2 course credits) -Staff

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

Courses Originating in Other Departments

American Studies 248. Female Bodies in 19th Century American Literature & Culture—View course description in department listing on p. 105. -Miller

[American Studies 340. The Body in 19th Century American Culture]—View course description in department listing on p. 105.

[American Studies 341. Spectacle of Disability in American Culture]—View course description in department listing on p. 106.

[Anthropology 256. Anthropology of Reproduction]—View course description in department listing on p. 125.

Classical Civilization 208. Men, Women, and Society in Ancient Greece and Rome: Myth and Reality—View course description in department listing on p. 155. -Safran

[English 431. Writing Women of the Renaissance]—View course description in department listing on p. 216.

[English 833. Writing Women of the Renaissance]—View course description in department listing on p. 219.

English 851. Queer Harlem Renaissance—View course description in department listing on p. 220. -Paulin

[**International Studies 218. Women, Gender, and Family in the Middle East**]—View course description in department listing on p. 314.

[**International Studies 234. Gender and Education**]—View course description in department listing on p. 314.

[**International Studies 249. Immigrants and Refugees: Strangers in Strange Lands**]—View course description in department listing on p. 315.

International Studies 311. Global Feminism—View course description in department listing on p. 316. -Bauer

[**Music 150. Women in Music**]—View course description in department listing on p. 389.

[**Music 224. Music of Black American Women**]—View course description in department listing on p. 390.

[**Political Science 326. Women and Politics**]—View course description in department listing on p. 426. Prerequisite: C- or better in Political Science 102 or permission of instructor.

[**Political Science 359. Feminist Political Theory**]—View course description in department listing on p. 427.

Sociology 355. Reproduction, Birth, and Power—View course description in department listing on p. 470. Prerequisite: Prior Sociology course or permission of instructor. -Morris

Spring Term

Course Core to WMGS Major

101. Women, Gender, and Sexuality—This course introduces students to the study of women, gender, and sexuality, paying attention to issues of power, agency and resistance. Using a variety of 19th- and 20th-century American materials, the course seeks to understand: women's experiences and the way they have been shaped, normative and nonnormative alignments of sex, gender and sexuality across different historical periods, and the intersection of gender, sexuality, race, class, and nation. Not open to seniors. (Enrollment limited)-Corber

[**315. Women in America**]—An examination of women's varied experiences in the public and private spheres, from their own perspective as well as that of the dominant society. The experiences of women of different classes and races will be compared, as will the relationship between images of women and changing realities of their lives. Emphasis on the 19th and 20th centuries. (Enrollment limited)

Other WMGS Courses

[**215. Drink and Disorder in America**]—Drinking as an institution has reflected the varieties of cultures, interest groups, and ideologies that have swept America. We will examine the tumultuous history of this institution from the origins of the Republic to the present in order to understand what the 'wets' and the 'drys' can tell us about the nature of community in America. Special attention to the ways in which gender, race, class, and ethnicity shape perceptions of drinking, leisure, and social control. (Also listed under American Studies and History.) (Enrollment limited)

[**335. Mapping American Masculinities**]—This course examines the construction of masculinity in American society starting with Theodore Roosevelt's call at the turn of the twentieth century for men to revitalize the nation by pursuing the "strenuous life. Through close readings of literary and filmic texts, it considers why American manhood

has so often been seen as in crisis. It pays particular attention to the formation of non-normative masculinities (African-American, female, and gay) in relation to entrenched racial, class, and sexual hierarchies, as well as the impact of the feminist, civil rights, and gay liberation movements on the shifting construction of male identity. In addition to critical essays, readings also include *Tarzan of the Apes*, *The Autobiography of an Ex-Colored Man*, *The Great Gatsby*, *The Sun also Rises*, *Native Son*, *Another Country*, and *Kiss Me Deadly* (Spillane). Film screenings include *Kiss Me Deadly* (Aldrich), *Shaft*, *Magnum Force*, *Philadelphia*, *Brokeback Mountain*, *Cleopatra Jones*, and *Boys Don't Cry*. (Enrollment limited)

369. Queer Studies: Issues and Controversies—This broadly interdisciplinary course examines the impact of queer theory on the study of gender and sexuality in both the humanities and the social sciences. In positing that there is no necessary or causal relationship between sex, gender, and sexuality, queer theory has raised important questions about the identity-based understandings of gender and sexuality still dominant in the social sciences. This course focuses on the issues queer theory has raised in the social sciences as its influence has spread beyond the humanities. Topics covered include: queer theory's critique of identity; institutional versus discursive forms of power in the regulation of gender and sexuality; the value of psychoanalysis for the study of sexuality; and lesbian and gay historiography versus queer historiography. (Enrollment limited)-Corber, Valocchi

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

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

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term thesis. (1-2 course credits) -Staff

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

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

Courses Originating in Other Departments

[**Anthropology 207. Anthropological Perspectives of Women and Gender**]—View course description in department listing on p. 127.

[**Arabic 233L. Introduction to Arab and Middle Eastern Cinemas**]—View course description in department listing on p. 346.

[**Educational Studies 309. Race, Class, and Educational Policy**]—View course description in department listing on p. 195. Prerequisite: Educational Studies 200 or juniors / seniors with permission of instructor.

[**English 220. Crime and Passion: Studies in Victorian Literature**]—View course description in department listing on p. 225.

English 348. Women Writers of the Middle Ages—View course description in department listing on p. 229. Prerequisite: C- or better in English 260 or permission of instructor -Fisher

[**English 365. Jane Austen and the Romantic Period**]—View course description in department listing on

p. [229](#).

[**English 451. Queer Harlem Renaissance**]—View course description in department listing on p. [231](#).

[**English 851. Queer Harlem Renaissance**]—View course description in department listing on p. [234](#).

[**History 247. Latinos/Latinas in the United States**]—View course description in department listing on p. [293](#).

[**History 318. Gender and Sexuality in Middle Eastern History**]—View course description in department listing on p. [295](#).

[**History 397. Work and Motherhood in the United States 1920-Present**]—View course description in department listing on p. [298](#).

[**International Studies 131. Modern Iran**]—View course description in department listing on p. [319](#).

International Studies 218. Women, Gender, and Family in the Middle East—View course description in department listing on p. [320](#). -Bauer

International Studies 300. Worldly Sex—View course description in department listing on p. [321](#). -Euraque

[**International Studies 306. Gender and Nationalism in the Middle East**]—View course description in department listing on p. [321](#).

[**International Studies 307. Women's Rights as Human Rights**]—View course description in department listing on p. [321](#).

International Studies 325. Anthropology of Islam—View course description in department listing on p. [322](#). -Bauer

[**Language & Cultural Studies 233. Introduction to Arab and Middle Eastern Cinemas**]—View course description in department listing on p. [342](#).

[**Philosophy 225. Politics, Power, and Rights: Engaging Women of Color in Hartford**]—View course description in department listing on p. [407](#).

Philosophy 239. African-American Feminism—View course description in department listing on p. [407](#). -Marcano

[**Philosophy 240. Introduction to Feminist Philosophy**]—View course description in department listing on p. [408](#).

[**Political Science 326. Women and Politics**]—View course description in department listing on p. [431](#). Prerequisite: C- or better in Political Science 102 or permission of instructor.

Psychology 310. The Psychology of Gender Differences—View course description in department listing on p. [444](#). Not open to first-year students. -Anselmi

Sociology 207. Family and Society—View course description in department listing on p. [471](#). -Sacks

Sociology 246. Sociology of Gender—View course description in department listing on p. [471](#). -Morris

Writing and Rhetoric Program

Allan K. Smith Lecturer in English Composition and Director of the Allan K. Smith Center for Writing and Rhetoric
 O'Donnell; Principal Lecturers in the Allan K. Smith Center for Writing and Rhetoric Butos, Papoulis, and Peltier●●;
 Visiting Lecturer in the Allan K. Smith Center for Writing and Rhetoric Budd

The Program in Writing and Rhetoric courses offer students the opportunity to develop expertise in writing for academic, professional, community, and personal purposes. The course work provides practice in writing in a range of genres, editing and style, and digital media. Courses also investigate rhetoric, information technology, the politics of language use, and language and identity. For the minor in Writing, Rhetoric, and Media Arts, please see p. 92 under Interdisciplinary Minors.

Fall Term

101. Writing—An introduction to the art of expository writing, with attention to analytical reading and critical thinking in courses across the college curriculum. Assignments offer students opportunities to read and write about culture, politics, literature, science, and other subjects. Emphasis is placed on helping students to develop their individual skills. (Enrollment limited)-Budd, Butos, Mrozowski, Papoulis, Peltier

102. Writing Studio—The Writing Studio will function as a weekly small-group writing tutorial and writing support group, facilitated by a Writing Studio Coach, an upper-level or graduate student. Weekly meetings will focus on specific writing topics and will provide ample opportunities for members to have their writing work-shopped by their group. This course open to first-year students only. (0.25 course credit) (Enrollment limited)-Butos

103. Special Writing Topics: Literature and Film—Emphasizing instruction and practice in writing, this course will explore the nature of narrative in literature and film. Where do stories come from? How and why do they get told? What kind of culture produces a particular work? To search for answers to these questions, students will examine a series of paired works of fiction and creative films. (Enrollment limited)-Wall

208. Argument and Research Writing—A writing workshop emphasizing the development of argumentation and research skills. Students learn how to read and evaluate logical arguments, formulate research questions, explore print and electronic resources, and frame persuasive arguments in papers of substantial length. Frequent practice in writing and revising. (Enrollment limited)-Peltier

226. The Spirit of Place: Writing with an Active/Reflective Eye—In this course we will write about “place,” and explore how writers render ideas of location, nature, and the environment, ranging from wilderness to city streets. We will move from simple descriptions to an exploration of the larger issues that arise in the interactions between people and places. Readings will include Gretel Erlich and Barry Lopez, among others, who have artfully evoked the spirit of place. (Enrollment limited)-Papoulis

302. Writing Theory and Practice—A study of the art of discourse, with special emphasis on the dynamics of contemporary composition and argumentation. This course examines rhetorical theory from the Classical period to the New Rhetoric, as well as provides students with frequent practice in varied techniques of composing and evaluating expository prose. A wide selection of primary readings across the curriculum will include some controversial ideas about writing from Plato’s *Phaedrus*, the heart of Aristotle’s *Rhetoric*, and examples of the best writing in the arts and sciences. By invitation only. For students admitted to the Writing Associates Program. (Enrollment limited)-O'Donnell

303. Writing Studio Coach—A pro-seminar designated for coaches who will facilitate the First-Year Writing Studios. This seminar will provide coaches with background in writing pedagogy that emphasizes first-year writers’ needs and extensive training in conducting small group writing workshops. Coaches will study specific writing strategies to present to their Writing Studios in their weekly sessions. Responsibilities will also include maintaining periodic contact with their Studio participant’s FYSM faculty, keeping records of participants’ work and attendance, and writing a final evaluation of each writer in their Studio. For the first three weeks of the semester, the seminar will meet as a group three times a week, during the two regularly scheduled times and during a Common Hour. Beginning on September 24, 2012, each week Coaches will meet with the pro-seminar class, with a small working

group of Studio Coaches, and with their Writing Studio. (Enrollment limited)-Butos

466. Teaching Assistant—Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in conceiving or revising papers; reading and helping to evaluate papers, quizzes, and exams; and other duties as determined by the student and instructor. See instructor of specific course for more information. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) -Staff

Spring Term

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and Writing Center director are required for enrollment. (0.5-1 course credit) -Staff

101. Writing—An introduction to the art of expository writing, with attention to analytical reading and critical thinking in courses across the college curriculum. Assignments offer students opportunities to read and write about culture, politics, literature, science, and other subjects. Emphasis is placed on helping students to develop their individual skills. (Enrollment limited)-O'Donnell

103-01. Special Writing Topic: Writing Personal Experience: Diaries, Journals, Essays & Stories We Tell Ours—This course will look at the ways we create and understand ourselves and our condition through our personal writing. Readings will include Woolf, Dillard, Sartre, Ozick, and others. (Enrollment limited)-Cullity

103-02. Special Writing Topics: Analytical Thinking and Writing—This writing workshop is designed for students who would like to improve their ability to read texts in many disciplines actively and critically and to write strong, thoughtful analytical papers. Students will focus on developing strategies for discovering meaning, identifying analytical elements, and evaluating claims and evidence. Writing assignments will allow students to practice these strategies by writing critical analyses and responses to texts, current events, lectures, and films.-Butos

103-03. Special Writing Topics: Autobiography and Activism—A writing workshop focusing on autobiographical writing that is informed by an interest in the world at-large. We will read various writers who combine their personal stories with their political, environmental, and social activism, such as Terry Tempest Williams, Bill McKibben, and Angela Davis. Students will write their own reflective autobiographical essays. (Enrollment limited)-Papoulis

202. Expository Writing Workshop—This intermediate workshop is designed for students who have achieved mastery in introductory-level college writing and who want to refine their writing abilities. Students will focus on developing stylistic strategies and techniques when writing for numerous purposes and audiences. Students will choose from these writing forms: interview, travel article, op-ed piece, memoir, sports article, criticism, humor, and science and technology article. (Enrollment limited)-Butos

208. Argument and Research Writing—A writing workshop emphasizing the development of argumentation and research skills. Students learn how to read and evaluate logical arguments, formulate research questions, explore print and electronic resources, and frame persuasive arguments in papers of substantial length. Frequent practice in writing and revising. (Enrollment limited)-Butos

300. The Art of the Essay—An advanced writing workshop intended to help students find their own subjects and styles as essayists. We will read and write personal essays that express authors' unique responses to ideas and experiences in deeply reflective ways. Our study will include essays by Seneca, Montaigne, Woolf, Dillard, and others from various historical periods that have explored their responses to the world in engaging and complex detail.-Papoulis

Fellowships

Except where otherwise noted, further information regarding the following fellowships may be obtained from Associate Academic Dean Sheila Fisher.

The H. E. Russell Fellowships, endowed by a legacy from Henry E. Russell of New York, pay to each recipient \$5,000 annually. One is awarded each year by vote of the faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of full-time, non-professional graduate study at Trinity College or at some American or foreign university approved by the faculty. The incumbent holds the fellowship for three years and may not be married.

The Mary A. Terry Fellowships, endowed by a legacy from Miss Mary A. Terry of Hartford, pay to each recipient \$5,000 annually. One is awarded annually by the president upon the recommendation of the faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of full-time graduate study in the arts and sciences at Trinity College or at some other college or university approved by the faculty. The incumbent holds the fellowship for three years.

The W. H. Russell Fellowships, endowed by a gift from William H. Russell of Los Angeles, California, pay to each recipient \$2,500 annually. Two are awarded each year by vote of the faculty to members of the graduating class who give evidence of superior ability and of a desire to continue full-time study after graduating from Trinity College. Incumbents hold the fellowship for three years.

The William R. Cotter Memorial Congressional Intern Fund was established in 1981 in memory of William R. Cotter, Class of 1949, who served in the United States House of Representatives from 1970 to 1981. Proceeds of the fund are used to support student interns in the offices of United States senators and representatives, with preference given to interns in Washington, D.C., and to those working for Connecticut senators and representatives. Interested students should contact Career Development.

The Andrew J. Gold and Dori Katz Fund for Human Rights was established by two members of the faculty in 1998 to honor Andrée Guelen Herscovici, the Reverend Father Bruno, and the Walschots, a Flemish family, all of whom were instrumental in saving Belgian children (including one of the donors) from the Nazis during World War II, and also to honor countless others who sacrificed in civil rights struggles against racial, religious, and ethnic intolerance in American society and abroad. The income is used to support student research and academic activity in the areas of anti-Semitism, racism, and intolerance leading to violations of fundamental human rights. Students may apply for support from the fund for pertinent research projects, travel, purchase of material, and internships. Application may be made at any time prior to the third week of the spring semester. A committee of faculty members and administrators reviews applications and awards grants. Students interested in seeking a grant should contact either Professor Sonia Cardenas, director of the Human Rights Program, or Associate Academic Dean Sheila Fisher.

Scholarships

In general, scholarship grants are awarded only on evidence of financial need. Applications for financial aid must be made on forms required by the Office of Financial Aid, and, in the case of students in college, must be submitted by their published due dates. Complete details concerning financial aid and the continuation of scholarship grants will be found in the Financial Aid section.

Scholarships

George I. Alden—gifts from the George I. Alden Trust of Worcester, MA.

Alpha Chi Rho—two scholarships with preference to children of past fraternity members.

American Society of Mechanical Engineers (ASME)—awarded annually by the Hartford Section of the ASME to a full-time Trinity College engineering major, concentrating in mechanical engineering, with above average academic standing.

Anonymous—given by an anonymous alumnus in 2002.

Anonymous—given by an anonymous donor in 2006.

Walker Breckinridge Armstrong—bequest of Walker Breckinridge Armstrong '33 of Darien, CT.

Arrow-Hart & Hegeman Electric Company—given by Arrow-Hart, Inc., of Hartford, with preference to sons and daughters of company employees.

Clinton J., Jr. and Gertrude M. Backus—given by Gertrude M. and Clinton J. Backus, Jr., 1909, of Long Beach, CA.

Bancroft Family—gifts of Barbara S. and Thomas M. Bancroft, Jr. P'93, '10, of East Norwich, NY.

William Pond Barber—bequest of William P. Barber, Jr. '13 of St. Petersburg, FL.

Robert W. Barrows Memorial—bequest and gifts in memory of Robert W. Barrows '50 of West Hartford, CT. Preference is given to minority students from greater Hartford.

Robert A. and Ruth A. Battis—gifts in honor of the retirement of Dr. Robert A. Battis, Professor of Economics at the College, with preference given to students majoring in economics.

Joel, Thelma, and Florence Beard—gift of Mrs. Florence Beard of Kihei, HI, in memory of her husband, Joel Beard '22.

Isbon Thaddeus Beckwith—bequest of the Rev. Isbon Thaddeus Beckwith, Hon. 1898, of Atlantic City, NJ.

Edward Beirponch—bequest of Edward Beirponch. Awarded annually to a student ranking in the upper quarter of his or her class, and who majors in or intends to major in economics.

James F. Belfiore '66—given by Harper and Whitfield, P.C. of Simsbury, CT, friends, classmates, and family in loving memory of James F. Belfiore '66.

Charles J. Bennett Memorial/Hartford Rotary—given by the Trustees of the College, the Rotary Club of Hartford, family, and other friends in memory of Charles J. Bennett, Engineer, of Hartford, for students majoring in engineering or the natural sciences with preference for students from the Hartford area.

James E. and Frances W. Bent—bequests of James E. Bent '28 and Frances W. Bent for deserving students who have exhibited academic excellence.

Walter Berube—bequest of Mr. Walter Berube '23, of West Hartford, CT.

Bessette Family—gifts of Andy F. Bessette P'10, of Orono, MN, Trustee of the College since 2007.

Bethlehem Steel Corporation—given by Bethlehem Steel Corporation.

Bishop of Connecticut—given by The Rt. Rev. Walter H. Gray, D.D., Hon. '41, of Hartford, former Trustee of the College, for students from the greater Hartford area.

Black American Alumni—gifts from alumni, with preference given to Black American students.

Grace Edith Bliss—given by Grace Edith Bliss of Hartford for students from the greater Hartford area.

Blume Family—gifts from Dr. and Mrs. Marshall E. Blume '63, of Villanova, PA. Dr. Blume was a Trustee of the College from 1980 until 1986.

Robert A. and Suzanne E. Boas—gifts of Robert A. Boas '67 and Suzanne E. Boas of Atlanta, GA.

Henry E. Bodman Memorial—given by Mrs. William K. Muir of Grosse Pointe Farms, MI, in memory of her father, Henry E. Bodman.

Kathleen O'Connor Boelhouwer '85 Memorial—given by family, friends, classmates, and colleagues in loving memory of Kathleen O'Connor Boelhouwer '85 of Farmington, CT. Awarded with preference for students who attended Miss Porter's School in Farmington prior to matriculation at Trinity.

Bogle Family—gifts of Emily Latour Bogle '79 and Harold W. Bogle of Bronxville, NY. Ms. Bogle presently serves as a Trustee of the College.

George Meade Bond—bequest of Mrs. Ella Kittredge Gilson of Hartford, in memory of George Meade Bond, Hon. '27.

Michael E. Borus—gifts of family, friends, and colleagues in memory of Dr. Michael E. Borus '59 of South Orange, NJ.

Mark C. Boulanger Memorial—gifts from family and friends in memory of Mark Christopher Boulanger '82 of Glastonbury. Awarded to juniors and seniors majoring in computing or involved in the work of the computer center.

Garrett D. Bowne—bequest of Mary Gormly Bowne of Pittsburgh, PA, in memory of her husband, Garrett D. Bowne 1906.

John F. Boyer Memorial—given by Francis Boyer, Hon. '61, of Philadelphia, PA, in memory of his son, John Francis Boyer '53. Preference will be given to juniors and seniors of the Delta Psi fraternity.

Lucy M. Brainerd Memorial—given by Lyman B. Brainerd '30, Hon. '71, of Hartford, Trustee Emeritus of the College, in memory of his mother.

C. B. Fiske Brill—proceeds from a life income fund established by Col. C. B. Fiske Brill '17, of Tallahassee, FL.

Thomas Brodsky '05 Family—given by Estrellita and Daniel Brodsky of New York City, in honor of their son, with preference for students from urban areas.

Harriet E. and David H. Bromberg '44—gifts from the children of David H. Bromberg '44, with preference given to students from the greater Hartford area.

Susan Bronson—bequest of Miss Susan Bronson of Watertown, CT.

Brownell Club—gift from the Alumni Association of the Brownell Club for needy and deserving students from the Hartford area.

Elfert C., Billie H., and Alfred C. Burfeind Memorial—gifts of Alfred C. Burfeind '64 and Lynne O. Burfeind MA '82 of Hartford, in memory of his parents, and augmented by gifts from family, friends, and colleagues in memory of Mr. Burfeind.

J. Wendell and Ruth Burger Memorial—gifts in memory of Professor and Mrs. J. Wendell Burger of West Hartford, CT. Dr. Burger was Chairman of the Biology Department.

Raymond F. Burton—gift of Raymond F. Burton '28, of East Canaan, CT.

John Mark Caffrey Memorial—gift from Dr. James M. Caffrey, Jr. '41 in memory of his son. Preference is given to residents of the greater Hartford area.

Donald E. Callaghan '68, P'96—gifts of Donald E. Callaghan '68 P'96, of Bryn Mawr, PA.

Franca Trinchieri Camiz Memorial—gifts from sisters Camilla Trinchieri and Carol T. Sutherland, in memory of Franca T. Camiz, a faculty member of Trinity College's Rome Campus, to provide assistance to students in the Rome Program who have an excellent academic record in Art History.

John E. Candelet—gifts of John D'Luhy '55, of Spring Lake, NJ, in memory of John E. Candelet, George M. Ferris Lecturer in Corporation Finance and Investments from 1946 until his death in 1959. Provides scholarship aid

to a student majoring in economics with a grade point average of 3.5 or higher in economics, and who aspires to play a leadership role in business or academic life in economics post-graduation.

Frederic Walton Carpenter—given by members of the family of Frederic Walton Carpenter, J. Pierpont Morgan Professor of Biology, for students in biology.

Cazenovia District High School—gift from Nicholas J. Christakos '52 and Harriet Hart Christakos for worthy and deserving student(s) from Cazenovia High School located in Cazenovia, NY.

Charles G. Chamberlin “A”—bequest of Charles G. Chamberlin 1907, of West Haven, CT, awarded to resident of West Haven or New Haven County.

Professor John H. Chatfield '64— Gifts of Robert J. Aiello '81, of Maspeth, NY; Peter J. Whalen '81, of Northampton, MA; and others, in honor of John H. “Jack” Chatfield '64, professor of history, on the occasion of his retirement from Trinity in 2011.

Samuel and Tillie D. Cheiffetz—bequest of Samuel Cheiffetz of West Hartford, CT.

Harold N. Christie—bequest of Harold N. Christie, Class of 1911, of Point Pleasant, NJ.

Irene, Lester, and Stephen Clahr '60—bequest of Stephen D. Clahr, Class of 1960, of London, England, to provide tuition assistance for financially needy students.

Andrew J. Clancy '07 Memorial—given by Bernard and Janice Clancy of Lowell, MA in memory of Andrew J. Clancy '07 and his grandmother Aurore Clancy.

Class of 1916 Memorial—given by the Class of 1916 at their 40th Reunion and subsequently, with affection and gratitude to Alma Mater, and in memory of their deceased classmates.

Class of 1918 Memorial—established initially in 1964 by a gift from Joseph Buffington, Jr. '18, of Sewickley, PA, and substantially increased by gifts from members and friends of the Class at their 50th Reunion in 1968, in memory of deceased classmates and of Laurence P. Allison, Jr., a friend of the Class.

Class of 1926 Memorial—given by the Class of 1926 at their 50th Reunion and subsequently, with affection and gratitude to Alma Mater, and in memory of their deceased classmates.

Class of 1934—established in 1959 by Nathaniel Clark '34 and subsequently augmented by gifts from class members and accumulated income. Designated for scholarship purposes by members of the Class of 1934 at their 50th Reunion.

Class of 1935 Memorial of William Henry Warner—given by the Class of 1935 at their 25th Reunion in honor of their classmate who was killed in World War II.

Class of 1939 Memorial—gifts from members and friends of the Class of 1939 at their 50th Reunion in memory of their deceased classmates.

Class of 1940—given by the Class of 1940 at their 25th Reunion and designated for scholarship purposes by the Class at their 50th Reunion.

Class of 1952 William J. Goralski '52—gifts of classmates and friends in honor of William J. Goralski '52.

Class of 1957—gifts from the Class of 1957 in anticipation of their 30th Reunion in June 1987. Preference given to direct or ancillary descendants of the Class of 1957.

Class of 1959—given by members of the Class of 1959 to provide financial aid to qualified Trinity students who experience a sudden need for special or increased financial assistance in order to continue their studies without undue stress or interruption.

Class of 1960 Fund for Presidential Scholars—gifts from members of the Class of 1960 on the occasion of their 50th Reunion in 2010, to support financial aid for Presidential Scholars at the College.

Class of 1961—given by members of the Class of 1961 in celebration of their 50th Reunion.

Class of 1962—given by members of the Class of 1962 in celebration of their 50th Reunion.

Class of 1963—gifts from members of the Class of 1963 on the occasion of their 25th Reunion in 1988 and augmented by subsequent gifts. Provides an annual grant aid supplement and a summer stipend to undergraduates exhibiting exceptional financial need and unusually strong academic and personal qualities.

Class of 1965 President James F. Jones, Jr.—given by members of the Class of 1965 on the occasion of their 50th Reunion in honor of President James F. Jones, Jr., twenty-first president of the College, and his distinguished service to Trinity.

Martin W. Clement—given by his wife, Elizabeth W. Clement, and children, Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement 1901, Hon. '51, of Philadelphia, PA, a former Trustee of the College, with preference given to students from the Delaware Valley region.

Samuel Barbin Coco—gift of Hannalou and Samuel B. Coco in honor of their daughter, Caroline S. Coco '85, for a rising junior to spend the fall or spring semester at the Trinity College Rome Campus. Preference will be given to students pursuing Italian Studies.

Archibald Codman—given by Miss Catherine A. Codman, the Rt. Rev. Robert Codman 1900, and Edmund D. Codman of Portland, ME, in memory of their brother, the Rev. Archibald Codman, Class of 1885, for students nominated by the Bishop of Maine or by the College if no nominations are made by the Bishop.

David L. and Marie-Jeanne Coffin—gift of David L. Coffin, Hon. '86, of Sunapee, NH, a former Trustee of the College, with preference to students from the Windsor Locks area.

Jan Kadetsky Cohn Memorial—gifts of members of the Trinity College community, family, and friends of Jan Kadetsky Cohn, G. Keith Funston Professor of American Literature and American Studies and first woman Dean of the Faculty at Trinity College. Awarded with preference to an upper-class student in the humanities.

Richard H. Cole—given by Richard H. Cole of Hartford.

Martin and Kathryn Coletta—bequest of Martin M. Coletta, Esq. '26, of West Hartford, CT.

Collegiate—gifts for scholarship purposes where a special scholarship was not designated.

Concordia Foundation—given by the Concordia Foundation Trust.

Connecticut Alpha Chapter of Phi Kappa Psi—preference given to children of alumni members from Trinity's Chapter of Phi Kappa Psi.

Connecticut General Insurance Corporation (CIGNA)—given by the Connecticut General Insurance Corporation, now known as CIGNA. Preference given to minority students.

E. C. Converse—bequest of Edmund C. Converse of Greenwich, CT.

Thomas W. Convey—gift of Thomas W. Convey '32, of Gorham, ME. Awarded with a preference to residents of the state of Maine.

Harold L. Cook—bequest of The Rt. Rev. Monsignor Harold L. Cook '47, of Plymouth, IN, for pre-medical or pre-theological students.

Charles W. Cooke Memorial—bequest of Irene T. Cooke of Wethersfield, CT in memory of her husband Charles W. Cooke '14, with preference for students majoring in engineering.

Cornerstone Campaign for Trinity College—established with contributions to the Cornerstone Campaign for Trinity College (2006-2012) for scholarship aid.

Linley R. and Helen P. Coykendall—gifts of Robert D. Coykendall '59, of East Hartford, CT in honor of his parents, with preference to students from East Hartford and Manchester.

Craig Family Memorial—established in memory of Philip D. Craig '55 and Douglas W. Craig '64 by their parents, Edgar H. Craig '34 and Elizabeth Pelton Craig. Augmented by gifts in memory of Edgar from his son Roger and six grandchildren. Preference for students with disadvantaged backgrounds.

Dr. Sidney L. and Mrs. Beatrice K. Cramer, Class of 1937—bequest of Dr. Sidney L. Cramer '37. Income to provide an annual scholarship of (up to) \$5,000 to a student (preferably a graduate of Hartford High) who is pursuing a pre-med course of study at Trinity.

William and Adeline Croft—bequest of Adeline R. Croft of Washington, D.C., a long-time friend and client of George M. Ferris, Sr., Class of 1916. Mrs. Croft was a concert pianist and gave recitals in many cities along the East Coast during her active lifetime. Preference is given to students majoring in music.

William E. Cunningham, Jr. '87 and Sandra Cunningham Family—gifts of William E. Cunningham, Jr. '87 and Sandra Cunningham of Cheshire, CT.

Jerome C. Cuppia, Jr. and Doris White Cuppia Memorial—proceeds from a life income trust in the names of Jerome C. Cuppia, Jr. '43 and Doris White Cuppia.

Clara S. and Nathaniel B. Curran—gift of Dr. Ward S. Curran '57 of West Hartford, CT in honor of his parents.

Ward S. Curran—gift from Mitchell M. Merin '75 in honor of Professor Ward S. Curran '57, Curran Distinguished Professor of Economics at the College, for meritorious students. Mr. Merin served as a Trustee of the College from 2002 until 2010.

Lemuel Curtis—bequest of Lemuel J. Curtis of Meriden, CT.

Louise C. Cushman—bequest of Mrs. Louise Cogswell Cushman of West Hartford, CT, a devoted friend of the College.

D & L—gifts from the D & L Foundation, Inc., of New Britain, CT, and Mr. Philip T. Davidson '48 of Simsbury, CT, for minority students.

Charles F. Daniels—bequest of Mrs. Mary C. Daniels of Litchfield, CT, in memory of her son.

Harvey Dann—gifts of Harvey Dann '31 of Pawling, NY, increased by gifts from Mrs. Dann and their son, Harvey Dann '72, with preference to a student from Dutchess County, NY.

Darling, Spahr, Young—gifts from members of the Darling family, with preference to students who have significant talent and interest in the performing arts, particularly in music.

Arthur Vining Davis—grant from the Arthur Vining Davis Foundations of Jacksonville, FL.

J. H. Kelso Davis Memorial—gifts of J. H. Kelso Davis 1899, Hon. '23, of Hartford, a former Trustee of the College, and augmented by memorial gifts from family and friends.

Robert V. Davison—bequest of William B. Davison of Pittsburgh, PA in honor of his son, Robert V. Davison '65.

Albert T. and Jane N. Dewey—bequest of Albert T. and Jane N. Dewey of Manchester, CT. Awarded to full students who have been permanent residents of one of the 29 towns of the capitol region of Connecticut with preference given to minority students who meet this criteria.

Jane N. Dewey—gift of Jane N. Dewey of Manchester, CT.

Edward H. and Catherine H. Dillon—bequest of Catherine H. Dillon of Hartford.

Edward S. and Bertha C. Dobbin—given by James C. Dobbin of Inglewood, CA, in memory of his parents, Edward S. Dobbin 1899 and Bertha C. Dobbin.

Matthew Dominski, Sr.—gifts of Matthew S. Dominski, Jr. '76, of Winnetka, IL, in loving memory of his father, for qualified public school students from the state of Connecticut, with a strong preference for students who reside in Connecticut communities that rank in the lower 50 percent in per capita income based on the latest current data available.

Ida Doolittle Memorial—gift of Dr. Howard D. Doolittle '31, of Stamford, CT, with preference for students who have “open minds and are interested in working on city problems.”

George William Douglas—given by the Rev. George William Douglas 1871 M.A. 1874, Hon. 1895, of New York City.

Peter W. Duke '77 Memorial—gifts received from the family of Peter W. Duke '77, with preference for students from the greater Denver area. If in any particular year there are no students who fit this description, preference will be given to students from the West Coast.

Fern McHan Duncan—gift of Debbie F. Cook of New Britain, CT, in celebration of the life and memory of her mother, Fern McHan Duncan. Mrs. Cook has been a long-time employee of Trinity and presently serves as the College's switchboard operator.

Lyon H. Earle, Jr., M.D. Memorial—gifts from the family of Lyon H. Earle, Jr., M.D. '42 of West Hartford, CT, with preference for junior and senior students actively involved in the life of the College community and who are intending to become medical doctors.

Alfred J. and Elizabeth E. Easterby—given by Charles T. Easterby '16 of Philadelphia, PA, in memory of his father and mother.

William S. Eaton Memorial—given by Mrs. Julia Allen Eaton of Hartford and others, in memory of her husband, William S. Eaton 1910.

Jacob W. Edwards Memorial—given by relatives and friends in memory of Jacob W. Edwards '59, MA'64, for a student who has completed the freshman year.

Rose and Peter D. Edwards '78—given by Rose and Peter D. Edwards '78, of Chevy Chase, MD, in memory of Professor of Sociology Norman Miller and in honor of Professor of English James A. Miller.

Egan Family—gift from Raymond C. Egan '66, of Princeton, NJ, for deserving minority students at the College.

William C. Egan '68 Family—gift of William C. Egan '68 of Skillman, NJ with a preference for students from Princeton, NJ, and surrounding communities.

Leonard A. Ellis—bequest of Leonard A. Ellis 1898 of San Diego, CA.

James S. and John P. Elton—given by James S. Elton and John P. Elton 1888, of Waterbury, CT, a former Trustee of the College.

Emily and Jerome Farnsworth '60 Prize in Education—gift of anonymous donors for students who demonstrate all-around ability and who possess those qualities necessary to make a significant contribution to the College and to society, regardless of any other financial resources available to such students.

Betty Foster Feingold and Bertram E. Feingold '64 Family—given by Dr. and Mrs. Bertram E. Feingold '64 of Scottsdale, AZ, with preference for students who have demonstrated a commitment to public service in their high school years, students who were participants in the Boys & Girls Club of America, and/or students interested in the study of math and science.

Gustave A. Feingold—bequest of Dr. Gustave A. Feingold 1911, of Hartford.

Rabbi and Mrs. Abraham J. Feldman—given by the Trustees of the Congregation Beth Israel of Hartford, for students from the greater Hartford area.

Thomas F. Ferguson '51 Memorial—gifts of Thomas F. Ferguson '51 and Walter R. Ferguson '52, of Manchester, CT, in memory of their father, Ronald H. Ferguson '22.

S. P. and Barr Ferree—bequest of Mrs. Annie A. Ferree in memory of her husband, S. P. Ferree, and her son, Barr Ferree. Augmented with a bequest from her daughter, Annie D. Ferree.

George M. Ferris—gifts of George M. Ferris '16, Hon.'74, of Chevy Chase, MD, Trustee Emeritus of the College.

Maxime C. and Margherita A. Fidao—proceeds of a life income fund from Margherita A. and Maxime C. Fidao '35 of Longmont, CO.

Gustave Fischer and Lillian Fischer—distribution from a charitable remainder unitrust of Gustave Fischer. Preference is given to students born in or residing in Hartford County.

Thomas Fisher—bequest of Thomas Fisher, a graduate of Lafayette College, with preference for students from the Diocese of Harrisburg or Bethlehem, PA.

Edward Octavus Flagg, D.D.—bequest of Miss Sarah Peters Flagg of Woodcliff Lake, NJ, in memory of her father, a member of the Class of 1848.

James R. Foster '52 and Family—gift of James R. Foster '52, of Highland Park, IL. Awarded with preference for students pursuing the study of political science or the arts.

Andrew H. and Anne L. Forrester—proceeds of a charitable gift annuity from Mrs. Andrew H. Forrester, widow of Andrew H. Forrester '27, and mother of Andrew H. Forrester '61. Augmented by gifts from Andrew '61 and Robert H. Forrester.

Andrew Forrester '61 Scholarship for Entrepreneurial Students—Annually funded by gifts from Andrew H. Forrester '61 of Katonah, NY, and awarded annually to one or more undergraduates with demonstrated need, and who show evidence and inclination for entrepreneurialism in their secondary school records or as current Trinity undergraduates.

Fraternity of I.K.A.—two scholarships with preference to children or grandchildren of alumni members of Trinity's chapter of I.K.A.

William O. Frawley '60—given by Marlynn and William P. Scully '61 of Vero Beach, FL, to honor the memory of Naval pilot William O. Frawley '60.

Anna D. and Malcolm D. Frink—gift of Mr. and Mrs. Malcolm D. Frink of Northampton, MA.

Frank Roswell Fuller—bequest of Frank Roswell Fuller of Hartford.

Elizabeth and Keith Funston—given by G. Keith Funston '32, Hon. '62, of Greenwich, CT, a former President and Trustee of the College, for students who show potential to be “enlightened and self-reliant citizens of American Democracy.”

Richard E. Gager '43—gift of the Liana Foundation of Far Hills, NJ, in loving memory of Richard E. Gager '43.

Elbert H. Gary—bequest of Elbert H. Gary, Hon. '19, of Jericho, NY.

Albert L. E. Gastmann—bequest of Albert L. E. Gastmann, who served the College for nearly 40 years as a professor of political science and as a faculty member of Trinity's Rome Campus, with preference for students from the Netherlands or the Netherlands Antilles.

John Curry Gay—bequest of Rev. John Curry Gay of the Archdiocese of Hartford with a preference for undergraduates who have selected American studies as their major area of study.

E. Selden Geer—gifts and bequest of E. Selden Geer, Jr. 1910 of Wethersfield, CT, in memory of the Rev. Flavel Sweeten Luther 1870, a former President of the College, and his wife, Isabel Ely Luther.

James Hardin George—bequest of Mrs. Jane Fitch George of Newtown, CT, in memory of her husband, James Hardin George 1872.

Raymond S. George—bequest of Raymond S. George of Waterbury, CT, for students of the Senior Class who are members of any Episcopal Church or Sunday School in Waterbury.

Joseph V. Getlin—gift from Michael D. Loberg '69, P'00 and Melinda F. Loberg P'00, of Bedford, MA, with preference to qualified St. Louis, Missouri-based students.

Michael P. Getlin '62—given by Marlynn and William P. Scully '61, of Vero Beach, FL, to honor the memory of Marine Captain Michael P. Getlin '62.

George Shepard Gilman—given by the family of George Shepard Gilman 1847 of Hartford.

Louis J. Glaubman '39 Memorial—gifts from family members and friends of Louis J. Glaubman '39, with preference for students from the greater Hartford area.

Alexander A. Goldfarb Memorial—gift of the Alexander A. Goldfarb Memorial Trust. Awarded to a student who is a resident of Hartford. Mr. Goldfarb was a member of the Class of 1946.

Estelle E. Goldstein—bequest of Estelle E. Goldstein of Hartford.

Bishop Gooden Memorial—gift of H. Richard Gooden '63, of Los Angeles, CA, and The Rt. Rev. R. Heber Gooden, S.T.D., Hon. D.D. '63, of Shreveport, LA, in honor of The Rt. Rev. Robert B. Gooden 1902 M.A. 1904, Hon. D.D. '22, with preference for a student from the Harvard-Westlake School, Los Angeles.

Manley J. Goodspeed—gift of Manley J. Goodspeed '45, of Leawood, KS.

Daniel Goodwin—bequest of Daniel Goodwin of Hartford.

Grabfield Family—gifts of Philip W. Grabfield '81, of Weston, CT, to provide scholarship aid to a student from the city of Hartford, with preference given to a student of Hispanic descent.

Charles Z. Greenbaum—given by relatives and friends in memory of Charles Zachary Greenbaum '71, of Marblehead, MA, with preference to students majoring in the sciences.

Jacob and Ethel Greenberg—bequest of Jacob Greenberg of Hartford for students in a pre-medical course of study.

Griffith—bequests of John E. Griffith, Jr. '17 and George C. Griffith '18.

David M. Hadlow—gifts from family and friends in memory of David M. Hadlow '25, of Sherman, CT.

Thomas J. and Frank A. Hagarty—Bequest of Thomas J. Hagarty, Esq., '35, of West Hartford, CT, in honor of his brother Frank A. Hagarty '38 to provide scholarship assistance based on consideration of financial need and academic merit, with preference for upper-class students.

Herbert J. Hall—gift of Herbert J. Hall '39, of Skillman, NJ. Awarded with preference to students majoring in the sciences or a fellowship for post-graduate study.

Karl W. Hallden Engineering—given by Karl W. Hallden 1909, Hon. '48 and Hon. '55, of Thomaston, CT, for students in engineering. Mr. Hallden served as a Trustee of the College from 1951 to 1970.

Ernest A. Hallstrom—bequest of Ernest A. Hallstrom '29, of Hartford, CT.

Jeremiah Halsey—bequest of Jeremiah Halsey, Hon. 1862, of Norwich, CT.

Florence S. and Muriel Harrison—given by The Rev. A. Palmore Harrison '31, of Dallas, TX, and friends and family, in memory of his wife and daughter. Increased by gifts in memory of Mr. Harrison.

James Havens—given anonymously in honor of Mr. Havens.

Dorothy Haynes Family—bequest from Dorothy F. Haynes of West Hartford, CT, with preference to students pursuing study in fine arts.

William Randolph Hearst—gift from the Hearst Foundation, Inc.

Anna C. Helman—gift of Rabbi Leonard A. Helman '48, of Santa Fe, NM. Awarded to students from the Hartford area who commute to Trinity.

Charles J. Hoadley—gift of George E. Hoadley of Hartford in memory of his brother, a member of the Class of 1851.

Hoffman Foundation—gift of the Maximilian E. and Marion O. Hoffman Foundation. Preference will be given to students of Lebanese/Christian background.

Maurice J. Hoffman/Bernard H. Rosenfield—gifts of Peter A. Hoffman '61, and other members and friends of the Hoffman family to assist students who have earned at least one full year of college academic credit at Trinity College and who experience a sudden need for special or increased financial assistance in order to continue their studies at Trinity without undue stress or interruption.

Albert E. Holland Memorial—gifts from family and friends of the late Albert E. Holland '34, M'58, Hon. '66, a valued member of the Trinity administration for 20 years, concluding his tenure as vice president in 1966.

Thomas Holland—bequest of Mrs. Frances J. Holland of Hartford, daughter of Bishop Brownell, the founder of the College, in memory of her husband, Thomas Holland, for three modest stipends to the students attaining the highest rank in the junior, sophomore, and freshman classes. Funds from the bequest also support needy students with outstanding academic achievement.

Marvin E. Holstad—gift of Mrs. Audrey Holstad of West Hartford, CT, in memory of her husband, Marvin E. Holstad M.A. '65, with preference given to disadvantaged minority students.

Thurman L. Hood—given by the family and friends in memory of Dr. Thurman L. Hood, former dean and professor in the Department of English.

Richard K. Hooper—given by Richard K. Hooper '53, of New York City.

Rex J. Howard—bequest of J. Blaine Howard in memory of his son, Rex J. Howard '34, for a student in the Department of English.

Illinois—a special fund established in 1948 for young men and women who reside in the state of Illinois. Awarded on the basis of intellectual distinction, character, leadership ability, and need.

Charles and Winifred Jacobson Memorial—given by Charles E. Jacobson, Jr., M.D. '31, of Manchester, CT in memory of his parents.

Karen A. Jeffers '76—gifts of Karen A. Jeffers '76, with preference for students from the city of Bridgeport, CT. If a qualified student cannot be identified, preference will be given to students from other urban areas. Ms. Jeffers served as a Trustee of the College from 1992 to 1998.

Daniel E. Jessee—given by Carl W. Lindell '37 in memory of Daniel E. Jessee, a former football, baseball, and squash racquets coach at the College.

Christian A. Johnson—gift of the Christian A. Johnson Endeavor Foundation of New York City.

Dorothy A. and Glover Johnson—given by Dorothy A. and Glover Johnson '22, Hon. '60, of New Rochelle, NY, Trustee of the College from 1962 to 1973.

Harry E. Johnson—bequest of Katherine W. Johnson of Hartford in memory of her husband.

Oliver F. Johnson Memorial—gifts from family and friends in memory of Oliver F. Johnson '35 of West Hartford, CT, for students from the greater Hartford area. Mr. Johnson was a loyal and active alumnus of Trinity College.

R. Sheldon Johnson Family—gift from R. Sheldon Johnson, parent of Robert S. Johnson III '00 of Rowayton, CT, with preference given to students from New York City.

Joslin Family Scholarship in Memory of Joseph C. Clarke—gifts from the family of Raymond E. Joslin '58. Awarded in memory of Joseph C. Clarke to graduates of public school systems.

Katzman Family—gift of Elliot M. and Donna M. Katzman P'05, of North Andover, MA.

George A. Kellner '64—gift of George A. Kellner '64 of New York City, with a preference to children of employees of not-for-profit educational or research institutions. Mr. Kellner served as a Trustee of the College from 1990 to 2000 and again from 2003 to 2011.

George A. Kellner '64 Fund for Presidential Scholars—gift of George A. Kellner '64, of New York, NY, to support the College's Presidential Scholars. Mr. Kellner served as a Trustee of the College from 1990 to 2000 and again from 2003 to 2011.

Timothy Kelly '90 Memorial—gifts from friends and family of Timothy Kelly, a member of the Class of 1990, who died of cancer and did not graduate from the College.

Timothy Peter Kelly Memorial—gift in memory of Timothy Peter Kelly from his father, Brian W. Kelly, mother, Susan Kelly, and brother, Brian T. Kelly. Awarded to a student who has graduated from Farmington High School in Farmington, CT, with preference for a member of Trinity's freshman class. If there is no qualifying freshman, then to a sophomore, then a junior, then a senior, respectively.

Betty W. Kelsey—bequest of Mrs. Betty W. Kelsey of West Chatham, MA, mother of Ward T. Kelsey '65.

Kelter Family—gift of Jeffrey E. Kelter '76, of Glen Cove, NY to encourage diversity in all its forms, with preference given to students from western Long Island, NY. Mr. Kelter presently serves as a Trustee of the College.

Lewis S. Keyes—bequest of Lewis S. Keyes '58, M'60, of Norfolk, VA, to provide tuition assistance with a preference for chemistry majors.

Kirk Family—gifts of J. Alexander Kirk '81, of New York, NY.

George Kneeland—given by Miss Adele Kneeland and Miss Alice Taintor, both of Hartford, in memory of George Kneeland 1880.

Korengold/Dippell Family—gifts of Daniel L. Korengold '73 and Martha Lyn Dippell of Chevy Chase, MD, with preference given to students hailing from metropolitan Washington, DC.

Jill and Peter S. Kraus '74 Fund for Presidential Scholars—gifts of Jill G. and Peter S. Kraus '74, of New York, NY, for support of the Presidential Scholars. Mr. Kraus served as a Trustee of the College from 1998 to 2006.

Vernon K. Krieble Memorial—given by relatives and friends in memory of Dr. Vernon K. Krieble, Scovill Professor of Chemistry, and increased substantially by a bequest and gifts in memory of Mrs. Laura C. Krieble in 1991.

Josh P. Kupferberg—gift of Dorothy and Jack Kupferberg, in memory of their son Josh P. Kupferberg '73, to encourage the study of the natural sciences and mathematics at the College and to assist academically talented students who intend to study, or are studying, as their major the natural sciences and/or mathematics.

Lenn Kupferberg '73, P'07, Karen Kupferberg '73, P'07 and Beth Kupferberg '07—gifts from the Jack and Dorothy Kupferberg Family Foundation of Flushing, NY.

Karl Kurth—gifts from friends and associates of Karl Kurth in honor of his 30-year tenure in the Athletic Department, for a student who best exemplifies the qualities of sportsmanship, leadership, integrity, and dedication which Professor Kurth so ably demonstrated while at the College.

Kurz Family—given by the Kurz family of Philadelphia, PA, with preference for juniors and seniors majoring in religion.

“Thank You, Dean Lacy” William P. Scully '61—given by William P. Scully '61, of Vero Beach, FL, in honor of O.W. Lacy, who served as Dean of Students from 1958 to 1964. Awarded with preference to students who have returned to the College after an interruption in their studies of one or more semesters.

Larsson Family—gift of Jan L. Larsson '77, of Franklin Lakes, NJ, and members of the Larsson Family. Awarded to a rising junior or senior engineering major who has demonstrated: 1.) excellence in engineering, 2) personal integrity, and 3) dedication to community service activities during his or her college career.

Susanna and Solon Lawrence—gift of an anonymous donor, with preference for students who have thrived in the face of physical disabilities.

Pamela and Nicholas W. Lazares—gift of Pamela and Nicholas Lazares '73, P'08, P'10, of Milton, MA, with a preference for qualified international students from Greece, Cyprus, Turkey, and the Balkans, or to first generation American students whose families emigrated from the regions described.

Jonathan Levin—established by Trinity College in memory of Jonathan Levin '88, for a graduating senior from the William Taft High School. If a qualified candidate cannot be found at Taft, preference will be given to a deserving student from another public high school in New York City.

John Levy and Gail Rothenberg—gifts of John Levy '69, P'04 and Gail Rothenberg P'04 with preference to students from the city of Boston, MA.

Charles W. Lindsey Memorial—gifts from colleagues, friends, and family members of Charles W. Lindsey III following his death in 1992. Awarded with preference to economics majors for study abroad in developing countries, or to students from developing countries for study at Trinity. Professor Lindsey joined the Trinity faculty in 1975 and was a member of the Economics Department.

George Thomas Linsley—bequest of Mrs. Helen L. Blake of Farmington in memory of her first husband, The Rev. George Thomas Linsley, D.D.

Littauer Family—gifts of Mr. and Mrs. Andrew A. Littauer P'09, '12, of Princeton, NJ.

David J. Logan—gift from Gerber Scientific, Inc. of South Windsor, CT, to honor David J. Logan '55, for his outstanding contributions to the company during his 35-year career, Awarded to students intending to study engineering, with preference to students from the greater Hartford area and second preference to students from Connecticut.

Alexander A. Mackimmie, Jr.—given by the family and friends of Alexander A. Mackimmie, Jr., professor of education at the College from 1962 to 1971. Awarded with preference to graduates of Bulkeley High School, Hartford, CT.

Henry F. MacLean Memorial—given by Alison Barbour Fox, Trustee of the College from 1977 to 1986, in memory of her husband, Henry F. MacLean. Awarded with preference for students from Northwestern Regional High School No. 7 in Winsted, CT, where Mrs. Fox once taught. If no students meet this criterion, preference given to students majoring in English.

G. David M. Maletta II Memorial—given by family and friends in memory of G. David M. Maletta '72, P'02, '05, '10, of Greenwich, CT.

Morris M. and Edith L. Mancoll—given by Dr. and Mrs. Morris M. Mancoll '24 of West Hartford, CT.

Stanley J. Marcuss—gifts from Stanley J. Marcuss '63, of Washington, D.C., Trustee of the College from 1982 to 1987, in honor of his father, for students who demonstrate high standards of academic achievement or potential and exhibit a strong interest in world affairs.

John G. Martin—gift from Heublein, Inc., in memory of John G. Martin, for students from the greater Hartford area.

Mathematics—gifts from Betty N. and E. Finlay Whittlesey of West Hartford. Dr. Whittlesey served on the Trinity faculty from 1954 until his retirement in 1998. Increased by a gift in Professor Whittlesey's honor from Irving H. LaValle '60. Awarded with preference for students majoring in mathematics.

Arthur N. Matthews—bequest of Arthur N. Matthews '21, of Windsor, CT. Increased by memorial gifts from family and friends.

Maynard Family—gift of Sarah and Frederick Maynard, parents of Elizabeth A. Maynard, Class of 2007.

McArdle Family—gifts of Sonia Flanders McArdle '85, of Chicago, IL.

McBride Family—gift of Mr. and Mrs. Paul F. McBride '78, P'10, of Baltimore, MD. Awarded with preference for students who hail from Baltimore, MD.

George Sheldon McCook Memorial—given by family members in memory of George Sheldon McCook, Class of 1897.

Joseph F. McCrindle—bequest of Joseph F. McCrindle, friend of the College, of New York, NY.

Raymond W. McKee—gifts from Raymond W. McKee '70.

McKittrick-Walker Memorial—bequest from Evelyn O. Walker W'35 of South Lyme, CT.

Donald L. McLagan—gift of Donald L. McLagan '64, of Sudbury, MA, with preference given to minority students, who served as Trustee of the College from 1982 to 1988 and again from 1991 to 2001.

Donald L. McLagan Fund for Presidential Scholars—gift of Donald L. McLagan '64, of Sudbury, MA, to support financial aid for the Presidential Scholars. The Presidential Scholars are selected yearly from the College's highest rated applicants and receive financial aid based on academic merit. Mr. McLagan served as Trustee of the College from 1982 to 1988 and again from 1991 to 2001.

George Payne McLean—given by Mrs. Juliette McLean of Simsbury, CT, in memory of her husband, George Payne McLean, Hon. '29, former Governor of Connecticut and U.S. Senator.

Arthur "Skip" McNulty '62—gifts from classmates and friends in memory of Arthur "Skip" McNulty '62, with preference given to Trinity students who are children of Episcopal clergy.

Gary W. McQuaid Memorial—gifts from family and friends of Gary W. McQuaid '64, of Hershey, PA.

Caroline Sidney Mears—bequest of J. Ewing Mears 1858, of Philadelphia, PA, in memory of his mother, Caroline Sidney Mears.

Meehan Family—gifts of Peter J. Meehan '62, of Chapel Hill, NC, for qualified Trinity students who are residents of an inner city. Preference will be given to those who are residents of the city of Hartford.

Memorial—gifts in memory of alumni and friends.

Merin Scholarship for Hartford Students—gifts of Mitchell M. Merin '75, of Madison, CT, to aid Trinity students who are residents of Hartford. Mr. Merin served as a Trustee of the College from 2002 until 2010.

Donald Miller—gifts from family, alumni, and friends of retiring football coach Donald Miller.

Mirsky—bequest of Mrs. H. Sarah Mirsky, widow of Aron L. Mirsky '36.

Moak-Trinity—given by C. B. Moak of Miami, FL, with preference for students from Florida.

Michael A. Moraski '72 Memorial—given by the family and friends in memory of Michael A. Moraski '72, with preference for students from Gilbert High School, Torrington High School, or Litchfield County.

Robert S. Morris—given by Robert S. Morris, 1916, Hon. '65, of West Hartford, CT, Trustee of the College from 1941 until his death in 1971.

Shiras Morris—given by Mrs. Grace Root Morris of Hartford, in memory of her husband, Shiras Morris 1896.

Ora Wright Morrisey—annually funded by Col. Edmund C. Morrisey '52 in memory of his mother, Ora Wright Morrisey. Awarded to students with strong work ethics, positive attitudes, and who have demonstrated strong leadership skills, ambition, and strength of character

Allen C. Morrison—bequest of Mrs. Sara M. Brown of West Hartford in memory of her first husband.

Muller Family—gifts of Robert H. Muller '71, of Ridgewood, NJ.

Robert O. Muller '31—bequest of Josephine D. Muller, of Anderson, SC, in memory of her husband, a member of the Class of 1931.

James J. Murren '83 for Summer Study at the Rome Campus—gift from James J. Murren '83 of Las Vegas, NV, to provide assistance to qualified students for summer study at Trinity's Rome Campus. If, in a particular year, no students fit these criteria, income may be awarded to qualified students for study at the Rome Campus during the academic year.

Paul J. Myerson Memorial—gifts in memory of Paul J. Myerson, M.D. '61, with preference given to greater Hartford residents who have graduated in the top ten percent of their secondary school class.

Clarence E. Needham—bequest of Edith S. Needham of Shaker Heights, OH, in memory of her husband, Clarence E. Needham 1911.

William J. Nelson—bequest of William J. Nelson 1910 of Plaistow, NH, and memorial gifts from his family and friends.

Richard B. and Herbert J. Noble—proceeds from a matured life income fund contributed by Mr. Richard B. Noble '25, of Milford, CT, and Herbert J. Noble '26, of South Glastonbury, CT.

Gustav P. Nordstrom—bequest of Estelle E. Goldstein of Hartford, in memory of Gustav P. Nordstrom '29.

Roy Nutt Memorial—gifts from family and friends in memory of Roy Nutt '53, of Palos Verdes, CA, Trustee of the College from 1983 until his death in 1990.

Remsen Brinckerhoff Ogilby—given by Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr. '34, of Detroit, MI, in memory of the Rev. Remsen Brinckerhoff Ogilby, President of the College from 1920 to 1943.

Mark Deran Ohanian '07—gifts of Bruce and LuAnn Ohanian P'07 through the Deran Hintlian Charitable Foundation, Hartford, CT, in honor of Mark Deran Ohanian '07.

Raymond and Elizabeth Oosting—gift of Mr. and Mrs. Raymond Oosting of West Hartford, CT with preference for a student who demonstrates exemplary leadership. Mr. Oosting coached Trinity's basketball and track teams for 30 and 25 years, respectively, and was director of athletics from 1934 until his retirement in 1966.

Kay Koweluk Orfitelli Memorial—gift of Mr. William M. Orfitelli '73, of Anchorage, AK, in memory of his wife, who was also a member of the Class of 1973.

Dr. William Anthony Paddon—given by Richard Paddon '42, of Summit, NJ, in honor of his brother, Dr. William Anthony Paddon '35, Hon. '76, with preference to students who have a special interest in public health and a demonstrated concern for others.

Mitchel N. Pappas—given by the family and friends of Mitchel N. Pappas, Fine Arts Professor at Trinity from 1947 to 1971, for students with special promise in the area of studio arts.

Dwight Whitfield Pardee—given by Miss Cora Upson Pardee of Hartford, in memory of her brother, a member of the Class of 1840.

Alexa W. Parsons—given by Alexa W. Parsons, Class of 2012, of Weston, CT, to support qualified Trinity students, regardless of their academic achievements. Preference will be given to those who are majoring (or intend to major) in economics, especially those who demonstrate an interest in studio arts.

Richard B. Pascall—bequest of Richard B. Pascall '35.

Elaine F. Patterson '76—gift from Elaine Feldman Patterson '76, of Los Angeles, CA, who presently serves as a Trustee of the College. Awarded with preference to students from southern California.

Andrew M. and Margaret B. Paul Family—gifts of Andrew M. and Margaret B. Paul P'12, of Bronxville, NY.

Alfred L. Peiker—bequest of Alfred L. Peiker '25, of West Hartford, CT, and memorial gifts from family and friends, for a student majoring in chemistry.

Clarence I. Penn—bequest of Clarence I. Penn 1912, of New York City.

Penniman Moran Family—gifts of Mary Penniman Moran, 1976, and Garrett M. Moran, of Greenwich, CT, to provide scholarship aid to qualified students who matriculate through the endeavors of the Posse Program. Mrs. Mary Penniman Moran served as a Trustee of the College from 2000 to 2008.

Henry Perkins—bequest of Mrs. Susan S. Clark of Hartford, in memory of her first husband, Henry Perkins 1834, to aid students nominated by the Bishop of Connecticut.

Jeanne and Mitchell Perrin—gifts from Charles Perrin '67 and Robert Perrin '63 in honor of their parents' 60th wedding anniversary. Preference for students from New York City. Charles Perrin served as a Trustee of the College from 2000 to 2008.

Sheila and Charles Perrin '67—gifts from Sheila and Charles Perrin '67, P'99, of North Salem, NY, for students who matriculate through the endeavors of the Posse Program. Mr. Perrin served as a Trustee of the College from 2000 to 2008.

Ida H. and Israel Pomerantz Memorial—gift from Mrs. Israel Pomerantz of Wethersfield, CT in memory of her husband and gifts from Mrs. Pomerantz's son, Morton M. Rosenberg '51, M.A.'52, with preference to students from the Hartford area who are first-generation college students.

John Humphrey Pratt—bequest of John H. Pratt, Jr. '17, of Darien, CT.

The Reverend Joseph Racioppi—proceeds from a life income fund established by The Rev. Joseph Racioppi '17, of Fairfield, CT.

Arnold E. Raether Memorial—gift of Paul E. Raether '68, P'93, '96, '01 in memory of his father.

Raether Family—gift of Mr. and Mrs. Paul E. Raether '68, P'93, '96, '01, of Greenwich, CT. Mr. Raether presently serves as Chairman of the Board of Trustees of the College.

Raether 1985 Charitable Trust for Presidential Scholars—gifts Paul E. Raether '68, P'93, '96, '01, of Greenwich, CT, to support financial aid for Presidential Scholars. Mr. Raether presently serves as Chairman of the Board of Trustees of the College.

Mark Rainsford/Daniel North—gift from Daniel F. North '42, of Litchfield, CT, in memory of his classmate Mark Rainsford, with preference to students who intend to major in studio arts or English literature. Preference will be given to candidates from membership in traditionally marginalized groups, candidates from the neighborhoods surrounding Trinity College, and candidates who are the first members of their family to attend college.

Frank Melvin Rathbone—proceeds from a charitable remainder annuity trust from Louise Rathbone, daughter of Frank Melvin Rathbone 1906.

Amos Elias Redding—gifts from friends and colleagues in memory of Amos E. Redding 1916.

Thomas D. Reese '62—given by Marlynn and William P. Scully '61, of Vero Beach, FL, to honor the memory of Thomas D. Reese '62.

William W. Reese II '63—gift from an anonymous donor in memory of Mr. William W. Reese II, a 1959 graduate of the Millbrook School and a 1963 graduate of Trinity College. He was a captain in the United States Air Force and beloved by his soldiers.

J. Ronald Regnier/University Club—gifts from members of the University Club of Hartford and other friends and colleagues in memory of J. Ronald Regnier '30.

Gertrude B. and John R. Reitemeyer—bequest of Mrs. Gertrude Reitemeyer of Barkhamsted and West Hartford, CT, in honor of her husband, John R. Reitemeyer '21, who served as a Trustee of the College from 1950 to 1973 and Trustee Emeritus until his death in 1979. Awarded to students whose immediate families are residents of Connecticut.

Governor Abraham A. Ribicoff—given by the Suisman Foundation, Inc., of Hartford, in honor of former Connecticut Governor Abraham A. Ribicoff, Hon. '55.

Walter J. and Eleanor Ward Riley—bequest of Walter J. Riley '26 and Eleanor Ward Riley.

Maria L. Ripley—bequest of Miss Maria L. Ripley of Hartford.

Kathryn M. Rockwell—bequest of Kathryn M. Rockwell, mother of Bruce M. Rockwell '60.

Stephen G. Romaine '50 and Nellie Uccello Romaine M'60—gift of Nellie Uccello Romaine M'60, of Hartford, in loving memory of her husband, Stephen G. Romaine '50, with preference for students majoring in the sciences or the arts.

Gerald Francis Rorer—gift from Gerald B. Rorer and Elizabeth K. Rorer P'00, '03 in memory of Gerald's father.

John Rose Organ Scholarship—gift of Eleanor J. and Willard R. Seipt, of Tryon, NC, friends of the College, in honor of Mr. John Rose, College Organist and Director of Chapel Music, with preference for students studying organ at Trinity College or pursuing study in the field of music. In the absence of qualified organ students, it will be awarded to qualified students pursuing studies in music or to students who contribute significantly to the musical life of the College.

Rosen Family—gift of the Jeffrey Rosen family of New York City with preference for students who participate and/or pursue studies in dramatic arts including creative writing, performance, film studies, playwriting, and theater.

Charlotte H. Ross '10—given by E. Burke Ross P'10, of Palm Beach, FL, in honor of his daughter.

Ruth B. Rouse—bequest of Ruth B. Rouse of Wethersfield, CT, a friend of the College along with her husband, Elmer, since the early 1950s.

H. Ackley Sage—bequest of Mrs. Lydia Sage of Pompano Beach, FL, in memory of her husband, H. Ackley Sage 1914.

Daniel and Sheila Saklad—gift from Daniel Saklad '64, of Wilmington, NC, and Charlottesville, VA, for students who meet one of the following conditions: 1) scholars who reside in the greater Boston area, with preference given to graduates of Belmont High School; or 2) scholars who reside in the state of North Carolina, with preference given to residents of Wilmington.

Henry F. Saling—bequest of Henry F. Saling, friend of the College. For a student studying in a pre-medical program.

Bishop Harold E. Sawyer—bequest of The Rt. Rev. Harold E. Sawyer, 1913 of Ivoryton, CT.

Ethel and Max Schader Memorial—gifts of Margaretha and Bertram R. Schader '56 of Madrid, Spain, Marcia C. Sherman, Byron K. Schader, and others. Preference is given to Jewish students.

Margaret and Eric Scheyer '87 Family—gifts of Margaret and Eric J. Scheyer '87, of Glencoe, IL.

Sam and Dora Schneider—gift of Allen M. Schneider '60, of Swarthmore, PA, in loving memory of his parents. Awarded to students with demonstrated financial need and scholastic excellence.

Osmon H. Schroeder and Leota Schroeder Barber—bequest from Leota S. Barber of Pinellas County, FL.

Peter A. Schwartzman '88—gifts of Peter A. Schwartzman '88, of Darien, CT.

Senior Class—annually funded by the College's senior class to provide scholarship aid to qualified students during their freshman and sophomore years.

Senior Class Endowed—funded by contributions from undergraduates presented to the College as a Senior Class Gift, for a rising senior who has not previously shown financial need.

Thomas A. Shannon—bequest of Thomas A. Shannon '25, of West Hartford, CT.

Lester E. Shippee—gift of Mr. Lester E. Shippee of Bloomfield, CT, in honor of James F. English, Jr., Hon. '89, President of Trinity College from 1981 until 1989.

Helena K. and Elmer L. Smith—gift of David R. Smith '52, P'78, '82, '87, '87, '95, '99, of Greenwich, CT, in memory of his parents. Mr. Smith served as a Trustee of the College from 1980 to 1982 and again from 1983 to 1989.

Harold and Irene Smullen—gift from Mary and Harold A. Smullen, Jr. '76 of West Hartford, CT, with preference to a public high school student from the state of Connecticut. Mr. Smullen served as a Trustee of the College from 2004 to 2007.

Charles Byron and Ila Bassett Spofford—bequests of Charles Byron Spofford, Jr. '16 and his wife, awarded to rising juniors and seniors.

Dallas S. Squire—bequest of Dallas S. Squire '15, of Oceanside, CA, in memory of Samuel S. Squire and Colin M. Ingersoll, with preference to a junior or senior member of St. Anthony Hall.

Grace B. Starkey—given by George W. B. Starkey, M.D. '39, Hon. '83, of Brookline, MA, in honor of his mother. Dr. Starkey served as a Trustee of the College from 1966 to 1990.

General Griffin A. Stedman, Jr.—given by Miss Mabel Johnson of Hartford, in memory of her uncle, Brig. Gen. Griffin Alexander Stedman, Jr. 1859, M.A. 1863.

Elliott K. and Josephine H. Stein—gift from Josephine H. Stein in memory of her husband, Elliott K. Stein '44, with preference to students from Hartford County, CT who intend to major in history or economics.

Stern Family—given by Mr. and Mrs. Mark S. Stern '77 P'11, of New York City, to provide financial aid to qualified students, with preference given to graduates of public school systems.

Robert C. Stewart—given in honor of Professor Robert C. Stewart, who retired after 46 years with the Mathematics Department, to a student who has demonstrated an interest in teaching.

Mitchell B. Stock—given by Mitchell B. Stock of Bridgeport, CT.

Arthur B. Stolz—bequest of Arthur B. Stolz '35, of Washington, D.C.

Ralph W. and Evelyn B. Storrs—bequest of Evelyn B. Storrs, of West Hartford, CT for students planning to enter medicine as a profession.

George R. Stubbs—bequest of George R. Stubbs '40, of Coconut Creek, FL, to support undergraduate residents of the state of Connecticut.

The Student Government Association Student Activities Scholarship Award—established in 1991 to recognize Trinity students who demonstrate extensive involvement in student activities and exhibit superior student leadership. The recipients are chosen annually by the Student Government Association.

Suh Family—gifts of Mr. and Mrs. Dong S. Suh of New York City, parents of Eugene Suh '90 and Sharon Suh '91, with preference given to Asian students.

Suisman Foundation, Inc.—given by the Suisman Foundation, Inc., of Hartford.

Samuel C. Suisman—given by the Suisman Foundation, Inc., of Hartford, with preference to a rising senior who has made substantial contribution in extracurricular activities and has shown general leadership qualities.

Samuel C. and Edward A. Suisman—given by Samuel C. Suisman and Edward A. Suisman, Hon. '71, of West Hartford, CT.

SURDNA Foundation—given by the SURDNA Foundation, Inc.

Margaret G. Sweeney—bequest of Margaret G. Sweeney of West Hartford, CT.

Swiss Reinsurance Company—given by the Swiss Reinsurance Company of Zurich, Switzerland, with preference to a student majoring in mathematics.

T'44 Memorial—given by the Class of 1944 in fond memory of classmates who have died, awarded with preference for first generation college students and students in the Individualized Degree Program.

Frederic Tansill—gifts from members of the Trinity College Club of New York, with preference to students from metropolitan New York who contribute to the College by participation in extracurricular activities and show promise of continued involvement with Trinity after graduation.

Edwin P. Taylor III—established with memorial gifts received from Mr. Taylor's family. He was a member of the Class of 1946 and was killed in action March 29, 1945.

Andrew S. Terhune '78—gifts of Andrew S. Terhune '78, of Philadelphia, PA.

Thomas and Charlotte Valentine Taylor Educational Foundation—given by Thomas and Charlotte Valentine Taylor Educational Foundation for students who graduated in the top third of their class at a private, independent secondary school.

Theta Xi—preference to children of fraternity members.

Allen M. Thomas—bequest of Allen M. Thomas '26, of Greenwich to provide financial assistance to premedical students.

Richard I. Thomas—bequest of Richard I. Thomas '34, MA'35, of Rockport, ME.

Mathew George Thompson—bequest of The Rev. Mathew George Thompson, Hon. '20, of Greenwich, CT.

Melvin W. Title—given by the Suisman Foundation, Inc., of Hartford in honor Melvin W. Title '18, Hon. '68. Increased by gifts from Mr. Title and friends.

Joy Tomlinson '79, P'13—gifts of Joy Tomlinson '79, P'13, of New York City.

William Topham—bequest of Margaret McComb Topham of New York City, in memory of her father, William Topham.

Tortora Sillcox Family—gifts of the Tortora Sillcox Family Foundation, whose trustee is Leslie Cooper Sillcox '78, of Glen Head, NY, a former Trustee of the College. Income is to be used to provide scholarship aid to qualified students who matriculate through the endeavors of the Posse Program.

W. James Tozer, Jr. '63, P'89, '90—given by W. James Tozer, Jr. '63, P'89, '90, of New York City, to provide financial aid for Trinity students who are residents of the state of Utah, with preference for those graduating in the top ten percent of their secondary school class. Mr. Tozer presently serves as a Trustee of the College.

Trinity Club of Hartford—annually funded by the Trinity Club of Hartford for students from the greater Hartford area.

Trinity College Student Body—gifts of the Classes of 1969 through 1978.

Trinity College—established by the Trustees with funds derived from student repayments of Trinity loans.

B. Floyd Turner—given by B. Floyd Turner 1910 and Mrs. Arline Turner MA '33, of Glastonbury, CT, and memorial gifts from family and friends, with preference for residents of the town of Glastonbury.

William H. and Judith C. Turner Fund for Students from the International College of Beirut—given by Judith and William H. Turner III '62, P'91, of Montclair, NJ, for Trinity students from the International College of Beirut. Mr. Turner served as a Trustee of the College from 2004 to 2009.

Ruth Elaine Tussing—bequest of Esther Price Molloy, of West Hartford, CT, in honor of her daughter, for women students majoring in the romance languages.

Ruth and Paul Twaddle Memorial—gifts in memory of Paul H. Twaddle, M.D. '31 for students preparing for medical school who are majoring in humanities or social sciences.

Arthur J. Ulmer—bequest of Arthur J. Ulmer of Jersey City, NJ.

William Urban—bequest of William Urban '37, of Lakewood, N.J. Awarded to full-time undergraduate students in good academic standing, who came to Trinity from inner-city environments, with preference given to students who are U.S. citizens from Philadelphia, New York, Hartford, Trenton, or Newark.

Vietnam Veterans Recognition—given by Marlynn and William P. Scully '61, of Vero Beach, FL, to honor all members of the Trinity family who served during the Vietnam conflict, especially Shep Spink '62, Jon Reynolds '59, and Vice President for College Advancement Ron Joyce.

Thomas S. and Lewis A. Wadlow—given by Thomas S. Wadlow '33 and Lewis A. Wadlow '33, to be awarded at the discretion of the President of the College, with the hope that recipients will later want to help others by adding to this fund or by otherwise supporting the College.

David E. Walker '83—Gift of David E. Walker '83, of Dedham, MA.

Timothy J. Walsh '85 and Mary Casner Walsh—gift from Timothy J. Walsh '85 and Mary Casner Walsh, with preference for students from Bristol, CT. Mr. Walsh presently serves as a Trustee of the College.

Constance E. Ware Student Assistance—gifts made by and in memory of Constance E. Ware of West Hartford, CT, to meet unusual needs or take advantage of special opportunities which do not fall within the normal financial aid package, such as study abroad or special research projects, with preference to students studying within the Departments of Fine Arts and History. At the time of her death, Mrs. Ware was Vice President for Development at Trinity and had been employed at the College for 25 years.

Warrington—gifts from the Warrington Foundation, whose president is Samuel Bailey, Jr. '62, with preference given to inner city students who are residents of Hartford, CT, or Hartford-based.

Helen M. Watson—gift of an anonymous donor, for students enrolled in the Individualized Degree Program.

Raymond John Wean—gifts of Raymond John Wean, Hon. '54, of Warren, Ohio, Trustee of the College from 1955 to 1973, to the neediest qualifying students from the following geographical areas: First preference to students from Trumbull and Mahoning counties in Ohio; second, to students from Cuyahoga County in Ohio; and third, to students from Allegheny County in Pennsylvania.

Ronald H. Weissman—given by Mrs. Estelle Fassler of Scarsdale, NY, mother of Ronald H. Weissman '74, for a student majoring in science, preferably biology.

Western Connecticut Alumni Association—given by members of the Western Connecticut Alumni Association, with preference for students from western Connecticut.

C. Dana White—gift of C. Dana White '64, MA'69 of Santa Barbara, CA, to students of either Black, Hispanic, or Native American origin.

Whitters Family—gifts from James P. Whitters III '62, Trustee of the College from 1984 to 1995, for a student who has elected to major in American history or American studies.

Mary Howard Williams—bequest of Augusta Hart Williams of Hartford.

David Winer—gifts from family, friends, and colleagues, in honor of Professor David Winer, Dean of Students, Emeritus.

Isidore Wise—gifts and a bequest from Isidore Wise, Hon. '49, of Hartford.

Woodward—bequest of Charles G. Woodward 1898, Trustee of the College from 1917 to 1950, in memory of his grandfather, Charles Smith, of South Windham, CT, and his parents, P. Henry Woodward, Hon. 1900, and Mary S. Woodward of Hartford.

Charles G. Woodward—given by Charles G. Woodward 1898, of Hartford, Trustee of the College from 1917 to 1950.

George and Thomas Wyckoff—gift of Trustee Emeritus George Wyckoff of Pittsburgh, PA, in memory of his sons George '59 and Thomas '60, with preference to students from the Pittsburgh area.

Merrill A. Yavinsky '65—gifts from Merrill A. Yavinsky '65 for students from the city of Hartford. In the unlikely event a student from Hartford is not identified, the award may be given to a student from a bordering town.

Vertrees Young—given by Vertrees Young 1915, Hon. '73, of Bogalusa, LA, a Trustee of the College from 1960 to 1976 and Trustee Emeritus until his death in 1982.

Scholarships for Students Preparing for the Ministry

The following scholarships are awarded to students who are preparing to enter the ministry. Applicants for these scholarships will apply on the usual forms, and the same general rules will apply to them as govern the award of other scholarships.

Thomas Backus—given by The Rev. Stephen Jewett, Hon. 1833, of New Haven, CT.

Daniel Burhans—bequest of The Rev. Daniel Burhans, Hon. 1831, of Newtown, CT.

The Reverend Frederic L. Bradley '21—bequest from Mrs. Martha F. Bradley of Hartford, CT, in memory of her husband, the Reverend Frederic L. Bradley '21.

John Day Ferguson and Samuel Morewood Ferguson—bequest of Mrs. Jeannie Taylor Kingsley of New Haven, CT.

George F. Goodman—bequest of Richard French Goodman 1863, of Newton, NJ.

Horace B. Hitchings—bequest of The Rev. Horace B. Hitchings 1854, of Denver, CO.

Harriette Kirby—bequest of Miss Harriette Kirby, of Hartford.

Horatio N. Lake—bequest of Horatio N. Lake of Bethlehem, CT.

John Shapleigh Moses—bequest of Annette Foxall McCarteney Moses of Andover, MA, in memory of her husband, John Shapleigh Moses, D.D., a member of the Class of 1914.

Joseph P. Robinson Memorial—bequest of Stanley A. Dennis, Jr. '17, of Kearny, NJ, in memory of The Rev. Joseph P. Robinson.

Isaac Toucey—bequest of The Honorable Isaac Toucey, Hon. 1845, of Hartford, former Trustee of the College.

Isaac H. Tuttle—bequest of The Rev. Isaac H. Tuttle 1836, of New York City.

Nathan M. Waterman—bequest of General Nathan Morgan Waterman of Hartford.

Student Loan Funds

Federal Perkins Loan—under provisions of the National Defense Education Act of 1958 as amended, loans are made available for students with financial need.

George J. Mead—established in 1951 by bequest of George J. Mead, Hon. '37, of Bloomfield, CT for loans to students majoring in economics, history, or government.

Edward J. Myers and Thomas B. Myers Trinity College Student Loan Fund—established by Thomas B. Myers 1908 in his name and that of his brother, Edward J. Myers 1914, with preference to graduates of accredited Racine County, WI, high schools.

Revolving Loan Fund—established in 1988 by Mr. and Mrs. Bernard Schiro of West Hartford, CT, through a gift from the Schiro Fund, Inc., to provide loans to Individualized Degree Program students, graduate student,; and regular undergraduates who are juniors or seniors and who stand in the top half of their class academically and are U.S. citizens.

Trinity—established by vote of the Trustees of the College in 1952 to provide loans comparable to the terms and conditions of the Mead Loan Fund for students majoring in other fields.

Eva Winer Memorial Fund—memorial gifts from family and friends of Eva Winer. Used by the Office of the Dean of Students as grants or loans for students with special needs.

Prizes

Department/program prizes

Alumni relations

The National Alumni Association Senior Achievement Awards are given in recognition of outstanding undergraduate leadership to the College, academic excellence, demonstrated character and citizenship, commitment to Trinity and its advancement, and potential for alumni service.

American studies

The American Studies Prize, established by the American Studies Program in 2007, is awarded annually to a graduating senior for the best thesis or that makes an original contribution to interdisciplinary work in American culture.

The Rosamond M. Mancall Prize, established in 1991 by family and friends in memory of Rosamond M. Mancall, IDP '73, is awarded annually to an outstanding member of the junior class who is an American Studies major.

The Ann Petry Book Prize was established by the American Studies Program in 1992 to honor Ann Petry, the outstanding African American writer and Connecticut resident. It is awarded to the junior or senior who presents the best essay on race in American culture and its intersections with other conditions, especially gender and class. Submissions may not exceed 25 pages.

Anthropology

The Frederick K. Errington Prize in Anthropology was established by the department in 2009 upon the retirement of Frederick Errington, distinguished professor of anthropology, emeritus, to honor his career. The prize is given to a graduating anthropology student who in the judgment of the department has demonstrated superior academic achievements and intellectual engagement in the discipline.

Biology

The Thomas Hume Bissonnette Biology Achievement Award was established in honor of Thomas Hume Bissonnette, a world renowned animal physiologist who served on the Trinity biology faculty during the 1920s through 1940s. It is given to a senior Biology major who is recognized for academic excellence and for significant contributions to the Biology Department.

The J. Wendell Burger Prize in Biology is an award given to a graduating senior majoring in biology who, by vote of the faculty of biology, is considered to have demonstrated the greatest promise for a career in biological science. The prize is from a fund established in honor of the late James Wendell Burger, the J. Pierpont Morgan Professor in Biology, Emeritus.

The James M. Van Stone Memorial Book Prize is awarded by the Biology Department to the first-year student or students who have performed outstanding work in the classroom and laboratory of the introductory biology course. The prize is from a fund established in honor of the late James M. Van Stone, professor of biology, emeritus.

Campus life

The David Winer Award is given by the Senior Class Committee in recognition of David Winer's 22 years of commitment to improving student life as dean of students at Trinity College. The award is given to a member of the College community who is committed to improving the quality of life for students at Trinity in an especially meaningful way.

Center for Urban and Global Studies

The Kenneth S. Grossman '78 Senior Research Prize for Global Studies, established in honor of Professor of History and American Studies Eugene E. Leach, supports student investigations of global issues that will confront humankind collectively in the 21st century. Examples of such issues include, but are not limited to, human rights, peacekeeping, the preservation of the ecosphere, migrations and diasporas, international health standards, and the consequences of revolutionary advances in information technology and bioengineering.

The Steven D. Levy '72 Urban Programs Senior Research Prize supports student investigations of a broad range of key urban issues confronting humankind in the 21st century. Of special interest are projects that highlight the urban realities of the city of Hartford. Examples of such issues include, but are not limited to, diasporic communities, educational and health policy, residential segregation, environmental problems, urban art/culture, human rights, and the creation and maintenance of public spaces (both physical and social).

Chemistry

The American Institute of Chemists Award is presented to seniors majoring in chemistry and biochemistry who have demonstrated scholastic achievement, leadership, ability and character.

The Louis Aronne, Class of 1977, Prize in Biochemistry is awarded to a senior or a junior biochemistry major (with preferences being given to a senior) who, in addition to being an outstanding student in biochemistry, has demonstrated interest in general scholarship and campus activities. The awardee is selected by a member of the Chemistry Department and a member of the Biology Department who teaches a biochemistry course.

The Lisa P. Nestor Chemical Rubber Company Awards are made to freshman chemistry students for outstanding achievement in general chemistry.

The Lisa P. Nestor Award for Excellence in Student Teaching in Chemistry is given in memory of Lisa Nestor, a beloved teacher in the Chemistry Department. The recipient will be a student, who, through his/her dedication and passion as a student teacher in the chemistry department, has made a positive and lasting contribution to the education of fellow students.

The Connecticut Valley Section of the American Chemical Society Award is given to a senior in recognition for outstanding accomplishment in the study of chemistry and biochemistry.

The Division of Analytical Chemistry of the American Chemical Society Award is given to a student who has completed the third undergraduate year and who displays interest in, and aptitude for, a career in analytical chemistry.

The Division of Inorganic Chemistry of the American Chemical Society Award is given to a student for achievement in inorganic chemistry.

The Division of Inorganic Chemistry of the American Chemical Society Award is given to a student for outstanding achievement in the study of inorganic chemistry.

The Division of Polymer Chemistry of the American Chemical Society Award is given to the outstanding sophomore/junior student in the two-semester organic course for chemistry majors.

The Jessica Alisa Owens Memorial Award is given in memory of Jessica Owens '05 by the faculty members of the Chemistry Department for academic achievement in chemistry or biochemistry and outstanding contributions to community service.

Classics

The Rev. Paul H. Barbour Prizes in Greek were established in honor of the Rev. Paul H. Barbour of the Class of 1909 on the occasion of his 90th birthday. They are given to the students who achieve excellence in a special examination in Greek.

The James Goodwin Greek Prizes, founded in 1884 by Mrs. James Goodwin of Hartford, are offered to students in Greek who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The winners also are awarded a Greek coin of the classical period. The examination, to be held in April, is designed to test the student's general knowledge of Greek and skill in sight translation such as he or she may properly be expected to acquire from reading in connection

with courses. No prize will be awarded unless the work offered is excellent.

The James A. Notopoulos Latin Prizes are from a fund named after Professor James A. Notopoulos in appreciation of his interest in promoting high ideals of learning. The fund was established by an anonymous donor who has suggested that the income from this fund be used to offer a prize primarily for freshman excellence in attainment in Latin, then to upperclassmen. The examination, to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he or she may properly be expected to acquire from reading in connection with courses.

The Melvin W. Title Latin Prizes, founded in 1958 by the late Melvin W. Title of the Class of 1918, are offered to students in Latin who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The examination, to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The John C. Williams Prize in Greek was established by his students, colleagues, and friends in 1992 in honor of Professor John C. Williams, Hobart Professor of Classical Languages, Emeritus. It is awarded to the student or students who have demonstrated excellence in the study of first-year Greek.

Community service and civic engagement

The Samuel S. Fishzohn Awards was established in 1966 in memory of Samuel S. Fishzohn, Class of 1925, a prominent figure in social work and welfare. Awards are given each year to at least two students: one who has demonstrated initiative and creativity in community service related to important social issues, and the other who has worked with dedication in civil rights, civil liberties or race relations.

The Alexander A. Goldfarb Award for Community Service is awarded jointly by the city of Hartford and Trinity College to the Trinity student who, through community service, has done the most during this current year to benefit the City of Hartford and its citizens.

The St. Anthony Hall Community Service Award was established by the St. Anthony Hall Trust of Hartford. It is awarded annually to a Trinity College fraternity or sorority member who has demonstrated initiative, creativity, and commitment in the areas of service, activism, and/or civic engagement during the academic year. In conjunction with this award, a financial contribution will be made in the recipient's name to support a nonprofit organization or community programming initiative of his or her own choosing.

Computer science

The Travelers Companies Foundation Senior Research Prize is awarded to a student whose senior research project in the field of computer science has been deemed the most outstanding by an independent board chosen from Trinity faculty and The St. Paul Travelers staff.

The Ralph E. Walde Prize in Computer Science was established to honor Ralph E. Walde, professor of computer science, and one of the founding members of the Computer Science Department. The prize recognizes a rising senior computer science major who has demonstrated outstanding academic achievement in computer science. The recipient is chosen by a vote of the Computer Science Department faculty.

Dean of faculty

The Trinity Papers, established by a group of President's Fellows in 1982, is an annual journal which publishes outstanding examples of student scholarship. Students whose work is selected for publication in *The Papers* receive certificates at Honors Day in recognition of their exceptional achievement.

Dean of students

The Class of 1922 Award, established in 1974 by vote of the class, is granted annually to a graduating senior who has done outstanding work in a particular academic field.

The Connecticut Commandery, Military Order of Foreign Wars Book Award is made to the member of the graduating class who has demonstrated outstanding leadership qualities.

The Human Relations Award is awarded annually to an undergraduate who during the year has exhibited out-

standing citizenship and sportsmanship. Sportsmanship is interpreted in its broadest sense and does not necessarily include achievement in athletics.

Economics

The John C. Alexander Memorial Award was established by friends of John C. Alexander '39, to memorialize his name and, in some way, to identify a Trinity undergraduate who possesses some of the qualities that he possessed. It is presented annually to a senior economics major who is a member of a varsity squad and who has demonstrated the most academic progress during his/her Trinity career.

The Faculty of Economics Award is presented annually to that graduating senior major in economics who, by vote of the faculty of economics, is considered to have demonstrated the greatest promise as a professional economist. The award comes from the Mead Fund in Economics.

The Ferguson Prizes in Economics, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered annually to seniors for the two best essays on topics approved by the Department. The essays must be submitted to the department's office coordinator on the Friday two weeks after spring break.

The G. Keith Funston Prize in Economics was established in honor of the late G. Keith Funston, a member of the Class of 1932, by his family. Mr. Funston, a former president of Trinity College, was a charter trustee of the College. The prize is awarded annually to a senior majoring in economics who is an outstanding scholar and is actively involved in the life of the College.

The Peter J. Schaefer Memorial Prize was established by the classmates of Peter J. Schaefer, Class of 1964, to memorialize his name, consists of the annual award of books to the freshmen who have achieved the highest grades in introductory economics in the preceding academic year.

Educational studies

The Jonathan Levin Prize in Education, established by a member of the Trinity College Class of 1960 who chooses to be anonymous, is presented annually to a junior or senior who plans to pursue a career teaching in an area with a high proportion of disadvantaged youth. The prize is given in memory of Jonathan Levin '88, who, as a teacher at William H. Taft High School in the Bronx, New York, dedicated his life to improving the lives of young people. Recipients must possess a superior academic record, intend to pursue a teaching career, and demonstrate a commitment to help young people through practice teaching, tutoring, mentoring, or equivalent activity.

The Richard K. Morris Book Award for Excellence in Education is given annually to the member of the senior class who best fulfills the following qualifications: communicates effectively, stimulates inquiry, demonstrates excellence in scholarship, manifests moral and ethical attitudes towards professional responsibility, and participates in community activities in an educational capacity. This award is given by the Trinity Education Graduate Association in honor of the late Richard K. Morris, a former professor of education.

Engineering

The Theodore R. Blakeslee II Award was established in 1992 by the family, friends, and colleagues of the late Professor Theodore R. Blakeslee II, associate professor of engineering, to reward the outstanding teaching assistant in engineering.

The Hartford Section of the American Society of Mechanical Engineers (ASME) Prize is awarded by the Hartford Chapter of The American Society of Mechanical Engineering to a full-time junior or senior who is concentrating in mechanical engineering with financial need, an excellent academic record, good citizenship, and a resident of Connecticut.

The Hartford Section of the American Society of Mechanical Engineers (ASME) Top Senior Award recognizes the Trinity College Engineering senior, concentrating in mechanical engineering, with the top academic record.

The Junior Engineering Book Prize recognizes a rising senior engineering major who has demonstrated outstanding academic achievement and shown evidence of professional development. The recipient is chosen by a vote of the Engineering Department faculty.

The Edwin P. Nye Award, established in 1983 by family, friends, and colleagues of the late Professor Emeritus Edwin P. Nye, goes to an undergraduate who has demonstrated understanding and concern for the need to achieve

a harmonious balance between man's technology and the natural environment. Selection of the recipient is made by the Engineering faculty.

The Travelers Companies Foundation Senior Research Prize is awarded to student(s) whose senior research project(s) in the field of engineering has been deemed the most outstanding by an independent board chosen from Trinity faculty and The Travelers staff.

English

The Academy of American Poets Prize was established by Trinity College in conjunction with the Academy of American Poets and the University and College Poetry Prize Program. It is awarded in recognition of the best individual poem written by a Trinity College student.

Alumni Prizes in English Composition, from the income of a fund contributed by the Alumni, are awarded to the students who present the best essays on subjects approved by the Department of English. Essays originally prepared for academic courses, for publication in the *Trinity Tripod*, or especially for the contest will be accepted.

The F. A. Brown Prizes, founded in 1897 by Mrs. Martha W. Brown of Hartford in memory of her husband, are awarded to students who deliver the best orations.

The Jan Cohn Senior Thesis Award, established in 2005 by the Trinity English Department, will be presented annually to the English major who is judged to have written the best senior thesis for the year. The prize honors the memory of Jan K. Cohn, one of the College's most vibrant teachers. She was former dean of the faculty of Trinity College, and G. Keith Funston Professor of American Literature and American Studies.

The Ruel Crompton Tuttle Prizes were established in 1941 by the bequest of Ruel Crompton Tuttle of Windsor, Connecticut, Class of 1889, to be awarded annually by the chairperson of the English Department to the two students who are deemed the best and second-best scholars in the English Department from the junior class. The terms of award rest solely on the judgment and discretion of the chairperson of the English Department.

The John Dando Prizes were established by friends and former students of the late Professor Emeritus John Dando, in recognition of his distinguished career, spanning three decades as a teacher of Shakespeare in the English Department. The prizes are awarded annually to one or two undergraduates for outstanding work in the study of Shakespeare.

The Jim Murray Memorial Foundation Scholarship, established in 2000 by Linda McCoy-Murray, is awarded to a Connecticut resident sophomore English major for the best essay on a specific topic on sports journalism. It was established to honor the alumnus English major Jim Murray. The English Department will review submitted essays. One finalist is selected as a Murray Scholar.

The Hugh S. Ogden Poetry Prize was established by family, friends, former students, and colleagues in loving memory of Hugh S. Ogden, professor of English at the College from 1967 through 2006. The prize will be awarded annually to an alumnus or alumna who has shown exemplary talent and commitment to poetry. Recipients of the prize will be selected by a committee made up of an Ogden family member, a Trinity alumnus/a, and a faculty member in the English Department. The recipients will receive an honorarium from the College and be provided with funding for their return to the College to present a poetry reading during the month of March in honor of Professor Ogden's birthday.

The Paul Smith Distinguished Master's Thesis Award, established in 1998 by Keith O'Hara (M'94) and Dena Coccozza O'Hara, is an award presented to the graduate student who has written the most distinguished master's thesis in the English Department for the year. The prize honors the memory of Paul Smith, James J. Goodwin Professor of English, Emeritus.

Trinity Alumnus Prizes in Prose Fiction are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts of short stories or novelettes are to be submitted to the Department of English.

John Curtis Underwood '96 Memorial Prizes in Poetry are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts should be submitted to the Department of English.

The Fred Pfeil Memorial Prize in Creative Writing is awarded to a student who has written a literary work (fiction, poetry, play script, screenplay, creative nonfiction) which addresses the issue of social justice and the impact of culture and politics on human relationships. The prize honors Fred Pfeil's commitment to literature and to

activism.

Entrepreneurial studies

The John L. Nicholas '87 Award in Entrepreneurial Studies is given annually to an undergraduate who demonstrates the greatest aptitude for an entrepreneurial career. This award recognizes the student who submits the most promising portfolio of academic work in preparation for entrepreneurial endeavors, along with a report of entrepreneurial projects completed or a proposal that demonstrates a thoughtful analysis of a possible venture. Ventures in any area are eligible, but those employing computer technology in some form are expected to be common.

Environmental science

The Environmental Science Senior Prize is given to a graduating senior majoring in environmental science who, by vote of the faculty of environmental science, is recognized for academic excellence and significant contributions to the Environmental Science Program.

Fine arts—art history

The Esther and Lloyd Cooper Prize in Fine Arts was established by George Brinton Cooper in honor of his parents, and by Allen Brinton Cooper, Class of 1966, in honor of his grandparents. It is awarded to the junior or senior of whatever major who demonstrates distinction in any branch of the history or practice of the fine arts.

The Friends of Art Award for Art History is given to the graduating major whose academic record and promise of future achievement best epitomizes the goals of The Friends to cultivate and sustain the arts among us.

The John C.E. Taylor Prize in Architecture was established in 1986 by family, colleagues, and friends in memory of John C.E. Taylor, Professor of Fine Arts from 1941 to 1970. It is awarded to a student who has demonstrated outstanding promise in the field of architecture or architectural history.

Fine arts—studio arts

The Jacqueline Caples Prize in Sculpture is given by the faculty of the Department of Fine Arts in memory of their colleague, Professor Jacqueline Caples. It is awarded to a student in recognition of significant accomplishment in sculpture.

The Friends of Art Awards for Studio Arts are given to students for exceptional achievement in painting, graphics, sculpture, or photography.

The Anna C. Helman Prize for Painting was established by Rabbi Leonard Helman, Class of 1948, in honor of his late mother, Anna C. Helman. The award is given to a student of painting, esteemed by the faculty of fine arts to be distinguished in accomplishment and promise.

The Fern D. Nye Award for Graphic Arts is presented annually on the basis of work of originality and excellence in graphic arts.

The Mitchel N. Pappas Memorial Prize was funded by the Philip Kappel Endowment to honor the memory of Mitchel N. Pappas of Trinity's Fine Arts Department. It is awarded to senior students who show special promise in the area of studio arts.

First-Year Program

The First-Year Papers Awards are given to those students whose papers written for a first-year seminar were selected for inclusion in *The First-Year Papers*, a yearly online publication. Inclusion is determined by a panel of first-year mentors and the dean of the First-Year Program.

History

The George B. Cooper Prize in British History was established by Dr. D. G. Brinton Thompson upon the retirement of Dr. George B. Cooper, Northam Professor Emeritus, to recognize Dr. Cooper's distinguished career. It is awarded to the senior who has done the best work in British history at Trinity.

The Micki and Hy C. Dworin Awards grant two prizes annually to seniors who have demonstrated outstanding scholarship in Asian Studies and in East European studies. Awards are made upon the recommendation of the faculty.

The Ferguson Prizes in History, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are awarded for essays of at least 20 pages in length written independently or for courses or seminars. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. All essays must be typewritten. They must be submitted to the chairman of the Department.

The George J. Mead Prize in History is awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37. It is awarded to an outstanding history major in the freshman or sophomore class.

The D. G. Brinton Thompson Prize in United States history was established by Dr. D. G. Brinton Thompson, Northam Professor Emeritus and a former Chairman of the History Department. It is awarded for the best essay of at least 20 pages in length in the field of United States history submitted by an undergraduate. Senior seminar essays in United States history are eligible.

The Miles A. Tuttle Prize will be awarded to the member of the senior class who writes the best essay of at least 20 pages in length in history on a topic selected by the contestant and approved by the Department of History. Senior Seminar essays are eligible for the Tuttle competition. If, in the judgment of the department no essay meets the standards of excellence, no prize will be awarded.

International programs

The Technos International Prize shall be awarded annually to an outstanding graduating senior who is committed to the cause of international understanding and has excelled in an academic field that is among those offered at the Technos International College of Japan, on whose behalf the Tanaka Ikueikai Educational Trust has established the prize. Eligible fields include art, computer science, engineering, language and culture studies, and international studies.

International studies

The Professor Albert L. Gastmann Book Prize in International Studies Award was established in 2000 by the faculty of the International Studies Program in honor of Albert L. Gastmann, professor emeritus in political science at Trinity College, and for decades a scholar and student of many regions of the world outside Europe and the United States. The award is given annually to a senior major in international studies with experience abroad who has demonstrated exceptional academic achievement. The recipient will be selected each April of every year by the International Studies Program director in consultation with the coordinators of the program.

Jewish studies

The Prime Minister Yitzhak Rabin Prize in Jewish Studies is awarded annually for excellence in Jewish Studies to a member of the junior or senior class. The prize is in memory of Prime Minister Yitzhak Rabin, and given by Berel and Helen Lang in honor of Sarah Stamm Lang.

Language and culture studies

The Cesare Barbieri Endowment Prize is awarded to a student for achievement in Italian studies.

The Book Prizes for Excellence in Languages are presented to students who have shown outstanding progress and achievement in Arabic, Chinese, French, German, Hebrew, Japanese, Portuguese, or Russian at the College.

The Samuel Barbin Coco Scholarship Award was established in 1992 by Hannalou and Samuel B. Coco in honor of their daughter, Caroline S. Coco '85. The award is to provide financial assistance to a rising junior who wishes to spend either the fall or spring term at the Trinity College Rome Campus. Preference is given to a student pursuing Italian studies.

The Lova and Tania Eliav Prize for Excellence in Hebrew honors author, teacher and humanitarian, Israeli leader Arie Lova Eliav and Tania, his Lithuanian-born wife, whom he met while in command of blockade-running ships bringing 1,000 Holocaust survivors to Palestine. This prize was established in 1999 by their friends and colleagues at Trinity College.

The Erasmus Prize in the Humanities was established in 2001 by John Molner '85 and David Molner '91 in honor of Kenneth Lloyd-Jones, John J. McCook Professor of Modern Languages, and a member of the faculty since 1978. It is awarded annually to the junior or senior adjudged to have written the best essay in the humanities after completion of the sophomore year.

The Ronald H. Ferguson Prizes in French were established in 1951 in memory of Ronald H. Ferguson, Class of 1922. The prizes are awarded to students for excellence in overall work within the major.

The PRESHCO Prize in Hispanic Studies was established in 1986 by the Programa de Estudios Hispánicos en Córdoba (Spain), of which Trinity College is a member. It is awarded to a Spanish major or majors who have achieved excellence in courses devoted to Spanish language, culture, and literature.

The PRESHCO Prize in Latin American Studies is awarded for distinction in Spanish achieved by a graduating senior majoring in Latin American studies.

Library

The Jerome P. Webster, Class of 1910, Student Book Collectors Prizes were established by Dr. Jerome P. Webster '10 to recognize students' passions for books and book collecting. An avid book collector, he served as a Trustee of the College and was one of the founders of the Trinity College Library Associates. These awards are made to as many as three students who present collections of books in a specific field or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their monetary value is not a determining factor.

Mathematics

The Irving K. Butler Prize in Mathematics, established through a bequest from the late Mr. Butler, is given annually to a rising senior (i.e., member of the junior class) who in the judgment of the Department of Mathematics has done outstanding work in mathematics.

The Mary Louise Guertin Actuarial Award was established in 1952 by Alfred N. Guertin '22, in memory of his mother. The award will be made annually to the senior judged by a committee to have personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must have demonstrated genuine interest in considering the actuarial profession and have acquired outstanding grades as an undergraduate in each of mathematics, English, and economics. The committee shall consist of two members, named by the College, of the Society of Actuaries or the Casualty Actuarial Society.

The Phi Gamma Delta Prizes in Mathematics are offered to students taking Mathematics 131, 132, and 231. These prizes are from the income of a fund established in 1923, and increased in 1931, by the alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Phi Gamma Delta Senior Prize is awarded annually to the person adjudged by the Department of Mathematics to be its most outstanding senior major. This prize is from the income of a fund established in 1923, and increased in 1931, by the alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Phi Gamma Delta Teaching Fellowship is awarded annually to students having distinguished work in mathematics courses and who, in the opinion of the Department of Mathematics, are qualified to aid the department in its instructional endeavors.

The Robert C. Stewart Prize was established in honor of Professor Robert C. Stewart, who retired after 46 years with the Department of Mathematics. The prize is awarded to a student who has demonstrated an interest in a teaching career.

Music

The Harry Dobelle Book Prize in Musical Theater is given annually to a junior or senior who, in the judgment of the Music Department, has exhibited exceptional dedication to musical theater at the College through work, on-stage, back-stage, or both, in multiple productions. Former President Evan S. Dobelle and his wife, Kit, established the prize in recognition of the delight their son, Harry, took performing in several Trinity musicals while a youngster growing up on the campus between 1995 and 2001.

The Helen Loveland Morris Prize in Music, established by gift of the late Robert S. Morris '16, is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to music in the College. The prize is awarded to a nominee who is judged by his or her record in music courses and in department-sponsored performance activities. The department reserves the right to withhold the prize in any year if the required excellence is not achieved.

The Lise Aerinne Waxer Prize in Music honors the memory of the Department of Music's beloved colleague,

ethnomusicologist Lise Waxer, who passed away in 2002. Established by a gift of Lise's mother, Diane Yip, and Lise's colleagues at Trinity College and in Hartford, the prize is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to ethnomusicology or a world music ensemble in the College. The department reserves the right to withhold the prize in any year if the required excellence is not achieved.

Neuroscience

The Priscilla Kehoe Prize in Neuroscience, established in 2003, is awarded to students with a distinguished academic record in neuroscience and at the College, who have completed a senior thesis, and who have contributed substantially to neuroscience in Trinity's program or the community, as determined by the faculty. It was established in honor of Priscilla Kehoe, former Professor of Psychology and Neuroscience, founder of the Neuroscience Program at Trinity, and an inspiring teacher and influential scholar.

Philosophy

The Blanchard W. Means Prize in Philosophy was established by Louise Means in memory of her husband Blanchard W. Means, the Brownell Professor of Philosophy and a member of the Trinity faculty from 1932 to 1972. The prize is awarded to a currently enrolled Trinity student who writes the philosophical essay judged best by the Philosophy Department faculty. Essays should be submitted by noon on the Monday following spring vacation.

Physics

The Albert J. Howard, Jr. Prize is awarded to a member of the junior class who has done outstanding work in physics. The prize was established in 2004 by friends and colleagues of the late Albert J. Howard, Jr., professor of physics, in honor of his more than 40 years of service to the Physics Department.

The Physics Prize, established by the faculty of the Department of Physics and Astronomy in 1976, is awarded to a student for achievement in Physics 131L and Physics 231L.

The Physics Senior Prize recognizes outstanding scholarship in physics. Established in 1976 by the faculty of the Department of Physics and Astronomy, it is awarded to a senior physics major for demonstrated excellence in physics at the advanced undergraduate level.

Political science

The Ferguson Prizes in Government, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered for the two best essays submitted for any undergraduate course, tutorial, or seminar in the Department of Political Science during the previous calendar year. All essays must be typewritten. They must be submitted to the chairman of the department by the Friday before spring break.

The George J. Mead Prize in Political Science is awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37. It is awarded to the sophomore or junior receiving the highest mark in Political Science 104. Introduction to International Relations.

Psychology

The Psychology Prize, given by the department, is awarded to students with a distinguished academic record in psychology and the College, who have completed a senior thesis, and contributed substantially in service to the College, the department, or the community.

Public Policy and Law

The Public Policy and Law Book Prize was established by the Public Policy and Law Program in 2004. The prize is awarded annually to the student who writes the best paper in the area of public policy and law as judged by the program faculty.

Religion

The First-Year Hebrew Award in Hebrew grammar is given to encourage the study of the Old Testament/Hebrew Bible among college students. It is awarded to the first-year student who demonstrates the best understanding of the Hebrew language as a tool for the scholarly study of the Bible.

The John Andrew Gettier Prize in Hebrew Bible, established in 2001 by Robert Benjamin, Jr., of the Class of 1971, is awarded to that undergraduate, preferably a senior, who demonstrates significant academic and personal

growth as a student of the Hebrew Bible.

The Abraham Joshua Heschel Prize is awarded in recognition of outstanding achievement in the study of religion.

The Theodor M. Mauch Memorial Prize is the gift of Thomas M. Chappell, 1966, Hon. '06, P'89, '92, '97, '06, of Kennebunk, Maine, in memory of Theodor M. Mauch, Professor of Religion and Ellsworth Morton Tracy Lecturer Emeritus, a revered member of the Religion Department from 1957 to 1987, who taught and inspired Mr. Chappell.

Sociology

The Sociology Prize recognizes outstanding scholarship in sociology. The prize was established in 1984 by the Department of Sociology and is awarded to a sociology major for achievement at the advanced undergraduate level.

Theater and dance

The Diebold Family Prize in Dance was established in 2002 by the Diebold family of Roxbury, Connecticut. The prize is awarded to the junior or senior of any major who participates extensively in Trinity's dance program and demonstrates distinction in choreography and dance performance. Additional grants that become available may be awarded to students participating in community service programs and summer activities at the discretion of the chairperson of the Theater and Dance Department.

The George E. Nichols III Prizes in Theater Arts were established by the friends and former students of Professor George E. Nichols III. These prizes are to honor those graduating students whose college careers best exemplify high standards of artistic and intellectual achievement in theater at Trinity College.

The Frank W. Whitlock Prizes in Drama were founded by a legacy of Mrs. Lucy C. Whitlock, of Great Barrington, Massachusetts, and by her direction bear the name of her son who was a graduate of the Class of 1870. These awards are given to students who have written outstanding plays over the last academic year.

Women, gender, and sexuality

The Sicherman Prize in Women, Gender, and Sexuality is awarded to a student who has demonstrated intellectual and community leadership in the Women, Gender and Sexuality Program. It was established in 2005 in honor of Professor Barbara Sicherman, whose academic and personal contributions to the field of women's history at Trinity College and beyond have strengthened diversity and rigorous scholarship, supported junior scholars and students, and helped define women, gender, and sexuality as a field of inquiry.

Women and Gender Resource Action Center

The Women's Empowerment Activist Award was established by the Women and Gender Resource Action Center in 2005. The award is granted annually to a student who has exhibited extraordinary initiative, enthusiasm, and effort towards the education, empowerment, and betterment of the lives of female students on campus.

General prizes

The Samuel and Clara Hendel Memorial Book Prize is awarded annually to the undergraduate who is judged to have written the best paper on a topic involving issues of civil liberties or social justice. The prize was established in 1978 by friends, colleagues and former students to honor Samuel Hendel, professor emeritus of political science, and Mrs. Hendel.

The John F. Boyer Award was established in 1983 for the purpose of giving due recognition to a Trinity student who has devoted a tremendous amount of time and energy to one or more of the student publications. It is given annually to the senior who, in the judgment of representatives from the staff, has made the most significant contribution to the *Tripod* in the last year or years. The award is given in memory of John F. Boyer who took an avid interest in extra-curricular activities and who himself made a significant contribution to student publications.

The Elma H. Martin Book Prize was established in 1995 in memory of Elma H. Martin, who with her husband, Harold, the Charles A. Dana College Professor of the Humanities, graced the Trinity community from 1977 to 1984. The prize is given annually to an undergraduate woman who exemplifies qualities that her friends so admired in Elma Martin: an amiable manner, generosity of spirit, love of reading, involvement in the civic life of her community, and a commitment to the welfare and advancement of women, for whom she was, at Trinity and elsewhere, a model and inspiration.

The Pi Gamma Mu Scholarship Plaque, authorized by the National Board of Trustees of the Society, is given by the Connecticut Alpha Chapter in the interests of the promotion of scholarship in the social sciences on the Trinity campus. The plaque is given to a senior student who is a member of Pi Gamma Mu, has a very high GPA, and has done outstanding service for the College or the Hartford community.

The Student Government Association Award was established in 1982 for the purpose of giving due recognition to Trinity students who have done unusual service for the college community or local community. It is given annually to the individual student or group of students who, in the judgment of the SGA, has contributed the most to the betterment of the Trinity community in the last year or years. The award is not restricted and can be bestowed upon College-funded groups, coalitions, and fraternities/sororities as well as upon student groups and individuals.

The Student Government Association Student Activities Award was established in 1991 to recognize Trinity students who demonstrate extensive involvement in student activities and exhibit superior student leadership. The recipients are chosen annually by the Student Government Association.

The Trustee Award for Student Excellence may be presented annually to a full-time junior or senior who has compiled an outstanding academic record and whose achievements in one or more other areas of activity, such as athletics, campus or community service, or leadership of student organizations, exemplify the high standards of excellence to which Trinity College expects all of its students to aspire. The recipient is chosen by the Board of Trustees in the spring, and the Award is presented at Commencement if the recipient is a senior and the following fall term if the recipient is a junior.

The Women's Club of Trinity College Award is awarded to a graduating IDP student for superior academic and personal achievement.

Faculty prizes

The Brownell Prize was funded in 1986 by a gift from Mr. and Mrs. Paul Briger. Named in honor of the first president of Trinity College, Thomas Church Brownell, the prize is given biennially to a senior faculty member who has consistently demonstrated excellence in teaching. Mr. Briger is a member of the Class of 1961.

The Faculty Scholar Prize was funded in 1987 by a gift from the faculty of Trinity College. It is given to the member of the current sophomore class judged to have demonstrated outstanding scholarly accomplishment and potential, as evidenced by uniformly distinguished work done in the first year, in a selection of courses displaying a commendably wide-ranging interest in our liberal arts curriculum.

The Dean Arthur H. Hughes Award for Achievement in Teaching, a gift of former President and Trustee of Trinity, G. Keith Funston, is named in honor of Arthur Hughes, who in his 36-year career at Trinity, served as professor of German, chairman of the Department of Modern Languages, dean of the College, dean of the faculty, and, on two occasions, acting president. The Dean Arthur H. Hughes Award recognizes relatively new and/or junior members of the Faculty for achievement in teaching.

The Trustee Award for Faculty Excellence may be presented annually to honor a faculty member whose achievements in scholarship, teaching, and one or more other spheres of professional, civic, or personal endeavor exemplify Trinity College's high standards of excellence and bring distinction to the institution. The recipient is chosen by the Board of Trustees in the spring, and the award is presented at Commencement.

Honor Societies

Phi Beta Kappa Class of 2012: Leslie Pereira Ahlstrand, Alessandra Maria Ambrogio, James Joseph Armillay Jr., Alice Foster Barr, Marina E. Bartzokis, Elliot Mason Bauer, Hallie Rita Blejewski, John Patrick Bower, Adam Nathaniel Boynton, Merrill Moore Brady, Brian Charles Castelluccio, Gong Chen, Yuhan Chi, Andrea Mariana Chunga-Celis, Nichola Allyson Clark, Savvas James Constantinou, Jessica Leigh Cote, My Dam, Michelle Carol Deluse, Michael J. DeMayo, Kayla Lorraine Demers, Nicolae Dragu, Christine Elizabeth Ganley, Pamela Hathway, Kevin Huang, Theresa A. Incampo, Katherine Windsor Joachim, Srish Khakurel, Viktoriya Ivanova Lineva, Chang Liu, John Michael Mason, Sean C. McCarthy, Thomas Andrew McTeague, Yuan Mei, Ginger N. Mills, Todor Nedelchev Mitev, Mary Katherine Morr, Adam Timothy Norton, Kelly Ann O'Brien, Danielle E. Padula, Aalok Raj Pandey, Caroline Lindsay Peck, Steven Joseph Petkovsek, Nancy Rossi, Anna Mika Roux, Lorenzo Rakesh Sewanan, Elizabeth Burns Sherman, Shannon Leigh Smith, Amanda Nicole Sweat, Carolyn D. Taratko, Alexander Pierrepont White, Helena Zhang

Pi Gamma Mu Class of 2012: Angus Wells Anderson, James Joseph Armillay Jr., Antinea Maria-Greer Ascione, Miecha Ashley, Warren Dillaway Ayres III, Alice Foster Barr, Elliot Mason Bauer, Jane Kirkland Beilenson, Alexander North Birmingham, Christopher James Binnie, Merrill Moore Brady, Caroline Peyton Bralver, Sarah Elizabeth Breslin, Herman Brito, Jr., Ashley Burke, Shayla Campbell, Jenna Elizabeth Carroll, Brian Charles Castelluccio, Courtney Anne Chaloff, Gong Chen, Yuhan Chi, Molly Elizabeth Cohen, Pantelis Ioannis Constantinides, Ann Cook Cutler, Matthew Dominic Del Conte, Michelle Carol Deluse, Michael J. DeMayo, Jeffrey S. Devereux, Tanya Dhamija, Erin Yvonne Dorsey, Courtney Rose Duffy, Paige Yearley Durgin, Alexandre William Edgar, Elizabeth Blakeslee Fagan, Victor Carlton Farr, Geraldine M. Fernandez, Hallie Elizabeth Finan, Thomas John Finnucan, Alexandra Hannigan Fox, Molly Rose Goodman, William Bennett Goodman, Sophie Katherine Goodwin, Anne Brooke Grasberger, Gerald J. Hansen IV, Muhammad Hardiansyah, Claire Gregersen Hellwig, Robert Landis Hershey IV, Otis James Holloway, Leigh Howard, William Tyler Kaufman, Samantha Nichols Kerr, Taliaferro Thompson Krusen, Jaime Beth Lanen, Joseph A. Laws, Jenny Sydney Isabella Ley, Viktoriya Ivanova Lineva, Nicole Elizabeth Lustig, Augusta Eleanor MacLaughlin, Preston Maddock, Meghan Mahder, John Michael Mason, Daniel Robert Mayernick, Sean C. McCarthy, Nora Elizabeth McCloskey, Charles Eric Neilson McConnell, James Joseph Matthew McCullough, Yuan Mei, Julia Seiler Melnick, Racha Menhem, Lindsay Frisch Monaghan, Milan Moore, Mary Katherine Morr, Kevin Christopher Mortimer, Matthew James Nestor, Jasmine Owarish-Gross, Aalok Raj Pandey, Emily Michael Pariseau, Alexa Whitney Parsons, Daniel Louis Pelo, Lily Frances Pepper, James Jackson Perkins, Katherine Alexandria Poulos, Alexandra Alice Powell, Julia Mary Quattro, Kristen Carol Ramsay, Khurty K. Ramudu, Sarah Hanna Reingold, Lauren Stetson Rice, Caroline Whalen Robinson, Nancy Rossi, Anna Mika Roux, Allison Janice Selby, Katherine Tara Shaughnessy, Elizabeth Burns Sherman, Mark Anthony Snyder, Amanda Nicole Sweat, Brian Szeto, Brandon M. Taaffe, Archana Vamathevan, Jennifer Lynn Waddington, Alison Kate Wettstein, Adam Ellery Whitehurst, Rebecca Baton Williams, Taylor Gordon Williams, Kristina Wai-Lan Yu

Athletics prizes

The George Sheldon McCook Trophy, the gift of Professor and Mrs. John James McCook in 1902, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a student in the senior class, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all rules of drill, training, and discipline are taken into account, as well as courtesy, self-control, uprightness, and honor at all times, especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing the name and class date. He receives as his permanent property a handcrafted pewter bowl. This trophy is the athletic distinction most coveted in the College.

The Trinity Club of Hartford Trophy, established in 1978, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a woman student, a senior, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all the rules of drill, training and discipline are taken into account, as well as courtesy, self-control, uprightness, and honor at all times, but especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing her name and class date. She receives as her permanent property a small replica of the trophy. This trophy is the athletic distinction most coveted in the College.

The Eastern College Athletic Conference “Outstanding Scholar-Athlete” Award is presented annually to the senior male who is voted the most outstanding in athletics and scholarship.

The Susan E. Martin “Outstanding Scholar-Athlete” Award is presented annually to the senior woman who has combined excellence on the fields of competition with excellence in the classroom. This award was established in 1978 and was named for “Suzie” Martin ’71, who was one of the first Trinity women to compete in inter collegiate athletics.

The Bob Harron “Outstanding Scholar-Athlete” Award, established in 1971 by his friends in memory of Bob Harron, former Director of College Relations at Trinity, is presented annually to the junior male who is voted the most outstanding in athletics and scholarship.

The Board of Fellows “Outstanding Scholar-Athlete” Award was established by the Board in 1979 and is presented annually to the junior woman who is voted most outstanding in athletics and scholarship.

The Blanket Award is awarded to students who have earned nine varsity letters in three different sports. The award is a Trinity College blanket.

The Mears Prize was established under the will of Dr. J. Ewing Mears of the Class of 1858. It is awarded by the faculty on the recommendation of the chairman of the Department of Physical Education. The prize is awarded to the Trinity undergraduate student who writes the best essay on a topic announced by the Department of Physical Education. The topic may change from year to year, and will be one relevant to college physical education or athletics. No prize is awarded unless two or more students are competing.

The Larry Silver Award, named in memory of Lawrence Silver, Class of 1964, is made annually to the student, preferably a non-athlete, selected by the Trinity College Athletic Department, who has contributed the most to the Trinity Athletic Program.

The Bantam Award is presented annually to a non-student who has made a distinguished contribution to the Trinity Sports Programs. The selection is made by the Trinity College Athletic Department. The trophy was given to the College by Raymond A. Montgomery, Class of 1925.

The “1935” Award is presented annually by the Class of 1935 to the player who has been of “most value” to the varsity football team. The qualifications for this award are leadership, sportsmanship, team spirit, loyalty, and love of the game. A major trophy is kept in the College trophy case.

The Dan Jessee Blocking Award, endowed by Donald J. Viering '42, is given to that member of the varsity football team who has given the best blocking performance throughout the season.

The Roy A. Dath Soccer Trophy, established in 1978, is presented annually to the member of the men’s varsity soccer team who best fulfills the following qualifications: (1) makes the greatest contributions to the team’s success and (2) demonstrates gentlemanly conduct, good sportsmanship, and inspirational leadership. The trophy is kept in the College trophy case.

The Harold R. Shetter Soccer Trophy, established in 1950 in memory of Harold R. Shetter, coach of soccer 1948-1950, is awarded annually to the member of the varsity men’s soccer squad who has shown the greatest improvement as a player over the previous year and who has also demonstrated qualities of team spirit and sportsmanship.

The Arthur P. R. Wadlund Basketball Award, awarded annually to the most valuable player on the men’s varsity team, was donated by V. Paul Trigg, Class of 1936, in memory of Professor Arthur P. R. Wadlund, Jarvis Professor of Physics. A major trophy is kept in the College trophy case.

The Coach’s Foul Shooting Trophy is awarded annually by the men’s varsity basketball coach to the member of the team who has made the highest foul shooting average in varsity contests.

The John E. Slowik Swimming Award is made annually in memory of John E. Slowik, Class of 1939, captain in the U.S. Army Air Corps who was killed in action over Germany. The award is to be made to the most valuable member of the varsity men’s swimming team considering ability, conscientiousness in the observance of all rules of practice and training, and qualities of leadership. The first award was made in 1950.

The Robert Slaughter Swimming and Diving Award is made annually to the “most improved” member of the men’s varsity swimming and diving team. This award honoring their coach was presented by the members of the swimming team of 1962 and endowed in his memory by his friends in 2009. The award will be determined by team vote.

The Brian Foy Captain Award is given each year to the captain of the men’s varsity swimming team exemplifying outstanding qualities of leadership. The award was established in 1974 by his friends and classmates in memory of Brian Foy, Class of 1960, co-captain of the swimming team, who suddenly passed away on May 1, 1973.

The Karl Kurth Award, established in 1988, to be presented annually to the most valuable member of the men’s varsity squash racquets team.

The John A. Mason Award, established in 1953, is presented to that member of the men’s varsity squash racquet squad showing the greatest improvement during the year.

The Virginia C. Kurth Award, established in 1988, to be presented annually to the most valuable member of the women’s varsity squash racquets team.

The Phyllis L. Mason Award, established in 1977, is made annually to the member of the women’s varsity squash racquet squad showing the greatest improvement during the year.

The Dan Webster Baseball Award is awarded annually to the player who has been of “most value” to the varsity baseball team. The major trophy is kept in the College trophy case.

The William Frawley Award is given annually to the most improved varsity baseball player; one who demonstrates enthusiasm and determination. This award was established in 1974 by his friends and classmates in memory of William Frawley, Class of 1960, captain of the baseball team, who was reported missing in action in Vietnam in 1966.

The Robert S. Morris Track Trophy, established in 1953, is awarded annually to the most valuable member of the varsity track team. The qualifications for this award are outstanding performance, attitude, and sportsmanship. The trophy will be kept in the College case.

The Edgar H. and Philip D. Craig Tennis Award, established in 1956, and revised in 1992, is awarded annually to the member of the men’s varsity tennis squad who has proven himself to be the most valuable to the team’s efforts in pursuit of excellence, team spirit, and sportsmanship.

The John Francis Boyer Most Valuable Player Award, established by St. Anthony Hall in 1957, is presented to the player who has been of “Most Value to the Men’s Lacrosse Team.” A major trophy is kept in the College trophy case.

The Robert A. Falk Memorial Award established in 1983 in memory of Robert Falk, a member of the Class of 1984. This award is presented annually to the member of the men’s varsity lacrosse team who makes the most outstanding contribution to the team’s defense.

The Wyckoff Award is presented annually to the winner of the men’s varsity golf team tournament.

The Torch Award, established in 1962 by Mr. and Mrs. Charles B. Morgan, Bryn Mawr, Pa., is awarded to the person who has done the most to foster and perpetuate crew at Trinity.

The David O. Wicks, Jr. Prize, established by David O. Wicks, Jr. ’63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

The Albert C. Williams Hockey Cup is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.

The Frank Marchese Hockey Award, established in 1975, is awarded to the most valuable hockey player. The major trophy is kept in the trophy case and a bowl is presented annually to the winner.

The Thomas H. Taylor Fencing Trophy is awarded annually to a member of the Trinity College fencing team who, in enthusiasm and sportsmanlike conduct, has captured the spirit of the art of fencing.

The Marsh Frederick Chase Memorial Fencing Award is presented to the member of the team who has contributed most significantly to the cause of fencing.

The Susan B. Scott Award was established in 1981 by the Class of 1956 in memory of the wife of Donald J. Scott ’56. The award is presented to a member of the women’s varsity swimming team who has shown the most improvement during the season.

The Robert R. Bartlett Award is presented annually to the male and female students who have combined excellence in athletics with devotion to community and/or campus service. This award was established in 1992 by Mrs. Louise Bartlett and friends in honor of the 60th anniversary of her late husband’s graduation from Trinity College in 1929.

The John E. Kelly Outstanding Offensive Football Player Award was established in 1993 by his friends in memory of John E. Kelly ’34. This annual award is voted on by the offensive players and awarded to the outstanding offensive football player.

The John E. Kelly Most Improved Basketball Award was established in 1993 by his friends in memory of John E. Kelly ’34. This annual award is voted on by the members and coaches of the men’s basketball team and is awarded to the most improved basketball player.

The John E. Kelly Golden Glove Baseball Award was established in 1993 by his friends in memory of John E. Kelly ’34. This annual award is voted on by the members and coaches of the varsity baseball team and is awarded

to the player who possesses the best defensive baseball skills.

Richard W. Ellis Softball Award was established by softball alumnae in 1996 in honor of Coach Dick Ellis. This award is presented annually, by vote of her teammates, to the player who has exemplified the qualities Coach Ellis values most in a student-athlete: commitment, enthusiasm, hard work, and all-around team play.

The Alice A. and Elizabeth A. Chick Squash Trophy was established in 1996 in honor of Alice and Elizabeth by their father, Peter Chick. The recipient of the award is determined by the head women's squash coach. The trophy is awarded to a player on the women's varsity squash team who, throughout the season, has been a hardworking, determined, and an outstanding competitor.

The Alice A. and Elizabeth A. Chick Tennis Trophy was established in 1996 in honor of Alice and Elizabeth by their father, Peter Chick. The recipient of the award is determined by the head women's tennis coach. The trophy is awarded to a player on the women's tennis team who, throughout the season, has been a hardworking, determined, and an outstanding competitor.

The Gregory M. Hill Class of 1987 Track and Field Sportsmanship Award was established in 1997 by Gregory M. Hill '87. The recipient of the award, chosen by the coaching staff, may be either a male or female member of the track team and a junior or senior. The qualities considered will be leadership, comradeship, character, academics, and commitment.

The Chantal Lacroix Women's Ice Hockey Award is presented annually by the coach of the women's ice hockey team to that player who, in the opinion of the coach, has displayed outstanding ability on the ice and exceptional dedication and loyalty to Trinity women's ice hockey. This award, established in 1997 by the 1996-1997 women's ice hockey team, is in honor of Chantal Lacroix, coach of the first women's ice hockey team.

The Working Boast Squash Award is presented annually by vote of his/her teammates to the player on each of the men's and women's squash racquet teams who spends the extra time and energy fostering a positive team attitude and who emanates a love of the game both on and off the court. This award, established in 1999 by their parents Eloise and Bo Burbank '55 is in honor of Charlotte '84, Douglas '85, Timothy '87, and Sarah '99, all four-year squash racquet players.

The Hazelton Lacrosse Award is presented annually to the men's lacrosse player who shows the most improvement during the season. The award winner will be decided by team vote. This award was established in 1999 by Thomas '92, James '93, and Alexander '99, all four-year lacrosse players, and their parents, Richard (director of athletics) and Anne Hazelton.

The Chester H. McPhee Women's Swimming Award was established in 2000 by Chester H. McPhee, Trinity's Swimming Coach from 1976 to 1994. Under Coach McPhee's guidance, the women's varsity program began in 1979. This award represents the essence of Coach McPhee and Trinity Women's Swimming hard work, leadership, and devotion to training and competition. It is awarded annually to the varsity swimmer chosen by her teammates and coach(es) as the most valuable member of the squad.

The Chester H. McPhee Men's Lacrosse Award is presented annually to the player who has been of "most inspiration" to the men's lacrosse team. The qualifications for this award are leadership, sportsmanship, determination, dedication, and a passion for the game. The award winner will be chosen by a vote of coaches and team members. The award was established in 2000 by Chester H. McPhee, founder and first varsity lacrosse coach at Trinity College.

The Mooney Football Award was established in 2002 by Chad Mooney '74, who was captain of the 1973 team. This annual award is voted on by the football team members and is awarded to the most valuable defensive football player who shows discipline, conditioning, leadership, and mental and physical toughness.

The James F. Belfiore Basketball Award, established in 2004, is awarded annually to the most valuable player on the men's team through a vote of the coaches and players. This award was established by Jim's classmates and teammates in memory of Jim, Class of 1966, who was the captain and MVP of the 1965 and 1966 basketball teams.

The Jane Clark Sargeant Tennis Award, established in 2004 in memory of Jane, mother of Courtney, Class of 2003, is awarded annually to a player on the women's team whose generous contributions include an unselfish devotion to the team, an unflinching spirit and enthusiasm, and an uncompromising dedication to sportsmanship. The award will be determined by a team vote.

The Aquilina Women's Soccer Award, named in honor of Lindsay Aquilina, Class of 2004, and established in 2003, is awarded annually to the player who has demonstrated commitment, courage, and determination in coming through the highest level of adversity. The winner of this award will be determined by the coaching staff.

The Men's Ice Hockey Great Teammate Award, established in 2004 by John O'Leary, Class of 2000, and Gregory O'Leary, Class of 2003, both former players, is awarded to the player who portrays a strong desire to win, dedication to his team, both mental and physical toughness, a willingness to sacrifice his own individuality for the benefit of his team, and is, above all, a great teammate. The recipient of this award will be decided by a vote of the players and coaches.

The Diana P. Goldman Most Valuable Tennis Player Award, named in honor of Diana Goldman, Class of 2004, and established in 2005, is awarded to the women's tennis player who has not only been an outstanding performer, but also has exhibited sportsmanship, team spirit, and love of the game. The winner of this award will be determined by a team vote.

The Constance E. and Richard H. Ware Men's Ice Hockey Award For Academic Excellence, established in 2005, is awarded annually to the junior or senior player with the highest academic average. This award was established by Philip C. Ware to honor his parents for their longstanding dedication to and love for Trinity College and for their support of the men's ice hockey program

The Brittany Anne Olwine Most Improved Tennis Player Award, named in honor of Brittany Olwine, Class of 2005, and established in 2006, is awarded annually to the women's tennis player who has shown the most improvement over the course of the season through hard work, dedication, enthusiasm, and commitment to the team, both on and off the court. The winner of this award will be determined by a team vote.

The Tara Borawski Outstanding Offensive Women's Ice Hockey Player Award, established in 2006 by her parents, in honor of Tara Borawski, who graduated in 2006 as the Trinity College career-scoring leader. The recipient of this award will be the leading scorer on the women's ice hockey team.

The James F. Belfiore Men's and Women's Squash Award, established in 2007, is in recognition of Jim Belfiore, a Hartford native and Trinity Basketball Hall of Fame member (Class of 1966). The award will be voted on by the men's team for the deserving male player and by the women's team for the deserving female player. The award is in recognition of the player who overcame adversity and whose contagious personality and spirit of competition inspired fellow teammates.

The Abeles Batting Award endowed in 2008 by the William "Bill" R. Abeles, Sr. (Class of 1959) family and friends in recognition of Mr. Abeles' 70th birthday and 50th anniversary of his receiving the "John Sweet Batting Award" in 1958. The award will go to the Trinity College varsity baseball player with the highest batting average on the team. The recipient (player) must have had at least 70 percent at bats of the player with the most at bats on the team.

The John M. Dunham Ice Hockey Coach's Award, endowed in 2008 in honor of Trinity's long-standing and successful former men's hockey coach, is awarded to a men's hockey player, determined by the head coach, who exemplifies all that is Trinity hockey. The Dunham Coach's Award will go to the player who places his team before himself, demonstrates the ability to persevere through adversity, and, through a consistent work ethic, shows a true passion for Trinity College and the game of ice hockey.

The Alfred M. C. MacColl '54 Gold Stick Award, established in 1968 and endowed in 2008 by the MacColl family in honor of Fred, is presented annually to the leading scorer on the varsity men's ice hockey team.

The Trinity Crew Founders' Award, endowed in 2008 and given in honor of the men from the classes of 1961, 1962, and 1963 who, in 1961, renewed Trinity's rowing program as an intercollegiate sport. The award, voted on by the varsity crew, recognizes a male rower(s) who demonstrates sportsmanship, the desire to excel, shown the most improvement, and reflects the stamina, zeal, and passion for rowing as those Founders did in 1961.

The Raymond Batson Most Improved Player Award, established in 2009, is given by his family in memory of Raymond Batson, head coach of the men's ice hockey club team from 1968 to 1970, who was instrumental in establishing hockey as a sport at Trinity. The award is presented annually to that member of the men's ice hockey team who, in the judgment of the head coach, has shown the most improvement during the season.

The Patrick R. McNamara Football Award, established by his teammates in 2009 in memory of Pat, Class

of 1980, an All-American wide receiver. The award is given annually to the offensive rookie of the year. The award goes to the offensive player (first year or sophomore) who contributed significantly in his first year of playing. The award will be determined by a team vote.

The Applebee Field Hockey Award, was established in 1986 and endowed by the field hockey parents in 2009 in honor of Constance M.K. Applebee, who first introduced the sport of field hockey to the United States in 1901. This award is chosen by the coaching staff and presented annually to the varsity player who has displayed outstanding ability on the field and exceptional dedication and loyalty to Trinity field hockey.

The David R. “Moose” Poulin Award is given within the Trinity College Football Program to a defensive underclassman who through perseverance and talent excelled early in his career as a Bantam. The designation goes to a member of the Trinity football team that has shown tremendous promise and talent without the advantage of collegiate experience. The award is given in memory of David Poulin, Captain of the 1977 squad, ferocious competitor and exceptional student/athlete. The highest levels of expectations are implied in accordance with this award.

Endowed Lectures

Barbieri Lectures—A gift from the Cesare Barbieri Endowment provides for two public lectures a year by outstanding persons on some aspect of Italian studies.

Joseph C. Clarke M'38 Public Oration Contest—A bequest from Cynthia Clarke of Chester, Connecticut, in loving memory of her father, Joseph Clarke M'38, established the Joseph C. Clarke M'38 Dean of Students Discretionary Fund. Among other things, the fund supports an annual student oration contest, the winner of which gives a public lecture each fall.

Martin W. Clement Lecture—An endowment established in 1967 by graduates and undergraduates of the Epsilon Chapter of Delta Psi Fraternity in memory of Martin W. Clement 1901 provides an annual public lecture with no restriction as to topic.

Shelby Cullom Davis—Under the auspices of the Shelby Cullom Davis Endowment, several lectures are given on topics related to business, large organizations, or entrepreneurial activities.

Delta Phi/IKA Fraternity Lecture Program—a gift of the proceeds of the Delta Phi/IKA treasury sponsors a guest lecturer, preferably a Trinity alumnus/a.

Department of Language and Culture Studies—An endowment established in honor of Professor Dori Katz by an anonymous donor in 1996 provides for an annual lecture by a prominent speaker.

Harold L. Dorwart Lectureship in Mathematics—A gift of friends and family in memory of Harold and Carolyn Dorwart supports annual lecture(s) on mathematical topics of general interest. Dr. Harold Dorwart was Seabury Professor of Mathematics from 1949 to 1967 and dean of the College, 1967-1968.

Michael P. Getlin Lecture—A fund established through the generosity of classmates and friends in honor of Michael P. Getlin '62, captain, U.S.M.C., who was killed in action in Vietnam, provides an annual lecture in religion.

Hallden Lecture—Through the Hallden Engineering Fund, established by Karl W. Hallden 1909, Hon. '55, provides lectures by scientists and engineers of international reputation and interest.

John D. and Susan G. Limpitlaw Lecture Series—A gift from Susan G. and the Reverend John D. Limpitlaw '56 endows a four-year cycle of lectures by distinguished scholars on religion and art, history, science or medicine, and business or the economic order.

McGill III '63 International Studies Lectures— Gifts of Patricia C. and Charles H. McGill III '63, of New York City, which helped to secure a matching grant from the National Endowment of the Humanities. The fund supports the biennial appointment and public lecture of visiting humanities scholars (mainly international scholars) in all the concentrations composing international studies: African studies, Asian studies, Latin American studies, Middle Eastern studies, post-colonial studies and Russian and Eurasian studies. During the years that a visiting scholar is not appointed, the fund supports the "McGill Distinguished Lecture in International Studies," conducted by selected scholars who have distinguished themselves in the area of humanities.

Mead Lectures—Through the bequest of George J. Mead, Hon. '37, annual lectures are presented by distinguished authorities. Conferences and other special events are held on various topics in economics, government, and history.

Blanchard William Means Memorial Lecture—A gift of Mrs. Blanchard W. Means of Hartford supports a lecture in philosophy each year in memory of her husband, Brownell Professor of Philosophy at the College from 1932 to 1972.

Moore Greek Lecture—Through the bequest of Dr. Charles E. Moore 1876, to encourage the study of Greek, an all-college lecture is presented annually on classical studies.

Shirley G. Wassong Memorial—A gift in memory of Mrs. Wassong, wife of Joseph F. Wassong '59, of Thomaston, Connecticut, funds an annual lecture by a distinguished scholar on a theme in European and American art, culture, and history.

Corporation

Board of Trustees

Paul E. Raether '68, P'93, '96, '01, M.B.A. (2015), *Chairman*, New York, NY
Philip S. Khoury '71, Ph.D. (2014), *Vice Chairman*, Cambridge, MA

Ex Officio

James F. Jones, Jr., Ph.D., *President of the College*, Hartford, CT

Charter Trustees

Sophie B. Ayers '77, P'12, '12, M.B.A. (2013), Glen Cove, NY
Patrice Ball-Reed '80, J.D. (2012), Chicago, IL
Andy F. Bessette P'10, M.A. (2015), Hartford, CT
Emily Latour Bogle '79, B.A. (2014), Bronxville, NY
Thomas R. DiBenedetto '71, P'08, '12, '12, '13, M.B.A. (2012), Boston, MA
Nina McNeely Diefenbach '80, M.A. (2014), Pelham, NY
Luis J. Fernandez P'11, '13, M.A. (2013), Palm Beach, FL
John S. Gates, Jr. '76, P'13, B.A. (2012), Chicago, IL
Jeffrey E. Kelter '76, B.A. (2014), Locust Valley, NY
Philip S. Khoury '71, Ph.D. (2014), Cambridge, MA
Michael J. Kluger '78, P'13, M.B.A. (2015), New York, NY
L. Peter Lawrence '71, P'04, M.B.A. (2015), Darien, CT
Alexander H. Levi '67, Ph.D. (2014), New York, NY
Michael D. Loberg '69, P'00, Ph.D. (2013), Vineyard Haven, MA
Alexander P. Lynch P'03, '04, '07, M.B.A. (2012), Greenwich, CT
Kevin J. Maloney '79, M.A. (2016), Westwood, MA
Elaine Feldman Patterson '76, M.I.L.R. (2013), Los Angeles, CA
Paul E. Raether '68, P'93, '96, '01, M.B.A. (2015), New York, NY
William C. Richardson '62, Hon. '03, Ph.D. (2014), Hickory Corners, MI
Edward C. Rorer '65, P'91, M.B.A. (2014), Villanova, PA
Virginia Sanchez '77, M.B.A. (2013), Virginia Beach, VA
Thomas R. Savage '72, Ph.D. (2015), Ft. Lauderdale, FL
Luther L. Terry, Jr. '67, M.B.A. (2012), Bedford Hills, NY
Cornelia P. Thornburgh '80, M.B.A. (2013), Palm Beach, FL
W. James Tozer, Jr. '63, P'89, '90, M.B.A. (2013), New York, NY
Timothy J. Walsh '85, M.B.A. (2015), Westport, CT
Ronald V. Waters III '74, P'06, M.B.A. (2014), Chicago, IL
Shawn T. Wooden '91, J.D. (2016), Hartford, CT

Alumni Trustees

Sarah Koeppel Cohn '83, J.D. (2013), New York, NY
Joshua C. Gruss '96, M.B.A. (2014), New York, NY
L. Peter Lawrence '71, P'04 M.B.A. (2015), Darien, CT
William K. Marimow '69, B.A. (2013), Philadelphia, PA
Karen Kelsey Thomas '78, P'12, B.A. (2014), Rye, NY

Rhea Pincus Turteltaub '82, B.A. (2013), Los Angeles, CA

Funston Trustee

Sara Thiede Stevens '06, M.S. (2014), Andover, MA

Trustees Emeriti

Evan S. Dobelle, '01 (Hon.) Ed.D., Pittsfield, MA

Thomas S. Johnson '62, '05 (Hon.), P'97, M.B.A., New York, NY

Edward A. Montgomery, Jr. '56, P'89, '91, Philadelphia, PA

Borden W. Painter '58, '95 (Hon.), Ph.D., West Hartford, CT

Douglas T. Tansill '61, P'91, '96, M.B.A., Stamford, CT

Board of Fellows (2011-2012)

Carter P. Agar '95, San Francisco, CA (2014)

C. Mark Boelhouwer '83, Farmington, CT (2013)

John B. Braskamp '81, Atherton, CA (2014)

Aimee S. Brown '74, San Francisco, CA (2012)

Sarah R. Brown '91, Wellesley, MA (2014)

Scott C. Butera '88, Las Vegas, NV (2013)

James T. Caillouette '79, P'10, Laguna Beach, CA (2012)

Stephanie Borynack Clark '96, New York, NY (2014)

Rick Cleary '85, Concord, MA (2012)

Jonathan W. Cox '89, New York, NY (2014)

William F. Detwiler '85, New York, NY (2012)

Armando A. Diaz '89, Englewood, NJ (2012)

Peter F. Donovan '75, Westwood, MA (2012)

Rex R. Dyer '85, Summit, NJ (2013)

Suzanne Rittenberg Dyer '85, Summit, NJ (2013)

Peter D. Edwards '78, Chevy Chase, MD (2014)

Chris Elia '96, New York, NY (2012)

Pamela Hickory Esterson '90, New York, NY (2014)

Jonathan Estreich '75, P'11, Brooklyn, NY (2013)

Barbara E. Fernandez '74, Haddam, CT (2012)

Michael Gary '86, Exeter, NH (2014)

Trina A. Gary '86, Exeter, NH (2014)

Peter A. Gutermann '82, P'13, West Hartford, CT (2012)

G. Schuyler Havens '95, Seattle, WA (2014)

M. Benjamin Howe '83, P'11, P'13, Wellesley, MA (2012)

Michael C. Huebsch '80, Darien, CT (2013)

Joanne E. Johnson '79, New York, NY (2012)

Alan J. Juliano '77, Naples, FL (2013)

Patricia Mairs Klestadt '80, P'09, '11, New York, NY (2014)

Peter W. Klestadt P'09, '11, New York, NY (2014)

Karen Fink Kupferberg '73, P'07, Framingham, MA (2012)

Lenn C. Kupferberg '73, P'07, Framingham, MA (2012)

Joshua B. Lahey '95, Washington, DC (2014)

Jan L. Larsson '77, Franklin Lakes, NJ (2012)

Todd D. Lavieri '83, New Canaan, CT (2012)

Nicholas W. Lazares '73, P'08, '10, Milton, MA (2012)

Pamela J. Lazares P'08, '10, Milton, MA (2012)

Cynthia Henry Lufkin '84, Washington, CT (2013)

Sonia Flanders McArdle '85, Chicago, IL (2013)

David Lee Molner '91, Beverly Hills, CA (2012)

E. Carter Wurts Norton '79, P'09, New Canaan, CT (2014)

Caitlin Diebold O'Connell '04, West Lebanon, NH (2013)

Lydia L. Potter Snyder '05, New York, NY (2013)
 Robert J. Reiskin '88, London, United Kingdom (2013)
 Faraj Saghri '81, Weston, CT (2014)
 Peter D. Scala '05, Ridgefield, CT (2014)
 Eric J. Scheyer '87, Glencoe, IL (2014)
 David L. Schnadig '86, New York, NY (2014)
 Susannah April Smetana '91, New York, NY (2012)
 Paul S. Sperry '80, New York, NY (2014)
 Jane M. Swift '87, Williamstown, MA (2013)
 Andrew S. Terhune '78, Philadelphia, PA (2014)
 Elizabeth Thrasher-Broidy '80, East Aurora, NY (2013)
 Joy Tomlinson '79, '13, New York, NY (2014)
 Kathryn George Tyree '86, New York, NY (2014)
 Nancy T. VanderVelde '87, Wellesley, MA (2012)
 P. Murphy VanderVelde '87, Wellesley, MA (2012)
 John A. Vissicchio '83, Port Washington, NY (2014)
 Constance Hart Walkingshaw '74, Wellesley, MA (2012)
 Anthony R. Whittemore '90, Rumson, NJ (2014)

National Alumni Association Executive Committee

President

Rhea Pincus Turteltaub '82, Encino, CA

Executive Vice President

Jean M. Walshe '83, New York, NY

Members

Victoria S. Aronow '82, Marietta, GA
 Todd C. Beati '83, Andover, MA
 Robin Halpern Cavanaugh '91, Sudbury, MA
 Maria P. Clifford '88, Saint Louis, MO
 Diane DePatie Consoli '88, New Canaan, CT
 Harry W. Cyphers IV '09, New York, NY
 John S. Dalsheim '87, New York, NY
 Peter W. Espy '00, New York, NY
 Judith Ambrose Ewald '80, South Orange, NJ
 David R. Fontaine '86, Washington, DC
 Michael S. Gilman '76, Los Angeles, CA
 Trude J. Goodman '03, New York, NY
 Ann Carroll Harris '71, Waban, MA
 Uzma Akhand Hossain '98, Manhasset, NY
 Hayden P. Howell '06, New York, NY
 William S. Jenkins '03, Cos Cob, CT
 Miyuki Kaneko, Esq. '85, Princeton, NJ
 Douglas Kim '87, Mahopac, NY
 Michael E. Lestz '68, Hartford, CT
 Matthew J. Longcore '94, Norwalk, CT
 Justin S. Maccarone, Jr. '81, Darien, CT
 Douglas Michael Macdonald '89, Los Angeles, CA
 Tanya C. Marston '00, San Francisco, CA
 Christopher McCrudden '68, Princeton, NJ
 Mary Elizabeth Miller IDP '00, Hartford, CT
 Gary A. Morgans, Esq. '75, Arlington, VA
 Alexis Brashich Morledge '90, Point Lookout, NY
 Murray H. Morse, Jr. '60, Fairfield, CT

Ashley G. Myles '95, Syosset, NY
Barlow L. Peelle '79, Darien, CT
Michael J. Petrucelli '90, Bethesda, MD
Jocelyn J. Pickford '99, Abington, PA
Descatur M. Potier '03, Dacula, GA
Nathaniel S. Prentice '69, Garrison, NY
Jon A. Reynolds '59, Wilmington, DE
Charles C. Russo '02, Beverly Hills, CA
Willis Ryckman IV '91, New York, NY
Vincent R. Stempien '61, Manhasset, NY
Robert W. Stockton '94, Norwalk, CT
Susan Michelle Stone, M.D. '95, West Hartford, CT
Rhea Pincus Turteltaub '82, Encino, CA
Charles Wallace II '92, Roslyn Heights, NY
Jean M. Walshe '83, New York, NY
Cynthia Mohr Wolcott '77, Greenville, DE
Bryant S. Zanko '87, Grand Rapids, MI

Athletic Advisory Council

Alumni

David M. Jones '94, West Hartford, CT
Paul F. Romano '81, Farmington, CT
Denise Jones '80, Wethersfield, CT

Faculty

Cindy Butos, Principal Lecturer in the Allan K. Smith Center for Writing and Rhetoric
Dario Del Puppo, Professor of Language and Culture Studies
Christoph Geiss, Associate Professor of Physics and Environmental Science

Students

Three students are elected in the fall from the Student Athlete Advisory Committee.

Presidents of the College

Thomas Church Brownell, 1824-1831
Nathaniel Sheldon Wheaton, 1831-1837
Silas Totten, 1837-1848
John Williams, 1848-1853
Daniel Raynes Goodwin, 1853-1860
Samuel Eliot, 1860-1864
John Barrett Kerfoot, 1864-1866
John Brocklesby, Acting President, 1866-1867
Abner Jackson, 1867-1874
Thomas Ruggles Pynchon, 1874-1883
George Williamson Smith, 1883-1904
Flavel Sweeten Luther, 1904-1919
Henry Augustus Perkins, Acting President, 1915-1916, 1919-1920
Remsen Brinckerhoff Ogilby, 1920-1943
Arthur Howard Hughes, Acting President, 1943-1945, 1951-1953
George Keith Funston, 1945-1951
Albert Charles Jacobs, 1953-1968
Theodore Davidge Lockwood, 1968-1981
James Fairfield English, Jr., 1981-1989
Tom Gerety, 1989-1994
Borden W. Painter, Jr., Acting President, 1994-1995
Evan S. Dobbelle, 1995-2001
Ronald R. Thomas, Acting President, 2001-2002
Richard H. Hersh, 2002-2003
Borden W. Painter, Jr., 2003-2004
James F. Jones, Jr., 2004-

Faculty

James F. Jones, *President and Trinity College Professor in the Humanities*; B.A. 1969 (Univ. of Virginia), M.A. 1972 (Emory Univ.), M.Phil. 1974, Ph.D. 1975 (Columbia Univ.) [2004]

Rena Fraden, *Dean of the Faculty and Vice President for Academic Affairs and G. Keith Funston Professor of English and American Studies*; B.A. 1977, Ph.D. 1983 (Yale Univ.) [2006]

Professors

David Ahlgren, *Karl W. Hallden Professor of Engineering*; B.S. 1964 (Trinity College), M.S. 1973 (Tulane Univ.), Ph.D. 1978 (Univ. of Michigan) [1973]

Raymond W. Baker●●, *Professor of International Politics*; B.A. 1964 (Ripon College), M.A. 1967, Ph.D. 1972 (Harvard Univ.) [1996]

Davarian Baldwin, *Paul E. Raether Distinguished Professor of American Studies*; B.A. 1995 (Marquette Univ.), M.A. 1997, Ph.D. 2001 (New York Univ.) [2009]

Michael R. Bangser, *Visiting Professor of Public Policy and Law*; B.S. 1974 (Williams College), J.D. 1977 (Columbia Univ. School of Law) [2006]

Barbara M. Benedict, *Charles A. Dana Professor of English*; B.A. 1976 (Harvard Univ.), M.A. 1978, Ph.D. 1985 (Univ. of California, Berkeley) [1984]

Daniel G. Blackburn, *Thomas S. Johnson Distinguished Professor of Biology*; B.S. 1975 (Univ. of Pittsburgh), M.S. 1978, Ph.D. 1985 (Cornell Univ.) [1988]

W. Miller Brown, *Professor of Philosophy*; B.A. 1958 (Amherst College), Ph.D. 1970 (Harvard Univ.) [1965]

William N. Butos, *George M. Ferris Professor of Corporation Finance and Investments*; B.A. 1966, M.A. 1967 (Brooklyn College), Ph.D. 1983 (Pennsylvania State Univ.) [1981]

Joseph Byrne, *Professor of Fine Arts*; B.A. 1976 (St. John's Univ.), M.A. 1980, M.F.A. 1981 (Univ. of Iowa) [1999]

Jean K. Cadogan, *Professor of Fine Arts*; B.A. 1971 (Wellesley College), M.A. 1972, Ph.D. 1978 (Harvard Univ.) [1986]

Xiangming Chen, *Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology*; B.A. 1982 (Beijing Foreign Languages Institute), M.A. 1984, Ph.D. 1988 (Duke Univ.) [2007]

William Cohn, *Visiting Professor of American Studies - Graduate Studies Program*; B.A. 1953, M.A. 1955 (Ohio State Univ.), Ph.D. 1972 (Univ. of Wisconsin, Madison) [1987]

Robert J. Corber, *Professor of Women, Gender, and Sexuality Studies*; B.A. 1980 (Haverford College), M.A. 1981, Ph.D. 1987 (Univ. of Chicago) [1998]

David Cruz-Uribe, *Professor of Mathematics*; A.B. 1985 (Univ. of Chicago), Ph.D. 1993 (Univ. of California, Berkeley) [1996]

Kathleen A. Curran, *Professor of Fine Arts*; B.A. 1977 (Newcomb College), M.A. 1981 (New York Univ.), Ph.D. 1986 (Univ. of Delaware) [1990]

Timothy Curran, *Professor of Chemistry*; A.B. 1983 (College of the Holy Cross), Ph.D. 1988 (Massachusetts Institute of Technology) [2000]

Dario Del Puppo, *Professor of Language and Culture Studies*; B.A. 1980, Ph.D. 1988 (Univ. of Connecticut) [1986]

Pablo Delano, *Professor of Fine Arts*; B.F.A. 1976 (Temple Univ.), M.F.A. 1979 (Yale Univ.) [1996]

Leslie Desmangles●, *Professor of Religion and International Studies*; B.A. 1964 (Eastern Univ.), M.Div. 1967 (Palmer Theological Seminary), Ph.D. 1975 (Temple Univ.) [1978]

- Kent Dunlap, *Professor of Biology*; B.A. 1985 (Macalester College), Ph.D. 1993 (Univ. of Washington, Seattle) [1998]
- Judy Dworin, *Professor of Theater and Dance*; B.A. 1970 (Trinity College), M.A. 1975 (Goddard College) [1971]
- Dario A. Euraque, *Professor of History*; B.A. 1982 (Marquette Univ.), M.A. 1984, 1986, Ph.D. 1990 (Univ. of Wisconsin) [1990]
- Diana Evans, *Professor of Political Science*; B.A. 1971, M.S. 1972 (Univ. of New Mexico), Ph.D. 1980 (Rochester) [1979]
- Ellison B. Findly, *Professor of Religion and International Studies*; B.A. 1971 (Wellesley College), M.A. 1973 (Columbia Univ.), M. Phil. 1976, Ph.D. 1978 (Yale Univ.) [1980]
- Sheila M. Fisher, *Professor of English and Associate Academic Dean*; B.A. 1976 (Smith College), M.A. 1997, M.Phil. 1979, Ph.D. 1982 (Yale Univ.) [1984]
- Michael C. FitzGerald, *Professor of Fine Arts*; A.B. 1976 (Stanford Univ.), M.B.A. 1986, Ph.D. 1987 (Columbia Univ.) [1988]
- Robert J. Fleming●●, *Professor of Biology*; B.A. 1980 (College of the Holy Cross), Ph.D. 1987 (Brandeis Univ.) [2001]
- John P. Georges†, *Professor of Mathematics*; B.A. 1971, M.A. 1973 (Tufts Univ.), Ph.D. 1982 (Northeastern Univ.) [1983]
- Francisco Goldman, *Allan K. Smith Professor of English Language and Literature*; B.A. 1977 (Univ. of Michigan) [2002]
- Warren Goldstein, *Visiting Professor of American Studies - Graduate Studies Program*; B.A. 1973 (Yale College), Ph.D. 1983 (Yale Univ.) [2005]
- Alden R. Gordon, *Paul E. Raether Distinguished Professor of Fine Arts*; B.A. 1969 (Trinity College), M.A. 1971, Ph.D. 1978 (Harvard Univ.) [1978]
- Cheryl L. Greenberg, *Paul E. Raether Distinguished Professor of History*; A.B. 1980 (Princeton Univ.), M.A. 1981, M. Phil. 1983, Ph.D. 1988 (Columbia Univ.) [1986]
- Adam J. Grossberg●, *Professor of Economics*; B.A. 1980 (The College of Wooster), M.S. 1983, Ph.D. 1986 (Univ. of Illinois) [1986]
- Gerald Gunderson●●, *Shelby Cullom Davis Professor of American Business and Economic Enterprise*; B.A. 1962, M.A. 1965, Ph.D. 1967 (Univ. of Washington) [1978]
- Joan D. Hedrick●●, *Charles A. Dana Professor of History*; A.B. 1966 (Vassar College), Ph.D. 1974 (Brown Univ.) [1980]
- David E. Henderson, *Professor of Chemistry*; B.A. 1968 (St. Andrews Presbyterian College), Ph.D. 1975 (Univ. of Massachusetts) [1977]
- Drew A. Hyland, *Charles A. Dana Professor of Philosophy*; A.B. 1961 (Princeton Univ.), M.A. 1963, Ph.D. 1965 (Pennsylvania State Univ.) [1967]
- Samuel D. Kassow●●, *Charles H. Northam Professor of History*; B.A. 1966 (Trinity College), M.S. 1967 (London School of Economics), Ph.D. 1976 (Princeton Univ.) [1972]
- Kathleen Kete●●, *Borden W. Painter, Jr., '58/H'95 Professor of European History*; A.B. 1982, M.A. 1984, Ph.D. 1989 (Harvard Univ.) [1990]
- Ronald C. Kiener, *Professor of Religion*; B.A. 1976 (Univ. of Minnesota), Ph.D. 1984 (Univ. of Pennsylvania) [1983]
- Frank G. Kirkpatrick, *Ellsworth Morton Tracy Lecturer and Professor of Religion*; B.A. 1964 (Trinity College), M.A. 1966 (Union Theological Seminary), Ph.D. 1970 (Brown Univ.) [1969]
- Robert Kirschbaum, *Professor of Fine Arts*; B.A. 1970 (Univ. of Rochester), M.F.A. 1974 (Yale Univ.) [1990]
- Barry A. Kosmin, *Research Professor of Public Policy and Law*; B.A. 1968 (Univ. of London), M. A. 1970 (McMaster Univ.) Ph.D. 1974 (Univ. of London) [2005]
- Paul Lauter, *Allan K. Smith and Gwendolyn Miles Smith Professor of English*; B.A. 1953 (New York Univ.), M.A. 1955 (Indiana Univ.), Ph.D. 1958 (Yale Univ.) [1988]
- Dan E. Lloyd, *Brownell Professor of Philosophy*; B.A. 1975 (Oberlin College), M.A. 1977, Ph.D. 1983 (Columbia Univ.) [1987]

- William M. Mace, *Professor of Psychology*; B.A. 1967 (Yale Univ.), Ph.D. 1971 (Univ. of Minnesota) [1971]
- Louis Masur[†], *William R. Kenan Professor of American Institutions and Values*; B.A. 1978 (State Univ. of New York-Buffalo), M.A. 1982, Ph.D. 1985 (Princeton Univ.) [2004]
- David Mauro, *Professor of Mathematics*; B.A. 1976 (Bates College), M.A. 1979, Ph.D. 1982 (State Univ. of New York), M.S. 1988 (Rensselaer Polytechnic Institute) [1982]
- Kevin J. McMahon, *John R. Reitemeyer and Charles A. Dana Research Professor of Political Science*; B.A. 1988 (SUNY - Potsdam), Ph.D. 1997 (Brandeis Univ.) [2005]
- John Mertens[•], *Professor of Engineering*; B.S. 1985 (California State Univ., Chico), M.S. 1986, Ph.D. 1990 (Stanford Univ.) [1990]
- Anthony M. Messina, *John R. Reitemeyer Professor of Political Science*; B.A. 1975 (Assumption College), M.A. 1977 (Drew Univ.), Ph.D. 1984 (Massachusetts Institute of Technology) [2008]
- Ralph A. Morelli[†], *Professor of Computer Science*; B.A. 1969 (Univ. of Connecticut), Ph.D. 1979, M.S. 1984 (Univ. of Hawaii) [1985]
- Theresa Morris, *Professor of Sociology*; B.A. 1994 (Southwestern Oklahoma State Univ.), M.S. 1996, Ph.D. 2000 (Texas A&M) [2000]
- Joan Morrison, *Professor of Biology*; B.A. 1975 (College of Wooster), M.S. 1979 (Univ. of Michigan), Ph.D. 1997 (Univ. of Florida) [2000]
- Gerald Moshell, *Professor of Music*; B.A. 1967 (Pomona College), M.A. 1970, Ph.D. 1979 (Harvard Univ.) [1977]
- Ralph O. Moyer, Jr. ^{••}, *Scovill Professor of Chemistry*; B.S. 1957 (Univ. of Massachusetts, Dartmouth), M.S. 1963 (Univ. of Toledo), Ph.D. 1969 (Univ. of Connecticut) [1969]
- Garth A. Myers, *Paul E. Raether Distinguished Professor of Urban International Studies*; B.A. 1984 (Bowdoin College), M.A. 1986, Ph.D. 1993 (Univ. of California, Los Angeles) [2011]
- Jane H. Nadel-Klein^{••}, *Professor of Anthropology*; A.B. 1969 (Barnard College), Ph.D. 1979 (City Univ. of New York) [1987]
- Taikang Ning, *Professor of Engineering*; B.S. 1979 (National Chiao-Tung Univ.), M.S. 1983, Ph.D. 1986 (Univ. of Connecticut) [1986]
- Joseph L. Palladino, *Professor of Engineering*; B.S. 1982 (Boston Univ.), M.S.E. 1984, Ph.D. 1990 (Univ. of Pennsylvania) [1989]
- Michael J. Panik, *Visiting Professor of Mathematics*; A.B. 1963 (St. Vincent College), M.S. 1965, Ph.D. 1970 (Boston College) [2008]
- John Platoff, *Professor of Music*; B.A. 1973, Ph.D. 1984 (Univ. of Pennsylvania) [1984]
- Vijay Prashad[†], *George and Martha Kellner Chair in South Asian History and Professor of International Studies*; B.A. 1989 (Pomona College), Ph.D. 1994 (Univ. of Chicago) [1996]
- Richard V. Prigodich, *Professor of Chemistry*; B.S. 1974 (Lake Forest College), Ph.D. 1982 (Wesleyan Univ.) [1985]
- Miguel D. Ramirez, *Ward S. Curran Distinguished Professor of Economics*; B.A. 1979, M.S. 1981, Ph.D. 1984 (Univ. of Illinois) [1985]
- Sarah Raskin[•], *Professor of Psychology and Neuroscience*; B.A. 1984 (Johns Hopkins Univ.), Ph.D. 1989 (City Univ. of New York) [1994]
- Gary L. Reger, *Hobart Professor of Classical Languages*; B.A. 1975 (Univ. of Illinois, Urbana), M.A. 1983, M.A. 1984, Ph.D. 1987 (Univ. of Wisconsin, Madison) [1987]
- Michael D. Renwick, *Director of Athletics and Professor of Physical Education*; B.S. 1997 (Rutgers Univ.), M.S. 2004 (Univ. of Memphis) [2010]
- Milla C. Riggio, *James J. Goodwin Professor of English*; B.A. 1962 (Southern Methodist Univ.), A.M. 1966, Ph.D. 1972 (Harvard Univ.) [1973]
- David A. Robbins, *Seabury Professor of Mathematics and Natural Philosophy*; A.B. 1967 (Dartmouth College), M.A. 1968 (Bucknell Univ.), M.A. 1970, M.S. 1983 (Rensselaer Polytechnic Institute), Ph.D. 1972 (Duke Univ.) [1972]
- Richard S. Ross, *Librarian and College Professor*; B.A. 1972, M.A. 1977 (Northeastern Univ.), M.L.S. 1975 (Simmons College), Ph.D. 1991 (Boston College) [2000]

Michael P. Sacks, *Professor of Sociology*; B.A. 1969 (Queens College), M.A. 1971, Ph.D. 1974 (Univ. of Michigan) [1974]

Craig W. Schneider, *Charles A. Dana Professor of Biology*; B.A. 1970 (Gettysburg College), Ph.D. 1975 (Duke Univ.) [1975]

Mark Setterfield, *Maloney Family Distinguished Professor of Economics*; M.A. 1992 (Cantab), Ph.D. 1993 (Dalhousie Univ., Nova Scotia) [1992]

Robin Sheppard, *Professor of Physical Education and Associate Director of Athletics*; B.A. 1974 (Trenton State College), M.A. 1976 (Trinity College) [1978]

Mark Silk, *Professor of Religion in Public Life*; A.B. 1972, Ph.D. 1982 (Harvard Univ.) [1996]

Mark P. Silverman, *Jarvis Professor of Physics*; B.S. 1967, M.S. 1967 (Michigan State Univ.), Ph.D. 1973 (Harvard Univ.) [1982]

Gregory B. Smith, *Professor of Political Science*; B.A. 1972 (Syracuse Univ.), M.A. 1977, Ph.D. 1987 (Univ. of Chicago) [1994]

Melanie Stein, *Professor of Mathematics and Associate Academic Dean*; A.B. 1983 (Harvard Univ.), M.S. 1988, Ph.D. 1991 (Cornell Univ.) [1995]

James A. Trostle, *Charles A. Dana Research Professor of Anthropology*; B.A. 1979, M.A. 1980 (Columbia Univ.), M.P.H. 1984 (Univ. of California, Berkeley), Ph.D. 1987 (Univ. of California, Berkeley and San Francisco) [1998]

Stephen M. Valocchi, *Professor of Sociology*; B.A. 1977 (St. Joseph Univ.), M.A. 1980, Ph.D. 1985 (Indiana Univ.) [1985]

Erik Vogt, *Gwendolyn Miles Smith Professor of Philosophy*; M.A. 1988, Ph.D. 1992, Univ. Doz. 2003 (Univ. of Vienna, Austria) [2002]

Maurice L. Wade, *Professor of Philosophy*; B.A. 1974 (Yale Univ.), Ph.D. 1982 (Stanford Univ.) [1983]

G. James Wen, *Professor of Economics and International Studies*; M.A. 1982 (Univ. of Fudan, Shanghai), Ph.D. 1989 (Univ. of Chicago) [1994]

Gail H. Woldu, *Professor of Music*; B.A. 1976 (Goucher College), M.A. 1979, Ph.D. 1983 (Yale Univ.) [1987]

Diane C. Zannoni, *G. Fox and Company Professor of Economics*; B.A. 1971 (Villanova Univ.), M.A. 1973, Ph.D. 1976 (State Univ. of New York, Stony Brook) [1975]

Associate Professors

Michael J. Anderson, *Visiting Associate Professor of Classics*; A.B. 1989 (Princeton Univ.), M.Phil. 1992, D.Phil. 1994 (Oxford Univ.) [2007]

Dina L. Anselmi, *Associate Professor of Psychology*; B.A. 1973 (Ithaca College), M.A. 1977, Ph.D. 1981 (Univ. of New Hampshire) [1980]

Zayde G. Antrim, *Associate Professor of History and International Studies*; B.A. 1995 (Univ. of Virginia), M.Phil. 1997 (Oxford Univ., St. Anthony's College), Ph.D. 2005 (Harvard Univ.) [2006]

Carol J. Any, *Associate Professor of Language and Culture Studies*; A.B. 1973, A.M. 1974, Ph.D. 1982 (Univ. of Chicago) [1984]

E. Kathleen Archer, *Associate Professor of Biology*; B.A. 1977 (California State Univ.), Ph.D. 1984 (Univ. of Oregon) [1990]

Paul Assaiante, *Associate Professor of Physical Education and Assistant Director of Athletics for Development and College Relations*; B.S. 1974 (Springfield College), M.S. 1979 (Long Island Univ., Stony Brook) [1994]

Wendy C. Bartlett, *Associate Professor of Physical Education*; B.A. 1976 (Rollins College), M.S. 1988 (Central Connecticut State Univ.) [1984]

Janet Bauer, *Associate Professor of International Studies*; B.S. 1970 (Univ. of Central Missouri), M.A. 1976, Ph.D. 1981 (Stanford Univ.) [1983]

Jeffrey Bayliss, *Associate Professor of History*; B.A. 1988 (Macalester College), M.A. 1994 (Miyagi Univ. of Education, Sendai, Japan), Ph.D. 2003 (Harvard Univ.) [2004]

Sarah Bilston, *Associate Professor of English*, B.A. 1994, M.A. 1995 (Univ. College, Univ. of London), M.St. 1996, D.Phil. 2000 (Somerville College, Univ. of Oxford) [2005]

- J. Harry Blaise, *Associate Professor of Engineering*; B.S. 1994 (Trinity College), M.S. 1995 (Rensselaer Polytechnic Institute), Ph.D. 2001 (Univ. of Connecticut) [2001]
- Jennifer Bowman, *Associate Professor of Physical Education*; B.A. 1997, M.A. 2004 (Salisbury State Univ.) [2004]
- David Branning●●, *Associate Professor of Physics*; B.A. 1990 (Rice Univ.), M.A. 1994, Ph.D. 1998 (Univ. of Rochester) [2005]
- Philip Brunquell, *Visiting Associate Professor of Psychology*; B.S. 1971 (State Univ. of New York at Stony Brook), M.D. 1975 (State Univ. of New York, Downstate Medical Center) [2012]
- Sonia Cardenas, *Charles A. Dana Research Associate Professor of Political Science*; B.A. 1989 (Tulane Univ.), M.A. 1991, Ph.D. 1999 (Univ. of Virginia) [2001]
- Stefanie Chambers, *Associate Professor of Political Science*; B.A. 1994 (Marquette Univ.), M.A. 1997, Ph.D. 1999 (The Ohio State Univ.) [2000]
- William H. Church, *Associate Professor of Chemistry and Neuroscience*; B.S. 1981 (James Madison Univ.), Ph.D. 1987 (Emory Univ.) [1988]
- Carol Clark, *Associate Professor of Economics*; B.S. 1982 (Univ. of Illinois), M.A. 1985 (Tufts Univ.), M.A. 1987, Ph.D. 1991 (Cornell Univ.) [1990]
- Sean Cocco, *Associate Professor of History*; B.A. 1994 (Western Washington Univ.), M.A. 1997, Ph.D. 2004 (Univ. of Washington) [2005]
- N.C. Christopher Couch, *Visiting Associate Professor of American Studies*; B.A. 1976, M.A. 1980, M.Phil. 1982, Ph.D. 1987 (Columbia Univ.) [2009]
- William K. Decker, Jr., *Associate Professor of Physical Education*; B.S. 1985, M.S. 1990 (Ithaca College) [1990]
- Jeffrey Devanney, *Associate Professor of Physical Education*; B.A. 1993 (Trinity College), M.L.S. 1995 (State Univ. of New York, Albany) [2001]
- Ellen A. Dornelas, *Visiting Associate Professor of Psychology*; B.S. 1987 (Trinity College), M.A. 1991, Ph.D. 1993 (Ferkauf Graduate School of Psychology, Yeshiva Univ.) [2012]
- Jack Dougherty, *Associate Professor of Educational Studies and Director of the Educational Studies Program*; B.A. 1987 (Swarthmore College), M.A. 1995, Ph.D. 1997 (Univ. of Wisconsin, Madison) [1999]
- Andrea Dyrness, *Associate Professor of Educational Studies*; B.A. 1995 (Brown Univ.), M.A. 2001, Ph.D. 2004 (Univ. of California-Berkeley) [2005]
- Francis J. Egan, *Associate Professor of Economics*; B.A. 1963 (Providence College), M.A. 1966, Ph.D. 1973 (Fordham Univ.) [1967]
- Jonathan Elukin, *Associate Professor of History*; A.B. 1983 (Princeton Univ.), M.A. 1986 (Jewish Theological Seminary), Ph.D. 1993 (Princeton Univ.) [1997]
- Johannes Evelein, *Associate Professor of Language and Culture Studies*; Doctoraal 1988 (Rijksuniversiteit Groningen, Netherlands), Ph.D. 1993 (State Univ. of New York, Albany) [1997]
- Lesley Farlow, *Associate Professor of Theater and Dance*; B.A. 1976 (Smith College), M.A. 1993 (New York Univ.) [1999]
- Luis Figueroa●●, *Associate Professor of History*; B.A. 1981 (Universidad de Puerto Rico, Rio Piedras), M.A. 1985, Ph.D. 1991 (Univ. of Wisconsin, Madison) [1996]
- Andrew Flibbert, *Associate Professor of Political Science*; B.A. 1988 (Georgetown Univ.), M.A. 1992 (Univ. of Virginia), M.Phil. 1997, Ph.D. 2001 (Columbia Univ.) [2003]
- Lisa-Anne Foster, *Associate Professor of Biology*; B.S. 1988 (Lemoyne College), M.A. 1991, Ph.D. 1993 (State Univ. of New York, Buffalo School of Medicine and Biomedical Sciences) [1996]
- Adrienne Fulco, *Associate Professor of Legal and Policy Studies*; B.A. 1970 (Boston Univ.), Ph.D. 1981 (City Univ. of New York) [1983]
- Scott Gac†, *Associate Professor of History and American Studies*; B.A. 1995 (Columbia Univ.), M.M. 1996 (The Julliard School), M.Phil. 2000, Ph.D. 2003 (The Graduate Center, City Univ. of New York) [2006]
- Eric Galm, *Associate Professor of Music*; B.M. 1988 (Univ. of Michigan), M.A. 1997 (Tufts Univ.), Ph.D. 2004 (Wesleyan Univ.) [1999]

- Christoph E. Geiss, *Associate Professor of Physics*; Diplom 1994 (Ludwig Maximilians Universitat, Munich, Germany), Ph.D. 1999 (Univ. of Minnesota) [2001]
- Michelle V. Gilbert, *Visiting Associate Professor of Fine Arts*; B.A. 1963 (Univ. of California, Los Angeles), M.A. 1970 (Northwestern Univ.), M.A. 1975 (New York Univ.), Ph.D. 1982 (Univ. of London) [1992]
- Hebe Guardiola-Diaz, *Associate Professor of Biology and Neuroscience*; B.S. 1988 (Univ. of Puerto Rico), Ph.D. 1994 (Univ. of Michigan) [1998]
- Thomas Harrington, *Associate Professor of Language and Culture Studies*; A.B. 1982 (College of the Holy Cross), M.A. 1987 (Middlebury College), Ph.D. 1994 (Brown Univ.) [1997]
- Barbara Karger[†], *Associate Professor of Theater and Dance* [2004]
- Jean-Marc Kehrès, *Associate Professor of Language and Culture Studies*; Licence ès-Lettres 1977, Ma?trise ès-Lettres 1981 (Univ. of Paris II), M.A. 1986 (Univ. of New Mexico), Ph.D. 1992 (Univ. of Pennsylvania) [2004]
- Ariela A. Keysar, *Associate Research Professor of Public Policy and Law*; B.A. 1979, M.A. 1983, Ph.D. 1990 (Hebrew Univ. of Jerusalem) [2005]
- Katherine Lahti[†], *Associate Professor of Language and Culture Studies*; B.A. 1981 (Wesleyan Univ.), M.A. 1983, Ph.D. 1991 (Yale Univ.) [1990]
- Anne Lambricht[†], *Associate Professor of Language and Culture Studies*; B.A. 1989 (Southern Methodist Univ.), M.A. 1993, Ph.D. 1997 (Univ. of Texas) [2000]
- Randolph M. Lee, *Associate Professor of Psychology*; B.A. 1966 (Trinity College), M.S. 1969, Ph.D. 1970 (Univ. of Massachusetts) [1970]
- Michael Lestz, *Associate Professor of History*; B.A. 1968 (Trinity College), M.A. 1975, Ph.D. 1982 (Yale Univ.) [1980]
- Mary Lewis, *Visiting Associate Professor of Fine Arts*; B.A. 1974 (Univ. of Santa Clara), M.A. 1976, Ph.D. 1981 (Univ. of Pennsylvania) [1990]
- Donna-Dale Marcano[•], *Associate Professor of Philosophy*; B.A. 1994 (College of Notre Dame), M.A. 1998 (American Univ.), Ph.D. 2004 (Univ. of Memphis) [2005]
- Nathan Margalit, *Visiting Associate Professor of Fine Arts*; B.A. 1974 (Univ. of Cape Town, South Africa), M.F.A. 1977 (Maryland Institute College of Art) [1994]
- Susan Masino, *Associate Professor of Psychology and Neuroscience*; B.S. 1988 (Tufts Univ.), Ph.D. 1996 (Univ. of California, Irvine) [2003]
- Mary E. McCombie, *Visiting Associate Professor of American Studies - Graduate Studies Program*; B.A. 1976 (Bryn Mawr College), M.A. 1980 (Stanford Univ.), Ph.D. 1995 (The Univ. of Texas at Austin) [2003]
- Priscilla Meléndez, *Visiting Professor of Language and Culture Studies*; B.A. 1980 (Univ. of Puerto Rico), Ph.D. 1985 (Cornell Univ.) [2012]
- Melinda S. Miceli, *Visiting Associate Professor of Sociology*; B.A. 1992 (Ithaca College), Ph.D. 1998 (State Univ. of New York at Albany) [2010]
- Takunari Miyazaki, *Associate Professor of Computer Science*; B.S. 1992 (Univ. of Kansas), M.S. 1994, Ph.D. 1999 (Univ. of Oregon) [2001]
- Kristen Noone, *Associate Professor of Physical Education*; B.S. 1989 (Boston College), M.A. 2007 (Trinity College) [1999]
- Beth Notar, *Associate Professor of Anthropology*; B.A. 1985 (Wellesley College), M.A. 1992, M.A. 1993, Ph.D. 1999 (Univ. of Michigan) [2000]
- Anne Parmenter, *Associate Professor of Physical Education*; B.E. 1981 (Chelsea College of Physical Education, England), M.E. 1987 (Univ. of Massachusetts) [2001]
- Maria Parr, *Associate Professor of Chemistry*; B.S. 1990 (Trinity College), M.S. 1992, Ph.D. 1995 (Yale Univ.) [1999]
- Avinoam J. Patt, *Visiting Associate Professor of History*; B.A. 1997 (Emory Univ.), Ph.D. 2005 (New York Univ.) [2009]
- Diana R. Paulin, *Associate Professor of English and American Studies*; B.A. 1989 (Georgetown Univ.), M.A. 1993 (Univ. of Washington), Ph.D. 1999 (Stanford Univ.) [2008]

Mitchell Polin, *Associate Professor of Theater and Dance*; B.A. 1996 (Trinity College), M.A. 1998 (New York Univ.) [2000]

Katharine G. Power, *Associate Professor of Theater and Dance*; B.F.A. 1976 (Emerson College), M.F.A. 1978 (Smith College) [1979]

Michael Preston[†], *Associate Professor of Theater and Dance*; B.A. 1980 (Santa Cruz Univ.) [2003]

David A. Reuman, *Associate Professor of Psychology*; B.A. 1977 (Hampshire College), Ph.D. 1986 (Univ. of Michigan, Ann Arbor) [1987]

Martha K. Risser, *Associate Professor of Classics*; B.A. 1981 (Univ. of Wisconsin, Milwaukee), Ph.D. 1989 (Univ. of Pennsylvania) [1989]

David Rosen, *Associate Professor of English*; B.A. 1993 (Columbia Univ.), M.A. 1994, Ph.D. 2000 (Yale Univ.) [2002]

Paula A. Russo, *Associate Professor of Mathematics*; B.S. 1977 (Syracuse Univ.), M.A. 1980, Ph.D. 1984 (Indiana Univ.) [1987]

Todd Ryan^{••}, *Associate Professor of Philosophy*; B.S. 1989 (Univ. of Illinois, Urbana), Ph.D. 1999 (Univ. of Iowa) [1999]

Mary Sandoval, *Associate Professor of Mathematics*; B.A. 1989 (Yale Univ.), M.S. 1993, Ph.D. 1997 (Univ. of Michigan) [1999]

Brigitte Schulz, *Associate Professor of Political Science*; B.S. 1976 (Univ. of Maryland), M.S. 1978 (London School of Economics), Ph.D. 1988 (Boston Univ.) [1989]

Scott R. Smedley[•], *Associate Professor of Biology*; B.A. 1985 (Williams College), Ph.D. 1993 (Cornell Univ.) [1997]

Julie H. Solomon, *Visiting Associate Professor of Language and Culture Studies*; B.A. 1979 (Univ. of Sydney), Ph.D. 1996 (Univ. of Pennsylvania) [2006]

Madalene Spezialetti, *Associate Professor of Computer Science*; B.S. 1983, M.S. 1985, Ph.D. 1989 (Univ. of Pittsburgh) [1995]

Mark E. Stater[•], *Associate Professor of Economics*; B.A. 1996, M.S. 1999, Ph.D. 2004 (Univ. of Oregon) [2008]

George Sutor, *Associate Professor of Physical Education*; B.S. 1970, M.S. 1981 (Central Connecticut State Univ.) [1993]

Patricia Tillman[•], *Associate Professor of Fine Arts*; B.F.A. 1976 (Univ. of Texas, Austin), M.F.A. 1978 (Univ. of Oklahoma) [1995]

Kristin Triff[•], *Associate Professor of Fine Arts*; B.A. 1984 (Carleton College), M.Arch. 1992 (Harvard Univ.), M.A. 1996, Ph.D. 2000 (Brown Univ.) [2000]

Barbara Walden[•], *Associate Professor of Physics*; B.A. 1981 (Colgate Univ.), Ph.D. 1991 (Pennsylvania State Univ.) [1991]

Beverly Wall, *Associate Professor of English*; B.A. 1969 (Univ. of Exeter, England), M.A. 1971 (Univ. of Virginia), Ph.D. 1992 (Univ. of North Carolina, Greensboro) [1987]

Chloe Wheatley, *Associate Professor of English*; B.A. 1989 (Purchase College), M.A. 1994, M.Phil. 1997, Ph.D. 2001 (Columbia Univ.) [2001]

Johnny Williams, *Associate Professor of Sociology*; B.A. 1984 (Ouachita Baptist Univ.), M.A. 1986 (Univ. of Arkansas), M.A. 1990, Ph.D. 1995 (Brandeis Univ.) [1996]

Nancy J. Wyshinski[•], *Associate Professor of Mathematics*; B.A. 1978 (Bloomsburg Univ.), M.A. 1980, M.S. 1988, Ph.D. 1991 (Univ. of Colorado) [1991]

Peter Yoon, *Associate Professor of Computer Science*; B.S. 1986 (North Carolina State Univ.), M.S. 1989 (Purdue Univ.), Ph.D. 1995 (Pennsylvania State Univ.) [2000]

Assistant Professors

Lewis Acquarulo, *Assistant Professor of Physical Education*; B.A. 1994 (Union College) [2006]

Rasha M. Ahmed[•], *Assistant Professor of Economics*; B.A. 1998 (American Univ. in Cairo, Egypt), M.A. 2005, Ph.D. 2008 (Univ. of Connecticut) [2008]

Anna Aydinyan, *Visiting Assistant Professor of Language and Culture Studies*; M.S. 1992 (Yerevan State Univ.), M.A. 2005, Ph.D. 2012 (Yale Univ.) [2012]

- Susan Averna, *Visiting Assistant Professor of Psychology*; B.A. 1992 (College of the Holy Cross), M.A. 1994, Ph.D. 1999 (Boston College) [2008]
- Brett E. Barwick●, *Assistant Professor of Physics*; B.S. 2002 (Doane College), M.S. 2004, Ph.D. 2007 (Univ. of Nebraska-Lincoln) [2010]
- Rebecca Beebe, *Visiting Assistant Professor of Anthropology and Religion*; B.A. 1998 (Colby College), M.A. 2003, Ph.D. 2011 (Univ. of Connecticut) [2011]
- Ciaran M. Berry●, *Assistant Professor of English*; B.A. 1993 (Univ. of Ulster, Coleraine, Northern Ireland), M.F.A. 2004 (New York Univ.) [2009]
- Cheyenne S. Brindle, *Assistant Professor of Chemistry*; B.A. 2002 (Reed College), Ph.D. 2009 (Stanford Univ.) [2012]
- Joseph J. Chambers, *Visiting Assistant Professor of Public Policy - Graduate Studies Program*; B.A. 1993 (Marquette Univ.), M.A. 1999 (Univ. of Alaska, Fairbanks), J.D. 2004 (Univ. of Connecticut School of Law) [2012]
- Janet Chang, *Assistant Professor of Psychology*; B.A. 2000 (Swarthmore College), M.A. 2003, Ph.D. 2006 (Univ. of California, Davis) [2006]
- Lin Cheng, *Assistant Professor of Engineering*; B.S. 2002 (Shanghai Jiaotong Univ., China), M.S. 2007, Ph.D. 2008 (Carnegie Mellon Univ.) [2008]
- James T. Cosgrove, *Assistant Professor of Physical Education*; B.A. 1987 (Saint Anselm College), M.A. 1995 (Sacred Heart Univ.) [2010]
- David E. Cox, *Visiting Assistant Professor of Physics*; B.A. 1990, M.S. 2006, Ph.D. 2012 (Univ. of Connecticut) [2011]
- Jocelyn Cullity, *Visiting Assistant Professor of English*; B.A. 1987 (Univ. of Toronto), M.A. 2001 (Univ. of Iowa), Ph.D. 2007 (Florida State Univ.) [2009]
- David Dangremond, *St. Anthony Visiting Assistant Professor of Fine Arts*; B.A. 1974 (Amherst College), M.A. 1976 (Univ. of Delaware), M.A. 1987, M.Phil. 1990 (Yale Univ.) [1997]
- Robert H. Davis, *Visiting Assistant Professor of Theater and Dance*; B.A. 1981 (Kenyon College), M.F.A. 1984 (Ohio Univ.) [2009]
- Wendy Davis, *Assistant Professor of Physical Education*; B.S. 1992, M.A. 1994 (Univ. of Connecticut) [2005]
- Susan DiVietro, *Visiting Assistant Professor of Anthropology*; B.A. 1998 (Lehigh Univ.), M.A. 2004, Ph.D. 2010 (Univ. of Connecticut) [2012]
- Devin Dougherty, *Visiting Assistant Professor of Fine Arts*; B.A. 1973 (Stanford Univ.), M.A. 1982, M.F.A. 1983 (Univ. of Iowa) [2002]
- Emilie Dressaire, *Assistant Professor of Engineering*; B.S. 2004 (Ecole Supérieure de Physique et Chimie Industrielle, France), M.S. 2005 (Univ. of Paris Sud and Institut Curie, France), Ph.D. 2009 (Harvard Univ.) [2010]
- Carson Duggan, *Assistant Professor of Physical Education*; B.A. 2009 (St. Lawrence Univ.), M.A. 2012 (Trinity College) [2010]
- Susan Finnegan, *Visiting Assistant Professor of Fine Arts*; B.A. 1978 (Smith College), M.F.A. 2007 (Hartford Art School) [2007]
- Michael A. Fotos, *Visiting Assistant Professor and Associate Program Director for the Public Policy Graduate Studies Program*; B.A. 1978 (Yale Univ.), M.P.A. 1990 (Harvard Univ.), Ph.D. 1999 (Indiana Univ.) [2000]
- Kevin A. González, *Assistant Professor of English*; B.A. 2003 (Carnegie Mellon Univ.), M.F.A. 2005 (Univ. of Wisconsin-Madison), M.F.A. 2007 (Iowa Writers' Workshop) [2012]
- Matthew L. Greason, *Assistant Professor of Physical Education*; B.A. 2003, M.A. 2010 (Trinity College) [2007]
- Christopher Hager, *Assistant Professor of English*; A.B. 1996 (Stanford Univ.), M.A. 1997, Ph.D. 2003 (Northwestern Univ.) [2007]
- Kifah Hanna†, *Assistant Professor of Language and Culture Studies*; B.A. 1999 (Al-Baath Univ., Homs, Syria), M.Sc. 2003, Ph.D. 2010 (Edinburgh Univ.) [2009]
- Michelle Hendrick, *Visiting Assistant Professor of Theater and Dance*; B.A. 1994 (Univ. of Massachusetts, Amherst), M.F.A. 1998 (Univ. of North Carolina at Chapel Hill) [2007]

Michael K. Higgins, *Assistant Professor of Physical Education*; B.A. 1993 (Hobart College), M.A. 2002 (Univ. of San Francisco) [2010]

Peter P. Hinks, *Visiting Assistant Professor of American Studies - Graduate Studies Program*; B.A. 1979 (Univ. of Massachusetts at Boston), Ph.D. 1993 (Yale Univ.) [2012]

Caitlin D. Hitchcock, *Assistant Professor of Physical Education*; B.A. 2000, M.A. 2002 (Trinity College) [2000]

Christopher Hoag, *Assistant Professor of Economics*; B.A. 1998 (Amherst College), Ph.D. 2003 (California Institute of Technology) [2010]

Laura J. Holt[•], *Assistant Professor of Psychology*; B.A. 2000 (Trinity College), M.S. 2004, Ph.D. 2007 (Rutgers Univ.) [2008]

Shafqat Hussain[†], *Assistant Professor of Anthropology*; B.A. 1991 (Indiana Univ. of Pennsylvania), M.Sc. 2000 (Univ. of Hull, Hull, United Kingdom), M.E.M. 2002, Ph.D. 2009 (Yale Univ.) [2009]

Alice Hyland, *Visiting Assistant Professor of Fine Arts*; B.A. 1969 (Univ. of Pennsylvania), M.A. 1972, Ph.D. 1981 (Univ. of Michigan) [2001]

Alejandro H. Jacky, *Visiting Assistant Professor of Language and Culture Studies*; B.A. 2002, M.A. 2004 (Univ. of Houston), Ph.D. 2012 (The Ohio State Univ.) [2012]

Cindy A. Jacobs, *Visiting Assistant Professor of Economics - Graduate Studies Program*; B.A. 1978 (Earlham College), M.S. 1983, Ph.D. 1989 (Univ. of Illinois) [1991]

Greg Kelsey, *Visiting Assistant Professor of Mathematics*; B.A. 2005 (Bowdoin College), Ph.D. 2011 (Univ. of Illinois at Urbana-Champaign) [2012]

Yun K. Kim, *Visiting Assistant Professor of Economics*; B.A. 2003 (Univ. of Baltimore), M.A. 2007, Ph.D. 2010 (American Univ.) [2010]

Sara Kippur[†], *Assistant Professor of Language and Culture Studies*; A.B. 2002 (Princeton Univ.), A.M. 2004, Ph.D. 2009 (Harvard Univ.) [2009]

Maria J. Krisch, *Assistant Professor of Chemistry*; B.A. 1999 (Swarthmore College), M.S. 2001, Ph.D. 2005 (Univ. of Chicago) [2008]

Burton Levine, *Visiting Assistant Professor of Economics*; B.A. 1970 (Univ. of Connecticut), M.A. 1971, Ph.D. 1995 (Univ. of Pennsylvania) [1999]

Kathryn P. Livesay, *Assistant Professor of Physical Education*; B.A. 2003 (Middlebury College), M.A. 2007 (Trinity College) [2004]

Alan Lockard, *Visiting Assistant Professor of Economics - Graduate Studies Program*; B.S. 1975 (Syracuse Univ.), B.S.M.E. 1985 (Univ. of Hartford), M.S.C.E. 1989 (Florida Atlantic Univ.), M.B.A. 1993 (Rensselaer Polytechnic Institute), M.A. 1997 (Trinity College), M.A. 1999, Ph.D. 2001 (George Mason Univ.) [2001]

Seth M. Markle, *Assistant Professor of History and International Studies*; B.A. 2000 (Tufts Univ.), Ph.D. 2010 (New York Univ.) [2009]

Reo Matsuzaki, *Assistant Professor of Political Science*; B.S. 2003 (Georgetown Univ., School of Foreign Service), Ph.D. 2011 (Massachusetts Institute of Technology) [2013]

Lida Maxwell[†], *Assistant Professor of Political Science*; B.A. 1999 (Wellesley College), Ph.D. 2006 (Northwestern Univ.) [2009]

Stanley McMillen, *Visiting Assistant Professor of Economics*; B.A. 1968 (Case Western Reserve Univ.), M.B.A. 1988 (Univ. of Hartford), Ph.D. 2005 (Univ. of Connecticut) [2005]

Lisa M. Melanson, *Harold L. Dorwart Visiting Assistant Professor of Mathematics*; B.A. 2006 (College of the Holy Cross), M.S. 2007, Ph.D. 2012 (Northwestern Univ.) [2011]

Mark Melnitsky, *Assistant Professor of Physical Education*; B.A. 1997 (Hamilton College), M.A. 2009 (Trinity College) [2011]

Jennifer M. Miller, *Visiting Assistant Professor of Mathematics*; B.S. 2004 (Bucknell Univ.), M.S. 2007 (Univ. of Illinois at Urbana-Champaign), Ph.D. 2012 (Univ. of Delaware) [2012]

Karen Li Miller, *Visiting Assistant Professor of American Studies*; B.A. 1991 (Santa Clara Univ.), M.A. 1999 (California State Univ., Chico), Ph.D. 2008 (Univ. of Connecticut) [2010]

- Mark Miller, *Visiting Assistant Professor of Public Policy*; B.A. 1974 (Trinity College), M.A. 1977, Ph.D. 1984 Univ. of Wisconsin-Madison), J.D. 1992 (Univ. of Connecticut) [1984]
- Lisa Molomot, *Visiting Assistant Professor of Film Studies*; B.A. 1993 (Hamilton College), M.F.A. 1998 (The American Film Institute) [2012]
- Daniel J. Mrozowski, *Visiting Assistant Professor of English*; B.A. 2001 (Indiana Univ. of Pennsylvania), M.A. 2003, Ph.D. 2007 (Univ. of Michigan-Ann Arbor) [2010]
- Eric J. Nunes, *Visiting Assistant Professor of Psychology*; B.A. 2007 (California State Univ., Fullerton), M.A. 2010, Ph.D. 2012 (Univ. of Connecticut) [2012]
- Victor Pacheco, *Visiting Assistant Professor of Fine Arts*; B.F.A. 1998 (Univ. of Hartford), M.F.A. 2007 (Rhode Island School of Design) [2012]
- Scott Reeds, *Visiting Assistant Professor of Fine Arts*; B.A. 1976 (Univ. of California, Berkeley), M.F.A. 1979 (Yale Univ.) [2005]
- John Ridgway, *Visiting Assistant Professor of Computer Science*; B.A. 1975 (Swarthmore College), M.S. 1995, Ph.D. 2004 (Univ. of Massachusetts, Amherst) [2006]
- Ingrid Robyn, *Visiting Assistant Professor of Language and Culture Studies*; B.A. 2002 (Univ. de S?o Paulo-Brazil), M.A. 2007, Ph.D. 2012 (Univ. of Texas at Austin) [2012]
- Dan Román●●, *Assistant Professor of Music*; B.M. 1996 (Conservatory of Music of Puerto Rico), M.M. 1999, D.M.A. 2006 (The Hartt School, Univ. of Hartford) [2006]
- Meredith E. Safran, *Assistant Professor of Classics*; B.A. 1997 (Columbia Univ.), M.A. 2006, Ph.D. 2010 (Princeton Univ.) [2012]
- Seth Sanders, *Assistant Professor of Religion*; B.A. 1990 (Harvard College), Ph.D. 1999 (Johns Hopkins Univ.) [2007]
- Arthur Schneider, *Visiting Assistant Professor of Economics*; B.S. 1989 (Chelyabinsk Institute of Medicine, Russia), B.A. 1997, Ph.D. 2008 (Univ. of Connecticut) [2004]
- Lisa Schulkind, *Assistant Professor of Economics*; B.A. 2005 (Union College), M.A. 2008, Ph.D. 2012 (Univ. of California, Davis) [2012]
- Derek Seidman, *Visiting Assistant Professor of American Studies*; B.A. 2002 (Univ. of California-Los Angeles), M.A. 2005, Ph.D. 2010 (Brown Univ.) [2010]
- Lauren R. Shapiro, *Assistant Professor of English*; B.A. 2001 (Brown Univ.), M.F.A. 2007 (Iowa Writers' Workshop), M.B.A. 2013 (Univ. of Wisconsin-Madison) [2012]
- Yipeng Shen, *Assistant Professor of Language and Culture Studies and International Studies*; B.A. 2002 (Nanjing Univ., China), M.A. 2006 (National Univ. of Singapore), Ph.D. 2010 (Univ. of Oregon) [2010]
- Jasmina Spasojevic, *Visiting Assistant Professor of Economics*; B.S. 1992 (Univ. of Belgrade, Serbia), M.A. 1995 (Central European Univ., Sprague), M.A. 1998 (Univ. of New Hampshire), Ph.D. 2003 (City Univ. of New York) [2009]
- Keely Jones Stater, *Visiting Assistant Professor of Economics - Graduate Studies Program*; B.A. 1999 (Houghton College), M.A. 2001, Ph.D. 2005 (Univ. of Notre Dame) [2011]
- Rebekah E. Sterling, *Visiting Assistant Professor of Political Science*; B.A. 1999 (Univ. of Tennessee at Chattanooga), M.Phil. 2000 (Univ. of Glasgow), Ph.D. 2012 (Univ. of California, Los Angeles) [2012]
- Scott Tang, *Assistant Professor of American Studies*; B.A. 1992 (Univ. of Arizona), M.A. 1994, Ph.D. 2002 (Univ. of California-Berkeley) [2005]
- Carina R. Tautu, *Visiting Assistant Professor of Film Studies*; B.Sc. 1996, M.Sc. 1997 (Univ. of Bucharest), M.F.A. 2005 (Columbia Univ.) [2012]
- Kari L. Theurer, *Assistant Professor of Philosophy*; B.S. 2005, B.A. 2005 (Univ. of Cincinnati), M.A. 2011, Ph.D. 2012 (Indiana Univ., Bloomington) [2012]
- Ramsey Tracy, *Visiting Assistant Professor of Language and Culture Studies*; B.A. 2000 (Eastern Michigan Univ.), M.A. 2003 (Colorado State Univ.), Ph.D. 2009 (Tulane Univ.) [2012]
- Christopher van Ginhoven Rey, *Assistant Professor of Language and Culture Studies*; B.A. 2001, M.A. 2002 (Dartmouth College), Ph.D. 2010 (New York Univ.) [2010]

Andrew H. Walsh, *Visiting Assistant Professor of Religion and Associate Director, Leonard Greenberg Center for the Study of Religion in Public Life*; B.A. 1979 (Trinity College), M.A.R. 1987 (Yale Divinity School), A.M. 1989, Ph.D. 1995 (Harvard Univ.) [1993]

Daniel Li-An Wang, *Harold L. Dorwart Visiting Assistant Professor of Mathematics*; B.S. 2005 (Univ. of British Columbia), M.S. 2010, Ph.D. 2012 (Univ. of Oregon) [2012]

Thomas M. Wickman, *Assistant Professor of History and American Studies*; A.B. 2007 (Harvard College), A.M. 2009, Ph.D. 2012 (Harvard Univ.) [2012]

Denver C. Williams, *Assistant Professor of Physical Education*; B.A. 2001 (Youngstown State Univ.), M.A. 2012 (Trinity College) [2008]

Abigail Fisher Williamson, *Assistant Professor of Political Science and Public Policy and Law*; B.A. 1998 (Williams College), M.P.P. 2003 (Harvard Kennedy School), Ph.D. 2011 (Harvard Univ.) [2012]

J. Prakash Younger, *Assistant Professor of English*; B.A. 1987 (Univ. of Toronto), M.F.A. 1991 (York Univ.), Ph.D. 2007 (Univ. of Iowa) [2009]

Homayra Ziad, *Assistant Professor of Religion*; B.A. 1997 (Bryn Mawr College), M.A. 2000, M.Phil. 2002, Ph.D. 2008 (Yale Univ.) [2008]

Barry S. Zitser, *Visiting Assistant Professor of Public Policy - Graduate Studies Program*; B.A. 1970 (Clark Univ.), J.D. 1973 (Univ. of Connecticut School of Law), M.P.H. 1997 (Univ. of Connecticut Health Center Graduate School) [2010]

Adjunct Professors

Edward S. Cabot, *Adjunct Professor of Public Policy and Law*; B.A. 1960 (Yale Univ.), J.D. 1964 (Harvard Univ.) [1999]

Gary Dorrien, *Paul E. Raether Distinguished Scholar in Residence*; B.A. 1974 (Alma College), M.Div. 1978 (Union Theological Seminary), M.A. 1979, Th.M. 1979 (Princeton Theological Seminary), Ph.D. 1989 (Union Graduate School) [2008]

Fakhmiddin Miradilovich Fazilov, *IIE Visiting Scholar*; B.A. 1999, M.A. 2001, Tashkent State Institute of Oriental Studies (1999), B.A., Tashkent State Institute of Law (2005), Ph.D. 2009 (Univ. of World Economy and Diplomacy) [2011]

Livio Pestilli, *Adjunct Assistant Professor of Art History, Director, Trinity College/Rome Campus*; B.A. 1972 (St. John Fisher College), M.A. 1973 (Univ. of Chicago), Laurea 1989 (Univ. of Rome, La Sapienza) [1979]

John Rose, *Adjunct Professor of Music, ex officio, College Organist and Director of Chapel Music*; B.A. 1972 (Rutgers Univ.) [1977]

Instructors

Nancy A. Curran, *Instrumental Ensembles Coordinator* [2005]

Kevin P. MacDermott, *Instructor in Physical Education*; B.A. 2002 (Wesleyan Univ.) [2006]

Christine Melson, *Staff Accompanist and Instructor in Music*; B.S. 1974 (Lebanon Valley College), M.M. 1980 (Hartt School of Music) [1999]

Atsuko Miyazaki, *Drill Instructor in Language and Culture Studies*; B.M. 1986 (Toho Gakuen School of Music, Tokyo) [2006]

Wesley K.M. Ng, *Instructor in Physical Education*; B.A. 2002 (Yale Univ.) [2004]

Michael Pilger, *Instructor in Physical Education*; B.S. 1982 (Boston Univ.) [2004]

Michael Smith, *Instructor in Physical Education*; A.S. 1992 (Manchester Community College), B.S. 1994 (Central Connecticut State Univ.) [1999]

Lecturers

Rachna R. Agrawal, *Visiting Lecturer in Theater and Dance*; B.A. 1980 (Prayag Sangeet Samiti, U.P., India), M.A. 1984 (Pracheen Kala Kendra, Punjab, India), M.A. 1986 (Delhi Univ., Delhi, India), M.B.A. 1992 (Univ. of Hartford) [2003]

John H. Alcorn, *Principal Lecturer in Language and Culture Studies*; B.A. 1980, M.A. 1982, M.Phil. 1984, Ph.D. 1999 (Columbia Univ.) [1991]

- Kris Allen, *Visiting Lecturer in Music*; B.M. 1998 (Hartt School of Music), M.M. 2004 (Purchase Conservatory, State Univ. of New York) [1999]
- Roderick Anderson, *Visiting Lecturer in International Studies*; B.A. 1996 (Central Connecticut State Univ.), M.A.L.S. 2002 (Wesleyan Univ.) [2010]
- Julia Goesser Assaiante, *Visiting Lecturer in Language and Culture Studies*; A.B. 2000 (Princeton Univ.), Ph.D. 2009 (New York Univ.) [2007]
- Michal Ayalon, *Lecturer in Language and Culture Studies*; B.A. 1992, M.A. 1998 (State Univ. of New York at Potsdam) [2009]
- Rachael L. Barlow, *Lecturer in Sociology and Social Science Research and Data Coordinator*; B.A. 1999 (Washington & Lee Univ.), M.A. 2001, Ph.D. 2008 (Indiana Univ. Bloomington) [2004]
- Jack J. Barry, *Visiting Lecturer in Political Science*; B.A. 2004, B.S. 2004, M.A. 2007 (Univ. of Rhode Island) [2012]
- Laurie J. Bonneau, *Lecturer and Laboratory Coordinator in Biology*; B.A. 1994 (Mount Holyoke College), M.A. 2000 (Wesleyan Univ.) [2001]
- Saund Kee Borges, *Visiting Lecturer in Public Policy - Graduate Studies Program*; B.A. 1981 (Trinity College), J.D. 1984 (Univ. of Connecticut School of Law) [2003]
- James R. Bourbeau, *Visiting Lecturer in Political Science*; B.A. 2002 (Indiana Univ. of Pennsylvania), M.A. 2006 (Univ. of Connecticut) [2008]
- Jonathan Budd, *Visiting Lecturer in the Allan K. Smith Center for Writing and Rhetoric*; B.A. 1996 (Connecticut College), M.A. 2001 (Trinity College) [2001]
- Michael Burke, *Visiting Lecturer in Theater and Dance and Artistic Director, Trinity/La MaMa Urban Arts Semester in NYC*; B.A. 2000 (Trinity College) [2001]
- Jaimie L. Burns, *Lecturer in Psychology and Assistant Director, Counseling Center*; B.S. 2003 (Univ. of Connecticut), M.A. 2005, Psy.D. 2007 (Univ. of Hartford) [2006]
- Matthiew J. Burnside, *Visiting Lecturer in Economics - Graduate Studies Program*; B.A. 2005, M.A. 2006 (Univ. of Connecticut) [2012]
- Gail A. Burton, *Visiting Lecturer in Theater and Dance*; B.A. 1988 (Harvard College), M.A. 2011 (Goddard College) [2012]
- Cynthia L. Butos, *Principal Lecturer in the Allan K. Smith Center for Writing and Rhetoric*; B.S. 1971 (Millerville Univ. of Pennsylvania), M.A. 1988 (Trinity College) [1989]
- Benjamin C. Carbonetti, *Visiting Lecturer in Political Science*; B.A. 2005 (Univ. of New Hampshire), M.A. 2010 (Univ. of Connecticut) [2011]
- Lorelei L. Chang, *Visiting Lecturer in Theater and Dance* [2004]
- Barbara L. Chapman, *Lecturer and Laboratory Coordinator in Psychology*; A.B. 1987 (Bard College), M.A. 1993 (State Univ. of New York, Albany) [1997]
- Nicholas J. Conway, *Visiting Lecturer in American Studies*; B.S. 1997 (Union College) [2003]
- Alison Draper, *Lecturer in Interdisciplinary Sciences and Director, Science Center*; B.A. 1992 (Clark Univ.), Ph.D. 1996 (Univ. of Kansas Medical Center) [2003]
- Joel Douglas, *Shelby Cullom Davis Visiting Lecturer*; B.S. 1977 (Univ. of Connecticut), M.S. 1982 (Univ. of New Haven) [2010]
- Isabel Evelein, *Visiting Lecturer in Language and Culture Studies and Director, Self-Instructional Language Program (SILP)*; Licence de Langues Etrangères Appliquées 1985, M.A. 1987 (Université de Grenoble, France), M.S. 1990 (Univ. at Albany) [2006]
- Edward C. Fitzgerald, *Lecturer and Laboratory Coordinator in Chemistry*; B.S. 1980 (Univ. of Massachusetts, Amherst), M.A. 1984 (Mount Holyoke College) [2007]
- Laura C. Flores, *Visiting Lecturer in Language and Culture Studies*; B.S. 1990 (Indiana Univ.), M.Ed. 1996 (Univ. of Pittsburgh) [2006]
- Elena Fossá, *Principal Lecturer, Trinity College/Rome Campus*; Laurea 1976 (Libera Univ. Maria Santissima Assunta) [1987]
- Kathy Bortek Gersten, *Visiting Lecturer in Theater and Dance* [1992]

- Jonathan R. Gourley, *Senior Lecturer and Laboratory Coordinator in Environmental Science*; B.S. 1996 (Dickinson College.), M.S. 2000 (California State Univ. Fresno), Ph.D. 2006 (Univ. of Connecticut) [2006]
- Raymond A. Grasso, *Visiting Lecturer in Public Policy - Graduate Studies Program*; B.A. 1968 (Central Connecticut State Univ.), M.P.A. 1974 (Univ. of Hartford) [1994]
- Charlotte A. Gregory, *Associate Director and Senior Lecturer in the Aetna Quantitative Center*; B.S. 1974, M.S. 1986 (Central Connecticut State Univ.) [1997]
- Elisa R. Griego, *Lecturer in Theater and Dance and Technical Director, Performing Arts*; B.A. 1988 (Brown Univ.), M.F.A. 1997 (Yale Univ.) [1998]
- James Hughes, *Lecturer in Public Policy and Director, Institutional Research and Planning*; B.A. 1983 (Oberlin College), M.A. 1988, Ph.D. 1994 (Univ. of Chicago) [2000]
- Karen Humphreys, *Principal Lecturer in Language and Culture Studies*; B.A. 1985 (Bucknell Univ.), M.A. 1990 (Univ. of Pittsburgh), Ph.D. 1995 (Princeton Univ.) [1998]
- Brian Johnson, *Visiting Lecturer in Anthropology*; B.A. 1987, M.P.H. 1990, M.A. 1990 (Univ. of California, Los Angeles), M.Phil. 2004 (Columbia Univ.) [2012]
- Brenna L. Kelleher, *Visiting Lecturer in Political Science*; B.A. 2005 (Sacred Heart Univ.), M.A. 2007 (Seton Hall Univ.) [2012]
- Kristine A. Kennen, *Visiting Lecturer in Psychology*; B.A. 2009 (Marist College), M.A. 2011 (Univ. of Hartford) [2012]
- Eduardo Lage-Otero, *Lecturer in Language and Culture Studies and Director, Blume Language and Culture Learning Center*; B.A. 1992 (Univ. of Santiago de Compostela, Spain), M.A. 1993 (Washington Univ. in St. Louis), Ph.D. 2007 (New York Univ.) [2008]
- Vivian Lamb, *Lecturer in Theater and Dance and Costume Shop Manager* [2003]
- Alta Lash, *Visiting Lecturer*; B.A. 1970, M.A. 1975 (St. Joseph College, Hartford) [1996]
- James M. Latzel, *Lecturer in Theater and Dance and Director, Performing Arts Production*; B.S. 1986 (Univ. of Wisconsin), M.F.A. 1990 (Wayne State Univ.) [1997]
- Rachel G. Leventhal-Weiner, *Visiting Lecturer in Educational Studies*; B.A. 2000 (Rutgers Univ.), M.A. 2003 (Columbia Univ.), M.A. 2009 (Univ. of Connecticut) [2012]
- Margaret Lindsey, *Lecturer in the First-Year Program and First-Year Dean*; B.A. 1971 (Wells College), M.A.T. 1972 (Wesleyan Univ.), Ph.D. 1987 (Univ. of New Hampshire) [2002]
- Lisa Matias, *Visiting Lecturer in Theater and Dance*; B.A. 1990 (Trinity College) [1991]
- Colin McEnroe, *Visiting Lecturer in English*; B.A. 1976 (Yale Univ.) [1991]
- Daniel McGrath, *Visiting Lecturer in Psychology*; A.B. 1969 (Cornell Univ.), M.S. 1970, M. Phil. 1975 (Columbia Univ.) [1993]
- Maryann McGuire, *Visiting Lecturer in the Health Fellows Program*; B.S. 1987 (State Univ. of New York Health and Science Center), M.P.H. 1990 (Yale Univ.) [2009]
- Angela Morales, *Visiting Lecturer in Language and Culture Studies*; B.A. 1986 (Universidad Autonoma de Madrid, Spain), M.A. 1992, Ph.D. 1996 (State Univ. of New York, Stony Brook) [2009]
- Janet Morrison, *Senior Lecturer in Chemistry*; B.S. 1983 (Hartwick College), M.S. 1985 (Northeastern Univ.), Ph.D. 1992 (The American Univ.) [1997]
- F. William O'Connor, *Lecturer in Economics*; B. S. 1972 (Univ. of Hartford), M.A. 1975 (Trinity College), J.D. 1978 (Univ. of Connecticut Law School) [1984]
- Michael O'Donnell, *Principal Lecturer and Laboratory Coordinator in Biology*; B.S. 1978 (Univ. of Rhode Island), M.S. 1984 (State Univ. of New York) [1989]
- Tennyson L. O'Donnell, *Director of the Allan K. Smith Center for Writing and Rhetoric and Allan K. Smith Lecturer in English Composition*; B.A. 1997 (Brigham Young Univ.-Hawaii), M.A. 2000 (California Polytechnic State Univ.), Ph.D. 2005 (Syracuse Univ.) [2012]
- C. Kalum Palandage, *Laboratory Lecturer in Physics*; B.S. 2002 (Univ. of Colombo, Sri Lanka), M.S. 2006, Ph.D. 2010 (Univ. of Connecticut) [2010]
- Giuliana Palma, *Principal Lecturer in Language and Culture Studies*; Laurea 1982 (Univ. of Florence, Italy) [1987]

Irene Papoulis, *Principal Lecturer in the Allan K. Smith Center for Writing and Rhetoric*; B.A. 1976 (State Univ. of New York, Binghamton), M.F.A. 1979 (Columbia Univ.), Ph.D. 1986 (State Univ. of New York, Stony Brook) [1996]

Robert F. Peltier, *Principal Lecturer in the Allan K. Smith Center for Writing and Rhetoric*; B.A. 1991, M.A. 1992 (Trinity College) [1991]

Denise N. Rau, *Lecturer and Laboratory Coordinator in Chemistry*; B.S. 1981, Ph.D. 1988 (Univ. of Massachusetts, Amherst) [2008]

Ivana Rinaldi, *Principal Lecturer, Trinity College/Rome Campus*; Laurea 1980 (Univ. di Camerino) [1990]

Allison A. Rodriguez, *Visiting Lecturer in History*; B.A. 2005 (Cornell Univ.), M.A. 2007 (Univ. of North Carolina at Chapel Hill) [2012]

Barry Schaller, *Visiting Lecturer in Public Policy and Law*; B.A. 1960, J.D. 1963 (Yale Univ.) [2002]

Steven D. Schmidt, *Visiting Lecturer in Psychology*; B.S. 2008 (Trinity College), M.A. 2010 (Univ. of Connecticut) [2011]

Sami Shamma, *Visiting Lecturer in Language and Culture Studies*; B.S. 1984 (Univ. of Houston), M.A. 2012 (Hartford Seminary) [2012]

Mark Shapiro, *Visiting Lecturer in Physics*; B.A. 1962 (Trinity College), M.A. 1964 (Columbia Univ.) [2005]

Alexander Skouloudis, *Visiting Lecturer in Economics*; B.A. 1980 (Univ. of Hartford), M.A. 1982 (Trinity College) [2001]

H. Anyango Smith, *Visiting Lecturer in Theater and Dance*; B.A. 1988 (Colgate Univ.), M.A. 1991 (Ohio State Univ.) [2009]

Thomas P. Smith, *Visiting Lecturer in Public Policy and Law*; B.A. 1968 (Central Connecticut State Univ.), J.D. 1972 (Univ. of Connecticut School of Law) [1992]

Barry K. Stevens, *College Lecturer in Public Policy and Law*; B.A. 1975 (Harvard College), J.D. 1978 (New York Univ. School of Law) [1981]

Charles C. Swart, *Senior Lecturer and Laboratory Coordinator in Neuroscience and Biology*; B.S. 1993 (Louisiana Tech Univ.), M.S. 1998 (Univ. of Richmond), Ph.D. 2003 (Univ. of Louisiana-Lafayette) [2006]

Rieko Wagoner, *Principal Lecturer in Language and Culture Studies and International Studies*; B.A. 1979 (Jochi Univ., Tokyo), M.A. 1981, M.L.I.S. 1985 (Univ. of Wisconsin, Madison) [1987]

Jui-Chien Wang, *Lecturer in Language and Culture Studies*; B.A. 2004, M.Ed. 2006 (National Taiwan Normal Univ.) [2011]

David E. Woodard, *Lecturer in Engineering*; B. Arch. 1961 (Texas A&M Univ.), M. Arch. 1962 (Cranbrook Academy of Art) [1970]

Artists-in-Residence

Lucy Ferriss, *Writer-in-Residence*; B.A. 1975 (Pomona College), M.A. 1979 (San Francisco State Univ.), M.A. 1993, Ph.D. 1995 (Tufts Univ.) [2000]

Elizabeth Libbey, *Visiting Writer*; B.A. 1970 (Univ. of Montana), M.F.A. 1973 (Univ. of Iowa Writers Workshop) [1987]

Clare Rossini, *Artist-in-Residence*; B.A. 1976 (College of St. Benedict), M.F.A. 1982 (Univ. of Iowa Writers' Workshop), Ph.D. 1991 (Columbia Univ.) [2000]

Robert E. Smith, *Composer-in-Residence (Chapel)*; B.S. 1968 (Mannes College of Music) [1979]

Graduate Fellows

Justin Anderson, *Graduate Fellow in Physical Education*; B.A. 2010 (Univ. of Mary Washington) [2011]

Christopher J. Binnie, *Graduate Fellow in Physical Education*; B.S. 2012 (Trinity College) [2012]

Elise Bouhet, *Graduate Fellow in French Studies*; Licence d'anglais 2001, Ma?trise d'anglais 2003 (Université Stendhal, Grenoble III), M.A. 2008 (State Univ. of New York at Albany) [2012]

Claudia de la Rosa-Fuller, *Graduate Fellow in Hispanic Studies*; B.A. 1997, M.A. 2001 (Johannes Gutenberg Univ. Mainz), M.A. 2004 (Louisiana State Univ.) [2011]

Katie M. Giberson, *Graduate Fellow in Physical Education*; B.A. 2012 (Trinity College) [2012]

Sarah Cullison Gray, *Thomas McKenna Meredith '48 Postdoctoral Fellow in Environmental Science*; B.A. 2004 (St. Mary's College of Maryland), Ph.D. 2010 (The Univ. of Montana) [2011]

Leigh M. Howard, *Graduate Fellow in Physical Education*; B.A. 2012 (Trinity College) [2012]

Joshua King, *Graduate Fellow in Italian Studies*; B.A. 2005 (Rhode Island College) [2010]

Shannon L. Malloy, *Graduate Fellow in Physical Education*; B.A. 2011 (Bowdoin College) [2011]

Matthew J. Ranaghan, *Graduate Fellow in Physical Education*; B.A. 2007 (Hobart College) [2011]

Geoffrey I. Rhatigan, *Graduate Fellow in Physical Education*; B.A. 2008 (Brown Univ.) [2010]

Derek A. Rousseau, *Graduate Fellow in Physical Education*; B.S. 2004 (Sacred Heart Univ.) [2011]

Michael F. Ryan, *Graduate Fellow in Physical Education*; B.S. 2011 (Univ. of Connecticut) [2012]

Justin Turco, *Graduate Fellow in Physical Education*; B.A. 2007 (Univ. of Vermont) [2011]

Andrés Vargas, *Graduate Fellow in Physical Education*; B.A. 2011 (Trinity College) [2011]

Trinity College Faculty Emeriti

Gustave W. Andrian, *John J. McCook Professor of Modern Languages, Emeritus*; B.A. 1940 (Trinity College), Ph.D. 1946 (Johns Hopkins Univ.) [1946, Ret. 1987]

Edward Bobko, *Scovill Professor of Chemistry, Emeritus*; B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern Univ.) [1955, Ret. 1988]

James R. Bradley, *Professor of Classics, Emeritus*; A.B. 1957 (Trinity College), A.M. 1959, Ph.D. 1968 (Harvard Univ.) [1970, Ret. 2000]

John D. Brewer, *Professor of Sociology, Emeritus*; A.B. 1958, A.M. 1963, Ph.D. 1968 (Univ. of Chicago) [1972, Ret. 2000]

Joseph D. Bronzino, *Vernon D. Roosa Professor of Applied Science, Emeritus*; B.S.E.E. 1959 (Worcester Polytechnic Institute), M.S.E.E. 1961 (U.S. Naval Postgraduate School), Ph.D. 1968 (Worcester Polytechnic Institute) [1968, Ret. 2010]

Philip S. Brown, Jr., *Professor of Applied Mathematics, Emeritus*; B.A. 1961 (Wesleyan Univ.), S.M. 1963 (Massachusetts Institute of Technology), M.S. 1969 (Trinity College) [1984, Ret. 2012]

Marjorie V. Butcher, *Professor of Mathematics, Emeritus*; B.A. 1947, M.A. 1949 (Univ. of Michigan) [1956, Ret. 1989]

Patricia Byrne, *Professor of Religion, Emerita*; A.B. 1971 (Carlow College), S.T.B. 1974 (Gregorian Univ.), M.A. 1975 (St. Louis Univ.), Ph.D. 1986 (Boston College) [1987, Ret. 2007]

Michael R. Campo, *John J. McCook Professor of Modern Languages, Emeritus*; B.A. 1948 (Trinity College), M.A. 1953, Ph.D. 1954 (Johns Hopkins Univ.) [1952, Ret. 1989]

Noreen Channels, *Professor of Sociology, Emeritus*; B.A. 1966 (Hiram College), M.S.W. 1968 (Univ. of Connecticut), Ph.D. 1973 (Michigan State Univ.) [1972, Ret. 2001]

George E. Chaplin, *Charles S. Nutt Professor of Fine Arts, Emeritus*; B.F.A. 1958, M.F.A. 1960 (Yale Univ.) [1972, Ret. 1991]

John H. Chatfield, *Professor of History, Emeritus*; B.A. 1965 (Trinity College), M.A. 1972, Ph.D. 1988 (Columbia Univ.) [1976, Ret. 2011]

Edmond L. Cherbonnier, *Professor of Religion, Emeritus*; B.A. 1939 (Harvard Univ.), B.D. 1947 (Union Theological Seminary), B.A. 1948, M.A. 1952 (Cambridge Univ.), Ph.D. 1951 (Columbia Univ.), D.D. 1959 (Univ. of Vermont) [1955, Ret. 1983]

Frank M. Child III, *Professor of Biology, Emeritus*; A.B. 1953 (Amherst College), Ph.D. 1957 (Univ. of California, Berkeley) [1965, Ret. 1994]

Walker Connor, *John R. Reitemeyer Professor of Political Science, Emeritus*; B.A. 1952 (Univ. of Massachusetts), M.A. 1958, Ph.D. 1962 (Georgetown Univ.) [1985, Ret. 1996]

Richard B. Crawford, *Professor of Biology, Emeritus*; A.B. 1954 (Kalamazoo College), Ph.D. 1959 (Univ. of Rochester) [1967, Ret. 1998]

Ward S. Curran, *Ward S. Curran Distinguished Professor of Economics, Emeritus*; B.A. 1957 (Trinity College), M.A. 1958, Ph.D. 1961 (Columbia Univ.) [1960, Ret. 2012]

- Michael R. Darr, *Professor of Physical Education, Emeritus*; B.A. 1968 (Gettysburg College), M.S. 1975 (Univ. of Delaware) [1975, Ret. 2008]
- Howard DeLong, *Brownell Professor of Philosophy, Emeritus*; B.A. 1957 (Williams College), Ph.D. 1960 (Princeton Univ.) [1960, Ret. 1999]
- Henry A. DePhillips, Jr., *Vernon K. Kriebel Professor of Chemistry, Emeritus*; B.S. 1959 (Fordham Univ.), Ph.D. 1963 (Northwestern Univ.) [1963, Ret. 2012]
- George W. Doten, *Professor of Psychology, Emeritus*; B.S. 1948, M.S. 1950 (Univ. of Massachusetts), Ph.D. 1952 (Northwestern Univ.) [1968, Ret. 1986]
- LeRoy Dunn, *Professor of Economics, Emeritus*; B.Sc. 1949 (American Univ.), Ph.D. 1956 (London School of Economics, Univ. of London) [1957, Ret. 1990]
- Ralph S. Emerick, *Librarian and College Professor, Emeritus*; B.A. 1951 (Xavier Univ.), M.A. 1953 (Univ. of Cincinnati), M.L.S. 1956 (Univ. of Michigan) [1972, Ret. 1990]
- James F. English, Jr., *President, Emeritus*; B.A. 1949 (Yale College), M.A. 1951 (Cambridge, Univ.), J.D. 1956 (Univ. of Connecticut Law School), D.H.L. 1989 (Trinity College) [1981, Ret. 1989]
- Frederick K. Errington, *Distinguished Professor of Anthropology, Emeritus*; B.A. 1962 (Wesleyan Univ.), Ph.D. 1970 (Cornell Univ.) [1993, Ret. 2009]
- Mark Franklin, *John R. Reitemeyer Professor of Political Science, Emeritus*; B.A. 1964, M.A. 1968 (Univ. Of Oxford), Ph.D. 1970 (Cornell Univ.) [1998, Ret. 2007]
- Donald B. Galbraith, *Professor of Biology, Emeritus*; B.S. 1958 (Grove City College), Sc.M. 1960, Ph.D. 1962 (Brown Univ.) [1962, Ret. 2001]
- John A. Gettier, *Professor of Religion, Emeritus*; B.A. 1956 (Wesleyan Univ.), B.D. 1961 (Yale Univ.), Th.D. 1971 (Union Theological Seminary) [1966, Ret. 2001]
- Lawrence Gluckman, *Professor of Physical Education, Emeritus*; B.S. 1969 (Northeastern Univ.), M.A. 1971 (Columbia Univ.) [2003, Ret. 2009]
- Andrew J. Gold, *Professor of Economics and Public Policy, Emeritus*; B.B.A. 1962 (City College of New York), Ph.D. 1967 (Northwestern Univ.) [1971, Ret. 2007]
- Karl F. Haberlandt, *Professor of Psychology, Emeritus*; Dipl. Psych. 1964 (Freie Universitat), M.A. 1966, Ph.D. 1968 (Yale Univ.) [1968, Ret. 2011]
- Richard J. Hazelton, *Director of Athletics and Professor of Physical Education, Emeritus*; B.A. 1966 (Marietta College), M.S. 1976 (Univ. of Massachusetts) [1974, Ret. 2010]
- James K. Heeren, *Professor of Chemistry, Emeritus*; B.S. Chem. 1951, M.S. 1952 (Tufts Univ.), Ph.D. 1960 (Massachusetts Institute of Technology) [1962, Ret. 1995]
- George C. Higgins, Jr., *Professor of Psychology, Emeritus*; B.A. 1959 (Amherst College), Ph.D. 1964 (Univ. of Rochester) [1963, Ret. 2003]
- Donald D. Hook, *Professor of Modern Languages, Emeritus*; B.A. 1950 (Emory Univ.), M.A. 1958 (Duke Univ.), Ph.D. 1961 (Brown Univ.) [1961, Ret. 1994]
- Dianne Hunter, *Professor of English, Emerita*; B.A. 1966 (Alfred Univ.), M.A. 1968 (Purdue Univ.), Ph.D. 1972 (State Univ. of New York, Buffalo) [1972, Ret. 2008]
- Douglas B. Johnson, *Professor of Music, Emeritus*; B.A. 1974 (Humboldt State Univ., California), M.A. 1984, Ph.D. 1989 (Univ. of California) [1988, Ret. 2009]
- Dori Katz, *Professor of Modern Languages, Emerita*; A.A. 1959 (Los Angeles City College), B.A. 1961 (Los Angeles State Univ.), M.F.A. 1963, Ph.D. 1969 (Univ. of Iowa) [1969, Ret. 2007]
- Dirk A. Kuyk, Jr., *Professor of English, Emeritus*; B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis Univ.) [1970, Ret. 2010]
- Eugene E. Leach, *Professor of History and American Studies, Emeritus*; A.B. 1966 (Harvard Univ.), M.A. 1967 (Univ. of Michigan), Ph.D. 1977 (Yale Univ.) [1975, Ret. 2012]
- Richard T. Lee, *Brownell Professor of Philosophy, Emeritus*; B.A. 1958 (Emory Univ.), M.A. 1960, Ph.D. 1962 (Yale Univ.) [1962, Ret. 2007]

- Sonia Lee, *Professor of Language and Culture Studies, Emerita*; B.S. 1964, M.A. 1966 (Univ. of Wisconsin), Ph.D. 1974 (Univ. of Massachusetts) [1973, Ret. 2009]
- Anthony D. Macro, *Hobart Professor of Classical Languages, Emeritus*; B.A. (Hons.) 1961, M.A. 1964 (Oxford Univ.), Ph.D. 1969 (Johns Hopkins Univ.) [1969, Ret. 2006]
- Michael R. T. Mahoney, *Genevieve Harlow Goodwin Professor of the Arts, Emeritus*; B.A. 1959 (Yale Univ.), Ph.D. 1965 (Courtauld Institute, Univ. of London) [1969, Ret. 1999]
- J. Bard McNulty, *James J. Goodwin Professor of English, Emeritus*; B.S. 1938 (Trinity College), M.A. 1939 (Columbia Univ.), Ph.D. 1944 (Yale Univ.) [1944, Ret. 1984]
- Chester H. McPhee, *Professor of Physical Education, Emeritus*; B.A. 1951 (Oberlin College), M.A. 1957 (Ohio State Univ.), M.A. 1968 (Trinity College), Ph.D. 1971 (Ohio State Univ.) [1957, Ret. 1994]
- Albert Merriman, *Professor of Classics, Emeritus*; B.A. 1933, M.A. 1937 (Harvard Univ.), [1948, Ret. 1970]
- Charles R. Miller, *Professor of Physics, Emeritus*; B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961, Ret. 1996]
- Donald G. Miller, *Professor of Physical Education, Emeritus*; B.S. 1955, M.E. 1957 (Univ. of Delaware) [1965, Ret. 2000]
- Norman Miller, *Professor of Sociology, Emeritus*; A.B. 1942 (Pennsylvania State Univ.), Ph.D. 1948 (Columbia Univ.) [1969, Ret. 1988]
- Judith A. Moran, *Director of the Aetna Quantitative Center and Professor of Quantitative Studies, Emerita*; B.A. 1964, M.S. 1965 (Univ. of New Hampshire), Ph.D. 1990 (Univ. of Massachusetts) [1990, Ret. 2010]
- Stanley E. Ogrodnik, *Professor of Physical Education, Emeritus*; B.A. 1963 (Providence College), M.A. 1968 (Univ. of Hartford) [1981, Ret. 2009]
- Borden W. Painter, Jr., *Professor of History, Emeritus*; B.A. 1958 (Trinity College), M.A. 1959 (Yale Univ.), M. Div. 1963 (General Theological Seminary), Ph.D. 1965 (Yale Univ.) [1964, Ret. 2004]
- Robert Palter, *Charles A. Dana College Professor of the History of Science, Emeritus*; B.A. 1943 (Columbia College), Ph.D. 1952 (Univ. of Chicago) [1983, Ret. 1991]
- Stephen L. Peterson, *College Professor and Associate Academic Dean, Emeritus*; B.A. 1962 (Bethel College), B.D. 1965 (Colgate Rochester Divinity School), A.M. 1967, A.M.L.S. 1968 (Univ. of Michigan), Ph.D. 1975 (Vanderbilt Univ.) [1991, Ret. 2006]
- Harvey S. Picker, *Professor of Physics, Emeritus*; S.B. 1963, Ph.D. 1966 (Massachusetts Institute of Technology) [1971, Ret. 2008]
- Mario J. Poliferno, *Professor of Mathematics, Emeritus*; B.A. 1952, M.A. 1954, Ph.D. 1958 (Yale Univ.) [1958, Ret. 1990]
- Thomas A. Reilly, *Professor of Political Science, Emeritus*; B.A. 1965 (Queens College), M.A. 1967, Ph.D. 1972 (City Univ. of New York) [1971, Ret. 2008]
- August E. Sapega, *Karl W. Hallden Professor of Engineering, Emeritus*; B.S. 1946, M.S. 1951 (Columbia Univ.), Ph.D. 1972 (Worcester Polytechnic Institute) [1951, Ret. 1993]
- Richard Scheuch, *G. Fox and Company Professor of Economics, Emeritus*; B.A. 1942, M.A. 1948, Ph.D. 1952 (Princeton Univ.) [1950, Ret. 1989]
- Charles B. Schultz, *Professor of Psychology, Emeritus*; B.A. 1951 (Univ. of Pennsylvania), M.Ed. 1961 (Temple Univ.), Ph.D. 1970 (Pennsylvania State Univ.) [1971, Ret. 1994]
- Robert E. Shults, *Professor of Physical Education, Emeritus*; A.B. 1951 (Oberlin College), M.E. 1957 (Bowling Green Univ.) [1957, Ret. 1994]
- Barbara Sicherman, *William R. Kenan, Jr. Professor of American Institutions and Values, Emeritus*; B.A. 1955 (Swarthmore College), M.A. 1957, Ph.D. 1967 (Columbia Univ.) [1982, Ret. 2005]
- John E. Simmons III, *Professor of Biology, Emeritus*; B.S. 1957 (Morehouse College), M.S. 1961 (Syracuse Univ.), Ph.D. 1971 (Colorado State Univ.) [1972, Ret. 1997]
- Edward W. Sloan III, *Charles H. Northam Professor of History, Emeritus*; A.B. 1953, M.A. 1954 (Yale Univ.), M.A. 1960, Ph.D. 1963 (Harvard Univ.) [1963, Ret. 2001]

J. Ronald Spencer, *Lecturer in History and Associate Academic Dean, Emeritus*; B.A. 1964 (Trinity College), M.A. 1966 (Columbia Univ.) [1968, Ret. 2008]

H. McKim Steele, Jr., *Professor of History and International Studies, Emeritus*; B.A. 1954 (Princeton Univ.), M.A. 1958, Ph.D. 1965 (Columbia Univ.) [1966, Ret. 1999]

Robert C. Stewart, *Charles A. Dana Professor of Mathematics, Emeritus*; B.A. 1942, M.A. 1944 (Washington and Jefferson College), M.A. 1948 (Yale Univ.) [1950, Ret. 1992]

Ranbir Vohra, *Charles A. Dana Professor of Political Science, Emeritus*; B.A. (Punjab Univ.), M.A. 1965, Ph.D. 1969 (Harvard Univ.) [1973, Ret. 1997]

Ralph E. Walde, *Professor of Computer Science, Emeritus*; B.A. 1964 (Univ. of Minnesota), Ph.D. 1967 (Univ. of California, Berkeley) [1972, Ret. 2000]

E. Finlay Whittlesey, *Seabury Professor of Mathematics and Natural Philosophy, Emeritus*; A.B. 1948, M.A. 1955, Ph.D. 1957 (Princeton Univ.) [1954, Ret. 1995]

John C. Williams, *Hobart Professor of Classical Languages, Emeritus*; B.A. 1949 (Trinity College), M.A. 1951, Ph.D. 1962 (Yale Univ.) [1968, Ret. 1992]

David Winer, *Professor of Psychology and Dean of Students, Emeritus*; B.A. 1959 (Univ. of Vermont), M.A. 1961, Ph.D. 1969 (Univ. of Connecticut) [1966, Ret. 2004]

Codes for Faculty Leaves

- Fall Term
- Spring Term
- † Academic Year

Administration

Senior administrators

James F. Jones, Jr., *President*; B.A. (University of Virginia), M.A. (Emory University), M. Phil., Ph.D. (Columbia University) [2004]

Frederick Alford, *Dean of Students*; B.A. (Hawthorne College), M.Ed. (Antioch University), Ed.D. (Harvard University) [2003]

Xiangming Chen, *Dean and Director of the Center for Urban and Global Studies*; B.A. (Beijing Foreign Languages Institute), M.A., Ph.D. (Duke University) [2007]

Larry R. Dow, *Dean of Admissions and Financial Aid*; B.S. (Trinity College) [1973]

John P. Fracasso, *Vice President for College Advancement*; A.B. (Brown University), M.A. (University of California at Davis) [2012]

Rena Fraden, *Dean of the Faculty*; B.A., Ph.D. (Yale University) [2006]

Mary Jo Keating, *Secretary of the College and Vice President for College Relations*; B.A. (Trinity College) [2012]

Paul Mutone, *Vice President for Finance and Operations and Treasurer*; B.B.A. (Pace University) [2008]

Karla Spurlock-Evans, *Dean of Multicultural Affairs and Director of Affirmative Action*; A.B. (Columbia University), M.A. (Emory University) [1999]

Administrative staff

Suzanne L. Aber, *Director of Information Technology*; B.A. (Rider University), M.B.A. (Binghamton University) [2010]

JoAnn Acquarulo, *Assistant Director, Athletic Facilities and Operations*, B.S. (SUNY Brockport), M.S.A. (Canisius College) [2012]

Bryan G. Adams, *Director of Systems and Networking* [1997]

Sherry Affleck, *Assistant Director, Academy of Lifelong Learning*; B.A. (Trinity College) [2004]

Kacey L. Agnew, *Career Specialist*; B.A. (Western New England College), M.S. (Springfield College) [2010]

David S. Andres, *Director of Strategic Projects, Dean of Students Office*; B.S. (Trinity College) [2005]

Kathryn D. Andrews, *Director of Advancement Communications*; B.A. (Bennington College) [2007]

Alice M. Angelo, *Access Services Librarian*; B.A. (Saint Mary of the Woods College), M.A. (Saint Joseph College.), M.L.S. (Indiana University) [1985]

Kristopher Arenius, *Systems Manager, Administrative Systems* [1997]

Joseph C. Barber, *Director, Office of Community Service and Civic Engagement*; B.A., M.P.A. (University of Connecticut) [1996]

Rachael E. Barlow, *Social Science Research and Data Coordinator*; B.A. (Washington and Lee University), M.A., Ph.D. (Indiana University) [2004]

William R. Barnett, *Director of Graduate Studies*, A.B. (Wabash College), Ph.D. (The University of Chicago) [2011]

Noelle M. Beach, *Assistant Director of Annual Giving*; B.S. (Union College) [2010]

Peter C. Bennett, *Director of Career Development*; B.A. (Trinity College), M.B.A. (Northeastern University) [2008]

Anthony T. Berry, *Senior Associate Director of Admissions*; B.S. (Bentley College) [2000]

- Breton Morris Boudreaux, *Assistant Director of Alumni Career Services and Program Development*; B.A. (Trinity College), M.A. (Teachers College, Columbia University) [2012]
- Amy F. Brough, *Director of Institutional Support*; B.S. (University of Rhode Island) [1993]
- Whitney P. Bucci, *Senior Associate Director of Parent Giving*; B.A. (Eastern Connecticut State College) [2011]
- Ellen M. Buckhorn, *Manager of Web Services*; B.A. (Villanova University), M.A. (University of Wales) [2008]
- Anne S. Bunting, *Programmer Analyst*; A.S. (Manchester Community College) [1980]
- Jaime L. Burns, *Assistant Director of Counseling Center*; B.S. (University of Connecticut), M.A., Psy.D. (University of Hartford) [2006]
- Peter M. Burns, Jr., *Director of Principal Gifts*; B.A. (Trinity College) [1997]
- Felice Caivano, *Fine Arts Curator*; B.F.A. (University of Hartford), M.F.A. (University of Massachusetts, Amherst) [1995]
- Joshua S. Cantor, *Coordinator, Quest Pre-Orientation Program*; B.A. (Williams College) [2008]
- Christopher Card, *Associate Dean of Students*; B.A. (Clark University), M.A.L.D. (Tufts University) [1996]
- John V. Carlson, *Psychologist, Counseling Center*, B.A. (Trinity College), Ph.D. (Adelphi University) [2011]
- Alison L. Catenacci, *Assistant Athletic Trainer*; B.A. (Marist College), M.A. (California University of Pennsylvania) [2010]
- David S. Chappell, *Application Development Programmer* [1989]
- Lori L. Clapis, *Administrative Assistant Director, Health Center*; B.S. (Central Connecticut State College) [2005]
- Michael Cook, *Director of Enterprise Applications*; B.S. (University of Hartford) [1989]
- Rose Cosentino, *Program Operations Coordinator, Trinity College Cultural Programs in Italy*, [1997]
- Phyllis Counts, *Budget Manager*; B.G.S. (University of Michigan), M.B.A. (University of Detroit) [2005]
- Timothy L. Cross, *Associate Director of Admissions*; B.A. (Trinity College) [2010]
- Carolyn J. Darr, *Assistant Director, Corporate and Foundation Relations, Development*; B.A. (Trinity College) [1997]
- Amy M. DeBaun, *Director of Campus Life*; B.A., M.Ed. (Boston University) [1998]
- Carol Correa de Best, *Associate Director of Multicultural Affairs*; B.A., M.A. (Trinity College) [1999]
- Katherine E. DeConti, *Director of Alumni Relations and Annual Giving*; B.A. (Trinity College) [2005]
- Trishan de Lanerolle, *Humanitarian-FOSS Project Director*; B.S. (Trinity College), M.S. (Rensselaer Polytechnic Institute) [2004]
- Peter E. Delaney, *Technical Support Specialist* [2006]
- Wendy I. DeLisa, *Associate Director of Human Resources*; A.S. (Becker Jr. College) [1997]
- Michelle C. Deluse, *Assistant Director of Admissions*; B.A. (Trinity College) [2012]
- Sylvia W. DeMore, *Special Assistant to the Dean of Faculty*; B.A., M.A. (University of Connecticut) [1991]
- Susan A. Denning, *Instructional Technologist*; B.A. (Emerson College), M.A. (Simmons College) [2012]
- Caroline H. Deveau, *Assistant Director of Communications*; B.A. (Wheaton College) [2008]
- Ellen M. Dickinson, *College Carillonneur*; B.A. (Yale College), M.M. (Yale School of Music) [2009]
- Sally S. Dickinson, *Associate Curator and Preservation Librarian*; B.A. (Johns Hopkins University), M.Arch. (University of Virginia), M.L.S. (Southern Connecticut State University) [2001]
- Diana Dienavs, *Director, Development Research and Prospect Management Systems*; B.A. (Brandeis University), M.A. (Georgetown University) [2004]
- John J. Dlugosz, *Learning Space Manager, Computing Center*; B.A. (University of Connecticut) [1998]
- Guy P. Drapeau, C.P.A., *Comptroller*; B.S. (Eastern Connecticut State College) [2006]
- Alison J. Draper, *Director, Interdisciplinary Science Center*; B.A. (Clark University), Ph.D. (University of Kansas) [2003]
- Philip J. Duffy, *Director of Print and Media Services*, B.A. (Trinity College) [1985]
- James D. Ebert, *Associate Director of Leadership Giving*; B.A. (Taylor University), M. Div. (Yale University) [2008]
- Michael S. Elliott, *Director of Purchasing*; B.S. (Massachusetts College of Liberal Arts) [2011]

- Eleanor Emerson, *Program Coordinator, International Programs*; B.A. (Simmons College) [2007]
- Carlos Espinosa, Director, *TRINFO Café*; B.A., M.A. (Trinity College) [2000]
- Todd J. Falkowski, *Catalog Librarian*; B.A. (Massachusetts College of Liberal Arts), M.S. (Simmons College) [2012]
- Aliza Finn-Welch, *Senior Associate Director of Alumni Relations*; B.A. (Boston College) [2010]
- Sheila M. Fisher, *Associate Academic Dean*; B.A. (Smith College), M.A., M.Phil., Ph.D. (Yale University) [1999]
- Megan B. Fitzsimmons, *Director of College Events and Conferences*; B.A. (Muhlenberg College) [1998]
- Christine Foote, *Director of Donor Relations* [1999]
- Eve Forbes, *Director of Gift Planning*; B.S. (University of Massachusetts, Amherst) [2005]
- Waishana Freeman, *Manager of Student Computing Services*; B.B.A. (Savannah State University), M.A. (St. Joseph College) [2008]
- Christopher R. French, *Associate Director of Leadership Giving*; B.A. (Providence College) [2012]
- Tom Fusciello, *Director, Construction, Design and Capital Projects*; B.S. (Central Connecticut State University), M.B.A. (University of Connecticut) [2006]
- Curtis A. Gamble, Jr., *Access Control and Card Services Manager* [1995]
- Jessica German, *Director of Advancement Services*; B.A. (Wells College) [2001]
- Sarah Clark Gerrett, *Budget Manager*; B.S. (Syracuse University), M.S. (Rensselaer Polytechnic Institute) [2005]
- Linda Gilbert, *Associate Registrar*; A.B. (Boston University) [1997]
- Matthew W. Glasz, *Senior Associate Director of Annual Giving*; B.A. (Trinity College) [2006]
- Kristen Gordon, *Associate Director of Alumni Relations*; B.S. (Western New England College) [2005]
- Jason Gormley, *Webmaster and Software Applications Developer*; A.S. (Hartford State Technical College) [1998]
- Julie Ann Grant, *Assistant Director of Leadership Giving*; B.A. (University of Connecticut) [2010]
- Heidi E. Green, *Assistant Director of Leadership Giving*; B.A. (Trinity College) [2009]
- Robert A. Greene, *Admissions Computing Specialist*; B.A. (University of Maine), B.A. (New England College) [1990]
- Emily Gresh, *Associate Director of Corporate and Foundation Relations*; B.A. (Trinity College), M.F.A. (Yale University) [2009]
- Elisa R. Griego, *Technical Director/Performing Arts*; B.A. (Brown University), M.F.A. (Yale University) [1998]
- Christine Guilmartin, *Associate Director of Special Events and Calendar* [1984]
- Kara A. Guy, *Accounting Manager*; B.S. (Quinnipiac College) [2007]
- Jean-Pierre Haerberly, *Director of Academic Computing*; M.S. (New York University), Ph.D. (University of Chicago) [2000]
- Mandi D. Haines, *Associate Director of Admissions and Coordinator of International Recruitment and Financial Aid* [2006]
- Amy Harrell, *Digital Projects Librarian*; B.A. (College of Wooster), M.A., M.L.S. (University of Wisconsin) [2001]
- Katherine M. Hart, *Arts and Humanities Librarian*; A.B. (Mount Holyoke College), M.L.S. (Syracuse University) [2006]
- Shawn Hickey, *Accountant*; B.S. (Central Connecticut State University) [2010]
- Heather J. Hodge, *Career Specialist*; B.S., M.B.A. (Sacred Heart University) [2010]
- Jenny N. Holland, *Director of Communications*; B.A. (Ohio Wesleyan University) [2007]
- Terry L. Hosig, *Associate Registrar*; B.S. (Central Connecticut State College, M.S. Baypath College) [1999]
- James J. Hughes, *Director of Institutional Research and Planning*; B.A. (Oberlin College), M.A., Ph.D. (University of Chicago) [1999]
- Noreen K. Huth, *Associate Director of Student Life and Leadership*; B.A. (Susquehanna University), M.A. (Rider University) [2008]
- Beth Iacampo, *Director of Human Resources*; B.A. (Colgate University), M.B.A. (University of Hartford) [2007]
- Michele Jacklin, *Director of Media Relations*; B.A. (American University), M.A. (California State University) [2007]
- Craig R. Jirowetz, *Software Applications Developer*; A.S. (Florida Metropolitan University) [2002]

- Elizabeth A. Johnson, *Business Affairs Manager, Computing Center*; B.A. (Regis College), M.Ed. (Northeastern University) [1987]
- Marcia Phelan Johnson, C.P.A., *Budget Director*; B.S. (Bentley College), M.B.A. (Rensselaer at Hartford) [1981]
- Dina Jorge, *Student Accounts and Loans Manager*; B.S. (University of Connecticut) [1995]
- Doris Kammradt, *Head Librarian Collections, Research and Instruction*; M.A. (University of Stuttgart), M.L.S. (Simmons College) [1989]
- Lisa P. Kassow, *Director of Hillel*; B.F.A. (Carnegie-Mellon University) [2001]
- Kalia Kellogg, *Associate Director of Admissions for Networking Outreach*; B.A. (Northern Arizona University), M.F.A. (University of Illinois) [2008]
- Patrick M. Kennedy, *Systems Manager, Enterprise Applications*; B.A. (Trinity College) [1997]
- Reggie E. Kennedy, *Senior Associate Dean of Admissions*; B.A. (Davidson College), M.A. (University of North Carolina, Chapel Hill) [1978]
- Carol P. Kessel, *Associate Comptroller*; B.A. (Skidmore College), M.B.A. (State University of New York, Binghamton) [1988]
- Ariela Keysar, *Associate Director of the Institute for the Study of Secularism in Society and Culture*; B.A., M.A., Ph.D. (Hebrew University) [2005]
- Kathleen K. Kilcoyne, *Recreation Coordinator, Athletics*; B.A., M.S. (University of Massachusetts Amherst) [2012]
- David A. Kingsley, *Director of Sports Communications*; B.A. (University of Pennsylvania) [1997]
- Peter J. Knapp, *Special Collection Librarian and Archivist*; B.A. (Trinity College), M.A. (University of Rochester), M.L.S. (Columbia University) [1968]
- Rachel S. Koladis, *Development Research Analyst*; B.A. (University of Connecticut) [2010]
- Barry A. Kosmin, *Director of the Institute for the Study of Secularism in Society and Culture*; B.A. (University of London), M.A. (McMaster University), Ph.D. (University of London) [2005]
- Tamara L. Kribs, *Program Coordinator, International Students and Scholars*; B.A. (Colorado College), M.S. (Central Connecticut State University) [2009]
- Ann Marie Krupski, *Director of Constituency Services*; B.S. (Trinity College) [1995]
- Eduardo Lage-Otero, *Director of the Blume Language and Culture Learning Center*; B.A. (University of Santiago de Compostela), M.A. (Washington University in St. Louis), Ph.D. (New York University) [2008]
- Vivian Lamb, *Costume Shop Manager* [2003]
- Alexandra C. Largess, *Assistant Director of Admissions and Coordinator of the Alumni Admissions Support Program*; B.A. (College of the Holy Cross) [2010]
- James M. Latzel, *Director of Performing Arts Production*; B.S. (University of Wisconsin), M.F.A. (Wayne State University) [1997]
- Rita K. Law, *Manager of Creative Services*; B.F.A. (University of Hartford) [1997]
- Justin R. LeDuc, *Head Athletic Trainer*; B.S. (Springfield College) [2007]
- Randolph M. Lee, *Director of the Counseling Center*; B.A. (Trinity College), M.S., Ph.D. (University of Massachusetts, Amherst) [1969]
- Carolyn W. LeGeyt, *Senior Associate Director of Financial Aid*; B.S. (Central Connecticut State University) [1999]
- Ann H. Lehman, *Director of the Electron Microscopy Facility*; B.A. (Clark University) [1998]
- Margaret D. Lindsey, *Dean of First-Year Program*; B.A. (Wells College), M.A.T. (Wesleyan University), Ph.D. (University of New Hampshire) [2002]
- Jeffrey Liszka, *Associate Access Services Librarian*; B.A. (Eastern Connecticut State University), M.L.S. (Simmons College) [2003]
- Laura R. Lockwood, *Director of the Women and Gender Resource Action Center*; B.A. (University of Connecticut), M.A. (Trinity College) [1998]
- Jason Luis, *Distributed Computing Technical Service Manager*; B.A. (Trinity College) [2000]
- Anne Lundberg, *Director of Urban Programs and Fellowships*; A.B. (Smith College), M.A.L.D. (Tufts University), M.A. (Trinity College) [1985]

- Brandon Lussier, *Assistant Director, International Programs*; B.A. (Hamline University), M.F.A. (San Diego State University) [2011]
- Christopher J. Lyons, *Associate Director of Campus Safety*; B.S. (Saint Anselm's College) [2001]
- Kristin B. Magendantz, *Director of Faculty Grants and Government Sponsored Programs*; B.A. (Bates College), J.D. (Northeastern University School of Law) [2010]
- Patricia Ann Maisch, *Program Coordinator for the Shelby Cullom Davis Endowment, Multicultural Affairs and CHAS*, B.A., M.A. (Trinity College) [2005]
- Linda E. Massaro, *Director of Leadership Giving*; B.S. (Northeastern University) [2007]
- Gregory S. Matejcik, *Instructional Technologist*; B.A. (St. Lawrence University) [2009]
- Kathleen A. McGlew, *Office Manager, Registrar's Office*; [2006]
- Patricia J. McGregor, *Registrar*; B.B.A. (University of Wisconsin), M.I.B.S. (University of South Carolina)[2004]
- Victoria M. McKenna, *Assistant Director of Parent Giving*; B.A. (Trinity College) [2011]
- Ralford McLean, *Unix and NT Systems Administrator*; B.A. (Monroe College) [2000]
- Andrew D. Miller, *Associate Director of Gift Planning*; B.A. (Kalamazoo College) [2004]
- Milindia Muniz-Torres, *Assistant Director of Admissions*; B.A. (University of Puerto Rico) [2006]
- Ann F. Murray, *Business and Office Services Manager, Athletics* [1997]
- Crystal Nieves, *Queer Resource Center Coordinator*; B.A. (Trinity College) [2008]
- Kareem K. Nulan, *Associate Director and Coordinator of Transfer Admissions*; B.B.A. (Howard University), M.B.A. (University of Hartford) [2006]
- Kelly L. O'Brien, *Director of Financial Aid*; B.S. (Saint Lawrence University), M.S. (State University of New York, Potsdam) [1996]
- Martha O'Brien, *Director of Health Center*; B.S. (Northeastern University), M.S. (Boston College) [1999]
- Tony O'Rourke, *Software Applications Developer*; B.A. (Haverford College) [2012]
- Gretchen A. Orschiedt, *Director of Development*; B.A. (Wells College) [2008]
- J. Michael Paden, *Director, Trinity College Cultural Programs in Italy*; B.A., M.A. (Texas Tech University), M.A. (Middlebury College), Ph.D. (Indiana University) [2008]
- Mary F. Parducci, *Payroll Manager* [1987]
- Jodie T. Peikes, *Advanced Practice Registered Nurse*; B.S. (Skidmore College), M.S.N. (University of Pennsylvania) [2009]
- Romulus J. Ferrer Perez, *Assistant Director, Campus Activities*; B.A. (University of Washington) [2006]
- Richard J. Pettit, *Facility Manager, Community Sports Complex* [2006]
- Morgan B. Pohorylo, *Associate Director of Financial Aid*; B.A. (Amherst College) [2008]
- Heather C. Quaintance, *Associate Director, Enterprise Systems*; B.B.A. (New Mexico State University) [2011]
- Michael P. Raciti, *Assistant Director of Media Relations and Sports Information*; B.A. (University of Massachusetts, Amherst) [2007]
- Latha Ragnathan, *Programmer Analyst*, B.A. (University of Madras) [1995]
- Allison Read, *Chaplain*; B.A. (University of Virginia), M.A.R., M. Div. (Yale Divinity School) [2008]
- Michael D. Renwick, *Director of Athletics*; B.S. (University of Memphis), M.S. (Rutgers University) [2010]
- Ann E. Reuman, *Associate Dean of Students*; B.A. (Williams College), M.A., Ph.D. (Tufts University) [1998]
- Richard J. Ring, *Head Curator, Watkinson*; B.A. (Ohio State University), M.L.S. (Indiana University) [2010]
- Roberta M. Rogers, *Assistant Director of Individualized Degree Program*; B.A. (Trinity College) [2005]
- Jason Rojas, *Director of Community Relations*; B.A. (University of Connecticut) [2007]
- John Rose, *College Organist and Director of Chapel Music*; B.A. (Rutgers University) [1977]
- Richard S. Ross, *Librarian*; B.A., M.A. (Northeastern University), M.L.S. (Simmons College), Ph.D. (Boston College) [2000]
- Ellen Rossi, *Assistant Director, Trinity College Cultural Programs in Italy*; B.A. (Mount Holyoke College) [2001]

- Linda P. Roy, *Assistant Director of Operations, Internships and Event Management, Career Development*; B.S. (Central Connecticut State University) [2004]
- Shana L. Saccullo, *Assistant Director of Financial Aid*; B.F.A. (Central Connecticut State University) [2009]
- Matthew T. Sahlin, *Associate Director, Annual Giving*; B.S. (Trinity College) [2010]
- Susan M. Salisbury, *Associate Director for Residential Life*; B.A. (University of Massachusetts, Amherst), M.S. (Springfield College) [1999]
- Andrew I. Sanborn, *Director of Publications*; B.A. (University of New Hampshire), M.A.L.S. (Wesleyan University) [2000]
- Zaydee Santiago, *Assistant Director of Admissions*; B.A. (Trinity College) [2009]
- Lisa G. Sapolis, *Director of International Programs*; B.A. (Southern Methodist University), M.A. (Boston College) [2004]
- Alan R. Sauer, C.P.A., *Director of Business Operations*; B.S. (University of Connecticut), M.P.A. (University of Hartford) [1975]
- Diane S. Schell, *Associate Director of Human Resources*; B.S. (Southern Connecticut State University) [1997]
- Yuksel Serindag, *Acquisitions Librarian*; B.A. (Phillipps-Universität), M.L.S. (Queens College) [2000]
- Robin L. Sheppard, *Associate Director of Athletics*; B.A. (Trenton State College), M.A. (Trinity College) [1978]
- Mark Silk, *Director of the Leonard E. Greenberg Center for the Study of Religion in Public Life*, A.B., Ph.D. (Harvard University) [1996]
- Nancy J.L. Smith, *Visual Resources Librarian*; B.A. (Trinity College), M.L.S. (Southern Connecticut State University) [1997]
- Abigail A. Smitka, *Alumni Relations Officer*; B.A. (Trinity College) [2011]
- Peter H. Sobering, *Director of Information Systems*; B.S. (State University of New York, Oswego) [1982]
- Melanie Stein, *Associate Academic Dean*; A.B. (Harvard University), M.S., Ph.D. (Cornell University) [1995]
- Peter Sylvester, *Network Support Specialist*; B.S. (Daniel Webster College), M.B.A. (State University of New York) [2001]
- Jessica A. Tait, *Network Administrator*; B.A. (Trinity College) [2010]
- David Tatem, *Instructional Technologist*; B.A. (University of Connecticut), M.Ed. (University of Cincinnati) [1999]
- Stephanie Taylor, *Advanced Practice Registered Nurse*; B.A., M.S.N., (Simmons College) [2001]
- Dorothy M. Thompson, *Assistant Director of Donor Relations* [2006]
- Michelle M. Tropeano, *Assistant Athletic Trainer*, B.S. (Marist College), M.S. (Belmont University) [2011]
- Maritza E. Ubides, *Performing Arts Production Supervisor*; B.A. (Trinity College) [2006]
- Wendy A. Vaillancourt, *Associate Director, Human Resources*; B.S. (Eastern Connecticut State College) [2012]
- Erin Valentino, *Research and Instruction Librarian*; B.A. (University of Delaware), Ph.D. (Yale University), M.S.L.I.S. (Simmons College) [2006]
- Cynthia D. Van Doren, *Operations Administrator, Admissions*; B.A. (Trinity College) [1994]
- Jennifer van Sickle, *Serials Librarian/Sciences Coordinator*; B.S. (Charter Oak College), M.L.S. (University of Maryland) [1998]
- Eric R. Verno, *Applications Specialist*; B.S. (Eastern Connecticut State College) [2008]
- Andrew H. Walsh, *Associate Director, Leonard E. Greenberg Center for the Study of Religion in Public Life*; B.A. (Trinity College), M.A.R. (Yale Divinity School), A.M., Ph.D. (Harvard University) [1993]
- Robert J. Walsh, *Social Sciences Librarian*; B.A. (Fordham University), M.A. (University of Wisconsin, Madison), M.L.S. (Southern Connecticut State University) [2010]
- Carol M. Walter, *Registered Nurse*; B.A. (University of Connecticut) [2011]
- Tricia A. Walter, *Programmer Analyst*; B.A. (Eastern Connecticut State University), M.A. (Trinity College) [1992]
- Amye V. Waterhouse, *Assistant Director of Annual Giving*; B.A. (Trinity College) [2010]
- Sarah M. Williams, *Assistant Athletic Trainer*; B.S. (Salisbury University), M.S. (Austin Peay State University) [2007]

Angela L. Wolf, *Director of Planning and Operations*; B.S. (Trinity College) [1990]

Rebecca V. Yacovino, *Accounting Manager*; B.S. (Franklin Pierce College) [2007]

Thomas M. Zaharevich, *Head Librarian, Technical Services*; B.A. (Trinity College), M..S. (Simmons College) [1990]

Administrative offices

Admissions

Larry R. Dow, B.S., *Dean of Admissions and Financial Aid*

Anthony T. Berry, B.S., *Senior Associate Director*

Amanda Briggaman, B.F.A., *Admissions Assistant*

Timothy L. Cross, B.A., *Associate Director*

Michelle C. Deluse, B.A., *Assistant Director*

Maureen D. Grabowski, A.S., *Admissions Assistant*

Robert A. Greene, B.A., *Admissions Computing Specialist*

Elizabethann Grillo, *Admissions Assistant*

Mandi D. Haines, *Associate Director and Coordinator of International Recruitment and Financial Aid*

Kalia C. Kellogg, M.F.A., *Associate Director for Networking Outreach*

Reggie E. Kennedy, M.A., *Senior Associate Dean*

Alexandra C. Largess, *Assistant Director and Coordinator of the Alumni Admissions Support Program*

Carmen Montanez, *Administrative Assistant*

Milindia Muniz-Torres, B.A., *Assistant Director*

Kareem K. Nulan, M. B.A., *Associate Director and Coordinator of Transfer Admissions*

Lidia Rosa, B.S., *Administrative Assistant*

Zaydee Santiago, B.A., *Assistant Director*

Cynthia Van Doren, B.A., *Operations Administrator*

Holly J. Westfall, B.S., *Receptionist/Admissions Assistant*

Bonnie T. Wolters, B.A., *Administrative Assistant*

Alumni Relations

Katherine E. DeConti, B.A., *Director of Alumni Relations and Annual Giving*

Julie H. Cloutier, B.S., *Assistant to the Director*

Aliza Finn-Welch, B.A., *Senior Associate Director*

Kristen Gordon, B.S., *Associate Director*

Abigail A. Smitka, B.A., *Alumni Relations Officer*

Athletic Office

Michael D. Renwick, M.S., *Director of Athletics*

JoAnn Acquarulo, M.S.A., *Assistant Director, Athletic Facilities and Operations*

Alison L. Catenacci, M.A., *Assistant Athletic Trainer*

Karen Kalbacher, A.S., *Administrative Assistant*

Kathleen K. Kilcoyne, M.S., *Recreation Coordinator*

Sonia E. Lawrence, *Women's Equipment Manager*

Justin R. LeDuc, B.S., *Head Athletic Trainer*

Karen D. McAlister, B.S., *Administrative Assistant*

Mark A. Moynihan, B.S., *Men's Equipment Manager*

Ann F. Murray, *Business and Office Services Manager*

Richard R. Omiecinski, B.A., *Athletic Facilities Monitor*

Richard J. Pettit, *Facility Manager, Community Sports Complex*

Robin Sheppard, M.A., *Associate Director of Athletics*

Michelle M. Tropeano, M.S., *Assistant Athletic Trainer*

Lantaben R. Williams, *Athletic Facilities Monitor*

Sarah M. Williams, M.S., *Assistant Athletic Trainer*

Blume Language and Culture Learning Center

Eduardo Lage-Otero, Ph.D., *Director*

Business and Finance Office

Paul Mutone, B.B.A., *Vice President for Finance and Operations and Treasurer*

Elizabeth M. Alaimo, B.S., *Business Operations Assistant*

Phyllis Counts, M.B.A., *Budget Manager*

Lois Crovo, *Accounting Assistant*

Guy P. Drapeau, C.P.A., B.S., *Comptroller*

Michael S. Elliott, B.S., *Director, Purchasing*

Tom Fusciello, M.B.A., *Director, Construction, Design and Capital Projects*

Virginia Gavilano, *Accounting Assistant*

Sarah C. Gerrett, M.S., *Budget Manager*

Elizabeth F. Grillo, *Accounts Services Assistant*

Kara A. Guy, B.S., *Accounting Manager*

Shawn Hickey, B.S., *Accountant*

Marcia Phelan Johnson, C.P.A., M.B.A., *Budget Director*

Dina Jorge, B.S., *Student Accounts and Loans Manager*

Carol P. Kessel, M.B.A., *Associate Comptroller*

Cecilia Knight, *Accounting Assistant*

Mary F. Parducci, *Payroll Manager*

Carla Pereira, *Assistant to the Vice President for Finance and Operations and Treasurer*

Alan R. Sauer, C.P.A., M.P.A., *Director of Business Operations*

Susan Specht, *Payroll Assistant*

Donna L. Thomas, B.S., *Computer Coordinator and Accounting Assistant*

Susan M. Van Veldhuisen, *Accounting Assistant*

Charmaine Waul, *Student Accounts Assistant*

Rebecca V. Yacovino, B.S., *Accounting Manager*

Campus Life

Amy M. DeBaun, M.Ed., *Director*

Debbie Cook, *Switchboard and Mather Operations Coordinator*

Julie Graves, *Office Assistant for Student Activities*

Noreen K. Huth, M.A., *Associate Director, Student Life and Leadership*

Romulus J. Ferrer Perez, B.A., *Assistant Director, Campus Activities*

Susan M. Salisbury, M.S., *Associate Director, Residential Life*

Campus Safety Office

Joseph H. Berberich, B.A., *Campus Safety Officer*

Corey O. Best, B.A., *Campus Safety Officer*

Kim B. Burton, *Campus Safety Officer*

Deborah M. Codrington, *Campus Safety Officer*

Frank S. Colaninno, B.S., *Campus Safety Officer*

Michael J. Corry, A.S., *Campus Safety Officer*

Robert DeVito, *Campus Safety Officer*

Tijuan Evans, *Dispatcher*

Richard Floyd, *Dispatcher*

Amer Habivovic, *Campus Safety Officer*

Crystal L. Jackson, *Dispatcher*

Thomas A. Jarm, *Campus Safety Officer*

Everton Keene, *Campus Safety Officer*

Brian E. Killian, *Campus Safety Officer*

David Knight, *Campus Safety Officer*

George Kordek, *Dispatcher*

Jeffrey J. Labrecque, *Safety Officer*

Thomas Lee, *Campus Safety Officer*

Jorge F. Lugo, *Office Assistant*

Christopher J. Lyons, B.S., *Associate Director*

Alan D. Murphy, *Campus Safety Officer*

David Norris, *Campus Safety Officer*

Edward Parker, B.A., *Campus Safety Officer*

Nicole V. Patterson, B.A., *Campus Safety Officer*

Anthony Perez, B.S., *Dispatcher*

Ricardo J. Ramirez, *Campus Safety Officer*

Natalie Rivera, *Campus Safety Officer*

Ramon Rosario, *Campus Safety Officer*

Keith Samuels, *Campus Safety Officer*

Massimo Sanzo, *Campus Safety Officer*

David Torres, *Campus Safety Officer*

Martin Torres, *Campus Safety Officer*

Heriberto Vicenty, Jr., *Campus Safety Officer*

Michael R. Wood, *Campus Safety Supervisor*

Career Development Center

Peter Bennett, M.B.A., *Director*

Kacey L. Agnew, M.S., *Career Specialist*

Breton Morris Boudreaux, M.A., *Assistant Director Alumni Career Services and Program Development*

Heather J. Hodge, M.B.A., *Career Specialist*

Debra C. Murphy, B.S., *Information Assistant*

Linda P. Roy, B.S., *Assistant Director of Operations, Internships and Event Management*

Jessica L. Turgeon, B.A., *Receptionist/Office Assistant*

Center for Urban and Global Programs

Xiangming Chen, Ph.D., *Dean and Director*

Eleanor Emerson, B.A., *Program Coordinator, International Programs*

Carlos Espinosa, M.A., *Director, TRINFO Café*

Anne Lundberg, M.A., *Director of Urban Programs and Fellowships*

Brandon Lussier, B.A., *Assistant Director, International Programs*

Marilyn Murphy, *Office Coordinator, Center for Urban and Global Studies*

Jason Rojas, B.A., *Director of Community Relations*

Teresita Romero, B.A., *Administrative Assistant to the Dean of the Center for Urban and Global Studies*

Lisa G. Sapolis, M.A., *Director, International Programs*

Melissa Scully, B.A., *Program Assistant, International Programs*

Central Services and Post Office

Philip J. Duffy, B.A., *Director*

Javier Arroyo, Jr., *Central Services Assistant*

Luis Henriquez, *Post Office Mail Carrier and Clerk*

Curt N. Leonard, *Docutech Services Specialist*

Dennis G. Llewellyn, *Post Office Mail Carrier and Clerk*

Anthony Oates, *Post Office Assistant*

Charles A. Tartt, *Post Office Manager*

James J. Varner, Jr., *Assistant Manager and Press Operator in Central Services*

Quency R. Younge, *Post Office Mail Carrier and Clerk*

Chaplain's Office

Allison Read, M. Div., *Chaplain*

Ellen Dickinson, M.M., *Carillionneur*

Priscilla A. Hooper, B.A., *Assistant to the Chaplain*

John Rose, B.A., *College Organist and Director of Chapel Music*

Communications

Jenny N. Holland, B.A., *Director*

Kathryn D. Andrews, B.A., *Director of Advancement Communications*

Ellen M. Buckhorn, M.A., *Manager of Web Services*

Caroline H. Deveau, B.A., *Assistant Director of Communications*

Brianna C. Diaz, M.A., *Communications Office Manager*

Michele J. Jacklin, M.A., *Director of Media Relations*

David A. Kingsley, B.A., *Director of Sports Communications*

Rita K. Law, B.F.A., *Manager of Creative Services*

Michael P. Raciti, M.A., *Assistant Director of Media Relations and Sports Information*

Andrew Sanborn, M.A.L.S., *Director of Publications*

Community Service and Civic Engagement

Joseph C. Barber, M.P.A., *Director*

Counseling Center

Randolph M. Lee, Ph.D., *Director*

Jaime L. Burns, Psy.D., *Assistant Director*

John V. Carlson, Psy.D., *Psychologist*

Kristina Cavalieri, *Counseling Center Services Coordinator*

Cultural Programs in Italy

J. Michael Paden, Ph.D., *Director*

Rose Cosentino, *Program Operations Coordinator*

Ellen Rossi, B.A., *Assistant Director*

Office of Dean of the Faculty

Rena Fraden, Ph.D., *Dean of the Faculty*

Sylvia W. DeMore, M.A., *Special Assistant to the Dean of the Faculty*

Sheila Fisher, Ph.D., *Associate Academic Dean*

Nancy Horton, M.S., *Administrative Assistant*

Janet A. Marotto, *Administrative Associate*

Melanie Stein, Ph.D., *Associate Academic Dean*

Dean of Students

Frederick Alford, Ed.D., *Dean of Students*

David S. Andres, B.S., *Director of Strategic Projects*

Christopher D. Card, M.A.L.D., *Associate Dean of Students*

Tamara L. Kribs, M.S., *Program Coordinator, International Students and Scholars, International Programs*

Joan Murphy, *Administrative Assistant, Dean of Students*

Ann E. Reuman, Ph.D., *Associate Dean of Students*

Development Office

Gretchen A. Orschiedt, B.A., *Director of Development*

Noelle M. Beach, B.S., *Assistant Director of Annual Giving*

Joanne Biancamano, B.A., *Manager of Data Maintenance*

Amy F. Brough, B.S., *Director of Institutional Support*

Whitney P. Bucci., B.A., *Senior Associate Director of Parent Giving*

Amanda L. Buhner, M.S.Ed., *Coordinator of Institutional Support*

Peter M. Burns, Jr., B.A., *Director of Principal Gifts*

Carolyn J. Darr, B.A., *Assistant Director of Corporate and Foundation Relations*

Katherine E. DeConti, B.A., *Director of Alumni Relations and Annual Giving*

Lois Derrickson, *Gift Recording/Data Maintenance Specialist*

Diana Dienavs, M.A., *Director, Development Research & Prospect Management Systems*

James D. Ebert, M.Div., *Associate Director of Leadership Giving*

Megan B. Fitzsimmons, B.A., *Director of College Events and Conferences*

Christine N. Foote, *Director of Donor Relations*

Eve Forbes, B.S., *Director of Gift Planning*

Christopher R. French, B.A., *Associate Director of Leadership Giving*

Jessica German, B.A., *Director of Advancement Services*

Matthew W. Glasz, B.A., *Senior Associate Director of Annual Giving*

Julie Ann Grant, B.A., *Assistant Director of Leadership Giving*

Heidi E. Green, B.A., *Assistant Director of Leadership Giving*

Emily Gresh, M.F.A., *Associate Director of Corporate and Foundation Relations*

Rachel S. Koladis, B.A., *Research Analyst*

Kristin B. Magendantz, B.A., *Director of Faculty Grants and Government Sponsored Programs*

Maria Manzi, *Administrative Assistant, Planned Giving*

Linda E. Massaro, B.S., *Director of Leadership Giving*

Victoria M. McKenna, B.A., *Assistant Director of Parent Giving*

Andrew D. Miller, B.A., *Associate Director of Gift Planning*

Karen M. Paluso, B.S., *Office Coordinator, Annual Giving*

Monica P. Parker, B.A., *Office Assistant, Annual Giving*

Nelida Perez, *Gift Recording/Data Maintenance Specialist*

Matthew T. Sahlin, B.S., *Associate Director of Annual Giving*

Dorothy M. Thompson, *Assistant Director of Donor Relations*
 May Thoong, B.A., *Leadership Giving Assistant*
 Ana Venero, *Gift Recording/Data Maintenance Specialist*
 Amye V. Waterhouse, B.A., *Assistant Director of Annual Giving*
 Cynthia R. Webber, *Gift Recording/Data Maintenance Specialist*

Financial Aid

Kelly L. O'Brien, M.S., *Director*
 Jessica Hatfield, B.A., *Federal Work Study and Office Coordinator*
 Carolyn W. LeGeyt, B.S., *Senior Associate Director*
 Morgan B. Pohorylo, B.A., *Associate Director*
 Shana Sacculo, B.F.A., *Assistant Director*

First-Year Program

Margaret D. Lindsey, Ph.D., *Dean*
 Dania M. Field, B.S., *Administrative Assistant*

Graduate Studies

William R. Barnett, Ph.D., *Director of Graduate Studies*, A.B. (Wabash College), Ph.D.
 Nicola Dawkins, B.A., *Administrative Assistant*

Leonard E. Greenberg Center for the Study of Religion in Public Life

Mark R. Silk, Ph.D., *Director*
 Christine McMorris, M.F.A., *Administrative Assistant*
 Andrew Walsh, Ph.D., *Associate Director*

Health Center

Martha O'Brien, M.S., *Director*
 Lori Clapis, B.S., *Administrative Assistant Director*
 Jeannette Gomez, *Coordinator of Health Center Services*
 Kathleen M. Hayes, M.S.N., *Advanced Practice Registered Nurse*
 Jodi T. Peikes, M.S.N., *Advanced Practice Registered Nurse*
 Stephanie Taylor, M.S.N., *Advanced Practice Registered Nurse*
 Carol Walter, B.A., *Registered Nurse*

Hillel

Lisa P. Kassow, B.F.A., *Director*

Human Resources

Beth Iacampo, M.B.A., *Director*
 Wendy I. DeLisa, A.S., *Associate Director*
 Patricia A. Dinkins, B.S., *HRIS/Benefits Specialist*
 Sandra F. Magee, *Human Resources Specialist*
 Diane S. Schell, B.S., *Associate Director*
 Wendy A. Vaillancourt, B.S., *Associate Director*

Individualized Degree Program

Roberta M. Rogers, B.A., *Assistant Director*

Information Technology Services

Suzanne L. Aber, M.B.A., *Director of Information Technology Services*
 Bryan G. Adams, *Director of Systems and Networking*
 Kristopher Arenius, *Systems Manager, Administrative Systems*

Anne S. Bunting, A.S., *Programmer Analyst*
David Chappell, *Application Development Programmer*
Michael A. Cook, B.S., *Director of Enterprise Applications*
Peter E. Delaney, *Technical Support Specialist*
Susan A. Denning, M.A., *Instructional Technologist*
John J. Dlugosz, B.A., *Learning Space Manager*
Lourdes Fernandes, *Access Control and Card Services Database Administrator*
Waishana L. Freeman, M.A., *Manager of Student Computing Services*
Curtis A. Gamble, Jr., *Access Control and Card Services Manager*
Jason Gormley, A.S., *Webmaster and Software Applications Developer*
Jean-Pierre Haerberly, Ph.D., *Director of Academic Computing*
Craig R. Jirowetz, A.S., *Software Applications Developer*
Elizabeth A. Johnson, M.Ed., *Business Affairs Manager*
Patrick M. Kennedy, B.A., *Systems Manager, Enterprise Applications*
Anna M. King, B.S., *IT Help Desk Manager*
Ann Marie Krupski, B.S., *Director of Constituency Services*
Jason Luis, B.A., *Distributed Computing Technical Service Manager*
Gregory S. Matejcik, B.A., *Instructional Technologist*
John G. McDowell, *ACIS Technician*
Ralford McLean, B.A., *Unix and NT Systems Administrator*
Tony O'Rourke, B.A., *Software Applications Specialist*
Heather C. Quaintance, B.B.A., *Associate Director, Enterprise Systems*
Latha Rangunathan, B.A., *Programmer Analyst*
Erik Rinaldi, *Field Services Technician*
Peter H. Sobering, B.S., *Director of Information Systems*
Peter Sylvester, M.B.A., *Network Support Specialist*
Jessica A. Tait, B.A., *Network Administrator*
David Tatem, M.Ed., *Instructional Technologist*
Kyle R. VanBrocklin, B.S., *Distributed Computing Specialist*
Jesse A. Vazquez, B.A., *Distributed Computing Specialist*
Eric R. Verno, B.S., *Applications Specialist*
Tricia A. Walter, M.A., *Programmer Analyst*
Angela L. Wolf, B.S., *Director of Planning and Operations*
Andrew J. Zucks, *ACIS Technician*

Institutional Research and Planning

James J. Hughes, Ph.D., *Director*

Institute for the Study of Secularism in Society and Culture

Barry Kosmin, Ph.D., *Director*

Ariela Keysar-Coy, Ph.D., *Associate Director*

Library

Richard Ross, Ph.D., *Librarian*

Alice M. Angelo, M.L.S., *Access Services Librarian*

Lisa M. Corson, B.A., *Visual Resources Collection Manager*

Jason E. Davis, B.A., *Library Technician II*

Christine M. Devanney, *Acquisitions Assistant*
 Sally S. Dickinson, M.L.S., *Associate Curator and Preservation Librarian*
 Bronzell D. Dinkins, *Cataloging Assistant*
 Todd J. Falkowski, M.S., *Catalog Librarian*
 Amy Harrell, M.L.S., *Digital Projects Librarian*
 Katherine M. Hart, M.L.S., *Arts and Humanities Librarian*
 Doris Kammradt, M.L.S., *Head Librarian Collections, Research and Instruction*
 Janine Kinel, *Administrative Assistant*
 Peter J. Knapp, M.L.S., *Special Collection Librarian/Archivist*
 Jeffrey Liszka, M.L.S., *Associate Access Services Librarian*
 Irina Margulis, B.A., *Assistant Cataloger*
 Jose Pena, *Acquisitions Assistant*
 Chalynne Reed, B.A., *Library Technician II*
 Richard J. Ring, M.L.S., *Head Curator, Watkinson Library*
 Amy L. Rua, B.A., *Access Services Media Manager*
 Charles Rua, B.A., *Assistant Cataloger*
 Yuksel Serindag, M.L.S., *Acquisitions Librarian*
 Nancy J.L. Smith, M.L.S., *Visual Resources Librarian*
 Erin Valentino, Ph.D., *Research and Instruction Librarian*
 Jennifer van Sickle, M.L.S., *Serials Librarian/Sciences Coordinator*
 Marcelino Velez, *Library Technician II*
 Robert J. Walsh, M.L.S., *Social Sciences Librarian*
 J. Leslie Witter, M.L.S., *Library Technician II*
 Thomas M. Zaharevich, M.S., *Head Librarian, Technical Services*

Media Technology

Philip J. Duffy, B.A., *Director*
 Sean S. Donnelly, A.S., *Media and Computing Specialist*
 Ron E. Perkins, B.A., *Technician and Office Manager*

Multicultural Affairs and Affirmative Action

Karla Spurlock-Evans, M.A., *Dean of Multicultural Affairs and Director of Affirmative Action*
 Carol Correa de Best, M.A., *Associate Director*
 Crystal Nieves, B.A., *Queer Resource Center Coordinator*

Performing Arts

James Latzel, M.F.A., *Director, Performing Arts Production*
 Elisa R. Griego, M.F.A., *Technical Director*
 Vivian P. Lamb, *Costume Shop Manager*
 Maritza E. Ubides, B.A., *Production Supervisor*

Office of the President

Mary Jo Keating, B.A., *Secretary of the College and Vice President for College Relations*
 Maureen Field, *Assistant to the President*
 Alice Tucker, B.S., *Assistant to the President*

Office of the Registrar

Patricia J. McGregor, M.I.B.S., *Registrar*
 Holly L. Colantonio, *Records Assistant*

Linda Gilbert, A.B., *Associate Registrar*

Terry L. Hosig, M.S., *Associate Registrar*

Kathleen A. McGlew, A.A., *Office Manager*

Social Sciences Center

Rachel E. Barlow, Ph.D., *Research and Data Coordinator*

Special Events and Calendar

Megan B. Fitzsimmons, B.A., *Director of College Events and Conferences*

Christine Guilmartin, *Associate Director of Special Events and Calendar*

Kathleen R. Kelley, *Coordinator, Smith House*

Lucille St. Germain, B.S., *Assistant, Special Events and Calendar*

Women & Gender Resource Action Center

Laura R. Lockwood, M.A., *Director*

Lauren Donais, B.A., *Program Coordinator*

Academic Departments and Programs

Carolyn J. Anderson, *Office Coordinator, Mathematics*

Christina M. Bolio, B.S., *Administrative Assistant, English*

Nicola Dawkins, B.A., *Administrative Assistant, Physics and Environmental Science*

Michael L. Donagher, B.S., *Chemistry Technician and Chemistry Department Chemical Hygiene Officer*

Blair Elliott, *Administrative Assistant, Political Science*

Jennifer Fichera, *Administrative Assistant, Anthropology, Educational Studies, and International Studies*

Dania M. Field, B.S., *Administrative Assistant/Program Coordinator in the Aetna Quantitative Center*

Nancy Fleming, A.A., *Administrative Assistant, Engineering and Computer Science*

Judith Z. Gilligan, A.A., *Administrative Assistant, Fine Arts*

Margaret M. Grasso, *Administrative Assistant, English*

Marjorie R. Harter, *Administrative Assistant, Philosophy, Public Policy, Jewish Studies, and Religion*

Jessica M. Henning, M.Ed., *Administrative Assistant, Writing Center*

Melissa L. Higgins, B.S., *Research Technician, Biology Lab*

Susan R. Hood, *Communications Manager, Music and Theater and Dance*

Tina Hyman, A.A., *Administrative Assistant, Language and Culture Studies*

Robin S. Kelly, *Administrative Assistant, Chemistry*

Patricia A. Kennedy, B.A., *Administrative Assistant, Music and Theater and Dance*

Jennifer MacDonald, Ph.D., *Administrative Assistant, Teaching and Learning Center*

Kathy Mallinson, B.S., *Administrative Assistant, Interdisciplinary Science Center*

Adam MacHose, B.F.A., *Technical Assistant, Fine Arts*

Yael Malka-Loren, B.S., *Research Technician, Biology*

Erin L. Mostoller, M.S., *Lab Manager and Chemical Hygiene Officer, Biology*

Andrew V. Musulin, B.A., *Technician, Engineering*

Tracy L. Quigley, B.A., *Special Assistant for Academic Arts Programs*

Adrienne Quinn, A.A., *Office Coordinator, Economics*

Nancy Rossi, *Program Assistant, American Studies*

Vicente Salvador, *Biology and Greenhouse Technician*

Ann St. Amand, *Office Assistant, Life Sciences*

Georgene St. Peter, A.A., *Administrative Assistant, History*

Wayne P. Strange, *Laboratory Coordinator, Physics*

Theresa A. Wilson, *Program Coordinator, Biomedical Engineering Alliance for Central CT*
Veronica Zuniga, A.S., *Office Coordinator, Sociology and Women, Gender, and Sexuality*

Degrees Conferred in 2012

Honors in graduate scholarship

Timothy A. Bockus	B.S., 2007, Trinity College	Public Policy	M.A.
* Ian Cheney	B.A., 2005, Eastern Connecticut State University	American Studies	M.A.
Lauren J. Donais	B.A., 2008, University of Connecticut	Public Policy	M.A.
Robert M. Ellis	B.A., 1968, College of the Holy Cross M.S., 1970, Northeastern University M.A., 2008 (two degrees), Trinity College	Public Policy	M.A.
Elizabeth A. Fritzer	B.A., 2008, Trinity College	Public Policy	M.A.
Jessica Orf Gillespie	B.A., 2005, Saint Joseph's University	English	M.A.
Rachel Star Koladis	B.A., 2002, University of Connecticut	American Studies	M.A.
Joelyn Leon	B.A., 1990, University of Connecticut	Public Policy	M.A.
Caitlin Reilly Murphy	B.A., 2008, Fairfield University	American Studies	M.A.
Scott Reznick	B.S., 2003, Dickinson College	English	M.A.
Brian Riley	B.G.S., 2001, University of Connecticut	American Studies	M.A.

General graduate candidates

Christine E. Bauer	A.S., 1997, Gateway Community College B.A., 2001, Quinnipiac University	English	M.A.
* Emily Meaghan Elizabeth Bloom	A.S., 2007, Manchester Community College B.A., 2009, Central Connecticut State University	American Studies	M.A.
* James Stephens Bookwalter	B.A., 2005, Trinity College	Public Policy	M.A.
James F. Brasile	B.A., 2004, Fairfield University M.A., 2007, Fairfield University	English	M.A.
Stephen T. Cole	B.A., 2005, Westfield State College	Public Policy	M.A.
* James Dudack	B.A., 1998, Central Connecticut State University	American Studies	M.A.
Carson Donne Duggan	B.A., 2009, Saint Lawrence University	Economics	M.A.
* Jerry D. Emlet	B.S., 1987, University of Hartford	Public Policy	M.A.
Matthew Fitzgerald	B.A., 2006, Eastern Connecticut State University	English	M.A.
Aimee J. Gauvin	A.S., 2006, Asnuntuck Community College B.A., 2009, Trinity College	Public Policy	M.A.
Scott Matthew Lauzier	A.A., 2007, Capital Community College B.A., 2009, University of Hartford	Public Policy	M.A.
Erika Michelle Maciaszczyk	B.S., 2009, Trinity College	American Studies	M.A.
Aleta T. McDaniel	A.A., 2000, Florida State University B.S., 2003, Nova Southeastern University	Public Policy	M.A.

Katherine M. McNulty	B.A., 2000, University of Connecticut	History	M.A.
Monica Mills	B.A., 2003, University of Hartford	English	M.A.
* Daniel Patrick Murphy	B.S., 1993, University of Maine	History	M.A.
Geoffrey Rhatican	A.B., 2008, Brown University	Public Policy	M.A.
Patricia Lee Roberts	B.A., 2003, Middlebury College	English	M.A.
Jason Rojas	B.A., 2003, University of Connecticut	Public Policy	M.A.
Zee Santiago	B.A., 2009, Trinity College	American Studies	M.A.
Deborah A. Santostefano	B.S., 2006, Central Connecticut State University	Public Policy	M.A.
* Jared Schmitt	B.S., 2000, Southern Connecticut State University	Public Policy	M.A.
Melissa Danielle Schomers	B.A., 2007, University of Iowa	English	M.A.
Melissa Lee Scully	B.A., 2006, Roger Williams University	Public Policy	M.A.
Oliver M. Starnes II	B.A., 2010, Trinity College	Public Policy	M.A.
Cathy A. Topping	B.A., 2008, Charter Oak State College	American Studies	M.A.
* Samantha Anne Verbickas	B.A., 2002, University of Connecticut	English	M.A.
John F. Ward	B.S., 1996, Lesley University	English	M.A.
* Jeffrey Wasik	B.S., 2003, University of Connecticut	Economics	M.A.
* Denver Williams	B.S., 2001, Youngstown State University	American Studies	M.A.
* Edward Hume Wrong	B.A., 2009, Trinity College	Public Policy	M.A.
* Stephanie Jane Ruth Zito	B.A., 2010, Suffolk University	English	M.A.

Conferring of baccalaureate degrees in course

Valedictorian/Optima

Mary Katherine Morr, Colorado, B.A., with honors in General Scholarship, with honors in Public Policy and Law, (Community Action)

Salutatorian/Optima

Kayla Lorraine Demers, New Hampshire, B.A., with honors in General Scholarship, with honors in American Studies, (Hispanic Studies, Architectural Studies)

Optimae et Optimi

Kevin Huang, Washington, B.S., with honors in General Scholarship, with honors in Engineering, with honors in Mathematics

Sean C. McCarthy, Massachusetts, B.S., with honors in General Scholarship, with honors in Economics

John Michael Mason, Massachusetts, B.A., with honors in General Scholarship, with honors in Interdisciplinary: Classical Foundations of American Cultural History, (Music, Medieval and Renaissance Studies)

Viktoriya Ivanova Lineva, Bulgaria, B.S., with honors in General Scholarship, with honors in Economics, (German Language)

Yuan Mei, China, B.S., with honors in General Scholarship, with honors in Economics, Mathematics

Brian Charles Castelluccio, Massachusetts, B.S., with honors in General Scholarship, with honors in Neuroscience

Thomas Andrew McTeague, Massachusetts, B.S., with honors in General Scholarship, with honors in Chemistry

Amanda Nicole Sweat, Massachusetts, B.A., with honors in General Scholarship, with honors in Public Policy and Law, Theater and Dance, (Hispanic Studies)

Nichola Allyson Clark, Arkansas, B.A., with honors in General Scholarship, with honors in Public Policy and Law, with honors in English, (Environmental Science)

Kelly Ann O'Brien, New York, B.S., with honors in General Scholarship, with honors in Biology

Andrea Mariana Chunga-Celis, Oregon, B.A., with honors in General Scholarship, with honors in Interdisciplinary: Human Rights Studies, with honors in Hispanic Studies

William Francis Moffett Jr., Connecticut, B.A., with honors in General Scholarship, with honors in English, Philosophy, (Film Studies)

Michelle Carol Deluse, Connecticut, B.A., with honors in General Scholarship, with honors in English

Paul Silas Holland, Connecticut, B.A., with honors in General Scholarship, with honors in Political Science, (Classical Antiquity)

Katherine Windsor Joachim, Wisconsin, B.A., with honors in General Scholarship, with honors in History

Honors in General Scholarship

Chang Liu, China, B.S., with honors in Economics, with honors in Interdisciplinary: Urban Studies

Todor Nedelchev Mitev, Bulgaria, B.S., with honors in Computer Science, with honors in Mathematics

My Dam, Vietnam, B.S., Economics

Theresa A. Incampo, Colorado, B.A., with honors in Theater and Dance

Yuhan Chi, China, B.S., with honors in Economics, (Japanese Language, Models and Data)

Merrill Moore Brady, Pennsylvania, B.A., with honors in Psychology

John Patrick Bower, New Hampshire, B.S., with honors in Physics, with honors in Classics, with honors in Mathematics

Adam Nathaniel Boynton, Massachusetts, B.S., with honors in Chemistry

* Pamela Hathway, Germany, B.S., with honors in Biochemistry, Neuroscience

Ginger N. Mills, South Carolina, B.S., with honors in Neuroscience, (Human Rights)

Jessica Leigh Cote, Massachusetts, B.S., with honors in Neuroscience, (Hispanic Studies)

Shannon Leigh Smith, Virginia B.A., with honors in Religion, (Writing, Rhetoric, and Media Arts)

Carolyn D. Taratko, Connecticut, B.A., with honors in French, with honors in History

Timothy Kolin Liu, California, B.S., Biochemistry

Lorenzo Rakesh Sewanan, New York, B.S., with honors in Physics, with honors in Engineering, (Writing, Rhetoric, and Media Arts)

Srish Khakurel, Nepal, B.A., with honors in International Studies: Global Studies

Elliot Mason Bauer, California, B.S., with honors in Religion, Psychology

Christine Elizabeth Ganley, Massachusetts, B.A., with honors in International Studies: Middle Eastern Studies, (Legal Studies, Arabic Language)

Nancy Rossi, Connecticut, B.A., with honors in History, (Studio Arts)

James Joseph Armillay Jr., Pennsylvania, B.A., with honors in Italian Studies, with honors in Political Science

* Hallie Rita Blejewski, Connecticut, B.A., with honors in Interdisciplinary: Ethnomusicology, (Music)

Adam Timothy Norton, Maine, B.S., with honors in Engineering, Mathematics

Nicolae Dragu, Romania, B.S., with honors in Computer Science, (Architectural Studies)

Alice Foster Barr, Massachusetts, B.A., Economics

Alexander Pierrepont White, Pennsylvania, B.A., with honors in Public Policy and Law, (Philosophy, Writing, Rhetoric, and Media Arts)

Leslie Pereira Ahlstrand, Massachusetts, B.A., with honors in Public Policy and Law, with honors in English

Alessandra Maria Ambrogio, Connecticut, B.A., with honors in English, with honors in Italian Studies

Marina E. Bartzokis, Massachusetts, B.S., Neuroscience, Studio Arts

Aalok Raj Pandey, Nepal, B.S., with honors in Economics, Mathematics

Savvas James Constantinou, Connecticut, B.S., Biology, Neuroscience

Gong Chen, China, B.S., with honors in Computer Science, Economics, Mathematics

Danielle E. Padula, Connecticut, B.A., with honors in English

Michael J. DeMayo, New York, B.S., Economics

Caroline Lindsay Peck, New Jersey, B.A., with honors in Art History, (Architectural Studies)

Anna Mika Roux, Connecticut, B.A., Political Science, (Italian Studies)

Steven Joseph Petkovsek, Ohio, B.S., with honors in Engineering, with honors in Physics, (Classical Tradition)

Elizabeth Burns Sherman, Massachusetts, B.A., with honors in Sociology

Helena Zhang, New York, B.S., with honors in Psychology, (Literature & Psychology)

Zoe Anne Nageotte, California, B.A., English, (Philosophy)

Caroline Peyton Bralver, Connecticut, B.A., Political Science, (Writing, Rhetoric, and Media Arts)

Christopher James Binnie, Jamaica, B.S., Environmental Science, Economics

Sophie Katherine Goodwin, New York, B.A., with honors in Art History

Binay Poudel, Nepal, B.S., with honors in Engineering, (Models and Data)

James Matthew Maynard, Massachusetts, B.A., with honors in American Studies, (Writing, Rhetoric, and Media Arts)

Kate Hébert Pool, Nevada, B.S., with honors in Environmental Science, (Legal Studies)

Muhammad Hardiansyah, Indonesia, B.S., Economics

Gregory Phillip Lucas Vaughan, Massachusetts, B.S., with honors in Mathematics, Computer Science

Jahn Jaramillo, New York, B.A., with honors in Interdisciplinary: Human Rights Studies, (Hispanic Studies)

Patricia Trost Friedler, Louisiana, B.A., with honors in Art History, (French Language, French Studies)

Joseph A. Laws, New York, B.A., with honors in History, (English)

Miecha Ashley, Connecticut, B.A., Political Science

Virgilio Wolff Bisio, New York, B.A., with honors in History, (Chinese Language)

Jesse Calvo Allen, Connecticut, B.A., with honors in Sociology, (Studies in Progressive American Social Movements)

Antinea Maria-Greer Ascione, Trinidad and Tobago, Italy, B.A., with honors in English, Political Science, (Italian Studies)

Daniel Avetta, Pennsylvania, B.A., with honors in Classics

Ian Bain, New York, B.A., with honors in American Studies

* Zoe Grace Bartholomay, New York, B.A., with honors in Public Policy and Law

Alyssa N. Baylor, New York, B.A., with honors in International Studies: Global Studies, (Writing, Rhetoric, and Media Arts)

Rayan Beydoun, Lebanon, B.S., with honors in Engineering, (French Language)

Sarah Catlin Blagden, South Carolina, B.A., with honors in Art History

Sarah Elizabeth Breslin, Pennsylvania, B.A., with honors in Studio Arts, Political Science

Herman Brito Jr., Massachusetts, B.A., with honors in Public Policy and Law, (Writing, Rhetoric, and Media Arts)

Ashley Burke, Massachusetts, B.A., with honors in Hispanic Studies, with honors in International Studies: Latin American and Caribbean Studies

Lucia Linnea Camarda, Washington, B.A., with honors in American Studies, (Writing, Rhetoric, and Media Arts)

Jenna Elizabeth Carroll, Connecticut, B.A., with honors in International Studies: Global Studies, (Writing, Rhetoric, and Media Arts)

Courtney Anne Chaloff, Massachusetts, B.A., with honors in Educational Studies, (Jewish Studies)

Anna Catherine Cline, New York, B.A., with honors in Art History, (Studio Art)

Molly Elizabeth Cohen, Connecticut, B.A., with honors in American Studies, (Human Rights)

Pantelis Ioannis Constantinides, Massachusetts, B.A., with honors in Interdisciplinary: Human Behavior and Decision Theory: An Integrated Social Science Approach, Economics

Ann Waller Curtis, Tennessee, B.A., with honors in Art History

Tiffany Lea Damiani, New York, B.S., with honors in Biology

Maximillian Alexander deLone, Pennsylvania, B.A., with honors in History, with honors in Italian Studies

Gina Kathryn Dinallo, Connecticut, B.S., with honors in Biology

Paige Yearley Durgin, Massachusetts, B.A., with honors in History

Stephen Edwin Dutton, Ohio, B.A., with honors in Italian Studies, (English, Music)

Daniel Echavarría, Colombia, B.S., with honors in Environmental Science, with honors in German Studies

Scott A. Eckenthal, New Jersey, B.S., with honors in Mathematics, Computer Science

* Matthew J. Eremita, Connecticut, B.S., with honors in Biochemistry

Elizabeth Blakeslee Fagan, Connecticut, B.A., with honors in Political Science

Geraldine M. Fernandez, New York, B.S., with honors in Psychology, (Writing, Rhetoric, and Media Arts)

Taína M. Figueroa, Connecticut, B.A., with honors in Philosophy

Kelsey Ann Flynn, New Jersey, B.S., with honors in Neuroscience

Molly Jude Foye, Massachusetts, B.A., with honors in International Studies: Latin American and Caribbean Studies, with honors in Hispanic Studies

Samuel A. Gauthier, New York, B.A., with honors in Classical Civilization

Katie M. Giberson, New York, B.A., with honors in Italian Studies, (English)

Anne Brooke Grasberger, Massachusetts, B.A., with honors in English, with honors in History

Julia Elyse Grasso, Massachusetts, B.A., with honors in American Studies, English

Anna King Grindy, Illinois, B.A., with honors in Philosophy

Sarah Jillene Hagman, Massachusetts, B.A., with honors in International Studies: Global Studies, (French Language, Writing, Rhetoric, and Media Arts)

Benjamin McDougall Hartung, Washington, B.S., with honors in Computer Science, Mathematics

Claire Gregersen Hellwig, Illinois, B.A., with honors in International Studies: Global Studies, with honors in Language and Culture Studies: French and Italian, (Urban Studies)

Eliza Katherine Heussler, Massachusetts, B.A., with honors in Art History, with honors in Language and Culture Studies: French and Italian
Abby Michelle Himmelrich, Maryland, B.A., with honors in Educational Studies, (Hebrew Language)
Leigh Howard, Connecticut, B.A., with honors in Psychology
Rachel Hedy Rosengarten Hunnicutt, Connecticut, B.A., with honors in Art History, (Architectural Studies, French Language)
Lindsay Sarah Hyman, New Jersey, B.A., with honors in Art History, (French Language, French Studies)
Hannah G. Kaneck, Ohio, B.A., with honors in Interdisciplinary: Human Rights Studies
Adam Joshua Katcher, Massachusetts, B.S., with honors in Physics, Mathematics
Navneet Kaur, Connecticut, B.S., with honors in Neuroscience
Eleanore Jane Keller, New Jersey, B.A., with honors in English, (German Studies)
Samantha Nichols Kerr, New York, B.A., with honors in International Studies: African Studies, (French Language)
Richie Shazam Khan, New York, B.A., with honors in International Studies: Global Studies
Taliaferro Thompson Krusen, Florida, B.A., with honors in Public Policy and Law
Elizabeth Lake Lanahan, Texas, B.A., with honors in Art History, (Classical Antiquity)
Emily Ann Lee, Connecticut, B.A., with honors in English, (Music, Hispanic Studies)
Rebecca S. Levy, New York, B.A., with honors in French, (Music, Women, Gender and Sexuality)
Jenny Sydney Isabella Ley, Rhode Island, B.S., with honors in Psychology, (Community Action)
Allison N. Logan, New York, B.A., with honors in Art History
Eleanor Elizabeth Kirk Lucadamo, Illinois, B.S., with honors in Biology, (African Studies)
Nicole Elizabeth Lustig, New York, B.A., with honors in Political Science
Meghan Mahder, Connecticut, B.A., with honors in Political Science, (Legal Studies)
Alberto Martinez Ospina, Connecticut, B.S., with honors in Philosophy, Biology
Nora Elizabeth McCloskey, Massachusetts, B.A., with honors in Public Policy and Law
Anson Rosse McCook, Florida, B.S., with honors in Engineering, (Models and Data)
John J. McInnis, Massachusetts, B.S., with honors in Neuroscience, Biology
Racha Menhem, Lebanon, B.S., with honors in Economics, Mathematics
Katlin Elizabeth Mock, New York, B.A., with honors in Public Policy and Law, (English)
Milan Moore, California, B.S., with honors in Psychology, Political Science
Emily Michael Pariseau, Rhode Island, B.S., with honors in Psychology, (Hispanic Studies)
Brittney Michelle Payton, North Carolina, B.S., with honors in Environmental Science
Alexandra Josephine Pell, California, B.A., with honors in Philosophy, (Religion)
Lily Frances Pepper, New Jersey, B.A., with honors in Public Policy and Law, with honors in International Studies: Middle Eastern Studies, (Jewish Studies, Hebrew Language)
Julie Anne Pesta, Pennsylvania, B.A., with honors in American Studies, (Architectural Studies)
Alexandra Alice Powell, Massachusetts, B.A., with honors in History, with honors in Language and Culture Studies: French and German
Jacob Noah Bloch Prosnit, Connecticut, B.A., with honors in History
Kushal Purie, Nepal, B.A., with honors in International Studies: Global Studies, Economics, (Urban Studies)
Genevieve Quinn, Connecticut, B.A., with honors in Public Policy and Law
Kristen Carol Ramsay, Connecticut, B.A., with honors in Hispanic Studies, Psychology
Caroline Wetherington Reiss, Connecticut, B.S., with honors in Biochemistry
Lauren Stetson Rice, Massachusetts, B.A., with honors in Political Science, Economics
Caroline Whalen Robinson, Virginia, B.A., with honors in Political Science, with honors in Italian Studies, (Legal Studies)
Karl Sandrich, California, B.A., with honors in Philosophy, (Religion)
Michael Scott Schlesinger, Pennsylvania, B.A., with honors in Hispanic Studies, Public Policy and Law
Allison Janice Selby, Illinois, B.A., with honors in International Studies: Asian Studies, Economics
Kelsey Anne Semrod, New Jersey, B.S., with honors in Environmental Science, (Legal Studies)
Candace Yonina Simpson, New York, B.A., with honors in Educational Studies
Nabila Jabeen Taj, New York, B.A., with honors in International Studies: Middle Eastern Studies, (Legal Studies)
Kara Tan, Massachusetts, B.S., with honors in International Studies: Asian Studies, Economics, (Chinese Language)
Roxanne Lauren Tehranian, Massachusetts, B.A., with honors in Economics
Karina Torres, Pennsylvania, B.A., with honors in Hispanic Studies, Educational Studies
Blakely Cottrell Tyler, Massachusetts, B.A., with honors in Public Policy and Law

Archana Vamathevan, Massachusetts, B.A., with honors in Political Science, (Legal Studies)
 Anna Elise Vaughn, California, B.A., with honors in Art History
 Jennifer Lynn Waddington, Connecticut, B.S., with honors in Economics
 Nathan John Walsh, Massachusetts, B.A., with honors in Educational Studies, (French Studies)
 Annalise Osnif Welte, Maine, B.A., with honors in Classics, (Philosophy, Italian Language)
 Adam Ellery Whitehurst, New York, B.A., with honors in History
 Jessica Elizabeth Penelope Williams, Massachusetts, B.S., with honors in Biochemistry
 Rebecca Baton Williams, Pennsylvania, B.S., with honors in Psychology
 Nina Antonia Wright, Massachusetts, B.A., with honors in American Studies
 Georgia Cassidy Zeavin, California, B.A., with honors in Interdisciplinary: Writing, Rhetoric and Media Studies

General Baccalaureate Candidates

Camille Nadine Abdel-Nabi, New York, B.A., American Studies, (Hispanic Studies)
 Syed Ali Akber Abidi, Connecticut, B.A., International Studies: Middle Eastern Studies
 Michael William Abrahams, Massachusetts, B.A., Political Science
 Anton Aleksandrov, Bulgaria, B.S., Economics, (German Language)
 Jenna Louise Allen, Connecticut, B.A., English
 Shawna Ashley Altdorf, Connecticut, B.S., Biology
 Erica Alvarez, New York, B.A., Interdisciplinary: Human Rights Studies
 Alexander William Anderson, Maryland, B.A., American Studies
 Angus Wells Anderson, Rhode Island, B.A., Economics, American Studies
 Asiqur Anik, New York, B.S., Neuroscience
 Austin J. Apanovitch, Connecticut, B.A., History, Public Policy and Law
 Nana Yaw Appah-Sampong, Florida, B.A., Public Policy and Law, Political Science
 Christopher Michael Applegate, North Carolina, B.A., History
 Elsie I. Arce, New York, B.S., Neuroscience
 Ashley Kate Ardinger, New Hampshire, B.A., Educational Studies, (Music)
 Susan Hathaway Arnold, Pennsylvania, B.A., American Studies
 Luke Michael Auger, Connecticut, B.A., Economics
 Monica Au-Yeung, Pennsylvania, B.S., Biochemistry, Environmental Science
 Warren Dillaway Ayres III, New York, B.A., Public Policy and Law
 Farooq Azam, Pakistan, B.A., Political Science
 Rasheed Azeez, New York, B.S., Engineering
 Nour Mohsen Bahgat, Egypt, B.S., Environmental Science
 Allison Murray Barbey, Oregon, B.A., Anthropology, (Philosophy)
 Andrew Michael Barry, Massachusetts, B.A., History
 * David Nicholas Bauer, New York, B.A., English, (German Language)
 * Jonathan Nicholas Bazin, North Carolina, B.A., Religion
 Elizabeth Keeley Beckler, Maryland, B.S., Psychology
 Kyle Alexander Beek, Jamaica, B.A., Political Science, (Hispanic Studies)
 Jane Kirkland Beilenson, Maryland, B.A., Political Science, (Women, Gender and Sexuality)
 Alexander North Bermingham, New York, B.A., Economics
 Alexander Harrison Bertles, Florida, B.A., Political Science
 Douglas Jordan Beyer, New York, B.A., Economics
 Vincent Hugh Bish, Jr., Connecticut, B.A., English, (Legal Studies)
 Christopher Ranelagh Robert Blum, Massachusetts, B.A., English
 Caroline Bodian, New York, B.A., English
 Diana M. Bohorquez, New York, B.A., Italian Studies
 Richard Travis Bonfiglio, New York, B.A., Public Policy and Law
 Eleanor Grace Bradley, Connecticut, B.A., Sociology, (Women, Gender, and Sexuality)
 Janice A. Brea, Massachusetts, B.A., Public Policy and Law, (Urban Studies)
 Samantha May Brill, California, B.A., English, (Film Studies)
 Rolanda Lynzi Brinson, New York, B.A., English
 Malcolm Douglas Brown, New York, B.A., English, Theater and Dance
 Jeanika Yolanda Browne-Springer, Connecticut, B.A., Theater and Dance, (Studio Arts, Urban Studies)

Elizabeth Kristan Bruno, Massachusetts, B.A., Psychology
Joseph Louis Buckley, Massachusetts, B.S., Economics, (Studio Arts)
Samuel H. Burck, Massachusetts, B.S., Engineering
Rachel Caela Burns, Connecticut, B.A., English
David Burszan, New Jersey, B.A., English, Interdisciplinary: Film Studies
Holly A. Butchyk, Connecticut, B.A., English
Hallie Gould Buttenwieser, New York, B.A., Psychology
David Gardner Butterworth, Jr., Pennsylvania, B.S., Biology
Gordon Alexander Buzby, Pennsylvania, B.A., Economics
Liam Thomas Byrne, New York, B.A., Political Science
Matthew Eliot Cafritz, Jr., District of Columbia, B.A., Political Science
Shayla Campbell, New Jersey, B.A., International Studies: Global Studies, (Philosophy)
Karissa Caraballo, New York, B.S., Psychology
Alexander Michael Carlson, Massachusetts, B.S., Neuroscience
Penelope Fraser Van Rensselaer Carpenter, U.S. Virgin Islands, B.S., Environmental Science
Nicole Kristy Carrido, Pennsylvania, B.S., Neuroscience, (Hispanic Studies)
Timothy Joseph Carson, Jr., Pennsylvania, B.A., Economics
David Casanova, Connecticut, B.A., Political Science
Brigitte Rose Cellino, New York, B.A., Psychology
Kayla Anne Chadwick, New Hampshire, B.A., Political Science, American Studies, (Urban Studies)
* Janaki Challa, Connecticut, B.A., Anthropology
* Thomas Paul Charley, Pennsylvania, B.S., Engineering
Sunil Chhaya, Massachusetts, B.S., Economics, (Chinese Language)
Jessica Chin, New York, B.S., Biology
Jonathan Leonard Chu, California, B.S., Environmental Science
Kaitlin M. Ciarleglio, Connecticut, B.A., Political Science
Sarah Ciarleglio, Connecticut, B.A., Psychology
Victoria Marie Clark, Maryland, B.A., International Studies: Global Studies, (Hispanic Studies)
Kevin Michael Constantine, Massachusetts, B.A., English
Adana M. Contreras, Connecticut, B.S., Psychology, (Writing, Rhetoric, and Media Arts)
* Matthew A. Cortina, New Jersey, B.A., Economics
Timothy Patrick Costello, California, B.A., Economics
Brienne Cowden, Pennsylvania, B.A., History, (Hispanic Studies)
Stephen Edward Creane, Massachusetts, B.A., Classics
Meagan Crouch, Connecticut, B.S., Psychology
Brett McGrath Cullinan, California, B.A., Public Policy and Law, (French Language, French Studies)
Richard Patrick Curtin, Jr., Massachusetts, B.S., Economics
Ann Cook Cutler, Rhode Island, B.A., History, (Arabic Language)
Emilie Elena Maria Dájer-Pascal, Connecticut, B.A., International Studies: Global Studies, (Hispanic Studies, Legal Studies)
* Bradley Steven Davis, Connecticut, B.A., International Studies: Middle Eastern Studies, (Arabic Language)
Matthew Dominic Del Conte, Connecticut, B.S., Economics
Gregory Del Giudice, New Hampshire, B.S., Economics, (Models and Data)
Emma Demar, New Jersey, B.A., English
Jeffrey S. Devereux, Massachusetts, B.S., Psychology
Courtney Frances DeVinney, Pennsylvania, B.S., Psychology
Tanya Dhamija, Singapore, B.S., Economics, Mathematics
Cory James DiBenedetto, Massachusetts, B.A., Economics
Javonie S. Dickenson, New York, B.S., Engineering
Dominique DiDia, California, B.A., Psychology
Molly Logue Barton Dill, Massachusetts, B.A., Art History
Michael Paul DiPietro, Connecticut, B.A., History
* Ezekiel Moffie Donnelly, Connecticut, B.A., Jewish Studies
Edward Joseph Donovan, Massachusetts, B.S., Engineering, Physics
Erin Yvonne Dorsey, Minnesota, B.A., History, (Models and Data)

Morgan Dorsey, Ohio, B.A., Political Science
 Kristen Marie Droesch, New York, B.A., English
 Jasmine Amadi Duckworth, California, B.A., Public Policy and Law
 Danielle Margaux Dueño, Georgia, B.A., Political Science, (Human Rights)
 Courtney Rose Duffy, Massachusetts, B.A., Political Science, (English)
 Amy Marie Duggan, Connecticut, B.S., Environmental Science, Biology, (Marine Studies, Studio Arts)
 Perrin Fairbanks Duke, Massachusetts, B.A., Economics, Public Policy and Law
 Constance Elizabeth Dundon, Massachusetts, B.A., Political Science
 Rebecca Lillian Earle, Massachusetts, B.S., Biology
 Andrea Cristina Echeverría Hidalgo, El Salvador, B.A., Psychology
 Alexandre William Edgar, France, B.A., Economics, Political Science
 Bradford Fitch Egan, Pennsylvania, B.A., Philosophy
 James Oliver Einstein, Connecticut, B.A., History
 Isabella Aidee Elizalde, California, B.A., Studio Arts, Political Science
 Sheena Elveus, Pennsylvania, B.A., Computer Science, (Architectural Studies)
 Katherine Brewster Ely, California, B.S., Psychology
 Margaret Martin Epstein, Missouri, B.A., Language and Culture Studies: French and Italian, International Studies:
 Global Studies
 Adam V. Eramo, Massachusetts, B.A., Economics, (English)
 Priscilla Espinal, New York, B.A., English
 Allen McMahan Even, Connecticut, B.A., Political Science, (Legal Studies)
 John Augustine Fahey, Massachusetts, B.A., American Studies
 Walter Fallas J.R., Massachusetts, B.A., Economics
 Victor Carlton Farr, District of Columbia, B.A., Economics, (Legal Studies)
 Elliot Daniel Faust, Pennsylvania, B.A., Music, Economics
 Thomas John Finnucan, Connecticut, B.A., Political Science
 James Norman Fisher, New Jersey, B.S., Biology
 Stephanie Rae Fisher, Maine, B.S., Neuroscience, Biology
 Henry Richard Fitts, New York, B.A., Sociology, Interdisciplinary: Urban Studies
 Robert Patrick Fitzgerald, III, Connecticut, B.A., Economics
 Theresa Brenda Flanagan, Wisconsin, B.S., Neuroscience, (Chinese Language)
 Alexandra Hannigan Fox, Connecticut, B.A., Political Science, Economics
 Justin Frawley, New York, B.A., History
 Allison Friedlander, New Jersey, B.S., Economics, (Models and Data)
 Kyle Friedman, New York, B.A., Studio Arts, (Architectural Studies, Models and Data)
 Noelle Dugas Fura, Massachusetts, B.S., Biology
 Louis Ripley Furniss, Connecticut, B.A., Economics
 Michael Robert Galluzzo, Connecticut, B.A., Political Science
 Breanna Mae Garcia-Ladiana, New York, B.A., Economics, (Hispanic Studies)
 Ryan Garvin, Connecticut, B.A., Political Science
 John G. Gavin III, New York, B.S., Engineering
 Tashi G. Genden, Nepal, B.S., Engineering, (Environmental Science)
 Lindsay Elizabeth Gibbons, New Jersey, B.S., Biology, (Writing, Rhetoric, and Media Arts)
 Jessica Alexandra Girvan, New York, B.A., Public Policy and Law, (Writing, Rhetoric, and Media Arts)
 Joshua Oscar Golden, Massachusetts, B.A., Economics
 Molly Rose Goodman, Colorado, B.A., Political Science
 William Bennett Goodman, New Jersey, B.A., Public Policy and Law
 Anna Ruth Gordon, Connecticut, B.A., Interdisciplinary: Human Rights Studies, (Chinese Language)
 Alexander Dunnegan Haller Gottsch, Maryland, B.S., Environmental Science
 Samuel Harrison Grossman, Massachusetts, B.A., Interdisciplinary: Writing, Film Production, and Media Arts
 Emily K. Guthorn, California, B.S., Computer Science, (Cognitive Science)
 Helen Guzmán, New York, B.A., Women, Gender, and Sexuality, (Hispanic Studies)
 George V. Hairston, Jr., New York, B.A., Interdisciplinary: Popular Music and Cinema
 Jonathan James Hammond, New York, B.A., Political Science
 Eamon Michael Hanifin, Virginia, B.A., American Studies

Gerald J. Hansen, IV, Pennsylvania, B.S., Psychology
Madeleine Hardy, Massachusetts, B.S., Biochemistry, (French Language)
Justin Michael Harnett, New Hampshire, B.A., Economics
Michael Hartnett, Massachusetts, B.A., Economics
Gabriel Matthew Hayek, Rhode Island, B.S., Chemistry
Madison Xavier Helies, Rhode Island, B.A., Economics, (Legal Studies)
* Geoffrey S. Heppenheimer, New York, B.S., Environmental Science
Robert Landis Hershey, IV, New York, B.A., History
Jehanne Hill, Massachusetts, B.S., Economics, (Latin)
Huan The Hoang, Vietnam, B.A., Interdisciplinary: Urban Development and Economics, (Architectural Studies, Hispanic Studies)
Conor John Holland, Connecticut, B.A., Economics
Otis James Holloway, Georgia, B.A., Political Science, (African American Studies)
Alexandra Elise Hom, New York, B.A., English, (Legal Studies)
Ryan Lee Hom, New York, B.A., Public Policy and Law, (Medieval and Renaissance Studies)
Honey Rizza A. Imbo, Guam, B.A., Psychology, (Studio Arts)
Katherine Louise Ingraham, New York, B.A. Music
Caitlin Reilly Irvine, Massachusetts, B.A., American Studies
Anne Roberts Isaacs, Massachusetts, B.A., History
Tariq Islam, Connecticut, B.A., Public Policy and Law
Adil Ismail, Georgia, B.S., Economics
Morris A. Jalloh, New Jersey, B.S., Engineering
Benjamin J. Jardim, Jamaica, B.A., Economics
Paul M. Jaskot, Massachusetts, B.A., Political Science
Chance N. Jennings, Connecticut, B.A., History, (Asian Studies)
Jennifer G. Jimenez, New York, B.A., Anthropology
Peter Byrne Johnson, Connecticut, B.A., Economics
* George D. Jones, IV, Massachusetts, B.A., Philosophy
Michael L. Jordan, Massachusetts, B.A., Economics, (Formal Organizations)
Adrián Jul García, Spain, B.A., Political Science
Abigail Meredith Kane, California, B.A., Political Science, (Philosophy)
William Tyler Kaufman, Colorado, B.A., Economics, (Urban Studies)
Kelsey Claire Keating, Massachusetts, B.A., Sociology, English
Matthew T. Kehoe, Connecticut, B.A., American Studies
Amy Kristine Kivela, Connecticut, B.S., Biology, Environmental Science
Chloe Angelica Koines, Massachusetts, B.A., Public Policy and Law
Kathryn Eliza Korengold, Maryland, B.A., Political Science, (Legal Studies, Writing, Rhetoric, and Media Arts)
Andrew Joseph Koris, Massachusetts, B.A., Economics
Jay Andrew Kramer, Florida, B.A., Economics, (Chinese Language)
Alexander N. Kupferberg, New York, B.A., Political Science, (Classical Antiquity)
Ana Lilia Landa, California, B.A., Anthropology
Jaime Beth Lane, Connecticut, B.A., Psychology
Joseph Anthony LaSala, III, Massachusetts, B.S., Economics, (Chinese Language)
Denise Lee, Massachusetts, B.S., Biology
Jonathan Chi-Ho Lee, Massachusetts, B.S., English, Biology
Gregory Thomas Leitao, Connecticut, B.A., English, (Writing, Rhetoric, and Media Arts)
Elizabeth Ann Levine, Florida, B.S., Neuroscience, Biology, (Community Action)
Michael Philip Levy, Connecticut, B.A., International Studies: Middle Eastern Studies
Jennifer Rose Lewis, Connecticut, B.A., Public Policy and Law, (Studio Arts)
Alexander John LiDonni, Massachusetts, B.A., American Studies, (Legal Studies)
Saya Ashley Lindsay, California, B.A., International Studies: Global Studies, (Legal Studies)
Margaret Lipton, New York, B.A., Theater and Dance
Christopher Breckenridge Littauer, New Jersey, B.A., History, (Classical Tradition)
Darleny Yosmil Lizardo, New York, B.S., Chemistry
Adrian Lo, Hong Kong, B.A., International Studies: Asian Studies

Jennifer Eryn Low, California, B.A., Economics, Art History
 Emma M. Lynch, District of Columbia, B.S., Psychology
 Augusta Eleanor MacLaughlin, Maryland, B.A., Political Science, (Classical Antiquity)
 Preston Maddock, California, B.A., Political Science
 Chikeluba Madu, Connecticut, B.A., Political Science, (Human Rights)
 Gregory Shant Magarian, Ohio, B.A., German Studies, (French Language)
 Abdul-Nuri A. Mahmoud, Rhode Island, B.A., Economics, Sociology
 Elizabeth Camilla Makris, California, B.A., Art History, (German Studies, Architectural Studies)
 Alyssa Marie Marchassalla, New York, B.A., Political Science
 Emily Anne Margolis, Massachusetts, B.A., Political Science, (Classical Antiquity)
 Matthew L. Markot, Connecticut, B.A., Political Science
 Trevor Michael Marsden, Massachusetts, B.A., Political Science, (Legal Studies)
 Irene Loretta Marsh-Elmer, California, B.A., Studio Arts
 Michael Martignetti, Massachusetts, B.A., Art History
 Olivia George Martin, Maryland, B.A., International Studies: Global Studies, (French Language)
 William Martin-Black, Hawaii, B.S., Environmental Science, (Music)
 Faylis Theryma Matos, Massachusetts, B.A., International Studies: Asian Studies, (Japanese Language)
 Daniel Robert Mayernick, Pennsylvania, B.A., Economics, Political Science
 Holly Allison Maykow, New Jersey, B.A., International Studies: Global Studies, (French Language)
 Charles Eric Neilson McConnell, New York, B.A., Political Science
 James Joseph Matthew McCullough, Connecticut, B.S., Economics, (Writing, Rhetoric, and Media Arts)
 Tamar McFarlane, Georgia, B.A., Interdisciplinary: Population Health & Society
 Wilson McGrail, Massachusetts, B.A., Economics
 Andrew McIntosh, Maryland, B.A., Public Policy and Law
 Vincent A. McLaughlin, Jr., New Jersey, B.A., Art History, (Architectural Studies)
 Michael Mejia, New York, B.A., Hispanic Studies
 Harry Melendez, III, Massachusetts, B.A., Educational Studies
 Chelsea Alexandra Mello, New Jersey, B.A., Psychology, (Cognitive Science)
 Julia Seiler Melnick, Massachusetts, B.A., Anthropology, (English)
 David Emmanuel Menard, Connecticut, B.S., Biology
 Raquel Mendoza, Illinois, B.A., Theater and Dance, English
 Rafaela Laurence Minkowsky, California, B.S., Environmental Science
 Carlos Miranda, Connecticut, B.S., Economics, (Models and Data)
 Lindsay Frisch Monaghan, Massachusetts, B.A., Political Science, (Hispanic Studies)
 John Harvey Montalvo, California, B.S., Engineering
 Ashley Monter, New York, B.A., Psychology, French
 Kelsey Fox Moody, New Jersey, B.A., History, (Italian Studies, Classical Tradition)
 Samantha Ann Moore, Connecticut, B.A., Political Science, Economics
 Gustavo Adolfo Morales Martinez, California, B.A., Sociology
 William Robert Moreton, Massachusetts, B.A., Public Policy and Law
 Kevin Christopher Mortimer, Massachusetts, B.A., Economics
 Dylan Mosenthal, Vermont, B.A., English, (Film Studies)
 Garet Holt Moses, Connecticut, B.A., Political Science
 Bryan Mucke, Connecticut, B.A., Hispanic Studies, International Studies: Latin American and Caribbean Studies
 Thomas Turner Multari, California, B.A., Political Science
 Douglas John Murphy, Massachusetts, B.A., Political Science
 Timothy J. Murphy, Connecticut, B.A., English
 Renée Ann Murray, Nevada, B.S., Environmental Science, (Legal Studies)
 * Robert J. Nazzaro, Massachusetts, B.A., Economics
 James C. Nelson, IV, Pennsylvania, B.S., Economics
 Matthew James Nestor, Connecticut, B.S., Economics
 Ylan Marie Nguyen, New Hampshire, B.A., Political Science, (Writing, Rhetoric, and Media Arts, Hispanic Studies)
 Christopher D. Nobile, Connecticut, B.S., Mathematics, Computer Science
 Michelle Leah Okun, Massachusetts, B.A., Jewish Studies, Psychology
 Eric James Olshaw, Massachusetts, B.S., Economics, Political Science, (Classical Tradition)

Christine Marie O'Mealia, New Jersey, B.S., Psychology
Kasey Michelle Ordning, Ohio, B.S., Economics
Alan Christopher Orellana, Massachusetts, B.A., History, Economics
Alicia Yvette Ortiz, Massachusetts, B.S., Biochemistry
Jasmine Owarish-Gross, New Jersey, B.S., Psychology
Chioma Viola Ozuzu, New Jersey, B.A., International Studies: Global Studies, (Film Studies)
Samuel B. Pach, Connecticut, B.A., Anthropology
Lira B. Park, Connecticut, B.S., Psychology
Alexa Whitney Parsons, Connecticut, B.A., Economics, (Legal Studies)
Matthew Lewis Paskalides, New York, B.A., Economics
Alexander Ellis Paul, New York, B.A., Economics
Daniel Louis Pelo, New York, B.A., Anthropology
James Jackson Perkins, Connecticut, B.A., Psychology, Economics
Chau Bao Pham, Connecticut, B.A., Studio Arts, Art History
Eric Phillips, Connecticut, B.A., Economics
Michael Vincent Phillips, Massachusetts, B.S., Psychology
Gianna Alessandra Pica, New York, B.A., Art History, (Italian Studies)
Allison Deirdre Pickens, Massachusetts, B.A., English, (Writing, Rhetoric, and Media Arts)
Panida Anna Pollawit, New York, B.S., Biochemistry, (Japanese Language, Legal Studies)
Dana MacKenzie Pollock, New York, B.S., Economics, Political Science
Amy Wing-Yee Poon, New Jersey, B.S., Psychology, (Cognitive Science)
Katherine Alexandria Poulos, Connecticut, B.A., Political Science, Hispanic Studies
Gabrielle Prescod, New York, B.A., English
Amrou Pr sum , Massachusetts, B.S., Neuroscience, Psychology, (Cognitive Science)
Derek Waldron Proctor, Connecticut, B.S., Economics
Julia Mary Quattro, Delaware, B.S., Psychology, (Women, Gender, and Sexuality)
Gulam Zakaria Raju, New York, B.A., Political Science, International Studies: Middle Eastern Studies, (Arabic Language)
James Richard Ramsey, Massachusetts, B.A., American Studies
Khurty K. Ramudu, Mauritius, B.A., Economics, (French Language)
Carly Elizabeth Rando, Connecticut, B.S., Neuroscience, (Cognitive Science)
Anne Katherine Reeder, Pennsylvania, B.A., English
Daniel Benjamin Regis, Massachusetts, B.A., English
Connor Holub Reilly, Connecticut, B.A., Political Science
Sarah Hanna Reingold, New York, B.A., Political Science, (Philosophy, Studio Arts)
Bartosz Reszka, Poland, B.A., Economics
Rachel Sarah Rios, Massachusetts, B.A., Public Policy and Law
Jared Rodriguez, New Jersey, B.A., Religion, (Music)
Elaine Marie Rojas-Castillo, Illinois, B.A., Political Science
Alberto Mateo Rold n, New York, B.A., Public Policy and Law
Alison Rose Romano, Connecticut, B.A., Political Science
Michelle Ann Royals, Connecticut, B.S., Neuroscience
Lee Mixashawn Rozie, Connecticut, B.A., History, (Music)
William Kelly Beard Ruppe, Virginia, B.A., Economics
Mark Edward Salvesen, Connecticut, B.A., English
William Mark White Sammons, Massachusetts, B.A., International Studies: Asian Studies, Economics, (Chinese Language)
Kevin Santacruz, Connecticut, B.A., International Studies: Asian Studies, (Japanese Language)
Scott Saveriano, Massachusetts, B.A., Economics, English
Natasha Latoya Scantlebury, New York, B.A., American Studies
Grant Willem Schonberg, New Jersey, B.A., Economics
Ariel Laperri re Schuster, Massachusetts, B.A., Anthropology
Samuel Lawrence Scinto, Connecticut, B.S., Chemistry
Daniel F. Scully, Connecticut, B.S., Economics, (Legal Studies)

* Justina Severni, Connecticut, B.A., English
 Amir Sharif-Emami, New York, B.S., Economics, (Formal Organizations)
 Katherine Tara Shaughnessy, Ohio, B.S., Economics, (Hispanic Studies)
 Nay Oo Shein, Myanmar, B.S., Engineering
 Amanda Rachel Shifreen, Connecticut, B.A., Educational Studies, Psychology
 Jonida Shtembari, Connecticut, B.A., Political Science
 * Rishesh C. Singh, Connecticut, B.A., Philosophy, (Classical Antiquity)
 Graham McCloud Skinner, Rhode Island, B.A., Political Science
 Kathryn Vinsant Smith, Louisiana, B.A., Art History, (Medieval and Renaissance Studies, Italian Studies)
 Caroline Campbell Snite, Pennsylvania, B.A., Economics, (Architectural Studies)
 Mark Anthony Snyder, New Jersey, B.A., Political Science
 Naomi Claire Sobelson, New Hampshire, B.A., Public Policy and Law
 Cathya Solano, New York, B.A., Anthropology
 Camila Maria Soriano, New York, B.A., Political Science, (Hispanic Studies)
 Robert Evan Stanton Reeves, New York, B.A., English, Economics
 Francis Penn Steel, III, Pennsylvania, B.A., Economics, (Architectural Studies)
 Tamar Deborah Stevens, California, B.A., Interdisciplinary: Film and Media Arts
 Jeffrey Thomas Stuart, New Jersey, B.A., Public Policy and Law
 Samuel Cary Sullivan, Connecticut, B.A., History
 Richard Sung, New York, B.S., Computer Science, (Japanese Language)
 William Suttell, Rhode Island, B.A., Anthropology
 Elizabeth Payson Sword, New Jersey, B.A., American Studies
 Brian Szeto, Massachusetts, B.A., International Studies: Asian Studies, (Studio Arts)
 Brandon M. Taaffe, Florida, B.A., Political Science, History
 Erica Fay Taylor, New York, B.A., Political Science
 John Dillard Taylor, Minnesota, B.A., English
 Anique Nathalia Thompson, Connecticut, B.A., Educational Studies, (Community Action)
 Gordon W. Thorpe, Massachusetts, B.A., Economics, (Film Studies)
 Joseph Anthony Tierney, Massachusetts, B.S., Economics
 Sean Martin Tierney, Massachusetts, B.S., Economics
 Quyen Tran, Connecticut, B.A., English, (Studio Arts)
 Sushil Trivedi, Massachusetts, B.S., Economics
 Kathryn Taylor Van Sickle, New Jersey, B.A., Religion, American Studies
 Jesse Vazquez, New York, B.A., Psychology
 Meredith Leigh Veach, New York, B.A., Studio Arts, Interdisciplinary: Film Studies
 * Ian Virga, New York, B.A., Economics
 * Triêm Trong Vu, Connecticut, B.A., Religion, (Studio Arts)
 Jessica Wachtel, Connecticut, B.A., History
 Wai Yin Fei, Rosa, Connecticut, B.A., Psychology
 Amanda Moro Ward, Connecticut, B.A., Theater and Dance
 Harrison William Charles Waterstreet, New York, B.A., Political Science
 Darrien Charlton Watson, New York, B.A., Political Science
 Victoria Maria Webb, District of Columbia, B.A., Art History
 Amelia Emma Wei, New York, B.A., Political Science
 Brooke Marie Weicker, Connecticut, B.A., Educational Studies
 Lindsey Brooks Weiner, Massachusetts, B.S., Psychology
 Rebecca Steiner Weintraub, New York, B.A., Political Science, History
 Sarah Rachel Weitzman, Pennsylvania, B.A., English, (Jewish Studies, Legal Studies)
 Alison Kate Wettstein, Vermont, B.A., Political Science
 Abigail White, Minnesota, B.S., Neuroscience, (Philosophy, Writing, Rhetoric, and Media Arts)
 Nigel White, Texas, B.S., Psychology
 Elizabeth Mary Whitman, New York, B.A., Political Science
 Gary Thomas Williams, Jr., Pennsylvania, B.S., Engineering
 Taylor Gordon Williams, Massachusetts, B.S., Economics, (Chinese Language)
 Tammás Peter Raymond Wilner, Vermont, B.A., English, Interdisciplinary: Film Studies

John Macgregor Wilsterman, New Jersey, B.S., Economics, Psychology

Gary Nassif Wong, Massachusetts, B.A., Anthropology

Mary Kathryn Wymard, Pennsylvania, B.A., Studio Arts

William Albert Yale, California, B.A., Public Policy and Law

Theresa W. Yeung, New Jersey, B.A., Public Policy and Law, Economics, (Chinese Language)

Alexander Hovsep Yoel, Pennsylvania, B.A., Economics

Kristina Wai-Lan Yu, Massachusetts, B.S., Psychology, Educational Studies

* in absentia

Codes for Faculty Leaves

- Fall term

- Spring term

- † Academic year

Index

- 2012, [1](#)
2013, [2](#)
- Academic advising for education at Trinity, [25](#)
Academic leave of absence, [16](#)
Academic opportunities in Hartford, [13](#)
Academic standing, [23](#)
Accelerated study, [19](#)
Actuarial science, [18](#)
Administration, [549](#)
Administrative offices, [555](#)
Administrative staff, [549](#)
Admission to the College, [37](#)
Advanced placement for first-year students, [39](#)
Advising, [25](#)
Advising for career success, [26](#)
Advising for graduate study, [25](#)
Advising for professional study, [25](#)
African American Studies, [55](#)
African Studies, [54](#), [103](#), [325](#)
Air Force ROTC, [17](#)
American Studies, [104](#)
Anthropology, [123](#)
Arabic, [344](#), [345](#)
Architectural Studies, [56](#)
Art History, [248](#)
Asian Studies, [57](#), [130](#), [326](#)
Astronomy, [417](#)
Attendance, withdrawals, and refunds, [23](#)
Auditing courses, [19](#)
Auditors, [24](#)
- BEACON—The Biomedical Engineering Alliance and Consortium, [17](#)
Biochemistry, [131](#)
Biology, [132](#)
- Campus visits, [38](#)
Caribbean and Latin American Studies, [145](#), [328](#)
Chemistry, [146](#)
Chinese, [346](#), [347](#)
Classes in Barcelona, [259](#)
Classical Antiquity, [58](#)
Classical Civilization, [155](#)
Classics, [151](#), [152](#)
Codes for Faculty Leaves, [578](#)
Cognitive Science, [60](#)
College Calendar, [1](#)
College Courses, [158](#)
College courses, [18](#)
College Expenses, [43](#)
Community Action, [61](#)
Community learning at Trinity College, [14](#)
Community Learning Initiative, [162](#)
Comparative Development Studies, [164](#)
Composition and Rhetoric Courses, [210](#), [222](#)
Computer Science, [165](#)
Corporation, [526](#)
Course Core to WMGS Major, [483](#), [485](#)
Courses offered by the Aetna Quantitative Center, [379](#), [382](#)
Courses offered through the Mathematics Department, [379](#), [382](#)
Creative Writing Courses, [210](#), [223](#)
- Degrees Conferred in 2012, [565](#)
Distribution Requirements, [52](#)
- Early decision, [38](#)
Economics, [174](#)
Educational Studies Program, [190](#)
Endowed Lectures, [525](#)
Engineering, [198](#)
English, [207](#)
Environmental Science, [237](#)
- Faculty, [531](#)
Fellowships, [490](#)
Film Studies, [62](#), [245](#)
Financial Aid, [47](#)
Fine Arts, [248](#), [264](#)
Fine arts, [272](#)
First Year Guided Studies Courses, [278](#), [279](#)
First-Year Seminars, [94](#)
Formal Organizations, [65](#)
French, [348](#), [349](#)
French language, [263](#)
French Studies, [66](#)
- General admission policy, [37](#)
General education requirements, [28](#)
Genomics Research Program, [11](#)
Genomics Research Program , [280](#)
Geography, [272](#)

- German, 355
 German Studies, 68, 353
 Global Programs (Study Away), 258
 Global Studies, 330
 Grades and credits, 23
 Graduate courses, 20
 Graduate Scholars Program, 24
 Graduate Studies, 22
 Greek, 153
 Group information sessions, 38
 Guided Studies Program: European Cultures, 11, 278

 Hartford Consortium for Higher Education, 24
 Health Fellows Program, 13
 Hebrew, 358
 Hispanic Studies, 359, 361
 History, 272, 282
 History of the College, 4
 Honors in Graduate Scholarship, 23
 Human Rights, 301
 Human Rights Studies, 70
 Humanities, 266

 Independent study, 15
 Intensive study programs, 14
 Inter-institutional programs, 16
 InterArts Program, 12, 304
 Interdisciplinary Computing, 306
 Interdisciplinary courses and seminars, 273
 Interdisciplinary Minors, 53
 Interdisciplinary Science Program, 12, 309
 International Relations, 310
 International students, 41
 International Studies Program, 312
 Internship Program, 267
 Internships, 13
 Interviews, 38
 Introductory Literature Courses, 211, 224
 Italian, 265
 Italian Studies, 71, 367, 368

 Japanese, 370, 371
 Jewish Studies, 73
 Jewish Studies Program, 336

 Key to Course Numbers and Credits, 50

 Language, 271
 Language Across the Curriculum, 18
 Language and Culture Studies, 339, 340
 Latin, 154
 Latin and Greek, 267
 Legal Studies, 75
 Legislative Internship Program, 14
 Lesbian and Gay Studies, 377
 Linguistics, 372
 Literature and film, 272
 Literature and Psychology, 76
 Literature Courses, 213, 226

 Marine Studies, 77
 Master's degree requirements, 22
 Mathematics, 378
 Medieval and Renaissance Studies, 79
 Middle East Studies, 81
 Middle Eastern Studies, 332, 386
 Minors, 18
 Models and Data, 82
 Music, 387
 Mythology, 83

 Neuroscience, 394

 Office of International Programs, 13
 Open Semester Program, 15
 Other WMGS Courses, 483, 485

 Personal qualities and character, 37
 Philosophy, 273, 402
 Physical Education, 411
 Physical Sciences, 415
 Physics, 416, 417
 Political Science, 421
 Practica , 264
 Preparation for graduate business school, 26
 Preparation for graduate study in architecture and related design areas, 26
 Preparation for health careers, 25
 Preparation for law school, 26
 PRESHCO prerequisites, 271
 Presidents of the College, 530
 Prizes, 508
 Department/program, 508
 General prizes, 517
 Program core course, 268
 Programa de Estudios Hispánicos en Córdoba (PRESCHO), 376
 Psychology, 436
 Public Policy and Law Program, 448

 Recommended class prior to study in Barcelona, 259
 Religion, 459
 Requirements for the Bachelor's Degree, 27
 Research Courses Related to the Social Sciences, 466
 Russian, 373
 Russian and Eurasian Studies, 334, 467
 Russian Studies, 85

 Scholarships, 491
 Second Year Guided Studies Courses, 278
 Secondary school requirements, 37
 Senior administrators, 549
 Social Sciences, 266
 Sociology, 468

- Spanish, [376](#)
Special Curricular Opportunities, [11](#)
Special policies and programs, [18](#)
Standardized testing requirements, [38](#)
Student-designed majors, [16](#)
Student-designed study, [15](#)
Student-taught courses , [16](#)
Studies in Progressive American Social Movements, [86](#)
Studio Arts, [254](#), [255](#)
- Teaching assistants in the first-year seminar and other courses, [15](#)
The American School of Classical Studies in Athens, [17](#)
The Center for Urban and Global Studies, [18](#)
The Cities Program, [12](#), [172](#)
The Classical Tradition, [59](#)
The Curriculum, [9](#)
The First-Year Program, [10](#)
The Hartford Consortium for Higher Education, [17](#)
The Hartford Studies Project, [19](#)
The Individualized Degree Program, [21](#)
The Mission of Trinity College, [8](#)
Theater and Dance, [473](#)
Tours, [38](#)
Transfer admission, [41](#)
Transfer credit, [19](#)
Trinity College Elective Courses, [262](#)
Trinity Days, [16](#)
Trinity-in-Barcelona core course, [259](#)
Trinity-in-Barcelona prerequisites, [259](#)
Trinity-in-Buenos Aires core course, [260](#)
Trinity-in-Buenos Aires prerequisites, [260](#)
Trinity-in-Cape Town core course, [261](#)
Trinity-in-Cape Town prerequisites, [261](#)
Trinity-in-Paris direct enrollment options , [262](#)
Trinity-in-Shanghai prerequisites, [268](#)
Trinity-in-Trinidad core courses, [269](#)
Trinity-in-Trinidad prerequisites, [269](#)
Trinity-in-Vienna core courses, [270](#)
Trinity-in-Vienna language courses, [270](#)
Trinity-St. Joseph College Program in Elementary and Secondary Education, [17](#)
Trinity/La MaMa Urban Arts Semester, [19](#)
Tuition and fees, [24](#)
- Undergraduate enrollment in graduate classes, [24](#)
University of Vienna courses, [270](#)
Urban Studies, [87](#)
- Wesleyan University and Connecticut College, [17](#)
Women, Gender, and Sexuality, [90](#)
Women, Gender, and Sexuality Program, [482](#)
Writing and Rhetoric Program, [488](#)
Writing, Rhetoric, and Media Arts, [92](#)