

Trinity College Bulletin

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College Calendar

2014

August 15	All bills for fall 2014 term must be paid in full.
August 28	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.
August 30	Class of 2015, 2016, 2017 students arrive. Residences open to returning students after 12:00 p.m. Meal plan (seven-day) for these students begins with evening meal.
September 1	Labor Day. College offices are closed.
September 2	Undergraduate and graduate classes begin. Fall term library hours begin.
September 4	Fall term internship contracts due to Career Development.
September 5	Last day to check in online (and avoid incurring \$50 penalty fee).
September 9	Add/drop period ends for full term and first quarter classes. Last day to declare a class pass/low pass/fail.
September 26	Final day to withdraw from fall term courses.
October 9	Deadline to withdraw from Study Away in spring 2015 without incurring \$500 fee/500 point lottery penalty.
October 13-14	Trinity Days. The College is in session, but regular classes are not held.
October 20	Midterm.
October 21	First day of second quarter classes.
October 24	Second quarter add/drop period ends.
October 24-25	Family Weekend.
October 31	Open enrollment for automatic monthly payment plan on TrinBillPay for spring 2015.
Oct. 31-Nov. 1	Homecoming Weekend.
November 3-7	Advising Week.
November 7	Deadline for seniors and master's degree candidates to submit degree applications to the Registrar's Office for May 2015 graduation.
November 10-17	Advance registration for spring 2015 term.
November 14	Student Accounts Office posts spring 2015 term bills (e-billing). Paper bills will not be mailed home.
November 17	Last day to withdraw from second quarter classes.
November 24	Add/drop for spring 2015 term begins.
November 25	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 26-30	College offices closed. Meal plan resumes with evening meal on November 30.
December 1	Classes resume for undergraduate and graduate students.

December 8	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 6, 7, 9, 10	Review period.
December 11-17	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 17 is last meal on meal plan.
December 17	Deadline to submit a request to study away in fall 2015 or full year 2015-2016.
December 18	Residences close at 12:00 noon for the vacation period. Fall term library hours end.
December 18-Jan. 19	Winter break library hours in effect—see library Web site for details.
December 23	Last day to enroll in automatic monthly payment plan for spring 2015 through Trin-BillPay system.
December 26	All bills for spring 2015 term must be paid in full.
December 24, 25, 31	College offices and library are closed.

2015

January 1	College offices and library are closed.
January 5-16	J-Term classes in session.
January 17	Residences open after 12:00 noon. Meal plan resumes with evening meal on Sunday, January 18.
January 19	Martin Luther King Day. College offices and library are closed.
January 20	Undergraduate and graduate classes begin. Spring term library hours begin.
January 22	Spring term internship contracts due in Career Development.
January 23	Last day to check in online (and avoid incurring \$50 penalty fee).
January 27	Add/drop period ends for full-term and third quarter classes. Last day to declare a class pass/low pass/fail.
February 13	Final day to withdraw from spring term courses.
February 26-27	Trinity Days. The College is in session, but regular classes are not held.
March 9	Midterm.
March 10	First day of fourth quarter classes.
March 13	Spring vacation begins after last class; evening meal is last meal on meal plan. No graduate classes during vacation. Spring vacation library hours in effect.
March 22	Meal plan resumes with evening meal. Spring term library hours resume when library opens.
March 23	Classes resume. Fourth quarter add/drop period ends.
March 27	Deadline for members of Class of 2017 to submit major declaration forms to Registrar's Office.
April 1	Deadline to submit a request to study away in spring 2016 or summer 2015
April 1	Deadline to withdraw from study away fall 2015 or full year 2015-2016 without incurring \$500 fee/500 point housing lottery penalty.
April 6-10	Advising week.
April 10	Last day to withdraw from fourth quarter classes.
April 13-20	Advance registration for fall 2015 term.
April 15	Deadline to apply for financial aid for 2015-2016.
April 23	Add/drop period for fall 2015 term begins.

April 29	Last day of undergraduate and graduate classes; last two days of classes act as Thursday and Friday. Final day to elect to change a pass/low pass/fail grade to a letter grade (change made in writing in Registrar's Office, NOT online).
April 30-May 3	Review Period.
April 30-May 1	General examinations for seniors in certain majors (general examinations end by the afternoon of May 2).
April 30-May 1	Spring housing lottery.
May 1	Open enrollment for automatic monthly payment plan for fall 2015.
May 1	Deadline to withdraw from on-campus housing without incurring financial penalty.
May 1	Honors Day ceremony in the Chapel.
May 4-8	Final examinations for all undergraduate and graduate students. All grades (graduating seniors, consortium students, and master's degree candidates omitted) are due from faculty within five days of the scheduled final exam of each course. Evening meal on May 8 is last meal on meal plan.
May 8	Spring term library hours end.
May 9	Graduating senior, master's degree candidate, and consortium student grades due. Residences close at 12:00 noon for all students except those participating in Commencement.
May 17	189th Commencement Ceremony.
May 18	Residences close at 9:00 a.m. for all students.
May 25	Memorial Day. College offices and library are closed.
May 27	Session I of summer term begins (for Monday/Wednesday classes). Tuesday/Thursday classes begin May 28. Summer term library hours begin.
June 1	Final day for submission of summer internship forms to Career Development.
June 1, 2	Last day of add/drop for summer session I courses (June 1 for Mon/Wed classes, June 2 for Tue/Thurs classes).
June 3	Automatic monthly payment plan payment #1 is due.
June 5-7	Reunion Weekend.
June 10, 11	Withdrawal deadline for summer session I courses (June 10 for Mon/Wed classes, June 11 for Tues/Thurs classes).
July 2	Student Accounts Office issues fall 2015 e-bill on TrinBillPay system.
July 3	Independence Day observed. College offices and library closed.
July 9	Summer term I ends.
July 13	Summer term II begins. (Summer term II ends on August 20.)
July 15, 16	Last day of add/drop for summer session II courses (July 15 for Mon/Wed classes, July 16 for Tue/Thurs classes).
July 23	Last day to enroll in automatic monthly payment plan for fall 2015 through TrinBillPay.
July 27, 28	Withdrawal deadline for summer session II courses (July 27 for Mon/Wed classes, July 28 for Tue/Thurs classes).

History of the College

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

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

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

Amid continuing change, our commitment to liberal arts education remains steadfast. By maintaining a rigorous curriculum grounded in the liberal arts and sciences, the College can most effectively help its students discover their strengths, develop their individual potential, and prepare themselves for lives that are both personally satisfying and valuable to others. With this mission clearly in view, Trinity moves confidently into the future as one of the nation's leading independent liberal arts colleges.

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

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

General Education

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

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

Majors and Minors

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

Co-Curricular Enrichments

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

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

Special Curricular Opportunities

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

Gateway and Related Programs

The Cities Program

The Cities Program is a non-major, interdisciplinary curricular offering for exceptionally well-qualified entering students. It examines cities, past and present, in the United States and elsewhere, from a wide variety of humanities and social science perspectives and helps students understand contemporary urban issues in all their complexity. Participating students take two courses in their first semester, one of which has been expressly created for the program and is not open to other students. In the second semester, students take another specific course for the Cities Program and also choose another elective from a growing number of urban-related classes at Trinity, approved by the student's adviser and the director of the program. (For details, see the Cities Program on p. 163.)

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

Approximately 15-20 talented and strongly motivated students are admitted to the Cities Program in each entering class. Applicants for admission to Trinity who wish to learn more about the program should request a copy of the Cities Program prospectus from the Admissions Office or contact the program's director, Dean Xiangming Chen. In March of each year, those applicants to the College judged to be best qualified for the program are invited to become candidates for enrollment in it.

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 SEA-PHAGES 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 nonpathogenic 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 its research campus in Virginia. The program is a unique opportunity to participate directly in the exciting area of genomics and to experience biological discovery firsthand.

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 Professor Chloe Wheatley. In March of each year, those applicants to the College judged to be best qualified for the program are invited to become candidates for enrollment in it.

InterArts Program

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

Interdisciplinary Science Program

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

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

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

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

Co-Curricular Options in Hartford

Internships

Internships are a form of independent study combining supervised fieldwork activity with 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 bears one-half course credit, carries the INTR prefix, and is graded on a pass/fail basis. Up to four exploratory internships, for a total of two course credits, may be applied as elective credits toward graduation. Some departments and programs offer options for academic internships, which bear one course credit and earn letter grades. Academic internships are treated as independent studies or special courses within academic departments or programs and carry the appropriate departmental prefix. Both exploratory and academic internships must be approved by a faculty member and the Career Development Center through a completed internship contract.

Students in the Class of 2015 who previously completed Integrated Internships (i.e., one-credit internships carrying an INTR prefix) may count those credits 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 companies or organizations that are not already listed. Students may take internships in or out of Hartford with private companies; government agencies; cultural, educational, and health institutions; and nonprofit or community organizations. The Career Development Center 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 toward a major, but this is decided by the individual major departments. Students will also take at least one other course at Trinity.

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

As part of the site-based experience, students will be required to keep a weekly journal of experiences at the hospital and to present a clinical case, written in the format of grand rounds. They will also be required to produce a written summary of the research they conducted. As much as possible, this will take the form of a scientific journal

article. This research will also be presented as a poster at the Trinity College Science Symposium held each May and as an oral presentation at the end of the semester.

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

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

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

Legislative Internship Program

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

Community learning at Trinity College

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

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

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

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

The Center for Urban and Global Studies

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

The Center for Urban and Global Studies serves as an administrative umbrella for several programs, such as the Office of Community Relations, the Community Learning Initiative, the Cities Program, the urban studies major, and Trinfo.Cafe (Trinity's neighborhood technology center), while working closely with many related academic programs and administrative offices on campus such as the International Studies Program and the Office of International

Students and Scholars. In addition, the center administers a number of student research and service grant programs such as the Davis Projects for Peace, the Technos Tour Program, the Tanaka Student Research Fund, the Levy Research Fund for Urban Studies, the Grossman Research Fund for Global Studies, and the Rescue Scholar Program. The center is directed by Xiangming Chen, Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology. More information on the center is available at <http://www.trincoll.edu/UrbanGlobal/CUGS/>.

Actuarial science

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

The Hartford Studies Project

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

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

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

Office of Study Away

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

Normally, students participating in these programs must arrange for their own transportation. A student receiving financial aid from Trinity may, on the basis of the costs of a program, use that aid for approved programs of foreign study and for certain domestic programs. Participants are responsible for arranging to have transcripts and any other documents necessary for the approval of transfer credit at Trinity sent to Trinity. Before electing to enroll elsewhere, a student should compare the academic calendars of Trinity and the host institution to ascertain whether scheduling conflicts will affect choices.

The Hartford Consortium for Higher Education

In consortium with Rensselaer at Hartford, the Hartford Seminary, University of Saint Joseph, St. Thomas Seminary, Goodwin College, and the University of Hartford, Trinity offers its students the opportunity to register at these nearby institutions for liberal arts courses not offered at Trinity. Cross-registration in certain modern and classical languages, religion, women’s studies, and urban studies courses is available with the public members of the consortium: Capital Community College, Central Connecticut State University, Manchester Community College, Charter Oak State

College, and the University of Connecticut, Hartford branch (students who have earned at least 18 course credits may not enroll in courses at Capital Community College or Manchester Community College). There is no additional expense above Trinity's full-time tuition to the student who takes a course (except for fees for certain courses) in one of these institutions as part of a regular program. Enrollment in courses through the Hartford Consortium for Higher Education is on a space-available basis only. Students who wish to count courses taken through the consortium toward major or minor requirements are required to obtain permission from the department chair, program director, or minor coordinator, as appropriate, before enrolling in the course. Cross-registration forms are available in the Registrar's Office and must be approved by the registrar of Trinity College and the student's faculty adviser.

Trinity-University of Saint Joseph Program in Elementary and Secondary Education

Trinity College students may prepare for Connecticut state certification in elementary and secondary school teaching through a cooperative program with University of Saint Joseph 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. 182).

Wesleyan University and Connecticut College

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

Trinity/La MaMa Performing Arts Semester

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

The American School of Classical Studies at Athens

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

Air Force ROTC

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

Student-Initiated Programs

Independent study

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

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.

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.

Language Across the Curriculum

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

to satisfactory completion of the assigned work, such students will then be awarded an extra half credit. For further information, see any member of the faculty who teaches the language in question.

Academic leave of absence

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

Open Semester Program

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

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

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

Student-taught courses

Juniors and seniors with a special competence can add considerably to their own education and to the educational process within the College by devising and teaching a credit-bearing course. Students desiring to offer such a course must first secure the approval of a faculty supervisor. The student and faculty supervisor will then submit the course plan to the Curriculum Committee for its formal approval (following the format 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.

Other Curricular Opportunities

College courses

Trinity faculty occasionally offer nondepartmental courses known as "college courses." These sometimes reflect the current scholarly interests of individual faculty members and may be interdisciplinary in nature. They also allow the faculty to respond quickly to student interest in subjects that are not encompassed within traditional departmental categories. Faculty members holding extra-departmental appointments as "college professors" usually offer college courses. See College Courses on p. 149.

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 midterm examinations; and sustained work on term papers, theses, laboratory research, and other projects. Individual advising sessions, departmental meetings with majors, rehearsals, and educational trips may be scheduled for Trinity Days, as may special community-service activities, symposia, major lectures, or other all-College events. Because the College is in session, students are expected to remain on campus during Trinity Days, and faculty members are expected to maintain their usual hours.

January Term

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

Teaching and research assistants

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

Transfer credit

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

Nonmatriculated 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 nonmatriculated 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.

Accelerated study

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

Intensive study programs

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

There are two types of intensive study, both of which may be offered on campus or at a suitable off-campus location in the United States or abroad. The first type permits a group of 12 or more students to work for a full semester under a single instructor. For both students and the instructor, work in the program constitutes the full academic load for the semester. Together and individually they study topics of mutual interest through group seminars, supervised research, tutorials, or a combination of these approaches. In the second type of intensive study, students take three courses in related fields concurrently with an integrating seminar. The faculty members teaching the related courses also supervise the seminar. Through these programs, a student may earn up to four course credits while becoming deeply involved in a coherent body of knowledge.

The Individualized Degree Program

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

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

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

Candidates for admission to the IDP must be at least 23 years old or self-supporting. New students are admitted for fall and spring semesters. 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 visiting our Web site at www.trincoll.edu/academics/

Graduate Studies

The Graduate Studies Program at Trinity College offers master's degree programs for qualified persons 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 highly qualified faculty of scholar-teachers, small classes, evening courses meeting once a week for three hours, excellent library and information technology 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: historical perspectives. 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.

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

AMST 801. Approaches to American Studies (1 credit, offered in the fall)
AMST 802. Primary Research Methods (1 credit, offered in the spring)
One elective course emphasizing historical approaches (1 credit)
One elective course emphasizing literary or cultural approaches (1 credit)
One elective course emphasizing art, architecture, or museum studies (1 credit)
Three elective courses for AMST credit(3 credits)
Either AMST 954-955. Thesis (2 credits) or AMST 953. Independent Research Project (1 credit)
Students choosing AMST 953. must take one additional elective course (1 credit)

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

AMST 801. Approaches to American Studies (1 credit, offered in the fall)
AMST 802. Primary Research Methods (1 credit, offered in the spring)
AMST 825. Museums, Visual Culture and Critical Theory (1 credit)
AMST 835. Museum Exhibition (1 credit, offered in the fall)
One elective course emphasizing historical approaches (1 credit)
One elective course emphasizing literary or cultural approaches (1 credit)
One elective course (1 credit)
AMST 894. Museums and Communities Internship (1 credit)
Either AMST 954-955. Thesis (2 credits) or AMST 953. Independent Research Project (1 credit)
Students choosing AMST 953. must take one additional elective course (1 credit)

- Requirements for New England and the nation: historical perspectives track 10 credits, as follows:

AMST 801. Approaches to American Studies (1 credit, offered in the fall)

- AMST 802. Primary Research Methods (1 credit, offered in the spring)
- AMST 803. Historiography and Historical Research (1 credit, offered in the spring)
- Four elective courses emphasizing historical approaches (4 credits)
- One elective course emphasizing literary or cultural approaches (1 credit)
- Either AMST 954-955. Thesis (2 credits) or AMST 953. Independent Research Project (1 credit)
- Students choosing AMST 953. must take one additional elective course (1 credit)

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

- Requirements for literary studies track - 10 credits, as follows:

- ENGL 801. Theories of Literary Studies (1 credit)
- One course in English literature (1 credit)
- One course in American literature (1 credit)
- One course emphasizing cultural contexts (1 credit)
- Four electives from courses offered for either track (4 credits)
- M.A. thesis (2 credits)

- Requirements for writing, rhetoric, and media arts track - 10 credits, as follows:

- ENGL 801. Theories and Methods of Literary Studies (1 credit)
- ENGL 802. Theory and Practice of Rhetoric (1 credit)
- Two additional courses designated for this track (2 credits)
- Four electives from courses offered for either track (4 credits)
- M.A. thesis or final project (2 credits)

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 (this track includes general studies in public policy and a concentration in education policy) and health care policy.

- Requirements for public policy studies track - 10 credits total

Students must complete a total of 10 credits (11 credits if PBPL 801, Basic Principles of Economics is not waived), including all required courses as follows:

- PBPL 800. Introduction to Public Policy
- PBPL 836. Moral Theory and Public Policy
- PBPL 828. Policy Analysis
- PBPL 806. Methods of Research
- PBPL 846. Policy Analysis
- PBPL 808. Constitutional Foundations of Public Policy
- Electives (2-3 credits)
- Final thesis (2 credits) or final project (1 credit)

*Students who lack a sufficient background in economics will be required to complete PBPL 801, Basic Principles of Economics, in addition to other degree requirements.

- Requirements for health care policy track - 10 credits total (11 credits if PBPL 801, Basic Principles of Economics is not waived*), including all required courses as follows:

- PBPL 800. Introduction to Public Policy
- PBPL 891. Health Policy
- PBPL 806. Methods of Research
- PBPL 846. Policy Analysis
- PBPL 854. Leading Issues in Bioethics, Public Policy, and Law

PBPL 8xx, Economics and Regulation of Health Care

PBPL, 9xx, Thesis/Final Project, including a practicum (2 credits)

*Students who lack a sufficient background in economics will be required to complete PBPL 801, Basic Principles of Economics, in addition to other degree requirements.

Neuroscience—This program offers an opportunity to earn a bachelor's degree and a master's degree within five years. It is open only to Trinity College undergraduates who major in neuroscience and who are accepted to enroll in courses for graduate credit during their junior and senior years. The fifth year is devoted largely to completing a thesis based on a long-term research project that has been previously approved.

To earn a B.A./M.A. in neuroscience, students must complete all requirements for a B.A. in neuroscience, including at least 4 courses for graduate credit that can be simultaneously applied toward requirements for the B.A., a 1-credit graduate research seminar (0.5 credit each term), 2 credits of independent research, one additional graduate elective course, and a 2-credit master's thesis based on a student's research project for a grade of B- or better. Students must apply for this program no later than December 1 of their junior year. To receive an M.A. degree, a minimum graduate GPA of 2.667 must be earned. The thesis will be evaluated by the Neuroscience Coordinating Committee to determine that it meets the requirements for a master's degree and, as appropriate, honors consideration.

Either as part of the requirements of the major, or in addition, B.A./M.A. students are required to complete the following courses. In addition to a graduate research seminar, independent graduate research, and the master's thesis, at least five of the courses listed below (which will be co-listed for graduate/undergraduate credit) must be taken for graduate credit (co-listing of undergraduate/graduate courses must be approved via appropriate procedures). Students taking the courses listed below for graduate credit will be expected to complete additional writing or laboratory assignments.

NESC 401. Neurochemistry (1 credit)

NESC 402. Cellular and Molecular Neurobiology (1 credit)

ENGR 316. Neural Engineering (1 credit)

or

ENGR 401. Special Topic: Introduction to Biomedical Engineering (1 credit)

PSYC 454. Cognition in the Real World (1 credit)

or

PHIL 374. Minds and Brains (1 credit)

PSYC 302. Behavioral Neuroscience (1 credit)

or

NESC 362. Neuroethology (1 credit)

PSYC 392. Human Neuropsychology (1 credit)

or

PSYC 365. Cognitive Neuroscience (1 credit)

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 petition to apply a maximum of two graduate courses taken at another accredited institution toward their degree. After matriculation, program directors must preapprove 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 satisfactory graduate work at Trinity).
- Students are expected to complete all degree requirements at Trinity within 6 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*. Grades of NGR must be removed no later than one month following the beginning of the subsequent term. A grade of Incomplete may be assigned upon completion of the appropriate form (obtained from the graduate studies office) that requires signatures of the instructor and the student.

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, completing courses at a rate that permits fulfilling degree requirements within six years. 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 2014-15 are as follows:

- Tuition per course credit - \$2,335
- Tuition for auditing per course - \$400
- Registration fee - \$50 (nonrefundable, payable each term)
- Lifetime transcript fee - \$50 (nonrefundable, payable by new student at first registration only)
- Thesis extension fee - \$100 (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 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 e-mail
- 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 \$50), and the one-time transcript fee (currently \$50)

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, University of Saint Joseph, 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.

Except for undergraduates who have been accepted for the B.A./M.A. program in neuroscience, Trinity undergraduates who take graduate courses to satisfy the requirements of the bachelor's degree may not later elect to use these courses toward the requirements of a Trinity master's degree.

Advising

Academic advising at Trinity

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

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

Advising for graduate study

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

Advising for professional study

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

Preparation for health careers

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

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

Preparation for law school

Students enter law school either directly from Trinity or within a few years after graduation. While no specific undergraduate course work is required, the competition is keen and the quality of academic work submitted by the student must be high. Since law school applicants must demonstrate a 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 legal and policy studies, 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) postbaccalaureate 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. 243 for more information.

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

Advising for career success

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

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

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

Requirements for the Bachelor's Degree

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

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

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

Except for courses that invite repeated enrollment (e.g., **MUSC 102. Trinity Concert Choir**), a student who repeats a course in which he or she received a passing grade shall receive no credit for the second enrollment, but shall have both grades included in the calculation of the GPA. A repeated course does not count toward the minimum of 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- (1.667). Beginning with students in the class of 2017, matriculating in the fall of 2013, students will be required to attain a cumulative grade point average of at least C (2.000).
- 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 enrollment. Like other graduating seniors, students taking a general examination are required to take final examinations in courses.

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

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.

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 a first-year seminar; foundational requirements in writing, quantitative literacy, and a second language; a five-part distribution requirement; writing intensive courses; and a global engagement requirement.

First-year seminar requirement—Entering first-year students are required to complete a first-year seminar or, for students in the following programs – Guided Studies, Interdisciplinary Science, Cities, Genomics Research, or InterArts,³ the course designated in the program as fulfilling the first-year seminar requirement. First-year students entering the College in January are exempted from this requirement if no first-year seminar is available in the spring term. Students who enroll in the Individualized Degree Program (IDP) as first-year students satisfy this requirement by means of the required IDP transitional seminar. The first-year seminar requirement does not apply to transfer students.

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

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

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

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

- Arts
- Humanities
- Natural sciences

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

- Numerical and symbolic reasoning
- Social sciences

To allow students maximum choice, a large number of courses may be used to satisfy each category of this requirement. Some of these courses may also be part of the student's major or minor; such courses may be double-counted in fulfillment of both the distribution requirement and the requirements of the major and/or minor. After matriculating at Trinity, a student may fulfill up to two of the five distribution requirements with courses taken elsewhere, provided the registrar determines that the courses in question are appropriate to the distribution categories the student seeks to fulfill with them. The approval of the registrar should be secured before the courses are taken. Advanced Placement credit may not be used to satisfy this requirement. Courses meeting distribution requirements are indicated in the schedule of classes and the *Bulletin*.

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

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

- they demonstrate the requisite knowledge on a Trinity-administered foreign language 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 Abitur (7-15), or Swiss Matura (5 or 6); or
- they successfully completed a minimum of one year of study at a secondary school where the language of instruction was a language other than English, as certified by an official transcript from the school (usually submitted as part of the student's application for admission to Trinity).

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

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

- If they prefer to meet the requirement by means of a language they studied in secondary school for more than one year, they will be required to take either one course in it (numbered 201, or in Latin, 203) or two courses (numbered 102 and 201, or in Latin, 203), depending on the results of 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. *Note:* If a student has studied a language for three or more years in high school, then the student may not enroll at the 101 course level in that language.
- If they prefer to fulfill the requirement by means of a language they have not studied previously (or studied for at most one year in school), they will be required to take both halves of the introductory sequence in the language (numbered 101 and 102). Individualized Degree Program (IDP) students are not subject to the regular language placement policy. Their placement is decided by the department chairperson in consultation with the director of the IDP Program.

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

Writing Intensive (WI) Requirement—To satisfy this requirement, students must pass with a letter grade of C- or better two writing-intensive (WI) courses. The WI requirement is distinct from the writing proficiency requirement, under which certain entering students are required to take **RHET 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); 2) courses that study a specific region, country, or cultural tradition outside of the United States or that engage the United States from a global perspective; 3) courses that focus on topics global in scope, including ecological change, artistic expression, urban dynamics, modernity, human rights, sports, nationalism, social movements, intellectual traditions, etc.; and 4) courses a student takes while studying abroad.

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

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

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

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. (The deadline for IDP students is before the end of the semester in which 24 credits are attempted.)

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

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

Majors currently established at Trinity College are American studies, anthropology, art history, biochemistry, biology, chemistry, classical studies, computer science, economics, educational studies, engineering, English, environmental science, 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 and law, religion, sociology, studio arts, theater and dance, women, gender, and sexuality, world literature and culture studies.

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 constitute the regular academic year, and a summer session of shorter duration. Starting in 2013-14, the College also inaugurated a January term, a pilot three-year program running for two weeks each January. 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 midterm 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. 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 18 course credits taught or supervised by Trinity College faculty shall not be eligible for these designations.

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

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

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

Honor societies

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

Pi Gamma Mu, 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.

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

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

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

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

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

Admission to the College

General admission policy

Enrollment in the first-year class generally numbers approximately 600 men and women. Since the College desires to maintain a community of students with diverse backgrounds and interests, and because the number of applicants greatly exceeds the number of places available, admission is the result of a highly selective process. Applicants are 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 evaluations 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 <http://www.trincoll.edu>. The regular decision deadline for application to Trinity is January 1. Candidates will be notified of admission decisions by early April.

Personal qualities and character

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

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

Secondary school requirements

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

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

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

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

of its applicants for admission.

Standardized testing requirements

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 and who have not been in an English-based curriculum for at least three years are required to submit results of either the TOEFL or IELTS in addition to one of the standardized testing options 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 midyear 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 and tour the campus.

Visitors coming to the campus for admissions interviews, group sessions, or tours should contact the Office of Admissions at (860) 297-2180 for scheduling information.

Interviews

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

Group information sessions

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

- AP-C Physics exam: One course credit (PHYS 141L) and admission to PHYS 231L for a score of 4 or 5 on the “Mechanics” section of the exam. In addition, one course credit (PHYS 231L) for a score of 4 or 5 on the “Electricity and Magnetism” section of the exam; 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.
- AP-B Physics exam: Two course credits (PHYS 101L and 102L) for a score of 4 or 5. 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. The AP-B exam is being replaced with two new exams: AP Physics 1: Algebra-Based, and AP Physics 2: Algebra-Based
- AP Physics 1 and 2: Algebra-Based exams: One course credit (PHYS 101L) for a score of 4 or 5 on the AP Physics 1: Algebra-Based exam. In addition, one course credit (PHYS 102L) for a score of 4 or 5 on the AP Physics 2: Algebra-Based exam. A student who achieves a score of 5 on the AP Physics 1 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, for both the C “Mechanics” and the Physics 1 exams, or for both the C “Electricity and Magnetism” and the Physics 2 exams. Students may not earn credit for both PHYS 101L and the AP course equivalent of either PHYS 101L or PHYS 141L, and may not earn credit for both PHYS 141L and the AP course equivalent of either PHYS 101L or PHYS 141L.

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 toward 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 Abitur—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 and provide income documentation.

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

Transfer admission

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

For midyear admission consideration, candidates are required to complete the application process by November 1. Midyear 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 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 catalog.) 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 of each semester, unless an authorized monthly payment plan has been established prior to payment due date. Electronic semester bills will be displayed on the TrinBillPay system, and students and their authorized payers will be notified by e-mail when bills are ready to view. Trinity College does not print and mail paper billing statements to students. Students must set up a parent or other payer as an “authorized payer” on their TrinBillPay account. This gives access to a parent or other payer to view the bills through TrinBillPay and to pay online. Please refer to the instructions at <http://www.trincoll.edu/Admissions/finaid/SA/accounts/Pages/TrinBillPay.aspx>. Subsequent monthly bills for fees (i.e., athletic charges, library fines, parking tickets, Health Center charges, meal plan upgrades), not included in the original semester bill, may be viewed through TrinBillPay after fees are posted to the account. Charges are payable by the due date on the billing statement. Payment by check should be made payable to Trustees of Trinity College and mailed to Trinity College, Office of Student Accounts, 300 Summit St., Hartford, CT 06106.

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

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

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

Schedule of College fees—2014-2015

	Fall	Spring	Total
Tuition	\$ 23,398	\$ 23,398	\$ 46,796
Room (New Townhouses-add \$1,295 per term)	4,130	4,130	8,260
Board (traditional meal plan) ⁵	2,220	2,220	4,440
General Fee	925	925	1,850
Student Activity Fee	205	205	410
	\$ 30,878	\$ 30,878	\$ 61,756
Transcript fee (new students only)	50	-	50
	\$ 30,928	\$ 30,878	\$ 61,806

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

A tuition charge of \$23,398 per semester will be billed for full-time study up to and including 5.75 course credits per term. Students registered for more than 5.75 credits will incur additional charges.

Credit hours	Additional tuition fee
6.0	\$ 5,200
6.25	\$ 6,500
6.50	\$ 7,800
6.75	\$ 9,100
7.0-7.75	\$ 10,400-\$ 14,300

Cost of Credits beyond the Standard Course Load: For 2014-2015, \$23,398 is charged for full-time study per semester. Full-time study is defined as 3.00 to 5.75 course credits per term. Standard course credits carried per term are 4.5; the College allows for 1.25 additional course credits to be carried without charge. Students who register for 6.0 course credits are charged an additional \$5,200, with some exceptions. The College will exclude the following courses (up to a maximum of 1.50 credits per semester) from surcharge: teaching assistantship, research assistantship, internship, first-year mentor, thesis, independent study, theater and dance courses 109 and 309, private music lessons, and music ensembles. Please note this exclusion is for tuition for the course credit only. Other costs associated with these courses, such as instructor fees, will be charged.

Part-time enrollment: All requests for part-time enrollment must be approved by the Academic Affairs Committee. After part-time status is approved, students who are enrolled for 2.75 or less credits should submit a request for part-time billing to the Student Accounts Office. These students will be charged \$15,600 (2/3 of regular tuition) for that semester.

Repeat courses: A fee of \$5,200 per credit will be charged for each repeated course if that course brings the student's course credit hours over the 5.75 limit.

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

Room Fee: Students living in campus housing will be charged \$4,130 per semester with the exception of the new Crescent Street Townhouses, which will be billed at \$5,425 per semester.

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

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

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

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 **2014-2015**:

Barcelona	\$30,070
Buenos Aires	\$29,970
Cape Town	\$29,270
La MaMa	\$30,325
Paris	\$30,470
Rome	\$29,370
Shanghai	\$30,070
Trinidad	\$31,570

Vienna	\$28,670
Study Away Fee	\$3,000 semester
(non-Trinity program)	\$3,500 full year

An Affiliate Study Away Fee of \$1,000 per semester (\$1,200 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 Study Away for a complete listing. <http://www.trincoll.edu/UrbanGlobal/StudyAway/programs/Pages/default.aspx>.

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, American Express and Visa credit card payments on TrinBillPay with a 2.75 percent convenience fee paid directly to the credit card processing company.

Trinity College refund policy

Tuition and fees refunds: Refunds may be requested by the student in writing or by e-mail to the Student Accounts Office. Students who officially withdraw after tuition and fees are billed, but before classes begin, will be given a full refund of all charges paid, less a \$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. A student may withdraw from a class through the Friday of the fourth full week of classes; however, the student is financially responsible for the cost of that class, if the withdrawal occurs after the add/drop period. For example, a student who is registered for 5.75 course credit hours and withdraws from a 1.0 course credit class after the add/drop period is financially responsible for 5.75 course credit hours. If that student replaces that withdrawn class with another (1.0), the student will be financially registered for 6.75 course credit hours and will be charged accordingly.

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

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

Meal plan contract refunds: Returning students will automatically be billed for the Mather Unlimited Meal Plan. All freshman and transfer students will be billed for the 19-Traditional Meal Plan (19 meals a week in Mather Dining Hall). Except for seniors and members of Trinity authorized eating clubs (St. Anthony Hall, Alpha Delta Phi, and Psi Upsilon), participation in a meal plan is mandatory for all students in college housing for the 2014–2015 academic year. More information about the meal plans can be found at <http://www.dineoncampus.com/trinity/show.cfm?cmd=residents>. All meal plan changes must be made in writing by email to meal.plans@trincoll.edu during the add/drop period of the semester or at the Chartwells Office located in Mather Hall.

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

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

Financial Aid

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

Central to the College's program is the concept of financial need. The College assumes that the parents and the student together will accept responsibility for as great a share as possible of the total educational costs. Where such family resources are inadequate, the College will provide supplementary assistance to those students. Approximately 44 percent of Trinity's undergraduates are receiving financial help from College, federal, or state funds.

General information

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

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

- Grants from College scholarship funds and various state and federal programs, including Federal Pell Grants.
- Loans from the Federal 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 need-based financial aid is awarded on the basis of:

- *Financial need*—Calculated financial need, as determined by the needs-analysis procedures developed by the College Scholarship Service of Princeton, New Jersey, is the primary requisite for financial assistance. Trinity requires each applicant for assistance to file the 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 need-based financial aid is based upon the following factors:

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

Sources of supplementary assistance

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

Veterans

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

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 codes

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

Interdisciplinary Minors

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

Courses in the minor may be double-counted toward the distribution requirement when they are otherwise eligible for distribution purposes. Furthermore, when the requirements of a major and minor overlap, up to two courses in 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, please refer 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 course must be a 300-level seminar.

HIST 253. African History: 1850 to the Contemporary Era

HIST 332. African Nationalism and Decolonization

INTS 238. Contemporary Africa: Resource Wars and Human Rights

INTS 260. 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 201. Introduction to Anthropology

ANTH 207. Intro to Political Ecology

ANTH 310. Anthropology of Development

HIST 238. Caribbean History

HIST 252. African History, Origins to 1850

HIST 283. African Diaspora in Latin America and the Caribbean

HIST 380. Brazil: From Colony to Emerging Power

INTS 315. Global Ideologies

MUSC 113. Introduction to World Music

POLS 310. Politics of Developing Countries

RELG 181. The Religion of Islam

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

Course requirements:

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

Architectural Studies

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

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

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. Survey: Introduction to the History of Western Architecture**
 - * **AHIS 223. Medieval Art and Architecture**
 - * **AHIS 244. Empire Building: Architecture and Urbanism in Spanish America**
 - * **AHIS 247. Architecture and Urbanism from 1500 to 1750**
 - * **AHIS 265. 19th-Century Architecture**
 - AHIS 286. Modern Architecture: 1900 to the Present**
 - * **AHIS 295. African Architecture and the Design Space**
 - * **AHIS 341. Seminar in Baroque Art: Caravaggio**
 - * **CLCV 214. Greek and Roman Architecture**
 - * **CLCV 222. Ancient Cities of the Near East, Egypt, and the Mediterranean World**
- Any other appropriate architectural history course

Engineering

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

Studio arts

Any 100- or 200-level class 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.
 - Two Asian language courses may be counted toward this group of five courses.
- A final “capstone” course in Asian studies, taken during the student’s final year, in which the student produces an expanded final paper that draws upon knowledge gained through other courses taken for the minor, in consultation with the instructor. This course must be an upper-level (300- or 400-level) course that fulfills the “writing intensive” requirement.

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

Classical Antiquity

Coordinator: Hobart Professor of Classical Languages Reger (History)

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: Hobart Professor of Classical Languages Reger (History)

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 (Philosophy)

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

The 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 and Social 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:

*** CPSC 352. Artificial Intelligence**

PHIL 357. Issues in Cognitive Science

PHIL 374. Minds and Brains

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

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

PSYC 392. Human Neuropsychology

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):

URST 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: **ECON 101** and **MATH 207** or **ECON 109**)

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

HIST 299. Historiography

MATH 107. Elements of Statistics or **MATH 207. Statistical Data Analysis**

MATH 114. Judgment and Decision Making

POLS 241. Empirical Political Methods and Data Analysis

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

RHET 208. Argument and Research Writing

RHET 225. Writing Broad Street Stories

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

Coordinator: Associate Professor Madalene Spezialetti (Computer Science); Visiting Lecturer Bemiss

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

The program offers students interested in filmmaking an opportunity to develop that interest through production and screenwriting courses, internships, a semester or year at a production program abroad, and the option of doing a senior production thesis. The interdisciplinary minor in film studies is designed to ground students in three basic aspects of the field - film history, film theory, and film production - while at the same time providing the flexibility to allow for exploration of specific areas of interest within each of those aspects.

Anyone interested in discussing the film program is encouraged to contact the director, Madalene Spezialetti.

Course requirements:

Core Courses for the Minor in Film Studies—Minors in film studies are required to take a course from subcategory 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

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 World Cinema

ARAB 224. Introduction to Arab and Middle Eastern Cinemas

COLL 151. French Film Festival

ENGL 233. Evolution of the Western Film

ENGL 286. European Modernist Cinema

ENGL 288. World Cinema

ENGL 495. Senior Seminar: Indian Film and Literature
 FREN 320. French Cinema
 GRMN 257. New German Cinema
 GRMN 265. German History through Literature and Film
 GRMN 301-04. German Literature and Film since 1945
 HISP 226. Iberian and Latin American Film and Conversation
 HISP 328. Iberian Film
 INTS 236. Japanese Crime Literature and Film
 ITAL 290. Italian Cinema
 JWST 219. Israeli Film and Visual Media
 LACS 257. New German Cinema
 LACS 265. German History Through Literature and Film
 LACS 290. Italian Cinema
 LACS 320. French Cinema
 RUSS 301. Russian through Literature and Film

Category III: Film Theory and Topics in Criticism

ANTH 230. Visual Anthropology
 ENGL 304. Cinephilia and Philosophy
 ENGL 360. Shakespeare on Film
 ENGL 407. Remixing Literature
 ENGL 414. Remixing Literature, Part II
 ENGL 439. Special Topics in Film: The Documentary
 ENGL 452. Politics, Literature, and Film
 ENGL 457. Novels into Film
 FILM 302. Horror and the Culture of Excess
 PHIL 238. Media Philosophy
 POLS 215. Politics and Film
 PSYC 293. Perception
 PSYC 397. Psychology of Art
 SOCL 241. Mass Media, Popular Culture, and Social Reality
 WMGS 207. Homosexuality and Hollywood Film
 WMGS 245. The Hollywood Musical
 WMGS 318. Hollywood Stars
 WMGS 319. The Woman's Film
 WMGS 345. Film Noir

Category IV: Film Production and Related Arts

ENGL 270. Introduction to Creative Writing
 ENGL 333. Creative Nonfiction
 ENGL 334. Advanced Creative Writing: Fiction
 FILM 201. Basic Filmmaking
 FILM 301. Advanced Filmmaking
 FILM 309. Film Production
 FILM 337. Writing for Film
 STAR 113. Visual Thinking: Design
 STAR 150. Visual Thinking: Digital Photography in the Documentary Tradition
 STAR 250. Photography without Pixels—Film, Paper, Darkroom
 THDN 103. Basic Acting
 THDN 110. Theatrical Traditions: Classical to the Early Avant-Garde
 THDN 205. Intermediate Acting
 THDN 225. Introduction to Interactive Media

THDN 304. Directing

THDN 345. Writing for Stage and Screen

THDN 393. Playwrights Workshop I

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:

- *** FORG 201 Formal Organizations and Market Behavior**
- 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 drawn from the following approved list. (The five total courses must include one from at least three departments or programs with FORG courses counting as one program.)
 - * **ECON 207. Alternative Economic Systems** (prerequisite: **ECON 101** and **ECON 301**)
 - ECON 306. Public Finance: Economics of the Public Sector** (prerequisite **ECON 101**)
 - ECON 308. Industrial Organization and Public Policy** (prerequisite: **ECON 101**)
 - * **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: Borden W. Painter, Jr., '58/H'95 Professor of European History Kathleen Kete; Principal Lecturer in Language and Culture Studies Karen Humphreys

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

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 2014-2015 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 282. 20th-Century Avant Garde in Painting and Sculpture**
- AHIS 361. 19th-Century Art: Impressionism in Focus: Paul Cezanne**
- FREN 320/LACS 333. French Cinema**
- PARI 251. Paris through Its Art and Architecture: Renaissance to the Belle Époque**
- PARI 255. Medieval Art and Architecture**
- PARI 278. Exotic Fare: Spice Routes, Garden History, and the Development of Food Culture in France 1500-1900**
- PARI 281. Music at Versailles**
- PARI 352. Seminar: Major Figures/Topics in French Art**
- PARI 356. Paris: A Museum City or a City of Museums?**

History, politics, and thought

- FREN 305. Modern Culture and Civilization**
- PARI 237. Understanding Contemporary Paris: Urban and Global Processes**
- PARI 325. French and European Politics**
- PARI 328. Franklin, Jefferson, and Adams: The Founding Fathers in Paris 1776-1789**
- * **HIST 210. Paris: Capital of the 19th-Century**
- HIST 395. History of the Alps**
- * **PHIL 306. 20th-Century Continental Philosophy**
- * **PHIL 336. Foucault**

Language and literature

- FREN 241. Advanced Composition and Style**
- FREN 251. French Literature I: From the Middle Ages to Romanticism**
- FREN 252. Modern French Literature**
- FREN 281. Conversational French: Current Events**
- * **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 Enlightenment**
- PARI 209. A Cultural History of Paris through Literature**
- PARI 302. Language and Culture: Paris Theatre Literature and Performance**

German Studies

Coordinator: Professor Johannes Evelein (Language and Culture Studies)

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

Course Requirements:

Students shall take six courses in three categories of inquiry, including at least one course, and no more than three, from each category. At least one of the other five must be taken from the German literature offerings (Any 200-level **GRMN** taught in English, **GRMN 250, 264, 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 312. The History of Western Music II**
- * **THDN 238. European Theater: East and West**

History, politics, and thought

- HIST 102. Europe Since 1715**
- * **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**
- RELG 224. The Survival of God**

Language and literature

- GRMN 2XX. German Literature and Culture 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**

Human Rights Studies

Coordinator: Associate Professor of Philosophy and Director of the Human Rights Program Donna Marcano

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/POLS 125. Introduction to Human Rights** (spring)
- Core courses or specialized electives (2 credits)—The following core courses are offered in 2014-2015:

PHIL 246. Human Rights Philosophical Foundation (spring)

POLS 369. International Human Rights Law (fall)

- The following specialized electives are offered in 2014-2015:

HIST 256. Human Rights in Latin America and the Caribbean (fall)

HRST 251. Marginalization and Migration (Trinity Prison Seminar Series) (spring)

HRST 348. Arts and Special Populations (fall)

HRST 373. Human Rights through Performance: The Incarcerated (spring)

- General 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. 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 334. Renaissance Art**

History, politics, and religion

- HIST 112. The Formation of Christendom**
- * **HIST 113. Middle Ages: Formation of Europe**
- 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, 1500-1650**
- * **HIST 304. Renaissance Italy**
- * **HIST 325. Italy and the Mediterranean**
- * **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 236. Modern Italy**
- ITAL 314. Contemporary Italian Literature**
- ITAL 333/401. Topics in Italian Literary Culture**
- LACS 272. Mafia**
- LACS 274. Food in Italian History, Society, and Art**
- LACS 276. Enlightenment and Romanticism in Italy**
- LACS 278. Italy and America**
- LACS 290. Italian Cinema**

LACS 333-12. Dante: The Divine Comedy

Rome campus (including summer program)

Art history

- ROME 181. Introduction to the Art of Rome**
- ROME 224. Art Conservation**
- ROME 230. Ancient Art of Rome**
- ROME 238. Splendor of Early Christian and Medieval Art**
- ROME 338. Splendor of Early Christian and Medieval Art**
- ROME 340. Michelangelo**

History, politics, and economics

- ROME 270. Urban and Global Rome**
- ROME 308. Economics of Art**
- ROME 327. The European Union**
- ROME 345. 20th-Century Italy**

Language, literature, and philosophy

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

Jewish Studies

Charles H. Northam Professor Samuel Kassow (History)

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

Course requirements:

The minor requires six courses, including three core courses, and three 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 (three courses)—other core courses may be counted toward the elective requirement.

RELG 105. Hebrew Bible: The Torah and the Origins of Israel

RELG 106. Hebrew Bible: Kings, Prophets and the Literature of Israel

RELG 109. The Jewish Tradition

RELG 211. Introduction to the Hebrew Bible

HIST 213. Modern Jewish History

- Electives (three courses)—Participants in the minor 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

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

HIST 329. The Holocaust

HIST 384. Jews and Christians in Medieval Europe

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

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

JWST 219. Israeli Film and Visual Media

JWST 220. Modern Israeli Literature and Jewish Heritage

JWST 225. Modern Israeli Culture

JWST 399. Independent Study

RELG 103. Biblical Hebrew Language and Culture I

RELG 104. Biblical Hebrew Language and Culture II

RELG 209. Religion in the Contemporary Middle East

RELG 214. Jews in America

RELG 216. Literature and Legacy of Genesis

RELG 218. Judaism in the 20th Century

RELG 229. Short Story in the Hebrew Bible

RELG 307. Jewish Philosophy

RELG 308. Jewish Mysticism

RELG 311. Prophecy, Ecstasy and Religious Experience from Isaiah to the Dead Sea Scrolls

RELG 315. Apocalyptic Literature: From Daniel to Revelation

RELG 318. Women in the Hebrew Bible

- 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 must receive a grade of C+ or higher in **PBPL 113** or **PBPL 123**, and a grade of C- or higher in the remaining courses fulfilling the requirements of the legal studies minor. Students are expected to enroll in the minor no later than their fourth semester. No more than one course taken outside of Trinity may be counted toward the minor. Courses for the minor cannot be taken on a pass/fail basis. Students may double count one course for their major and for the legal studies minor. At least one elective must be at the 300 level.

Course requirements:

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

- Introductory course—**PBPL 113. Introduction to Law** or **PBPL 123. Fundamentals of American Law**.
- 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 254. Franz Kafka
- * HIST 318. Gender and Sexuality in Middle Eastern History
- 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 391. Psychology of Language
- PSYC 471. Psychotherapy
- * RUSS 285. Love, Sex, War in Tolstoy
- * RUSS 253. Fantasy and Realism
- * 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**
- ENVS 149L. Introduction to Environmental Science**
- ENVS 230. Environmental Chemistry**
- PHYS 101L. Principles of Physics I**

Group B. Courses in the humanities and social sciences

- * **ECON 311. Environmental Economics**
- ENGL 104. 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 Study Away 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: Professor Jean Cadogan (Art History)

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

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

Course requirements:

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

Major institutions, events and peoples

- HIST 112. Europe in the Middle Ages**
- HIST 113. Middle Ages: Formation of Europe**
- HIST 304. Renaissance Italy**
- HIST 366. History of the Book**

Ideas, thinking and beliefs

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

Forms of artistic expression

- AHIS 101. Introduction to the History of Art in the West I**
- AHIS 102. Introduction to the History of Art in the West II**
- * **AHIS 223. Medieval Art and Architecture**
- * **AHIS 232. Gothic and Renaissance Art in Northern Europe**
- * **AHIS 234. Early Renaissance Art in Italy**
- AHIS 236. High Renaissance Art in Italy**
- ENGL 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**
- * **ENGL 418. 17th-Century Poetry**
- FREN 251. French Literature I: From the Middle Ages to Romanticism**
- * **HISP 301. An Introduction to Cervantes' Literary Industry**
- * **HISP 313. The Vision of America and Its Inhabitants through the Renaissance and the Golden Age**
- * **LACS 233-41. Food in Italian History, Society and Art**
- LACS 333. Dante: The Divine Comedy**

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

- MUSC 311. History of Western Music I**

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

Middle East Studies

Coordinator: Charles A. Dana Research 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 330. Homer and Homeric Hymns**

Non-Western

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

Interpretive schemes

- ANTH 101. 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**
- LACS 335. 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. 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 285. Love, Sex, and War in Tolstoy**

*** LACS 287. Russian and Soviet Theater**

*** LACS 289. Soul, Flesh and the Russian Mystique**

*** RUSS 337. 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 Narrative Prose**, or **RUSS 304. The Current Russian Media** for one of the elective courses in the second requirement.

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

Studies in Progressive American Social Movements

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

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

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

Course requirements:

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

- EDUC 300. Education Reform: Past and Present
- EDUC 303 Becoming Citizens
- EDUC 309 Race, Class, and Educational Policy
- HIST 313. The Struggle for Civil Rights in the United States
- PHIL 246. Human Rights: Philosophical Foundations, Issues and Debates
- * PHIL 355. Moral Theory and Public Policy
- POLS 318. Environmental Politics
- * POLS 326. Women and Politics
- POLS 348 Social Inequality in the United States
- POLS 355. Urban Politics
- RELG 262. Religion in America
- SOCL 272. Social Movements
- SOCL 312. Social Class and Mobility
- SOCL 351 Society, State and Power

Supplementary courses

- AMST 203. Conflicts and Cultures in American Society
- AMST 341. Spectacle of Disability in American Culture
- AMST 357. Race and Urban Space
- ANTH 254. The Meaning of Work
- HIST 247. Latinos/Latinas in the United States
- MUSC 234. Protests in Music
- PSYC 246. Community Psychology
- PBPL 331. Becoming American: Immigration and Integration Policy
- SOCL 241. Mass Media, Popular Culture, and Social Reality

Urban Studies

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

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, **URST 201. 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 **URST 201**, 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:

Besides the required core course noted above, **URST 201**, students are required to take five other urban-related courses from three different disciplines. Several courses each in art history, American studies, anthropology, the Cities Program, classics, economics, educational studies, engineering, environmental sciences, history, international studies, political science, public policy and law, sociology, and urban studies qualify as urban courses available for the minor (please consult these respective units' entries in this Bulletin for further details on these courses). All courses need to be approved by the minor coordinator in order to be included in a student's approved program of study for the minor.

Women, Gender, and Sexuality

Coordinator: Charles A. Dana Professor of History Joan Hedrick (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 and 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**
- * **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 of Women and Gender**
- * **INTS 218. Women, Gender, and Family in the Middle East**
- * **INTS 249. Immigrants and Refugees: Strangers in Strange Lands**
- 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 401. The Senior Seminar**

Writing, Rhetoric, and Media Arts

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

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 of C- in any given course to receive credit for the minor.

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

RHET 103. Special Writing Topics
 * **RHET 202. Expository Writing Workshop**
RHET 208. Argument and Research Writing
 * **RHET 225. Writing Broad Street Stories**
 * **RHET 226. Spirit of Place**
ENGL 265. Introduction to Film Studies
ENGL 270. Introduction to Creative Writing
 * **RHET 300. Art of the Essay**
RHET 302. Writing Theory and Practice
 * **RHET 331. Art of Argument**
 * **ENGL 333. Creative Nonfiction**
ENGL 337. Writing for Film
 * **RHET 338. Political Rhetoric and the Media**

- Electives—Select two courses chosen from different academic fields. A sample list of eligible courses follows. Appropriate alternative courses can be substituted, subject to the approval of the minor coordinator.

AHIS 105. History of World Cinema
 * **AMST 279. American Autobiography**
ANTH 301. Ethnographic Methods and Writing
 * **CTYP 206. Writing the City**
CPSC 110. Computers, Information, and Society
HIST 299. Historiography
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
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 I
THDN 393. Playwrights Workshop

Note: Classical and modern language courses at the intermediate level and above can also count as electives.

- Integrating exercise—Select one of the following options. Seniors in the minor have three options for the integrating exercise. They can choose to (1) take **RHET 399. Independent Study**, which involves 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 Seminar Program

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

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

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

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

CTYP-202-01. City as a Built Environment— This course examines the architectural and planning history of major European and American cities from ancient Greece to ca. 1900. Topics will include the nature of city centers and the role of public space, the formalization of town planning as a discipline, patterns of patronage and architectural education, the infrastructure of cities, and the influence of new technologies and industrialization on cities. A selection of examples—Athens, Rome, Paris, Amsterdam, London, Washington, DC, Berlin, Vienna, and New York—will serve as case studies. (FYR1) –Triff

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

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

–Alcorn

FYSM-107-01. Dangerous Decisions, 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? Will you study abroad? Will you go to graduate school or get a job? On the face of it, most Americans are thrilled to have so much opportunity to direct their future. At the same time, having so many choices can be terrifying. In this seminar, we will explore how individuals go about making decisions and discussing how individuals feel about their choices before and after they make them. To learn more about decision making, we will be collecting our own data about how others make decisions and then write about the data we collect. (FYR) –Barlow

FYSM-111-01. Blurring the Boundaries in Studio Arts— One could argue that installation art is not a “new” visual art genre, but rather a recent manifestation of an old practice that dates back to prehistoric cave paintings at Lascaux. In this old context as well as in a contemporary art installation, there is a connection to real experience and a blurring between art and life. A blurring of boundaries also takes place within different practices of studio arts. In this seminar, students will explore the visual language of art through two and three-dimensional media in the setting of Broad Street Gallery, a Trinity-owned gallery run by the Studio Arts Program. Students will be given both written and studio assignments that engage critical thinking skills and creative problem solving. (FYR) –Tillman

FYSM-115-01. Math Ideas and Changing Times— What is mathematics? There is no simple, timeless, or universal answer to this question. Over the years, mathematics has been shaped by, and has given shape to, many societal issues, including promoting the hegemony of nations, developing foreign trade, glorifying heroes through architecture, and understanding the nature of religion. We shall examine and discuss many aspects of this subject, both describing it and distinguishing it from others. Beginning with a comparative study of number systems, we trace the evolution of real numbers and observe surprising number patterns. Our journey will bring us to the threshold of infinity and to the consideration of transfinite numbers, as conceived by Cantor in the nineteenth century. (FYR6) –Georges

FYSM-116-01. Civilization, Culture and Conservation— Throughout our existence, humans have relied on nature and natural resources to sustain our societies. Yet as the human population continues to expand, our collective ecological footprint is causing changes of unprecedented scope and magnitude to the natural world on which we depend. How can humans live more sustainably with the natural world? This seminar will examine interrelationships among humans and the planet’s biodiversity by exploring topics in biology, history, economics, energy, and agriculture. We will also explore aspects of our culture that have influenced ways in which we perceive and interact with our environment. Seminar activities will include readings, group discussions, written assignments, off-campus field trips, community involvement and student presentations. This course has a community learning component. (FYR) –Morrison

FYSM-128-01. Slavery, Property, Piracy— Since the publication of Defoe’s novel, *Robinson Crusoe* has served as the paradigmatic example of “economic man.” Classical and neoclassical economists, for example, offer *Crusoe* as the perfect example of a rational person mixing his labor with nature to create private property. The *Crusoe* story, however, cannot be disaggregated from the history of European imperial expansion in the Caribbean, and the piracy and transatlantic slavery that accompanied it. Through a reading of Defoe’s novel, various economic theorists who draw upon the figure of *Crusoe*, postcolonial critiques of the novel, historical accounts of the colonization of the Americas, and contemporary examples of slavery and piracy (including human trafficking and Somali piracy), this course revisits the question: How should we understand the relationship between slavery, property, and piracy? (FYR) –Kamola

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

course. (FYR) –Schneider

FYSM-136-01. Truth, Lies, Politics— In this course, we will examine contemporary theoretical and literary texts that thematize the problems surrounding truth and lies in politics. We will ask, what kind of truth, if any, has a role to play in politics and what kinds of practices sustain the value of truth-telling in politics? While lying is certainly dangerous to politics, might modes of speech and political action that are not reducible to truth-telling for example, rhetoric, storytelling, and political movements be important and necessary to our ability to see, value, and respond to the truth politically? (FYR) –Maxwell

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

FYSM-146-01. Guilty Pleasures— In a recent manifesto critiquing the term “guilty pleasure,” journalist Jennifer Szalai described it as “a need that’s met, almost despite oneself, rather than a pleasure one freely chooses.” Examples of such cultural consumption vary: one person’s celebrity magazine is another’s romantic comedy. What these examples have in common is their imagined opposition to artifacts of high culture: songs, films, and books that promise elevation and edification. But although the distinction between high and low culture isn’t new, the term “guilty pleasure” didn’t become prevalent until the 1990s. In this seminar we will consume high and low art and introduce ourselves to aesthetic theory in order to investigate what makes certain pleasures seem worthwhile and others guilty, and what they tell us about contemporary American culture. (FYR) –Bergren

FYSM-157-01. Cycling, Sustainability, and the City of Hartford— In this course, we will examine the history and culture of cycling and its role in creating smart and sustainable cities. Cycling is also an integral part of the modern history of Hartford, the U.S. capital of bicycle production from 1880-1910. Using Hartford as a case in point, we will consider how cycling can positively affect transportation and contribute significantly to our quality of life. Students will explore Greater Hartford by bicycle and undertake an extra .5 credit internship or project dealing with some aspect of cycling culture in the city and/or with area organizations. The aim of the course is to engender creative and critical thinking about these issues, while introducing students to important cultural institutions and the many opportunities that the city of Hartford offers.

Students who want to enroll in this seminar must be comfortable riding a bicycle in an urban setting and preferably be able to bring their own bicycle to campus. This course has a community learning component. (FYR) –Del Puppo, Evelein

FYSM-157-02. Cycling, Sustainability, and the City of Hartford— In this course, we will examine the history and culture of cycling and its role in creating smart and sustainable cities. Cycling is also an integral part of the modern history of Hartford, the U.S. capital of bicycle production from 1880-1910. Using Hartford as a case in point, we will consider how cycling can positively affect transportation and contribute significantly to our quality of life. Students will explore Greater Hartford by bicycle and undertake an extra .5 credit internship or project dealing with some aspect of cycling culture in the city and/or with area organizations. The aim of the course is to engender creative and critical thinking about these issues, while introducing students to important cultural institutions and the many opportunities that the city of Hartford offers.

Students who want to enroll in this seminar must be comfortable riding a bicycle in an urban setting and preferably be able to bring their own bicycle to campus. (FYR) –Del Puppo, Evelein

FYSM-158-01. The Silk Road— This course will examine the history and cultures of the Silk Road, a trade route stretching from China to Europe. For more than two thousand years, the Silk Road acted as a zone of cultural transmission and long-distance interaction between merchants, soldiers, pilgrims, and nomads of the Mediterranean and Asian regions. We will read about the early efforts by the Chinese Han dynasty to control the trade route, Marco Polo’s visit to the court of Kublai Khan, and political intrigue and machination between Russia, Britain and

China during the “Great Game” in the nineteenth century. We will take an ethnographic and historical approach to the “region” by looking at cultural strategies of various ethnic communities who have thrived and perished on the Silk Road. (FYR) –Hussain

FYSM-161-01. Bones, Pigments and Native Metals: A Scientist’s Guide to Art and Archaeology— This seminar will explore the importance of the physical sciences in art and archaeology. In particular, we will examine how the discovery and development of materials such as ceramics, metal alloys and pigments influenced artists and how they utilized these materials to create works of art. We will also consider a number of case studies where scientific analysis played a crucial role in the authentication or conservation of objects. Laboratory workshops and guest speakers from local museums and conservation laboratories will supplement the lectures, readings and discussions. A weekend visit to a local art museum will also be scheduled during the semester. (FYR3) –Parr

FYSM-164-01. Representations of Autism(s)— With increased visibility and diagnosis rates (1 in 50), autism spectrum disorders constitute a vital part of our nation’s fabric. Because it crosses boundaries, regardless of ethnicity, race, or socioeconomic status and because of its pervasiveness, a critical study of autism representations provides an instructive site for exploring overlapping commonalities and differences in U.S. culture. We will consider how shifting definitions of disability/ability contribute to our understanding of central values/beliefs, such as normalcy, success, humanity, and progress. How do representations and lived experiences frame our society’s understanding of identity, community, citizenship, agency, equality and humanity? Texts include fiction, memoir, film, poetry, print news, periodicals, legal documents, theoretical articles, television, internet media. Some titles include, *Rainman* and *Curious Incident of the Dog in the Nighttime*. (FYR) –Paulin

FYSM-167-01. Landscape Photography and Atmospheric Physics— In this seminar we will use photography to explore landscapes and physics to deepen our understanding of what we photograph. Topics include the changing quality of light throughout the day, the physics of rainbows, or why many photographers don’t like polarizing filters on wide-angle lenses. Our seminar will include several opportunities to take landscape photographs at locations nearby, as well as a three-day photography trip to the White Mountains over Trinity Days (Oct. 11-13 please plan accordingly). At the end of the semester we will present our work in an exhibition on campus. (FYR) –Geiss

FYSM-170-01. Phage Hunt— Students carry out individual research to discover and describe a previously unknown bacterial virus (phage) from environmental samples. Students learn to isolate their own phage and characterize the unique viral growth patterns on host bacteria. Students prepare phage for viewing with the electron microscope and isolate as well as analyze the phage genomic DNA. 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 practices are integral to the course. (FYR3) –Fleming, Guardiola-Diaz

FYSM-174-01. Modern Climate Change— In the 1890’s the chemist Svante Arrhenius predicted that the energy use associated with industrialization could change our climate. Today, scientists are watching this occur in real time. Dealing with this issue represents a major societal challenge for the upcoming century. We will discuss the scientific basis for climate change and examine projections for future climate. We will study the advantages and disadvantages of various energy sources, as well as the research being done into climate change mitigation. We will also examine the intersection of science and politics as it plays out in this issue. The course will incorporate role-playing methodology to reenact the 2009 Climate Change conference in Copenhagen. It will also include selected laboratory experiments. (FYR) –Krisch

FYSM-179-01. The World of Rare Books— This course is a guided tour of the world of rare books, a subculture with its own jargon, etiquette, and lore that offers insights into our value systems. Topics include the 1500-year history of the “codex” book, book collecting by individuals and institutions in America, bibliophilic clubs and societies, rare book dealers, book fairs, auctions, thefts and forgeries, and rare book libraries. Our laboratory will be the Watkinson Library, which holds the rare books, manuscripts, and archives of Trinity college—almost 200,000 books produced over ten centuries, which sit on over five miles of shelving! (FYR) –Ring

FYSM-181-01. The Beatles and the 60s— The Beatles were the most famous and influential musicians of the 20th century. Were they so successful because of their music? Their appearance? The rise of the “youth culture”? Or

because of shrewd management? We will focus both on the Beatles' music and on the group's cultural significance. We will read about (and listen to) the Beatles, read their own words, and study the social upheavals of the 1960s in which their music played a part. Assessing the credibility of what we read will be central to our discussions. There will be a number of short papers and a final research project. No previous background in music is required; however, students choosing this seminar should already be familiar with the Beatles and their music. (FYR) –Platoff

FYSM-183-01. Nations, Nationalism and the Religious Impulse— In this course we will examine the interplay between contemporary movements of national identity and the long-standing human tendency to seek comfort and transcendence through religious practices—understood here in the original etymological sense of that which binds us together. As part of our exploration we will look first at how, in numerous places around the globe, the rise of modern forms of nationalism coincided with the demise of religious primacy within society. We will then examine some of the ways (e.g., pilgrimages, liturgies, and the adoration of icons) in which the religious spirit or impulse continues to manifest itself in the daily life of many, if not most, of the national and/or nationalist collectives in the world. (FYR) –Harrington

FYSM-185-01. Hard-Boiled Detective Fiction— Participants 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*, and Sue Grafton's *A Is for Alibi*. We will consider how these texts reflect and question the social values and cultural conflicts of their times, especially the complexities of race, class, and gender. We will also view several film adaptations to see how a different medium transforms these texts. Writing requirements include informal reflection papers for each reading, three short papers and a longer researched argument. (FYR) –Butos

FYSM-190-01. Food and Power in the Americas, 1492-1888— This course examines the history of food in the Americas, from Columbus' first landfall in the New World to the abolition of slavery in Brazil in 1888. Over four centuries, the hemisphere underwent multiple revolutions in the way people grew, exchanged, cooked, and ate food. As a result of such historical changes, some people accrued religious, political, economic, and physical power, while other people lost power, suffering hunger, malnutrition, enslavement, discrimination, and other injustices. Among the foods to be studied (and sampled) will be maize, potatoes, cacao, coffee, cane sugar, wheat, rice, beef, venison, and cod. Students will read scholarship on food from various disciplines and write about food in historical documents such as paintings, photographs, travel narratives, autobiographies, and cookbooks. (FYR) –Wickman

FYSM-195-01. Is Homer History?— Homer's *Iliad* tells the tale of the anger of Achilles in the course of the Trojan War. It's a compelling story that has captivated readers for over 2700 years. But how should we understand this story? Is it history, as some have thought? Does it provide insight into the Mycenaean world? Or is it "just a story?" Or something more complicated and ambiguous? In this seminar we will scrutinize the text and explore the many ways readers have understood it, including ways the story has been used in modern-day psychotherapy, fiction, and film. (FYR) –Reger

FYSM-199-01. Networks, Historical and Contemporary— We use the word "network" to describe the structure of human connections in contemporary life. This course explores the way that the network has been a useful concept for historians, too. Students will read and learn to think about networks both in an abstract sense and through a range of historical examples. They will then get hands-on experience of using historical sources, working with archival material of business and personal networks from the nineteenth century. In parallel with our historical discussions, students will work closely with Career Development to think critically about networking and to start constructing their own professional networks. (FYR) –Regan-Lefebvre

FYSM-204-01. Curiosity and Madness in English Literature— What do the stories of Pandora, Eve, and Alice in Wonderland have in common? Is curiosity a virtue or a sin in Western culture? When is someone "curious" and when is someone considered "a curiosity"? When does curiosity turn into "madness," however we define that? In this seminar, we will read English literature from all genres and all centuries (as well as seeing some films) about "curious" and "mad" people in order to explore what makes people curious and how the category of curiosity relates to madness. Readings will include Gothic mysteries and detective fictions; a play by Shakespeare; poetry and essays by writers from Francis Bacon to Stevie Smith; and theory by Michel Foucault and others. (FYR) –Benedict

FYSM-209-01. Technology, Secularization, and the Disappearance of Tradition— The foundations of

European civilization were dramatically altered in the century leading from the Industrial Revolution to World War II. How did writers, painters, and philosophers testify to these transformations? This seminar is structured around a sequence of encounters with works of art that raise crucial questions about three fundamental developments: the emergence of technological civilization, secularization, and the disappearance of tradition. What is the relation between these phenomena and how do they each reverberate in the world we live in today? Works by Holderlin, Nietzsche, Kafka, Heidegger, Duchamp, Eliot, Beckett, Weil, Cernuda, Ortega y Gasset, and Borges. (FYR) –van Ginhoven Rey

FYSM-212-01. Introduction to Hip-Hop— This course focuses on a particular period that was crucial to hip-hop’s cultural growth and development. Nostalgically referred to as the “Golden Era”, the years between 1985 and 1994 witnessed a creative explosion in artistic production and political agency. In exploring themes of race, class, gender and youth identity formation, one question this course will seek to answer is: How has hip-hop served as medium for social change? Using an interdisciplinary approach grounded in the historical method, this course encourages students to interrogate hip hop’s relationship to issues of poverty, racism, sexism, capitalism and aesthetics. This course has a community learning component. (FYR) –Markle

FYSM-215-01. Mathematical Gems— In this seminar, we will explore several mathematical topics from number theory, geometry, infinity, fractals and chaos and more. From number theory, we will consider questions such as “How many primes are there?”, “What is the relationship between clocks, bar codes and credit card numbers?” and “Is the set of rational numbers the same size as the set of irrational numbers?” The last question will allow us to further explore infinity. From geometry, we will look at proofs of the Pythagorean Theorem (did you know one of our Presidents created a proof?), investigate patterns, symmetries and tilings. What is the golden ratio and what does that have to do with rectangles and continued fractions? By studying fractals, we will find a connection to fractional dimensions. (FYR4) –Wyshinski

FYSM-219-01. Class Struggle 101— The course explores the cultural deification of wealth and those who have wealth. People with immense wealth are presented as leaders or oracles. As a result, people fail to grasp the internal logic of the oligarchic class. The course provides students with knowledge that shatters the self-delusion that if we work hard enough and study hard enough, we too can be wealthy. Students will explore how wealth generates social forces that produce and sustain cultural, economic, and psychological pathologies in arenas in which the super-rich secure their dominance including family, education, nation and world. Within an interdisciplinary framework, students will learn the theoretical, historical, practical, and political aspects of the cult of the self, which the super-rich perpetuate as natural and good. (FYR) –Williams

FYSM-221-01. Biomedical Engineering: Understanding the Human Machine— The human body is a complex and fascinating machine. Biomedical engineering uses engineering tools, both analytical and experimental, to understand this machine and to improve human health. Biomedical engineers study human physiology in both normal and disease states, and build devices to improve health and function. With roots going back to ancient Egypt, biomedical engineering developed in the 1950s and 60s as a modern discipline and has expanded into the dynamic field it is today. Students in this seminar will study these pillars of biomedical engineering: biomechanics, bioelectronics, biomaterials, biological signal processing and bioimaging. Students will use basic mathematics and physics to ask and answer questions about the human body and physiological function. Writing assignments will guide students through modern biomedical research and applications. (FYR) –Palladino

FYSM-224-01. Very Contemporary: 21st Century Art— What does it mean to be an artist in the twenty-first century? How do artists engage and animate this contemporary moment? In this course, we will study artists who work in traditional and new media—from painting to bioengineering. We will look at the ways that artists interpret recent events—prolonged war, ecological challenges, the expansion of the internet, and new economic circumstances. We will also examine the ways that they make such enduring subjects as history, nature, and imagination relevant to the contemporary moment. 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. (FYR) –Valentino

FYSM-229-01. Physics in Science Fiction— Science fiction has a long history of presenting speculations on the physical laws of the universe and the consequences of these laws for our lives and our civilization. Many of these

speculations have turned out to be correct, others have proved spectacularly wrong, and some are so forward-looking that the verdict may not be known for centuries. We will read stories mostly in the “hard SF” tradition of Tom Godwin’s “The Cold Equations” and Poul Anderson’s “Tau Zero.” Along with classic masters such as Arthur C. Clarke, Isaac Asimov, and Larry Niven, we will explore modern award-winning authors such as Greg Egan, David Marusek, and Ted Chiang. We will discuss how their stories explore scientific concepts, and we will incorporate these concepts into original written works. (FYR) –Branning

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

FYSM-237-01. 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. (FYR) –Reuman

FYSM-242-01. Youth and the American Civil Rights Movement— The seminar will explore the role played by young people in the struggle for racial equality and social justice in America waged during the middle decades of the 20th century. Through contemporaneous and retrospective narratives, documentary footage, and music, we will seek to recover the lesser known and more personal dimensions of history as we examine how social change was made. The seminar will examine collaborations and conflicts that arose among participants in the Movement across lines of race, class, gender, and generation and the resulting rise of new organizations and new movements: the Black Power Movement, the contemporary Women’s Movement, and movements for economic and social justice arising among previously marginalized groups such as American Indians and Mexican American farmworkers. (FYR) –Spurlock-Evans

GDST-000-01. 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. –Staff

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

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

Academic Disciplines

African Studies

See International Studies Program, p. [311](#).

American Studies

Associate Professor Gac, Director; Paul E. Raether Distinguished Professor of American Studies Baldwin, Paul E. Raether Distinguished Professor of History Greenberg•, Charles A. Dana Professor of History Hedrick; Associate Professors Paulin and Hager•; Assistant Professors Heatherton and Wickman; Visiting Professor Bellesiles; Visiting Associate Professor McCombie; Visiting Assistant Professor Miller, and Visiting Lecturer Conway

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/AMST 210** 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.

- One of the following: **AMST 203. Conflicts and Cultures in American Society** or **AMST 210. Doing Culture**. This requirement 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 (400-level course) 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. (HUM) (Enrollment limited) –Heatherton, Miller

[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. (HUM) (Enrollment limited)

[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. (HUM) (Enrollment limited)

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

[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. (HUM) (Enrollment limited)

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

336. Globalization(s): “America” in the Modern World— Our current moment of global crisis forces us to reckon with the contradictions of globalization. What does globalization mean? How can we trace its history? This course examines the roots of globalization through the twentieth century: from liberal democracy and communist

internationalism to Bandung humanism, fascism, and global capitalism. It explores U.S. social movements, their organization and interpretations, as a site to uncover how America was depicted and understood throughout the world. These movements developed and subsequently imagined visions of freedom, governance, justice, and progress that could themselves be globalized. Through literature, film, poetry, and more, this course examines the transnational interaction of social movements within a global sphere. (GLB2) (Enrollment limited) –Heatherton

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 Sciavo case, *Born on a Blue Day*, *Forrest Gump*, the American Disabilities Act, the Christopher Reeves story, and *Radio*. (HUM) (Enrollment limited) –Paulin

[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. (HUM) (Enrollment limited)

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

[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. (HUM) (Enrollment limited)

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

[409. 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*. This course is open only to American Studies majors. (HUM) (Enrollment limited)

409. Senior Seminar: 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. (HUM) (Enrollment limited) –Miller

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

421. Nature and Health in American Culture— Since the industrial revolution, Americans have debated the proper balance of nature and health in an increasingly polluted country. This debate has been charged with competing discourses of nature and the environment, changing views of health and embodiment, and fraught notions of profit, interests, rights, and social justice in capitalist society. This course will explore that nexus, using such examples as nature cures, social Darwinist and nativist fear of contagion from immigrants and the poor, and contested standards of industrial and environmental health in twentieth- and twenty-first-century America. (Enrollment limited) –Southern

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

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

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

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. (HUM) (Enrollment limited)

439. 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. (Enrollment limited) –Leach

443. Spectacle, Social Control, and the Spaces of Display— This course will analyze a range of built spaces, elite ones like museums and vernacular ones like shopping malls and casinos, to see how they reflect and shape our changing ideas of spectacle and display. Beginning with an examination of the 1893 World's Columbian Exposition and the 1939 World's Fair, we will analyze how buildings exercise authority and shape our behavior. We will consider how displays of culture and commerce encode the agendas of capitalism, both literal and cultural, by looking at the packaging of commodities and of the materials within museums; retail entertainment architecture like those of Las Vegas and Disney and their fusion with the museum; and memorial museums and structures, particularly the Holocaust Museum. (HUM) (Enrollment limited) –McCombie

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

458. Creating the New Right: The Conservative Movement in Post-World War II America— This

seminar will examine the political and cultural environment that supported and sustained the New Right political movement that emerged after World War II and became fully formed during the Reagan years and more recently in the Tea Party Movement supported by non-profit political action committees. The key to conservative success lay in their hopes to replace the narrative of American liberalism—now progressivism—with its emphasis on democratic-egalitarian concepts, with a narrative more in keeping with conservative thinking that stresses the self-governing individual, minimum government activity, and entrepreneurial and market freedom. We want to focus our discussion and research on cultural change in America and the responses to those changes by the American people as well as by the two major political parties. This course is 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) (HUM) –Staff

490. Research Assistantship— (HUM) –Staff

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

Graduate Courses

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

821. Nature and Health in American Culture— Since the industrial revolution, Americans have debated the proper balance of nature and health in an increasingly polluted country. This debate has been charged with competing discourses of nature and the environment, changing views of health and embodiment, and fraught notions of profit, interests, rights, and social justice in capitalist society. This course will explore that nexus, using such examples as nature cures, social Darwinist and nativist fear of contagion from immigrants and the poor, and contested standards of industrial and environmental health in twentieth- and twenty-first-century America. –Southern

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

[824. Comic Art in America 1895-Present]— This course provides an introduction to Comic Art in North America, from the beginnings of the newspaper comic strip through the development of comic books, the growth of graphic novels, and current developments in electronic media. It focuses on the history and aesthetics of the medium, comparison between developments in the United States, Mexico, and French Canada, and the social and

cultural contexts in which comic art is created and consumed. The first half of the semester concentrates on early and 20th-century comic strips and the development of the comic book form through the 1940s; the second on the social changes affecting comic art in the 1950s and 1960s, the development of a comic book subculture from the 1970s to the 21st century, the growth of independently published graphic novels and the independent comics, and contemporary electronic media developments. (HUM)

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

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. (HUM) –Ring

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. This course open to senior History majors only. –Leach

843. Spectacle, Social Control, and the Spaces of Display— This course will analyze a range of built spaces, elite ones like museums and vernacular ones like shopping malls and casinos, to see how they reflect and shape our changing ideas of spectacle and display. Beginning with an examination of the 1893 World's Columbian Exposition and the 1939 World's Fair, we will examine how buildings exercise authority and shape our behavior. We will consider how displays of culture and commerce encode the agendas of capitalism, both literal and cultural, by looking at the packaging of commodities and of the materials within museums; retail entertainment architecture like those of Las Vegas and Disney and its fusion with the museum; and memorial museums and structures, particularly the Holocaust Museum. –McCombie

[849. The Culture of Americanism in the 20th Century]— In 1894, Teddy Roosevelt published "True Americanism" in *Forum Magazine*, declaring the absolute necessity of applying a "fervid Americanism" to the solution of every problem and evil facing the country, including "Americanizing" newcomers to our shore. Nearly 50 years later, the rhetoric of Americanism proposed by *Time* publisher Henry Luce in his February 1941 editorial in *Life Magazine*, "The American Century," aimed to persuade Americans that the country's involvement in World War II and in the post-war world were not only necessary but inevitable. The Luce publications after the war publicized the culture of Americanism that was an essential part of the anti-communism that supported the Cold War for over

half a century. Leaving aside the idea of American exceptionalism—“the notion that the United States has had a special mission and virtue that makes it unique among nations”—our focus will be on the culture of Americanism as it was promulgated in the Luce publications and other media outlets during and after World War II, and the extent to which it encouraged postwar homogeneity while discouraging the expression of dissent and non-conformist ideas.

[853. 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.

858. Creating the New Right: The Conservative Movement in Post-World War II America— This seminar will examine the political and cultural environment that supported and sustained the New Right political movement that emerged after World War II and became fully formed during the Reagan years and more recently in the Tea Party Movement supported by non-profit political action committees. The key to conservative success lay in their hopes to replace the narrative of American liberalism—now progressivism—with its emphasis on democratic-egalitarian concepts, with a narrative more in keeping with conservative thinking that stresses the self-governing individual, minimum government activity, and entrepreneurial and market freedom. We want to focus our discussion and research on cultural change in America and the responses to those changes by the American people as well as by the two major political parties. –Cohn

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

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

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

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

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

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

Courses Originating in Other Departments

[Art History 271. The Arts of America]— View course description in department listing on p. [240](#).

Economics 321. American Economic History— View course description in department listing on p. [171](#). Prerequisite: C- or better in Economics 101. –Gunderson

English 105. Introduction to American Literature II— View course description in department listing on p. [203](#). –Mrozowski

[English 205. Introduction to American Literature II]— View course description in department listing on p. [203](#).

English 265. Introduction to Film Studies— View course description in department listing on p. [204](#). –Younger

- English 355. Narratives of Disability in U.S. Literature and Culture**— View course description in department listing on p. [206](#). –Paulin
- English 439. Special Topics in Film: The Documentary**— View course description in department listing on p. [207](#). –Riggio
- [English 465. The Media and the Presidential Election]**— View course description in department listing on p. [207](#).
- [English 477. The Sixties in Film, Fiction and Poetry]**— View course description in department listing on p. [208](#). Prerequisite: C- or better in English 260 and junior or senior status.
- [Film Studies 302. Horror and the Culture of Excess]**— View course description in department listing on p. [??](#).
- [History 201. The United States from the Colonial Period through the Civil War]**— View course description in department listing on p. [274](#).
- [History 208. North American Environmental History]**— View course description in department listing on p. [274](#).
- [History 218. United States Since 1945]**— View course description in department listing on p. [275](#).
- History 247. Latinos/Latinas in the United States**— View course description in department listing on p. [276](#). –Figueroa
- History 354. The Civil War and Reconstruction, 1861-1877**— View course description in department listing on p. [278](#). –Gac
- [International Studies 234. Gender and Education]**— View course description in department listing on p. [302](#).
- International Studies 249. Immigrants and Refugees: Strangers in Strange Lands**— View course description in department listing on p. [303](#). –Bauer
- Music 272. Contemporary Musical Theater**— View course description in department listing on p. [374](#). –Moshell
- 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. [435](#). Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. –Fulco, Schaller
- Political Science 102. American National Government**— View course description in department listing on p. [410](#). This course is not open to seniors. –Chambers, Williamson
- [Political Science 225. American Presidency]**— View course description in department listing on p. [411](#).
- Political Science 301. American Political Parties**— View course description in department listing on p. [411](#). Prerequisite: C- or better in Political Science 102. –Evans
- Political Science 316. Constitutional Law II: Civil Rights and Civil Liberties**— View course description in department listing on p. [411](#). Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science 102, or permission of instructor. –McMahon

Political Science 355. Urban Politics— View course description in department listing on p. 412. Prerequisite: C- or better in Political Science 102 or permission of instructor. –Chambers

[**Political Science 373. Law, Politics, and Society**]— View course description in department listing on p. 412.

Political Science 379. American Foreign Policy— View course description in department listing on p. 413. –Flibbert

[**Religion 214. Jews in America**]— View course description in department listing on p. 446.

Religion 267. Religion and the Media— View course description in department listing on p. 446. –Silk

Sociology 214. Racism— View course description in department listing on p. 455. –Williams

[**Theater & Dance 302. Horror and the Culture of Excess**]— View course description in department listing on p. 463.

[**Women, Gender, and Sexuality 215. Drink and Disorder in America**]— View course description in department listing on p. 474.

[**Women, Gender, and Sexuality 301. Western Feminist Thought**]— View course description in department listing on p. 474. Prerequisite: C- or better in one other course in Women Gender and Sexuality.

Women, Gender, and Sexuality 318. Hollywood Stars— View course description in department listing on p. ???. Prerequisite: C- or better in one film studies course, or permission of instructor. –Corber

Women, Gender, and Sexuality 335. Mapping American Masculinities— View course description in department listing on p. 474. –Corber

Women, Gender, and Sexuality 345. Film Noir— View course description in department listing on p. 475. –Corber

Spring Term

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

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

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

[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)

263. The American Civil Rights Movement— African Americans and their allies have long struggled to win equal rights and equal opportunities in America. We will examine the course of that struggle in the twentieth century, focusing primarily on the period 1950-1968. We will consider questions of urbanization, employment, racism, politics, violence, non-violence, Black Power and the notion of “race blindness.” The end of the course will be spent considering the present day. What has been resolved, and what issues remain? Are there new challenges to achieving racial equality in the U.S? Have we become “post-racial” yet, and do we want to be? (HUM) (Enrollment limited) –Greenberg

[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. (HUM) (Enrollment limited)

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

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

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

[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 Deavere-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. (HUM) (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. (HUM) (Enrollment limited)

[370. American Slavery in Society and Culture]— To a large extent, slaves built America. This course examines the history of the institution of slavery in North America while exploring its cultural impact, including during the 150 years since its destruction in the Civil War. Slavery has had a lasting impact on the American imagination, expressed in histories, literature, film, and music. Some scholars attempted to deny the inherent violence of slavery while others rediscovered the culture of African American slaves; some films presented slavery as a benign institution while others offered graphic recreations of its horror. Relying on source documents, students will encounter the experience of the enslaved people, allowing the men and women too often forgotten by history to speak for themselves. Race, gender, and cultural conflict figure prominently in this course. (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)

374. American Remix— This course pairs canonical works and themes drawn from American culture with contemporary works that reimagine the originals in especially exciting ways. For instance, we might examine how Jose Feliciano (in 1968), Jimmy Hendrix (in 1969), and Marvin Gaye (in 1983) all reinterpreted the national anthem, how Gordon Parks’s photograph “American Gothic” revised Grant Wood’s famous painting of the same name, or how author Ishmael Reed and choreographer Bill T. Jones responded to Harriet Beecher Stowe’s *Uncle Tom’s Cabin*. In doing so, students will develop a better understanding of the ways in which Americans have perpetually reinvented themselves by revisiting and revising the touchstones of their culture. (HUM) (Enrollment limited) –Miller

387. Assessing Adoption: Modern Families in American Culture— This course examines the social and cultural meanings of adoption. How has modern adoption changed ideas of family? Which parents are able to adopt and which children are eligible to be adopted? Beginning with U.S. adoption’s historical roots, this course focuses on different forms of adoption, including domestic, international, private, and public adoption, as well as transracial and gay adoption. From orphan trains to foster care and from infertility to teen pregnancies, this course reviews factors that encourage and prevent adoption. We will consider the ways laws and ethics have shaped adoption’s move from secrecy and closed adoptions to forthrightness and open adoptions/records practices. Reading memoirs, screening films, and reviewing data, we will discuss the roles of members of the adoption triad: birth parents, adoptive parents, and adoptees, while learning about the impact of adoption on identity development. (Enrollment limited) –Heatherton

[390. Born This Way: The Science of Sexual Orientation and Gender Identity, 1860s to the Present]— What role have science and medicine played in the development of homosexuality and transgender? What have science and medicine had to say about sexual orientation and gender identity in the past, and how have those theories been articulated in relation to a larger cultural and political envelope? This course answers such questions through an introduction to scientific theories of sexual orientation and gender identity from the mid-nineteenth century to the

present. Through a wide array of texts from Freud to Foucault, the course readings feature primary sources from across the disciplines of psychology and psychiatry, biology, endocrinology, history, and anthropology. In the end, students explore how science shaped American understandings of sex/sexual orientation and how American culture shaped the science behind such understandings. (HUM) (Enrollment limited)

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

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

409. Senior Seminar: 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) –Heatherton

[**409. The Teen in America**— By analyzing representations of teens in literature, films, images, music, and fashion, this course investigates the significance of Americans' fascination with teenagers, a group that has shaped and has been shaped by American society. “The Teen in America” explores “teens” as: 1) persons in a developmental stage between childhood and adulthood, 2) a social category characterized by angst, rebellion, leisure, and experimentation, and 3) agents of global change. Beginning with the Little Rock Nine, Elvis, and James Dean, this study of teens is anchored in key historical moments and icons from the 1950s to the present. (WEB) (Enrollment limited)

[**420. The Prosperous Years 1900-1929**— Topics in the culture and political economy of the years 1900-1929, including progressive movements, the rise and fall of organized labor and the Left, the women's suffrage campaign and its aftermath, immigration and Americanization, the World War home front, migrations and communities of African-Americans, and the gathering impacts of the new mass media of movies and radio. (HUM) (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. (HUM) (Enrollment limited) –Goldstein

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 Itself**]— 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)

[444. **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. (HUM) (Enrollment limited)

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

468. American Labor and Cultural Politics— This course will address the importance of the American labor movement in producing, contesting, and amplifying meaning within larger contexts of class, knowledge, and power. Although many such meanings arise within the expected domains of work, pay, and workers, and serve as crucial resources for communities and unions, they also are closely related to projects of achieving justice for larger imagined communities (e.g., “the people”). Readings will provide a broad overview of labor movements since the Civil War as well as close study of selected cultural work, such as challenging class subordination, shaping and contesting racialization, engendering and valorizing work, interrogating the wage relation, pursuing contradictory visions of authority and modernization, and seeking reform within today’s increasingly hostile political climates and structures. (Enrollment limited) –Southern

[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. (HUM) (Enrollment limited)

490. Research Assistantship— (HUM) –Staff

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

Graduate Courses

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

803. Historiography and Historical Research— New England has had a sense of its boundaries, identity, and larger purposes since the mid-17th century and it began producing historical literature about itself earlier than other regions of what would become the United States. This course has a dual agenda—to study the evolution of historical consciousness in and about New England and to use the region’s rich and varied historical literature to

prepare students for their own historical research on the region. –Walsh

[820. The Prosperous Years 1900-1929]— Topics in the culture and political economy of the years 1900-1929, including progressive movements, the rise and fall of organized labor and the Left, the women’s suffrage campaign and its aftermath, immigration and Americanization, the World War home front, migrations and communities of African-Americans, and the gathering impacts of the new mass media of movies and radio. (HUM)

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

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 Itself— 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

[844. 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. (HUM)

868. American Labor and Cultural Politics— This course will address the importance of the American labor movement in producing, contesting, and amplifying meaning within larger contexts of class, knowledge, and power. Although many such meanings arise within the expected domains of work, pay, and workers, and serve as crucial resources for communities and unions, they also are closely related to projects of achieving justice for larger imagined communities (e.g., “the people”). Readings will provide a broad overview of labor movements since the Civil War as well as close study of selected cultural work, such as challenging class subordination, shaping and contesting racialization, engendering and valorizing work, interrogating the wage relation, pursuing contradictory visions of authority and modernization, and seeking reform within today’s increasingly hostile political climates and structures. –Southern

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. (HUM) –Couch

[872. Museum Education]— This course will explore the philosophical and practical issues of educational program development at American history museums, and in particular, at the Mark Twain House & Museum. Course readings and class discussions will focus on various aspects of the often contradictory demands made by teachers or the general public for a history museum experience that both “educates” and “entertains”, with special attention given to the professional realities of fulfilling the mission goals of a non-profit institution that seeks to serve the “community”. Students in this course will be required to make a scholarly inquiry into the mission and operation of a history museum and create two new education programs for that museum - one that addresses the needs of K-12 students and their teachers according to the new mandate of the “Common Core Standards,” and one that addresses the interests of the general public who choose to visit the museum.

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

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

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

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

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

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

Courses Originating in Other Departments

Economics 214. Business and Entrepreneurial History— View course description in department listing on p. 175. Prerequisite: C- or better in Economics 101. –Gunderson

Educational Studies 300. Education Reform: Past and Present— View course description in department listing on p. 187. Prerequisite: C- or better in EDUC200, or American Studies major or Public Policy and Law major. –Moore

Educational Studies 307. Latinos in Education: Local Realities, Transnational Perspectives— View course description in department listing on p. 187. Prerequisite: Educational Studies 200 or International Studies, Language and Culture Studies, Hispanic Studies, or Anthropology major, or permission of instructor. –Dyrness

English 104. Introduction to American Literature I— View course description in department listing on p. 213. –Hager

English 117. Introduction to African American Literature Part II— View course description in department listing on p. 213. –Paulin

[English 204. Introduction to American Literature I]— View course description in department listing on p. 214.

[**English 216. Introduction to African American Literature, Part I**][— View course description in department listing on p. 214.](#)

[**English 217. Introduction to African American Literature Part II**][— View course description in department listing on p. 214.](#)

English 233. Evolution of the Western Film[— View course description in department listing on p. 215.](#)
–Younger

[**English 293. Tough Guys and Bad Girls: 20th Century American Crime Fiction**][— View course description in department listing on p. 216.](#)

[**English 318. Literacy and Literature**][— View course description in department listing on p. 216.](#) Prerequisite: C- or better in English 260 or permission of instructor.

[**English 377. The Revolutionary Generations: American Literature from 1740 to 1820**][— View course description in department listing on p. 218.](#)

English 379. Melville[— View course description in department listing on p. 218.](#) –Hager

[**English 421. Immigration Stories - Then and Now**][— View course description in department listing on p. 220.](#)

[**English 435. Reading Films: Style, Genre, and Historical Context**][— View course description in department listing on p. 220.](#)

[**English 496. Senior Seminar: American Auteurs**][— View course description in department listing on p. 221.](#)

French 325. Americans in Paris/Parisians in America[— View course description in department listing on p. 336.](#) –Kippur

[**Hispanic Studies 233. Latin American Literature and Film in Translation**][— View course description in department listing on p. 348.](#)

[**History 201. The United States from the Colonial Period through the Civil War**][— View course description in department listing on p. 281.](#)

History 208. North American Environmental History[— View course description in department listing on p. 281.](#) –Wickman

[**History 209. African-American History**][— View course description in department listing on p. 281.](#)

History 233. (Re)Connecting the Black Atlantic: Comparing Afro-Brazilian and African-Am. Hist til the 19th Cent[— View course description in department listing on p. 283.](#) –Staff

[**History 247. Latinos/Latinas in the United States**][— View course description in department listing on p. 283.](#)

History 311. Sense of Place in the Native Northeast[— View course description in department listing on p. 285.](#) –Wickman

History 344. America's Most Wanted: True Crime and the American Imagination[— View course description in department listing on p. 286.](#) –Greenberg

- Language & Cultural Studies 325. Americans in Paris/Parisians in America**— View course description in department listing on p. 328. –Kippur
- Music 218. American Popular Music**— View course description in department listing on p. 375. –Woldu
- Music 274. Jazz: 1900 to the Present**— View course description in department listing on p. 376. –Allen
- [Philosophy 239. African-American Feminism]**— View course description in department listing on p. 393.
- Political Science 102. American National Government**— View course description in department listing on p. 414. This course is not open to seniors. –Bourbeau, Laws
- [Political Science 307. Constitutional Law I: The Federal System and Separation of Powers]**— View course description in department listing on p. 415. Prerequisite: C- or better in Political Science 102.
- [Political Science 326. Women and Politics]**— View course description in department listing on p. 416. 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. 418. –McMahon
- [Psychology 223. Intersecting Identities: The Asian American Experience]**— View course description in department listing on p. 427.
- Religion 214. Jews in America**— View course description in department listing on p. 448. –Kiener
- [Religion 261. American Catholics]**— View course description in department listing on p. 449.
- Religion 262. Religion in America**— View course description in department listing on p. 449. –Kirkpatrick
- [Religion 290. Spiritual Movements in Contemporary America]**— View course description in department listing on p. 449.
- Religion 386. Islam in America**— View course description in department listing on p. 450. –Staff
- Sociology 241. Mass Media, Popular Culture, and Social Reality**— View course description in department listing on p. 457. Prerequisite: C- or better in a prior Sociology course or permission of instructor. –Staff
- Women, Gender, and Sexuality 215. Drink and Disorder in America**— View course description in department listing on p. 477. –Hedrick
- [Women, Gender, and Sexuality 245. The Hollywood Musical]**— View course description in department listing on p. 476.
- Women, Gender, and Sexuality 301. Western Feminist Thought**— View course description in department listing on p. 476. Prerequisite: C- or better in one other course in Women Gender and Sexuality. –Hedrick
- [Women, Gender, and Sexuality 315. Women in America]**— View course description in department listing on p. 476.
- [Women, Gender, and Sexuality 319. The Woman’s Film]**— View course description in department listing on p. 477.
- Women, Gender, and Sexuality 369. Queer Studies: Issues and Controversies**— View course description in department listing on p. 477. –Corber

Anthropology

Associate Professor Notar, Chair; Professors Nadel-Klein and Trostle[•]; Assistant Professor Hussain; Visiting Assistant Professor DiVietro

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/Majors.

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

- Five core courses.

ANTH 101. Introduction to Cultural Anthropology
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 South 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 one-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

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

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

[215. Medical Anthropology]— This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of disease, cultural critiques of biomedicine, and non-Western systems of healing. We will explore the major theoretical schools in medical anthropology, and see how they have been applied to specific pathologies, life processes, and social responses. Finally we will explore and critique how medical anthropology has been applied to health care in the United States and internationally. The course will sensitize students to cultural issues in sickness and health care, and provide some critical analytic concepts and tools. Prerequisite: C- or better in Anthropology 101 (formerly 201) or other Anthropology course or permission of instructor. (GLB5) (Enrollment limited)

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

[238. Economic Anthropology]— We often assume that culture and the economy are separate, but all economic transactions contain cultural dimensions, and all cultural institutions exhibit economic features. This course provides an introduction to key debates and contemporary issues in economic anthropology. We will consider differences in the organization of production, distribution, and consumption in both subsistence and market economies and examine ways in which anthropologists have theorized these differences. Topics for discussion will include cultural conceptions of property and ownership, social transitions to market economies, the meanings of shopping, and the commodification of bodies and body parts such as organs and blood. Course materials will draw from ethnographic studies, newspaper articles, and documentary films. (GLB5) (Enrollment limited)

[241. Women in the Caribbean]— This course explores the diverse lives of women of the Caribbean. We will begin with feminist theories of women and power and trace how those understandings have emerged and changed over time. We will use ethnographies to examine women’s lives in both historical and contemporary Caribbean settings, and explore major theoretical approaches in feminist and Caribbean anthropology. We will analyze how women’s experiences have been shaped by multiple forces, including slavery and emancipation, fertility and constructs of motherhood, gender and violence, race and identity, tourism and sex work, illness and poverty, globalization and labor. (SOC) (Enrollment limited)

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

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

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

302. History of Anthropological Thought— This course explores the anthropological tradition as it has changed from the late 19th century until the present. Students will read works of the major figures in the development of the discipline, such as Bronislaw Malinowski, Franz Boas, Margaret Mead, and Claude Levi-Strauss. They will learn not only what these anthropologists had to say about reality, but why they said it when they did. In this sense, the course turns an anthropological eye on anthropology itself. (SOC) (Enrollment limited) –Nadel-Klein

[303. Urban China]— What does it mean to live in one of the fastest growing cities in the fastest growing economy in the world? This course focuses on understanding the complex and ongoing transformations of Chinese cities, examining such topics as contestations over the urban environment and “public” space, the rise of China's new middle class, new consumption patterns, rural to urban migration, and spaces of youth culture. Course materials will include ethnographies, journal and newspaper articles as well as documentary and feature film clips (SOC) (Enrollment limited)

308. Anthropology of Place— This course explores the increasingly complex ways in which people in industrial and non-industrial societies locate themselves with respect to land and landscape. Contrary to some widespread assumptions regarding the fit between identity and place (i.e., ethnicity and nationalism), we study a range of settings in which people actively construct, contest, and reappropriate the spaces of modern life. Through texts, seminar discussions, films, and a field-based research project as the major exercise, students will explore a number of issues, including cultural persistence and the loss of place; the meaning of the frontier and indigenous land rights struggles; gender and public space; the deterritorialization of culture (i.e., McDonald's in Hong Kong); and the cultural costs of an increasingly “fast” and high-tech world. (GLB5) (Enrollment limited) –Nadel-Klein

[330. Anthropology of Food]— Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life. This seminar will examine the social and cultural significance of food. Topics to be discussed include the evolution of human food systems, the social and cultural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, the connection between ethnic cuisines, nationalist movements and social classes, and the causes of famine. (SOC) (Enrollment limited)

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

[497. Senior Thesis]— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to

be completed in one semester.) (WEB)

[498. Senior Thesis Part 1]— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this year long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) (WEB)

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) (WEB) –Staff

Courses Originating in Other Departments

[Educational Studies 316. Education and Social Change Across the Globe]— View course description in department listing on p. 185. Prerequisite: C- or better in a prior Educational Studies or International Studies Course.

International Studies 218. Women, Gender, and Family in the Middle East— View course description in department listing on p. 302. –Bauer

[International Studies 234. Gender and Education]— View course description in department listing on p. 302.

International Studies 249. Immigrants and Refugees: Strangers in Strange Lands— View course description in department listing on p. 303. –Bauer

International Studies 250L. Hartford Global Migration Lab— View course description in department listing on p. 303. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250. –Bauer

International Studies 262. Peoples and Culture of the Caribbean— View course description in department listing on p. 303. –Desmangles

[International Studies 311. Global Feminism]— View course description in department listing on p. 304.

Linguistics 101. Introduction to Linguistics— View course description in department listing on p. ?? . –Lahti

[Religion 281. Anthropology of Religion]— View course description in department listing on p. 447.

Spring Term

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

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

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 Munduruc of Amazonian Brazil. As they examine the place of women in these societies, students will also be introduced to theoretical perspectives that help explain both variations in women’s status from society to society and “universal” aspects of their status. (GLB5) (Enrollment limited) –Nadel-Klein

215. Medical Anthropology— This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of disease, cultural critiques of biomedicine, and non-Western systems of healing. We will explore the major theoretical schools in medical anthropology, and see how they have been applied to specific pathologies, life processes, and social responses. Finally we will explore and critique how medical anthropology has been applied to health care in the United States and internationally. The course will sensitize students to cultural issues in sickness and health care, and provide some critical analytic concepts and tools. Prerequisite: C- or better in Anthropology 101 (formerly 201) or other Anthropology course or permission of instructor. (GLB5) (Enrollment limited) –Trostle

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

[230. Visual Anthropology]— This course will explore and evaluate various visual genres, including photography, ethnographic film, and museum presentation, as modes of anthropological analysis—as media of communication facilitating cross-cultural understanding. Among the topics to be explored are the ethics of observation, the politics of artifact collection and display, the dilemma of representing non-Western “others” through Western media, and the challenge of interpreting indigenously produced visual depictions of “self” and “other.” (SOC) (Enrollment limited)

[242. Anthropology of Latin America]— This course examines the history, politics, and peoples of Latin America from the perspective of anthropology. The focus will be on how a complex, multicultural and heterogeneous region comprised of distinct nation-states—which nevertheless share a common cultural past and present, indelibly marked by both indigeneity and colonialism—have come to assume an increasingly unified identity on the world stage. Topics included for discussion and ethnographic analysis include the legacy of an historic coloniality; race, ethnicity, afro and indigenous peoples, and mestizaje; gender and sexuality; religion, ritual, and spectacle; the state, state violence and state terror, including the “war on drugs”; social movements, social protest, and armed resistance; human rights; and the uncertain transition to democracy and globalized market economies. (Enrollment limited)

244. Borderlands of East & South East Asia— As multinational logging and tourism encroach upon land, and as governments attempt to control borders and restrict cultural practices, borderland peoples of East and Southeast Asia are struggling for their livelihoods and self-determination. This course examines these economic, political and cultural struggles comparatively, over time and across regions. We will investigate government policies of assimilation and modernization, and local responses and resistance. We will discuss such topics as environmental degradation, ethno-tourism, prostitution, HIV infection, and drug smuggling. Readings will include ethnography and memoir, and will be complemented by film and slides. (GLB5) (Enrollment limited) –Notar

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

[253. Urban Anthropology]— This course will trace the social scientific (especially ethnographic and cultural) study of the modern city from its roots in the Industrial Revolution through the current urban transformations brought about by advanced capitalism and globalization. Why are cities organized as they are? How does their

organization shape, and get shaped by, everyday practices of city inhabitants? This course will explore the roles of institutional actors (such as governments and corporations) in urban organization, and the effects of economic change, immigration, and public policy on the social organization and built environment of cities. It will examine social consequences of cities, including economic inequality, racial stratification, community formation, poverty, and urban social movements. Though it will focus on American urbanism, this course will also be international and ethnographic. (SOC) (Enrollment limited)

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

300. Junior Seminar— A seminar designed for anthropology majors in their junior year. The course is designed to build knowledge of the discipline, including contemporary debates, the publication process, and the work of anthropologists beyond the academy (e.g. in business, public health, government and non-governmental organizations, etc.). Students write a research proposal for a potential senior thesis and interview a working anthropologist. Prerequisite: Anthropology major or permission of instructor. (Enrollment limited) –Trostle

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. (SOC) (Enrollment limited) –Notar

305. Identities in Britain and Ireland— Using ethnographies, nonfiction, novels and films, this course introduces students to the complex negotiations that go into being “British” or “Irish” in the world today. We will apply anthropological theories of identity as a social process to textual and visual material, challenging conventional notions of ethnicity as primordial or fixed. Discussions will address issues of postcolonialism, borders and boundaries, gender and race, and relations between persons and landscapes. (GLB) (Enrollment limited) –Nadel-Klein

310. Anthropology of Development— This seminar will explore international economic and social development from an anthropological perspective. We will critically examine concepts of development, underdevelopment, and progress. We will compare how multilateral lenders and small nongovernmental organizations employ development rhetoric and methods. We will examine specific case studies of development projects in Africa, Asia, and Latin America, asking what has been attained, and what is attainable. (SOC) –Hussain

399. Independent Study— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chair are required for enrollment. (0.5 - 2 course credits) –Staff

401. Advanced Seminar in Contemporary Anthropology— Anthropologists are a contentious lot, often challenging the veracity and relevance of each other’s interpretations. In this seminar, students will examine recent manifestations of this vexatiousness. The seminar will consider such questions as: Can culture be regarded as collective and shared? What is the relationship between cultural ideas and practical action? How does one study culture in the postmodern world of “the celluloid, global ethnoscapes”? 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. (WEB) (Enrollment limited) –Hussain

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

497. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.) (WEB) –Staff

Courses Originating in Other Departments

Art History 294. The Arts of Africa— View course description in department listing on p. 242. –Gilbert

Educational Studies 307. Latinos in Education: Local Realities, Transnational Perspectives— View course description in department listing on p. 187. Prerequisite: Educational Studies 200 or International Studies, Language and Culture Studies, Hispanic Studies, or Anthropology major, or permission of instructor. –Dyrness

Educational Studies 320. Anthropology and Education— View course description in department listing on p. 188. Prerequisite: C- or better in Educational Studies 200 or Anthropology 101 (formerly 201), or permission of instructor. –Dyrness

[International Studies 218. Women, Gender, and Family in the Middle East]— View course description in department listing on p. 307.

International Studies 235. Youth Culture in the Muslim World— View course description in department listing on p. 307. –Bauer

[International Studies 250. Global Migration]— View course description in department listing on p. 307.

[International Studies 250L. Hartford Global Migration Lab]— View course description in department listing on p. 307. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250.

[International Studies 262. Peoples and Culture of the Caribbean]— View course description in department listing on p. 307.

[International Studies 307. Women's Rights as Human Rights]— View course description in department listing on p. 308.

International Studies 311. Global Feminism— View course description in department listing on p. 308. –Bauer

[Religion 290. Spiritual Movements in Contemporary America]— View course description in department listing on p. 449.

Asian Studies

See International Studies Program, p. [312](#).

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 toward 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 Study Away and schedule a meeting with Professor Parr, the study-abroad adviser in the Chemistry Department. In recent years, majors have studied in Australia and the British Isles.

In addition, students planning to study abroad who wish to have a course or courses counted toward partial fulfillment of the requirements for the chemistry or biochemistry major must present in writing a complete description of such courses for prior approval by the chair of the department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the chair of the department. This must include a certified transcript from the institution.

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

Associate Professor Archer, Chair; Thomas S. Johnson Distinguished Professor of Biology Blackburn●●, Professors Dunlap, Fleming, and Morrison●●, Charles A. Dana Professor of Biology Schneider; Associate Professors Foster●, Guardiola-Diaz, and Smedley; Principal Lecturer and Laboratory Coordinator O'Donnell; Lecturer and Laboratory Coordinator Fournier

Biology is the study of the unity and diversity of life. Modern biology is a field of great breadth that includes such disciplines as molecular biology, genetics, development, physiology, zoology, botany, ecology, and evolutionary biology. As an interdisciplinary field, biology draws upon chemistry, mathematics, and physics, while intersecting with such other fields as neuroscience, psychology, anthropology, philosophy, and paleontology.

The biology major is constructed to provide students with a broad background in the field while offering opportunities for concentration in particular areas. The department has excellent facilities, and majors are strongly encouraged to conduct independent research with a faculty member. A major in biology can lead to a career in research, teaching, or the health professions, as well as in law, government, business, or management. The major also prepares students for further study in such interdisciplinary fields as biochemistry, nutrition, neuroscience, oceanography, and environmental science.

Students who are considering a major in biology should consult a member of the Biology Department as early in their undergraduate career as possible. The faculty member will help plan a sequence of courses appropriate for the student's particular interests and needs. If the biology major is to be used as preparation for one of the health-related professions, the student should consult with a member of the Health Professions Advising Committee (see the advising section in the *Bulletin*).

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 toward 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

MATH 207. Statistical Data Analysis

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.

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 211L. Electron Microscopy
BIOL 224 or 224L. Genetics
BIOL 233. Conservation Biology
BIOL 244. Biology of Infectious Disease
BIOL 300. Evolutionary Thought
BIOL 310L. Developmental Biology
BIOL 315L. Vertebrate Zoology
BIOL 319L. Animal Physiology
BIOL 323L. Plant Metabolism and Behavior
BIOL 333L. Ecology
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. These courses also satisfy the Writing Intensive Part II requirement for the major.

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 Phylogeography
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 141L** 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

Biology major concentrations

Depth option—Students may opt to fulfill a concentration in a particular area of biology by completing four electives within any one of the groups listed below. This concentration will be indicated in the student's transcript (e.g., "Biology: Biomedical Sciences Concentration"). Transfer courses may be applied toward a concentration as approved by the department chair. **Four courses** fulfill a concentration in one area; students are limited to selecting one concentration.

Biomedical Sciences concentration:

BIOL 206L. Histophysiology
 BIOL 224. Genetics
 BIOL 227L. Cell Biology
 BIOL 244. Biology of Infectious Disease
 BIOL 308L. Microbiology
 BIOL 315L. Vertebrate Zoology
 BIOL 317L. Biochemistry
 BIOL 319L. Animal Physiology
 BIOL 446. Bacterial Pathogenesis
 BIOL 473. Sensory Biology

Organismal and Evolutionary Biology concentration:

BIOL 204. Plant Diversity
 BIOL 215L. Botany
 BIOL 222L. Invertebrate Zoology
 BIOL 300. Evolutionary Thought
 BIOL 308L. Microbiology
 BIOL 315L. Vertebrate Zoology
 BIOL 319L. Animal Physiology
 BIOL 323L. Plant Metabolism and Behavior
 BIOL 336L. Marine and Freshwater Botany
 BIOL 430. Avian Ecology and Conservation
 BIOL 435. Life History Strategies
 BIOL 456L. Biology of Communication
 BIOL 468. Marine Phylogeography
 BIOL 473. Sensory Biology
 BIOL 475. Symbiosis

Cellular/Molecular Biology concentration:

BIOL 175. Genome Analysis
 BIOL 206L. Histophysiology
 BIOL 211. Electron Microscopy
 BIOL 224. Genetics
 BIOL 226L. Recombinant DNA Technology
 BIOL 227L. Cell Biology
 BIOL 310L. Developmental Biology
 BIOL 317L. Biochemistry
 NESC 402. Cellular and Molecular Neurobiology
 BIOL 446. Bacterial Pathogenesis
 BIOL 464. Molecular Genetics

Field Biology and Ecology concentration:

BIOL 215L. Botany
 BIOL 222L. Invertebrate Zoology
 BIOL 233. Conservation Biology
 BIOL 315L. Vertebrate Zoology
 BIOL 333L. Ecology
 BIOL 336L. Marine and Freshwater Botany
 BIOL 430. Avian Ecology and Conservation
 BIOL 435. Life History Strategies
 BIOL 463L. Ecological Concepts and Methods
 BIOL 468. Marine Phylogeography
 BIOL 475. Symbiosis
 School for Field Studies (SFS) field course (as approved by the department)

The biology minor—The minor in biology is an option for students who are not majoring in the subject but who wish to enhance their biological background in conjunction with other academic interests. The minor offers students the opportunity to explore one or more aspects of biology or to sample broadly from across the departmental curriculum. A minor in the subject also may help prepare students for postgraduate careers in areas related to the life sciences, including environmental consulting, scientific publishing, environmental law, nutrition, science teaching, and allied health fields. In order to declare a minor in biology and to plan a course of study, a student should meet with the chair of the Biology Department.

The minor in biology consists of five courses in the biological sciences (including at least four with labs). These five courses include (a) **BIOL 182L** and **183L** (which has a prerequisite of **CHEM 111**) and (b) three departmental electives (at least two with labs). Eligible departmental electives include all 200-, 300-, and 400-level biology courses, as well as **NESC 201. Principles of Neuroscience** and **NESC 402. Cellular and Molecular Neurobiology**. In addition, students may apply one 100-level course from the following list toward a biology minor:

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

Only one of the five biology courses can be a transfer credit except in circumstances approved by the department. No course with a grade less than C- may be counted toward the minor.

Advanced Placement—Students who receive a score of 4 or 5 on the Advanced Placement examination in biology may receive one course credit toward graduation. This course credit may not be counted toward the biology major, nor does it exempt students from any of the courses required for the major.

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, fieldwork, 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 fieldwork, 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/Tanzania, Costa Rica, Turks and Caicos Islands, Bhutan, and Australia/New Zealand)
- Organization for Tropical Studies
- Marine Biological Laboratory Semester in Environmental Science
- SEA Semester, Woods Hole

Honors—Students seeking honors must apply for the honors program in biology. This application must be in written form and should be submitted to the chair of biology before the sixth week of classes of a student's sixth semester. The biology faculty will act upon each application. Students seeking honors must have completed five biology courses that count toward the major by the end of their fifth semester, and their grade point average in these courses must be at least 3.3 (B+). In addition, they must demonstrate in their work a scholarly intent. Students not qualifying for the honors program after five semesters may be invited by the faculty to enter the program at a later time.

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

[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. (NAT) (Enrollment limited)

[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)

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. (GLB3) (Enrollment limited) –Morrison

182. Evolution of Life— This course will provide an introduction to life on Earth from an evolutionary perspective. Through lecture and discussion, we will examine evolutionary principles, inheritance, biodiversity, physiological adaptations, and ecology. The laboratory will provide the opportunity to explore biological concepts through observation, experimental design, and analysis. (1.25 course credits) (NAT) (Enrollment limited) –Blackburn, Fournier, O'Donnell, Schneider, Smedley

211. Electron Microscopy— Electron microscopes are sophisticated research instruments that allow examination of specimens at very high magnification (up to 250,000x). Thus, they provide valuable information about cell structure and function and serve as diagnostic tools in human medicine. In this course, students learn how to prepare specimens for electron microscopic study, to use EMs to examine and digitally photograph them, and to interpret the resultant images. The theory behind these techniques will be considered, as will application of electron microscopy to research questions and clinical issues. Prerequisite: C- or better in Biology 182 or Biology 183 and consent of instructor (1.25 course credits) (Enrollment limited) –Blackburn

215. Botany— An introductory study of the structure, function, development, metabolism, reproduction, dispersal,

ecology, and evolution of plants. Plant/animal interactions and co-evolution will be considered. Laboratory exercises and field work are designed to involve students with important concepts discussed in lecture. Prerequisite: C- or better in Biology 182L, or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited) –Schneider

[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) (NAT) (Enrollment limited)

224. Genetics— A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. This course may be taken without laboratory by registering for only Biology 224-01. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (NAT) (Enrollment limited) –Fleming

224L. Genetics Laboratory— A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. Prerequisite: C- or better in BIOL 224-01, or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Fleming

226. Recombinant DNA Technology— Human gene therapy, genetically-engineered crop plants, and transgenic mice are all possible because of the powerful techniques developed to manipulate nucleic acids and proteins. This course will introduce you to the fundamental methods at the heart of this technology—DNA isolation, restriction digestion, DNA recombination, Southern blotting, and DNA library screening. The emphasis will be on the laboratory experience, with lectures covering current examples of research using the techniques described. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited) –Archer

[244. Biology of Infectious Disease]— The infectious disease process is multifactorial. In order to understand how bacteria and viruses cause disease, it is necessary to examine the delicate relationship that exists between the host and the infectious organism. This course will focus on understanding the human immune system in health and in disease, as well as the mechanisms employed by microorganisms to escape the immune response. A stepwise approach to the infectious process will be taken in this lecture- and discussion-based course, beginning with initial encounter between the host and the infectious agent and ending with the transmission of the agent to a new host. Although human disease will be the main focus, some infectious agents of plants and other animals will also be discussed. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (GLB3) (Enrollment limited)

250. Genomics Research Program Seminar— This course serves to transition students from their focused first year experience to the broader field of biological research, both at Trinity and beyond. Students will read primary research literature from the full range of the life sciences - from molecules to ecosystems - and discuss common themes and problems in biological research. Students will also interact with all faculty and upper-level students conducting biological research at Trinity and will attend presentations of guest-lecturers from other colleges and universities. Prerequisite: C- or better in FYSM 170 (Phage Hunters), and Biology 175. (0.5 course credit) (NAT) (Enrollment limited) –Blackburn

317. Biochemistry— A study of the molecular reactions that sustain life. Topics include biomolecule structure and function, enzyme kinetics, bioenergetics, and integration and regulation of metabolic pathways. The laboratory exercises include chromatography, electrophoresis, spectroscopy and bioinformatic analysis. Prerequisite: C- or better in Chemistry 212L, Biology 182L and Biology 183L. (1.25 course credits) (NAT) (Enrollment limited) –Guardiola-Diaz, Staff

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) (NAT) (Enrollment limited) –Smedley

[336. Marine and Freshwater Botany]— A study of the life histories and environmental strategies of aquatic algae, bryophytes, and vascular plants. The course will highlight the physiological problems and anatomical adaptations associated with life in various fluid environments. Fieldwork in a peat bog, Long Island Sound, and fresh-water environments supplements self-designed research projects on reproductive morphology, growth studies, and physiology of selected aquatic plants. Prerequisite: C- or better in Biology 182L. Biology 215L is recommended. (1.25 course credits) (NAT) (Enrollment limited)

399. Independent Study— Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 1 course credit) –Staff

403. Research Seminar— Students engaged in laboratory or field research, as well as honors candidates conducting library research, will meet with the biology faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Concurrent enrollment in either Biology 419 or 425 is required. This course is open to seniors only. (0.5 course credit) (NAT) (Enrollment limited) –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) (WEB) –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) (WEB) –Staff

456. Biology of Communication— This integrative course will examine the development, neurobiology, physiology, ecology, and evolution of communication in vertebrate animals, including humans. We will discuss how communication signals (e.g., bird songs, human speech, olfactory communication chemicals) are generated by animals, how these signals travel through the environment and are perceived by other animals, and how, in turn, they modify the behavior of the receiving animal. Human disorders such as deafness will be examined as a means of understanding plasticity in communication systems. Emphasis will be on reading and discussing articles from the primary literature. The laboratory section will include both lab and field experiments in which we record and analyze signals, examine hormonal effects on communication behaviors, and observe behavioral responses to playbacks of communication signals. This course includes a community learning component. This course has a community learning component. Prerequisite: C- or better in Biology 319L or Neuroscience 201. (1.25 course credits) (WEB)

(Enrollment limited) –Dunlap

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

[473. Sensory Biology]— This integrative course examines the cell biology, development, physiology and ecology of the senses (vision, audition, olfaction, taste and touch). We will discuss the complex ways humans gather, filter and process sensory information; and how animals sense the world quite differently. Prerequisite: C- or better in Biology 182, and Biology 183L, and Biology 319L or Neuroscience 201, or permission of instructor. (1 - 1.25 course credits) (WEB) (Enrollment limited)

[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 and Biology 183L, or Permission of Instructor. (WEB) (Enrollment limited)

Courses Originating in Other Departments

[Neuroscience 101. The Brain]— View course description in department listing on p. 381.

Spring Term

[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. (NAT) (Enrollment limited)

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. (NAT) (Enrollment limited) –Smedley

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

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. (NAT) (Enrollment limited) –Fleming

[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. (NAT) (Enrollment limited)

[131. **Urban Wildlife Ecology**]— Conservation of wildlife and natural habitats in urban, suburban, and developing areas. We will study the occurrence, adaptations, and values of wildlife in urbanized areas, with emphasis on research and agency programs. The theory and practice of applying ecological principles to the management of wildlife and wildlife habitats in metropolitan areas will be examined. Not creditable to the biology major. Enrollment limited. (NAT) (Enrollment limited)

[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. (GLB3) (Enrollment limited)

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. Prerequisite: C- or better in First-Year Seminar 170, Phage Hunters, and concurrent enrollment in Biology 183L. (NAT) (Enrollment limited) –Foster

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) (NAT) (Enrollment limited) –Archer, Dunlap, Guardiola-Diaz, O'Donnell, Staff

[206. **Histophysiology**]— This course provides a comprehensive survey of the structure, composition, and function of tissues and their cellular and non-cellular components. Particular emphasis is placed on structural organization and structural-functional relationships of mammal tissues, with comparisons to other vertebrates. Recent microscopic research conducted at Trinity will also be considered. In the laboratory, students learn fundamentals of cell and tissue morphology through light microscopy and examination of electron micrographs. A background in general or organic chemistry is useful. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited)

[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) (NAT) (Enrollment limited)

222. Invertebrate Zoology— An introductory study of the variety, morphology, functional attributes, development, ecology, and evolution of the major groups of invertebrate animals. The laboratory includes demonstrations, dissections, and experimental observation that relate adaptations in structural patterns and physiological processes of organisms to their marine, freshwater, or terrestrial environments. Prerequisite: C- or better in Biology 182L or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited) –Smedley

227. Cell Biology— A study of cell structure and function, emphasizing molecular components, metabolism, organelles, motility, and growth and division. The molecular biology of cells and the regulation of cellular processes are emphasized. Laboratory exercises will include light microscopy, molecular cellular experiments, and other experiments in cell biology. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited) –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. (NAT) (Enrollment limited)

[308. Microbiology]— A study of microorganisms that include bacteria, viruses, and eukaryotic microbes. Structure, genetics, metabolism, growth and division, and prokaryotic experimental systems are examined. In addition, mechanisms of microbial pathogenesis, and human and viral pathogens are explored. Laboratory exercises will consist of sterile techniques, culture, microscopy, and identification of bacterial specimens. Other exercises will involve experiments in genetic exchange. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. (1.25 course credits) (NAT) (Enrollment limited)

[310. Developmental Biology]— A study of the developmental processes in animals with emphasis on vertebrates. Modern theories of development are emphasized. Laboratory exercise will include studies of the developmental anatomy of several animals with emphasis on the early embryology of the chick. In addition, experiments dealing with several aspects of animal morphogenesis will be pursued and selected techniques used in experimental studies of animal development will be introduced. Prerequisite: C- or better in Biology 182L or Biology 183L, or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited)

[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 182 and 183. (1.25 course credits) (NAT) (Enrollment limited)

319. Animal Physiology— This course examines the physiological mechanisms underlying four fundamental functions—movement, sensation, feeding, and reproduction. How do physiological systems operate to enable 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 Permission of Instructor. (1.25 course credits) (NAT) (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) (NAT) (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

404. Research Seminar— Students engaged in laboratory research, as well as honor candidates conducting library research, will meet with the biology faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Concurrent enrollment in either Biology 419 or 425 is required. This course is open only to senior Biology majors (0.5 course credit) (NAT) (Enrollment limited) –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) (WEB) –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) (WEB) –Staff

[463. Ecological Concepts and Methods]— This advanced course utilizes lectures and student-led seminars to explore a variety of ecological topics, ranging from the level of the individual organism to the biosphere. Readings are drawn predominantly from the primary literature. Laboratories, mostly field-based, introduce methodology and emphasize the design of observational and experimental studies. There will likely be one or two mandatory weekend-long lab sessions at a field station. With special permission, the course may be taken without the prerequisite. Prerequisite: C- or better in Biology 333L or Biology 222L, or Permission of Instructor. (WEB) (Enrollment limited)

464. Molecular Genetics— An examination of the current molecular explanations of the structure, maintenance, control, and expression of genes in both prokaryotic and eukaryotic organisms. Biology 227L is recommended. Prerequisite: C- or better in Biology 224 (WEB) (Enrollment limited) –Fleming

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. (GLB3) (Enrollment limited)

[473. Sensory Biology]— This integrative course examines the cell biology, development, physiology and ecology of the senses (vision, audition, olfaction, taste and touch). We will discuss the complex ways humans gather, filter and process sensory information; and how animals sense the world quite differently. Prerequisite: C- or better in Biology 182, and Biology 183L, and Biology 319L or Neuroscience 201, or permission of instructor. (WEB) (Enrollment limited)

497. Honors Thesis— An extended paper on the subject of the student's two-semester research project with a professor in biology, to be read by three or more members of the department. This course is open only to those

biology majors who wish to qualify for honors (see paragraph on Honors in Biology in the description of the major). Simultaneous enrollment in Biology 419 or 425 and 404, submission of the special registration form available in the Registrar's Office, and approval of the instructor and chair are required for enrollment. Prerequisite: Concurrent enrollment in Biology 419 or Biology 425 and Biology 404. (0.5 course credit) (WEB) –Staff

Courses Originating in Other Departments

[**Neuroscience 101. The Brain**]
— View course description in department listing on p. [383](#).

Neuroscience 201. Principles of Neuroscience
— View course description in department listing on p. [383](#).
Prerequisite: C- or better in Biology 182 and 183. –Church, Raskin

Neuroscience 201L. Principles of Neuroscience Laboratory
— View course description in department listing on p. [383](#). Prerequisite: C- or better in Biology 183L or permission of instructor. –Swart

[**Neuroscience 402. Cellular and Molecular Neurobiology**]
— View course description in department listing on p. [384](#). Prerequisite: C- or better in Biology 183.

Caribbean and Latin American Studies

See International Studies Program, p. [313](#).

Chemistry

Professor Curran, Chair; Professor Henderson, Scovill Professor of Chemistry Moyer, and Professor Prigodich; Associate Professors Church and Parr; Assistant Professors Brindle, Kovarik, and Krisch; Principal Lecturer Morrison; Laboratory Coordinator and Senior Lecturer Fitzgerald; Laboratory Coordinator and Lecturer Rau; Visiting Assistant Professor Thilakarathne

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).

The chemistry minor—The minor is an option for students who wish to pair an understanding of chemistry with their major at Trinity. The minor will introduce students to four major subdivisions in chemistry (analytical, inorganic, organic, and physical chemistry) with an option to also investigate biochemistry or environmental chemistry. The minor would provide a solid preparation for students aiming to pursue graduate work in areas that encompass chemistry, like molecular biology, materials science, neuroscience, and environmental science. In order to declare a minor in chemistry and to plan a course of study, a student should meet with and discuss their plans with any faculty member in the Chemistry Department. Students completing a chemistry or biochemistry major cannot claim completion of a chemistry minor.

The minor in chemistry consists of six courses in chemistry. Four of the courses are required; two of the courses are electives. The four required courses are **CHEM 211L, CHEM 309L, CHEM 311L, and CHEM 313**. The elective courses can be chosen from the following list:

- CHEM 212L. Elementary Organic Chemistry II**
- CHEM 230L. Environmental Chemistry**
- CHEM 310. Physical Chemistry II**
- CHEM 312L. Instrumental Methods of Chemical Analysis**
- CHEM 314L. Descriptive Inorganic Chemistry**
- CHEM 316L. Biophysical Chemistry**
- CHEM 403. Advanced Organic Chemistry I**
- CHEM 404. Biological Chemistry**
- CHEM 406. Advanced Organic Chemistry II**
- CHEM 415. Organometallic Chemistry**
- CHEM 418. Nuclear Magnetic Resonance**
- CHEM 430. Environmental Toxicology**

BIOL 317L. Biochemistry

If a course has a laboratory component, the laboratory is required for the minor. No course with a grade less than C- may be counted toward the minor.

Study away—Chemistry or biochemistry majors wishing to study away should plan well in advance of the semester or year they intend to go abroad. There are a variety of programs available and students should review the information provided by the Office of Study Away and schedule a meeting with Professor Parr, the study abroad adviser in the Chemistry Department. In recent years, our majors have studied in Australia and the British Isles.

In addition, students planning to study abroad who wish to have a course or courses counted toward partial fulfillment of the requirements for the chemistry or biochemistry major must present in writing a complete description of such courses for prior approval by the chair of the department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the chair of the department. This must include a certified transcript from the institution.

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) (NAT) (Enrollment limited) –Brindle, Fitzgerald, Henderson, Morrison, Moyer Jr., Parr, Rau, Thilakarathne

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

311. Analytical Chemistry— A lecture and laboratory course covering the theory and practice of chemical analysis techniques in a quantitative manner. Detailed discussion of simple and complex acid-base equilibria, and complex buffer systems, will be presented, as will related solubility problems, complex metal-ligand solution equilibria, and oxidation reduction equilibria. Stoichiometry will also be addressed in a systematic way. These techniques will be applied in the laboratory, where accuracy and precision will be stressed. Emphasis will be placed on useful chemical reactions for analysis purposes. Latter stages of the course will deal with potentiometry, spectrometry, and chromatographic theory, both gas and liquid, as a separation tool with practical applications. Prerequisite: C- or better in Chemistry 112L. (1.25 course credits) (WEB) (Enrollment limited) –Kovarik

313. Principles of Inorganic Chemistry— A study of atomic structure, the chemical bond, and molecular and ionic structure of inorganic compounds, and an introduction to the principles of coordination chemistry. Prerequisite: C- or better in Chemistry 112L. (NAT) (Enrollment limited) –Moyer Jr.

404. Biological Chemistry— A lecture seminar course focusing on the fundamental chemistry underlying biological phenomena. Examples from the current biochemical literature will be used. Prerequisite: C- or better in Chemistry 212L, or permission of instructor. (NAT) (Enrollment limited) –Parr

425. Research (Laboratory)— Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with the completion of a final formal paper. Participation in the weekly Friday departmental seminar series is mandatory. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chair are required for enrollment. (0.5 - 2 course credits) –Staff

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

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

Spring Term

112. Introductory Chemistry II and Laboratory— A continuation of Chemistry 111L with emphasis on chemical equilibria, electrochemistry, kinetics, and a presentation of the properties and reactions of selected elements. Laboratory work is devoted to the analysis of systems involving the principles and concepts studied in the classroom. To the greatest extent possible, laboratory and lecture section assignments shall remain the same as for Chemistry 111L. Prerequisite: C- or better in Chemistry 111L. (1.25 course credits) (NAT) (Enrollment limited) –Fitzgerald, Krisch, Morrison, Moyer Jr.

135. Chemistry: The Science for All Seasons— A non-majors course which will explore the chemical principles of everyday life based on a seasonal categorization. Students will engage in discussions and integrated laboratory exercises on topics such as spectroscopy (sunscreen summer; color changes in leaves fall), thermodynamics (Hand warmers winter, “Ice-melt” winter), common chemical reactions (weed-killer- spring, pool chemistry summer), and biochemical systems (Vitamin D: summer; fire-flies fall). (NAT) (Enrollment limited) –Church

160. Introduction to Textile Science— This lecture and demonstration course will present an introduction to classification and identification of natural, regenerated, and synthetic fibers; construction of woven, non-woven, and knitted fabrics; application and design of finishes and colors; and evaluation methods for textiles. This course includes several field trips. Students should come away from this course with a solid background for the selection, use, and care of textiles and a recognition and appreciation for the science and technology associated with the textile industry. Not creditable to the chemistry or biochemistry majors. (NAT) (Enrollment limited) –Moyer Jr.

[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. (NAT) (Enrollment limited)

212. Elementary Organic Chemistry II— A continuation of the lecture and laboratory study begun in Chemistry 211L. Prerequisite: C- or better in Chemistry 211L. (1.25 course credits) (NAT) (Enrollment limited) –Brindle, Curran, Rau

230. Environmental Chemistry— This course will cover basic chemical concepts, such as polarity, volatility, and solubility, as they relate to chemical behavior in the environment. The ability to predict environmental behavior from chemical structure will be emphasized. Human and environmental toxicology will be discussed, and specific pollutants will be examined. Case studies will be used to illustrate concepts. The laboratory will emphasize techniques used for environmental analysis. (1.25 course credits) (NAT) (Enrollment limited) –Curran, Fitzgerald

310. Physical Chemistry II— A comprehensive treatment of quantum chemistry, molecular structure, and chemical statistics. Subjects covered are designed to emphasize applications to chemical systems. Prerequisite: C- or better in Mathematics 132 or 142, and Physics 231. (NAT) (Enrollment limited) –Krisch

312. Instrumental Methods of Chemical Analysis— A lecture and laboratory course in the principles and practice of the use of instruments for quantitative and qualitative chemical measurements. Theory, optimization, and application of instrumentation for spectroscopic, electrochemical, spectrometric, and hyphenated methods of analysis are presented. Applications of computer methods of analysis as well as analog and digital manipulation of electrical signals are presented. Prerequisite: C- or better in Chemistry 311L. (1.25 course credits) (NAT) (Enrollment limited) –Kovarik

314. Descriptive Inorganic Chemistry— A lecture and laboratory course devoted to the systematic study of transition elements and main group elements, their compounds, and reactions. Topics of current interest in inorganic chemistry will be discussed. Prerequisite: C- or better in Chemistry 313. (1.25 course credits) (NAT) (Enrollment limited) –Parr

316. Physical Biochemistry— A comprehensive survey of the physical methods used in the investigation of biological systems, and the models and underlying theory developed to account for observed behavior. The physical and chemical properties of amino acids, peptides, proteins, purines, pyrimidines, and nucleic acids will be examined from spectroscopic, thermodynamic, and kinetic viewpoints. Prerequisite: C- or better in Mathematics 132 or 142, and Physics 231. (1.25 course credits) (NAT) (Enrollment limited) –Thilakarathne

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

403. Advanced Organic Chemistry I— Normally (but not restricted to) topics in theoretical organic chemistry.

Emphasis on recent developments. Prerequisite: C- or better in Chemistry 212L, or permission of instructor. (NAT) (Enrollment limited) –Brindle

[406. Advanced Organic Chemistry II]— Normally (but not restricted to) topics in organic synthesis. Emphasis on recent developments. Prerequisite: C- or better in Chemistry 212L, or concurrent enrollment. (NAT) (Enrollment limited)

425. Research (Laboratory)— Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with the completion of a final formal paper. Participation in the weekly Friday departmental seminar series is mandatory. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chair are required for enrollment. (0.5 - 2 course credits) –Staff

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

499. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, after receiving approval for the thesis project from the Chemistry Department, is required. (2 course credits) –Staff

Classics

Hobart Professor of Classical Languages Reger, Chair; Associate Professor Risser; Assistant Professors Ewegen and Safran; Visiting Assistant Professor Regan

The department offers two majors: classical studies and, in cooperation with the Department of Language and Culture studies, 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 classical studies and “Plan B” majors at Trinity not only prepare students to read original Greek and Latin texts with confidence, but promote in them an awareness of intercultural and interdisciplinary learning, since the study of classics involves history, philosophy, literary criticism, art, and architecture.

The classical studies major—Twelve courses are required, and students must earn a grade of at least C- in each. The requirements include:

- **CLCV 203. Classical Mythology.** This survey course provides an introduction to literature and culture, as well as a unit on reception as the culmination of the semester. Offered in years one and three of the curriculum cycle.
- **CLCV 111. Introduction to Classical Art and Archaeology.** Offered in years two and four of the curriculum cycle.
- At least 1 course in ancient Greek and/or Roman history (e.g., **HIST 115**, **HIST 116**, **HIST 334**, etc.). Courses that fulfill this requirement are normally offered every term.
- **CLAS 401** (the department’s senior exercise, which includes the Writing Intensive Part II requirement). Students seeking honors in classics continue to write a full-year thesis under direction of a faculty member in the department.
- One or more of the following concentrations:

Ancient and Biblical Greek. Students take at least six courses in ancient and Biblical Greek. Course work in linguistics (e.g., **LING 101**) is strongly recommended. Students will be able to fulfill the college-wide language requirement through this track.

Latin. Students take at least six courses in Latin. Course work in linguistics (e.g., **LING 101**) is strongly recommended. Students will be able to fulfill the college-wide language requirement through this track.

Classical Art and Archaeology. Students take at least four courses in classical art, architecture, and/or archaeology; and at least two semesters of either Latin or ancient Greek. **CHEM 150**, **CHEM 155**, and **GEOL 112** are strongly recommended. Students will be able to fulfill the college-wide language requirement through this track.

Greek and Roman History. Students take at least four courses in Greek and/or Roman history; **HIST 299**; and at least two semesters of either Latin or ancient Greek. Students will be able to fulfill the college-wide language requirement through this track.

Classical Literature, Culture, and Society. Students take at least four CLCV literature-in-translation courses; at least one course in Latin or ancient Greek; and at least two approved courses selected from the following departments and programs: AHIS, ANTH, ENGL, HIST, JWST, LACS, PHIL, POLS, RELG, WGST.

Ancient Philosophy. Students take at least four courses in ancient Greek and/or Roman philosophy and political thought (e.g., **PHIL 101**, **102**, **232**, **281**, **307**, **308**, or **334**; **POLS 219**, **334**) and at least two semesters of either Latin or ancient Greek. Students will be able to fulfill the college-wide language requirement through this option.

Cultures of the Ancient Mediterranean and Asia. This is an option for students who are interested in the study of religion, and for students with interest in ancient Asia Minor, the Levant, Mesopotamia, North Africa, and/or the Nile Valley. Students take at least two semesters of either Latin or ancient Greek; and at least four approved courses selected from the following departments and programs: AHIS, CLCV, HIST, JWST, RELG. Students interested in the Silk Road and related cultural interconnections between the Greco-Roman cultures and the East should take **HIST 241**. Students will be able to fulfill the college-wide language requirement through this track.

Classical Tradition. This concentration is strongly interdisciplinary, focusing on aspects of reception studies. The student may fashion this into a focused program (e.g., in art history) or a widely interdisciplinary one (e.g., about French reception but across several departments). Students take at least one course in Latin or ancient Greek; and at least four approved courses in one or more of the following departments and programs: AHIS, ANTH, CLCV, ENGL, HIST, JWST, LACS, PHIL, POLS, RELG, THDN, WMGS.

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 assessment of the optional year-long thesis.

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

For special programs at the American School of Classical Studies in Athens, the Intercollegiate Center for Classical Studies at Rome, Trinity College's Rome Campus, or the summer excavations at Akko, Israel, see "Special Curricular Opportunities," p. 8. The department also recommends programs in classics and ancient history offered by universities in the United Kingdom under the auspices of Arcadia University. For departmental prizes, see the section on prizes.

Minors—Four minors are housed in the Classics Department.

Ancient Greek—For students who wish to minor in ancient Greek, this is a sequence of six courses designed to develop linguistic skills to read ancient Greek literature in its original language. In addition, the minor will include either a .5-credit Language Across the Curriculum unit or a .5-credit integrating paper, typically written in conjunction with the last course taken for the minor. No more than one transfer credit may be applied to the "minor."

Latin—For students who wish to minor in Latin, this is a sequence of six courses designed to develop linguistic skills to read ancient, and possibly medieval, Latin literature in its original language. In addition, the minor will include either a .5-credit Language Across the Curriculum unit or a .5-credit integrating paper, typically written in conjunction with the last course taken for the minor. No more than one transfer credit may be applied to the minor.

Classical antiquity—The purpose of the minor is to allow students to acquire a general knowledge of the achievements of ancient Greece and Rome, which traditionally have constituted, along with the Judeo-Christian tradition, the chief ingredients of Western civilization. Despite the advance of technology, shifts in educational and societal priorities, and an increasing awareness of other civilizations in the 20th century, Homer, Plato, Cicero, and Caesar remain lively figures, and the classical tradition still pervades our poetry and prose, our philosophy and law, our ideas of history, our conceptions of education, and our art and architecture. The student electing this minor will have the opportunity to become acquainted with the classical achievements in each of these areas and to shape that knowledge into an integrated view of antiquity. Students take six approved courses, then either take a short essay exam or submit an integrating paper.

Classical tradition—The minor in the classical tradition will establish a basic acquaintance with the history and cultural landmarks of ancient Greece and Rome, and promote a contextual understanding of later achievements significantly influenced by them, especially in literature and history, the arts, and philosophy. The minor is based on two groups of courses: the first comprises courses in the civilization of classical Greece and Rome, the second courses in subjects in which the presence of the Greek and Roman experience is felt. In addition, students take a short essay

exam or submit an integrating paper.

The Classics Department also contributes courses to minors in architectural studies, Jewish studies, literature and psychology, mythology, and women, gender, and sexuality.

Classics

Fall Term

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

401. Senior Seminar: Special Topics— A senior capstone course that combines seminar meetings with independent study and the writing of a final essay under the direction of a member of the department. Submission of the special registration form, available in the Registrar's Office, and the approval of the chair are required. Required of all Classics majors and open to Classical Antiquity and Classical Tradition minors (counts as a course toward fulfilling the minor). (WEB) (Enrollment limited) –Reger

466. Teaching Assistant— (0.5 course credit) –Staff

Spring Term

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

402. Senior Thesis— A continuation of Classics 401 for students pursuing honors in the Classics major. Submission of the special registration form, available in the Registrar's Office, and the approval of the chair are required. (WEB) –Staff

466. Teaching Assistant— (0.5 course credit) –Staff

Greek

Fall Term

[101. Introduction to Classical and Biblical Greek I]— A course in the fundamentals of classical Greek, designed for those who begin the language in college. (1.5 course credits) (HUM) (Enrollment limited)

102. Introduction to Classical and Biblical Greek II— A continuation of Greek 101. The aim of the course is to enable students to read Greek as soon as possible. Prerequisite: a Grade of C- or better in Greek 101 or Permission of the instructor (1.5 course credits) (HUM) (Enrollment limited) –Reger

[301. Egypt from Alexander to Amr. The Nile and Desert Under the Greeks and Romans]— From the advent of Alexander the Great to the Muslim conquest in 640 CE by the then governor of Palestine, Egypt was under the rule of Greeks and Romans. Thanks to the dry climate, thousands of texts on stone, papyrus, and fragments of pottery (ostraka) have been preserved. In this course, students will become familiar with the style, conventions, and language of these texts by reading them in the original Greek; they will also learn how to use scholarly aids to the study and interpretation of these texts. Prerequisite: C- or better in Greek 102 or equivalent, or permission of instructor. (Enrollment limited)

[325. Greek Religious Texts]— A survey of religious beliefs, concepts, practices, and history based on close study of ancient Greek sources. Readings include selections from Hesiod, the Homeric Hymns, Herodotus, tragedy, the philosophers, the Septuagint, Josephus, and the New Testament, as well as epigraphic material. Topics addressed include myth, ritual, sanctuaries, conceptions of divinity, the soul, mystery cults, the emergence of Christianity, and religious warfare and conflict. Core readings are in ancient Greek. (HUM) (Enrollment limited)

330. Homer and Homeric Hymns— Substantial readings selected from the Iliad, 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 (Enrollment limited) –Reger

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

Spring Term

101. Introduction to Classical and Biblical Greek I— A course in the fundamentals of classical Greek, designed for those who begin the language in college. (1.5 course credits) (HUM) (Enrollment limited) –Regan

[102. Introduction to Classical and Biblical Greek II]— A continuation of Greek 101. The aim of the course is to enable students to read Greek as soon as possible. Prerequisite: a Grade of C- or better in Greek 101 or Permission of the instructor (1.5 course credits) (HUM) (Enrollment limited)

[319. Herodotus]— Selection from the Histories of Herodotus and Thucydides' History of the Peloponnesian War. (HUM) (Enrollment limited)

324. Greek Oratory— Review of grammar and reading of selected texts by Athenian orators of the fourth century BCE. Prerequisite: C- or better in Greek 102 or equivalent, or permission of instructor. (HUM) –Regan

[325. Greek Religious Texts]— A survey of religious beliefs, concepts, practices, and history based on close study of ancient Greek sources. Readings include selections from Hesiod, the Homeric Hymns, Herodotus, tragedy, the philosophers, the Septuagint, Josephus, and the New Testament, as well as epigraphic material. Topics addressed include myth, ritual, sanctuaries, conceptions of divinity, the soul, mystery cults, the emergence of Christianity, and religious warfare and conflict. Core readings are in ancient Greek. (HUM) (Enrollment limited)

Latin

Fall Term

101. Fundamentals for Reading Latin— This course focuses on the fundamental knowledge required to read and write in Latin. In addition to acquiring core vocabulary for reading major Latin authors, students learn the forms of nouns, pronouns, adjectives, verbs, and adverbs, with a special emphasis on the flexibility of noun cases, and basic subordinate clauses. This course is suitable for students who are embarking on the study of Latin, and an excellent review for students who have studied Latin previously. (1.5 course credits) (HUM) (Enrollment limited) –Safran

203. Advanced Latin Grammar and Reading— This course begins with a brief review of the material covered in Latin 102, especially complex subordinate clauses involving the subjunctive, indirect statement, and participial constructions. Students will then cover advanced topics, including the gerundive and the supine. The second half of the semester will be devoted to reading a suitable ancient text with commentary, as well as a selection of related scholarly articles, in preparation for the translation and interpretation of Latin texts at the 300 level. Prerequisite: C- or better in Latin 102 or appropriate score on the placement exam. (HUM) (Enrollment limited) –Regan

[221. Advanced Latin Grammar and Reading]— This course begins with a brief review of the material covered in Latin 102, especially complex subordinate clauses involving the subjunctive, indirect statement, and participial constructions. Students will then cover advanced topics, including the gerundive and the supine. The second half of the semester will be devoted to reading a suitable ancient text with commentary, as well as a selection of related scholarly articles, in preparation for the translation and interpretation of Latin texts at the 300 level. (HUM) (Enrollment limited)

325. Livy's History of Rome— This course introduces students to selections from Livy's magnum opus *Ab urbe condita*, which treated Roman history from the fall of Troy down to the author's lifetime, as the Roman

Republic gave way to Augustus' new Roman Empire. In addition to gaining familiarity with Livy's prose style and the distinction between history and historiography, we will consider the interpretations of recent translators, the apparatus criticus, scholarly commentary, and select secondary literature. LATN 203 (formerly 221) or an equivalent course, or permission of instructor. (HUM) (Enrollment limited) –Reger

[**331. Roman Historians: Tacitus**]
— A study of the *Agricola* and of the historian's treatment of the climactic year A.D. 69, *Historiae* I-III. (HUM) (Enrollment limited)

[**351. Horace**]
— Readings in the *Odes*, *Satires*, and *Epistles* with particular emphasis on poetic theory and analysis. (HUM) (Enrollment limited)

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

Spring Term

102. Intermediate Grammar for Reading Latin
— This course begins with a brief review of material covered in LAT101, then proceeds to cover complex subordinate clauses involving the subjunctive, indirect statement, and varieties of participial constructions, in addition to further vocabulary acquisition. Students begin to read passages from ancient Latin literature, such as Julius Caesar's *Gallie Wars*, Lucretius' *De Rerum Natura*, the *Res Gestae* of Augustus Caesar, and Ovid's *Metamorphoses*. Prerequisite: C- or better in Latin 101 or appropriate score on the placement exam. (1.5 course credits) (HUM) (Enrollment limited) –Safran

[**341. Catullus and Elegiac Poets**]
— Selections from the elegiac poems of Catullus, Propertius, Tibullus, and Ovid. (HUM) (Enrollment limited)

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. (HUM) (Enrollment limited) –Safran

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

Classical Civilization

Fall Term

The following courses presuppose no knowledge of Greek and Latin.

[**111. Introduction to Classical Art and Archaeology**]
— A survey of the art and archaeology of the classical world, from the Neolithic period through the Roman Empire. Topics of discussion include sculpture, pottery, painting, architecture, town planning, burial practices, and major monuments, as well as archaeological method and theory. (ART) (Enrollment limited)

[**203. Mythology**]
— Generally, this course is a study of the role of myth in society; particularly, the emphasis will be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what "myth" meant to the ancient Greeks. Whatever truths are discovered will be tested against the apparent attitudes of other societies, ancient and modern, toward myth. Lectures and discussion. (HUM) (Enrollment limited)

[**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. (HUM) (Enrollment limited)

224. Sex and Sexualities in Ancient Greece and Rome— Do current Western attitudes toward sex and sexuality have a history? How and why did ancient Greek society glorify and institutionalize homosexuality and consider it superior to heterosexuality? What were the origins and evolution of Greek and Roman sexual attitudes and practices, and in what ways did Roman sexuality differ from Greek? This course will examine ancient Greek and Roman sexual values and practices in order to illuminate contemporary attitudes toward sex and the body. Readings will include selections from Homer, Sappho, Plato, Juvenal, Martial, Petronius, Catullus, and other ancient writers, as well as modern critical analyses. This course is intended for and open to all students. There is no prerequisite for enrollment. (GLB2) (Enrollment limited) –Regan

239. Rome on Film— This course seeks to provide you with both cinematic and classical treats: knowledge of the basic tools with which to approach the study of film, and an acquaintance with not only several major stories of Roman mythology but several major historical events, as well. Throughout the term, we will also consistently be evaluating the ways in which the tales told in our films differ from their original sources, the extensive debt classical films of the past two decades owe to their predecessors, and how contemporary concerns flavor the way the ancient myths and history are represented on screen. (HUM) (Enrollment limited) –Regan

[241. Classical Ideals: Representations of the Human Body in Ancient Mediterranean Art]— Representations of the human body in Greek and Roman art raise various issues including standards of beauty and their implications; social status; the athletic ideal; clothing and lack of clothing; character and emotions; gender and sexuality; and concepts of the “classical ideal” during and after antiquity. Through studies of classical sculpture, painting, and minor arts, this course will explore perceptions of the human body that persist in the Western tradition. Readings include studies in the history of art, critical approaches to conceptions of the human form, ancient medical texts, and classical poetry. (ART) (Enrollment limited)

[321. Seminar in Roman Art, Artists and Patrons]— Through an examination of Roman art in its cultural context, this course assesses the role of art in the lives of the ancient Romans. To what extent did wealthy Romans commission art that reflected their personalities, social standing, personal interests, and private fantasies? Students will examine a variety of decorative arts, from tableware to wall paintings. Differing interpretations of the ancient evidence will be examined and students will be encouraged to draw their own conclusions. (ART) (Enrollment limited)

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

Spring Term

The following courses presuppose no knowledge of Greek and Latin.

111. Introduction to Classical Art and Archaeology— A survey of the art and archaeology of the classical world, from the Neolithic period through the Roman Empire. Topics of discussion include sculpture, pottery, painting, architecture, town planning, burial practices, and major monuments, as well as archaeological method and theory. (ART) (Enrollment limited) –Risser

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

222. Ancient Cities of the Near East, Egypt, and the Mediterranean World— This course traces ancient urbanism from the development of Neolithic sedentism to the massive cities of the Hellenistic kingdoms and the Roman Empire. We will examine both primary and secondary texts, together with evidence from art and archaeology, to assemble a composite view of urban life and the environmental, topographical, political, cultural, and economic factors that shaped some of the most impressive cities ever built, many of which remain major metropolitan centers today. (HUM) (Enrollment limited) –Risser

[234. Greek Comedy: Aristophanes and his Influence]— This course will explore the literary, political, and philosophical elements of ancient Athens' greatest comic playwright, Aristophanes. By carefully reading several of his plays we will gain an appreciation for Greek comedy as a form of political satire, as a highly successful criticism of philosophy and sophistry, and as a method of philosophical inquiry in its own right. In order to better understand the humor and references of Aristophanes' plays, we will read a variety of other texts, including works of Greek history, tragedy, and philosophy. Finally, we will study some contemporary works in which the spirit (if not the structure) of Greek comedy is echoed. (HUM) (Enrollment limited)

[235. Family, Law & Society in Ancient Rome]— What comes to mind when you hear the phrase traditional family? The Roman family probably aligns in most ways with whatever model you have in mind, but there are some striking departures from it. The father of the Roman family (paterfamilias), for instance, was granted an extraordinary degree of legally sanctioned control over his descendants, not just while they were children, but for their entire lives. This class examines the makeup and dynamics of the Roman household, considering issues such as the architecture of the Roman house, marriage, divorce, funerary ritual, discipline of children, adultery, procreation, adoption, and women's rights, and the all-important role of the paterfamilias in these matters. In this course students carefully study a number of cases from Roman jurists and so are introduced to the process of legal reasoning. (HUM) (Enrollment limited)

[237. City and Spectacle in Classical Antiquity]— As centers of political activity, cities in the ancient Greek and Roman world served as the stage for many important civic celebrations, religious festivals, and military displays. These events, such as the Athenian Great Dionysia and Roman triumph, bound together participants as members of a community, and projected their identity as they wished to represent themselves to their world. This course explores key aspects of major urban spectacles, including the process of staging the events; the roles for participants of various social statuses; purpose-built sites and parade routes through the cityscape; and the representation of these community spectacles in visual and literary art. (GLB2) (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. (ART) (Enrollment limited) –Risser

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

325. Philosophy of Tragedy and the Tragedy of Philosophy— Throughout the history of Western philosophy, ancient Greek tragedy has continued to be a source of great fascination. This course shall focus on a number of philosophical analyses of ancient tragedy, including those offered by Plato, Aristotle, Nietzsche, Hegel, and Heidegger. Additionally, several ancient Greek tragedies will be read in order to test the validity of these philosophical analyses. We will see that philosophy itself, owing to this preoccupation with tragedy, takes on a tragic character through the guise of some of these thinkers. (HUM) (Enrollment limited) –Ewegen

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

College Courses

College courses are non-departmental offerings that may represent a faculty member's current research interest or a new subject with which the faculty member wishes to experiment. Such courses are often interdisciplinary in nature.

College courses ordinarily cannot be counted toward the fulfillment of the requirements of a major. College courses are taught both by people with appointments in a department and by people holding extra-departmental positions.

Fall Term

[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)

[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)

[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)

[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)

199. The Trinity Portfolio Pilot Program— Students will build an electronic portfolio of their academic work, working with a faculty portfolio advisor and a group of nine students. Students will select at least one piece of work from each class, review them with the group, and improve them when appropriate. Students will also produce

an extracurricular writing specific to their class year and major. Students will be provided support in developing their portfolio for use in graduate school applications and job interviews and applications. This pilot program will help develop and evaluate future electronic portfolios programs at Trinity College. (0.25 course credit) (Enrollment limited) –Barlow

204. Leadership and Wilderness— This course, for students acting as leaders for the Quest program, aims to expand and deepen two aspects of their experiences in Quest through readings, discussion, and writing. In the course students will read two books focused on leadership skills and a geologic history of wilderness in the northeast. Seminar meetings will be held before and after students participate in the outdoor component of the Quest program on the Appalachian Trail in northwest Connecticut, providing opportunities to think beforehand about and revisit afterwards issues connected with Quest. Students are expected to do the readings, participate actively in seminar discussions, and write a paper on a topic related to their experiences and reading. Participants are also required to complete successfully the field portion of the course, consisting of a 7-day wilderness/leadership training and 10-day leadership program. (0.5 course credit) (Enrollment limited) –Gourley

[206. Organizing by Neighborhood: An Internship/Seminar Experience]— Have you ever wondered why some neighborhoods thrive and others appear to fail? Are you mystified about what can be done to stem deterioration and provide decent, affordable housing and clean and safe neighborhoods? One way to explore answers to these questions is to intern with a community-based organization dedicated to working with a community as it defines and responds to its problems. In this seminar each student will do a community learning project/ internship at such an organization in Hartford. Equally important is a way to understand and interpret your experiences at the organization. The rich theoretical literature that you will read in this seminar on how neighborhoods are organized and function and on models of community responses to neighborhood conditions provides a lens through which to evaluate your experiences with your organization and community. This course has a community learning component. This course is not open to first-year students. (Enrollment limited)

210L. Theory of Games and Experimental Game Theory— This course will introduce students to the theory of experimental games and the practice of experimental economics. Students will compare various game theoretical predictions with the actual behavior of players in the laboratory setting. Through experimentation, we will study the adaptation processes and learning that players exhibit in competitive strategic interactions, and the rationale behind traits such as reciprocity, fairness, trust, and altruism considered to be irrational by traditional theory. (0.5 course credit) (Enrollment limited) –Schneider

215. A Critical Approach to Economic Organizations Internship— This seminar meets once a week to discuss students' experiences working as interns in economic organizations. The seminar discussions will integrate student experiences with the various readings covered in the course. Students will be asked to critically analyze the organizations in which they are interning and the environment in which their work takes place. Topics will include the organizational structure of the office, the relations among employees, the ethical and interpersonal problems faced by various groups of workers, gender struggles in the workplace, and issues associated with employing interns. Students are expected to fully participate in seminar discussions. Students need to submit a completed internship contract form to the Career Development Center. Students will not be enrolled until the contract has been approved. –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. This course is open to seniors only. (Enrollment limited)

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)

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) (Enrollment limited) –Humphreys, Kehres

[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)

[199. The Trinity Portfolio Pilot Program]— Students will build an electronic portfolio of their academic work, working with a faculty portfolio advisor and a group of nine students. Students will select at least one piece of work from each class, review them with the group, and improve them when appropriate. Students will also produce an extracurricular writing specific to their class year and major. Students will be provided support in developing their portfolio for use in graduate school applications and job interviews and applications. This pilot program will help develop and evaluate future electronic portfolios programs at Trinity College. (0.25 course credit) (Enrollment limited)

[202. Research Interviewing: Learning From Strangers]— Students in this course will practice research interviewing skills by becoming part of the student research team who conducts Trinity’s senior exit interviews and processes the data from these interviews. Each student will conduct between 3 to 5 interviews with graduating seniors, transcribe the recordings from these interviews, and participate in the early coding and analysis of the transcriptions. Students looking to develop their abilities to work on a team, talk to strangers, manage large amounts of textual information and identify the themes that emerge from personal narratives should take this class. Prerequisite: C- or better in FYSM 107 or permission of instructor (0.5 course credit) (Enrollment limited)

210L. Theory of Games and Experimental Game Theory— This course will introduce students to the theory of experimental games and the practice of experimental economics. Students will compare various game theoretical predictions with the actual behavior of players in the laboratory setting. Through experimentation, we will study the adaptation processes and learning that players exhibit in competitive strategic interactions, and the rationale behind traits such as reciprocity, fairness, trust, and altruism considered to be irrational by traditional theory. (0.5 course credit) (Enrollment limited) –Schneider

215. A Critical Approach to Economic Organizations Internship— This seminar meets once a week to discuss students’ experiences working as interns in economic organizations. The seminar discussions will integrate student experiences with the various readings covered in the course. Students will be asked to critically analyze the

organizations in which they are interning and the environment in which their work takes place. Topics will include the organizational structure of the office, the relations among employees, the ethical and interpersonal problems faced by various groups of workers, gender struggles in the workplace, and issues associated with employing interns. Students are expected to fully participate in seminar discussions. Students need to submit a completed internship contract form to the Career Development Center. Students will not be enrolled until the contract has been approved.
–Staff

[220. Research Methods and Information Resources]— Do you want to be great at researching information for your courses? Would you like to search library databases in your major as well as a librarian does? Would you like to be a Master Googler? If your answer to any of these questions is yes, then you should take this course. Information is everywhere. But, let's face it—it's not always easy to find the exact information you need, when you need it. This course will provide you with the tools and concepts to become a versatile researcher. You will learn to interpret and use a wide variety of resources, understand the ways that information is organized for researchers in different disciplines, and develop effective strategies for evaluating, managing, and sharing information. (0.5 course credit) (Enrollment limited)

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

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

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.

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.

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

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.

URST 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.

Fall Term

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

299. Latinos in Education Colloquium— This course has a community learning component. (0.5 course credit) (Enrollment limited) –Staff

400. Community Learning Fellows Research Colloquium— This seminar offers a discussion and presentation forum for the research projects undertaken by student participants in the Community Learning Initiative's Program for community-based research. (0.5 course credit) (Enrollment limited) –Reuman

Courses Originating in Other Departments

Music 111. Samba Ensemble— View course description in department listing on p. 373. –Galm

[Political Science 408. Senior Seminar: Racial and Ethnic Politics]— View course description in department listing on p. 413. This course is open only to senior Political Science majors.

Spring Term

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

[299. Reproduction, Birth, and Power]— (0.5 course credit)

[299. Community Research Workshop]— (0.5 course credit) (Enrollment limited)

Courses Originating in Other Departments

Environmental Science 149. Introduction to Environmental Science— View course description in department listing on p. 232. –Douglass, Gourley

[Human Rights Studies 250. Narrating the Self in a Global World]— View course description in department listing on p. 290.

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

[Political Science 408. Senior Seminar: Racial and Ethnic Politics]— View course description in department listing on p. 419. This course is open only to senior Political Science majors.

Comparative Development Studies

See International Studies Program, p. [300](#).

Computer Science

Associate Professor Yoon, Chair●●; Professor Morelli; Associate Professors Miyazaki (acting chair, spring 2015) and Spezialetti; Visiting Lecturers Brown and Budd

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 p. 294.

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 adviser 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 advisers to identify classes that will be acceptable for transfer credits from their study-abroad institution. Students must fulfill the yearlong requirement of computer science seminar (**CPSC 403 and 404**) and the associated senior project during their senior year at Trinity.

Fall Term

[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. (NUM) (Enrollment limited)

[110. Visual Computing]— With the recent advancement of information technology, the amounts of data produced by various digital devices and computing systems are staggering. This course focuses on the fundamental visualization techniques which are essential to gain meaningful insights into these massive datasets by presenting the underlying structure of the data in understandable, visual forms. Topics will include the human visual system, color theory, information coding, data representation, and interactive visualization techniques and software. Students will also explore application areas including health care, national security, space exploration, bioinformatics, aircraft design, market analysis, education, social networks, weather, and everyday life. (NUM) (Enrollment limited)

115. Introduction to Computing— A fundamental treatment of computer science topics featuring the study of the high-level programming language Python. Topics discussed will include computer architecture, programming languages, and ethical issues involved in computer use. Problem-solving techniques involved in writing programs will be studied, proper style and documentation will be required, and object-oriented program design will be introduced. A required weekly lab will involve an intensive study of programming techniques in Python. Prerequisite: C- or better in Computer Science 110 or mathematics skills appropriate for enrolling in a calculus class. (1.25 course credits) (NUM) (Enrollment limited) –Miyazaki, Yoon

[219. Theory of Computation]— A selection of topics intended to serve as an introduction to formal languages and automata theory. The topics will be chosen from among finite state machines, pushdown automata, Turing machines, the Chomsky language hierarchy and related questions of computability. Prerequisite: C- or better in Computer Science 115L and Computer Science 203 (NUM) (Enrollment limited)

225. Event Driven Programming— Event driven programming is a paradigm in which the control flow of a program is driven by external events, which can range from user interaction via a mouse click to clock signals generated from within a computer system. This course will explore a variety of platforms for and applications of event driven programming. Prerequisite: C- or better in Computer Science 115L. (NUM) (Enrollment limited) –Spezialetti

275. Introduction to Computer Systems— This course introduces the fundamental organization and structure of modern computer systems from the perspective of a programmer. Students will become more effective programmers as they learn how computer systems compile, link, and execute programs, store information, and communicate. Topics covered will include data representations, computer arithmetic, low-level representations of programs, processor organization, the memory hierarchy and management, processes, and system-level I/O. A required weekly lab will involve a series of programming exercises related to these topics. Prerequisite: C- or better in Computer Science 115L. (1.25 course credits) (NUM) (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 Computer Science 203 (or concurrent enrollment in 203). (NUM) (Enrollment limited)

320. Analysis of Algorithms— A continuation of the study begun in Computer Science 215 of the complexity of algorithms used in computing. The notions of P, NP, and NP-complete problems and of non-computability will be covered. The algorithms studied will include examples involving sorting, graphs, geometry, and combinatorics. Theoretical aspects of algorithms will be studied as well as practical aspects useful in writing programs. Prerequisite: C- or better in Computer Science 215L and Computer Science 203 (or concurrent enrollment in 203). (NUM) (Enrollment limited) –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, 275L and 203 (or concurrent enrollment in CPSC 203) (NUM) (Enrollment limited)

399. Independent Study— Independent work to develop maturity and initiative in the solution of a problem in the area of the student's special interests. This course may require concurrent registration in Computer Science 403 or 404. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

403. Computer Science Seminar— Students engaged in research (Computer Science 419) or independent study (Computer Science 399) and senior exercise students will meet with computer science faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Seniors using this course to satisfy the senior exercise requirement will be expected to complete a research or design project and make a formal presentation on its results to the seminar. The project may be an extension or revision of a project conducted in one of their other major courses. (0.5 course credit) (WEB) (Enrollment limited) –Spezialetti

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

498. Senior Project Part 1— This course is comprised of a research or implementation project and a final written report. This course is required for all senior computer science majors. Students must locate a project advisor and must submit a preliminary proposal to the project adviser by the last day of classes in the spring semester of the junior year. In addition to the proposal, submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long project. The course credits are considered pending in the first semester and will be awarded upon completion of the second semester. –Staff

Spring Term

[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)

[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. (NUM) (Enrollment limited)

110. Computing with Mobile Phones— App Inventor for Android is a new open source programming language for Android smart phones. App Inventor is a visual language that enables novice programmers to create powerful mobile applications that interact with the web and with other phones. In this course, students will learn how to access the world of mobile services and applications as creators, not just consumers. They will learn to create entertaining and socially useful apps that can be shared with friends and family. In addition to learning to program and how to become better problem solvers, students will also explore the exciting world of computer science from the perspective of mobile computing and its increasingly important effect on society. (NUM) (Enrollment limited) –Morelli

[110. Interactive Computer Graphics]— Advances in computer technology have made computer graphics one of the most rapid and economical ways of generating digital images. It is not surprising to find computer graphics used in virtually all areas of modern life. Doctors use three-dimensional medical imaging techniques to view a cross section of body tissues and organs during surgery. Sophisticated engineering and architectural systems are now designed with an aid of computer graphics tools. High-resolution imaging of molecular structures allows scientists to study the behavior of highly complex processes. Computer-generated animations, scenes, and special-effects are commonly used in today's motion pictures and video games. This course introduces fundamental techniques and tools used in computer graphics. The topics will include drawing, coloring, shading, and modeling three-dimensional objects. In addition to lectures on the underlying principles of computer graphics, students will engage in a series of hands-on laboratory exercises which will provide an opportunity to design and generate the various types of digital images. Students will also be introduced to basic concepts of computer programming to manipulate more elaborate images and create computer animations. (NUM) (Enrollment limited)

115. Introduction to Computing— A fundamental treatment of computer science topics featuring the study of the high-level programming language Python. Topics discussed will include computer architecture, programming languages, and ethical issues involved in computer use. Problem-solving techniques involved in writing programs will be studied, proper style and documentation will be required, and object-oriented program design will be introduced. A required weekly lab will involve an intensive study of programming techniques in Python. Prerequisite: C- or better in Computer Science 110 or mathematics skills appropriate for enrolling in a calculus class. (1.25 course credits) (NUM) (Enrollment limited) –Miyazaki, Spezialetti

203. Mathematical Foundations of Computing— An introduction to the principles of logic and discrete mathematics required in the study of computer science. Topics covered may include: propositional and predicate logic and their relationship to general proof techniques used in computing and correctness proofs of programs; mathematical induction applied to recursion and recurrence relations; set theory with an emphasis on infinite sets used in computing; counting principles useful in analyzing graphs and trees; relations and functions and their relationship to databases and functional programming languages. Computer programs will be used to explore concepts examined in the course. Prerequisite: C- or better in Computer Science 110, or mathematics skills appropriate for enrolling in a calculus class. (NUM) (Enrollment limited) –Miyazaki

215. Data Structures and Algorithms— A study of data structures and algorithms using a high-level programming language. The basic data structures (lists, stacks, queues, trees, and files) and basic algorithms (searching, sorting, and file management) will be introduced and implemented. Data and procedural abstraction, software design principles, and the analysis of the complexity of algorithms will be discussed. Details related to programming will be covered in a required weekly lab. Prerequisite: C- or better in Computer Science 115L. (1.25 course credits) (NUM) (Enrollment limited) –Morelli

[304. Computer Graphics]— An introduction to geometric and computer graphics principles needed for developing software with graphical output. General principles of designing and testing of software systems with reusable components will be emphasized. Geometry and computer graphics topics covered will include coordinate systems, geometric transformations, windowing, curves, fractals, polyhedra, hidden lines, surfaces, color, and shading. Graphical

programs that model phenomena from the natural sciences or aid the visualizing of conceptual models in computer science and mathematics will be used for examples and assignments. Prerequisite: C- or better in Mathematics 132 and Computer Science 215L. (NUM) (Enrollment limited)

[315. Systems Software]— A study of the organization and implementation of computer operating systems. Topics include operating systems organization, file systems, memory and process management, resource allocation, recovery procedures, multiprogramming, and distributed processing. The Unix operating system will be used and emphasis will be placed on how various system functions have been implemented in the Unix environment. Prerequisite: C- or better in Computer Science 215L, 275L and 203 (or concurrent enrollment in CPSC 203) (NUM) (Enrollment limited)

333. Computer Networks— An introduction to the principles and practices of local area and wide area networking. Topics include the study of the layers of computer networking, network configurations, protocols, security, and reliability. Issues related to implementing networking configurations will be studied. Prerequisite: C- or better in Computer Science 215L, 275L and 203 (or concurrent enrollment in CPSC 203) (NUM) (Enrollment limited) –Brown

340. Principles of Software Engineering— The study of issues involved in developing large-scale software systems. Topics covered include software life cycle, system design and specification, advanced programming concepts, and techniques for software testing, debugging, and maintenance. The issues studied will be applied to team projects. Prerequisite: C- or better in Computer Science 215L and Computer Science 203 (or concurrent enrollment in 203). (NUM) (Enrollment limited) –Budd

399. Independent Study— Independent work to develop maturity and initiative in the solution of a problem in the area of the student's special interests. This course may require concurrent registration in Computer Science 403 or 404. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

404. Computer Science Seminar— Students engaged in research (Computer Science 419) or independent study (Computer Science 399) and senior exercise students will meet with computer science faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Seniors using this course to satisfy the senior exercise requirement will be expected to complete a research or design project and make a formal presentation on its results to the seminar. The project may be an extension or revision of a project conducted in one of their other major courses. (0.5 course credit) (WEB) (Enrollment limited) –Spezialetti

[415. Special Topics: Mobile Computing]— A survey of the concepts and practices involved in the emerging field of mobile computing, with a focus on the Android and iOS operating systems. Topics include event-driven programming, the client-server model, location awareness (GPS), service management, and mobile security. The course will also address some of the broader impacts of mobile computing on privacy, health, and the economy. The course will be project based and students will build several mobiles apps for the Android platform. Prerequisite: C- or better in Computer Science 215. (NUM) (Enrollment limited)

[415. Special Topics: Development for the World Wide Web]— Developing systems for the World Wide Web has become a significant part of the computing world. In order to make this development easier developers have created various “web application frameworks.” In this course we will learn to develop web-based systems using such a framework, Ruby on Rails, which is used by well-known web-sites, e.g., Twitter, Github, Groupon, Shopify, and Yellow Pages. We will touch on the following topics: programming in Ruby; using Rails; setting up a test web-server using Mongrel; using a database like SQLite3; using HTML, CSS, and JavaScript; and using JavaScript libraries such as jQuery. Prerequisite: C- or better in Computer Science 215. (NUM) (Enrollment limited)

[415. Special Topics: Introduction to Data Mining]— This course will provide an introduction to the basic principles and methods in data mining. Key data mining techniques and algorithms will be introduced with practical applications from bioinformatics and other domains. Knowledge discovery through pattern mining, clustering, classification and rule learning will be introduced along with relevant domain and statistical background. The curriculum will include some programming in R and use of relevant packages for data mining tasks (no previous R programming

experience necessary). Prerequisite: C- or better in Computer Science 215. (NUM) (Enrollment limited)

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

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, one-year non-major curriculum for 15-20 talented and strongly motivated students in each entering class, the Cities Program examines cities and urban issues, past and present, in the United States and elsewhere, from various humanities and social science perspectives. In their first semester, participating students take two courses (Introduction to Urban Studies and City as Built Environment), the latter of which has been expressly created for the program and is not open to other students. In the second semester, students take another specific course for the Cities Program and also choose another elective from a growing number of urban-related classes at Trinity, approved by the student's adviser and the director of the program.

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, launched in fall 2013.

In March of each year, exceptionally well-qualified applicants for admission to Trinity are invited to become candidates for the program. Applicants to the College who do not receive such an invitation but who find the program appealing may also become candidates by notifying its director, Dean Xiangming Chen, of their interest no later than April 25.

Fall Term

101. Introduction to Urban Studies— This course provides a general introduction to the interdisciplinary field of urban studies. Using a variety of Western and non-Western cities as illustrative examples, the course aims to give a broad survey and understanding of the distinctive characteristics of urban places. Students will learn definitions, concepts, and theories that are fundamental to the field. Topics covered include the role of planning in shaping cities, the economic structure and function of cities, the evolution of urban culture, community organization and development, gentrification and urban renewal, and urban governance policy. (SOC) (Enrollment limited) –Myers

[200. The American City]— The course examines the evolution of American cities since the early 19th century, from early, dense centers of commerce and manufacturing to complex, sprawling metropolitan regions. It pays particular attention to Hartford as an example. Major topics include the impact of technological and economic change, attempts to control and guide development, immigration, conflicts among groups, and urban culture. The course will also track the evolution of American discourse about the cities as a social, cultural, and governance challenge, and the eternal effort to “fix” urban life. Only students in The Cities Program are allowed to enroll in this course. (FYR2) (Enrollment limited)

202. City as a Built Environment— This course examines the architectural and planning history of major European and American cities from ancient Greece to ca. 1900. Topics will include the nature of city centers and the role of public space, the formalization of town planning as a discipline, patterns of patronage and architectural education, the infrastructure of cities, and the influence of new technologies and industrialization on cities. A selection of examples—Athens, Rome, Paris, Amsterdam, London, Washington, DC, Berlin, Vienna, and New York—will serve as case studies. Only students in The Cities Program are allowed to enroll in this course. (FYR1) (Enrollment limited) –Triff

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. (FYR2) (Enrollment limited)

[202. City as a Built Environment]— This course examines the architectural and planning history of major European and American cities from ancient Greece to ca. 1900. Topics will include the nature of city centers and

the role of public space, the formalization of town planning as a discipline, patterns of patronage and architectural education, the infrastructure of cities, and the influence of new technologies and industrialization on cities. A selection of examples—Athens, Rome, Paris, Amsterdam, London, Washington, DC, Berlin, Vienna, and New York—will serve as case studies. Only students in The Cities Program are allowed to enroll in this course. (ART) (Enrollment limited)

[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. (GLB5) (Enrollment limited)

Courses Originating in Other Departments

Art History 247. Architecture and Urbanism from 1500 to 1750— View course description in department listing on p. [242](#). –Triff

Economics

Professor Grossberg, Chair; George M. Ferris Professor of Corporation Finance and Investments Butos●, Shelby Cullom Davis Professor of American Business and Economic Enterprise Gunderson, Ward S. Curran Distinguished Professor of Economics Ramirez, Charles A. Dana Research and Maloney Family Distinguished Professor of Economics Setterfield†, Professor Wen, G. Fox and Company Professor of Economics Zannoni; Associate Professors C. Clark†, Hoag●●, and Stater; Assistant Professors Ahmed, Schulkind†, and Stillwagon; Visiting Assistant Professors M. Clark, He, Levine, McMillen, Schneider, and Stoica; Visiting Lecturers O'Connor and Skouloudis

Introductory economics—The introductory course, **ECON 101**, completed with a grade of C+ or better (B- or better if taken during or since fall 2013), 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 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**, **ECON 318**, and **ECON 328** are of particular value in integrating economic theory and economic applications.

Many 300-level courses have prerequisites other than **ECON 101** and students are advised to consult the course descriptions below or the course listings in the *Schedule of Classes* for course prerequisites. Beyond **ECON 101**, **ECON 301**, and **ECON 302**, courses are offered in the following areas in the department:

- Economic theory and its history (**202**)
- Economic growth and fluctuations (**203, 304, 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**)

The economics major—The department provides three routes to a degree in economics: the B.A. (bachelor of arts); the B.S. (bachelor of science), which is more quantitative; and the interdisciplinary computing with economics major. All three 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.”

Important: Required core economics courses (**ECON 101**, **ECON 301**, and **ECON 302**) for the B.A., B.S., and interdisciplinary computing with economics majors may be retaken only once. If any of these courses is retaken,

a grade of B- or better (B or better in **ECON 101** if the course was originally taken during or since fall 2013) is required in the retaken course for completion of the major.

The bachelor of arts degree

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

- a grade of C+ or better (B- or better if taken during or since fall 2013) in **ECON 101**;
- a grade of C+ or better in **ECON 301** and **ECON 302**;
- a grade of C- or better (C+ or better if taken during or since fall 2013) in **ECON 109** or **MATH 207**;
- and a grade of C- or better in each of eight other courses, including:
 - one any level economics course;
 - one 200-level economics course; 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: A C+ or better in **ECON 101** (B- or better if taken during or since fall 2013), **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 (B- or better if taken during or since fall 2013) in **ECON 101**;
- a grade of C+ or better in **ECON 301** and **ECON 302**;
- a grade of C- or better (C+ or better if taken during or since fall 2013) in **ECON 109** or **MATH 207**;
- and a grade of C- or better in each of 10-11 other courses, including:
 - one 200-level economics course;
 - **ECON 312** and **ECON 318**, or **ECON 318** and **ECON 328**, or **ECON 312** and any course with **ECON 312** as a prerequisite, or **ECON 318** and any course with **ECON 318** as a prerequisite;
 - **MATH 125** and **MATH 126**, or **MATH 131** (or any course requiring **MATH 131** as a prerequisite); 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: A C+ or better in **ECON 101** (B- or better if taken during or since fall 2013), **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 (B- or better if taken during or since fall 2013) in **ECON 101**;
- a grade of C+ or better in **ECON 301** and **ECON 302**;
- a grade of C- or better (C+ or better if taken during or since fall 2013) in **ECON 109** or **MATH 207**;

- and a grade of C- or better in **ECON 318**, **ECON 331**, and additionally
 - one 200-level economics course; and
 - one 300-level economics course.
- New prerequisite commencing spring 2013: A C+ or better in **ECON 101** (B- or better if taken during or since fall 2013), **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 [B- or better in ECON 101 if taken during or since fall 2013] 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 (A grade of C+ or better is required in ECON 109 or MATH 207 if taken during or since fall 2013)	ECON 109 or MATH 207	ECON 109 or MATH 207	ECON 109 or MATH 207
		MATH 125 and 126 <i>or</i> MATH 131 ^b	
Electives	One 200-level economics course One any-level economics course	One 200-level economics course ECON 312 and 318 ^c <i>or</i> ECON 318 and 328 ^c	One 200-level economics course ECON 318
	Four 300-level economics courses <i>and</i> ECON 331 <i>or</i> Three 300-level economics courses <i>and</i> ECON 498 – 499 ^d	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 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 (B or better in **ECON 101** if the course was originally taken during or since fall 2013) 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.

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 [B- or better if taken during or since fall 2013]) **ECON 101**;
- have satisfactorily completed (i.e., with a grade of C- or better) a 200-level course (or, if already in their fourth 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 Christopher Hoag during fall 2014 or Professor Rasha Ahmed during spring 2015. 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 Study Away and have the course(s) approved for credit by their faculty adviser and by Professor Mark Stater before going abroad. In addition to having courses preapproved, students must earn grades of B+ or better to receive credit toward the major at the 300 level, and C+ or better to receive credit toward the major at the 200 level. 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 **ECON 302** with an average grade of B+ or better, with neither grade lower than a B; (2) an average grade of B+ or better in all economics courses taken at Trinity, with a grade of A- or better in at least half of those courses; (3) completed **ECON 498-499**, a senior thesis, with a grade of A- or better and **ECON 402-403**. In exceptional cases, a student who has completed **ECON 498-499** but who has not met all other criteria for honors in economics may be awarded honors by a vote of the Economics Department.

Fall Term

All course prerequisites (**ECON 101, 301, 302, 312, 318, MATH 125, 126, 131, and 207**) must earn a grade of C- or better to count as a prerequisite for another course. New prerequisite commencing spring 2013: A C+ or better in **ECON 101** (B- or better if taken during or since fall 2013), **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**.

101. Basic Economic Principles— An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, money and banking, and national income analysis. Required of all majors in economics and recommended for all students planning business, legal, or public service careers.

Note: Effective fall 2013 a grade of B- or better is required in order to major in Economics. (If Econ 101 is retaken a grade of B or better is required if the course was originally taken during or after fall 2013.) Students who

took Econ 101 prior to fall 2103 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. (SOC) (Enrollment limited) –Hoag, Ramirez, Skouloudis, Szembrot

103. Fundamentals of Accounting— A review of accounting concepts and procedures, with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated. Senior economics and coordinate majors have first choice for enrollment, then junior economics and coordinate majors, then sophomores. Senior and junior non-majors need permission of instructor. (SOC) (Enrollment limited) –O'Connor

109. Introduction to Statistics for Economics— This course is designed to familiarize students with common statistical methods used in economics. Topics will include the presentation of data, descriptive statistics, probability theory, discrete and continuous distributions, sampling distributions, estimation, and hypothesis testing. This course may be used as a substitute for Mathematics 207 Statistical Data Analysis (students may not earn Economics major credit for both Mathematics 207 and Economics 109L). This course and Mathematics 207 serve as equivalent prerequisites for Economics 318L Basic Econometrics. Prerequisite: C+ or better in Economics 101 or permission of instructor. (NUM) (Enrollment limited) –Grossberg

109L. Workshop for Statistical Methods in Economics— This workshop provides supplementary instruction for students enrolled in ECON 109L Statistical Methods in Economics. Students must be enrolled in ECON 109 (lecture) in order to enroll in the workshop. (0.25 course credit) (Enrollment limited) –Grossberg

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) –Clark

[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. (GLB5) (Enrollment limited)

209. Urban Economics— Economic analysis of urban areas in the regional setting; the study of location theory, land use and housing markets, and of current public policy issues pertaining to urban problems including urban poverty, the economics of race and metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –Ahmed

210. Contemporary Micro Issues— This course will study the contemporary micro issues using the tools of micro economic analysis. The course will examine important economic and social policy issues in the U.S., the role of government in designing economic policy and its impact on individuals. Topics include: investment in human capital; education, earnings and the job market discrimination; income inequality, poverty and social security; health and risky behaviors, health care provision and the impact of insurance; environment and the problem of pollution. Prerequisite: C- or better in Economics 101. (Enrollment limited) –He

[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)

227L. Economic Forecasting— The goal of this course is to equip students with the necessary modeling techniques to forecast economic time series. Topics such as basic linear regression, interpretation of coefficients and variables, trend and seasonality, model building and specification, and hypothesis testing will be covered, followed by an in-depth examination of model selection, in-sample and out-of-sample evaluation, combination forecasts, and various modern forecasting techniques. Prerequisite: C- or better in Economics 101 and a C- or better in Mathematics 207 or Economics 109. (SOC) (Enrollment limited) –Stoica

231. Latin American and Caribbean Economic Development— This course examines and evaluates the major theories and leading issues in the study of economic growth and development in Latin America and the Caribbean during the 20th century. It focuses on the region's economic and historical links to industrialized nations as a key element in understanding the nature and direction of its economic growth and development. Topics include: theories of development; rural development and migration; state-led industrialization and structural transformation under import-substitution industrialization (ISI); debt, stabilization, and adjustment policies; neoliberal policies such as privatization and the deregulation of financial and labor markets; and trade liberalization, particularly the proliferation of preferential trading arrangements such as the North American Free Trade Agreement (NAFTA), the Southern Cone Common Market (MERCOSUR), the Caribbean Common Market (CARICOM), the Lome Convention, and the Central American Common Market (CACM). Prerequisite: C- or better in Economics 101. (GLB5) (Enrollment limited) –Ramirez

299. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: C- or better in Economics 101. (1 - 2 course credits) –Staff

301. Microeconomic Theory— A study of the determination of the prices of goods and productive factors in a market economy and the role of prices in the allocation of resources. Required of all majors in economics. 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: C+ or better in Economics 101 (B- if taken starting F13), and C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 301 and either Economics 101 or 302 is not allowed. (SOC) (Enrollment limited) –Grossberg, 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: C+ or better in Economics 101 (B- if taken starting F13), and C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 302 and either Economics 101 or 301 is not allowed. (SOC) (Enrollment limited) –Stillwagon, Stoica

[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. (SOC) (Enrollment limited)

306. Public Finance: Economics of the Public Sector— An examination of the role of tax and public expenditure policies as they influence the allocation and distribution of resources, and on the role of market imperfections as rationales for government policies. Emphasis is on the effects of taxation and public spending on consumer and producer choices. Prerequisite: C+ or better in Economics 101 and 301. (SOC) (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. (SOC) (Enrollment limited)

309. Corporate Finance— Valuation, the development of the modern theory of finance; efficient market hypothesis; portfolio theory; capital budgeting; cost of capital; corporate securities; the securities markets; and other selected topics in finance. Prerequisite: C+ or better in Economics 101 and either Economics 301 or Economics 302. Economics 109 or Mathematics 207 are strongly recommended and Economics 103 is recommended. (SOC) (Enrollment limited) –Hoag

312. Mathematical Economics— This course is designed to introduce students to the application of mathematical concepts and techniques to economic problems and economic theory. Prerequisite: C+ or better in Economics 301 and 302, and a C- or better in Mathematics 126 or Mathematics 131. (SOC) (Enrollment limited) –Stater

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. (GLB5) (Enrollment limited) –McMillen

317. Development Economics— Various hypotheses on the persistence of underdevelopment observed in most developing economies will be examined. Then the successes of some developing economies in their modernization will be discussed. Attention will also be given to such important issues as industrialization, demographic change and urbanization, growth in income and its distribution, international trade and finance, development strategies, the government role in promoting development, and the impact of foreign aid. Prerequisite: C+ or better in Economics 302 and a C- or better in one 200-level Economics course or other Social Science course that deals with developing nations. Economics 301 is strongly recommended. (GLB5) (Enrollment limited) –Wen

318. Basic Econometrics with Lab— The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. Students must also enroll in the required lab for this course. This course has a community learning component. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 109, Mathematics 207 or Mathematics 306. (1.25 course credits) (NUM) (Enrollment limited) –Zannoni

[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 a C- or better in Economics 109, Mathematics 207 or Mathematics 306. (1.25 course credits) (NUM) (Enrollment limited)

[319. The Modern Macroeconomy]— This course will examine the current state of the macroeconomy in the United States and the rest of the world. Causes and consequences of recent major events (including the great moderation, the financial crisis, and the European sovereign debt crisis) will be discussed. The course will also examine new features of the economy, such as jobless recoveries and stagnation in industrialized countries, and analyze policy responses to these developments, including quantitative easing by central banks and the Troubled Asset Relief Program. Both theoretical and empirical aspects of recent macroeconomic developments will be explored. Prerequisite: C+ or better in Economics 302. (Enrollment limited)

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. (SOC) (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. (SOC) (Enrollment limited)

324. Financial Crisis— This course will examine historical financial crises from around the world, using standard macroeconomic theories. We will then use this knowledge of past crises to analyze the Great recession (December 2007–June 2009), its causes, and the measures taken to encourage recovery. This will include analysis of monetary and fiscal responses to the crisis, as well as the pre-crisis policy environment. Topics covered will include: the IS/MP and aggregate supply/aggregate demand models, currency crises, bank runs, liquidity and leverage, sub-prime lending, Quantitative Easing (QE), fiscal stimulus, and the Troubled Asset Relief Program (TARP). Prerequisite: C+ or better in Economics 302. (Enrollment limited) –Clark

[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. (SOC) (Enrollment limited)

326. Economics of Strategies in Firms and Markets— This course is organized around the topics of economics of strategies between and within firms. The course teaches students various applications of game theory against the background of firm behavior. The three major themes of the course are (1) basic principles of game theory; (2) applications of game theory within firms; and (3) empirical facts of organizations. The major topics include monitoring and incentivizing employees, trust and cooperation within groups, patent races and patent adoption, and communications within and across organizations. Coursework will include case studies, strategic interactions in class, and a final group project and presentations. Prerequisite: C+ or better in Economics 301. (SOC) (Enrollment limited) –He

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

331. Institutional Innovation and Economic Development: The Case of Modern China— Students will have opportunities in this course to strengthen their skill and sensitivity in applying economic analysis and research methods to contemporary economic policy issues through this case study. We choose China as the subject, both because of its importance in the world economy and the theoretical challenge it poses through its unorthodox path to reform its economic system. Focus will be on the evaluation of the gradualist approach versus the “big bang” approach, externality of the state sector and the emerging private sector, the partial privatization of its farming sector, the puzzle of the township and village enterprises and its hidden problems such as economic development and democracy and urbanization in the presence of population pressure. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Wen

331. Topics in Urban Economics— Students will explore selected topics in Urban Economics such as crime, education, social contagion, housing, etc. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Ahmed

331. Issues in International Trade and Finance— This seminar examines important and recent developments in international economics. Topics include strategic trade policy and market structure; the economics of trading blocs such as the EU 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. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Ramirez

[**331. Experimental Economics**]
— This seminar will introduce students to applications of experiments in economic research, focusing on many well-developed areas of laboratory-tested experiments as well as experimental methodology. We will review, discuss, and analyze some of the most influential papers written in the field of Experimental Economics and conduct classroom experiments. We will examine the motivation behind experiments, their usefulness and their limitations. This course will include topics such as experiments involving individual decision making, game theory, bargaining, trust and public choice. Finally, students will be required to develop and conduct their own experiment-based research projects. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

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

[**331. Deficits, Debt, and Defaults**]
— An intermediate level economics course that treats the economic and political economy analysis of the recent history, causes, and implications of public deficits & debt and sovereign defaults. Special attention will be given to the U.S. and the European Union with emphasis on Italy's status and prospects for resolving sovereign debt problems. The course format will center on lectures, student presentations, and discussion. Prerequisite: C+ or better in Economics 301 and 302. This course is 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

401. Independent Study in Quantitative Applications— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. Prerequisite: C- or better in Economics 312 or Economics 318 (0.5 - 1 course credit) –Staff

402. Senior Thesis Seminar Part I— This seminar will address the research and thesis writing process and will include workshops on writing, data and library resources. In addition, students will be asked to present preliminary work for discussion to seminar participants, and to participate in three sets of presentations to the Department during the academic year. (0.5 course credit) (Enrollment limited) –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. 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 is required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) Prerequisite: C+ or better in Economics 301 and 302. (2 course credits) (WEB) –Staff

Graduate Courses

[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. (SOC)

[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.

[831. Deficits, Debt, and Defaults]— An intermediate level economics course that treats the economic and political economy analysis of the recent history, causes, and implications of public deficits & debt and sovereign defaults. Special attention will be given to the U.S. and the European Union with emphasis on Italy's status and prospects for resolving sovereign debt problems. The course format will center on lectures, student presentations, and discussion.

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. –Staff

Courses Originating in Other Departments

Mathematics 107. Elements of Statistics— View course description in department listing on p. 363. Prerequisite: A satisfactory score on the Mathematics Placement Examination. Students who qualify for Mathematics 131 or 207 will not be eligible to enroll in this course. –Emerick, Wash

Mathematics 125. Functions and Limits— View course description in department listing on p. 364. Prerequisite: A satisfactory score on the Mathematics Placement Examination. Students who qualify for Mathematics 131 or 207 will not be eligible to enroll in this course. –Sandoval

Mathematics 131. Calculus I— View course description in department listing on p. 364. Prerequisite: A satisfactory score on the Mathematics Placement Examination. –Emerick, Goldwyn, Russo, Wash, Wyshinski

Mathematics 207. Statistical Data Analysis— View course description in department listing on p. 364. Prerequisite: A suitable score on the Mathematics Placement Examination or a grade of C- or better in Mathematics 107.. –Goldwyn, Wang

Spring Term

All course prerequisites (**ECON 101, 301, 302, 312, 318, MATH 125, 126, 131, and 207**) must earn a grade of C- or better to count as a prerequisite for another course. New prerequisite commencing spring 2013: A C+ or better

in **ECON 101** (B- or better if taken during or since fall 2013), **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**.

101. Basic Economic Principles— An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, money and banking, and national income analysis. Required of all majors in economics and recommended for all students planning business, legal, or public service careers.

Note: Effective fall 2013 a grade of B- or better is required in order to major in Economics. (If Econ 101 is retaken a grade of B or better is required if the course was originally taken during or after fall 2013.) Students who took Econ 101 prior to fall 2103 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. (SOC) (Enrollment limited) –Butos, Grossberg, Ramirez, Schneider, 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. (SOC) (Enrollment limited) –O'Connor

109. Introduction to Statistics for Economics— This course is designed to familiarize students with common statistical methods used in economics. Topics will include the presentation of data, descriptive statistics, probability theory, discrete and continuous distributions, sampling distributions, estimation, and hypothesis testing. This course may be used as a substitute for Mathematics 207 Statistical Data Analysis (students may not earn Economics major credit for both Mathematics 207 and Economics 109L). This course and Mathematics 207 serve as equivalent prerequisites for Economics 318L Basic Econometrics. Prerequisite: C+ or better in Economics 101 or permission of instructor. (NUM) (Enrollment limited) –Grossberg

109L. Workshop for Statistical Methods in Economics— This workshop provides supplementary instruction for students enrolled in ECON 109L Statistical Methods in Economics. Students must be enrolled in ECON 109 (lecture) in order to enroll in the workshop. (0.25 course credit) (Enrollment limited) –Grossberg

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) –Clark

203. A History of Macroeconomic Crises— This course provides an historical perspective on financial crises, including the most recent global crisis, Japan and Sweden's post-real estate bubble experiences in the 1990's, The Asian currency crises, the S&L crisis in the 1980's, the oil crisis of the 1970's, the Great Depression, and earlier episodes. In particular, we will focus on commonalities between the events in both their causes, and the nature of the aftermath, including issues of debt and asset prices, and the various policy responses. Supplemental reading materials will include Kindleberger's "Manias, Panics, and Crashes: A History of Financial Crises", Reinhart and Rogoff's "This Time is Different: Eight Centuries of Financial Folly", Shiller's "Irrational Exuberance", and Koo's "The Holy Grail of Macroeconomics: Lessons from Japan's Great Recession." Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –Stillwagon

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) –He

214. Business and Entrepreneurial History— The evolution of business structures and practices, primarily

in the American experience. Changes in such aspects of management, finance, marketing, and information are considered. Special attention is given to the role of entrepreneurs and conditions which may have influenced their creative efforts. Both an analytical approach and case studies are employed. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –Gunderson

[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. (GLB5) (Enrollment limited)

[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. (SOC) (Enrollment limited)

227L. Economic Forecasting— The goal of this course is to equip students with the necessary modeling techniques to forecast economic time series. Topics such as basic linear regression, interpretation of coefficients and variables, trend and seasonality, model building and specification, and hypothesis testing will be covered, followed by an in-depth examination of model selection, in-sample and out-of-sample evaluation, combination forecasts, and various modern forecasting techniques. Prerequisite: C- or better in Economics 101 and a C- or better in Mathematics 207 or Economics 109. (SOC) (Enrollment limited) –Stoica

[243. Financial Markets Institutions]— The purpose of the course is to provide a basic understanding of the role of financial institutions (intermediaries) and financial markets in facilitating the flow of funds between those who supply funds and those who demand funds. Topics include the role of banks, other financial institutions, and financial markets in this process. Special attention is also given to the European Monetary Union and other aspects of the international financial system. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited)

247. Introduction to Policy Analysis— This course will introduce students to the basic ingredients of policy analysis rooted in the microeconomics of externalities (social, economic, and political), public goods, common property, information failure, absence of competition, and distributional concern. This course is not open to students who have previously earned credit for Economics 306 or Economics 311. Prerequisite: C- or better in Economics 101. (SOC) (Enrollment limited) –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)

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: C+ or better in Economics 101 (B- if taken starting F13), and C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 301 and either Economics 101 or 302 is not allowed. (SOC) (Enrollment limited) –Ahmed, 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: C+ or better in Economics 101 (B- if taken starting F13), and C- or better in one 200 level economics course or sophomore or higher class standing. Concurrent enrollment in Economics 302 and either Economics 101 or 301 is not allowed. (SOC) (Enrollment limited) –Stoica

304. The Causes of and Best Responses to Recessions— This course will examine the characteristics of past US and international recessions including common precipitating factors (including debt, trade deficits, and large run-ups in asset prices) and the effect on unemployment, production, investment, savings, and inflation. The inquiry will focus heavily on data. Monetary and fiscal policy responses to recessions and their effectiveness will be a core issue. Theoretical concepts such as the Phillips and Beveridge curves, and the natural rate hypothesis will be applied. The course will close with an overview of various schools of thought on the nature of the business cycle, and the optimal policy reaction including: Monetarist, Keynesian, Austrian, Minskyian/Post-Keynesian, and real business cycle theory, the structural slumps work of Phelps, and Koo's balance sheet recession view. Prerequisite: C+ or better in Economics 302. (SOC) (Enrollment limited) –Stillwagon

[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. (SOC) (Enrollment limited)

[307. Health Economics]— This course will study the characteristics of the U.S. health care system and the functioning of the health care market using the tools of microeconomic theory. The aim of the course will be to discuss specific topics in the economics of health, including: the analysis of the causes of health-related behaviors such as obesity and substance abuse; the characteristics of the health care industry and how it is affected by insurance and medical technology; and the impact of government policies on health related behaviors and the provision of medical care. The role of preventive measures and the efficient use of limited healthcare resources will be examined in light of the recent health care reform and in light of their broader implications for public policy. This course has a community learning component. Prerequisite: C+ or better in Economics 301. (SOC) (Enrollment limited)

[308. Industrial Organization and Public Policy]— The course is divided into two parts. The first part consists of an examination of the structure of American industry including a critical analysis of the empirical evidence underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on regulation and antitrust policies. Prerequisite: C+ or better in Economics 101 and 301. (Calculus is recommended, but not required) (SOC) (Enrollment limited)

[309. Corporate Finance]— Valuation, the development of the modern theory of finance; efficient market hypothesis; portfolio theory; capital budgeting; cost of capital; corporate securities; the securities markets; and other selected topics in finance. Prerequisite: C+ or better in Economics 101 and either Economics 301 or Economics 302. Economics 109 or Mathematics 207 are strongly recommended and Economics 103 is recommended. (SOC) (Enrollment limited)

310. Money and Banking— An analysis of monetary theory, institutions and policy including the nature, role and significance of money, financial markets and institutions, commercial banking and the money supply process, the Federal Reserve System, and the formulation and implementation of monetary policy, monetary theory, and related policy issues. Prerequisite: C+ or better in Economics 301 and 302. (GLB5) (Enrollment limited) –Butos

312. Mathematical Economics— This course is designed to introduce students to the application of mathematical concepts and techniques to economic problems and economic theory. Prerequisite: C+ or better in Economics 301 and 302, and a C- or better in Mathematics 126 or Mathematics 131. (SOC) (Enrollment limited) –McMillen

[313. The Economics of Time Use]— This course will explore the economics of time, specifically, of time use and allocation. The seemingly prosaic question of how individuals expend their most finite resource has profound implications for their quality of life, their relationships with their families, and their broader social connections. The

question as to how social groups such as households allocate their time, and how this affects everything from children's happiness to political participation, is equally important. The course will involve direct use and manipulation of data gathered through the American Time Use Survey (ATUS). Prerequisite: C+ or better in Economics 301 and C- or better in Economics 109, Mathematics 207 or Mathematics 306 (Enrollment limited)

314. Cost-Benefit Analysis— This unit will provide participants with an introduction to the theory and practice of cost-benefit analysis (CBA). The conceptual basis of discounting and the valuation of benefits and costs will be reviewed, highlighting the links to basic economic theory. The principles of CBA will be illustrated through the analysis of contemporary cases from areas such as environmental management, health economics, government regulation, and infrastructure development. The emphasis will be on providing participants with a simple but robust analytical framework that can be applied to the evaluation of a wide range of public policy issues and private projects. Prerequisite: C+ or better in Economics 101 and 301. (SOC) (Enrollment limited) –Stater

[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. (GLB5) (Enrollment limited)

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. (GLB5) (Enrollment limited) –Ramirez

318. Basic Econometrics with Lab— The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. Students must also enroll in the required lab for this course. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 109, Mathematics 207 or Mathematics 306. (1.25 course credits) (NUM) (Enrollment limited) –Zannoni

[318. Basic Econometrics]— The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 109, Mathematics 207 or Mathematics 306. (NUM) (Enrollment limited)

319. The Modern Macroeconomy— This course will examine the current state of the macroeconomy in the United States and the rest of the world. Causes and consequences of recent major events (including the great moderation, the financial crisis, and the European sovereign debt crisis) will be discussed. The course will also examine new features of the economy, such as jobless recoveries and stagnation in industrialized countries, and analyze policy responses to these developments, including quantitative easing by central banks and the Troubled Asset Relief Program. Both theoretical and empirical aspects of recent macroeconomic developments will be explored. Prerequisite: C+ or better in Economics 302. (Enrollment limited) –Clark

[324. Financial Crisis]— This course will examine historical financial crises from around the world, using standard macroeconomic theories. We will then use this knowledge of past crises to analyze the Great recession (December 2007–June 2009), its causes, and the measures taken to encourage recovery. This will include analysis of monetary and fiscal responses to the crisis, as well as the pre-crisis policy environment. Topics covered will include: the IS/MP and aggregate supply/aggregate demand models, currency crises, bank runs, liquidity and leverage, sub-prime lending, Quantitative Easing (QE), fiscal stimulus, and the Troubled Asset Relief Program (TARP). Prerequisite: C+ or better in Economics 302. (Enrollment limited)

326. Economics of Strategies in Firms and Markets— This course is organized around the topics of economics of strategies between and within firms. The course teaches students various applications of game theory against

the background of firm behavior. The three major themes of the course are (1) basic principles of game theory; (2) applications of game theory within firms; and (3) empirical facts of organizations. The major topics include monitoring and incentivizing employees, trust and cooperation within groups, patent races and patent adoption, and communications within and across organizations. Coursework will include case studies, strategic interactions in class, and a final group project and presentations. Prerequisite: C+ or better in Economics 301. (SOC) (Enrollment limited) –He

[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 a C- or better in Economics 318 . (SOC) (Enrollment limited) –Ramirez

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

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

[331. Institutional Innovation and Economic Development: The Case of Modern China]— Students will have opportunities in this course to strengthen their skill and sensitivity in applying economic analysis and research methods to contemporary economic policy issues through this case study. We choose China as the subject, both because of its importance in the world economy and the theoretical challenge it poses through its unorthodox path to reform its economic system. Focus will be on the evaluation of the gradualist approach versus the “big bang” approach, externality of the state sector and the emerging private sector, the partial privatization of its farming sector, the puzzle of the township and village enterprises and its hidden problems such as economic development and democracy and urbanization in the presence of population pressure. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

331. Central Banking and Monetary Regimes— This seminar provides a critical analysis of the rationale, behavior, and effectiveness of central banking and alternative monetary institutions. It will emphasize the Federal Reserve System and alternative monetary arrangements from historical and analytical standpoints, treating in detail the formulation and execution of monetary policy in the context of both domestic and international constraints. Attention also is given to the European Monetary Union and current issues in international monetary relations. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Butos

[331. Issues in International Trade and Finance]— This seminar examines important and recent developments in international economics. Topics include strategic trade policy and market structure; the economics of trading blocs

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

331. Experimental Economics— This seminar will introduce students to applications of experiments in economic research, focusing on many well-developed areas of laboratory-tested experiments as well as experimental methodology. We will review, discuss, and analyze some of the most influential papers written in the field of Experimental Economics and conduct classroom experiments. We will examine the motivation behind experiments, their usefulness and their limitations. This course will include topics such as experiments involving individual decision making, game theory, bargaining, trust and public choice. Finally, students will be required to develop and conduct their own experiment-based research projects. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited) –Schneider

[331. Moving On Up? Social Mobility and the Immigrant Experience]— This course will explore questions of social and economic mobility in historical perspective with special emphasis on the immigrant experience, past and present, in Hartford. Topics will include the role of social capital, education, and labor market opportunities in understanding the dynamics of mobility. The final part of the course will examine recent research on growing inequality and social immobility in the U.S. This course has a community learning component. Prerequisite: C+ or better in Economics 301 and 302. This course is open to senior Economics majors only. (WEB) (Enrollment limited)

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Prerequisite: C+ or better in Economics 301 or Economics 302, as appropriate. (1 - 2 course credits) –Staff

401. Independent Study in Quantitative Applications— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. Prerequisite: C- or better in Economics 312 or Economics 318 (0.5 - 1 course credit) –Staff

403. Senior Thesis Seminar Part II— This seminar will address the research and thesis writing process and will include workshops on writing, data and library resources. In addition, students will be asked to present preliminary work for discussion to seminar participants, and to participate in three sets of presentations to the Department during the academic year. (0.5 course credit) (Enrollment limited) –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. 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 is required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) Prerequisite: C+ or better in Economics 301 and 302. (2 course credits) (WEB) –Staff

Graduate Courses

[831. 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. (WEB)

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. –Staff

Courses Originating in Other Departments

Mathematics 107. Elements of Statistics— View course description in department listing on p. 366. Prerequisite: A satisfactory score on the Mathematics Placement Examination. Students who qualify for Mathematics 131 or 207 will not be eligible to enroll in this course. –Miller, Sandoval

Mathematics 126. Calculus with Algebra and Trigonometry— View course description in department listing on p. 366. Prerequisite: C- or better in Mathematics 125. –Georges

Mathematics 207. Statistical Data Analysis— View course description in department listing on p. 366. Prerequisite: A suitable score on the Mathematics Placement Examination or a grade of C- or better in Mathematics 107.. –Mauro, Staff

Educational Studies Program

Associate Professor Dyrness, Director; Associate Professor Dougherty†; Visiting Assistant Professor Leventhal-Weiner; Lecturer and Director, Urban Educational Initiatives Cotto; Ann Plato Fellow Moore

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, 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
ENVS 286. Theory and Application of GIS
HIST 299. Historiography
HIST 300. History Workshop
PBPL 220. Research and Evaluation
POLS 241L. Empirical Political Methods and Data Analysis
POLS 242. Political Science Research Methods
PSYC 221L. Research Design and Analysis
SOCL 201L. Research Methods in the Social Sciences
 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
EDUC 315. Higher Education in America
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

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-referenced courses

AMST 220. The Child in American Culture
AMST 357: Race and Urban Space
ENGL 318. Literacy and Literature
INTS 218: Women Gender and Family in the Middle East
INTS 234. Gender and Education
INTS 235: Youth Culture in the Muslim World
INTS 250. Global Migration (with Hartford lab)
INTS 311. Global Feminism
PHIL 374. Minds and Brains (with lab)
POLS. 326 Women and Politics
POLS 355. Urban Politics
PBPL 303. Policy Implementation Workshop
PBPL 323. Legal History of Race Relations
PBPL 331. Becoming American: Immigration and Integration Policy
PSYC 223. Intersecting Identities: The Asian American Experience
PSYC 236. Adolescent Psychology

PSYC 240. Parenting, Interpersonal Relations, and Mental Health
PSYC 246. Community Psychology
PSYC 255. Cognitive Psychology (with optional lab)
PSYC 295. Child Development (with optional lab)
PSYC 310. Psychology of Gender
PSYC 324. Stereotypes, Prejudice, and Discrimination
PSYC 332. Psychological Assessment (with lab)
PSYC 340. Social Cognition
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
PSYC 426. Advanced Topics: Cultural Psychology
PSYC 454. Cognition in the Real World
RHET 302. Writing Theory and Practice
SOCL 204. Social Problems in American Society
SOCL 214. Race and Ethnicity
SOCL 246. Sociology of Gender
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
THDN 345. Improv Theater and Social Change
THDN 348. Arts and Special Populations

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-referenced 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 University of Saint Joseph in West Hartford, as well as alternate route certification programs, graduate school programs, and independent school teaching opportunities. For more information, see the "Pathways to Teaching" section of the educational studies 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) (SOC) (Enrollment limited) –Dyrness, Leventhal-Weiner

[308. Cities, Suburbs, and Schools]— How did city dwellers' dreams of better schooling, along with public policy decisions in housing and transportation, contribute to the rise of suburbia in the 20th century? How do city-suburban disparities affect teaching and learning in classrooms today? What promise do Sheff v O'Neill remedies for racial isolation, such as magnet schools at the Learning Corridor, hold for the future? Students will investigate these questions while developing their skills in oral history, ethnographic fieldwork, and geographical information system (GIS) software. Community learning experiences will be integrated with seminar readings and research projects. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or participation in The Cities Program or permission of instructor. (SOC) (Enrollment limited)

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. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200, or juniors / seniors with permission of instructor. (Enrollment limited) –Leventhal-Weiner

[316. Education and Social Change Across the Globe]— Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? Students will conduct independent research on education in a country of their choice to contribute to the comparative framework. Prerequisite: C- or better in a prior Educational Studies or International Studies Course. (GLB5) (Enrollment limited)

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

400. Senior Research Seminar— To fulfill the senior exercise requirement, students carry out an independent research project that builds upon acquired skills and evolving interests. The weekly seminar provides a thematic focus as well as a continuous forum for both support and critical feedback from peers, in preparation for a public presentation of the student's work at the end of the semester. Each year, the seminar will be organized around a broad theme in educational studies. This seminar is open to senior Educational Studies majors only. (WEB) (Enrollment limited) –Leventhal-Weiner

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

Courses Originating in Other Departments

American Studies 357. Race and Urban Space— View course description in department listing on p. 98. –Baldwin

[Economics 318. Basic Econometrics]— View course description in department listing on p. 171. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 109, Mathematics 207 or Mathematics 306.

History 299. Historiography— View course description in department listing on p. 276. Prerequisite: This course is open only to History majors and minors. –Kete

International Studies 218. Women, Gender, and Family in the Middle East— View course description in department listing on p. 302. –Bauer

[International Studies 234. Gender and Education]— View course description in department listing on p. 302.

International Studies 250L. Hartford Global Migration Lab— View course description in department listing on p. 303. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250. –Bauer

[International Studies 311. Global Feminism]— View course description in department listing on p. 304.

Public Policy & Law 323. The Legal History of Race Relations— View course description in department listing on p. 435. Prerequisite: C- or better in Public Policy and Law 113 or 201 or permission of instructor. –Fulco, Stevens

Political Science 241. Empirical Political Methods and Data Analysis— View course description in department listing on p. 411. –Laws

Psychology 221. Research Design and Analysis— View course description in department listing on p. 424. Prerequisite: C- or better in Psychology 101. –Cassery, Chapman

Psychology 295. Child Development— View course description in department listing on p. 425. Prerequisite: C- or better in Psychology 101. –Anselmi

Psychology 295L. Child Development Laboratory— View course description in department listing on p. 425. Prerequisite: C- or better in Psychology 101. –Anselmi

[Psychology 426. Advanced Topics in Social Psychology: Cultural Psychology]— View course description in department listing on p. 426. Prerequisite: C- or better in Psychology 226.

Sociology 214. Racism— View course description in department listing on p. 455. –Williams

Sociology 246. Sociology of Gender— View course description in department listing on p. 455. –Andersson

Sociology 312. Social Class and Mobility— View course description in department listing on p. 456. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. –Valocchi

[Theater & Dance 270. Arts in Action: Moving into the Community]— View course description in department listing on p. 463.

Spring Term

200. Analyzing Schools— This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States and other countries. Drawing upon psychology, we contrast theories of learning, both in the abstract and in practice. Drawing upon philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments. This course has a community learning component. (1.25 course credits) (SOC) (Enrollment limited) –Cotto, Leventhal-Weiner

[218. **Special Education**]— How are children labeled (or mislabeled) as having learning and developmental disabilities, autism, or attention deficit disorder? How have definitions and diagnoses of learning disorders changed over time? How have standardized evaluations and assessments impacted those diagnoses? How does the law seek to ensure the accommodation of the needs of individuals with disabilities? Students will critically analyze research on psychology as it pertains to learners, examine special education case law and advocacy, and explore current issues in special education. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or Psychology 295 or permission of instructor. (SOC) (Enrollment limited)

300. Education Reform: Past and Present— How do we explain the rise and decline of education reform movements? How do we evaluate their level of “success” from different sources of evidence? Drawing upon primary source materials and historical interpretations, this course examines a broad array of elementary, secondary, and higher education reform movements from the mid-19th century to the present, analyzing social, material, and ideological contexts. This intermediate-level seminar explores a topic common to all branches of educational studies from both theoretical and comparative perspectives. Prerequisite: C- or better in EDUC200, or American Studies major or Public Policy and Law major. (HUM) (Enrollment limited) –Moore

[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. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or Anthropology 101 (formerly 201), or permission of instructor. (SOC) (Enrollment limited)

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: Educational Studies 200 or International Studies, Language and Culture Studies, Hispanic Studies, or Anthropology major, or permission of instructor. (GLB5) (Enrollment limited) –Dyrness

309. Race, Class, and Educational Policy— How do competing theories explain educational inequality? How do different policies attempt to address it? This class will consider the intersections of race, class, gender, and sexuality in the examination of educational inequality. Possible topics include economic and cultural capital, racial/gender/sexual identity formation, desegregation, multiculturalism, detracking, school choice, school-family relationships, and affirmative action. Student groups will expand upon the readings by proposing, implementing, and presenting their research analysis from a community learning project. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200, or juniors / seniors with permission of instructor. (SOC) (Enrollment limited) –Leventhal-Weiner

[315. **Higher Education in America**]— America has developed one of the largest and most diverse systems of higher education in the world, with curricula that range from the study of Greek, Latin, and antiquity to the decorating of cakes. Despite this diffuseness, American higher education enjoys an enviable global reputation and each year the number of students from around the world applying to colleges and universities in the United States far surpasses the number of American students seeking to matriculate abroad. This course will examine the forces that shaped the development of American higher education from its origins to the present, and then focus on several salient issues (such as diversity, student misbehavior, academic freedom, and athletics) that vex and enrich modern institutions. Students will be required to conduct a field research project that analyzes a current issue and compares

how two or more institutions have reacted. Prerequisite: C- or better in Educational Studies 200, or juniors / seniors with permission of instructor. (Enrollment limited)

320. Anthropology and Education— The anthropology of education has a rich history of investigating the links between culture, learning, and schooling. Anthropologists studying education have sought to illuminate learning and educational achievement as social processes and cultural products that cannot be understood apart from the socio-cultural contexts in which they occur. In this upper-level seminar, we will explore selected works in the anthropology of education, both classic and contemporary, in order to understand the unique contributions anthropology makes to the study of education, and in particular, the experience of minority groups in education. We will explore topics such as race, gender, and language in education and how they have been addressed by anthropologists. Students will have an opportunity to read critically a variety of detailed ethnographic and qualitative studies focusing on formal schooling and informal education in the United States and in other countries. Reviewing these studies, we will explore the central questions: What is a cultural analysis of schooling? What unique insights does ethnography (anthropology's signature method) offer into key educational problems? And finally, how can a cultural analysis of schooling inform efforts to create a more socially just educational system? Prerequisite: C- or better in Educational Studies 200 or Anthropology 101 (formerly 201), or permission of instructor. (Enrollment limited) –Dyrness

350. Teaching and Learning— This seminar will explore theoretical, policy, and practical issues of teaching and learning. Who should teach in public schools, and what kind of preparation is necessary? What type of curriculum should be taught, and how do different interest groups shape that decision? How should we assess the quality of student learning? Finally, how do debates on all of these questions influence the nature of teachers' work and classroom life? For the community learning component, students will design, teach, and evaluate curricular units in cooperation with neighborhood schools and after school programs. Prerequisite: C- or better in Educational Studies 200, or juniors / seniors with permission of instructor. (SOC) (Enrollment limited) –Cotto

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

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

Courses Originating in Other Departments

[**American Studies 355. Urban Mosaic: Migration, Identity, and Politics**]— View course description in department listing on p. 107.

Anthropology 301. Ethnographic Methods and Writing— View course description in department listing on p. 119. Prerequisite: Anthropology major or permission of instructor. –Notar

[**Economics 318. Basic Econometrics**]— View course description in department listing on p. 178. Prerequisite: C+ or better in Economics 101 and a C- or better in Economics 109, Mathematics 207 or Mathematics 306.

[**English 318. Literacy and Literature**]— View course description in department listing on p. 216. Prerequisite: C- or better in English 260 or permission of instructor.

Hispanic Studies 280. Hispanic Hartford— View course description in department listing on p. 349. Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. –Robyn

[**History 299. Historiography**]— View course description in department listing on p. 284. Prerequisite: This course is open only to History majors and minors.

[**International Studies 218. Women, Gender, and Family in the Middle East**]— View course description in department listing on p. 307.

International Studies 235. Youth Culture in the Muslim World— View course description in department

listing on p. 307. –Bauer

[**International Studies 250. Global Migration**]
— View course description in department listing on p. 307.

[**International Studies 250L. Hartford Global Migration Lab**]
— View course description in department listing on p. 307. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250.

International Studies 311. Global Feminism— View course description in department listing on p. 308. –Bauer

[**Philosophy 374. Minds and Brains**]
— View course description in department listing on p. 395.

[**Political Science 326. Women and Politics**]
— View course description in department listing on p. 416. 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. 427. Prerequisite: C- or better in Psychology 101. –Chapman, Reuman

[**Psychology 223. Intersecting Identities: The Asian American Experience**]
— View course description in department listing on p. 427.

Psychology 246. Community Psychology— View course description in department listing on p. 428. –Holt

[**Psychology 310. The Psychology of Gender Differences**]
— View course description in department listing on p. 429. This course is not open to first-year students.

Psychology 332. Psychological Assessment— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 221L and four other courses in Psychology. –Reuman

[**Psychology 395. Cognitive and Social Development**]
— View course description in department listing on p. 430. Prerequisite: C- or better in Psychology 295.

[**Psychology 415. Development and Culture**]
— View course description in department listing on p. 431. Prerequisite: C- or better in Psychology 226 or 295

[**Psychology 426. Advanced Topics in Social Psychology: Cultural Psychology**]
— View course description in department listing on p. 431. Prerequisite: C- or better in Psychology 226.

Sociology 201. Research Methods in the Social Sciences— View course description in department listing on p. 457. Prerequisite: C- or better in Sociology 210 or Mathematics 107, Mathematics 207, or permission of instructor. –Tiamzon

[**Sociology 246. Sociology of Gender**]
— View course description in department listing on p. 457.

[**Sociology 312. Social Class and Mobility**]
— View course description in department listing on p. 458. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students.

Sociology 351. Society, State, and Power— View course description in department listing on p. 458. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. –Staff

Theater & Dance 332. Education Through Movement— View course description in department listing on p. 467. –Gersten

Engineering

Professor Mertens, Chair; Professors Ning and Palladino●●; Associate Professors Blaise and Cheng; 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 science.

For more than a century, Trinity has offered a rigorous program in engineering within the liberal arts setting. Trinity engineering majors develop solid backgrounds in mathematics, physical science, and engineering science and design; receive a broad education that includes substantial study in the arts, humanities, and social sciences; and undertake a broad range of independent research projects and senior capstone design projects. Trinity engineering graduates have been accepted to leading engineering graduate schools, as well as professional programs in law, business, or medicine, and they have assumed leadership positions in business and industry. In addition to providing courses for the major, the department offers introductory engineering courses that engage non-majors in the study of current topics and issues in technology and introduce engineering problem-solving methods.

The Trinity engineering program affords many opportunities, both formal and informal, for close interaction among faculty and students. For example, students are encouraged to work with faculty in independent studies and senior capstone design projects, often in areas not available in formal courses. Members of the Trinity engineering faculty promote student awareness of professional issues and sponsor student chapters of the Association of Energy Engineers (AEE), the American Society of Mechanical Engineers (ASME), the Institute of Electrical and Electronics Engineers (IEEE), the National Society of Black Engineers (NSBE), and the Society of Women Engineers (SWE). The Trinity Engineering Advisory Committee (TEAC), a focus group of distinguished alumni and associates, sponsors summer internships, provides advice for choosing graduate schools and career placements, and conducts annual seminars focusing on the engineering profession and on modern engineering practice.

Trinity engineering students study in the Roy Nutt Mathematics, Engineering & Computer Science Center, a modern, high-technology facility. Engineering laboratories support instruction and student projects in microprocessor system design, telecommunications, digital signal and image processing, solid state electronics, integrated circuit design, biomechanics, fluid mechanics, solid mechanics, thermal science, materials science, digital logic design, robotics, and electrophysiology. The department offers students 24-hour access to labs and computer facilities. The latter include networked workstations dedicated to the design of electronic systems and data acquisition, digital signal and image processing, computer aided design, and advanced scientific computing. All computers are connected to a high-speed, campuswide network that offers students access to a wealth of computing resources and the Internet. Student design projects are also supported by a well-equipped machine shop.

The 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 yearlong senior capstone design project. Engineering core courses and electives provide exposure to the engineering sciences and serve as bridges linking basic mathematics and science to the creative process of engineering design. The senior capstone design project, which requires **ENGR 483** and **484**, engages students, working in close collaboration with their faculty advisers, in the process of creating an engineering system from inception to implementation and

testing. This process requires students to consider such design criteria as economic and environmental costs and constraints, aesthetics, reliability, and complexity, and to write formal design specifications, evaluate alternatives, synthesize a system, and evaluate its performance. Firmly grounded in the traditional liberal arts, the B.S. in engineering program emphasizes a rigorous curriculum and incorporates newer fields and interdisciplinary approaches. The educational objectives of the B.S. in engineering program are the following:

- Trinity engineering graduates apply their broad liberal arts education and firm foundation in engineering fundamentals to diverse fields of endeavor.
- Early in their careers, Trinity engineering graduates pursue varied positions in industry or graduate school in engineering and related fields.
- Trinity engineering graduates demonstrate professional growth, provide leadership, and contribute to the needs of society.

Students pursuing the B.S. in engineering may choose 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 science

The B.A. degree provides a flexible and interdisciplinary engineering experience for students who wish to broaden their learning horizons across disciplines in Trinity's liberal arts curriculum. The B.A. is different from the ABET-accredited B.S. degree in that it requires integration of engineering studies with significant study in such cognate areas as economics, international studies, environmental science, neuroscience, or public policy and law. Consequently the B.A. provides a strong background for students who wish to pursue careers in public service, management, or entrepreneurship, for example. Its mission is to educate students able to develop and convey solutions to multidimensional problems that require scientific, technological, global, and social perspectives with the following objectives:

- Trinity engineering graduates gain balanced background training in mathematics, science, engineering, and a broad spectrum of liberal arts curricula.
- Trinity engineering graduates integrate study of engineering subjects with depth of study in at least one cognate area chosen in consultation with faculty advisers.
- Trinity engineering graduates apply their broad liberal arts education and firm foundation in engineering fundamentals to diverse fields of endeavor.

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). The courses that satisfy this requirement are: **ENGR 110, 323L, 357, CPSC 115, 215.**
- At least eight course credits in arts, humanities, or social sciences, including at least two courses chosen to achieve depth in one subject area within these disciplines.

The Writing Intensive Part II requirement is fulfilled by one of the following courses: **ENGR 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 141L (or PHYS 131L), 231L,** and another science or mathematics course approved in advance by the department chair. For example, **PHYS 232L, PHYS 300, MATH 228, MATH 305, or CHEM 112L. BIOL 319** is recommended as the natural science elective for the BME concentration.
- Engineering core: **ENGR 212L, 225, 232L,** and **312.**
- A yearlong senior capstone design project requiring enrollment in **ENGR 483. Capstone Design-I** in the fall semester and **ENGR 484. Capstone Design-II** in the spring semester is required.

Beyond the general requirements listed above, students pursuing the B.S. in engineering must choose one of the options below. Completion of a concentration is noted on the final transcript.

- *Electrical engineering concentration*—**ENGR 221L, 301L (or 302 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 (or BIOL 319, or BIOL 182L and 183L); ENGR 301L (or 302 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, 314L, 316, 323L, 325L, 357, 362L, 372,** BEACON or University of Hartford courses, e.g., biomaterials or biomedical image processing. If **BIOL 182L** and **BIOL 183L** are substituted for **BIOL 140L, BIOL 183L** will satisfy the natural science elective for BME concentration. **BIOL 319** can only count toward one requirement.
- *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, 314L 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 science

- Basic mathematics/science core: **MATH 131, 132; PHYS 141L (or 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**).
- **ENGR 483**: A one-semester senior capstone design project that integrates engineering with subjects from a chosen cognate area.
- Four courses from a cognate department or program: chosen in consultation with the faculty adviser; these courses must achieve depth of study in the cognate area.

Environmental science pathway—The B.A. elective pathway in environmental science introduces engineering students to the fundamentals of environmental science fieldwork and methods, and provides a broad understanding of the natural environment and the impact of human behavior. It requires completion of a one-semester senior capstone design project with an environmental engineering component.

Requirements for the Environmental Science Pathway of B.A. in engineering science

Completion of the general requirements of B.A. in engineering science, with the following modifications:

- In mathematics/science core: one of the two-course combinations **CHEM 111L** and **230L**, or **BIOL 182L** and **333L**, or **ENVS 112L** and **204L**.
- Two of the eight course credits in the arts, humanities, or social sciences must satisfy the social sciences and humanities requirements for the environmental science major (**ECON 101** and one course chosen from the list of courses; see Environmental Science).
- **ENGR 337**, **ENVS 149L**, **ENVS 275L**, **ENVS 401**, and one additional engineering course at 200 level or higher.
- **ENGR 483. Capstone Design I**, including completion of a one-semester research or design project with an environmental engineering component.

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: C- or better in Mathematics 126 or 131, or permission of instructor. (1.25 course credits) (NUM) (Enrollment limited) –Cheng

225. Mechanics I— This introductory course in mechanics primarily studies particle and rigid body statics. Topics include: force systems, rigid body equilibrium, analysis of structures, distributed forces, friction, and the method of virtual work. The latter part of the course studies dynamics, focusing on kinematics and kinetics of particles and introducing vibrations. Engineering design is incorporated in projects and homework assignments. Prerequisite: C- or better in Physics 131L or Physics 141L and Mathematics 132. (NAT) (Enrollment limited) –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 Engineering 212L and 221L. (1.25 course credits) (WEB) (Enrollment limited) –Blaise, Ning

311. Electrophysiology of the Central Nervous System— This introductory course in cellular neurophysiology presents a modern and important body of knowledge in a highly integrated fashion drawing from the contributions of anatomists, physiologists, and electrical engineers. The basic biochemical properties of the membrane and sensory transduction, neural transmission, and synaptic interaction are considered in sequential order. Then the collective action of neurons in the form of compound electrical responses, and the electroencephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-walking oscillation, pain modulation, etc. Particular emphasis is placed on experimental design. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all junior and senior life science and physical science majors. (NAT) (Enrollment limited) –Blaise

312. Automatic Control Systems— Automatic control systems with sensors and feedback loops are ubiquitous in modern designs. The emergence of powerful microcontrollers in recent decades makes control system implementation much easier and encourages more innovation. This course provides a broad coverage of control system theory for engineering majors. Essential mathematical tools to study control systems are reviewed. Course topics include mathematical modeling, solutions to system design specifics, performance analysis, state variable and transition matrix, compensator design using root-locus, and PID controller design. Analysis is focused on linear control systems and broad applications. Linear system modeling is broadly applied to a variety of engineering systems. MATLAB and Simulink are used in assignments and team projects. Prerequisite: C- or better in Mathematics 231 and Engineering 212L. (NAT) (Enrollment limited) –Blaise

323. Microprocessor Systems— A hands-on study of design and implementation of microprocessor based systems. Students learn the steps of translating application specifics to design criteria, choosing essential hardware components, creating system schematics, wiring complete microprocessor systems, and developing application software. This course introduces major topics in computer system architecture, anatomy of CPU function, system bus structure, memory mapping, interrupt and latency, real-time control and multi-tasking. Assembly and C/C++ language programming is introduced and extensively used in laboratory assignments. Lectures and laboratory experiments are tightly coordinated to help students become familiar with various application aspects and design challenges concerning the embedded system. Prerequisite: C- or better in Engineering 221L or permission of instructor. (1.25 course credits) (WEB) (Enrollment limited) –Ning

325. Mechanics of Materials— Solid mechanics of deformable bodies, focusing on the internal effects of externally applied loads. Topics include elasticity theory, stress, strain and Young's modulus, axial, torsional, and shear stresses, Mohr's circle, analysis of beams, shafts, and columns subjected to axial, torsional, and combined loading. Students will also use computational analysis in the design of various combined loaded structures. Lecture and laboratory. Prerequisite: C- or better in Engineering 225. (1.25 course credits) (NAT) (Enrollment limited) –Mertens

337. Thermodynamics— Theoretical and applied classical engineering thermodynamics. Concepts presented include the first and second laws, properties of ideal and real substances, gas mixtures, closed and open systems, work and heat, reversible and irreversible processes, various thermodynamic cycles, and chemical reactions. Students will also complete a design and optimization of a power cycle as an individual project. Prerequisite: C- or better in Physics 131L or Physics 141L. (NAT) (Enrollment limited) –Mertens

341. Architectural Drawing— Techniques of drawing required in architectural practice, including floor plans,

perspectives, and shading techniques. (ART) (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. Students will be exposed to current applied biomechanics research in industry and medicine. Prerequisite: C- or better in Engineering 225. (NAT) (Enrollment limited) –Palladino

399. Independent Study— Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

399. Independent Study - Robot Team— Independent research supervised by a faculty member for students participating on the Robot Team. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

[431. Experimental Design and Methods]— This laboratory course requires junior and senior level mechanical engineering students to perform significant independent engineering design using skills acquired from a broad range of previous engineering courses. Simultaneously, it provides practical experience designing, testing, and using mechanical transducers for measuring displacement, velocity, acceleration, force, temperature, and pressure. Transducers are interfaced to electrical and computer subsystems for data collection and subsequent numerical analysis. CAD design, machining, and finite-element analysis of structures are introduced. Prerequisite: C- or better in Engineering 212L 225 or permission of instructor. (WEB) (Enrollment limited)

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

483. Capstone Design I— A research and design project, supervised by a member of the engineering faculty, that integrates knowledge from mathematics, science, and engineering courses taken for the major. Students must choose an area of study, survey the literature, determine feasibility, complete the design, and plan for implementation. Working either individually or as members of a team, students will submit full project documentation to the faculty supervisor and deliver a final oral presentation to the department. Normally elected in the fall semester. May not be taken concurrently with Engineering 484. This course is open to senior engineering majors only. (NAT) (Enrollment limited) –Mertens

490. Research Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. –Staff

Courses Originating in Other Departments

[Biology 140L. Biological Systems - Lab]— View course description in department listing on p. 128. For this optional laboratory class the student must also enroll in the lecture section.

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. (NAT) (Enrollment limited)

[110. Engineering Computation and Analysis]— This course introduces computational engineering analysis using programming languages MATLAB, C/C++, and FORTRAN. Programming techniques for numerical analysis and simulation will be emphasized through utilization of loops, arrays, logic controls, functions, and procedures.

Programming projects will include solving linear equations, designing games, image processing, estimation and prediction. (NUM) (Enrollment limited)

120. Introduction to Engineering Design: Mobile Robots— An introduction to the practice of engineering design. Students will complete a project that exposes them to the conceptualization, analysis, synthesis, testing, and documentation of an engineering system. Students will consider such design issues as modularity, testability, reliability, and economy, and they will learn to use computer-aided design tools. They will use laboratory instruments and develop hands-on skills that will support further project work. Only first-year students are eligible to enroll in this class. (NAT) (Enrollment limited) –Blaise, Mertens

212. Linear Circuit Theory— The study of electric circuits in response to steady state, transient, sinusoidally varying, and aperiodic input signals. Basic network theorems, solutions of linear differential equations, LaPlace transform, frequency response, Fourier series, and Fourier transforms are covered. Both analysis and design approaches are discussed. Lecture and laboratory. This course meets the Writing Part II requirement for the engineering major. Prerequisite: C- or better in Physics 231L and either Mathematics 132 or 142, with concurrent registration Mathematics 234 strongly recommended. (1.25 course credits) (NAT) (Enrollment limited) –Ning, Palladino

226. Mechanics II— This course studies particle and rigid body dynamics. Topics include: kinematics and kinetics of both particles and rigid bodies, equations of motion in rectangular, normal/tangential and polar coordinate systems, rigid body translation, rotation and general plane motion, work and energy, momentum conservation, mass moment of inertia, and free, forced, and damped vibrations. Engineering design is incorporated in projects and homework assignments. Prerequisite: C- or better in Engineering 225. (NAT) (Enrollment limited)

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: C- or better in Chemistry 111L. (1.25 course credits) (NAT) (Enrollment limited)

[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: C- or better in Engineering 212L or permission of instructor. (NAT) (Enrollment limited)

303. Analog and Digital Communication— This course introduces basic topics in modern communication theory, including characterization of signals in the time and frequency domains, modulation theory, information coding, and digital data transmission. Topics focus on modulation techniques, including amplitude modulation, frequency modulation, and pulse code modulation. Basic probability theory and statistics are presented to provide the tools necessary for design applications, for instance when binary data is transmitted over noisy channels. Computer programming in a high-level language (e.g., MATLAB) is used to solve assignment problems. Prerequisite: C- or better in Engineering 212L or permission of instructor. (NAT) (Enrollment limited) –Cheng

308. Semiconductor Electronics II— A survey of digital and analog semiconductor circuits, focusing on the application of metal-oxide semiconductor and bipolar junction transistors in electronic design. The laboratory provides design experience with digital and analog circuits. Lecture and laboratory. Prerequisite: C- or better in Engineering 221L and 307L. (1.25 course credits) (WEB) (Enrollment limited) –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 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. Open to all junior and senior life science and physical science majors. (Enrollment limited) –Blaise

342. Architectural Design— A study of architectural design concepts including space relationship, site planning, and use of materials. The students will prepare a three-dimensional model based on their own design. The course includes field trips. Prerequisite: C- or better in Engineering 341. (ART) (Enrollment limited) –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. Prerequisite: C- or better in Engineering 225 and Mathematics 234 or permission of instructor. (NAT) (Enrollment limited)

[362. Fluid Mechanics]— A study of fundamental concepts in fluid mechanics, including fluid physical properties, hydrostatics, fluid dynamics, conservation of mass and momentum, dimensional analysis, pipe flow, open channel flow, and aerodynamics. Lab experiments illustrate basic fluid dynamic concepts and introduce the student to pressure and flow instrumentation and empirical methods. Lab projects include subsonic wind-tunnel testing of aerodynamic models, mechanical instrumentation design and fabrication, and computer-aided piping design. Advanced concepts such as differential analysis (e.g., the Navier-Stokes equations) and solution of the resulting partial differential equations by numerical methods will be introduced. Lecture and laboratory. Prerequisite: C- or better in Engineering 225 and Mathematics 234 or permission of instructor. (1.25 course credits) (WEB) (Enrollment limited)

372. Heat Transfer— An introduction to the physical phenomena associated with heat transfer. Analytical and empirical techniques to study heat transfer by conduction, forced and free convection, and radiation are presented. Heat equations developed for applied conduction are solved numerically via digital computer. Students will apply design and analysis of heat transfer systems that combine conduction, convection, and radiation. Prerequisite: C- or better in Engineering 212L or permission of instructor. (NAT) (Enrollment limited) –Mertens

399. Independent Study— Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

[399. Independent Study - 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)

[401. Special Topics: Gas Dynamics]— Thermodynamics and fluid dynamics of compressible gas flows with friction and heat transfer, and 1D and 2D shock waves. Application to nozzles, shock tubes and propulsion devices. (NAT) (Enrollment limited)

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

484. Capstone Design II— A forum for discussing the current literature especially as it relates to issues in engineering design. Each student is required to carry out a design project and to report regularly to the seminar. This course is open to senior engineering majors only. (WEB) (Enrollment limited) –Mertens

490. Research Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. –Staff

English

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, Hager●, Paulin, and Wheatley; Assistant Professors Bergren, Berry, Rutherford, 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 Associate Professor Wall; Visiting Assistant Professors Davis and Mrozowski; 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

- Take two Survey Courses. Courses on the 100-level examine broad sweeps of literary history, studying how genres develop over time. Class work emphasizes the close analysis of texts and the techniques of making focused arguments in writing. Students are encouraged to take these courses during their first two years. Courses counting toward this requirement are: **ENGL 104, 105, 110, 111, 116, and 117**. Alternately, **GDST 252** and **GDST 253** shall count as fulfilling the requirement.
- Take the Gateway Course required of all majors: **ENGL 260: Introduction to Literary Studies**. **ENGL 260**, by introducing students to the interpretive, writing, and research skills specific to English, provides a foundation for their advanced work in the discipline. The department strongly recommends that students take **ENGL 260** before enrolling in upper-level English courses. The Writing Intensive Requirement Part II is fulfilled by **ENGL 260**.
- Take a 200-level elective course. These electives allow students to explore more broadly within the discipline before undertaking advanced work. Any 200-level course offered by the department may count toward this requirement. Upon petition to their advisors, students may substitute an advanced 300- or 400-level course for this requirement.
- Undertake immersive work in the traditions of American, British, and Anglophone literature. Most courses on the **300- and 400-level** are small seminars emphasizing specialized study within the discipline and cultivating advanced interpretive and writing skills. Three courses counting toward this requirement must carry the designation of “research intensive.” The department requires **two** 300/400-level courses focusing on literature written before 1700; **two** 300/400-level courses in literature written between 1700 and 1900; one 300/400-level course in literature written after 1900; and **one** 300/400 level elective.
- Attain a critical reflexivity about the study of the literature itself. These courses explore the broader ramifications of what it means to study literature and cultivate a deeper understanding of one’s relation, as an independent critic, to the discipline. Most courses in this category carry the prerequisite of **ENGL 260**. Students intending to write a thesis should fulfill this requirement (one course) by the end of junior year.
- Bring your experience as readers and critics to bear on a capstone project. The department requires a senior English major project, which may be a senior seminar or a senior thesis. Senior seminars are ordinarily restricted to senior English majors, but non-seniors may petition individual instructors for admission. Students seeking consideration for Honors must complete a two-semester capstone consisting of either a two-term thesis or a senior seminar and a one-term thesis. Students who choose to write two-semester yearlong senior theses are required to enroll in **ENGL 498. Senior Thesis Part 1/Senior Colloquium** in the fall of their senior year. They must also re-register for **ENGL 499. Senior Thesis Part 2** during the spring of their senior year. Students who choose to write a one-semester, one-credit thesis enroll in **ENGL 497. One-Semester Senior Thesis**. These students are not required to enroll in **ENGL 498. Senior Thesis Part 1/Senior Colloquium**, which is primarily for those doing yearlong, two credit theses.

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding **ENGL 260**) must emphasize poetry.
- One advanced course must emphasize American literature.

Requirements for the concentration in creative writing

- Take one Survey Course. Courses on the 100-level examine broad sweeps of literary history, studying how genres develop over time. Class work emphasizes the close analysis of texts and the techniques of making focused arguments in writing. Students are encouraged to take these courses during their first two years. Courses counting toward this requirement are: **ENGL 104, 105, 110, 111, 116, and 117**. Alternately, **GDST 252** and **GDST 253** shall count as fulfilling the requirement.
- Take the Gateway Course required of all majors: **ENGL 260: Introduction to Literary Studies**. **ENGL 260**, by introducing students to the interpretive, writing, and research skills specific to English, provides a foundation for their advanced work in the discipline. The department strongly recommends that students take **ENGL 260** before enrolling in upper-level English courses. The Writing Intensive Requirement Part II is fulfilled by **ENGL 260**.
- Take a 200-level elective course or a second survey. These electives allow students to explore more broadly within the discipline before undertaking advanced work. Any 200-level course offered by the department may count toward this requirement. Upon petition to their advisers, students may substitute an advanced 300- or 400-level course for this requirement.
- Undertake immersive work in the traditions of American, British, and Anglophone literature. Most courses on the **300- and 400-level** are small seminars emphasizing specialized study within the discipline and cultivating advanced interpretive and writing skills. One course counting toward this requirement must carry the designation of “research intensive.” The department requires **two** 300/400-level courses focusing on literature written before 1700; **two** in literature written between 1700 and 1900; and **one** 300/400-level course in literature written after 1900.
- Cultivate your talents for imaginative writing. The department requires all those concentrating in creative writing to take **ENGL 270. Introduction to Creative Writing**. Some upper-level creative writing courses may require **ENGL 270** as a prerequisite.
- Take at least one advanced creative writing workshop (**ENGL 333, 334, 335, 336, 337, or FILM 337. Writing for Film, or THDN 345. Writing for Stage and Screen, or THDN 393. Playwrights Workshop**). Each of these workshops has a literature pre- or co-requisite—see your adviser.
- Take a senior workshop (**ENGL 492 or ENGL 494**).
- Write a thesis (restricted to students with an A- average in the English major, or to students who have submitted a successful petition to the director of creative writing), or take a second advanced creative writing workshop (**ENGL 333, 334, 335, 336, 337, or FILM 337. Writing for Film, or THDN 345. Writing for Stage and Screen, or THDN 393. Playwrights Workshop**) in a different genre from the course taken to fulfill the advanced creative writing workshop. Each workshop has a literature pre- or co-requisite—see your adviser.

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding **ENGL 260**) must emphasize poetry.
- One advanced course must emphasize American literature.

Requirements for the concentration in literature and film

- Take one Survey Course. Courses on the 100-level examine broad sweeps of literary history, studying how genres develop over time. Class work emphasizes the close analysis of texts and the techniques of making focused arguments in writing. Students are encouraged to take these courses during their first two years. Courses counting toward this requirement are: **ENGL 104, 105, 110, 111, 116, and 117**. Alternately, **GDST 252** and **GDST 253** shall count as fulfilling the requirement.

- Take the Gateway Course required of all majors: **ENGL 260: Introduction to Literary Studies**. **ENGL 260**, by introducing students to the interpretive, writing, and research skills specific to English, provides a foundation for their advanced work in the discipline. The department strongly recommends that students take **ENGL 260** before enrolling in any upper-level English course. The Writing Intensive Requirement Part II is fulfilled by **ENGL 260**.
- Cultivate an understanding of the essential problems and techniques of film interpretation. The department requires that all those concentrating in literature and film take **ENGL 265. Introduction to Film Studies**. Some upper-level film courses may require **ENGL 265** as a pre-requisite.
- Undertake immersive work in the traditions of American, British, and Anglophone literature. Most courses on the **300- and 400-level** are small seminars emphasizing specialized study within the discipline and cultivating advanced interpretive and writing skills. One course counting toward this requirement must carry the designation of “research intensive.” The department requires two 300/400-level courses focusing on literature written before 1800; and two 300/400-level courses in literature written after 1800.
- Develop and refine the interpretive theories and formal patterns students use to understand works of literature and film. The department requires that concentrators in literature and film take one of the following theory courses: **ENGL 470. Film Theory: An Introduction**, **ENGL 401. Theories and Methods of Literary Studies**, or **ENGL 301. Literature and Meaning: from Aristotle to Queer Theory**.
- Become knowledgeable about the history of cinema. The department requires three advanced courses, at least two on the 300/400 level, in film studies. Of these courses, one must be specifically on literature and film (so designated in the *Bulletin*). Up to one of these courses may be taken in a coordinate department.
- Bring your experience as readers, critics, and viewers to bear on a capstone project. The department requires a senior English major project, which may be a senior thesis or a senior seminar in film or film and literature. Students seeking consideration for Honors must complete a two-semester capstone consisting of either a two-term thesis or a senior seminar and a one-term thesis.

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding **ENGL 260**) must emphasize poetry.
- One advanced course must emphasize British literature.
- One advanced course must emphasize American literature.

The English minor—The student electing a minor in English will choose a concentration in either literature or creative writing. In order to declare a minor in English, the student must meet with the department chair. Only courses in which the student has received a grade of at least C- can count toward the minor in English.

Literature concentration

Six courses in literature:

- **ENGL 260. Introduction to Literary Studies**
- One survey (**ENGL 104, 105, 110, 111, 116, or 117, or GDST 252 or 253**)
- One 300/400-level pre-1800 course
- One 300/400 level post-1800 course
- Two electives, at least one of which must be at the 300/400-level

The selection of courses must also take into account the following distribution requirements:

- One advanced course (excluding **ENGL 260**) must emphasize poetry.
- One advanced course must emphasize British literature.

- One advanced course must emphasize American literature.

Creative writing concentration

Six courses—three in literature and three in creative writing:

- **ENGL 260. Introduction to Literary Studies**
- Two literature courses—one must be pre-1800; one must be upper-level
- **ENGL 270. Introduction to Creative Writing**
- One advanced creative writing workshop (**ENGL 333, 334, 335, 336, 337, FILM 337, THDN 345, or THDN 393**)
- 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 taken with Trinity English Department faculty 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.

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

Creative Writing Courses

270. Introduction to Creative Writing— An introduction to imaginative writing, concentrating on the mastery of language and creative expression in more than one genre. Discussion of work by students and established writers. This is a required course for creative writing concentrators. Beginning in the spring 2014 semester, ENGL 270 must be taken before senior year with enrollment of juniors restricted to five students per section. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. This course is not open to seniors. (ART) (Enrollment limited) –Berry, Davis, Libbey

334. Advanced Creative Writing: Fiction— Students will write and rewrite fiction. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. For English creative writing concentrators, this course satisfies the requirement of a 300-level workshop. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (Enrollment limited) –Rutherford

441. Writing for Film— This is a hybrid graduate/advanced undergraduate course. Coursework involves reading relevant dramatic and cinematic theory, studying three produced screenplays and one unproduced script by a major writer, and completing weekly writing assignments. While studying screenplay format, three-act story structure, character development, dialogue, action, and style, students will develop a writing process grounded in the oral

tradition. Reading and listening to work aloud in class will develop a supportive “writers room.” Readings will range from John Howard Lawson’s theory of screenwriting to Ed Spiegel’s *The Innocence of the Eye*. Writing exercises will consist of short film scripts. Students will have a choice of final projects: either a feature film treatment or a fully realized screenplay for a short film. For undergraduate students, the course may be counted as an advanced Creative Writing workshop or an elective for the English major. For graduate students, this course counts as a core course in the Writing, Rhetoric, and Media Arts track and an elective in the Literary Studies track. (ART) (Enrollment limited) –Brink

492. Fiction Workshop— Advanced seminar in the writing of fiction. Class discussions devoted primarily to the analysis of student fiction, with some attention to examples of contemporary short stories. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers, and an advanced creative writing workshop. This course satisfies the requirement of a 400-level workshop for creative writing concentrators. Prerequisite: C- or better in English 270 and one of the following English 333, 334, 335, 336, 337, Film Studies 337, Theater and Dance 345, or Theater and Dance 393. (ART) (Enrollment limited) –Rutherford

494. Poetry Workshop— Advanced seminar in the writing of poetry. Class discussions devoted primarily to the analysis of student work, with some attention to examples of contemporary poetry. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers, and an advanced creative writing workshop. This course satisfies the requirement of a 400-level workshop for creative writing concentrators, and a senior project. Prerequisite: C- or better in English 270 and one of the following English 333, 334, 335, 336, 337, Film Studies 337, Theater and Dance 345, or Theater and Dance 393. (ART) (Enrollment limited) –Rossini

Introductory Literature Courses

105. Introduction to American Literature II— This course surveys major works of American literature after 1865, from literary reckonings with the Civil War and its tragic residues, to works of “realism” and “naturalism” that contended with the late 19th century’s rapid pace of social change, to the innovative works of the modern and postmodern eras. As we read works by authors such as Mark Twain, Kate Chopin, William Faulkner, and Toni Morrison, we will inquire: how have literary texts defined and redefined “America” and Americans? What are the means by which some groups have been excluded from the American community, and what are their experiences of that exclusion? And how do these texts shape our understanding of the unresolved problems of post-Civil War American democracy? For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited) –Mrozowski

110. Survey of English Literature I: Anglo-Saxon Period to 1700— Through selected readings in works from the Anglo-Saxon period to the late 17th century, this course will study the development of English literature in the context of stylistic, cultural, and historical changes and influences. For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited) –Wheatley

[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 survey. (HUM) (Enrollment limited)

[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 survey. (HUM) (Enrollment limited)

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 200-level elective. (HUM) (Enrollment limited) –Bilston

250. Forms of Poetry: An Introduction— This hybrid course will focus on the study of poetry as form. We'll begin by investigating the workings of meter and rhyme before reading, and attempting to write in, a series of established poetic forms. Some of these forms, like the sonnet, will be well known; others, like the pantoum, a little less so. Some of the forms will be structural, like the villanelle; others thematic, like the epithalamium. In all cases, we'll mix deep reading from across the ages with invigorated writing. When we come to consider the sonnet, for example, we'll move from the classic (Shakespeare, Keats) to the contemporary (Muldoon, Heaney). This course is open to everyone and is strongly recommended for English majors looking to develop their grasp of poetic structure. For English majors, this course satisfies the requirement of a 200-level elective. (ART) (Enrollment limited) –Berry

260. Introduction to Literary Studies— This course introduces students to the fundamental techniques of close reading. The course will show students how to apply this critical vocabulary to a wide range of literary genres from different historical periods, and to develop the writing and research skills necessary for composing clear and compelling arguments in the interpretation of a text. Note: This course is required of all English majors. This course can be counted toward fulfillment of requirements for the literature and psychology minor. (HUM) (Enrollment limited) –Benedict, Bergren, Bilston, Wheatley

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 Monday evenings. For English majors, this course satisfies the requirement of a 200-level elective. It is also the gateway course for the literature and film concentration. This course can be counted toward fulfillment of requirements for the film studies minor. (HUM) (Enrollment limited) –Younger

[277. The Strange Meaning of Things]— How important is your “stuff” to you? What does it mean? When is a thing just a thing, and when does it represent something else? In this course, students will examine the literary representations of material culture, including clothes, tools, collections of things, paintings, jewelry and books, in a range of works from the Renaissance to the present. We will analyze what different kinds of things mean at different periods of history, and how writers invest them with magical, religious, satirical and sentimental significance. Readings will include drama, novels, poetry, poltergeist tales, and journalism, as well as some history, and anthropological and literary theory. For English majors, this course satisfies the requirement of a 200-level elective. (HUM) (Enrollment limited)

[288. World Cinema]— This course provides an introduction to the study of world cinema, with a focus on cinematic cultures other than those of the USA or Europe. We will begin by considering some of the theoretical questions involved in intercultural spectatorship and introducing/reviewing critical categories we can use to discuss the films. We will then proceed through a series of units based around specific cinematic cultures, focusing on movement, genres and auteurs and on the historical, cultural, and geopolitical issues that the films illuminate. For English majors, this course satisfies the requirement of a 200-level elective. This course can be counted toward fulfillment of requirements for the film studies minor. (GLB2) (Enrollment limited)

Literature Courses

[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 post-1900 distribution requirement. (HUM) (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 from 1700-1900. It is a “research-intensive seminar.” Not open to first-year students. (HUM) (Enrollment limited) –Benedict

[323. (Early) Modern Literature: Crossing the “Color-Line”]— This course aims to cross literary boundaries, considering the ways we can productively discuss English Renaissance and modern African-American literary texts simultaneously. Historical distance did not prevent black authors like Adrienne Kennedy or W.E.B. Du Bois from acknowledging (or, perhaps, responding to) Shakespeare and his contemporaries. Thus, we will read specific Renaissance and modern works alongside one another, examining how authors handled similar issues in disparate historical contexts. Among other topics, we will discuss: miscegenation, sexuality, parentage, death, passing, homosexual/homosocial bonds, and race. Possible author pairings may include: Shakespeare's *Hamlet* with Kennedy's *Funnyhouse of a Negro*; Marlowe's *Edward II* with Baldwin's *Giovanni's Room*; *The Tempest* with Suzan-Lori Parks' *Venus*; and Webster's *The Duchess of Malfi* with Jacobs' *Incidents in the Life of a Slave Girl*. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800, or a course emphasizing cultural context. (HUM) (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 1900. (HUM) (Enrollment limited)

[345. Chaucer]— A study of *The Canterbury Tales* and related writings in the context of late medieval conceptions of society, God, love, and marriage. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

347. Writing Women of the Renaissance— Anne Boleyn. Queen Elizabeth. Mary Queen of Scots. Mary Sidney, Countess of Pembroke. Penelope Rich. Lucy Russell, Countess of Bedford. These Renaissance women were important leaders, writers, patrons of the arts. There also exists a rich and long tradition of representing them in history, literature, and film. What does this sustained fascination reveal about the continual process of historical revision, and ultimately about our own cultural preoccupations? This course will examine a range of texts: biographies, early modern texts by and about these figures, and more contemporary representations (in popular histories, plays, and films) of their lives and times. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. It is a research-intensive seminar. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited) –Wheatley

351. Shakespeare— In this course we will study selected Shakespeare plays, with an emphasis on understanding cultural contexts and on plays in performance. We focus on Shakespeare's language and the language of the theater and the drama of his age, with an eye also to helping you understand why these plays and this dramatist have earned such an extraordinary place in the cultural history of so many people and places, from Russia to Africa. Plays to be studied may include: *King Lear*, *The Merchant of Venice*, *Othello*, *Titus Andronicus*, *A Midsummer Night's Dream*, and *The Tempest*. These choices are subject to change. For English majors this course satisfies the requirement of a course emphasizing literature written before 1700. This course is not open to first-year students. (HUM) (Enrollment

limited) –Riggio

[354. Cloud Atlas: A Journey through Genre]— This course uses David Mitchell’s magisterial novel *Cloud Atlas* as a touchstone for the exploration of genre, literary appropriation, and the postmodern reevaluation of fictional form. In addition to interleaving sections of the novel with its genre sources in both classical and contemporary genre texts (Melville, Huxley, Waugh, Amis, Cornwell, Hoban, and others), we will also explore theories of imitation and remix. The course culminates in viewing and discussion of the 2012 film adaptation. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1900. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

355. Narratives of Disability in U.S. Literature and Culture— This course introduces students to the ways in which disability has been used to represent both “normalcy” and extraordinariness in literature. We will consider how “tales told by idiots,” as framed in Shakespeare’s *Hamlet*, often supply the unique and insightful perspective that mainstream characters cannot see, hear, or experience because of their own limitations. We will look at how the notion of disability has been aligned with other aspects of identity, such as Charles Chesnut’s representation of race as a disability in his turn of the century literature or of slaves using performances of disability to escape from the horrid institution during the 19th-century. We will read a variety of genres, fiction, memoir, and some literary criticism to come to a clearer understanding of the ways in which the meaning of disability and its representation in a variety of texts echoes a broader set of beliefs and practices in the U.S. For English majors this course satisfies the requirement of a course emphasizing literature written after 1900. This course is research-intensive. (Enrollment limited) –Paulin

[364. Literary Transformations in the 18th Century]— How do writers transform traditional literary forms to express new perceptions of identity, sexuality, society, and nature? In this course, we will examine the way the poets, playwrights, journalists, and fiction writers of Restoration and 18th-century England imitated, reworked, and finally rejected old genres to forge new kinds of literary expression. Readings include works by Aphra Behn, Dryden, Swift, Pope, Johnson, and Goldsmith. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

399. Independent Study— A limited number of individual tutorials in topics not currently offered by the department. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

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 undergraduate English majors, this course satisfies the requirement of a course emphasizing critical reflection. This course is also research intensive. 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. (HUM) (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.) For English majors, English 260 with a grade of C- or higher. For undergraduate English majors, this course satisfies the requirement of a 300 or 400-level elective. For the English graduate program, this course satisfies

the requirement of a literary history course. Prerequisite: C- or better in English 260 or permission of instructor. (Enrollment limited)

[412. **Modern Poetry**]— “It appears that poets in our civilization, as it exists at present, must be difficult.” When T. S. Eliot wrote these lines in 1921, “difficulty” was self-evidently a term of praise: it signaled a willingness to grapple with the intellectual, esthetic, moral, and erotic complexities of modernity. Today, however, that same difficulty gives poetry of the early 20th century its somewhat scary reputation. Why read tough texts when so much else goes down easily? A premise of this course is that the excitement, the beauty, and the sheer greatness of modern poetry are inseparable from the challenges it poses to the reader. Between 1885 and World War II, Eliot, Yeats, Pound, Crane, Moore, Bishop, Williams, Stevens, Frost, and Auden made poetry possible for modern life. We read their work. (Note: English 412 and English 812 are the same course.) For English majors, this course satisfies the requirement of an advanced class in literature written after 1900. It also satisfies the requirement of a poetry course. For the English graduate program, this course counts as a course in American literature or British literature for the literary studies track; it counts as an elective for the writing, rhetoric, or media arts track. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

414. Remixing Literature, Part II— Has “the remix” always been an essential art form in literature? This course will research new examples of classic literary works and their cultural adaptations and appropriations across multiple media arts, ranging from redactions of oral folktales to cinema blockbusters, digital mashups, and transmedia storytelling. Source texts will include Malory’s *Le Morte d’Arthur*, Shakespeare’s *Hamlet*, Austen’s *Sense and Sensibility*, Bronte’s *Wuthering Heights*, and Stoker’s *Dracula*. We will study these texts and linked remixes, explore the reasons for their continued popularity, and address topics in creativity, originality, and remix theory. Students will help choose contemporary remixes and have opportunities to experiment individually and in small groups with crafting their own literary remixes and mashups. English 414 and English 814 are the same course. For undergraduate English majors, this course counts as an elective or fulfills the requirement of an advanced course for literature and film concentrators. For the English graduate program, this course counts as a core course for the writing, rhetoric, and media arts track or as an elective for the literary studies track. (HUM) (Enrollment limited) –Wall

[429. **History of the Graphic Novel**]— This course is an introduction to the history and aesthetics of the graphic novel. The course concentrates on the period between 1978, when graphic novel was coined by Will Eisner for *A Contract with God*, and the present, with examination of antecedents to graphic novels in the popular and high arts. The first half includes Surrealist and wordless graphic novels, European albums from Tintin to Tardi, and the growth of autobiographical works in the U.S.A.’s Underground movement culminating in Art Spiegelman’s *Maus*. The second half focuses on the reinvention of mainstream superheroes under the influence of the graphic novel form, historical and fantastic graphic novels from Japan, and the increasing prominence and growing diversity of graphic novels in the past decade. For undergraduate English majors, this course satisfies the requirements of an elective, or a course in literature written after 1900. (Enrollment limited)

439. Special Topics in Film: The Documentary— Documentary films chronicle varied cultural, social, and political realities, from coal miners’ strikes and social revolutions to the development of musical genres. Documentary styles range from fictionalized recreations (docudramas) to narrative reenactments to non-narrative commentaries. This course will examine key documentary strategies through representative films, which may include *Harlan County USA* (Barbara Kopple, 1976) and *Shut Up and Sing* (Kopple and Cecilia Peck, 2006), *Journalist and the Jihadi: The Murder of Daniel Pearl* (Ahmad Jamal and Ramesh Sharma, 2006): segments of *The Battle of Algiers*, *Poto Mitan: Haitian Women*, *Pillars of the Global Economy* (Renee Bergan and Mark Schuller), *Jazz* (selected episodes) (Ken Burns, 2001), *Say Amen*, *Somebody* (George Nierenberg, 1982), *An Inconvenient Truth* (Davis Guggenheim, 2008), and *Fair Game* (Doug Liman, 2010). Note: English 439-16 and English 839-12 are the same course. For 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-1900 distribution requirement, or a core course for the literature and film concentration. (HUM) (Enrollment limited) –Riggio

[465. **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.” (English 465 and English 865 are the same course.) For undergraduate English majors, this course satisfies the requirement of a 300-400-level elective. (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 468-06 and English 868-16 are the same course. For undergraduate English majors, this course satisfies the requirement of course emphasizing literature written between 1700-1900. (HUM) (Enrollment limited) –Mrozowski

[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. In this course we 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 literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. For the English graduate program, this course satisfies the requirement of a course in American literature or a course emphasizing 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 and junior or senior status. (Enrollment limited)

[490. Research Assistantship]— (0.5 - 1 course credit)

[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)

[495. Senior Seminar: Making of Anthologies]— How are literary canons established—or changed? What roles are played by textbooks in general and by anthologies in particular? To what extent and in what ways do course syllabi function to shape literary canons? These and related questions will be the subject matter of this seminar. Because I am the general editor of the Heath Anthology of American Literature and am currently engaged in revising the anthology for its 7th edition, we will be able to use that material as the core of our study, and will also be able to consider the roles of publishing as an industry in the shaping of anthologies and the determination of what students and critics learn to value and read. This course satisfies the requirement of a senior project. (HUM) (Enrollment limited)

495. Senior Seminar: Indian Film and Literature— This course offers an introduction to the rich culture and society of the Indian subcontinent through some of its most celebrated films and works of literature, with a special thematic focus on the history of post-Independence India (1947-present). We will explore work in different genres (Bollywood films, Bengali art cinema, documentaries, short stories, novels, poetry and non-fiction writing) and several distinctive linguistic cultures (English and Hindi, Urdu, Bengali and other regional languages in translation) as a means to feel at home within the oceanic complexity, the sublime diversity, “the Wonder that is India”. For English majors, this course satisfies the requirement of a senior project. (HUM) (Enrollment limited) –Younger

497. One-Semester Senior Thesis— Individual tutorial in writing of a one-semester senior thesis on a special topic in literature or criticism. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and the chairperson are required. –Staff

498. Senior Thesis Part 1/Senior Colloquium— This course is designed to teach senior English majors the techniques of research and analysis needed for writing a year-long essay on a subject of their choice. It is intended to help the students to write such year-long theses, and to encourage them to do so. It will deal with problems such as designing longer papers, focusing topics, developing and limiting bibliographies, working with manuscripts, using both library and Internet resources, and understanding the uses of theoretical paradigms. This course is required of all senior English majors who are planning to write two-semester, year-long theses. Please refer to the department’s website for more information. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and the chairperson are required. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) (Enrollment limited) –Bilston

Graduate Courses

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 undergraduate English majors, this course satisfies the requirement of a course emphasizing critical reflection. This course is also research intensive. 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. (HUM) –Rosen

[812. Modern Poetry]— “It appears that poets in our civilization, as it exists at present, must be difficult.” When T. S. Eliot wrote these lines in 1921, “difficulty” was self-evidently a term of praise: it signaled a willingness to grapple with the intellectual, esthetic, moral, and erotic complexities of modernity. Today, however, that same difficulty gives poetry of the early 20th century its somewhat scary reputation. Why read tough texts when so much else goes down easily? A premise of this course is that the excitement, the beauty, and the sheer greatness of modern poetry are inseparable from the challenges it poses to the reader. Between 1885 and World War II, Eliot, Yeats, Pound, Crane, Moore, Bishop, Williams, Stevens, Frost, and Auden made poetry possible for modern life. We read their work. (Note: English 412 and English 812 are the same course.) For English majors, this course satisfies the requirement of an advanced class in literature written after 1900. It also satisfies the requirement of a poetry course. For the English graduate program, this course counts as a course in American literature or British literature for the literary studies track; it counts as an elective for the writing, rhetoric, or media arts track. (HUM)

814. Remixing Literature, Part II— Has “the remix” always been an essential art form in literature? This course will research new examples of classic literary works and their cultural adaptations and appropriations across multiple media arts, ranging from redactions of oral folktales to cinema blockbusters, digital mashups, and transmedia storytelling. Source texts will include Malory’s *Le Morte d’Arthur*, Shakespeare’s *Hamlet*, Austen’s *Sense and Sensibility*, Bronte’s *Wuthering Heights*, and Stoker’s *Dracula*. We will study these texts and linked remixes, explore the reasons for their continued popularity, and address topics in creativity, originality, and remix theory. Students

will help choose contemporary remixes and have opportunities to experiment individually and in small groups with crafting their own literary remixes and mashups. English 414 and English 814 are the same course. For undergraduate English majors, this course counts as an elective or fulfills the requirement of an advanced course for literature and film concentrators. For the English graduate program, this course counts as a core course for the writing, rhetoric, and media arts track or as an elective for the literary studies track. (HUM) –Wall

[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 context 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. (HUM)

[829. History of the Graphic Novel]— This course is an introduction to the history and aesthetics of the graphic novel. The course concentrates on the period between 1978, when graphic novel was coined by Will Eisner for *A Contract with God*, and the present, with examination of antecedents to graphic novels in the popular and high arts. The first half includes Surrealist and wordless graphic novels, European albums from Tintin to Tardi, and the growth of autobiographical works in the U.S.A.'s Underground movement culminating in Art Spiegelman's *Maus*. The second half focuses on the reinvention of mainstream superheroes under the influence of the graphic novel form, historical and fantastic graphic novels from Japan, and the increasing prominence and growing diversity of graphic novels in the past decade. For undergraduate English majors, this course satisfies the requirements of an elective, or a course in literature written after 1900.

[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.) For English majors, English 260 with a grade of C-or higher. For undergraduate English majors, this course satisfies the requirement of a 300 or 400-level elective. For the English graduate program, this course satisfies the requirement of a literary history course. Prerequisite: C- or better in English 260 or permission of instructor.

839. Special Topics in Film: The Documentary— Documentary films chronicle varied cultural, social, and political realities, from coal miners' strikes and social revolutions to the development of musical genres. Documentary styles range from fictionalized recreations (docudramas) to narrative reenactments to non-narrative commentaries. This course will examine key documentary strategies through representative films, which may include *Harlan County USA* (Barbara Kopple, 1976) and *Shut Up and Sing* (Kopple and Cecilia Peck, 2006), *Journalist and the Jihadi: The Murder of Daniel Pearl* (Ahmad Jamal and Ramesh Sharma, 2006): segments of *The Battle of Algiers*, *Poto Mitan: Haitian Women*, *Pillars of the Global Economy* (Renee Bergan and Mark Schuller), *Jazz* (selected episodes) (Ken Burns, 2001), *Say Amen*, *Somebody* (George Nierenberg, 1982), *An Inconvenient Truth* (Davis Guggenheim, 2008), and *Fair Game* (Doug Liman, 2010). Note: English 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-1900 distribution requirement, or a core course for the literature and film concentration. –Riggio

841. Writing for Film— This is a hybrid graduate/advanced undergraduate course. Coursework involves reading relevant dramatic and cinematic theory, studying three produced screenplays and one unproduced script by a major writer, and completing weekly writing assignments. While studying screenplay format, three-act story structure, character development, dialogue, action, and style, students will develop a writing process grounded in the oral

tradition. Reading and listening to work aloud in class will develop a supportive “writers room.” Readings will range from John Howard Lawson’s theory of screenwriting to Ed Spiegel’s *The Innocence of the Eye*. Writing exercises will consist of short film scripts. Students will have a choice of final projects: either a feature film treatment or a fully realized screenplay for a short film. For undergraduate students, the course may be counted as an advanced Creative Writing workshop or an elective for the English major. For graduate students, this course counts as a core course in the Writing, Rhetoric, and Media Arts track and an elective in the Literary Studies track. (ART) –Brink

[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. 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. This course satisfies the requirement of a course in American literature, or a course emphasizing cultural context for the literary studies track.

[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.” (English 465 and English 865 are the same course.) For undergraduate English majors, this course satisfies the requirement of a 300-400-level elective.

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 course emphasizing literature written between 1700-1900. –Mrozowski

[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. In this course we 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 literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. For the English graduate program, this course satisfies the requirement of a course in American literature or a course emphasizing cultural context 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)

953. Research Project— The graduate director, the supervisor of the project, and the department chairperson must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. –Staff

954. Thesis Part I— –Staff

[955. Thesis Part II]— Continuation of English 954 (described in prior section). (2 course credits)

956. Thesis— (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. 97.

[Theater & Dance 345. Special Topics: Writing for Stage and Screen]— View course description in department listing on p. 463.

Theater & Dance 393. Playwrights Workshop— View course description in department listing on p. 464. Prerequisite: At least one theater and dance course or permission of instructor. –Karger, Preston

Women, Gender, and Sexuality 318. Hollywood Stars— View course description in department listing on p. ???. Prerequisite: C- or better in one film studies course, or permission of instructor. –Corber

Women, Gender, and Sexuality 335. Mapping American Masculinities— View course description in department listing on p. 474. –Corber

Women, Gender, and Sexuality 345. Film Noir— View course description in department listing on p. 475. –Corber

Spring Term

Creative Writing Courses

270. Introduction to Creative Writing— An introduction to imaginative writing, concentrating on the mastery of language and creative expression in more than one genre. Discussion of work by students and established writers. This is a required course for creative writing concentrators. Beginning in the spring 2014 semester, ENGL 270 must be taken before senior year with enrollment of juniors restricted to five students per section. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. This course is not open to seniors. (ART) (Enrollment limited) –Davis, Rossini, Rutherford

[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 concentrators. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (Enrollment limited)

334. Advanced Creative Writing: Fiction— Students will write and rewrite fiction. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. For English creative writing concentrators, this course satisfies the requirement of a 300-level workshop. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (Enrollment limited) –Goldman

[335. Literary Nonfiction Narrative]— This workshop explores the form of writing that combines the craft of fiction writing with the skills and practices of the journalist. We will read some of the foremost 20th-century and contemporary practitioners of this form of writing (V.S. Naipaul, Joseph Mitchell, Joan Didion, Gabriel Garcia Marquez, Ryszard Kapuscinski, Rory Stewart, Alma Guillermoprieto, Susan Orlean, Jon Lee Anderson, etc., and selections from some of their important precursors: Stephen Crane, Jose Marti) and discuss, often, the form's complex relation to literary fiction, the tensions and difference between journalism and imaginative works, and so on. The workshop will begin with practical writing assignments: first paragraphs, setting, character, how to develop meaning, short pieces, etc., with the final goal being to produce a New Yorker magazine-like (in length and craft) piece using some aspect of the city of Hartford. NOTE: For English majors, this course satisfies the requirement of an elective. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (Enrollment limited)

336. Advanced Creative Writing: Poetry— Students will do in-class exercises, and write and revise their own poems. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. This course satisfies the requirement of a 300-level workshop for creative writing concentrators. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (Enrollment limited) –Berry

[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. For English literature concentrators, this course satisfies the requirement of an elective. For English creative writing concentrators, this course satisfies the requirement of a 300-level workshop. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers. Prerequisite: C- or better in ENGL 270 or permission of instructor. (ART) (Enrollment limited)

Introductory Literature Courses

104. 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 survey. (HUM) (Enrollment limited) –Hager

111. Survey of English Literature II: 1700 to the Present— Through readings in novels, drama, poetry, and prose from the Restoration to the 20th century, this course will examine shifts in the forms, functions, and meanings of English literature in the context of cultural and historical changes. For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited) –Rosen

117. Introduction to African American Literature Part II— This course surveys African American literature in multiple genres from the 20th-century to the present. We will examine texts by both canonical and emergent writers, such as James Weldon Johnson, Angelina Weld Grimke, Jean Toomer, Nella Larsen, Langston Hughes, Zora Hurston, Ralph Ellison, Ann Petry, James Baldwin, Lorraine Hansberry, Amiri Baraka, Octavia Butler, Rita Dove, August Wilson, Alice Walker, Audre Lorde, Toni Morrison, and others. Our discussions/strategies for reading will be informed by relevant social, historical, and political contexts. In addition to discussing issues of race, nation formation, diasporic identities, class, gender, and sexuality, we will identify/trace recurring ideas/themes, as well as develop a theoretical language to facilitate thoughtful engagement with these works. For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited) –Paulin

[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 survey. (HUM) (Enrollment limited)

[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 survey. (HUM) (Enrollment limited)

215. Literature and Environment— In this course, we will examine the philosophies that underpin ideas of nature, culture, and the wilderness by reading a survey of poetry, fiction, drama, and nonfiction across centuries and cultures. We will consider why and how literary art seeks to represent nature, and think about the role of creative literature in the larger cultural conversation about environmental issues. Together we will discuss: How do we approach the relationship between nature and culture? What preconceptions are embedded in our use of quotidian terms like environment, 'wilderness,' and even nature' itself? What are the practical environmental consequences of our views on language and literature? For English majors, this course satisfies the requirement of a 200-level elective. (HUM) (Enrollment limited) –Bergren

[216. Introduction to African American Literature, Part I]— This course surveys African American literature in a variety of genres from the 18th to the early 20th centuries. Through the study of texts by Phillis Wheatley, Frederick Douglass, Harriet Wilson, Harriet Jacobs, William Wells Brown, Julia Collins, William and Ellen Craft, Charles Chesnutt, Paul Dunbar, Ida Wells, W.E.B. Du Bois, and others, we will explore how these writers represented and influenced the history of people of African descent in the U.S., from slavery and abolition to early struggles for civil rights; how their work has intervened in racial formation and imagined the black diaspora; how literary innovations have engaged with continuing political questions of nation, gender, sexuality, and class. For English majors, this course satisfies the requirement of a survey. (HUM) (Enrollment limited)

[217. Introduction to African American Literature Part II]— This course surveys African American literature in multiple genres from the 20th-century to the present. We will examine texts by both canonical and emergent writers, such as James Weldon Johnson, Angelina Weld Grimke, Jean Toomer, Nella Larsen, Langston Hughes, Zora Hurston, Ralph Ellison, Ann Petry, James Baldwin, Lorraine Hansberry, Amiri Baraka, Octavia Butler, Rita Dove, August Wilson, Alice Walker, Audre Lorde, Toni Morrison, and others. Our discussions/strategies for reading will be informed by relevant social, historical, and political contexts. In addition to discussing issues of race, nation formation, diasporic identities, class, gender, and sexuality, we will identify/trace recurring ideas/themes, as well as develop a theoretical language to facilitate thoughtful engagement with these works. This course satisfies the requirement of a course emphasizing cultural context. (HUM) (Enrollment limited)

[218. Romantic Friendship]— Romantic-era writers like Percy Bysshe Shelley and William Wordsworth were deeply invested in the question of genius, 'of how artistic inspiration chooses and works upon an individual. This investment has affected our conception of Romanticism, most obviously in our continued focus on the "big six" male poets as defining the era's literary production. This course pivots away from Romantic individuality to approach the era through friendship, collaboration, rivalry, and networks. Emphasizing the social nature of Romanticism,

this course asks: How do relationships revise our ideas of Romantic authorship and authority? Is Romanticism still Romantic' when we emphasize connections over the myth of the individual genius? Readings may include works by Pope and Montagu, Smith and Haley, Wordsworth and Wordsworth, Coleridge and Lamb, Polidori and Byron. For English majors, this course satisfies the requirement of a 200-level elective. (HUM) (Enrollment limited)

225. Jane Austen and the Romantic Period— Is Jane Austen a Romantic or a rationalist? Students in this course will analyze Jane Austen's novels. Readings will also include some Romantic poetry and supplementary materials. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. (HUM) (Enrollment limited) –Benedict

233. Evolution of the Western Film— The course examines how the Western genre emerged from global popular culture at the end of the 19th century to become one of the most powerful and complex forms for expressing the experience of Modernity. After careful consideration of the political and philosophical implications of the Western, we will track the development of the genre as it responds to the ideological contradictions and cultural tensions of 20th-century American history, focusing on broad trends within the mainstream, the contributions of individual directors, and the global dissemination of generic elements. For English majors, this course satisfies the requirement of a 200-level elective. (HUM) (Enrollment limited) –Younger

238. The Latin American Novel in English and Spanish— “Latin America is like Europe's insane asylum,” Roberto Bolaño told a French interviewer in 2002. “A savage insane asylum, impoverished, violent, in which, despite its chaos and corruption, it's possible to see the shadow of the Louvre.” This course looks at contemporary Latin American novels written in Spanish and English. Novels of politics, violence, love, gender confusion and other desperate circumstances. We examine the ways that writers subvert and expand our pre-conceived ideas about Latin America, and how the literary traditions of both western hemispheres – north and south – influence and dialogue with each other in fictional works. We discuss the fraught tension between so called national literatures, and those which aspire to, and even come to be regarded as, examples of “world literature.” For English majors, this course satisfies the requirement of a 200-level elective. (HUM) (Enrollment limited) –Goldman

260. Introduction to Literary Studies— This course introduces students to the fundamental techniques of close reading. The course will show students how to apply this critical vocabulary to a wide range of literary genres from different historical periods, and to develop the writing and research skills necessary for composing clear and compelling arguments in the interpretation of a text. Note: This course is required of all English majors. This course can be counted toward fulfillment of requirements for the literature and psychology minor. (HUM) (Enrollment limited) –Bilston, Mrozowski, 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 200-level elective. (Enrollment limited)

[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. (HUM) (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 200-level elective. This course fulfills the elective requirements of the template film studies major. (GLB1) (Enrollment limited)

[293. Tough Guys and 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, and 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 Hammett, 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 200-level elective. (HUM) (Enrollment limited)

Literature Courses

301. Literature and Meaning: from Aristotle to Queer Theory— This course explores the different ways in which literature has been—and can be—interpreted and justified. Students will read critical theories from Platonism to feminism and queer theory, and will apply these theories to selected texts by Shakespeare, Keats, Austen, Conrad, and others in order to define their own literary theory. For English majors, this course satisfies the requirement of a course emphasizing critical reflection. (HUM) (Enrollment limited) –Benedict

304. Cinephilia and Philosophy— This course offers a systematic introduction to some of the most prominent approaches to treating film as philosophy (Cavell, Deleuze, cognitivism, and others) as preparation for a free-ranging exploration through a series of philosophical texts and films designed to challenge us and provoke creative thought, open-ended discussion, and elegant, poetic critical writing. The course will be conducted as an advanced seminar; some prior background in either philosophy or film studies is recommended, and a serious commitment to the common cinephilosophical endeavor is required. For English majors, this course satisfies the requirement of a course emphasizing critical reflection. (HUM) (Enrollment limited) –Younger

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

[320. Contemporary Americans]— This course will focus on important individual collections of contemporary or near-contemporary American poetry. Rather than scanning a selected or collected volume for highlights, we’ll look at poems in their original context, considering the single volume as a unified project (a concept increasingly important to contemporary poets) rather than simply a gathering of miscellaneous pieces. Working at a rate of roughly one poet/collection per week, we’ll consider classics such as Louise Glck’s *The Wild Iris*, C.K. Williams’s *Tar*, Philip Levine’s *What Work Is*, Yusef Komunyakaa’s *Magic City*, and Jorie Graham’s *Erosion*. We will also consider at least one very recently published collection and one first or near-to-first book. These readings will be supplemented by some theory on the state of contemporary poetry from both poets and critics. For English majors, this course would fulfill the requirement of a course emphasizing poetry and/or a course emphasizing literature written after 1900. (HUM) (Enrollment limited)

[322. **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, and counts as a course in literature and film. (HUM) (Enrollment limited)

[330. **Sex, Violence and Substance Abuse: Mexico by Non-Mexicans**]— Some of the greatest and most lasting depictions of México in fiction, non-fiction, cinema and photography have been produced by non-Mexicans. Rather than exposing any lack of significant Mexican creators in all these genres, such works reflect the strong pull, the attraction and at times repulsion, exerted by this complicated country and culture on outsiders. We will choose readings from such twentieth and twenty-first century works such as John Reed's *Insurgent México*, Malcolm Lowry's *Under the Volcano*, DH Lawrence's *The Plumed Serpent*, Graham Greene's *The Power and the Glory*, the short-stories of Katherine Anne Porter and Paul Bowles, the novels of B. Traven, Cormac McCarthy's *Blood Meridian*, the poetic meditations on Pre-Colombian México by recent French Nobel Prize winner Le Clézio, the contemporary México novels of the Chilean Roberto Bolao, and, in Ana Castillo's fiction, a U.S. Chicana's return to México, as well as other contemporary writings. Movies will be chosen from among *A Touch of Evil*, *The Treasure of Sierra Madre*, *The Wild Bunch*, *Bring me the Head of Alfredo Garcia*, *The Night of the Iguana*, *The Three Burials of Melquiades Estrada*, and *Sn Nombre*. The emphasis will be on the prose, novels especially, with three or four movies, and a class devoted to photography. We study the works themselves, their relation to their own literary-cultural traditions, their depiction of México, and the multiple issues raised by their status as works created by "foreigners." Supplemental readings, some by Mexicans. For English majors, this course satisfies the requirement of a 300/400-level elective. (Enrollment limited)

[343. **Women and Empire**]— This course examines women's involvement in British imperialism in the 19th and 20th centuries. What part did ideologies of femininity play in pro-imperialist discourse? In what ways did women writers attempt to "feminize" the imperialist project? What was the relationship between the emerging feminist movement and imperialism at the turn of the 20th century? How have women writers in both centuries resisted imperialist axioms? How do women authors from once colonized countries write about the past? How are post-colonial women represented by contemporary writers? Authors to be studied include Charlotte Brontë, Flora Annie Steel, Rudyard Kipling, Jean Rhys, Jamaica Kincaid, Jhumpa Lahiri, and Alexander McCall Smith. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. (GLB2) (Enrollment limited)

346. **Dream Vision and Romance**— A study of two major medieval genres as they are developed in the works of Chaucer, Langland, the Gawain-poet, and Malory. The course will explore the structural and stylistic as well as the political, social, and psychological issues raised by these genres and the individual authors' treatments of them. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited) –Fisher

[348. **Women Writers of the Middle Ages**]— This course will study works in a variety of genres, from the lyric and the romance to the autobiography and the moral treatise, written by medieval women in England, Europe, and Asia. In addition to analyzing the texts themselves, we will be examining them within their social, historical, and political contexts as we discuss such issues as medieval women's literacy, education, and relationships to the male-authored literary traditions of their cultures. Through the term, we will be trying to determine the degree to which we can construct a recognizable woman's literary tradition for this period. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (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 1700. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited) –Wheatley

[360. Shakespeare on Film]— In this course, we will study selected films based on Shakespeare plays. Though we will read the Shakespeare plays as prelude to film analysis, the films will be studied as independent texts. The film script (adapted from or based on a Shakespeare play) will be treated as one aspect of the text. Students will concentrate on analyzing camera angles, mise-en-scene, lighting, sound, editing, and script as aspects of a composite text. We will also discuss film genres and look at the signature work of specific directors, such as Laurence Olivier and Kenneth Branagh. Plays may be selected from *Titus Andronicus*, *Hamlet*, *Much Ado About Nothing*, *Richard III*, *Romeo and Juliet*, *The Taming of the Shrew*, and *King Lear*. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. This course is not open to first-year students. (HUM) (Enrollment limited)

373. Irish Poetry Since Yeats— We'll consider the blossoming of Irish poetry in English since the foundation of the Irish Free State. Given his centrality to both the state and the art form, we'll begin by considering the work of W.B. Yeats. From Yeats, we'll move up through the 20th century, looking at work by Patrick Kavanagh, Louis MacNeice, John Montague, Seamus Heaney, Michael Longley, Paul Durcan, Eamon Grennan, Eavan Boland, Paul Muldoon, Ciaran Carson, Vona Groarke, and Sinéad Morrissey. We'll consider the poems through the lens of Irish independence and cultural identity, the Troubles, tensions over religion and class, the urban/rural divide, and the place of women within the tradition. We will also consider the poems as aesthetic objects, governed by different schools and traditions within the art form, Irish or otherwise. For English majors, this course satisfies the requirement of a course emphasizing literature after 1900 and a class that emphasizes poetry. (Enrollment limited) –Berry

[377. The Revolutionary Generations: American Literature from 1740 to 1820]— Hannah Arendt suggested that the United States failed to remember its revolutionary tradition because it failed to talk about it. This course will recover those memories by reading the texts that founded the American rebellion, the writings produced in the aftermath of independence, and the creative works crafted in the wake of revolution. Our focus will be on the literature from 1740 until 1820 that struggled to define ways of being in the world that seemed specifically American; therefore, we will look beyond the context of New England to consider the roles played by Africa and the Caribbean in the cultural imagination, and we will trace how social class, race, and gender inflected the output of American writers in a post-1776 world. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. (HUM) (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 literature written between 1700-1900. This course is also research-intensive. (Enrollment limited) –Hager

[383. Modern British Fiction]— This is a course in British fiction between 1890 and 1945. The prose (novels and stories) of this period is characterized by tremendous ambition, radical experimentation, the questioning of old conventions and the creation of new ones. Authors will include Wilde, Conrad, Ford, Forster, Joyce, Woolf, and Beckett. For English majors, this course satisfies the requirement of a post-1900 distribution requirement. Prerequisite: C- or better in English 260 or permission of instructor. (HUM) (Enrollment limited)

[387. Ben Jonson and His World]— This course will focus on the life and works of Ben Jonson (1572-1637).

Rivaling his fellow-playwright William Shakespeare in his comic artistry (and far surpassing Shakespeare in his explicit representation of life in early modern London), Jonson worked in court, playhouse, and printing house to make a name for himself as England's first poet laureate. The study of his plays, poems, and masques provides insight into the dynamics of social and political change that were shaping early modern English society; study of Jonson's critical reception in turn illuminates key facets of an English literary tradition. We will be reading a range of works by Jonson, poems by the self-identified "Sons of Ben," and contemporary critical commentaries by scholars, poets, and directors. For English majors, this course fulfills the requirement for a pre-1700 course. (HUM) (Enrollment limited)

399. Independent Study— A limited number of individual tutorials in topics not currently offered by the department. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

402. Theories & Methods of Rhetoric & Media Arts— Aristotle defined Rhetoric over 2,000 years ago as "the art of discovering, in any given case, the available means of persuasion." This seminar is designed to introduce the theoretical traditions of this art of persuasion and its development across the media arts from classical to contemporary times. Students will examine representative examples of literary texts, political discourse, contemporary films, and digital modes of communication in popular culture and the public sphere. Emphasis will be placed on exploring media semiotics and the dynamics of evolving cultural concepts of page, voice, and screen—ranging from classical orations to televised speeches and hypertext webs. Students will write weekly, have opportunities to lead class discussion, and develop a substantial project on a rhetorical topic of interest to them. English 402 and English 802 are the same course. For English majors, this course satisfies the requirement of a 300/400-level elective. For the English graduate program, this course is required for the writing, rhetoric, and media arts track; it counts as an elective for the literary studies track. (Enrollment limited) –Wall

404. Women and Empire— This course examines women's involvement in and relationship to 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 resisted and complicated imperialist axiomatics? How and in what language do women authors from once-colonized countries write about the history and experiences of imperialism? Authors to be studied include Charlotte Brontë, Flora Annie Steel, Rudyard Kipling, Jean Rhys, Jamaica Kincaid, Louise Bennett, Nuala Ni Dhomhnaill and Jhumpa Lahiri. English 404 and English 804 are the same course. For English majors, this course satisfies a post-1900 distribution requirement. 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. (GLB2) (Enrollment limited) –Bilston

[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. English 407 and English 807 are the same course. For English majors, this course counts as a 300/400-level elective. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. For 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. (Enrollment limited)

[418. 17th-Century Poetry]— The poets of the early modern period made their contribution to an English literary tradition against a dynamic context of religious, political, and social change. Poets studied in this course will include Lanyer, Jonson, Donne, Herbert, Crashaw, Marvell, Philips, Bradstreet, and Milton. English 418 and English 818 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. 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)

[421. Immigration Stories - Then and Now]— The United States is mainly a country of immigrants; hence the stories immigrants tell, especially about their migration, reception, and settlement, reveals a great deal about this country. This course will focus on the stories immigrants tell. We will concentrate on two periods of large-scale immigration: first, the late 19th and early 20th centuries, and writers like Mary Antin, Abraham Cahan, Sui Sin Far, and Carlos Bulosan; and second, the years since immigration laws were significantly altered in 1964 and the work of more recent writers like Bharati Mukherjee, Jessica Hagedorn, Gish Jen, and Junot Diaz. (Note: English 421 and English 821 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. (HUM) (Enrollment limited)

[423. Southern Gothic Literature and Film: Case Study in Genre Theory]— Southern Gothic literature and film provide an excellent case study for exploring theories of genre. With the tools of modern genre criticism, this course will seek to define and map a controversial and disputed literary and cinematic territory, one that focuses on a culture of terror and horror as it spins tales of murder, madness, freaks, and monsters. It is a narrative mode that pushes what Flannery O'Connor called “the limits of mystery” in attempts to deal with tragic extremes of human behavior and comic twists of the grotesque. Readings include works by Edgar Allan Poe, William Faulkner, Eudora Welty, Flannery O'Connor, Tennessee Williams, and Cormac McCarthy, along with contemporary Southern “pop-gothic” movies such as *Deliverance*, *Midnight in the Garden of Good and Evil*, and *Beasts of the Southern Wild*. English 423 and English 823 are the same course. For undergraduate English majors, this course satisfies the post-1900 distribution requirement. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. For English graduate students, this course counts as a core course in the writing, rhetoric, and media arts track; it counts as an elective in the literary studies track. (HUM) (Enrollment limited)

[425. Postmodernism in Film and Literature]— “Postmodern” is the term used most often to describe the unique features of global culture (art, architecture, philosophy, cinema, literature) since the 1970s. And yet there is practically no agreement about what those features might be: is postmodernism ironic or serious, flat or deep, real or hyper-real, alive or defunct? In this course we will examine competing and often contradictory views of postmodernism, with the goal of developing a historical perspective on the contemporary world we live in now. Texts will be divided evenly between philosophy/theory (Lyotard, Baudrillard, Jameson, Fukuyama, Hutcheon), cinema (possible films: *Bladerunner*, *Blue Velvet*, *Pulp Fiction*) and literature (possible authors: Borges, Pynchon, Barthelme, Murakami, Foster Wallace). English 425 and English 825 are the same course. For undergraduate English majors, this course satisfies the post-1900 distribution requirement. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. This course fulfills the requirements toward the film studies major. For Film Studies majors this course will count as a senior seminar. NOTE: Monday evenings screenings only. For the English graduate program, this course counts as an elective in the literary studies track; it counts as an elective in the writing, rhetoric, and media arts track. (HUM) (Enrollment limited)

[435. Reading Films: Style, Genre, and Historical Context]— This course will concentrate on developing the reading skills basic to film studies — focusing on understanding the language of film within the context of various styles, genres, and historical periods and developments. The course will concentrate primarily on American films, but will introduce selected foreign films, genres, and styles for comparative purposes. We will look at Film Noir, gangster films, social problem films, Italian Neorealism, and the French New Wave, among others. Directors whose films will be introduced include Fritz Lang, John Ford, Orson Welles, Alfred Hitchcock, Howard Hawks, Francis Ford Coppola, Roberto Rossellini, Vittorio De Sica, Jean-Luc Godard, Stephen Spielberg, and Ridley Scott. English 435 and English 835 are the same course. For English majors, this course satisfies the post-1900 distribution requirement. For the graduate program, this course counts as a basic course for the writing, rhetoric, and media arts track; it counts as an elective for the literary studies track. (HUM) (Enrollment limited)

[440. Localism Unrooted]— Immanent in the expansion of the British empire during the 18th and 19th centuries was an increased movement of plants, soil, and seeds—the essential elements of a garden—throughout the colonies of

the British empire. In this course we will examine this convergence of colonial and ecological history through examples of what we might call nature writing from Great Britain and its former colonies, from the 18th century to the present. We will analyze the changing representations of what one scholar has termed “ecological imperialism”—the physical impacts of colonial expansion on the ecology of Britain and its colonies, as well as the subtle effects of imperialism on ecological thinking. Readings may include works by Pope, Blake, Keats, Dutt, Rhys, Césaire, Coetzee, and Kincaid. English 440 and English 840 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. For the English graduate program, this course counts as a course in British literature or a course emphasizing cultural context in the literary studies track, it counts as an elective for the writing, rhetoric, and media arts track. (HUM) (Enrollment limited)

448. Plant Lives in Literature and Film— This course engages with the plant world through novels, poetry, philosophy, film, and painting. We will track major trends in the human understanding of plants, allowing us to analyze how plants are represented in art and popular culture. In rethinking the being and meaning of plants we will necessarily revisit the idea of the human’ and the animal,’ employing these categories while attending to borderline cases where their utility falters. Readings may include well-known Romantic texts like Wordsworth’s “The Thorn,” Shelley’s “The Sensitive Plant,” and Austen’s *Mansfield Park*, as well as Erasmus Darwin’s epic “The Loves of the Plants”; essays by John Wilkins, Michael Pollan, and Michael Marder; and horror films like “The Happening” and “The Ruins.” English 448 and English 848 are the same course. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. This course is research-intensive. 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. (HUM) (Enrollment limited) –Bergren

466. Teaching Assistantship— Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in conceiving or revising papers; reading and helping to evaluate papers, quizzes, and exams; and other duties as determined by the student and instructor. See instructor of specific course for more information. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

470. Film Theory: An Introduction— This course introduces the most important theoretical models which have been used to explain how films function as art, ideology, language, history, politics and philosophy. Some theorists are mainly concerned with the aesthetic potentials of the cinema: How do categories such as realism, authorship and genre explain and enhance our experience of films? Other theorists are focused on the relations between films and the societies that produce them, or on general processes of spectatorship: How do Hollywood films address their audiences? How do narrative structures shape our responses to fictional characters? As the variety of these questions suggests, film theory opens onto a wide set of practices and possibilities; though it always begins with what we experience at the movies, it is ultimately concerned with the wider world that we experience through the movies. Theorists to be examined include Munsterberg, Eisenstein, Burch, Kracauer, Balazs, Bazin, Altman, Gunning, Mulvey, Metz, Wollen, Havel, Benjamin, Pasolini, Deleuze and Jameson. For English majors, this course satisfies the requirement of a 300/400-level elective, or a course emphasizing critical reflection. This course fulfills requirements toward the film studies minor. Film screenings to be discussed at the first class meeting. (HUM) (Enrollment limited) –Younger

496. Senior Seminar: What You Should Have Read— This is your final semester as an English major, and this senior seminar will provide you with an opportunity to reflect back on the intellectual paths you have and have not taken. What texts do you consider true classics, but have not yet read? This course will give you a chance to address those perceived gaps in your literary education, as students in the course will generate the primary reading list. What has led you to think of these specific works as central to the study of English literature? In addition to our list of selected classics, we will read critical essays that discuss issues of canonicity, the history of the English major, and the fate of literature (and literary study) in this latest “information age.” Writing requirements will include weekly responses to assigned reading, class presentations, and a longer seminar paper. For English majors, this course satisfies the requirement of a senior project. This course is open to senior English majors only. (HUM) (Enrollment limited) –Fisher

[496. Senior Seminar: American Auteurs]— This course explores and celebrates the work of classic American

film directors and constitutes an introduction to the critical methodology of the auteur theory. The directors to be examined in Spring 2014 are Samuel Fuller, Howard Hawks, and Alfred Hitchcock. After an introduction to various approaches to the auteur, we will use the work of Fuller, Hawks and Hitchcock to explore the history and creative potential of these approaches. Emphasis will be given to contemporary developments that integrate a focus on auteurs with the practices of experimental cinephilia and philosophy. For English majors, this course satisfies the requirement of a senior project. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. (HUM) (Enrollment limited)

[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. (HUM) (Enrollment limited)

497. One-Semester Senior Thesis— Individual tutorial in writing of a one-semester senior thesis on a special topic in literature or criticism. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and the chairperson are required. –Staff

499. Senior Thesis Part 2— Individual tutorial in the writing of a year-long thesis on a special topic in literature or criticism. Seniors writing year-long, two-credit theses are required to register for the second half of their thesis for the spring of their senior year. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) –Staff

Graduate Courses

802. Theories & Methods of Rhetoric & Media Arts— Aristotle defined Rhetoric over 2,000 years ago as “the art of discovering, in any given case, the available means of persuasion.” This seminar is designed to introduce the theoretical traditions of this art of persuasion and its development across the media arts from classical to contemporary times. Students will examine representative examples of literary texts, political discourse, contemporary films, and digital modes of communication in popular culture and the public sphere. Emphasis will be placed on exploring media semiotics and the dynamics of evolving cultural concepts of page, voice, and screen—ranging from classical orations to televised speeches and hypertext webs. Students will write weekly, have opportunities to lead class discussion, and develop a substantial project on a rhetorical topic of interest to them. English 402 and English 802 are the same course. For English majors, this course satisfies the requirement of a 300/400-level elective. For the English graduate program, this course is required for the writing, rhetoric, and media arts track; it counts as an elective for the literary studies track. –Wall

804. Women and Empire— This course examines women’s involvement in and relationship to 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 resisted and complicated imperialist axiomatics? How and in what language do women authors from once-colonized countries write about the history and experiences of imperialism? Authors to be studied include Charlotte Brontë, Flora Annie Steel, Rudyard Kipling, Jean Rhys, Jamaica Kincaid, Louise Bennett, Nuala Ni Dhomhnaill and Jhumpa Lahiri. English 404 and English 804 are the same course. For English majors, this course satisfies a post-1900 distribution requirement. 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. (GLB2) –Bilston

[**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. English 407 and English 807 are the same course. For English majors, this course counts as a 300/400-level elective. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. For 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.

[**818. 17th-Century Poetry**]*—* The poets of the early modern period made their contribution to an English literary tradition against a dynamic context of religious, political, and social change. Poets studied in this course will include Lanyer, Jonson, Donne, Herbert, Crashaw, Marvell, Philips, Bradstreet, and Milton. English 418 and English 818 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written before 1700. 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.

[**821. Immigration Stories - Then and Now**]*—* The United States is mainly a country of immigrants; hence the stories immigrants tell, especially about their migration, reception, and settlement, reveals a great deal about this country. This course will focus on the stories immigrants tell. We will concentrate on two periods of large-scale immigration: first, the late 19th and early 20th centuries, and writers like Mary Antin, Abraham Cahan, Sui Sin Far, and Carlos Bulosan; and second, the years since immigration laws were significantly altered in 1964 and the work of more recent writers like Bharati Mukherjee, Jessica Hagedorn, Gish Jen, and Junot Diaz. (Note: English 421 and English 821 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. (HUM)

[**823. Southern Gothic Literature and Film: Case Study in Genre Theory**]*—* Southern Gothic literature and film provide an excellent case study for exploring theories of genre. With the tools of modern genre criticism, this course will seek to define and map a controversial and disputed literary and cinematic territory, one that focuses on a culture of terror and horror as it spins tales of murder, madness, freaks, and monsters. It is a narrative mode that pushes what Flannery O’Connor called “the limits of mystery” in attempts to deal with tragic extremes of human behavior and comic twists of the grotesque. Readings include works by Edgar Allan Poe, William Faulkner, Eudora Welty, Flannery O’Connor, Tennessee Williams, and Cormac McCarthy, along with contemporary Southern “pop-gothic” movies such as *Deliverance*, *Midnight in the Garden of Good and Evil*, and *Beasts of the Southern Wild*. English 423 and English 823 are the same course. For undergraduate English majors, this course satisfies the post-1900 distribution requirement. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. For English graduate students, this course counts as a core course in the writing, rhetoric, and media arts track; it counts as an elective in the literary studies track. (HUM)

[**825. Postmodernism in Film and Literature**]*—* “Postmodern” is the term used most often to describe the unique features of global culture (art, architecture, philosophy, cinema, literature) since the 1970s. And yet there is practically no agreement about what those features might be: is postmodernism ironic or serious, flat or deep, real or hyper-real, alive or defunct? In this course we will examine competing and often contradictory views of postmodernism, with the goal of developing a historical perspective on the contemporary world we live in now. Texts will be divided evenly between philosophy/theory (Lyotard, Baudrillard, Jameson, Fukuyama, Hutcheon), cinema (possible films: *Bladerunner*, *Blue Velvet*, *Pulp Fiction*) and literature (possible authors: Borges, Pynchon, Barthelme, Murakami, Foster Wallace). English 425 and English 825 are the same course. For undergraduate English majors, this course satisfies the post-1900 distribution requirement. For literature and film concentrators, this course fulfills the requirement of an advanced course toward the major, and counts as a course in literature and film. This course fulfills the requirements toward the film studies major. For Film Studies majors this course will count as a

senior seminar. NOTE: Monday evenings screenings only. For the English graduate program, this course counts as an elective in the literary studies track; it counts as an elective in the writing, rhetoric, and media arts track. (HUM)

[835. Reading Films: Style, Genre, and Historical Context]— This course will concentrate on developing the reading skills basic to film studies — focusing on understanding the language of film within the context of various styles, genres, and historical periods and developments. The course will concentrate primarily on American films, but will introduce selected foreign films, genres, and styles for comparative purposes. We will look at Film Noir, gangster films, social problem films, Italian Neorealism, and the French New Wave, among others. Directors whose films will be introduced include Fritz Lang, John Ford, Orson Welles, Alfred Hitchcock, Howard Hawks, Francis Ford Coppola, Roberto Rossellini, Vittorio De Sica, Jean-Luc Godard, Stephen Spielberg, and Ridley Scott. English 435 and English 835 are the same course. For English majors, this course satisfies the post-1900 distribution requirement. For the graduate program, this course counts as a basic course for the writing, rhetoric, and media arts track; it counts as an elective for the literary studies track. (HUM)

[840. Localism Unrooted]— Immanent in the expansion of the British empire during the 18th and 19th centuries was an increased movement of plants, soil, and seeds—the essential elements of a garden—throughout the colonies of the British empire. In this course we will examine this convergence of colonial and ecological history through examples of what we might call nature writing from Great Britain and its former colonies, from the 18th century to the present. We will analyze the changing representations of what one scholar has termed “ecological imperialism”—the physical impacts of colonial expansion on the ecology of Britain and its colonies, as well as the subtle effects of imperialism on ecological thinking. Readings may include works by Pope, Blake, Keats, Dutt, Rhys, Césaire, Coetzee, and Kincaid. English 440 and English 840 are the same course. For undergraduate English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. For the English graduate program, this course counts as a course in British literature or a course emphasizing cultural context in the literary studies track, it counts as an elective for the writing, rhetoric, and media arts track. (HUM)

848. Plant Lives in Literature and Film— This course engages with the plant world through novels, poetry, philosophy, film, and painting. We will track major trends in the human understanding of plants, allowing us to analyze how plants are represented in art and popular culture. In rethinking the being and meaning of plants we will necessarily revisit the idea of the human’ and the animal,’ employing these categories while attending to borderline cases where their utility falters. Readings may include well-known Romantic texts like Wordsworth’s “The Thorn,” Shelley’s “The Sensitive Plant,” and Austen’s *Mansfield Park*, as well as Erasmus Darwin’s epic “The Loves of the Plants”; essays by John Wilkins, Michael Pollan, and Michael Marder; and horror films like “The Happening” and “The Ruins.” English 448 and English 848 are the same course. For English majors, this course satisfies the requirement of a course emphasizing literature written between 1700-1900. This course is research-intensive. 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. (HUM) –Bergren

870. Film Theory: An Introduction— This course introduces the most important theoretical models which have been used to explain how films function as art, ideology, language, history, politics and philosophy. Some theorists are mainly concerned with the aesthetic potentials of the cinema: How do categories such as realism, authorship and genre explain and enhance our experience of films? Other theorists are focused on the relations between films and the societies that produce them, or on general processes of spectatorship: How do Hollywood films address their audiences? How do narrative structures shape our responses to fictional characters? As the variety of these questions suggests, film theory opens onto a wide set of practices and possibilities; though it always begins with what we experience at the movies, it is ultimately concerned with the wider world that we experience through the movies. Theorists to be examined include Munsterberg, Eisenstein, Burch, Kracauer, Balazs, Bazin, Altman, Gunning, Mulvey, Metz, Wollen, Havel, Benjamin, Pasolini, Deleuze and Jameson. (Note: English 470 and English 870 are the same course.) For undergraduate English majors, this course satisfies the requirement of a 300/400-level elective, or a course emphasizing critical reflection. 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. –Younger

940. Independent Study— A limited number of tutorials are available for students wishing to pursue special topics not offered in the regular graduate program. Applications should be submitted to the department chairperson prior to registration. Written approval of the graduate adviser and department chairperson is required. Contact the Office of Graduate Studies for the special approval form. –Staff

953. Research Project— The graduate director, the supervisor of the project, and the department chairperson must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. –Staff

954. Thesis Part I— –Staff

955. Thesis Part II— Continuation of English 954 (described in prior section). –Staff

Courses Originating in Other Departments

[**American Studies 335. The Play's the Thing: Staging Race in African American Theater and Drama**]— View course description in department listing on p. [106](#).

American Studies 374. American Remix— View course description in department listing on p. [107](#). –Miller

History 206. Bible and History of the Book— View course description in department listing on p. [281](#). –Elukin

[**Women, Gender, and Sexuality 245. The Hollywood Musical**]— View course description in department listing on p. [476](#).

[**Women, Gender, and Sexuality 319. The Woman's Film**]— View course description in department listing on p. [477](#).

Environmental Science

Associate Professor Geiss (Physics), Director; Environmental Science Coordinating Committee: Professors Curran (Chemistry), Mertens (Engineering), Morrison●● (Biology), and Myers●● (Urban Studies and International Studies); Associate Professors Chambers●● (Political Science), Fulco (Public Policy and Law), and Walden (Physics); Assistant Professor Wickman (History); Senior Lecturer and Laboratory Coordinator Gourley; Thomas McKenna Meredith '48 Postdoctoral Fellow Douglass

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 (bachelor of science and bachelor of arts degrees)—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 courses** are required. It is recommended that students take these courses by the end of the sophomore year. Students are encouraged to take a full year of each science, including physics and a full year of mathematics. Students who plan on attending graduate school are especially encouraged to take one full year of calculus as well as additional classes in mathematics in consultation with their adviser. One foundational course requirement may be met by one of the gateway courses, as outlined below for the B.S. and B.A. options.
- Three **environmental science core courses**. All three courses are required.
- 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

- Two **concentration courses** as outlined in table below.
- Two courses from the **social sciences/humanities electives** list. New courses may be offered as electives.
- Two other elective courses from the **natural sciences or social science/humanities electives** lists as outlined below for the B.S. and B.A. degree options. New courses may be offered as electives.

	Bachelor of science in environmental science	Bachelor of arts in environmental science
Foundational requirement (5)	BIOL 182L CHEM 111L ENVS 112L MATH 107 or 126 or 131^a PHYS 101L or 141L or one natural science gateway course ^b	BIOL 182L CHEM 111L ENVS 112L MATH 107 or 126 or 131 PHYS 101 or 141L or one natural science gateway ^b or social science ^c course
Core requirement (4)	ENVS 149L ENVS 275L ENVS 401 Integrating experience	ENVS 149L ENVS 275L ENVS 401 Integrating experience
Concentration requirement (2)	Any two courses: ENVS 204L ENVS 230L BIOL 333L	One course from the B.S. concentration requirement list; one course from the social science/humanities course list ^e
Social sciences requirement(2)	Two courses from the social science/humanities course list ^e	Two courses from the social science/humanities course list ^e
Other electives (2)	A minimum of two credits from the natural science electives course list ^d	A minimum of two credits in any combination from the natural science or social science/humanities course lists ^{d,e}
Total number of courses	15	15

^a Or any course in mathematics with a prerequisite of **MATH 131**.

^b Natural science gateway courses:

ENVS 110. The Earth's Climate
BIOL 131. Urban Wildlife Ecology
BIOL 141. Global Perspectives in Biodiversity and Conservation
CHEM 141. Chemistry in Context
ENGR 108. Science and Policies: Energy and Sustainability

^c Students pursuing a bachelor of arts in environmental science can also fulfill one foundation course requirement through one of the following social sciences gateway courses:

PBPL 113. Introduction to Law
URST 101. Introduction to Urban Studies

^d Natural sciences electives (list may change as new courses become available):

BIOL 204. Plant Diversity
 BIOL 215L. Botany
 BIOL 222L. Invertebrate Zoology
 BIOL 228L. Microbiology
 BIOL 233. Conservation Biology
 BIOL 336L. Marine and Freshwater Botany
 BIOL 430. Avian Ecology and Conservation
 BIOL 463L. Ecological Concepts and Methods
 CHEM 205. Atmospheric Chemistry
 CHEM 311L. Analytical Chemistry
 CHEM 211L. Organic Chemistry I
 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 205. Soil Science
 ENVS 350. Field Trip (1/2 credit only)
 MATH 207. Statistical Data Analysis (see catalog for description)
 MATH 252. Introduction to Mathematical Modeling I
 MATH 254. Introduction to Mathematical Modeling II
 PHYS 231L. Electricity, Magnetism and Waves

^e Social science/humanities electives (list may change as new courses become available):

ANTH 227. Introduction to Political Ecology
 ANTH 253. Urban Anthropology
 ANTH 258. Environmental and Cultural Sustainability in Asia
 ECON 209. Urban Economics
 ECON 247. Introduction to Policy Analysis
 ECON 301. Microeconomic Theory
 ECON 311. Environmental Economics
 HIST 208. North American Environmental History
 HIST 219. Planet Earth
 HIST 308. Food and Power in the Americas
 HIST 326. Disaster Archipelago: Volcanoes, Earthquakes, Tsunamis, and the Japanese
 INTS 234. Political Geography
 INTS 238. Contemporary Africa: Resource Wars and Human Rights
 INTS 312. Global Political Ecology
 PPBL 220. Research and Evaluation
 PBPL 302. Law and Environmental Policy
 PBPL 303. Real World Policy Implementation
 PHIL 227. Environmental Philosophy
 SOCL 227. From Hartford to World Cities
 URST 210. Sustainable Development

The Writing Intensive Part II requirement is fulfilled by **ENVS 275L. Methods in Environmental Science** and **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 toward the major. However, it is highly recommended that students take **ENVS 149L** as the course covers many specific local environmental issues.

Teaching assistantship—Students may be asked by ENVS instructors to be a teaching assistant for various courses. Students who accept this offer must register for **ENVS 466**. College credit, but not major credit, is given for teaching assistants, and grading is on a pass/low pass/fail basis.

Courses at other institutions—Students who wish major credit for coursework at other institutions should: (1) receive approval from the registrar for college credit, and (2) submit to the director of the Environmental Science Program the name of the institution, the number, title, and catalog description of the course and, if possible, the syllabus. This information must be submitted in writing before the work is initiated and formal permission must be obtained before the course can be credited toward the major at Trinity. Some students may also wish to participate in semester programs that focus on serious study of environmental science. Among the suitable programs in which Trinity students pursuing an environmental science major participate regularly are:

- School for Field Studies
- Marine Biological Laboratory Semester in Environmental Science, Woods Hole
- Duke University Marine Laboratory
- Sea Education Association, Woods Hole
- EcoQuest, New Zealand
- Danish Institute for Study Abroad
- Curtin University

Upon approval by the environmental science program director, up to three courses (plus a .5 credit research experience) taken away from Trinity may be counted toward the environmental science major. Under special circumstances, students may petition the program for permission to transfer additional courses; transfer students wishing to transfer more than three courses should petition at the time of admission.

Honors—Students seeking admission to the honors program in environmental science must submit a written application to the director before the sixth week of classes of their sixth semester. The Environmental Science Coordinating Committee will act on each application. Students seeking honors must have completed a minimum of five courses for the major by their fifth semester and their grade point average in these courses must be at least a B+ (3.3). Students not qualifying for the honors program after five semesters may be invited by the faculty to enter the program at a later time.

After acceptance into the honors program, students must maintain a GPA of B+ in their environmental science courses. In addition, they must perform research in environmental science (**ENVS 419** or **425**) for two semesters. The honors program culminates in an honors thesis (**ENVS 497**) and a public presentation. Upon completion of these requirements, the Environmental Science Coordinating Committee will vote to award honors to those candidates it deems qualified. Under exceptional circumstances, the coordinating committee may consider for honors research students who are not enrolled in the honors program but who produce particularly distinguished work.

Field studies in environmental science—Each year, environmental science faculty members conduct a 10- to 12-day field trip to a particular region of the U.S. or abroad. This trip introduces Trinity students to field methods in the environmental sciences. Students study the geology, ecology, and history of human impact on the region visited, which varies from year to year. Students also gain experience in basic field sampling techniques, observational skills, field note-taking, and methods for data analysis and interpretation. The trip occurs in either spring or late summer, depending on the destination; registration for **ENVS 350** thus occurs in spring or fall semester, respectively.

The environmental science minor—The minor in environmental science is an option for students who do not wish to major in environmental science but wish to enhance their scientific background in conjunction with other interests in the environment. The minor provides the opportunity to apply the interdisciplinary study of environmental science across the curriculum. Specific issues addressed by courses in the minor include the conservation of biodiversity, government environmental policies, economic implications of public or private management of natural resources, ethical implications associated with human impacts on ecosystems, cultural responses to environmental change, and other environmental issues that face society in the new century. In order to declare a minor in environmental science, the student must meet with the environmental science program director.

The minor in environmental science consists of six courses requiring a C- or better: The six courses must be drawn from at least three different fields, with no more than three courses from any one field. No more than three courses may be double counted toward the student's major and this minor. No more than one transfer (outside Trinity) credit may be applied to the minor. The requirements include:

- Two required environmental science core courses

ENVS 149L. Introduction to Environmental Science

ENVS 401. Advanced Senior Seminar in Environmental Science*

- One of the following course sequences:

BIOL 182L. Biology II: Evolution of Life plus **BIOL 233L. Conservation Biology**

CHEM 111L. Introductory Chemistry I plus **ENVS 275L. Methods in Environmental Science**

ENVS 112L. Introduction to Earth Science plus **ENVS 204L. Earth Systems Science**

PHYS 141L. Physics I - Mechanics or **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 additional course can be taken from the natural science electives.

Natural science electives:

BIOL 215L. Botany

BIOL 222L. Invertebrate Zoology

BIOL 333L. Ecology

BIOL 336L. Marine and Freshwater Botany

BIOL 463L. Ecological Concepts and Methods

CHEM 230L. Environmental Chemistry

ENVS 286. Theory and Application of GIS*

ENVS 305. Soil Science

Social science/humanities electives:

ANTH 227. Introduction to Political Ecology

ECON 209. Urban Economics

ECON 247. Introduction to Policy Analysis

ECON 301. Microeconomic Theory

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 requirement.

Fall Term

[110. The Earth's Climate]— The course will introduce students to techniques that quantify past and present climates and present a history of the earth's climate throughout geologic time. We will discuss past and future climate change, its potential causes and effects on society. (GLB3) (Enrollment limited)

112. Introduction to Earth Science— The course will introduce students to the basic principles of geology, such as rock and mineral identification, the interpretation of the geological record, and the theory of plate tectonics. These principles will allow us to reconstruct the Earth's history, to interpret sedimentary records in terms of environmental change, and to assess the impact of human activity on the Earth system. Additional topics include volcanoes and igneous rocks, sedimentary environments, the Earth's climatic history, the formation of mountain ranges and continents, and an introduction to the Earth's interior. Two one-day field trips focus on the local geology and the various rock types found within the state. (1.25 course credits) (GLB3) (Enrollment limited) –Geiss, 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 (GLB3) (Enrollment limited)

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 is not open to first year students without permission of instructor. This course has a community learning component. Prerequisite: C- or better in Environmental Science 149L. (1.25 course credits) (NAT) (Enrollment limited) –Douglass, 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) –Nicoulin

303. Advanced topics in Geographic Information Systems— This course applies spatial analysis techniques to a variety of topics in Urban Studies and Environmental Science. Prerequisite: ENVS 286 or instructor permission. Prerequisite: C- or better in Environmental Science 286 or permission of instructor (Enrollment limited) –Ibraheem

[305. Soil Science]— After a brief introduction to the soil profile, its nomenclature and classification, the course will concentrate on the processes and factors that influence weathering and soil development. Topics to be covered include: physical and chemical weathering of rocks; the influences of parent material, topography, climate, and time on soil formation; and the relationships between soils and the biosphere. The remainder of the course will be taken up with the application of soils to geological and environmental problems. Two half-day field trips will familiarize students with the various soil types found in Connecticut. Prerequisite: C- or better in Environmental Science 112L (NAT) (Enrollment limited)

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. 130. Prerequisite: C- or better in Biology 182L, or permission of instructor. –Smedley

History 219. Planet Earth: Past, Present and Future— View course description in department listing on p. 275. –Cocco, Kete, Wickman

Spring Term

149. Introduction to Environmental Science— An introduction to interrelationships among the natural environment, humans, and the human environment, including the biological, social, economic, technological, and political aspects of current environmental challenges. This course focuses on building the scientific framework necessary to understand environmental issues. It explores the structure, function, and dynamics of ecosystems, interactions between living and physical systems, and how human enterprise affects natural systems. It also examines current issues regarding human impacts on environmental quality, including global warming, air and water pollution, agriculture, overpopulation, energy, and urbanization. The laboratory section, which complements lecture material, incorporates laboratory and field exercises that include a focus on Hartford and a nearby rural area. This course has a community learning component. (1.25 course credits) (GLB3) (Enrollment limited) –Douglass, Gourley

204. Earth Systems Science— Over recent centuries humans have evolved as the major agent of environmental change and are altering the global environment at a rate unprecedented in the Earth's history. This course provides the scientific background necessary for knowledgeable discussions on global change and the human impact on the environment. The major processes that affect the geo- and biosphere, as well as connections and feedback loops, will be discussed. The course also explores techniques that enable us to reconstruct short and long-term environmental changes from geological archives. Particular emphasis will be placed on climatic stability on Earth, the effects of global warming, the human threat to biodiversity, and the depletion of the ozone layer. Prerequisite: C- or better in Environmental Science 112 and Mathematics 107 or higher. (1.25 course credits) (GLB3) (Enrollment limited) –Geiss, Gourley

[220. Biological Invasions]— The spread of biological organisms around the globe has increased dramatically over the past two centuries with growing human exploration and settlement. A few of these introduced species have become invasive and caused major environmental, economic and public health problems. This course will explore several issues related to a variety of invasive organisms, including: historical and human perceptions; the ecological

process of invasion; characteristics of successful invaders and vulnerable ecosystems; and, regulation, prevention and management. Prerequisite: C- or better in Environmental Science 149, Biology 140 or Biology 182, or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited)

230. Environmental Chemistry— This course will cover basic chemical concepts, such as polarity, volatility, and solubility, as they relate to chemical behavior in the environment. The ability to predict environmental behavior from chemical structure will be emphasized. Human and environmental toxicology will be discussed, and specific pollutants will be examined. Case studies will be used to illustrate concepts. The laboratory will emphasize techniques used for environmental analysis. Prerequisite: C- or better in Chemistry 111L and 112L, or permission of instructor. (1.25 course credits) (NAT) (Enrollment limited) –Curran, Fitzgerald

[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)

[303. Advanced topics in Geographic Information Systems]— This course applies spatial analysis techniques to a variety of topics in Urban Studies and Environmental Science. Prerequisite: ENVS 286 or instructor permission. Prerequisite: C- or better in Environmental Science 286 or permission of instructor (Enrollment limited)

350. Field Study in Environmental Science— This 10-12 day field trip to a particular region of the U.S. introduces Trinity students to field methods in the environmental sciences. Students will study the geology, ecology, and history of human impact on the region visited, which varies from year to year. Students will also gain experience in basic field sampling techniques, observational skills, field note-taking, and methods for data analysis and interpretation. Pre-trip readings and an oral presentation given during the trip are required. Camping throughout. Permission of instructor required. Does not count toward science distribution.. (0.5 course credit) –Staff

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 course credit) –Staff

401. Advanced Seminar in Environmental Science— This capstone seminar will engage students in the interdisciplinary study of a local environmental issue. The course will include interaction with community groups and government agencies, library research, and the collection and analysis of data to explore the connections between science, public policy, and social issues. This course does not meet the natural science distribution requirement. This course is open to senior environmental science majors and minors, and others by permission of instructor. (WEB) (Enrollment limited) –Gourley

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 463. Ecological Concepts and Methods]— View course description in department listing on p. 134. Prerequisite: C- or better in Biology 333L or Biology 222L, or Permission of Instructor.

Chemistry 230. Environmental Chemistry— View course description in department listing on p. 140. –Curran, Fitzgerald

Film Studies

Director: Associate Professor Madalene Spezialetti (Computer Science); Visiting Lecturer Bemiss

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

The program offers students interested in filmmaking an opportunity to develop that interest through production and screenwriting courses, internships, a semester or year at a production program abroad, and the option of doing a senior production thesis. The interdisciplinary major in film studies is designed to ground students in three basic aspects of the field - film history, film theory, and film production - while at the same time providing the flexibility to allow for exploration of specific areas of interest within each of those aspects.

Anyone interested in discussing the film program is encouraged to contact the director, Madalene Spezialetti.

Guidelines

Students interested in declaring a major in film studies should consult with Madalene Spezialetti, the film studies program director, to review the requirements and fill out the declaration form. All interdisciplinary majors in film studies are supervised by two faculty members from different disciplines. Interdisciplinary majors in film studies include a minimum of 12 courses, drawn from at least three different disciplines. Students must earn a minimum of C- in any given course to have it count toward the major.

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 subcategories and are required to take a course from subcategory A (Film History and Analysis) by the end of their second year as a prerequisite for declaring the major.
- **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 toward 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

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 224. Introduction to Arab and Middle Eastern Cinemas**
- COLL 151. French Film Festival**
- ENGL 233. Evolution of the Western Film**
- ENGL 286. European Modernist Cinema**
- ENGL 288. World Cinema**
- ENGL 495. Senior Seminar: Indian Film and Literature**
- FREN 320. French Cinema**
- GRMN 257. New German Cinema**
- GRMN 265. German History Through Literature and Film**
- GRMN 301-04. German Literature and Film Since 1945**
- HISP 226. Iberian and Latin American Film and Conversation**
- HISP 328. Iberian Film**
- INTS 236. Japanese Crime Literature and Film**
- ITAL 290. Italian Cinema**
- JWST 219. Israeli Film and Visual Media**
- LACS 257. New German Cinema**
- LACS 265. German History Through Literature and Film**
- LACS 290. Italian Cinema**
- LACS 320. French Cinema**
- RUSS 301. Russian through Literature and Film**

Category III: Film Theory and Topics in Criticism

- ANTH 230. Visual Anthropology**
- ENGL 304. Cinephilia and Philosophy**
- ENGL 360. Shakespeare on Film**
- ENGL 407. Remixing Literature**
- ENGL 414. Remixing Literature, Part II**
- ENGL 439. Special Topics in Film: The Documentary**
- ENGL 452. Politics, Literature, and Film**
- ENGL 457. Novels into Film**
- FILM 302. Horror and the Culture of Excess**
- PHIL 238. Media Philosophy**
- POLS 215. Politics and Film**
- PSYC 293. Perception**
- PSYC 397. Psychology of Art**
- SOCL 241. Mass Media, Popular Culture, and Social Reality**
- WMGS 207. Homosexuality and Hollywood Film**
- WMGS 245. The Hollywood Musical**
- WMGS 318. Hollywood Stars**
- WMGS 319. The Woman's Film**
- WMGS 345. Film Noir**

Category IV: Film Production and Related Arts

- ENGL 270. Introduction to Creative Writing
- ENGL 333. Creative Nonfiction
- ENGL 334. Advanced Creative Writing: Fiction
- FILM 201. Basic Filmmaking
- FILM 301. Advanced Filmmaking
- FILM 309. Film Production
- FILM 337. Writing for Film
- STAR 113. Visual Thinking: Design
- STAR 150. Visual Thinking: Digital Photography in the Documentary Tradition
- STAR 250. Photography without Pixels—Film, Paper, Darkroom
- THDN 103. Basic Acting
- THDN 110. Theatrical Traditions: Classical to the Early Avant-Garde
- THDN 205. Intermediate Acting
- THDN 225. Introduction to Interactive Media
- THDN 304. Directing
- THDN 345. Writing for Stage and Screen
- THDN 393. Playwrights Workshop I

Guidelines for senior projects (FILM 497)—Senior projects are restricted to students doing an interdisciplinary major in film studies. The senior project can either be a piece of film studies scholarship (i.e., a written thesis) or a film production (i.e., a thesis film); in either case the topic for the project is selected by the student and the project is designed in consultation with the supervising faculty member. By the end of the spring semester of their junior year, students who intend to do a senior project will consult with the film studies program coordinator to discuss the topic for the project and identify appropriate faculty members to potentially supervise and assess it. Once the topic has been developed and approved by a faculty supervisor, a proposal is submitted to the film studies program director.

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-in-Trinidad program offers film courses through an exchange program that is built on a long-established relationship with The University of the West Indies. Though the full list of other sites for possible film-related study abroad is quite extensive, they include Prague, Czech Republic (through the CIEE program housed at the renowned Czech film school FAMU), and Perth, Australia (at Curtin University, where a semester program in film production ends with a study tour of Asia).

Fine Arts

Professor Delano●, Chair and Director of Studio Arts Program; Associate Professor Triff, Director of Art History Program; Professors Byrne (Acting Chair and Director of Studio Arts Program, fall 2014), Cadogan●●, Curran●, FitzGerald, Paul E. Raether Distinguished Professor of Fine Arts Gordon, and Professor Kirschbaum; Associate Professor Tillman; Visiting Associate Professor Lewis; St. Anthony Visiting Associate Professors of Art History Hyland and Gilbert; St. Anthony Visiting Assistant Professor of Art History Dangremond; Visiting Assistant Professors Correa-Carlo, Dougherty, and Reeds; Visiting Lecturers Gowen-Segovia, Price, and Sureck

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 prerequisite 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. (ART) (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) (ART) (Enrollment limited) –Hyland

202. Close Look at Art and Architecture— In this course we will examine original works of art and discuss major art and architectural materials, techniques and artistic processes. We will focus on works of art from the

collections of Trinity College and the Watkinson Library, and we will visit the Wadsworth Atheneum, the New Britain Museum of American Art, the Yale University Art Gallery and the Metropolitan Museum of Art. The course offers one-half credit to be taken conjunction with Art History 102 for students who seek greater depth in the field of art history, for prospective majors, for majors in art history, and for students engaged in internships at art museums. Prerequisite: concurrent or previous enrollment in Art History 102 (0.5 course credit) (ART) (Enrollment limited) –Cadogan, Gordon

207. The Arts of China— This course will focus on the arts of China from the Neolithic period through the Qing Dynasty (ca. 6000 B.C.E.-1850 C.E.) We will study art produced for burial, Buddhist temples, the imperial court, and the scholar elite. We will consider architecture, sculpture, painting, bronze, jade lacquer, and ceramics, placing the art within its historical context and identifying what makes it uniquely Chinese. This 200-level lecture survey course will require a paper, a mid-term, and a final examination. (May be counted towards International Studies/Asian Studies) (ART) (Enrollment limited) –Hyland

223. Medieval Art and Architecture— The art and architecture of the Middle Ages beginning with the emergence in the 4th century of distinct styles, subjects and forms from the Christian and pagan art of the late Roman empire to the works of the Greek East and Latin West. The course also surveys the monuments of the Carolingian Renaissance and of the Romanesque and Gothic periods in Western Europe. (ART) (Enrollment limited) –Cadogan

[234. Early Renaissance Art in Italy]— A study of painting, sculpture and architecture in Italy from the later Middle Ages through the 15th century, with emphasis on masters such as Pisani, Giotto, Brunelleschi, Piero della Francesca, Botticelli, and Bellini. Themes of naturalism, humanism, the revival of antiquity, and the growth of science as they relate to the visual arts will be explored. (ART) (Enrollment limited)

[236. High Renaissance Art in Italy]— Italian painting, sculpture, and architecture from the end of the 15th century through the 16th century. Examines the work of the creators of the High Renaissance style, including Leonardo, Raphael, Michelangelo, and Titian. The emergence of mannerism in central Italy and its influences on North Italian and Venetian painters will also be explored. (ART) (Enrollment limited)

[244. Empire Building: Architecture and Urbanism in Spanish America]— Following the overthrow of the Aztec and Incan Empires, the Spanish Empire instituted programs of political, religious, and social control throughout Central and South America that permanently altered the cultural and artistic landscape of this region. Beginning with the foundation of the city of Santo Domingo in 1502 and ending with the “mission trail” of churches established by Junipero Serra in 18th-century Spanish California, this course will examine the art, architecture, and urbanism that projected the image of Spain onto the “New World.” Other issues to be discussed include the interaction between Spanish and local traditions, symbolic map-making, the emergence of a “Spanish Colonial” sensibility, and the transformations of form and meaning at individual sites over time. (ART) (Enrollment limited)

252. 18th-Century Art and Architecture— This course will examine the major artists, patrons, critics, and art movements of Europe in the Age of the Enlightenment, with emphasis on the reflections in the arts of the political, social, and technological changes that marked this early modern era. In early 18th-century France, we will trace the significance of the Academie Royale in Paris, of the French academy in Rome, and of state patronage and critical support for royal portraiture, secular and religious painting and the theatrical landscapes. As well as the more liberal climate that fostered the French Rococo, naturalists genre and still life painting. In Italy, we will focus on Venice and the Grand Tour. After a brief look at Goya’s early career and seminal student trip to Italy, we will consider the rise of satire, history painting, and portraiture in the 18th-century England. In conclusion, we will return to Paris to trace in its art, political, and social history the waning years of the ancient regime and the onset of the French Revolution. (ART) (Enrollment limited) –Gordon

258. History of the Decorative Arts— This course examines the history of interior architecture and the many types of moveable objects that filled these spaces for both ceremonial and daily use in urban European cultures. While there will be some consideration of the 19th-20th centuries, the main emphasis will be on the 17th and 18th centuries in France, Italy, Germany and Britain. The course will fall into three parts: the study of interior architecture and the uses of interior spaces in palaces and private residences; the history of styles; the history of individual crafts,

materials, and makers. The course will consider textile and tapestry, furniture, ceramics, metalwork and sculpture, crystal and glass. (Enrollment limited) –Gordon

[261. 19th-Century Painting and Sculpture]— A study of European painting and sculpture from the Romanticism of the late 18th century to the emergence of new directions at the end of the 19th century. The course is adapted each year to take advantage of major exhibitions. Museum visits and extensive readings will be integral to the makeup of the course. (ART) (Enrollment limited)

[265. 19th-Century Architecture]— Broad developments in Western European and American architecture and urbanism from the period 1750 to 1900. Specific developments include international Neoclassicism, the crisis of historicism and the search for style, the rise of new building types and technologies, and the emergence of the architectural profession and modern city planning. (ART) (Enrollment limited)

[271. The Arts of America]— This course examines major trends in painting, sculpture, architecture, and the decorative arts in the United States from the colonial period to 1900. Emphasis will be placed on how the arts in the United States reflect the social and cultural history of the 18th and 19th centuries. (ART) (Enrollment limited)

282. 20th-Century Avant Garde in Painting and Sculpture— This course addresses the position of art in European and American society from 1890 to 1945 when the concept of the artist as a rebel and visionary leader defined art's relation to contemporary social, political, and aesthetic issues. The movements of symbolism, expressionism, cubism, dada, and surrealism are discussed. Current exhibitions and the collection of the Wadsworth Atheneum are used whenever appropriate. (ART) (Enrollment limited) –FitzGerald

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

301. Major Seminar in Art Historical Method— Required of and limited to art history majors, as one of the first courses they take after declaring their major. Studies in the tradition and methodology of art historical research. Readings in classics of the literature of art history; discussions of major issues and meeting with scholars and museum professionals; students will pursue an active research project and present both oral reports and formal written research papers. (WEB) (Enrollment limited) –Triff

334. Patrons and Artists in the Italian Renaissance— Readings and discussion will center on the collaboration between patrons and artists, focusing on the tangible and intangible goals and results for both parties. Case studies of civic, ecclesiastic and family commissions will be drawn from the period 1300-1500 in central Italy. (Enrollment limited) –Cadogan

[341. Seminar in Baroque Art: Caravaggio]— This course will examine the life, work, and legacy of Michelangelo Merisi da Caravaggio (1571-1610) within the artistic and historical contexts of the Baroque era. Reviled and revered for his shockingly realistic painting style, along with his famous (but disputed) insistence on painting directly from life rather than from preparatory drawings, Caravaggio was the most influential painter of his time. Topics to be examined include Caravaggio's relationship to Counter-Reformation art and the Inquisition, his controversial religious scenes, themes of violence, eroticism and homoeroticism in his work, his working methods in light of recent technical analyses, his biographers and critical reception, and the works of his followers, or Caravaggisti, in Europe and beyond. This course fulfills the 17th century requirement in art history. Prerequisite: C- or better in Art History 102 or 246, or permission of instructor. (ART) (Enrollment limited)

[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.

NOTE: This course fulfills the Art History major requirement for the 17th -18th Century (ART) (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: C- or better in Art History 265, 286 or 161, or Cities Program 202. (ART) (Enrollment limited)

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

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

Spring Term

101. Introduction to the History of Art in the West I— A survey of the history of art and architecture from the Paleolithic period to the Middle Ages, examining objects in their cultural, historical, and artistic contexts. (ART) (Enrollment limited) –Curran

103. Introduction to Asian Art— An introductory survey of the art of India, China, and Japan with reference to the cultural and religious contexts that gave rise to the architecture, sculpture, and painting of each civilization. (May be counted towards International Studies/Asian Studies) (ART) (Enrollment limited) –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.") (ART) (Enrollment limited) –FitzGerald

208. The Arts of Japan— This course will focus on the arts of Japan from the Jomon period through the Edo period (circa 10,500 BCE - 1868 CE). Pre-Buddhist art will concentrate on pottery and bronze as well as Shinto architecture. Buddhist art will include architecture, sculpture, and painting. Secular art will explore the tradition of the narrative hand scroll as well as portraits and landscapes. Castle architecture and woodblock prints are other important topics. The art will be placed within its historical context, especially considering what makes it uniquely Japanese and whether or not it incorporates Chinese influence. (May be counted toward International Studies/Asian Studies) (ART) (Enrollment limited) –Hyland

246. Art in the Age of Absolutism: The European Baroque— During the seventeenth century, Europe un-

derwent a series of civil, religious, and economic upheavals which paradoxically resulted in a period of extraordinarily innovative art. This course begins with the rise of the Roman Baroque, from the disturbing realism of Caravaggio to the multi-media theatricality of Bernini, examining artistic patronage and production in the highly charged political, social, and cultural contexts of Europe during and after the Thirty Years' War. It continues with a study of the broad range of artistic response to these developments in both Southern and Northern Europe, from the elaborate state pageantry of Rubens to the intensely personal portraiture of Rembrandt. Other artists to be studied include Poussin, Le Brun, Zurbaran, Velazquez, Van Dyck, and Vermeer. (ART) (Enrollment limited) –Triff

247. 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. (ART) (Enrollment limited) –Triff

[252. 18th-Century Art and Architecture]— This course will examine the major artists, patrons, critics, and art movements of Europe in the Age of the Enlightenment, with emphasis on the reflections in the arts of the political, social, and technological changes that marked this early modern era. In early 18th-century France, we will trace the significance of the Academie Royale in Paris, of the French academy in Rome, and of state patronage and critical support for royal portraiture, secular and religious painting and the theatrical landscapes. As well as the more liberal climate that fostered the French Rococo, naturalists genre and still life painting. In Italy, we will focus on Venice and the Grand Tour. After a brief look at Goya's early career and seminal student trip to Italy, we will consider the rise of satire, history painting, and portraiture in the 18th-century England. In conclusion, we will return to Paris to trace in its art, political, and social history the waning years of the ancient regime and the onset of the French Revolution. (ART) (Enrollment limited)

261. 19th-Century Painting and Sculpture— A study of European painting and sculpture from the Romanticism of the late 18th century to the emergence of new directions at the end of the 19th century. The course is adapted each year to take advantage of major exhibitions. Museum visits and extensive readings will be integral to the makeup of the course. (ART) (Enrollment limited) –Lewis

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. (ART) (Enrollment limited) –FitzGerald

286. Modern Architecture: 1900 to the Present— This course surveys broad developments in Western European and American architecture and urbanism from 1900 to the present. Topics include Viennese Modernism, the legacy of the Arts and Crafts movement, the Bauhaus, the International Style and the birth of Modernism, and reactions of the past 25 years. Close attention will be paid to such major figures as Le Corbusier, Frank Lloyd Wright, Walter Gropius, Mies van der Rohe, Louis Kahn, Robert Venturi and Frank Gehry. (ART) (Enrollment limited) –Curran

294. The Arts of Africa— An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body. (GLB1) (Enrollment limited) –Gilbert

301. Major Seminar in Art Historical Method— Required of and limited to art history majors, as one of the first courses they take after declaring their major. Studies in the tradition and methodology of art historical research. Readings in classics of the literature of art history; discussions of major issues and meeting with scholars and museum professionals; students will pursue an active research project and present both oral reports and formal

written research papers. (WEB) (Enrollment limited) –Curran

361. Seminar in 19th-Century Art: Impressionism in Focus: Paul Cezanne— Paul Cezanne has long been described as the father of cubism, the essential forerunner of abstract art, or even as the progenitor of modern painting in its entirety. No less than Picasso and Matisse would claim him as the essential forbearer. Yet despite the special place the artist holds in relation to the development of modernism, few 19th-century painters offer an oeuvre so richly varied, powerfully original, or strikingly reflective of the unique moment in history in which it was created. This course will examine the integral layers of biographical, pictorial and larger cultural and historical constructions Cezanne's painting addresses even in its earliest forms and will aim to situate his work not only at the inception of the 20th-century art but within the heady environment of late 19th-century France, one that Cezanne knew well and embraced. A 300-level offering, this course will consist of lectures, discussion of recent critical readings, museum visits, and student presentations. (Enrollment limited) –Lewis

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. (ART) (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)

[391. Prints and Printmaking]— Images created in multiple have been the most powerful way of disseminating visual imagery in human history. Woodcut, engraving, etching, lithography, silkscreen and now digital processes have all been used to create images which could be used alone as artistic expression or aids in collective enterprises such as book illustration, propaganda, journalism or advertising. The seminar will provide an opportunity for students to learn the rudiments of print connoisseurship and to study the history of printmaking, print publishing and the history of the illustrated book. The students will work with original prints in the collections of Trinity College and at other Connecticut institutions and works in private collections. (Enrollment limited)

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

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

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 ten courses in studio arts and two courses in art history. It is structured to provide a foundation in visual thinking within and across the traditional and new disciplines, as

well as opportunities for advanced study. Instruction focuses on critical thinking, understanding the integrity of materials, and the relationship between studio arts practice and theory. The following courses constitute the major:

Two *Visual Thinking* designated courses. These 100-level courses serve to introduce students to the basic concepts of studio art practice. They require no prerequisite.

Five *Art Studio* designated courses. These courses are offered at the 200 and 300 level. They allow students with a fundamental grasp of visual vocabulary to explore intensely a particular studio discipline, combination of disciplines, or special topics with an emphasis on the relationship between studio arts practice and theory. At least one *Art Studio* course must be taken at the 300 level. Generally, *Art Studio* courses require one *Visual Thinking* course as a prerequisite.

Two semesters of *Concept and Process in Studio Art*, must be taken; one at the 300 level and one at the 400 level. This is an interdisciplinary course geared toward students with studio art experience. It focuses on the development of personal content and generating a thematically consistent body of work. *Concept and Process in Studio Art* requires a prerequisite of three Art Studio courses.

Two Art History courses at the 200 level or higher.

Senior Thesis in Studio Art (STAR 497) The thesis is conceived as an independent studio project that has as its goal the production of a solo exhibition reflecting the student's grasp of content and critical issues. The thesis project is conceived as the integration mechanism for the major. It consists of works presented as a solo exhibition; any additional artwork created within the prearranged parameters of the project; an 8- to 10-page paper that should address the artwork created, its antecedents, and the structure, ideas, and issues presented in the work; and participation in the weekly seminar involving group critiques, workshops, and discussions. The Writing Intensive Part II requirement is fulfilled by the thesis.

A grade of C+ or above is required for major credit. Up to two course credits transferred from another institution may count toward the major.

Honors—The awarding of departmental honors in studio arts will be based on superior performance in the major, as evaluated by the full-time studio faculty.

The minor in studio arts—The studio arts minor consists of six courses, as follows:

One *Visual Thinking* designated course, *Concepts and Process in Studio Art* and any other studio art courses chosen in consultation with minor advisor, based on the students areas of interest.

Studio Arts

Fall Term

113. Visual Thinking: 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. (ART) (Enrollment limited) –Dougherty

[121. Drawing I]— Study of line and mass as a means to articulate and explore formal and spatial concepts. (ART) (Enrollment limited)

[122. Painting I]— Beginning study utilizing color, shape, and space in a variety of media. Prerequisite: C- or better in Studio Arts 121. (ART) (Enrollment limited)

[124. Sculpture I]— Basic problems in three-dimensional form in a variety of media. (ART) (Enrollment limited)

[125. Printmaking I]— An examination of basic techniques of mechanical reproduction, with emphasis on the serial development of images and concepts. (ART) (Enrollment limited)

[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 Studio Arts121. (ART) (Enrollment limited)

[132. Visual Thinking: On Demand: Books for One, Books for All!]— In this course we will look at the process by which ideas are communicated in printed books, and use what we learn to produce our own books through the processes of digital desktop publishing and print-on-demand services like Blurb. By studying a variety of printed books, from the earliest printed examples to contemporary artist's books, we will devise strategies for telling our own stories. Students will learn about page composition and typography, and use those skills to design their own book, with their own personal content. Each student will produce at least one book. This course is open to students from any major who have already created source material upon which they can draw for the content of the book(s) they will make.—Segovia (ART) (Enrollment limited)

135. Visual Thinking: Building Pictures—Collage and Assemblage— This course centers on the activity of thinking visually through physical materials. You will use materials such as paper, cloth, cardboard, metals, or wood, some new, but most old, discarded and recycled. All will be explored and exploited for their particular material, physical, and visual qualities and characteristics, to discover how they can be combined into new contexts in ways that transform the materials into an entirely new reality. Assignments will be structured with a particular theme or concept as its motivation. You will experiment with various options for adhesives and constructing technique, including the addition of paint. Expect to work on average six hours per week on assigned work outside of class. (ART) (Enrollment limited) —Byrne

140. Visual Thinking: Drawing from Observation— This course is an introduction to the fundamental problems involved in drawing from observation. We will develop the skill to “see” freshly and purposefully, and the ability to interpret that perception onto paper. We will learn to transform a flat piece of paper into a container of light and air, in which can be created the illusion of space and 3-dimensional form. The course identifies and explores the full vocabulary of visual thinking through drawing, utilizing a variety of observational subjects. The goal is to help you develop a personal commitment to drawing—to your own way of seeing—and to help you express it with control and authenticity. Expect to spend around six hours each week on assigned work between classes. (ART) (Enrollment limited) —Correa-Carlo, Kirschbaum

145. Visual Thinking: Drawing in Space— This course introduces students to the formal language of art while exploring interconnections between the mediums of drawing and sculpture. Students will use wire and other materials to explore three-dimensional design problems as well as avenues of personal expression. Projects will involve using drawing as an exploratory process to discover parallels with sculpture including surface, structure, scale and content. (ART) (Enrollment limited) —Tillman

150. Visual Thinking: Digital Photography in the Documentary Tradition— An introduction to the practice of digital photography as a means to document or comment on the world around us. We will learn the functions of the DSLR camera, basic digital editing skills, and the grammar and syntax of visual thinking as a vehicle to articulate a personal point of view. This class focuses on visual narrative and engagement with ideas and forms beyond the photographic process itself. You should expect to work a minimum of six hours per week in addition to class time and spend significant time photographing off-campus. You must have access to a DSLR camera. (ART) (Enrollment limited) —Sureck

155. Visual Thinking: Introduction to Printmaking— Utilizing traditional and experimental printmaking media, students will explore line, tone, form and space, working primarily in black and white. The reproductive qualities of printmaking will be used to encourage developing images and ideas in a serial manner. As students develop skills and a working knowledge of the formal language of picture-making, they will be encouraged to pursue their own vision, culminating in a body of related images. (ART) (Enrollment limited) —Kirschbaum

201. Art Studio: Artist's Books— Explore the confluence of language, image, sequence, motion, and structure in the form of artists' books. Thinking conceptually about the possibilities inherent in the book form will go hand in hand with investigating techniques and materials. Students will complete group and individual projects using a variety of media. (ART) (Enrollment limited) —Price

[221. Drawing II]— A continuation of the basic drawing course. Students are encouraged to develop and sustain their own concepts.—Margalit Prerequisite: C- or better in Studio Arts 121. (ART) (Enrollment limited)

[222. **Painting II**]— Intermediate problems in color, shape, and space relationships in a variety of media. Prerequisite: C- or better in Studio Arts 122. (ART) (Enrollment limited)

235. Oil Painting for Today— This course focuses on the techniques and processes of traditional oil painting as a vehicle for contemporary, personal expression. You will learn the basic methodology of western oil painting; the innovations of modern painting in the 20th Century; the structures of color theory and the all-encompassing importance of compositional design. Throughout this learning process the goal is to find your own voice as a painter, to develop a personal esthetic. It is recommended, but not required, that you first take a Visual Thinking course focused on drawing. Suggested prerequisites: Observational Drawing STAR-140 or Color in Action STAR 138. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited) –Dougherty

241. Art Studio: Life Studies/Life Drawing— This course focuses on intense visual study of life—in this case defined as human life. In the studio, most classes will center on rigorous life drawing sessions with models, both clothed and nude, in order to fully comprehend the anatomical form, proportional relationships, and gestural dynamics of the human body. Outside of class, and the studio, work will involve the observation and study of life situations, people in various settings and different degrees of interaction. There will be experimentation with varied drawing materials, including inter-mixing them, and a range of scales from small to large will be worked with. On average, you should expect to work six hours per week outside of class on assigned drawings. Suggested prerequisite course: Observational Drawing, STAR-140. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited) –Byrne

258. Etching and Relief Printing— The printmaking methods collectively known as “intaglio” etching, aquatint, drypoint, and related methods will be presented, along with other methods, collectively known as “relief” – woodcut, linoleum cut, relief etching. Students will be encouraged to experiment with new and innovative approaches to these traditional media while developing their personal ideas and vision. (ART) (Enrollment limited) –Reeds

301. Concept and Process in Studio Art— This is an advanced-level studio practice course. Students may work in any medium, or combination of media. Emphasis is placed on creating a consistent body of work that draws upon the students’ life experience or concerns, related readings and research. It is open to STAR majors and non-majors but recommended that STAR majors take this course as early as possible, preferably in sophomore or junior year. Prerequisite: Any two 200/300 level Studio Art courses. (ART) (Enrollment limited) –Kirschbaum

[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. (ART) (Enrollment limited)

[322. **Painting III**]— Studio in painting. Prerequisite: C- or better in Studio Arts 222. (ART) (Enrollment limited)

335. Oil Painting for Today II— This course is a continuation of Oil Painting for Today. This course focuses on the techniques and processes of traditional oil painting as a vehicle for contemporary, personal expression. You will learn the basic methodology of western oil painting; the innovations of modern painting in the 20th Century; the structures of color theory and the all-encompassing importance of compositional design. Throughout this learning process the goal is to find your own voice as a painter, to develop a personal esthetic. It is recommended, but not required, that you first take a Visual Thinking course focused on drawing. Prerequisite: A grade of C- or better in STAR235. (100 course credits) (ART) (Enrollment limited) –Dougherty

341. Art Studio: Life Studies/Life Drawing II— This course is a continuation of Life Studies / Live Drawing. In the studio, most classes will center on rigorous life drawing sessions with models, both clothed and nude, in order to fully comprehend the anatomical form, proportional relationships, and gestural dynamics of the human body. Outside of class, and the studio, work will involve the observation and study of life situations, people in various settings and different degrees of interaction. There will be experimentation with varied drawing materials, including inter-mixing them, and a range of scales from small to large will be worked with. On average, you should expect to work six hours per week outside of class on assigned drawings. Prerequisite: A grade of C- or better in STAR241

(ART) (Enrollment limited) –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

401. Concept and Process in Studio Art II— This is a continuation of Concept and Process. This is an advanced-level studio practice course. Students may work in any medium, or combination of media. Emphasis is placed on creating a consistent body of work that draws upon the students' life experience or concerns, related readings and research. It is open to STAR majors and non-majors but recommended that STAR majors take this course as early as possible, preferably in sophomore or junior year. (ART) (Enrollment limited) –Kirschbaum

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

497. Thesis in Studio Arts— Independent studio work toward the completion of a sustained project in the student's chosen area of concentration that is the basis for an exhibition in the Broad Street Gallery, and is accompanied by a 6-10 page paper outlining their process conceptually, technically, and formally placing their work within the context of both contemporary and historical art practice. This will involve regular individual meetings with the professor of this course, as well as several group critiques, workshop, and discussions. (WEB) (Enrollment limited) –Byrne

Spring Term

113. Visual Thinking: Design— 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. (ART) (Enrollment limited) –Dougherty

[121. Drawing I]— Study of line and mass as a means to articulate and explore formal and spatial concepts. (ART) (Enrollment limited)

[122. Painting I]— Beginning study utilizing color, shape, and space in a variety of media. Prerequisite: C- or better in Studio Arts 121. (ART) (Enrollment limited)

[124. Sculpture I]— Basic problems in three-dimensional form in a variety of media. (ART) (Enrollment limited)

[125. Printmaking I]— An examination of basic techniques of mechanical reproduction, with emphasis on the serial development of images and concepts. (ART) (Enrollment limited)

[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 Studio Arts121. (ART) (Enrollment limited)

132. Visual Thinking: On Demand: Books for One, Books for All!— In this course we will look at the process by which ideas are communicated in printed books, and use what we learn to produce our own books through the processes of digital desktop publishing and print-on-demand services like Blurb. By studying a variety of printed books, from the earliest printed examples to contemporary artist's books, we will devise strategies for telling our own stories. Students will learn about page composition and typography, and use those skills to design their own book, with their own personal content. Each student will produce at least one book. This course is open to students from any major who have already created source material upon which they can draw for the content of the book(s) they will make.–Segovia (ART) (Enrollment limited) –Gowen-Segovia

140. Visual Thinking: Drawing from Observation— This course is an introduction to the fundamental problems involved in drawing from observation. We will develop the skill to “see” freshly and purposefully, and the

ability to interpret that perception onto paper. We will learn to transform a flat piece of paper into a container of light and air, in which can be created the illusion of space and 3-dimensional form. The course identifies and explores the full vocabulary of visual thinking through drawing, utilizing a variety of observational subjects. The goal is to help you develop a personal commitment to drawing—to your own way of seeing—and to help you express it with control and authenticity. Expect to spend around six hours each week on assigned work between classes. (ART) (Enrollment limited) –Dougherty

145. Visual Thinking: Drawing in Space— This course introduces students to the formal language of art while exploring interconnections between the mediums of drawing and sculpture. Students will use wire and other materials to explore three-dimensional design problems as well as avenues of personal expression. Projects will involve using drawing as an exploratory process to discover parallels with sculpture including surface, structure, scale and content. (ART) (Enrollment limited) –Tillman

150. Visual Thinking: Digital Photography in the Documentary Tradition— An introduction to the practice of digital photography as a means to document or comment on the world around us. We will learn the functions of the DSLR camera, basic digital editing skills, and the grammar and syntax of visual thinking as a vehicle to articulate a personal point of view. This class focuses on visual narrative and engagement with ideas and forms beyond the photographic process itself. You should expect to work a minimum of six hours per week in addition to class time and spend significant time photographing off-campus. You must have access to a DSLR camera. (ART) (Enrollment limited) –Delano

155. Visual Thinking: Introduction to Printmaking— Utilizing traditional and experimental printmaking media, students will explore line, tone, form and space, working primarily in black and white. The reproductive qualities of printmaking will be used to encourage developing images and ideas in a serial manner. As students develop skills and a working knowledge of the formal language of picture-making, they will be encouraged to pursue their own vision, culminating in a body of related images. (ART) (Enrollment limited) –Kirschbaum

[221. Drawing II]— A continuation of the basic drawing course. Students are encouraged to develop and sustain their own concepts.–Margalit Prerequisite: C- or better in Studio Arts 121. (ART) (Enrollment limited)

[222. Painting II]— Intermediate problems in color, shape, and space relationships in a variety of media. Prerequisite: C- or better in Studio Arts 122. (ART) (Enrollment limited)

[224. Sculpture II]— Intermediate study in three-dimensional form. Prerequisite: C- or better in Studio Arts 124. (ART) (Enrollment limited)

[226. Photography II]— A continuation of Studio Arts 126. Prerequisite: C+ or better in Studio Arts 126. (ART) (Enrollment limited)

235. Oil Painting for Today— This course focuses on the techniques and processes of traditional oil painting as a vehicle for contemporary, personal expression. You will learn the basic methodology of western oil painting; the innovations of modern painting in the 20th Century; the structures of color theory and the all-encompassing importance of compositional design. Throughout this learning process the goal is to find your own voice as a painter, to develop a personal esthetic. It is recommended, but not required, that you first take a Visual Thinking course focused on drawing. Suggested prerequisites: Observational Drawing STAR-140 or Color in Action STAR 138. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited) –Byrne

250. Photography Without Pixels Film, Paper, Darkroom— This class focuses on using traditional photographic processes (non-digital) as a means of personal expression. Students focus on developing a personal esthetic while learning the photographic techniques that dominated the 20th Century film processing and darkroom printing. Students must have access to a fully functional film camera. It is helpful, but not required, for students to have some familiarity with the basic concepts of the photographic process. Suggested prerequisite: Digital Doc Photography, STAR-150. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited) –Delano

255. Art Studio: Printmaking Workshop— An open studio workshop. Students with prior knowledge of some printmaking or book arts techniques will propose, and carry out, a semester-long project as outlined in consultation with the instructor at the beginning of the semester. Students may work in any printmaking or printmaking-related medium, to develop a body of work related in both form and content. Students are expected to pursue independent research, as directed by the instructor to deepen their understanding of the ideas and concepts utilized in their work. Prerequisite: Any studio arts class in printmaking or book arts (Introduction to Printmaking, Printmaking in Full Color, Etching and Relief Printing, Artist's Books) or demonstrable prior knowledge of printmaking processes. (ART) (Enrollment limited) –Kirschbaum

260. Art Studio: Metal Sculpture— An exploration of ideas about 3D form utilizing the medium of metal. A variety of personal approaches will be encouraged in several introductory exercises (using mild steel). Students will be introduced to art historical examples of the use of metal in sculpture in the history of art ranging from assemblage to large-scale site-specific works. The final project will be a medium to large-scale sculpture in metal. May be repeated for credit. Prerequisite: Students must complete one unit in a Visual Thinking Course (ART) (Enrollment limited) –Tillman

301. Concept and Process in Studio Art— This is an advanced-level studio practice course. Students may work in any medium, or combination of media. Emphasis is placed on creating a consistent body of work that draws upon the students' life experience or concerns, related readings and research. It is open to STAR majors and non-majors but recommended that STAR majors take this course as early as possible, preferably in sophomore or junior year. Prerequisite: Any two 200/300 level Studio Art courses. (ART) (Enrollment limited) –Tillman

[322. Painting III]— Studio in painting. Prerequisite: C- or better in Studio Arts 222. (ART) (Enrollment limited)

[324. Sculpture III]— Studio in sculpture. Prerequisite: C- or better in Studio Arts 224. (ART) (Enrollment limited)

[326. Photography III]— A continuation of Studio Arts 226. Prerequisite: C+ or better in Studio Arts 226. (ART) (Enrollment limited)

350. Art Studio: Photography and the Darkroom II— This course is a continuation of Photography and the Darkroom. This class focuses on using traditional photographic processes (non-digital) as a means of personal expression. Students focus on developing a personal esthetic while learning the photographic techniques that dominated the 20th Century film processing and darkroom printing. Students must have access to a fully functional film camera. It is helpful, but not required, for students to have some familiarity with the basic concepts of the photographic process. Suggested prerequisite: Digital Doc Photography, STAR-150. Prerequisite: A grade of C- or better in STAR250. (ART) (Enrollment limited) –Delano

355. Art Studio: Printmaking Workshop II— This course is a continuation of Printmaking Workshop. An open studio workshop. Students with prior knowledge of some printmaking or book arts techniques will propose, and carry out, a semester-long project as outlined in consultation with the instructor at the beginning of the semester. Students may work in any printmaking or printmaking-related medium, to develop a body of work related in both form and content. Students are expected to pursue independent research, as directed by the instructor to deepen their understanding of the ideas and concepts utilized in their work. Prerequisite: A grade of C- or better in STAR255 (ART) (Enrollment limited) –Kirschbaum

360. Art Studio: Metal Sculpture II— This course is a continuation of Art Studio: Metal Sculpture. An exploration of ideas about 3D form utilizing the medium of metal. A variety of personal approaches will be encouraged in several introductory exercises (using mild steel). Students will be introduced to art historical examples of the use of metal in sculpture in the history of art ranging from assemblage to large-scale site-specific works. The final project will be a medium to large-scale sculpture in metal. May be repeated for credit. Prerequisite: A grade of C- or better in STAR260. (ART) (Enrollment limited) –Tillman

[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. (WEB) (Enrollment limited) –Byrne

Global Programs (Study Away)

More than 60 percent of Trinity students study away for a summer, semester, or year, and the College strongly encourages all students to study away at least once prior to graduation. Trinity students can choose from approximately 100 international and domestic programs preapproved by the College. Rules and procedures regarding study away are published in the *Student Handbook* and the *Guidelines for Study Away* (available from the Office of Study Away). Students may choose from programs administered by Trinity College or an affiliated or approved non-Trinity program. The following 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 ISA)
- Trinity-in-Paris
- Trinity-in-Rome
- 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)
- Williams-Mystic Program in Mystic, Connecticut

Trinity-Faculty-Led Summer Programs (offerings vary by year):

- Trinity-in-Rome summer
- Trinity-in-Barcelona summer
- 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
- DIS—Danish Institute for Study Abroad, Copenhagen, Denmark
- Foundation for International Education (FIE), London, England
- INSTEP London and Cambridge, England
- NYU Accra, Ghana
- Programa de Estudios Hispánicos en Córdoba (PRESHCO)
- School for Field Studies (various locations)
- The Swedish Program, Stockholm, Sweden
- University of East Anglia, Norwich, England

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 Study Away Adviser: Eleanor Emerson

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, history, classical studies, cinema, theater, and other areas. Classes in introductory Catalan are also available. In addition, students are encouraged to pursue volunteer opportunities, sports, and other interests during their time in Barcelona.

All students take a Spanish language course for the semester. 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 NGOs, schools, and museums. Students take their remaining courses at Trinity's partner institution in Spain: The University of Pompeu Fabra.

Students live in homestays with Spanish families and have access to the Trinity College site in Barcelona, which is equipped with computers, study space, and wireless Internet. Students receive a comprehensive orientation and field trips throughout the semester that include a visit to rural Catalunya and a trip to Madrid, Seville, or another Spanish city. Students also attend a Barça soccer match, visit local museums, and participate in cultural activities.

Trinity-in-Barcelona is offered in both fall and spring semesters. Students can also study on the program for a full academic year, and a summer program is offered at the site periodically. Grades for all courses taken by Trinity students on the Barcelona program calculate into their GPAs in the same manner that they do in Hartford.

Trinity-in-Barcelona prerequisites

A 2.7 GPA or higher; 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. Students choose a program of study of 4 to 6 credits.

Classes in Barcelona

In addition to taking a Spanish language course for the semester, all students are required to take the program's core course.

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.

Trinity-in-Buenos Aires

Faculty Sponsors: Associate Professor of Language and Culture Studies Lambright and Associate Professor of Educational Studies Dyrness; Assistant Professor of Language and Culture Studies van Ginhoven Rey; Trinity-in-Buenos Aires Faculty-Coordinator: M. Silvina Persino; Office of Study Away Adviser: Melissa Scully

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 with varying Spanish language abilities an opportunity to study and live in this vibrant Latin American city. The program offers a diversity of strong academic and co-curricular opportunities, as well as a strong cultural immersion experience.

All students are fully immersed in Argentine culture through classes in Spanish, integration in local universities, internships or independent studies, and homestays. Participants learn about the politics, rich history, arts, and literature of contemporary Argentina and experience human rights activism in action.

Students on the intermediate track are based at the Universidad del Salvador (USAL). They take an intensive Spanish course for the semester that begins prior to the start of the semester to familiarize them with the Argentine dialect and to prepare them for the program. Once the semester begins, students take the program core course, "Buenos Aires: The Urban Experience, Human Rights, and 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 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 the Trinity-in-Buenos Aires faculty coordinator. They also enroll in an internship course arranged through Trinity with a local NGO. Students must take the “Advanced Spanish and Argentine Culture” class through IFSA and one or two regular university classes at one of four Argentine universities: Universidad Católica Argentina, Universidad de Buenos Aires, Universidad del Salvador, or Universidad Torcuato Di Tella. Courses are offered in a wide range of areas, including Latin American studies, human rights, sociology, political science, Hispanic studies, music, history, psychology, and educational studies.

Students in both language tracks live with homestay families to enrich their cultural immersion.

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

Trinity-in-Buenos Aires prerequisites

All courses are conducted in Spanish. To gain admission to the Trinity-in-Buenos Aires program, students must have taken two to four semesters of college-level Spanish for the intermediate track and five semesters for the advanced track. A minimum GPA of 2.8 is required and students must enroll in 4 to 6 credits.

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

Assistant Professor of History and International Studies Markle; Paul E. Raether Distinguished Professor of Urban International Studies Myers; Associate Professor of Sociology Williams; Trinity Academic Director: Subithra Moodley-Moore; Office of Study Away 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 ISA, is affiliated with both the University of the Western Cape (UWC) and the University of Cape Town (UCT), two of South Africa’s premier institutions of advanced learning.

All students are required to take the program core course, “Imagining South Africa,” taught by the Trinity-in-Cape Town academic director. In addition, students partake in an internship for credit that places them with a local NGO or other organization. The remaining two or three courses are taken at one of the local universities, alongside South African students. University classes are taught in English, and students may select from courses in all liberal arts faculties.

Students live in apartments with other American students. Students on the program receive a comprehensive, weeklong, on-site orientation program; go on excursions in and around Cape Town; and participate in organized program activities. All students have the opportunity to join university clubs and organizations. These are recommended to better integrate students into the university community.

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

Trinity-in-Cape Town prerequisites

Minimum 2.5 GPA; one course in African studies 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 in Cape Town and to link them to political, cultural, and racial practices in the United States. Students are required to read a series of books, but are also involved in a community learning exercise that takes students off campus to engage in important cultural, economic, educational, and social issues with South Africans.

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 Study Away 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 through academic examination of its institutions and great past embodied in its art, architecture, and literature. Paris also provides an excellent vantage point from which to study the history, politics, culture, and economy of Europe. Trinity-in-Paris offers a unique program in partnership with CEI (Centre d'Échanges Internationaux) in the heart of the historic Saint-Germain des Prés quarter.

The Trinity-in-Paris program is open to students of all language levels and offers courses taught by Trinity faculty. The courses are approved as a regular part of the Trinity undergraduate curriculum and students receive in-residence credit for them. They are conducted in both English and French. Students take weekly instructional walking tours to museums and monuments to supplement classroom lectures. Select students may also have the opportunity to enroll in some classes at Trinity's partner institution, the ICP.

All students on the program take a minimum of four courses for no fewer than 4 course credits and may take up to 6 course credits. All students are required to take one course in French language or an advanced topic taught in French.

The program offers courses in art history, history, political science, American studies, sociology, 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 course work 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 political science 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. No prior French language is required.

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.

PARI 101 and 102. Intensive Elementary French—Designed to develop a basic ability to read, write, understand, and speak French. Emphasis will be placed on ability to speak. For students who have had some background, this course will emphasize oral practice and consolidate basic grammar skills and the ability to read short texts. It will also introduce the ability to write short compositions. (1.5 credit)

PARI 201 and 202. Intermediate French—Review of basic grammatical concepts and development of fundamental language skills with increasing emphasis on written expression and spoken accuracy. (1.00 credit)

PARI 301. French for Advanced Students—Conducted in French. 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 credit)

PARI 302. French Language and Culture: Paris Theater, Literature, and Performance—Conducted in French. Pre-requisite: **FREN 241** or higher. Students will read and discuss French plays of various periods and attend theatrical performances of the plays they have studied. Students will do additional research and writing at

the seminar level. This course counts for major credit in language and culture studies and in theater and dance, and fulfills the Colleges general distribution requirement in the humanities. (1.00 credit)

PARI 303. Paris Tales—This is an upper-level French literature course designed to familiarize students with a variety of texts in French that are relevant to the experience of living in Paris. The students will make site-visits to locations in the city of Paris associated with the authors or places evoked in the stories they are reading. Depending on the area of expertise of the instructor, the course could feature a particular century, contemporary literature and culture, or the experience of francophone writers. (1.00 credit)

Trinity College Elective Courses (taught in English unless otherwise noted)

PARI (209). A Cultural History of Paris through Literature, 1700-1950—From eighteenth-century coffee houses and literary salons to Sylvia Beachs Shakespeare and Company, Paris has been rich in attractions for aspiring and accomplished writers. Yet, as much as literature was influenced by the city, the history of Paris has been shaped by authors from all over the globe, and its literary treatment as the City of Lights, metropolis, capital of progress, and lovers refuge continues to determine our conceptions of Paris. This course studies the history of the city and the history of literature in the heyday of French power, from the Enlightenment to the mid-twentieth century. It pays particular attention to how Parisian authors looked at the city and at how the Parisian experience allowed foreigners—especially Americans—to reconceive of what they left behind. Key authors include Montesquieu, Voltaire, Diderot, Dumas, Balzac, Hugo, Baudelaire, Flaubert, Zola, James, Hemingway, and Baldwin. (1.00 credit)

PARI (TBA). Paris Migrations, Voluntary or Not—Ever since the 1789 revolution, Paris has been associated with the idea of freedom like no other capital in Europe. A place of refuge and exile, it has also long been a place for the curious, the adventurous, and the itinerant. The course examines Paris as a destination for migrants, voluntary and involuntary, and studies what authors found (or failed to find) there. Focusing on the "Lost Generation," the course also considers the history of Paris as a destination for students, (former) colonial subjects, political exiles, and economic refugees in the nineteenth century. (1.00 credit)

PARI 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 credit)

PARI 237. Understanding Contemporary Paris: Urban and Global Processes—The course aims at providing a general overview of urban sociology and an introduction to core notions such as urban economics, segregation, ethnicity, stratification, crime, urban riots, local special policy, and urban politics. The class will systematically compare American and French perspectives on the same issues. Field trips in Paris will be organized to train students to match concepts and theories with everyday experience. (1.00 course credit)

PARI 251. Paris through its Art and Architecture: Renaissance to the Belle Époque—This course will cover the history of the city, investigating urban planning and architectural history from the reign of Henri IV (1594-1610) until la Belle Époque (1900). Classes will combine lectures and walking tours in Paris. The class will take sight visits that may include Ecouen, Chantilly, Vaux le Vicomte, Fontainebleau, La Roche Guyon, and Giverny. Beginning with Henri IV, considered the first urban planner for Paris, the course will move on to the development of the Palace of Versailles. Group visits to the château and gardens will study how the planning of Versailles influenced the urban growth of Paris. After examining the development of the hôtel particulier in the 18th century, the course will turn to the Napoleonic period and then will culminate with an analysis of Baron Haussmann's city planning (1854-1870) and its impact on the Belle Époque (1870-1900). (1.00 credit)

PARI 255. Medieval Art and Architecture in France—This course follows the development of Medieval art and architecture in Northern Europe from late antiquity and early medieval through the Gothic period. The course will consider the full range of artistic media—architecture, sculpture, stained glass, metalwork, and enamel—as they were practiced in many geographical locations and differing cultural contexts. The course will consider cross-cultural influence in all of the arts through visits to museum collections and monuments in and around Paris, including some of the most famous major Gothic cathedrals: Notre Dame, Saint Denis, Chartres, and the Sainte Chapelle.

PARI 278. Exotic Fare: Spice Routes, Garden History, and the Development of Food Culture in France, 1500-1900—Co-requisite: **PARI 299B. Gastronomic Visits**. 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 credit)

PARI 289. Drawing Paris: Carnet de Voyage—In this Studio Arts course taught in Paris, students will create a Carnet de Voyage (Travel Journal). They will work with traditional media (pencils, watercolors, pastels) on their journal, following the traditions of nineteenth-century artists. The journal must accompany the students not only in class, but also on their program trips and explorations of the city. Students will begin from observing, first, the structure of the Paris and then their experience living in France. The goal is for students living in a world flooded by computers and digital images to observe and draw, learning from the senses: observing, smelling, touching, hearing, tasting and describing the city of Paris. Special emphasis will be focused on drawing after works of art in museums, especially of sculptures or details of architecture in the streets. Drawing from nature is also encouraged. (1.00 credit)

PARI (325). French and European Politics—It is hard to think of a more different country from the USA within the Western Democratic world than France. Centralization vs. federalism, multiparty system vs. bipolar party system, regulated vs. deregulated political campaigns—everything seems to distinguish French politics and public policies from their American counterparts. This class will focus on numerous issues related to French political life, using a comparative approach with the United States: political structure, elections, parties, local powers, political sociology, and public opinion.

PARI 329: The First World War (1914-1918): A War of a New Kind, a War of Images—On the crossroad of Art History, European history and Visual Culture, the seminar will explore the impact of the First World War on the production of images of all kinds: painting, drawing, sculpture and the relatively new media of photography, graphic design and film. The First World War was a modern war of a new kind, testing new weapons and new strategies but was also the first conflict to fully rely on visual propaganda to justify the casualties and use of chemical weapons, aerial bombardment and attacks on civilian population centers.

The seminar will study the images commissioned by the combatant governments or published in the official press to report the conflict and to shape public opinion in comparison to the independent responses to the war by artists who fought as volunteers or who experienced the inhumanity of the war and turned against it. The course will help the students understand the First World War, its impact on modern European history and how it invoked questionable values we still struggle with today including nationalism, gender determination, glamorization, and manipulation. (1.00 credit)

PARI 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 credit)

PARI 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 credit)

PARI 356. 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 credit)

PARI 259. Introduction to Islamic Art and Architecture—The course will introduce students to the dynamic and multifaceted character of Islamic art, architecture and culture from western Mediterranean lands to the Indian subcontinent and beyond. Students will study original works of Islamic art in the Louvres dedicated Islamic wing. Consideration will also be given to the study and critique of this cutting-edge museum installation and recent permanent installations in museums in the U.S., Europe, and the Middle East. Students will be expected to enlarge their understanding of the original context and functions of objects now in museum collections and to consider how trade, diplomacy, and political influence linked the West, Middle East, and East Asia together, giving rise to fertile cross-cultural influence in all of the arts.

Practica

PARI 299C: Practicum: Musical Participation—Open only to students with choral background. (.25 course credit)

Trinity College Rome Campus

Faculty sponsor: Associate Professor of Fine Arts Triff; Director: Assistant Professor of Art History Pestilli; Office of Study Away 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. For-credit internships and Greek and Latin tutorials are also available.

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 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 266. Fascism: Roman and Global Variants—During the era of Mussolini (1922-1945), often called by Italians gli anni neri (the dark years), the Italian model of fascism gained popularity in many parts of the world. Following the Italian model, imitators in Germany, England, Rumania, Germany, China, and elsewhere borrowed freely from Italian political praxis as they sought to build authoritarian regimes. Colored shirts, para-military forces, youth movements, corporatist economic models, and aesthetic frameworks designed to ornament radical changes in political life were a hallmark of global society. This course will trace the transformative influences of fascism in Italy as the liberal state fell victim to enemies proceeding from the radical right and also examine how elements of fascist practice were absorbed elsewhere. (1 course credit = 4 semester hours)

ROME (Course Number TBA). The Alpine War: The Meaning of Sacrifice and Victory—This course will investigate Italy's engagement in the First World War. A central concern will be la Guerra alpina (alpine war) as it was perceived by participants and those on the home front. The bitter rivalry between Italy and the Austro-Hungarian Empire and the theme of 'Italia irredenta' (unredeemed Italy) will be examined and attention will be directed as well to the role played by the war in giving direction to Italian life after 1919. Texts will include memoirs, novels, poems, films, and historical works. Students will also take part in investigations in the field and visit war memorials in Rome as well as alpine battlefields and museums. (1 course credit = 4 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 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 Study Away Adviser: Melissa Scully

The Trinity-in-Shanghai program offers students the exciting opportunity to live and learn in the premier economic center of China and one of the most dynamic and global megacities in the world.

The program is based at the prestigious Fudan University, one of the oldest, most prestigious, universities in China. It is one of China's top-ranked universities and one of the most international universities in China. Fudan University has a modern campus and a dynamic student body, offering events that range from performances, guest lecturers, and dozens of student-run clubs and activities. Located just to the north of downtown Shanghai, the university's location provides the perfect opportunity to explore the city. 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 course for academic credit.

Students complete their course selection with 1-2 elective courses taught in English at Fudan University. Sample courses offered may include "Political Economy of China," "Shanghai History," "The Transitional Chinese Society," and "Chinese Diplomacy." Options are subject to change each semester.

Students are housed in shared, fully furnished, modern apartments in the Tohee International Student Village, 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 GPAs in the same manner that they do in Hartford.

Trinity-in-Shanghai prerequisites

2.7 minimum GPA is strongly recommended. One year of Chinese and at least one previous class in Asian Studies are recommended but not required.

Program core course

SHAN 301. Contemporary Shanghai: The Chinese Metropolis in Comparative Perspective (mandatory) —The course will introduce students to the dynamic and evolving city of Shanghai and provide students with the context for understanding Chinese cities and contemporary Chinese society.

Trinity-in-Trinidad

Trinity Faculty Director: James J. Goodwin Professor of English Riggio; Deputy Coordinators: Professor of Fine Arts Delano and Professor of History and International Studies Euraque; On-Site Directors: Shamagne Bertrand and Florie Blizzard; Office of Study Away Adviser: Eleanor Emerson

The Trinity-in-Trinidad program offers a cultural immersion experience for either the fall or spring term or the full year, in Trinidad and Tobago, a twin-island republic located in the Caribbean, seven miles from the coast of Venezuela. The program examines Trinidad's rich culture, history, and diversity through the study of art, literature, drama, music, politics, history, economics, environmental studies, and social studies.

All students take 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.

As part of the semester, students travel to Costa Rica on a nine-day study tour intended to serve as a comparative to the Caribbean region.

Students are housed on the university campus, in dorms. All rooms are doubles, 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 prerequisite

2.5 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, including engineering and sciences.

Program core courses

TNTB 199. Internship—A wide variety of internships are available for Trinity in-residence credit in all areas of interest, including, film, dance, photography, cinematography, human rights, education, communications, music.

TNTB 300. Caribbean Civilization (mandatory)—The course focuses on the culture, anthropology, arts, and social history of Trinidad and Tobago in the context of the Caribbean as a region. The course will introduce students to aspects of the complex ethnicity of the islands as well as their rich cultural, literary, artistic, and sociological legacies. Students will receive 1 Trinity in-residence credit for the class.

TNTB 338. Work and Play: The Trinidad Experience (optional fall semester)—Trinidad, a cosmopolitan Caribbean island with an oil and gas producing economy, privileges both work and play. One of the most racially and ethnically diverse nations in the world, Trinidad is poised between its industrialized modernity and its pre-industrial festive culture. This combination has created a unique intercultural sensibility. This course will explore the network of festivals that underlie this cultural matrix, focusing on the history of emancipation as a way of seeing, thinking, creating, and adapting. The readings will include poetry, calypsos, novels, and plays. The course will also include visiting lectures and performers, and will provide students the opportunity to explore performance traditions as observers and participants.

TNTB 339. Festival Arts as Cultural Performance (mandatory spring semester)—A composition and play-making workshop coordinated by Florence Blizzard and various Trinidad artists and students; participation in Carnival events is required. Course culminates in a festival performance. Offered in the spring only.

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 even

TNTB 399. Independent Study (optional)—Students may, with consultation, tailor their own independent study, either coordinated with their internship or in other areas of interest. Such studies will be taught and supervised

under normal circumstances by experts in Trinidad, working in close coordination with Trinity faculty, and will be arranged through the program coordinators.

Trinity-in-Vienna

Faculty Sponsor: Gwendolyn Miles Smith Professor of Philosophy Vogt; Affiliated Faculty: Associate Professor of Language and Culture Studies Evelein; On-Site Director: Gerhard Unterthurner; Office of Study Away Adviser: Melissa Scully

2.7 minimum GPA preferred

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 monthlong 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 the 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 language courses are offered at the 300 level or above. 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 or NGOs, such as the Freud Museum, and Women Without Borders, 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 Performing Arts Semester

Offered only in the fall semester, the Trinity/La MaMa Performing Arts Semester in NYC utilizes the landscape and history of New York City as a catalyst for an intensive study in the arts. The semester is structured to provide full immersion in the NYC theater, dance, and performance communities as well as other arts genres with the goal of fostering artistic, academic, and personal growth. Associated with La MaMa for more than 25 years, Trinity College offers New York City as the “laboratory” for art students’ studies and artistic exploration. Each week is dedicated to a specific theme that connects all of the ideas and artistic approaches at play. The semester culminates with an original student-generated arts event presented by La MaMa, E.T.C. For more information and to apply, please visit <http://www.trinitylamama.org>.

Trinity-Sponsored Exchange or Consortia Program**Baden-Württemberg Exchange**

Faculty Sponsor: Associate Professor of Language and Culture Studies Evelein; Office of Study Away 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, Konstanz, Mannheim, Stuttgart, Tübingen, or Ulm. Universities in Baden-Württemberg offer programs in the arts and humanities, social sciences, sciences, fine arts, and mathematics. 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

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 (Moscow Art Theater Semester), 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.

Williams-Mystic Program, Mystic, Connecticut

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://mystic.williams.edu/>.

Trinity-Faculty-led Summer programs (Various locations each year)

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, offered students 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 2014.

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, focusing on urban and global, and credits can be applied to a range of requirements, including natural science and language. For more information, please contact the Office of Study Away, summer programs adviser.

Affiliate Programs

Associated Colleges of the Midwest, Chicago Program

The Associated Colleges of the Midwest, Chicago Program aims to help students learn about the methods, importance, and rewards of using liberal arts 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 course work and cultural immersion in Chicago neighborhoods. Students will take one core course and 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

Students study at the University of Maastricht in the city of Maastricht. The program is competitive, 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 Culture and Arts; EU Politics, Policy, and International Relations; 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 Study Away 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 Study Away Adviser: Melissa Scully

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; urban studies; 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 and sciences. 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.

Foundation for International Education (FIE)

Office of Study Away Adviser: Brandon Lussier

The Foundation for International Education (FIE) offers students the opportunity to complete meaningful internships in London during their time abroad. Students complete most of their course work during the first half of the term and then spend 20 hours per week at their internship site during the second half of the term. Internships are available in most fields, including economics and finance, theater and the arts, social services, mental health, and many others. Courses are available in a range of fields as well, including literature, history, economics, global studies, and political science.

INSTEP

Office of Study Away 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 (Accra, Ghana)

Office of Study Away Adviser: Eleanor Emerson

Trinity College has an affiliation with NYU, which offers students fall and spring semester study opportunities in Accra, Ghana.

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/.

Programa de Estudios Hispánicos en Córdoba (PRESHCO)

Office of Study Away Adviser: Eleanor Emerson

A program of Oberlin, Smith, and Wellesley Colleges, the Programa de Estudios Hispánicos en Córdoba was created 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. PRESHCO is offered in both the fall and spring semesters. 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.

School for Field Studies: Various locations

Office of Study Away Adviser: Brandon Lussier

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

The Swedish Program is based at the Stockholm School of Economics. 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 Study Away 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 yearlong 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 20 students in each entering class. Admission is by invitation only. Invitations to become candidates for the program are sent to exceptionally well-qualified students accepted into the entering class at Trinity shortly after admissions notices are sent in March of each year. Applicants who do not receive an invitation but find Guided Studies appealing should make their interest known to the co-director of the program, Professor Chloe Wheatley, no later than the end of March. A small number of sophomores and juniors may also enter the program; those interested in doing so should make application to Professor Wheatley by March 15 of the academic year preceding their intended period of enrollment.

Fall Term

First Year Guided Studies Courses

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. (HUM) (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. Our readings will include works by Plato, Aristotle, Kant, Kierkegaard, Heidegger, and Simone de Beauvoir, as well as several others. Only students in the Guided Studies Program are allowed to enroll in this course. (FYR2) (Enrollment limited) –Ewegen

219. The Classical Tradition— A study of the interconnections between Greek and Roman history and culture, with a focus of reading literature and studying monuments with careful attention to their historical context and meaning for contemporaries. Only students in the Guided Studies program are allowed to enroll in this course. (HUM) (Enrollment limited) –Safran

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. (GLB2) (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. (GLB2) (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. (HUM) (Enrollment limited) –Elukin

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. (HUM) (Enrollment limited) –Fisher

Courses Originating in Other Departments

Religion 223. Major Religious Thinkers of the West: Heresy and Orthodoxy in Conflict— View course description in department listing on p. 448. This course is only open to Religion majors or Guided Studies students. –Jones Farmer

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 SEA-PHAGES 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 firsthand. 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 Professor 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

Professor Euraque, Chair; Paul E. Raether Distinguished Professor of History Greenberg, Charles A. Dana Professor of History Hedrick, Charles H. Northam Professor of History Kassow, Borden W. Painter, Jr., '58/H'95 Professor of European History Kete; Hobart Professor of Classical Languages Reger; Associate Professors Antrim, Bayliss, Cocco, Elukin, Figueroa, Gac, and Lestz; Assistant Professors Markle, Regan-Lefebvre, and Wickman; Visiting Assistant Professor Brito; 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 transnational histories carry students across various areas and time periods.

Majors master the skills of critical reading, analysis, interpretation, and writing and are introduced to mutually reinforcing approaches to the past. Graduates go on to successful careers in academia, law, business, government, social service, and many other fields since the tools and worldview transmitted through the study of history creates a springboard for endeavors in many realms that rely on the skills a historian learns.

Courses at the 100 and 200 level are the foundation for the advanced seminars and writing courses of the major. Each is a portal that introduces fundamental historical perspectives, chronological ordering schemes, and the secondary literature that defines the fields surveyed. There are also methodology courses at this level that introduce ways of studying history and methods of engagement with primary-source materials.

One cardinal emphasis of the history major is original research based on primary-source materials and the creation of essays or theses that represent a synthesis of evidence and relevant historiographical materials. The upper tier of our major—the 300-level seminars—consists of small seminars whose goal is to foster original projects based on primary sources. Primary materials are also available in abundance on the Web and when not available locally can be obtained readily through the Library's Reference Department.

While not required, the capstone of intellectual achievement in history is a two-semester thesis. The thesis may be elected by any history major following a process of application described on the department's Web page. Successful completion of a thesis is a prerequisite for honors in the major.

Majors are required to complete 12 approved history courses with grades of C- or better. Those who select the thesis option must complete 10 approved history courses and a 2-credit thesis with grades of C- or better. At least eight of these courses, including the senior thesis, **HIST 299**, and **HIST 300**, must be completed at Trinity or in academic programs taught or sponsored by Trinity faculty. In the interest of shaping a trajectory from lower-division to higher-division courses, students may apply a maximum of two courses at the 100 and 200 levels taken during their senior year toward the major. The award of departmental honors will be based on superior performance in history courses and in a senior thesis.

Distribution Courses (5 credits)

Students must complete five distribution courses at any level (100, 200, or 300) in order to acquire thematic, geographical, and chronological breadth in the discipline. Each requirement must be fulfilled with a distinct course:

- One course in European history
- One course in U.S. history
- One course covering a time period before 1700
- Two courses in areas other than Europe and the U.S.

Common Courses (2 credits)

These courses constitute the common experience of all history majors. They develop methodological sophistication and research skills.

- **HIST 299: 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 History GPA of 3.0 and submit a proposal and bibliography following departmental guidelines in the spring of their junior year. Students not pursuing the thesis option must take one additional elective course at any level.

Senior Thesis Application Procedure—Schedule for Spring Term of Junior Year

February 11, 2015—Submit thesis title and name of adviser;

February 27, 2015—Submit annotated bibliography to thesis adviser;

March 27, 2015—Submit bibliography of primary sources to thesis adviser;

April 1, 2015—Submit thesis proposal to History Office;

Mid-April—Departmental thesis committee issues decisions on thesis proposals.

The Thesis Application form is on the History Department home page.

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

- **HIST 299: Historiography**
- At least one seminar at the 300 level
- Four electives, of which only two may be at the 100 level

Students must also demonstrate competence in the historian's craft by satisfactorily completing a major research paper based on both primary and secondary sources. This is normally completed in the 300-level seminar but may also be completed by taking **HIST 300: History Workshop**, and one of the four electives. Each student minoring in history will be assigned a minor adviser, who will assist the student in choosing an appropriate course of study.

Students wishing to minor in history normally must declare their intention by the second semester of their junior year. Normally all courses must be taken at Trinity. Only courses in which the student has received a grade of at least C- can count toward the minor in history.

The coordinator of the history minor is the chair of the History Department.

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 Study Away and its staff offer detailed information about such programs. History faculty members participate in guiding students to appropriate programs and lead such study efforts, which bear history credit, in many parts of the world.

Undergraduates intending to pursue graduate work in history should develop a reading knowledge of two foreign languages.

Fall Term

100. Modern Britain since 1750— This course surveys the profound and continuous ways in which Britain changed over the course of the eighteenth, nineteenth and twentieth centuries: in terms of its boundaries, political system, population, economy, and culture. In 1750 Britain' refers to an agrarian state composed of three countries, with a powerful monarchy, limited democracy and a growing empire. By 1900 Britain has become a United Kingdom, a highly industrialised and urbanised state with a massive empire and a broadening democratic system; by 2000, it has lost' its empire but is profoundly globalised and democratic. Why, when and how did these changes happen? This class will be as interactive lectures with particular time will be set aside for class discussions and analysis of primary sources. (HUM) (Enrollment limited) –Regan-Lefebvre

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

[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. (GLB2) (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. (HUM) (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. (HUM) (Enrollment limited)

[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. (HUM) (Enrollment limited)

[212. The Crusades and Medieval Society]— An introductory survey of the political, social, military, and religious history of the Crusades. Using primary sources, the course will also examine how aspects of the Crusades reveal broader themes in medieval history, including: European identity, pilgrimage, religious violence, technological innovation, perceptions of non-Europeans, and the influence of the Crusades on early modern voyages of discovery. Lecture and discussion format. (GLB2) (Enrollment limited)

216. World War II— This is a survey of the political, military, social, cultural and economic aspects of the Second World War. (HUM) (Enrollment limited) –Kassow

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

219. Planet Earth: Past, Present and Future— This course explores the effect of the natural world on human history and of humans on the natural world. Our focus is on the earth as a global system. We begin with a consideration of human and natural histories in deep time, well before the written record, and offer an argument for why those histories matter. We then examine how the historical past can be understood in the context of these planetary themes, reframing familiar events in ancient and modern history by highlighting major natural changes that accompanied them, such as the redistribution of plants and animals, the fluctuation of climate, and the development of planet-altering technologies. The course culminates in a consideration of the future planetary conditions that past and present actions may cause. (GLB2) (Enrollment limited) –Cocco, Kete, Wickman

221. Science, Religion, and Nature in the Age of Galileo— The astronomer Galileo Galilei’s trial before the Roman Inquisition nearly four centuries ago endures as a symbol of the clash between science and religion. Undoubtedly, the rise of early modern science in 17th-century Europe provoked its share of battles, but was this the whole story? This course will lead students to consider the origin and extent of the apparently irreconcilable differences between world views. How wide was the rift between science and religion, especially before the Enlightenment? Students will be encouraged to explore this complex relationship in historical context, by weighing the coexistence of scientific curiosity and intense faith, and also by considering the religious response to the expanding horizons of knowledge. The course will highlight investigations of the heavens and the earth, thus seeking instructive comparisons between disciplines such as astronomy, botany, and geology. A number of broad themes will be the focus. These include the understanding of God and nature, authority (classical and scriptural) versus observation, the wide range of knowledge-making practices, the place of magic, and finally the influence of power and patronage. The class seeks to present a rich and exciting picture, looking forward as well to the influence of rational thinking and scientific inquiry on the making of modernity. (HUM) (Enrollment limited) –Cocco

[223. Japan into the Modern World, 1840-1945]— Counts as one of the survey courses for the two-semester history sequence for the Asian Studies major. This course examines the social, economic, and cultural transformations that occurred in Japan from its initial encounter with Western modernity through its rise to military superpower status in the first half of the 20th century. Students will gain a greater understanding of the problems that have shaped Japan, by exploring the challenges, conflicts, triumphs, and tragedies of modernization, industrialization, and nation-building as the Japanese experienced them in the 19th and 20th centuries. The course concludes with a detailed exploration of the road to the Pacific War and the social, political, and cultural effects of mobilization for total war followed by total defeat. (GLB2) (Enrollment limited)

[228. Islamic Civilization to 1517]— This course surveys the transformation of the Middle East into an Islamic civilization from the life of Muhammad in the early seventh century through the collapse of the Mamluk Empire in 1517. It focuses on social, cultural, and political history and addresses regional variations from Morocco to Iran. Topics include women, religious minorities, and slavery, as well as Islamic education, mysticism, and literature. (GLB2) (Enrollment limited)

238. Caribbean History— The location of the first encounter, conquest, and colonization of Native American peoples by Europeans, the Caribbean became a center of bitter rivalries between European imperial powers, and later in the 20th century a new, premiere location of the United States’ own imperial thrust. The Caribbean’s strategic location in relation to Atlantic Ocean trade routes and its tropical climate and fertile soils were key factors in shaping these imperial rivalries and the colonial and postcolonial societies that emerged in the region. The vast experience of African slavery, the later “indentured” migration of hundreds of thousands of Asians to some colonies, and the migration of similar numbers of Europeans (especially to the Hispanic Caribbean) have shaped deeply yet unevenly the nature of Caribbean societies since the 16th century, giving the Caribbean a complex multi-ethnic, yet also heavily “Western,” cultural landscape. This course will introduce students to these and other aspects of Caribbean history, from the pre-European era, through the epics of the Haitian Revolution (1791-1804) and the Cuban Revolution of 1959, to the present. (GLB2) (Enrollment limited) –Figueroa

[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. (HUM) (Enrollment limited)

247. Latinos/Latinas in the United States— Who are “Latinos/Latinas” and how have they come to constitute a central ethnic/racial category in the contemporary United States? This is the organizing question around which this course examines the experiences of major Latino/Latina groups—Chicanos/Mexicanos, Puerto Ricans, and Cubans—and new immigrants from Central America and the Caribbean. We study U.S. colonialism and imperialism in the Old Mexican North and the Caribbean; migration and immigration patterns and policies; racial, gender, and class distinctions; cultural and political expressions and conflicts; return migrations and transnationalism; and inter-ethnic relations and the construction of pan-Latino/Latina diasporic identities. (HUM) (Enrollment limited) –Figuroa

[252. **African History, Origins to 1850**]— This course is the first part of a two-part introductory survey of African history. We will explore the rich and varied civilizations and cultures in Africa, as well as how elements of these cultures have been carried throughout the world. Because “African” as a uniform term is a creation of a later time, this course seeks to distinguish between various populations and regions on this immense continent. Beginning with human origins on the continent, we will address the major social, economic, religious, and political movements in Africa through the era of the Atlantic slave trade. Topics will include the peopling of Africa; ancient societies and African empires; African technology such as tools, weapons, art, and music; African religions and the spread of Islam and Christianity; famous early Africans such as Mansa Musa, warrior queen Nzinga, and Shaka Zulu; trans-Saharan and Indian Ocean trading routes; and the development and impact of the Atlantic slave trade. (GLB2) (Enrollment limited)

256. Human Rights in Latin America and the Caribbean: A History— In the 1970s and 1980s, thousands of people were “disappeared,” tortured and murdered in Latin America and the Caribbean, mostly by military regimes and by para-military death-squads. The period is often characterized as perhaps the lowest point in the modern abuse of “Human Rights” in the region. This course explores how these central notions, the human and rights, have evolved in theory and in practice in the history of the Americas. The course begins with the 16th-century debates among the Spaniards over the “humanity” of Indians and enslaved Africans; it then covers distinguishing elements of the human and rights within the legal structures of the nations created after independence from Spain in the 1820s and before the more contemporary conceptions of human rights in the aftermath of the Holocaust and the crimes against humanity during WWII. Finally, the modern conception and practice of human rights defense and legal monitoring are explored in case studies in the region from the late 1940s to the 1980s. (GLB2) (Enrollment limited) –Euraque

[283. **African Diaspora in Latin America 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. (HUM) (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. Prerequisite: This course is open only to History majors and minors. (HUM) (Enrollment limited) –Kete

300. History Workshop— The Workshop seminar combines extensive readings on the topic of the seminar with a substantial research paper involving the use of primary source materials and original analysis. Prerequisite: At least one History Department course completed at Trinity. This course is primarily for History majors but permission of the instructor will allow other Trinity students interested to enroll. Prerequisite: C- or better in at least one History course completed at Trinity, or permission of instructor. (HUM) (Enrollment limited) –Elukin

[300. 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. (HUM) (Enrollment limited)

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

(HUM) (Enrollment limited)

[312. Korea and Japan in Historical Perspective]— This course provides an overview of the history of relations between Korea and Japan, within the shifting contexts of imperialism and post-colonialism. Through extensive readings and class discussions, students will also gain a detailed understanding of the historiography of Korean-Japanese relations and the debates that still inform the ways the Japanese and Koreans both North and South view one another today. Students will produce a significant historiographical essay on a topic to be decided upon in consultation with the instructor. No prior coursework in Korean or Japanese history is required, but students with no background in the histories of Korea and Japan will be required to do additional reading to obtain a better understanding of the historical contexts encountered in the regular readings. (GLB2) (Enrollment limited)

[334. Provinces of the Roman Empire]— A history of the first two centuries of the provinces of the Roman Empire, including the processes of acquisition and Romanization and the survival of regional cultures. Important themes include social conditions, economic opportunities, and religious and political change. Extensive use of archaeological evidence. (GLB2) (Enrollment limited)

338. Eastern Europe in the Twentieth Century— Eastern Europe was the site of tremendous upheaval and change throughout the twentieth century. A part of the Habsburg Empire until the end of the First World War, the nations of Eastern Europe - Poland, Czechoslovakia, Hungary and Yugoslavia - attempted to democratize, served as ground zero for the devastation of World War II and the Holocaust, and then were absorbed into the Soviet Bloc, where they asserted themselves through reform and revolution. Through academic texts, memoirs and primary sources, this course will delve into the history of the region explore Eastern Europe in all its myriad forms. (HUM)

(Enrollment limited) –Rodriguez

354. The Civil War and Reconstruction, 1861-1877— This course examines not only the military dimensions of the war years but also such topics as politics in the Union and the Confederacy, the presidential leadership of Lincoln and Jefferson Davis, women in the Union and Confederate war efforts, and the struggle over emancipation. The latter part of the course considers post-war political, social, and economic developments, including nearly four million African Americans' transition from slavery to freedom, the conflict over how to reconstruct the former Confederate states, the establishment of bi-racial governments in those states, and the eventual overthrow of Reconstruction by conservative white "Redeemers." Lectures and discussions. (HUM) (Enrollment limited) –Gac

[362. The Samurai Warrior in History, Myth, and Reality]— The samurai were as important for Japan's historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since. (GLB2) (Enrollment limited)

[363. Living on the Margins of Modern Japan]— This course explores the histories and identities of groups that, for a variety of reasons, have not been considered part of "mainstream" Japanese society. Among these are ethnic minorities, such as the Ainu, Okinawans, and resident Koreans, and social minorities, such as the descendants of former outcastes groups who are referred to collectively as the Burakumin. In addition to these groups, we will also explore the nature of groups viewed as outside of the mainstream by dint of the lifestyle they lead or the circumstances that have been forced upon them, such as the yakuza (gangsters), ultra-rightwing activists, residents of slums, and others. Through such an exploration, we will come to challenge the perception, all-too-common both inside and outside of Japan, that Japanese society is homogeneous. We will also look into how this illusion of homogeneity has been constructed, and what the consequences are for those who find themselves marginalized in the process. (GLB2) (Enrollment limited)

368. Gender and War in Twentieth Century Europe— Between 1914 and 1945, Europe was engulfed in what can be termed its "Second" Thirty Years War. The First and Second World Wars lay waste to Europe, changing and challenging every aspect of society, including the gender order. Women were asked to make sacrifices for their nations on the Home Front, as well as enter into realms of the public sphere which had previously been forbidden. Men who took up arms had to readjust to civilian life after years spent in battle. This course will examine how the First and Second World Wars affected both men and women - how notions of femininity and masculinity were challenged and renegotiated during and after the wars. Readings will include academic texts and contemporary sources. (HUM) (Enrollment limited) –Rodriguez

374. Alexander the Great— This course covers the life and times of Alexander the Great, a man who was able to subjugate most of the known world, but failed to erect a lasting political structure. When he died at the age of 33 years, he left a vast empire to be torn to pieces by his successors. However, his achievements were more than military, and his colonists built cities in places as far from Greece as modern Afghanistan, creating a new world in which Greek culture flourished. (GLB2) (Enrollment limited) –Reger

[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. (GLB2) (Enrollment limited)

383. Sports, Race & Nationalism— An examination of the how sports emerged as a major sphere of society and international politics since the late 19th century and how capitalism, race, ethnicity and nationalism have played a major role in this story. We will focus our attention mainly on baseball, basketball, soccer, cricket, and “mega” sporting events, such as the Olympics and FIFA’s World Cup, with case studies from around the world. Additional attention will be given also to the interplay between sports and mega sporting events, on the one hand, and urbanization, urbanism and urban life, on the other. This course counts for both the History and INTS majors (“Global Core” in INTS). For more information, please visit the course blog at = <http://sportshistory.trincoll.edu> (GLB) (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. (HUM) (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. (HUM) (Enrollment limited)

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

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

498. Senior Thesis/Research Seminar— A two-semester senior thesis including the required research seminar in the fall term. Permission of the instructor is required for Part I. (2 course credits) (Enrollment limited) –Euraque

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 285. Born in Blood: Violence and the Making of America— View course description in department listing on p. 97. –Gac

[**American Studies 423. The History of American Sports**]— View course description in department listing on p. 99.

International Studies 101. Understanding the History, Culture and Politics of Latin America & the Caribbean— View course description in department listing on p. 301. –Euraque

[**International Studies 258. The Islamic City: Places, Pasts and Problems**]— View course description in department listing on p. 303.

International Studies 314. Black Internationalism— View course description in department listing on p. 304. Prerequisite: C- or better in International Studies 101, International Studies 112, History 238, or History 253. –Markle

Italian Studies 236. Modern Italy— View course description in department listing on p. 352. –Alcorn

[**Jewish Studies 230. Jewish Response to the Holocaust**]— View course description in department listing on p. 321.

Language & Cultural Studies 236. Modern Italy— View course description in department listing on p. 325. –Alcorn

[**Women, Gender, and Sexuality 215. Drink and Disorder in America**]— View course description in department listing on p. 474.

[**Women, Gender, and Sexuality 301. Western Feminist Thought**]— View course description in department listing on p. 474. Prerequisite: C- or better in one other course in Women Gender and Sexuality.

Spring Term

[**100. Modern Britain since 1750**]— This course surveys the profound and continuous ways in which Britain changed over the course of the eighteenth, nineteenth and twentieth centuries: in terms of its boundaries, political system, population, economy, and culture. In 1750 Britain' refers to an agrarian state composed of three countries, with a powerful monarchy, limited democracy and a growing empire. By 1900 Britain has become a United Kingdom, a highly industrialised and urbanised state with a massive empire and a broadening democratic system; by 2000, it has lost' its empire but is profoundly globalised and democratic. Why, when and how did these changes happen? This class will be as interactive lectures with particular time will be set aside for class discussions and analysis of primary sources. (HUM) (Enrollment limited)

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. (GLB2) (Enrollment limited) –Figueroa

[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. (HUM) (Enrollment limited)

[115. History of the Greek World: c. 1500-200 BCE]— This course covers the history of the Greek world—Greece, the Aegean islands, western Asia Minor, the Black Sea, and southern Italy and Sicily—in the period between the end of the Bronze Age and the arrival of the Romans (c. 1500-200 BCE). The emergence of the polis, the Greek city-state, as the predominant way to organize political, social, economic, religious, and cultural life, and the spread of these institutions, form the central foci of the course. There will be emphasis on the reading and interpretation of primary source material through lectures, discussions, and analytical writing. (GLB2) (Enrollment limited)

116. The Rise and Fall of the Roman Republic— By about 300 BCE the Roman state had in place its republican institutions, and began the expansionist process by which the Romans came to control the Mediterranean basin. Four hundred years later, the Roman empire extended from Britain to Egypt, but the state running that empire had undergone fundamental social, political, and cultural changes. This course traces the processes that created the empire and transformed the Roman world, with special emphasis on the interplay of political and social phenomena. We will look closely at primary sources on which our knowledge of these changes is based. (GLB2) (Enrollment limited) –Reger

[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. (HUM) (Enrollment limited)

206. Bible and History of the Book— The Bible is arguably the most important book ever composed. In order to understand the evolution of the Bible, it is important to study the Bible in the larger context of the history of the book as a technological instrument. To that end, this seminar will explore the creation of the Bible and its development through formats of scroll, manuscript codex, printed book, and now digital representations. We will try to understand how the physical incarnations of the Bible shaped the ways people perceived, read, and treated Scripture (and the Torah and Koran). How could a physical object be thought to contain divine revelation? Ideally, the course will use the “biography” of the Bible to explore the larger questions of the history of the book. (HUM) (Enrollment limited) –Elukin

[207. Law and Government in Medieval England]— This course will study the evolution of English law and government in the Middle Ages from the Norman Conquest to the Stuarts. It will emphasize key concepts of common law, the nature of English kingship, the development of Parliament, the status of particular groups in English society, the evolution of governmental power, as well as some comparative material from other medieval states. The course will be taught from primary source materials with supplementary readings from secondary scholarship. (HUM) (Enrollment limited)

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. (HUM) (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. (HUM) (Enrollment limited)

210. Paris: Capital of the Nineteenth Century— In this history of Paris we explore the revolutions in politics, culture and class which usher into being one of the most dynamic and influential spaces in European and world history. Topics include the revolutions of 1830 and 1848; the rebuilding of Paris during the Second Empire; and the invention of modern art by the Impressionists and their successors. We also discuss the Commune of 1871 (in Marx's view, the first socialist revolution), the Dreyfus Affair (which brings anti-Semitism to the center stage of European politics), and the advent of the New Woman whose dress and behavior crystallize a feminist challenge to the masculine politics of the age. (HUM) (Enrollment limited) –Kete

213. Modern Jewish History— This course will examine major trends in Jewish history since 1789. There will be particular emphasis on Jewish society in Eastern Europe and the breakdown of orthodox hegemony. Topics will include the Haskalah, the Bund, the development of Zionism, the interwar period in Eastern Europe, the Holocaust, and the State of Israel. The approach will be primarily that of intellectual history with emphasis on the secular aspect of Jewish history. (HUM) (Enrollment limited) –Kassow

[**214. Eastern Europe Since 1848**]— “Eastern Europe” usually evokes images of grey buildings and Communist workers. But this points to only one historical moment of a region that has been a cosmopolitan empire, a site of new democracies, and the killing grounds of millions of Europeans. This course will explore the various “Eastern Europes” which have existed since 1848, starting with the Austro-Hungarian Empire. With its dissolution after the First World War, we will follow the history of Poland, Hungary, Czechoslovakia and Yugoslavia from the interwar period, through the destruction and horror of World War II, the establishment of the Soviet Bloc and finally the fall of Communism. We will explore issues of nationalism, fascism and socialism in the Eastern European context. Readings will include contemporary novels, memoirs and film. (HUM) (Enrollment limited)

[**221. Science, Religion, and Nature in the Age of Galileo**]— The astronomer Galileo Galilei's trial before the Roman Inquisition nearly four centuries ago endures as a symbol of the clash between science and religion. Undoubtedly, the rise of early modern science in 17th-century Europe provoked its share of battles, but was this the whole story? This course will lead students to consider the origin and extent of the apparently irreconcilable differences between world views. How wide was the rift between science and religion, especially before the Enlightenment? Students will be encouraged to explore this complex relationship in historical context, by weighing the coexistence of scientific curiosity and intense faith, and also by considering the religious response to the expanding horizons of knowledge. The course will highlight investigations of the heavens and the earth, thus seeking instructive comparisons between disciplines such as astronomy, botany, and geology. A number of broad themes will be the focus. These include the understanding of God and nature, authority (classical and scriptural) versus observation, the wide range of knowledge-making practices, the place of magic, and finally the influence of power and patronage. The class seeks to present a rich and exciting picture, looking forward as well to the influence of rational thinking and scientific inquiry on the making of modernity. (HUM) (Enrollment limited)

222. Japan from the Dawn of Human History to the 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. (GLB2) (Enrollment limited) –Bayliss

224. Gender in Brazilian History, from Colonialism to the 20th Century— Since colonization, Brazilian society stabilized specific roles for men and women in its national discourse. We will debate how gender roles marked the experiences of Brazilian indigenous, European and afro-descent populations before and after colonialism. Gender categories also affected the lives of enslaved and freed people, since they created specific experiences for black men and women, and peculiar ways of social uplift that depended on the gender of individuals. In the 20th Century, government propaganda produced a discourse of national identity that influenced the way in which Brazilian men and especially women were seen nationally and internationally. The debates and demands carried by LGBT, feminists

and other social movements in Brazil who are dedicated to equalizing the rights of people will also be discussed. (HUM) (Enrollment limited) –Staff

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

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. (GLB2) (Enrollment limited) –Antrim

233. (Re)Connecting the Black Atlantic: Comparing Afro-Brazilian and African-Am. Hist til the 19th Cent— This course explores slavery, abolition, and freedom in Brazil and the United States from the 16th to the 19th century. Where only 400,000 Africans were transported to North America during this time, more than 4 million were brought to Brazil, the largest Latin American country. From such numbers, in both countries, in the United States somewhat organically through reproduction and in Brazil through importation, emerged the foundation of massive slave societies. Slavery in the U.S. relied on a highly racialized society, one that formally institutionalized a racial code; slavery in Brazil was less formalized, but no less racial. Such differences had important implications for the eradication of slavery in the two countries. (HUM) (Enrollment limited) –Staff

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. Spanish colonialism here extends between 1492 and 1898 in the Caribbean, and up to the 1820s in the U.S. (GLB2) (Enrollment limited) –Euraque

242. History of China, Qing to Present— A survey of modern Chinese history in the period covering the last traditional dynastic state (1644-1911) and 20th-century China. Emphasis on the collapse of the Confucian state, China’s “Enlightenment,” and the Chinese Revolution. (GLB2) (Enrollment limited) –Lestz

[247. Latinos/Latinas in the United States]— Who are “Latinos/Latinas” and how have they come to constitute a central ethnic/racial category in the contemporary United States? This is the organizing question around which this course examines the experiences of major Latino/Latina groups—Chicanos/Mexicanos, Puerto Ricans, and Cubans—and new immigrants from Central America and the Caribbean. We study U.S. colonialism and imperialism in the Old Mexican North and the Caribbean; migration and immigration patterns and policies; racial, gender, and class distinctions; cultural and political expressions and conflicts; return migrations and transnationalism; and inter-ethnic relations and the construction of pan-Latino/Latina diasporic identities. (HUM) (Enrollment limited)

253. African History: 1850 to the Contemporary Era— This course is the second part of a two-part introductory survey of African history. With a focus on “Black Africa” south of the Sahara, we will begin by exploring the impact of the abolition of the Atlantic slave trade on Africa and move to the establishment of - and resistance to - European colonial rule. We will then look at the impact of the two World Wars on Africa as well as the rise in nationalism and movements for independence. In the postcolonial period, we will explore Cold War policies in Africa, and address issues including the end of apartheid in South Africa, the politics of foreign aid and military interventions, global health and resource wars. (GLB2) (Enrollment limited) –Markle

[256. Human Rights in Latin America and the Caribbean: A History]— In the 1970s and 1980s, thousands of people were “disappeared,” tortured and murdered in Latin America and the Caribbean, mostly by military regimes

and by para-military death-squads. The period is often characterized as perhaps the lowest point in the modern abuse of “Human Rights” in the region. This course explores how these central notions, the human and rights, have evolved in theory and in practice in the history of the Americas. The course begins with the 16th-century debates among the Spaniards over the “humanity” of Indians and enslaved Africans; it then covers distinguishing elements of the human and rights within the legal structures of the nations created after independence from Spain in the 1820s and before the more contemporary conceptions of human rights in the aftermath of the Holocaust and the crimes against humanity during WWII. Finally, the modern conception and practice of human rights defense and legal monitoring are explored in case studies in the region from the late 1940s to the 1980s. (GLB2) (Enrollment limited)

260. The American Civil Rights Movement— African Americans and their allies have long struggled to win equal rights and equal opportunities in America. We will examine the course of that struggle in the twentieth century, focusing primarily on the period 1950-1968. We will consider questions of urbanization, employment, racism, politics, violence, non-violence, Black Power and the notion of “race blindness.” The end of the course will be spent considering the present day. What has been resolved, and what issues remain? Are there new challenges to achieving racial equality in the U.S? Have we become “post-racial” yet, and do we want to be? (HUM) (Enrollment limited) –Greenberg

[283. African Diaspora in Latin America 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. (HUM) (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. Prerequisite: This course is open only to History majors and minors. (HUM) (Enrollment limited)

300. History Workshop— The Workshop seminar combines extensive readings on the topic of the seminar with a substantial research paper involving the use of primary source materials and original analysis. Prerequisite: At least one History Department course completed at Trinity. This course is primarily for History majors but permission of the instructor will allow other Trinity students interested to enroll. Prerequisite: C- or better in at least one History course completed at Trinity, or permission of instructor. (HUM) (Enrollment limited) –Cocco, Lestz

303. Modern Ireland, Global Island— This course explores the complicated and contentious process through which Ireland transformed from a single political entity within the British Empire to two separate entities: the Republic of Ireland, an independent state, and Northern Ireland, which remained part of the United Kingdom but has suffered decades of civil strife. Through class discussion and careful analysis of primary and secondary sources, we will look at the major political, social and economic changes on the island of Ireland since 1800. We will pay special attention to the island’s interaction with the wider world, including through its diaspora, and we will examine whether Ireland’s political history can be understood in terms of decolonisation and post-colonialism. (Enrollment limited) –Regan-Lefebvre

304. Renaissance Italy— This course explores the origin, distinctiveness, and importance of the Italian Renaissance. It is also about culture, society, and identity in the many “Italies” that existed before the modern period. Art, humanism, and the link between cultural patronage and political power will be a focus, as will the lives of 15th- and 16th-century women and men. Early lectures will trace the evolution of the Italian city-states, outlining the social and political conditions that fostered the cultural flowering of the 1400s and 1500s. We will consider Florence in the quattrocento, and subsequently shift to Rome in the High Renaissance. Later topics will include the papacy’s

return to the Eternal City, the art of Michelangelo and Raphael, and the ambitions of the warlike and mercurial Pope Julius II. Italy was a politically fragmented peninsula characterized by cultural, linguistic, and regional differences. For this reason, other topics will include: the fortunes of Venice, the courts of lesser city-states like Mantua and Ferrara, the life of Alessandra Strozzi, and the exploits of the “lover and fighter” Benvenuto Cellini. We will also look at representations of the Renaissance in film.

(HUM) (Enrollment limited) –Cocco

[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. (HUM) (Enrollment limited)

311. Sense of Place in the Native Northeast— The coasts, rivers, fields, and hills of present-day Connecticut, Massachusetts, Vermont, New Hampshire, Maine, New Brunswick, and Nova Scotia have been home for indigenous families and communities through numerous environmental, political, and economic transformations. Students will learn about the ways that Native Northeasterners, from Pequots to Micmacs, have adapted, recreated, and reaffirmed a deep connectedness to their homelands, from the fifteenth century to the present. Field trips to local sites and archives and consultations with tribal historians will facilitate original historical research. Primary sources to be assigned include autobiographies, travel narratives, war histories, maps, Native American stories, and dictionaries of indigenous place names, and secondary source readings will cover major themes in Native American studies, with special emphasis on sense of place. (HUM) (Enrollment limited) –Wickman

315. The Pacific War: 1931-1945— This course examines the consequences of Japan’s occupation of Manchuria, Tokyo’s rejection of membership in the League of Nations, and the birth of the Japanese puppet state of Manchukuo. Subsequently, Japanese expansionism in north and south China and the formation of an increasingly close relationship with Italy and Germany paved the way for the attack on Pearl Harbor on December 7, 1941. Key topics to be examined will include the Japan’s response to Chinese nationalism, Japanese perceptions of Versailles order as it impinged upon East Asia, Japan’s theory and practice of “total war,” war in Burma and the Pacific, and the effect of the Pacific War on European colonial empires. (HUM) (Enrollment limited) –Lestz

[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. (GLB2) (Enrollment limited)

320. Gender and Masculinity in Latin America and the Caribbean, 1870s-1970— This course addresses discourses of sexuality and gender in men in Latin America and the Caribbean between the 1870s and the 1970s. It will examine sexual practices and their cultural and social meanings in this region. Students will read social history, biographies, memoirs, poetry and see films to study sexual practices and behaviors, as well as expressions of love, in the daily life of men in relations with men and women in the Americas. The century will be divided two sub-periods, 1870s -1930s, and the 1940s to the late 1970s. The former registered new concepts, “homosexual” in 1867” and “heterosexual” at the beginning of the 20th century; by the 1960s and 1970s gay rights movements in the U.S. influenced Latin America and the Caribbean masculinities. (HUM) (Enrollment limited) –Euraque

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

elsewhere in the world. (HUM) (Enrollment limited) –Cocco

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. (GLB2) (Enrollment limited) –Bayliss

327. World Histories of Wine— This seminar explores the history of wine, a new and growing research field in world history. We will consider how wine has been produced, traded, and consumed in both continental Europe and the “New World” since circa 1600. Topics will include: approaches to commodity history; wine, terroir and the construction of national identity; protection and global markets; technological change and modernisation; networks, trade and information exchanges; and the creation of consumers and experts. There will be a field trip to a Connecticut winery. All students will write a major research paper and it is possible to gain additional course credit for Language Across the Curriculum by undertaking foreign-language research. (HUM) (Enrollment limited) –Regan-Lefebvre

328. 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. (GLB) (Enrollment limited) –Figuroa

332. African Nationalism and Decolonization— This course examines both the theoretical and empirical aspects of anticolonial nationalist movements in Africa from the end of World War II to the dismantling of the apartheid regime in South Africa in the early 1990s. Topics such as nonviolent civil disobedience, armed guerilla struggle, nationalist thought, and postcolonial state formation will inform the ways in which we seek to understand the end of European colonial rule and its social, economic, cultural, and political implications for Africa. A series of case studies will acquaint students to such themes as well as highlight the utility of an interdisciplinary approach for examining a broad array of historical developments. The second half of the course will focus on southern Africa, using the Aluka digital archive, “The Struggles for Freedom in South Africa Collection.” (GLB2) (Enrollment limited) –Markle

335. Chivalry— Chivalry, which literally means mounted warriors, is one of the most important developments of medieval European culture; it shaped ideals of honor and norms of social behavior from the Middle Ages to the present. We will explore how so-called nobles used art, literature and other written records to articulate ideals of chivalry that helped to obscure or atone for the violence and cruelty powerful lords in medieval society. We will explore as well how these mythical ideals about proper conduct in battle and at court affected warfare, relations between men and women, female power, and the evolution of government through the 17th century. Finally, we will consider how chivalry or contested notions of its ideals are still with us in the modern world. (HUM) (Enrollment limited) –Elukin

344. America’s Most Wanted: True Crime and the American Imagination— Americans are fascinated by crime. We read detective fiction, watch police dramas, and hold murder mystery dinners. When the crimes are real, we debate guilt or innocence, punishment or rehabilitation, death penalty or life in prison at our dinner tables. Why this fascination, and what does it tell us about our culture and our concerns? In this course we examine several actual crimes and try to understand what made these crimes, and not others, so riveting. What drew us in? What kept us there? Along the way we will also discuss changing police and penal practices, how attitudes about race, class, religion, and gender play into public fixations on particular crimes, and how and why those attitudes shifted

over time. (HUM) (Enrollment limited) –Greenberg

[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. (HUM) (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. (HUM) (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

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

499. Senior Thesis/Continuation— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for each semester of this year-long thesis. (2 course credits) –Staff

Graduate Courses

940. Independent Study— Independent studies on selected topics are available by arrangement with the instructor and written approval of the graduate adviser, and department chair. Contact the Office of Graduate Studies for the special approval form. –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 390. Born This Way: The Science of Sexual Orientation and Gender Identity, 1860s to the Present]— View course description in department listing on p. 107.

American Studies 423. The History of American Sports— View course description in department listing on

p. 108. –Goldstein

[**American Studies 438. America Collects Itself**]— View course description in department listing on p. 109.

[**International Studies 101. Introduction to the Latin American and Caribbean World**]— View course description in department listing on p. 306.

[**International Studies 238. Contemporary Africa: Resource Wars and Human Rights**]— View course description in department listing on p. 307. Prerequisite: C- or better in at least one college-level course that addresses the history of Africa before or during the colonial era, including History 252, 253, or 331.

[**International Studies 309. Development in Africa: From Civilizing Mission to World Bank**]— View course description in department listing on p. 308.

Women, Gender, and Sexuality 215. Drink and Disorder in America— View course description in department listing on p. 477. –Hedrick

Women, Gender, and Sexuality 301. Western Feminist Thought— View course description in department listing on p. 476. Prerequisite: C- or better in one other course in Women Gender and Sexuality. –Hedrick

[**Women, Gender, and Sexuality 315. Women in America**]— View course description in department listing on p. 476.

Human Rights

Associate Professor Marcano (Philosophy), Director; Associate Academic Dean and Professor Cardenas (Political Science), Professors Dworin (Theater and Dance), and Euraque (History and International Studies), Paul E. Raether Distinguished Professor of History Greenberg (History), Professors Raskin (Psychology and Neuroscience), and Wade (Philosophy, International Studies, and Public Policy and Law); Associate Professor Bauer (International Studies); Assistant Professor Markle (History and International Studies); Visiting Lecturer Lea

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 toward another major or minor. Students must earn a minimum of C- in any given course to receive credit for the major. Declaration forms and instructions are available from the Human Rights Program director.

Requirements for the major

- Core courses (3 credits)—Whenever possible, the core courses should be taken sequentially. **HRST/POLS 125** is generally a prerequisite for declaring the major.

HRST/POLS 125. Introduction to Human Rights (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 2014-2015:

HIST 256. Human Rights in Latin America and the Caribbean (fall)

HRST 251. Marginalization and Migration (Trinity Prison Seminar Series) (spring)

HRST 348. Arts and Special Populations (fall)

HRST 373. Human Rights through Performance: The Incarcerated (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 toward the major.

Fall Term

399. Human Rights Studies—Staff

497. Senior Project—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term project. (WEB) –Staff

498. Senior Thesis Part 1— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and director are required for each semester of this yearlong thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester). (2 course credits) (WEB) –Staff

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 332 or 373, or permission of instructor. (ART) (Enrollment limited) –Dworin

Courses Originating in Other Departments

History 256. Human Rights in Latin America and the Caribbean: A History— View course description in department listing on p. 276. –Euraque

International Studies 250L. Hartford Global Migration Lab— View course description in department listing on p. 303. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250. –Bauer

Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates— View course description in department listing on p. 389. –Marcano

[**Philosophy 304. 20th-Century African-American Philosophical Thought**]— View course description in department listing on p. 390.

Political Science 369. International Human Rights Law— View course description in department listing on p. 412. –Carbonetti

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) –Carbonetti

[**250. Narrating the Self in a Global World**]— We often talk about personal and group identities in static terms, as if they’re always stable across space and time. Recent scholarship from numerous fields suggests otherwise. In this course, we will look at the narrative strategies that individuals and groups use to generate concepts of identity, paying special attention to the ways these “stories we tell about ourselves” sometimes clash and overlap in our lives. (Enrollment limited)

[**251. Marginalization and Migrations**]— In recent years, we have witnessed a renewed awareness of social inequality in the United States as well as globally. While some have suggested that these realities are “natural” elements of the human condition, others insist that such gaps in power between individuals and governments are the result of consciously devised public policies and institutions. In this class, we will look at some of the political, economic, and artistic manifestations of social marginalization and the closely linked phenomenon of migration. We will analyze how such realities might be generated or constructed by the society’s more privileged social actors. This course has a community learning component. (HUM) (Enrollment limited)

399. Human Rights Studies— –Staff

[466. **Human Rights Teaching Assistant**]—

497. Senior Project— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term project. (WEB) –Staff

499. Senior Thesis Part 2— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (Two course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

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. (ART) (Enrollment limited) –Lea

Courses Originating in Other Departments

American Studies 263. The American Civil Rights Movement— View course description in department listing on p. 106. –Greenberg

[**History 256. Human Rights in Latin America and the Caribbean: A History**]— View course description in department listing on p. 283.

History 260. The American Civil Rights Movement— View course description in department listing on p. 284. –Greenberg

[**International Studies 238. Contemporary Africa: Resource Wars and Human Rights**]— View course description in department listing on p. 307. Prerequisite: C- or better in at least one college-level course that addresses the history of Africa before or during the colonial era, including History 252, 253, or 331.

[**International Studies 250. Global Migration**]— View course description in department listing on p. 307.

[**International Studies 250L. Hartford Global Migration Lab**]— View course description in department listing on p. 307. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250.

[**International Studies 307. Women's Rights as Human Rights**]— View course description in department listing on p. 308.

Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates— View course description in department listing on p. 394. –Marcano

Religion 338. Christian Social Ethics— View course description in department listing on p. 450. –Kirkpatrick

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 one first-year seminar especially designed for the program, a special arts colloquium, and two arts practice courses of their own choosing (e.g., painting, dance, creative writing, etc.).

In March of each year, exceptionally well-qualified students who have been admitted to Trinity are invited to become candidates for the program. Admitted students who do not receive such an invitation, but who find the program appealing, may also become candidates by notifying its director, Associate Professor Mitchell Polin, of their interest.

Fall Term

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

103. Arts Colloquium Part I— The Arts Colloquium provides a unique opportunity for InterArts students to attend a series of featured arts events at the College, each of which is followed by a seminar discussion with a member of the Trinity Arts faculty. During this year-long Colloquium, InterArts students explore a common set of questions about artists and the art-making process relevant to the events they attend. Students submit a final paper to the InterArts director at the end of the Spring Term and attend a culminating Colloquium session with participating members of the Arts faculty. (.5 course credits are considered pending for Part 1 in the first semester; .5 course credits will be awarded for completion of Part 2 in the second semester.) This course is open only to students in the InterArts Program. (0.5 course credit) (Enrollment limited) –Power

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

466. Teaching Assistantship— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. –Staff

Courses Originating in Other Departments

Comm Learn Integrated Colloqui 299. Art and Community— View course description in department listing on p. 154. –Rossini

Spring Term

[102. Art Views and Practices]— What is the role of art? Who makes it and for what purpose? What are the ideas and technologies that inform the practices of art? This seminar examines the historical forces, philosophical ideas, and/or social contexts that situate art as a potent form of cultural expression. Second semester InterArts students continue their study of important artists and art movements while they engage in creative work to further develop their art-making skills and expand their expressive capacities. This course is open only to students in the InterArts Program. (ART) (Enrollment limited)

104. Arts Colloquium Part II— The Arts Colloquium provides a unique opportunity for InterArts students to attend a series of featured arts events at the College, each of which is followed by a seminar discussion with a member of the Trinity Arts faculty. During this year-long Colloquium, InterArts students explore a common set of questions about artists and the art-making process relevant to the events they attend. Students submit a final paper to the InterArts director at the end of the Spring Term and attend a culminating Colloquium session with participating

members of the Arts faculty. (.5 course credits are considered pending for Part 1 in the first semester; .5 course credits will be awarded for completion of Part 2 in the second semester.) This course is open only to students in the InterArts Program. (0.5 course credit) (Enrollment limited) –Power

Courses Originating in Other Departments

Comm Learn Integrated Colloqui 299. Art and Community— View course description in department listing on p. [154](#). –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 yearlong 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**; one additional 200-level economics course; and one 300-level 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 advisers to identify classes that will be acceptable for transfer credits from their study-abroad institution. Students must fulfill the yearlong requirement of computer science seminar (**CPSC 403** 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. (FYR) (Enrollment limited) –Draper

Spring Term

118. Interdisciplinary Science Research Apprenticeship— Students select from a list of faculty research projects and apprentice with a faculty mentor and, sometimes, with a junior or senior student research mentor as well. Participation in a weekly seminar is required, and the course will culminate in poster presentations at the annual Science Symposium. Students must enroll in both ISP 118-01 and 0.5 credits of ISP 118L. Prerequisite: C- or better in Interdisciplinary Science Program 117. (0.5 course credit) (Enrollment limited) –Draper

118L. Interdisciplinary Science Research Apprentice Laboratory— (0.5 course credit)

International Relations

The study of international relations provides an integrated approach to the understanding of economic, political, and social interactions among states, supranational organizations, transnational business firms, and other non-governmental organizations operating in the transnational arena. Students of international relations investigate the factors that shape the global milieu within which interstate and transnational activities are conducted, including the concept of state sovereignty; competing state ideologies and interests; differing political, economic, and social systems; and inequalities among states resulting from variations in size, location, population, resources, infrastructure, history, and position in the international division of labor.

The study of international relations is, of necessity, a multidisciplinary undertaking. A recognized scholar in the field once described a student of international relations as “a person who regrets that he does not better understand psychology, economics, history, law, jurisprudence, sociology, geography, perhaps language, comparative constitutional organization, and so on down the list.” The curriculum of Trinity College includes a sizable number of courses, in a variety of disciplines, that are appropriate to a program in international relations.

Although the College offers no formal major in international relations, students may, in consultation with one or more of the faculty named below, construct a coherent sequence of courses that provides grounding in international relations or one of its subfields. Such a sequence will often be taken by students majoring in economics, history, political science, or international studies, but it may also be pursued in conjunction with various other majors. Alternatively, students may, with the sponsorship of faculty members from two different disciplines and the approval of the Curriculum Committee, carry out an individually tailored, interdisciplinary major in international relations. Students interested in this option should consult the general guidelines on student-designed majors in the *Student Handbook* and the specific guidelines on international relations given below.

Participating faculty

Sonia Cardenas, Professor of Political Science

Carol Clark, Associate Professor of Economics†

Dario A. Euraque, Professor of History and International Studies

Andrew Flibbert, Associate Professor of Political Science

Samuel D. Kassow, Charles H. Northam Professor of History

Anthony M. Messina, John R. Reitemeyer Professor and Department Chair of Political Science

Miguel D. Ramirez, Ward S. Curran Distinguished Professor of Economics

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 **SOCL 201L. Research Methods in the Social Sciences**. It is particularly important that students contemplating graduate work in international relations or closely related fields include one of these courses in their program.

Study away—A period spent studying abroad can strengthen a student's understanding of the subject matter of international relations. Thus, courses taken in an approved program in another country may, with the concurrence of the faculty sponsors and the Curriculum Committee, be counted toward the requirements of an international relations major. Certain internships may also be creditable toward the major.

International Studies Program

Charles A. Dana Research Associate Professor Antrim, Director; Professor Baker, Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen, Professors Desmangles and Euraque, Scott M. Johnson '97 Distinguished Professor of Religion Findly●●, Paul E. Raether Distinguished Professor of Urban International Studies Myers●●, George and Martha Kellner Chair in South Asian History and Professor of International Studies Prashad, Professors Wade and Wen; Associate Professor Bauer; Assistant Professors Markle and Shen; Principal Lecturer Wagoner

The International Studies Program examines the diversity and interdependence of the world's peoples and their institutions. Since 1969, the program has trained students to analyze the variety of human experience and to consider the challenges posed to our planet by our current circumstances and history. Because of the breadth of its purview, the program asks students to choose from one of two pathways through the major: either the study of one of five world regions (Africa; Asia; Caribbean and Latin America; Middle East; or Russia and Eurasia) or the study of global interrelations with a disciplinary or thematic focus (global studies).

All majors, whether following the area studies or the global studies pathway, must take at least one course from the program's "global core" (global studies majors take three); complete a minimum of four semesters of study in a single language other than English; complete at least one semester (or summer) of college-level study abroad; and cap their major with the **INTS 401. Senior Seminar in International Studies**. Area studies majors must also take at least five courses relevant to their world region from across the Trinity curriculum, and global studies majors must choose between a disciplinary or thematic focus cluster and a comparative regions option.

Language—International studies majors are required to engage in sustained college-level language study by completing a minimum of four semesters of credit-bearing work in a single language other than English after matriculating at Trinity. One semester (or one summer) of intensive language acquisition on a study-away program counts toward this requirement as a single semester, regardless of the number of credits earned. Language courses beyond the four semester requirement may count toward the major as electives or, in some cases, as area courses. Students following the area studies pathway should select a language from the region under study in consultation with their international studies advisers.

Study away—International studies majors are required to complete at least one semester (or summer) of college-level study outside of the United States, typically by completion of an accredited study-away program selected with the aid of international studies faculty and the Office of Study Away staff. In certain cases, students may, in consultation with their international studies advisers, fulfill this requirement by completing a course with a community learning component or a globally inflected internship in the United States.

Credits and grades—Students must earn 10 credits to complete the major (students pursuing honors earn 11). Language courses applied toward the four-semester minimum are not counted in the total credits required for the major. No course taken toward the 10- or 11-credit major may be taken pass/fail or completed with a grade of less than C-. No more than three transfer credits may be applied toward the credit count for the major, and all required courses at the 300 level or above must be taken at Trinity.

Honors—To earn honors, international studies majors must complete a one-credit honors thesis with a grade of A or A- and must attain an A- average overall in their 11-credit major. Students pursuing honors will ordinarily take **INTS 401. Senior Seminar in International Studies** in the fall of their senior year and the one-credit honors thesis in the spring. Applications for the honors thesis are made available each year on the Web site and in Jennifer Fichera's office in McCook 202, and are typically due to the International Studies Program director in early November.

Curricular requirements

All international studies majors must fulfill the following core requirements:

The Global Core. These courses act as the gateway to the program as well as its intellectual core. All majors must take at least one course from the core, and global studies majors must take three, one of which should be at the 300 level. See the entire listing of global core courses under the global studies heading below.

Senior Seminar in International Studies (INTS 401). Every student must complete **INTS 401**, ordinarily in either the fall or spring semester of the senior year. This course fulfills the Writing Intensive II

requirement for the major, and its goal is for students to complete a substantial research paper that engages critically with dominant disciplinary approaches to and public discourses about the global or international sphere. Instruction will rotate among international studies faculty, each of whom will organize the course around a particular theme and/or methodological approach.

Area Courses or Focus Cluster. Students following the area studies pathway choose among the following five world regions (Africa; Asia; Caribbean and Latin America; Middle East; or Russia and Eurasia) and take five area courses according to the guidelines listed under the appropriate heading below. One of these must be at the 300 level. In certain cases, area studies majors may be allowed to fulfill this requirement by taking a 300-level course from the global core. Students following the global studies pathway choose, in consultation with their international studies adviser, one of two options: a disciplinary/thematic focus cluster or comparative regions. The focus cluster option requires students to choose three courses from a single discipline or on a single theme, one of which must be at the 300 level. Further guidelines for the focus cluster option are supplied under the Global Studies heading below. The comparative regions option requires students to distribute six credits evenly among the area courses listed for any two of the five world regions listed below, at least one of which must be at the 300 level.

Electives. Students following the area studies pathway, as well as those following the global studies pathway with the focus cluster option, choose three electives, ordinarily consisting of additional area courses, global core courses, or language courses.

Fall Term

101. Understanding the History, Culture and Politics of Latin America & the Caribbean— This interdisciplinary course explores major historical themes and contemporary cultural and political topics related to Latin American and Caribbean societies and cultures. The goal is for the students to acquire a panoramic view of the Latin America and the Caribbean worlds while acquiring a deeper understanding of various issues that are explored more deeply in other upper-division courses at Trinity. We will engage issues of demography, geography, basis historical periods processes, particular anthropological and cultural debates, fundamental political and gender, sociological approaches to daily life, aesthetic and literary movements, and the regions' positions within the historic and contemporary world economy. Open to all students, this course is required of INTS majors with a Caribbean and Latin American Studies focus. (GLB2) (Enrollment limited) –Euraque

121. Modern South Asia— A close examination of the contemporary history of South Asia will allow us to study the dynamic and complex worlds of the South Asian subcontinent. Booming economies combined with violent political events, vast malls next to vast slums — the contradictions are apparent and cliched. In this course we will go beneath the stereotypes and study the social processes at work in modern South Asia through a reading of historical and journalistic texts, government reports and novels. (GLB5) (Enrollment limited) –Prashad

[131. Modern Iran]— This course provides an introduction to 20th-century Iranian society, culture, and politics, examining secular and religious debates over gender roles, modernity, Islamism, democracy, and the West. (GLB) (Enrollment limited)

202. Pacific Asia's Fall and Resurgence: An Economic Response to Western Challenge— Although the prospect for many developing economics has been very dim, economics in East Asia have thrived since 1945. The next century is likely to be the Pacific century. The most recent evidence of this possibility comes from China, the awakening giant with enormous potential. In an era of accelerating integration and globalization, it is important to understand how and why the Pacific Asian economies have been able to respond to the modernization challenges from the West. Topics to be discussed include: East Asia's geographical characteristics, the early experience of interaction between this region and the West, the various modernization efforts in the region from an historical perspective, the similarities and differences in the responses of the main economies in the region to Western challenges, the competition and integration among these economies, especially between China, the emerging economic power, and its neighbors including Japan, and their interaction with the rest of the world, particularly with the U.S. today. This course is designed for non-economics majors and has no economics. (GLB5) (Enrollment limited) –Wen

205. War on Terror— 9/11 inaugurated a new epoch not only for the United States, but decidedly for the world. Tentacular wars of and on terror stretched from Afghanistan into Yemen, from Madrid into Bali. This course will

offer a social history of the war on terror. We will explore the roots of the war on terror in the histories of Afghanistan and Yemen, and plot the switch from the prehistory of the War on Terror (1993-2001) to the War on Terror Part 1 (2001-2007) to the War on Terror Part 2 (2007 to the present). (GLB) (Enrollment limited) –Prashad

[208. Geography of Mexico]— This course is a comprehensive introduction to the geography of Mexico, a country marked by great extremes: metropolitan areas and thick rainforests; stunning resorts and steaming sweatshops; a handful of billionaires and millions in extreme poverty. We will examine these contrasts by focusing on topics such as uneven development, migration, climate change, violence and security, biodiversity protection, and indigenous movements. We will pay particular attention to why geography matters in the study of political, social, and environmental change in Mexico. (GLB2) (Enrollment limited)

[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. (GLB) (Enrollment limited)

212. Global Politics— This discussion course, taking the entire globe and all its peoples as a unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (GLB5) (Enrollment limited) –Baker

[213. Worldly Islam, The Sacred and the Secular]— This course explores the diverse domestic, regional, and international politics of the Islamic world. A rich historical perspective illuminates contemporary political struggles for justice, democracy, and basic human rights and needs. (Also offered under Political Science and Middle Eastern Studies.) (GLB) (Enrollment limited)

[215. Central Asia in Transition]— This course investigates contemporary Central Asia as a specific context of postsocialist and postcolonial transition to independent statehood in the aftermath of global Cold War politics. Until 1990, Central Asia was considered a remote part of the Soviet Union and was little known to the outside world. Since the dissolution of the Soviet Union, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan emerged as modern, independent nation-states and were promptly integrated into global processes through Western initiatives for democratization and market reforms, oil and gas exploitation, and the American-led war on terrorism. Our major goal is to understand Central Asian societies and postsocialist changes from the perspective of communities themselves and see how these refract through the lenses of age, gender, ethnicity, and religion. (GLB2) (Enrollment limited)

218. Women, Gender, and Family in the Middle East— As an introduction to the lives of women in the men's world' of the Middle East, this course examines the impact of global sociopolitical and economic transformations on gender relations, sexuality, adolescence, family structure, local culture, and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (GLB5) (Enrollment limited) – Bauer

[234. Gender and Education]— What is gender equity in schooling and what impact does this have on gender equity more broadly? Different disciplinary perspectives on the impact of gender in learning, school experience, performance and achievement will be explored in elementary, secondary, post-secondary, and informal educational settings. The legal and public policy implications of these findings (such as gender-segregated schooling, men's and women's studies programs, curriculum reform, Title IX, affirmative action and other proposed remedies) will be explored. Findings on socialization and schooling in the U.S. will be contrasted with those from other cultures. (GLB) (Enrollment limited)

237. 20th-Century Chinese Literature— A survey of modern Chinese literature, 1918-2000. We will study three major periods of the 20th century: 1918-1949, 1949-1976, and 1976 to the present. The course will concentrate on the work of writers such as Lu Xun, Yu Dafu, Eileen Chang (Zhang Ailing), Xu Zhimo, Mao Dun, Shen Congwen,

Bei Dao, Yu Hua, Su Tong, and Wang Anyi. Students will be introduced to the basic developmental trajectory of 20th-century Chinese literature, and will explore interactions between social-historical conditions and the production of modern Chinese literary works. Readings and discussion in English. (GLB) (Enrollment limited) –Shen

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 unprecedented flow of people from their native homelands. At a time when multiculturalism is not a popular model for national integration, immigrants, refugees, and other sojourners find themselves in new places creating new lives for themselves. The processes by which this occurs illustrate some of the basic social, cultural, and political dilemmas of contemporary societies. Using historical and contemporary case studies from Europe and the Americas, this course looks at issues of flight, resettlement, integration, cultural adaptation, and public policy involved in creating culturally diverse nations. Questions to be raised include what are the conditions under which people leave, who can become a (authentic) member of society, what rights do non-citizens versus citizens have, are borders sacrosanct, are ethnic and racial diversity achievable or desirable, is multiculturalism an appropriate model, do people want to assimilate, what are the cultural consequences of movement, and how can individuals reconstruct their identities and feel they belong? This course includes a community learning component. (Also offered under American Studies, Public Policy & Law, and Women, Gender, & Sexuality.) This course has a community learning component. (GLB5) (Enrollment limited) –Bauer

250L. Hartford Global Migration Lab— Optional Community Learning Component integrated with INTS249: Immigrants and Refugees and INTS250: Global Migration to provide field-based, participatory research experience with community partners on the consequences of global migration in the greater Hartford area. This course has a community learning component. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250. (0.5 course credit) (Enrollment limited) –Bauer

[258. The Islamic City: Places, Pasts and Problems]— This course explores the cities founded, claimed, and inhabited by Muslims over the centuries, with a particular focus on the Middle East. Scholars have long debated whether there is such a thing as a prototypical “Islamic city” shaped by religious and cultural norms. Through a combination of lectures and discussions, we will grapple with this question by situating cities in their historical contexts, examining their built environments, and considering the ways in which gender, economic and social life, political movements, and war shape urban space. (GLB2) (Enrollment limited)

[260. The City in African Studies: Past, Present, and Potential]— Africa is a rapidly urbanizing region of the world; the most rapidly urbanizing by World Bank standards. Contemporary urbanization in Africa has stimulated new scholarship on the history of African cities, African urban economies, urban politics and urban identities, among other topics. African urban studies has produced some of the most thoughtful and engaged work on Africa to date. In this course we will be exploring major themes in the field of African urban studies to gain deeper appreciation of the history of African cities, their contemporary iterations, and their future possibilities. (GLB) (Enrollment limited)

262. Peoples and Culture of the Caribbean— A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity, and specific institutions such as the family, the schools, the church, and the political structure. (GLB5) (Enrollment limited) –Desmangles

[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.) (GLB5) (Enrollment limited)

302. Global Cities— This seminar examines the contemporary map of interactions between cities in the world. There is now a considerable array of research analyzing what are variously termed global or world cities in the hierarchy of the world economy, and a counter-critique has emerged which seeks to analyze all cities as ordinary, moving beyond old binaries of ‘developed’ and ‘developing’ worlds of cities. We will interrogate this debate in both its theoretical and its empirical dimensions, with case studies from Africa and assessment of cultural, political, economic and environmental globalization. (GLB) (Enrollment limited) –Myers

[311. Global Feminism]— This course examines how the struggles of diverse gender based movements (religious and secular, urban and rural, black and white), from the Americas to the Middle East and Asia, shed light on vexing social problems like the lack of sexual and reproductive rights, political and social representation, and equal opportunities. Using historical and contemporary examples of women’s organizing and theorizing, course materials interrogate the meaning of feminism’, the relationship between the gendered self and society, the impact of race, class, and cultural differences on women’s solidarity, the challenge of women’s (and gender based) activism to state and social order, the impact of women’s networking, and the possibilities for achieving a transnational, cross-cultural or global feminism.’ (GLB) (Enrollment limited)

[312. Global Political Ecology]— The broad field of political ecology makes connections between local ecologies and larger political and economic structures. This course will explore the global things’ of political ecological research, such as: trees, trash, sugar, seeds, bugs, rivers, and sea turtles. Using examples of things’ from diverse world regions, the course invites students to explore the messy multi-level connections between people, ecologies, knowledge and power dynamics in a globalized world. (GLB2) (Enrollment limited)

314. Black Internationalism— This course introduces students to the history of people of African descent and their struggles for universal emancipation during the 20th century. We will begin by drawing on theoretical readings about race/blackness and the African Diaspora. The second part of the class will probe the relationship between nationalism and pan-Africanism through comparative assessments of Marcus Garvey and his UNIA organization; Rastafarianism and music; and the U.S. Black Power Movement. Over the entire course, we will also seek to locate and critically evaluate Africa’s importance to these political and cultural projects. The ultimate purpose of this course is to impress upon students how struggles for self-determination were simultaneously local, national and global. Prerequisite: C- or better in International Studies 101, International Studies112, History 238, or History 253. (GLB2) (Enrollment limited) –Markle

[320. Postsocialist City]— At the beginning of the twentieth century, the Soviet Union was a key site of experimentation where avant-garde architects and planners could realize their visions for democratic and egalitarian cities. This course explores how these ideals were implemented, compromised or modified from the perspectives of administrators and residents. We will also learn how the socialist legacy of built urban environments has shaped and conditioned the ways in which postsocialist societies are remade under the terms of a market economy. The course will be of particular interest to students interested in design, architecture, city planning, and public policy. (GLB2) (Enrollment limited)

[335. Capitalism and Authoritarianism]— This course interrogates the common identification of capitalism with liberal democracy. Although the emergence of capitalism overlapped with the process of formation of the public sphere and participatory democracy, post-WWII economic developments have troubled this coupling. We will explore the emergence of authoritarian capitalisms in Asia by attending to the phenomenon of “Asian Tigers” and delineating their conditions of possibility. We will also investigate the scholarship on the rise of neoliberalism in Western countries that identified this particular incarnation of capitalism as authoritarian control of the most private realms of human existence. Together, we will ponder on the consequences of this disassociation of political and economic liberalism. (GLB2) (Enrollment limited)

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

401. Senior Seminar in International Studies— This writing intensive course functions as the capstone experience for all INTS majors. The instructor will guide INTS seniors through the process of completing a substantial research paper that engages critically with dominant disciplinary approaches to and public discourses about the “global” or “international” sphere. The instruction of this course will rotate among INTS faculty, each of whom will organize the course around a particular theme. This course is open only to seniors majoring in International Studies; other students may enroll only with permission of instructor. (WEB) (Enrollment limited) –Lambright

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. –Staff

Courses Originating in Other Departments

American Studies 336. Globalization(s): "America" in the Modern World— View course description in department listing on p. 97. –Heatherton

American Studies 409. Senior Seminar: American Empire— View course description in department listing on p. 99. This course is open only to senior American Studies majors. –Baldwin

Anthropology 101. Introduction to Cultural Anthropology— View course description in department listing on p. 115. –DiVietro, Notar

[**Anthropology 201. Introduction to Cultural Anthropology**]— View course description in department listing on p. 115.

Anthropology 228. Anthropology from the Margins of South Asia— View course description in department listing on p. 115. –Hussain

[**Anthropology 241. Women in the Caribbean**]— View course description in department listing on p. 115.

Anthropology 245. Anthropology and Global Health— View course description in department listing on p. 115. –DiVietro

[**Anthropology 253. Urban Anthropology**]— View course description in department listing on p. 116.

Economics 101. Basic Economic Principles— View course description in department listing on p. 168. –Hoag, Ramirez, Skouloudis, Szembrot

[**Educational Studies 316. Education and Social Change Across the Globe**]— View course description in department listing on p. 185. Prerequisite: C- or better in a prior Educational Studies or International Studies Course.

[**English 288. World Cinema**]— View course description in department listing on p. 204.

Art History 207. The Arts of China— View course description in department listing on p. 239. –Hyland

[**History 223. Japan into the Modern World, 1840-1945**]— View course description in department listing on p. 275.

[**History 228. Islamic Civilization to 1517**]— View course description in department listing on p. 275.

[**History 283. African Diaspora in Latin America and the Caribbean**]— View course description in department listing on p. 276.

Jewish Studies 219. Israeli Film and Visual Media— View course description in department listing on p. 321. –Ayalon

Russian 101. Elementary Russian I— View course description in department listing on p. 358. –Any

Chinese 430. Chinese Speaking and Writing I— View course description in department listing on p. 332. Prerequisite: C- or better in Chinese 202 or equivalent. –Wang

[**Philosophy 223. African Philosophy**]— View course description in department listing on p. 389.

Political Science 103. Introduction to Comparative Politics— View course description in department listing on p. 410. This course is not open to seniors. –Bourbeau, Messina

Political Science 104. Introduction to International Relations— View course description in department listing on p. 410. This course is not open to seniors. –Carbonetti, Lefebvre

Political Science 312. Politics in the Middle East and North Africa— View course description in department listing on p. 411. –Flibbert

[Political Science 322. International Political Economy]— View course description in department listing on p. 411. Prerequisite: C- or better in Political Science 104.

Spring Term

[101. Understanding the History, Culture and Politics of Latin America & the Caribbean]— This interdisciplinary course explores major historical themes and contemporary cultural and political topics related to Latin American and Caribbean societies and cultures. The goal is for the students to acquire a panoramic view of the Latin America and the Caribbean worlds while acquiring a deeper understanding of various issues that are explored more deeply in other upper-division courses at Trinity. We will engage issues of demography, geography, basis historical periods processes, particular anthropological and cultural debates, fundamental political and gender, sociological approaches to daily life, aesthetic and literary movements, and the regions' positions within the historic and contemporary world economy. Open to all students, this course is required of INTS majors with a Caribbean and Latin American Studies focus. (GLB2) (Enrollment limited)

207. Global South— In 1985, the South Commission reported that two-thirds of the world's people lived in distress. To rectify this, the Commission proposed a laundry list of reforms. At the same time, political and social movements in what had been the Third World grew apace. These movements and this report inaugurate the creation of the "Global South", which is both a place and a project. This course will investigate the contours of the Global South, the conferences held to alleviate its many problems (Beijing/Women, Johannesburg/Environment, Durban/Race), and the people who live in the "South". (GLB) (Enrollment limited) –Prashad

[209. Gender and Natural Resources]— This course will introduce students to the factors that shape women and men's experience of sustainable development in international contexts. The objective is to better understand how natural resources influence gender roles, opportunities, and expectations both positively and negatively in a variety of case studies from around the world. Primary topics will include: water resource issues; gender and land rights; participation in biodiversity protection; forestry and fishing; food security in urban and agricultural contexts; and health issues related to waste pickers and sanitation. (GLB2) (Enrollment limited)

[212. Global Politics]— This discussion course, taking the entire globe and all its peoples as a unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (GLB5) (Enrollment limited)

213. Worldly Islam, The Sacred and the Secular— This course explores the diverse domestic, regional, and international politics of the Islamic world. A rich historical perspective illuminates contemporary political struggles for justice, democracy, and basic human rights and needs. (Also offered under Political Science and Middle Eastern Studies.) (GLB) (Enrollment limited) –Baker

[217. Global Postsocialisms]— This course explores the subject of postsocialism as a global phenomenon. Although the term has been traditionally associated with Eastern Europe and the Soviet Union, our inquiry will include a much broader range of countries from the regions of Latin America (Cuba, Venezuela), the Middle East, and East and Southeast Asia (China, Vietnam, Laos, Mongolia). In light of the socialist project overlapping with the postcolonial movements around the world, it is expedient to understand postsocialism as a series of interconnections and solidarities. This course will be of particular interest to students interested in globalization, transnationalism, international relations, and postsocialism. (GLB2) (Enrollment limited)

[218. Women, Gender, and Family in the Middle East]— As an introduction to the lives of women in the men's world' of the Middle East, this course examines the impact of global sociopolitical and economic transformations on gender relations, sexuality, adolescence, family structure, local culture, and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (GLB5) (Enrollment limited)

235. Youth Culture in the Muslim World— Increasingly much of the Muslim world is young and with the expansion of media and cyberspace technologies, the circulation of globalized youth culture increasingly challenges taken-for-granted notions in local societies. This course examines the impact of youth and youth culture on personal, social, and political expression in a variety of Muslim communities around the world. We will examine intergenerational struggles over marriage, gender, and sexuality, the renegotiation of religion and morality, and the often 'revolutionary' disputes over conventional politics as conveyed through music, texts, fashion, personal memoirs, and cyberspace blogging. (GLB) (Enrollment limited) –Bauer

236. Japanese Crime Literature and Film— This course examines major works of Japanese crime literature and film from the works of Edogawa Rampo, known as the father of crime fiction in Japan, to those of contemporary writers to explore social and moral issues reflected in them. While Japanese writers and filmmakers of this genre readily acknowledge Western influences, the literary and cinematic explorations of crime in Japan have also developed on a trajectory of their own, producing works that are easily distinguishable from those of other cultures. The course will also consider the mixing of the crime genre with others, such as ghost and science fiction genres. Works studied in this course include those of Edogawa Rampo, Akira Kurosawa, Miyuki Miyabe, Seicho Matsumoto, and Kobo Abe, as well as yakuza movies. Readings and discussion in English. (GLB) (Enrollment limited) –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: C- or better in at least one college-level course that addresses the history of Africa before or during the colonial era, including History 252, 253, or 331. (GLB) (Enrollment limited)

240. Theories of Race and Modernity in Latin America— Taking as a point of departure Enrique Dussel's assertion that European modernity depended (and depends) on the invention of an American otherness, this course will look at the intersection of race and discourses on/projects of modernity in the Americas and Europe. Specifically, we will examine how 20th - and 21st- century Latin American intellectuals have theorized race and its relationship to nation-building and modernizing efforts from 19th century to the present. Rather than tracing the historical development of the concept of race, we will read deeply major texts that theorize the relationship between race and modernity. The course, thus, will look to understand not only the theories, but how these Latin American intellectuals think through problems, develop arguments, converse with peers, and articulate ideas. (GLB2) (Enrollment limited) –Lambright

[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. (GLB5) (Enrollment limited)

[250L. Hartford Global Migration Lab]— Optional Community Learning Component integrated with INTS249: Immigrants and Refugees and INTS250: Global Migration to provide field-based, participatory research experience with community partners on the consequences of global migration in the greater Hartford area. This course has a community learning component. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250. (0.5 course credit) (Enrollment limited)

[262. Peoples and Culture of the Caribbean]— A review of the attempt to develop generalizations about the

structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity, and specific institutions such as the family, the schools, the church, and the political structure. (GLB5) (Enrollment limited)

[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.) (GLB5) (Enrollment limited)

[302. Global Cities]— This seminar examines the contemporary map of interactions between cities in the world. There is now a considerable array of research analyzing what are variously termed global or world cities in the hierarchy of the world economy, and a counter-critique has emerged which seeks to analyze all cities as ordinary, moving beyond old binaries of 'developed' and 'developing' worlds of cities. We will interrogate this debate in both its theoretical and its empirical dimensions, with case studies from Africa and assessment of cultural, political, economic and environmental globalization. (GLB) (Enrollment limited)

[307. Women's Rights as Human Rights]— This course is a cross-cultural investigation of the gendered nature of human rights and of the changes in different societies that have resulted from struggles for human rights for women. Topics covered will include rights to protection against sexual abuse and gender violence (such as female genital mutilation), subsistence rights, reproductive rights, human rights and sexual orientation, and the rights of female immigrants and refugees. The course will make use of formal legal documents as well as cultural materials such as novels, films, personal testimonies, religious rituals, and folk traditions in music. (Enrollment limited)

[309. Development in Africa: From Civilizing Mission to World Bank]— This course examines the history of development ideas and practices in Africa. Beginning with the early colonial era, when Europeans spoke of their "civilizing mission," and ending with present-day critiques of World Bank policies, it traces continuity and change in state and grassroots efforts to bring about development in Africa. It explores the theories behind development policies, including the ways in which experts have conceptualized African farming systems and Africa's place in the world economy, and it asks to what extent these theories match reality. It also examines how development policies have been put into practice, how African communities have responded to and reshaped development, whether communities have a "right to development" and who should define what that development should be. Finally, it considers why so many development efforts have failed and whether past failures have led to improved practice. (Also offered under History.) (GLB) (Enrollment limited)

311. Global Feminism— This course examines how the struggles of diverse gender based movements (religious and secular, urban and rural, black and white), from the Americas to the Middle East and Asia, shed light on vexing social problems like the lack of sexual and reproductive rights, political and social representation, and equal opportunities. Using historical and contemporary examples of women's organizing and theorizing, course materials interrogate the meaning of feminism', the relationship between the gendered self and society, the impact of race, class, and cultural differences on women's solidarity, the challenge of women's (and gender based) activism to state and social order, the impact of women's networking, and the possibilities for achieving a transnational, cross-cultural or global feminism.' (GLB) (Enrollment limited) –Bauer

315. Global Ideologies— From the 1920s to the 1980s, the countries of Africa, Asia and Latin America forged a "Third World project." This project came undone in the 1980s, as debt, war and corruption overwhelmed the three continents. Along came neo-liberalism and globalization, which emerged as the dominant ideologies of the time. With the rise of Bolivarianism in Latin America, and with the financial crisis, neo-liberalism has lost its shine. This course will trace the "Third World project," neo-liberalism, and the emergent ideology of the Global South. (GLB5) (Enrollment limited) –Prashad

[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. (GLB) (Enrollment limited)

344. Global Hip Hop Cultures— Hip-Hop is both music and culture with a global imprint that dates back to the 1980s. This course is a reading and writing intensive course that critically examines hip-hop cultural and political formations in Africa and the African Diaspora. We begin with canonical texts that contributed to the growth of an emergent interdisciplinary field called, 'Hip-Hop Studies' in order to familiarize ourselves with a set of core concepts, discourses and frameworks that will help us assess hip-hop's global emergence. What does the globalization of African-American music and culture tell us about the power and impact of neoliberalism on post-colonial identities, culture and nation-states in the non-Western world? It is a question that will shape our discussions on race, youth, masculinity, and nationalism in contemporary urban societies. (GLB2) (Enrollment limited) –Markle

[350. Traffic in Art: 20th Century Global Economy of Cultural Production]— This course complements twentieth century art history by focusing on the traffic in art objects and aesthetic ideologies, initially, between the West and the colonized non-West, and more recently between “global” cities hosting international biennials of art. We will first trace the ways in which these circulations constituted the colonial powers and produced the colonized people. Subsequently, we will investigate the recent prominence of non-Western artists in key sites of the global art world. (GLB2) (Enrollment limited)

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

401. Senior Seminar in International Studies— This writing intensive course functions as the capstone experience for all INTS majors. The instructor will guide INTS seniors through the process of completing a substantial research paper that engages critically with dominant disciplinary approaches to and public discourses about the “global” or “international” sphere. The instruction of this course will rotate among INTS faculty, each of whom will organize the course around a particular theme. This course is open only to seniors majoring in International Studies; other students may enroll only with permission of instructor. (WEB) (Enrollment limited) –Bauer

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

[490. Research Assistantship]—

497. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single semester thesis. –Staff

Courses Originating in Other Departments

Anthropology 101. Introduction to Cultural Anthropology— View course description in department listing on p. 117. –DiVietro, Nadel-Klein, Trostle

[Anthropology 201. Introduction to Cultural Anthropology]— View course description in department listing on p. 117.

[Anthropology 245. Anthropology and Global Health]— View course description in department listing on p. 118.

[Anthropology 253. Urban Anthropology]— View course description in department listing on p. 118.

Anthropology 310. Anthropology of Development— View course description in department listing on p. 119. –Hussain

Economics 101. Basic Economic Principles— View course description in department listing on p. 175. –Butos, Grossberg, Ramirez, Schneider, Skouloudis

Educational Studies 320. Anthropology and Education— View course description in department listing on p. 188. Prerequisite: C- or better in Educational Studies 200 or Anthropology 101 (formerly 201), or permission of

instructor. –Dyrness

[**English 440. Localism Unrooted**]— View course description in department listing on p. 220.

Art History 294. The Arts of Africa— View course description in department listing on p. 242. –Gilbert

History 224. Gender in Brazilian History, from Colonialism to the 20th Century— View course description in department listing on p. 282. –Staff

History 229. Middle East Since 1517— View course description in department listing on p. 283. –Antrim

History 242. History of China, Qing to Present— View course description in department listing on p. 283. –Lestz

[**History 283. African Diaspora in Latin America and the Caribbean**]— View course description in department listing on p. 284.

[**History 319. Mapping the Middle East**]— View course description in department listing on p. 285.

History 320. Gender and Masculinity in Latin America and the Caribbean, 1870s-1970— View course description in department listing on p. 285. –Euraque

Jewish Studies 220. Modern Israeli Literature and Jewish Heritage— View course description in department listing on p. 322. –Ayalon

Russian 102. Elementary Russian II— View course description in department listing on p. 359. Prerequisite: C- or better in Russian 101 or equivalent. –Any

[**Language & Cultural Studies 233. Orientalism and Occidentalism in Russia**]— View course description in department listing on p. 326.

[**Russian 233. Orientalism and Occidentalism in Russia**]— View course description in department listing on p. 359.

Chinese 415. Advanced Chinese IV— View course description in department listing on p. 332. Prerequisite: C- or better in Chinese 413 or equivalent. –Wang

Philosophy 223. African Philosophy— View course description in department listing on p. 393. –Wade

Political Science 103. Introduction to Comparative Politics— View course description in department listing on p. 414. This course is not open to seniors. –Matsuzaki

Political Science 104. Introduction to International Relations— View course description in department listing on p. 415. This course is not open to seniors. –Flibbert

[**Political Science 310. Politics of Developing Countries**]— View course description in department listing on p. 416. Prerequisite: C- or better in Political Science 103 or 104.

Political Science 322. International Political Economy— View course description in department listing on p. 416. Prerequisite: C- or better in Political Science 104. –Kamola

[**Political Science 344. Politics and Governance in Africa**]— View course description in department listing on p. 417. Prerequisite: C- or better Political Science 103 or permission of instructor.

Religion 291. Religion & Humor: The Case of Islam— View course description in department listing on

p. 449. –Staff

Religion 386. Islam in America— View course description in department listing on p. 450. –Staff

[Urban Studies 210. Sustainable Urban Development]— View course description in department listing on p. 471.

African Studies

Coordinator: Assistant Professor Seth Markle (History and International Studies); Affiliated Faculty: Leslie Desmangles (Religion and International Studies), Eric Galm (Music), Michelle Gilbert (Fine Arts), Shafqat Hussain (Anthropology), Isaac Kamola (Political Science), Garth Myers (Urban Studies and International Studies), Maurice Wade (Philosophy and International Studies), Johnny Williams (Sociology), James Prakash Younger (English)

The African studies major introduces students to the second-largest continent on the planet, which comprises over 50 independent nations and houses just short of a billion people. Culturally and ethnically diverse, Africa nonetheless is united by several social processes, including colonialism, transnationalism, and globalization. We tend to these formative social processes through an array of courses across disciplines (from history to literature, from art to politics).

Curricular requirements

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the African studies major consists of 10 credits, distributed as follows:

- Global core course (one credit)—See list of global core courses under the global studies section below.
- Area courses (five credits)—One of these must be at the 300 level and taken at Trinity:

AHIS 294. The Arts of Africa

AHIS 295. African Architecture and Design Space

ANTH 207. Intro to Political Ecology

ANTH 310. Anthropology of Development

HIST 233. (Re)Connecting the Black Atlantic

HIST 252. African Histories and Cultures to 1880: Early Period

HIST 253. African History: 1850 to the Contemporary Era

HIST 259. Gender and Sexuality in African History

HIST 283. African Diaspora: Latin America & the Caribbean

HIST 332. African Nationalism and Decolonization

INTS 238. Contemporary Africa: Resource Wars and Human Rights

INTS 260. The City in African Studies

INTS 302. Global Cities

INTS 309. Development in Africa

INTS 314. Black Internationalism

INTS 344. Global Hip-Hop Cultures

MUSC 113. World Music

MUSC 216. African Music

PHIL 223. African Philosophy

POLS 310. Politics of Developing Countries

POLS 344. Politics and Governance in Africa

POLS 386. Political Trials

RELG 285. Religions of Africa

SOCL 336. Race, Racism, and Democracy

THDN 209. African Dance (1/2 credit per semester, 2 semesters required)

URST 210. Sustainable Urban Development

- Electives (three credits)—Electives may consist of area courses from any of the area studies majors, additional global core courses, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).
- **INTS 401. Senior Seminar in International Studies** (one credit)

Asian Studies

Coordinator: Charles A. Dana Research Associate Professor Jeffrey Bayliss (History); Affiliated Faculty: Janet Bauer (International Studies), Xiangming Chen (Sociology, Urban Studies, and International Studies), Ellison Findly (Religion and International Studies), Shafqat Hussain (Anthropology), Alice Hyland (Fine Arts), Michael Lestz (History), Reo Matsuzaki (Political Science), Beth Notar (Anthropology), Vijay Prashad (International Studies), Yipeng Shen (Language and Culture Studies and International Studies), Rieko Wagoner (Language and Culture Studies and International Studies), James Wen (Economics and International Studies), James Prakash Younger (English)

The Asian studies major offers an interdisciplinary framework for the examination of the societies and cultures of Asia. Students must choose to focus on China, Japan, or South Asia. The goal of the major is a comprehensive understanding of the region of choice from historical, social, and cultural perspectives, but a thorough grasp of the interrelations among regions is also crucial.

Curricular requirements

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the Asian studies major consists of 10 credits, distributed as follows:

- Global core course (one credit)—See list of global core courses under the global studies heading below.
- Area courses (five credits)—These must be chosen according to the following guidelines and include at least one course at the 300 level and taken at Trinity. In consultation with their international studies advisers, students must choose a cultural/regional concentration, ordinarily in conjunction with the Asian language they have chosen to fulfill the language requirement.

- One history survey course in a student's cultural/regional concentration:

China

- HIST 241. History of China, Shang to Ming**
- HIST 242. History of China, Qing to Present**

Japan

- HIST 222. Japan from the Dawn of Human History to the 17th Century**
- HIST 223. Japan into the Modern World**

South Asia

- INTS 120. Introduction to South Asia**
- INTS 121. Modern South Asia**

- Four additional credits, distributed among three of the following four categories (two must be in the cultural/regional concentration):

Arts

- AHIS 103. Introduction to Asian Art**
- AHIS 207. The Arts of China**
- AHIS 208. The Arts of Japan**
- RELG 253. Indian and Islamic Painting**
- RELG 254. Buddhist Art**

Literature and culture

AMST 260. Exploring Asian American Experiences
ENGL 291. Introduction to Indian Film
HIST 117. Tokyo Story
HIST 222. Japan from the Dawn of Human History to the 17th Century
HIST 223. Japan into the Modern World
HIST 241. History of China, Shang to Ming
HIST 242. History of China, Qing to Present
HIST 312. Korea and Japan in Historical Perspective
HIST 315. The Pacific War: 1931-1945
HIST 326. Disaster Archipelago: Volcanoes, Earthquakes, Tsunamis, and the Japanese
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 393. The Past as Protest and Prophecy in Postwar Japanese Cinema
INTS 120. Introduction to South Asia
INTS 121. Modern South Asia
INTS 236/JAPN 236. Japanese Crime Literature and Film
INTS 237/CHIN 237. 20th Century Chinese Literature
INTS 395/CHIN 401. Issues in Contemporary China

Social science

ANTH 228. Anthropology from the Margins of South Asia
ANTH 244. Borderlands of East and Southeast Asia
ANTH 247. China through Film
ANTH 258. Environmental and Cultural Sustainability in East Asia
ANTH 303. Urban China
INTS 202. Pacific Asia: Fall and Resurgence
INTS 226. Gandhi, King, and Nonviolence
INTS 261. The South Asian City
POLS 253. Authoritarianism in Eurasia
POLS 331. Comparative Politics of Northeast Asia

Religion

RELG 151. Religions of Asia
RELG 181. Religion of Islam
RELG 252. The Asian Mystic
RELG 256. Buddhist Thought
RELG 335. Hindu Views of War and Peace
RELG 353. Buddhism in America

- Electives (three credits)—Electives may consist of area courses from any of the area studies majors, additional global core courses, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).
- **INTS 401. Senior Seminar in International Studies** (one credit)

Caribbean and Latin American Studies

Coordinator: Associate Professor Anne Lambright (Language and Culture Studies); Affiliated Faculty: Sonia Cardenas (Political Science), Pablo Delano (Studio Arts), Leslie Desmangles (Religion and International Studies), Andrea Dyrness (Educational Studies), Darío Euraque (History and International Studies), Luis Figueroa (History), Eric Galm (Music), Francisco Goldman (English), Hebe Guardiola-Diaz (Biology), Thomas Harrington (Language and Culture Studies), Rosario Hubert (Language and Culture Studies), Seth Markle (History and International Studies), Priscilla Meléndez (Language and Culture Studies), Miguel Ramírez (Economics), Milla Riggio (English), Ingrid

Robyn (Language and Culture Studies), Dan Román (Music), Kristin Triff (Fine Arts), Christopher van Ginhoven Rey (Language and Culture Studies)

The Latin American and Caribbean region is home to close to 600 million people, a diverse population that comprises indigenous peoples and groups that trace their origin to Europe, Africa, Asia, and the Middle East. It includes six of the 30 largest metropolitan regions in the world (Mexico City, Sao Paulo, Buenos Aires, Rio de Janeiro, Lima, and Bogotá).

The Caribbean and Latin American studies major allows students to explore this vast region from a variety of perspectives, including history, literature, music, 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.

Caribbean and Latin American Studies majors engage deeply in the region by spending a semester or year in two of Trinity's study-abroad programs: 1) Trinity-in-Buenos Aires, Argentina. This program provides students with both intermediate and advanced Spanish language abilities an opportunity to study and live in this vibrant Latin American city. Whether you have just begun Spanish, need to fulfill your language requirement, or are a more advanced speaker, this program has a great deal to offer; 2) the Trinity-in-Trinidad option in the English-speaking Caribbean is a great comparative contrast. This program includes an 8-10 day study-travel experience in Caribbean Costa Rica. In this option students explore Caribbean civilization via unparalleled immersion experiences in and out of the classroom in two of the Caribbean region's most dynamic, unique, and diverse societies. Students are strongly encouraged to plan a one-year sequence of study in Argentina, Trinidad, and Caribbean Costa Rica. A non-Trinity program in another Latin American or Caribbean country may be approved only if strong curricular reasons are presented.

Curricular requirements

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the Caribbean and Latin American studies major consists of 10 credits, distributed as follows:

- Global core course (one credit)—See list of global core courses under the global studies heading below.
- Area courses (five credits)—These must be chosen according to the following guidelines and include at least one course at the 300 level and taken at Trinity:
 - Required common course: **INTS 101. Introduction to the Latin American and Caribbean World** (to be replaced by **INTS 216. Understanding the History, Culture, and Politics of Latin America and the Caribbean** starting in the 2015-2016 academic year)
 - Four additional credits distributed among at least three of the following four categories:

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

Culture

BUEN 300. The Urban Experience, Human Rights, and Cultural Production (course taught in Buenos Aires)
HISP 263. Latin American Culture I (Pre-Columbian Era to Enlightenment)
HISP 264. Latin American Culture II (Independence to Present Day)
HISP 270. Introduction to Cultural Analysis
HISP 280. Hispanic Hartford
INTS 240. Theories of Race and Modernity in Latin America
INTS 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 224. Gender in Brazilian History
HIST 235. Colonialism in the Americas
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
INTS 283/HIST 283. African Diaspora in Latin America and the Caribbean
HIST 314. Politics and Revolution in Central America
HIST 320. Gender and Masculinity in Latin America
HIST 323. Sex, Love, and Gender in Latin America and the Caribbean
HIST 378. Puerto Rico and Puerto Ricans: Colony, Nation, Diaspora
HIST 379. The Cuban Revolution: Historical Origins and Evolution
INTS 383/HIST 383. Sports, Race, and Nationalism

Literature and culture—taught in Spanish

HISP 314. Indigenous Peoples in Spanish American Literature and Culture
HISP 319. The Stylistics of Violence: Discourses and Narratives of Violence in the Hispanic World
HISP 320. Emigration and Transatlantic “Cultural Commerce”
HISP 325. Literature of Popular Consciousness and Revolution
HISP 331. The Boom and Beyond
HISP 335. Misplaced/Displaced Narratives in Latin American Literature
HISP 342. Latin American Theater
HISP 344. Spanish American Historical Novel
HISP 366. La Mexicanidad
HISP 372. Unstable Worlds: Jorge Luis Borges
HISP 375. War, Truth, and Culture in Latin America

- Electives (three credits)—Electives may consist of additional area courses from any of the area studies majors, additional global core courses, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).
- **INTS 401. Senior Seminar in International Studies** (one credit)

Global Studies

Coordinator: Associate Professor Janet Bauer (International Studies); Affiliated Faculty: Raymond Baker (International Studies), Sonia Cardenas (Political Science), Xiangming Chen (Sociology, Urban Studies, and International Studies), Leslie Desmangles (Religion and International Studies), Andrea Dyrness (Educational Studies), Lesley Farlow (Theater and Dance), Andrew Flibbert (Political Science), Shafqat Hussain (Anthropology), Isaac Kamola (Political Science), Sara Kippur (Language and Culture Studies), Donna Marcano (Philosophy), Seth Markle (History and International Studies), Anthony Messina (Political Science), Garth Myers (Urban Studies and International Studies), Beth Notar (Anthropology), Vijay Prashad (International Studies), James Trostle (Anthropology), James Wen (Economics and International Studies), James Prakash Younger (English)

The global studies major encourages students to grapple with the fundamental dynamics of our time through an interdisciplinary framework. We are interested in the social processes that cut across regions, the global flows that have local impacts, and the local initiatives that have global resonances.

Curricular requirements

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the global studies major consists of 10 credits, distributed as follows:

- Global core courses (three credits)—These must be chosen from the following list and include at least one course at the 300 level taken at Trinity:
 - INTS 201. Gender and Globalization**
 - INTS 204. Global Labor**
 - INTS 205. War on Terror**
 - INTS 207. Global South**
 - INTS 209. Gender and Natural Resources**
 - INTS 210. Theories of Globalization**
 - INTS 212. Global Politics**
 - INTS 213. Worldly Islam**
 - INTS 217. Global Postsocialisms**
 - INTS 224. Anthropology of Poverty**
 - INTS 226. Gandhi, King, and Nonviolence**
 - INTS 233. Political Geography**
 - INTS 234. Gender and Education**
 - INTS 248. Global Radicalisms**
 - INTS 249. Immigrants and Refugees**
 - INTS 250. Global Migration**
 - INTS 302/URST 302. Global Cities**
 - INTS 305. Global Self Governance**
 - INTS 307. Women's Rights as Human Rights**
 - INTS 308. Global Hartford**
 - INTS 311. Global Feminism**
 - INTS 312. Global Political Ecology**
 - INTS 314. Black Internationalism**
 - INTS 315. Global Ideologies**
 - INTS 317. Planetary History**
 - INTS 318. Energy Security**
 - INTS 325. Anthropology of Islam**
 - INTS 335. Capitalism and Authoritarianism**
 - INTS 344. Global Hip Hop Cultures**
 - INTS 350. Traffic in Art**
 - INTS 383/HIST 383. Sports, Race, and Nationalism**
- Option 1—Disciplinary or Thematic Focus Cluster (three credits) + Electives (three credits)
 - Disciplinary or Thematic Focus Cluster (three credits)—In consultation with their international studies advisers, global studies majors must choose three courses, one at the 300 level or above and taken at Trinity, with substantial international or cross-cultural content from a single discipline (such as anthropology, economics, environmental science, history, language and culture studies, philosophy, political science, religion, or sociology) or on a single theme (ordinarily drawn from the approved courses for one of Trinity's interdisciplinary programs, such as education studies, human rights studies, urban studies, or women,gender, and sexuality studies). One of the three courses may be a methods or theory course.
 - Electives (three credits)—Electives may consist of area courses from any of the area studies majors, global core courses, additional courses for the disciplinary or thematic cluster, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).
- Option 2—Comparative Regions (six credits): Global studies majors choosing this option must distribute six credits evenly among the area courses listed for any two of the world regions comprising the area studies pathway for the International Studies Program (Africa; Asia; Caribbean and Latin America; Middle East; Russia and Eurasia). One of the courses must be at the 300 level and taken at Trinity.

- **INTS 401. Senior Seminar in International Studies** (one credit)

Middle East Studies

Coordinator: Charles A. Dana Research Associate 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 (Language and Culture Studies), Shafqat Hussain (Anthropology), Ronald Kiener (Religion and Jewish Studies), Gary Reger (History), Seth Sanders (Religion)

The Middle East studies major engages the region extending from Morocco to Kazakhstan. Through an interdisciplinary approach, we acquaint students with the complex hopes and struggles that animate the diverse peoples and cultures of this vast territory.

Curricular requirements

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the Middle East studies major consists of 10 credits, distributed as follows:

- Global core course (one credit): See list of global core courses under the global studies heading above
- Area courses (five credits)—One of these must be at the 300 level and taken at Trinity:

ANTH 228. Anthropology from the Margins of South Asia
ARAB 233. The Contemporary Arabic Novel
ARAB 233. Introduction to Arab and Middle Eastern Cinemas
HIST 228. Islamic Civilization to 1517
HIST 229. Middle East Since 1517
HIST 318. Gender and Sexuality in Middle Eastern History
HIST 319. Mapping the Middle East
HIST 334. Provinces of the Roman Empire
HIST 336. Modern Jewish History
HIST 374. Alexander the Great
HIST 375. Egypt under the Greeks and Romans
INTS 130. Daily Life in the Middle East
INTS 131. Modern Iran
INTS 213. Worldly Islam
INTS 215. Central Asia in Transition
INTS 218. Women, Gender, and Family in the Middle East
INTS 220/LACS 226. Writing the Body in Arabic Literature
INTS 235. Youth Culture in the Muslim World
INTS 258. The Islamic City
INTS 301. Arab Politics
INTS 306. Gender and Sexuality in the Modern Middle East
INTS 325. Anthropology of Islam
INTS 326. Baghdad in History
JWST 206. Arab/Israeli Conflict
JWST 219. Israeli Film and Visual Media
JWST 220. Modern Israeli Literature and Jewish Heritage
POLS 312. Politics in the Middle East and North Africa
POLS 380. War and Peace in the Middle East
RELG 105. Hebrew Bible: Origins
RELG 106. Hebrew Bible: Kings and Prophets
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/Old Testament
RELG 212. New Testament
RELG 214. Jews in America
RELG 253. Indian and Islamic Painting
RELG 280. Approaching the Quran
RELG 284. Sufism: The Mystical Tradition of Islam
RELG 291. Religion and Humor: Islam
RELG 307. Jewish Philosophy
RELG 308. Jewish Mysticism
RELG 314. Ancient Ritual and Prayer
RELG 386. Islam in America

- Electives (three credits)—Electives may consist of area courses from any of the area studies majors, additional global core courses, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).
- **INTS 401. Senior Seminar in International Studies** (one credit)

Russian and Eurasian Studies

Coordinator: Associate Professor Katherine Lahti (Language and Culture Studies); Affiliated Faculty: Carol Any (Language and Culture Studies), Carol Clark (Economics), Samuel Kassow (History), Reo Matsuzaki (Political Science), Mitchell Polin (Theater and Dance), Arthur Schneider (Economics)

From the borders of Germany to the eastern coastline of Russia, from the North Pole to the border of Afghanistan, the vast area and diverse peoples of Russia and Eastern Europe are central to an understanding of the 21st century. Energy and geopolitics clash in this crucible of modern literature and theater. The Russian and Eurasian studies major engages this enormous area culturally, socially, economically, and politically.

Curricular requirements

In addition to the language and study-away requirements for all majors (see above under the introduction to international studies), the Russian and Eurasian studies major consists of 10 credits, distributed as follows:

- Global core course (one credit)—See list of global core courses under the global studies heading above.
- Area courses (five credits)—One of these must be at the 300 level and taken at Trinity:

ECON 207. Alternative Economic Systems
ECON 399. Independent Study on the Russian Economy
HIST 213. Modern Jewish History
HIST 216. World War II
HIST 226. Rise of Modern Russia
INTS 215. Central Asia in Transition
INTS 320. Postsocialist City
LACS 233. Soul, Flesh, and the Russian Mystique
LACS 233. Russian and Soviet Theater
LACS 233. Fantasy and Realism in Russian Literature
LACS 233. Love, Sex, and War in Tolstoy
LACS 282/RUSS 357. Dostoevsky
POLS 253. Authoritarianism in Eurasia
RUSS 301. Russian through Literature and Film

RUSS 302. Russian Narrative Prose

RUSS 304. The Current Russian Media

- Electives (three credits)—Electives may consist of area courses from any of the area studies majors, additional global core courses, or language courses in excess of the four-semester requirement (see above under the introduction to international studies).
- **INTS 401. Senior Seminar in International Studies** (one credit)

Jewish Studies Program

Charles H. Northam Professor Samuel Kassow, Director

Jewish studies is a multidisciplinary, 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 contemporary history and culture in Israel and the diaspora communities. 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, Associate 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

Avinoam J. Patt, Visiting Associate Professor

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 a semester or a year of study abroad in Israel.

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. Jews and Christians 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.
- 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 yearlong, two-credit thesis. The course meets the Writing Intensive Part II requirement.
- 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.

CLCV 300. Archaeological Excavation
HIST 329. The Holocaust
HIST 401-69. Jews and Judaism in the European Imagination
JWST 206. Arab-Israeli Conflict
JWST 399. Independent Study
RELG 209. Religion in the Contemporary Middle East
RELG 214. The Jews in America
RELG 218. Judaism in the 20th Century
RELG 307. Jewish Philosophy
RELG 308. Jewish Mysticism

Fall Term

219. Israeli Film and Visual Media— Israeli film from the heroic nationalist sentiments of the 1950s to the conflicted alienation of the 21st century, offers a unique window into the history and society of the modern state. This course uses visual media to promote a wide variety of perspectives on Israeli culture and society, and assumes no previous knowledge about Israel. In addition to commercial movies and TV, assigned readings will address Israeli cinema as well as related historical and social issues. (HUM) (Enrollment limited) –Ayalon

[230. Jewish Response to the Holocaust]— This class explores Jewish responses to the Holocaust in an interdisciplinary manner through an examination of social, religious, theological, political, cultural, psychological, and literary responses to the Holocaust during and after WWII. Students will examine sources that reflect on the ways Jews sought to maintain religious observance under Nazi occupation, the moral and ethical dilemmas Jews confronted daily during the war, and the many forms of resistance to persecution from armed resistance to spiritual, cultural, psychological, and philosophical forms of resistance to persecution. Class sessions will also study attempts to document the war both under occupation and in its aftermath, memorialization, the nature of psychological responses to trauma and persecution, and theological and religious explanations of the meaning of the Holocaust in its aftermath. (Enrollment limited)

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

497. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (WEB) –Staff

Courses Originating in Other Departments

Hebrew 101. Elementary Modern Hebrew I— View course description in department listing on p. 342. –Ayalon

Hebrew 201. Intermediate Modern Hebrew I— View course description in department listing on p. 342. Prerequisite: C- or better in Hebrew 102 or equivalent. –Ayalon

[Hebrew 301. Advanced Modern Hebrew I]— View course description in department listing on p. 342. Prerequisite: C- or better in Hebrew 202 or equivalent.

Religion 109. Jewish Tradition— View course description in department listing on p. 445. –Kiener

Religion 209. Religions in the Contemporary Middle East— View course description in department listing on p. 446. –Kiener

[Religion 211. Introduction to the Hebrew Bible]— View course description in department listing on p. 446.

[Religion 214. Jews in America]— View course description in department listing on p. 446.

[**Religion 308. Jewish Mysticism**]
— View course description in department listing on p. 447. 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. (GLB5) (Enrollment limited) –Kiener

220. Modern Israeli Literature and Jewish Heritage— Artists, and especially writers and poets, are the seismographs and mirrors of society, anticipating and reflecting its many forces and movements. During the past two hundred years Jewish life has been profoundly affected by such forces and movements as emancipation, the Enlightenment, assimilation, Zionism, and the Holocaust. A primary focus of modern Israeli writers is the birth of the State of Israel and its ongoing struggles, internally as well as with its Arab neighbors. One of the main ways Hebrew literature captures these significant changes is through the use of biblical themes, images and archetypes which resonate through the generations.

This course will examine the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel. (HUM) (Enrollment limited) –Ayalon

223. American Jewish Literature Since 1865— This course begins with a question: How would one characterize or define the tradition of American Jewish literature since 1865 the period following the Civil War that also necessarily accounts for the first and second world wars, the polio and AIDS crises in America, U.S. responses to the Holocaust, and ongoing questions about how to balance assimilation with maintaining one's ethnic identity in U.S. cities large and small. Through close reading of the works of eight canonical American Jewish writers (two poets, two short story writers, two dramatist, and two novelists), we will consider such questions as: What makes these works Jewish? What makes these works American? What makes these works literary? (HUM) (Enrollment limited) –Staff

Courses Originating in Other Departments

Hebrew 102. Elementary Modern Hebrew II— View course description in department listing on p. 342. Prerequisite: C- or better in Hebrew 101 or equivalent. –Ayalon

Hebrew 202. Intermediate Modern Hebrew II— View course description in department listing on p. 342. Prerequisite: C- or better in Hebrew 201 or equivalent. –Ayalon

[**Hebrew 302. Advanced Modern Hebrew II**]
— View course description in department listing on p. 342. Prerequisite: C- or better in Hebrew 301 or equivalent.

History 206. Bible and History of the Book— View course description in department listing on p. 281. –Elukin

History 213. Modern Jewish History— View course description in department listing on p. 282. –Kassow

Religion 214. Jews in America— View course description in department listing on p. 448. –Kiener

Language and Culture Studies

Associate Professor Any, Chair; Professors Del Puppo and J. Evelein; Associate Professors Harrington, Kehrès, Lahti, and Lambright; Assistant Professors Hanna, Hubert, Kippur, van Ginhoven, and Shen; Principal Lecturers Alcorn, Humphreys, Palma, and Wagoner; Lecturers Assaiante, Ayalon, and Wang; Visiting Professor Melendez; Visiting Associate Professors Morales and Solomon; Visiting Assistant Professors King and Robyn; Visiting Lecturers I. Evelein, Flores, Miyazaki, Morales, and Shamma; Graduate Fellows Aponte-Avilés, Bouhet, di Florio Gula, and Doerre.

The Department offers three majors: Plan A, Plan B, and World Literature and Culture Studies. Students who major in other areas of the curriculum, but wish to develop their linguistic skills and knowledge of foreign cultures, may choose to minor in a foreign language.

Plan A major—Under this plan, students major in a single foreign language (French, German studies, Hispanic studies, Italian studies, or Russian). Please see listings and descriptions of respective majors. Credit acquired through the Language Across the Curriculum program may be applied to the cognate requirements. Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates. Except under exceptional circumstances, this project will be undertaken in the language section's **401. Senior Seminar**; it must be done at Trinity College. See full descriptions under individual language headings.

Plan B major—Under this plan, students may combine any two of the languages taught in the Department of Language and Culture Studies and the Classics Department. A minimum of seven courses in a primary language and five in a secondary language is required, as well as two courses in a cognate field or fields. A paper integrating the three fields of study—primary language field, secondary language field, and some aspect of the cognate field(s)—must be completed in one of the primary language upper-level courses. Except under exceptional circumstances this project will be undertaken in the primary language section's **401. Senior Seminar**, which must be done at Trinity College. See full descriptions under individual language headings.

World Literature and Culture Studies—This major is for students who wish to study literature across regional boundaries. Students take four to six language courses; however, literature/culture courses may be chosen from among the department's courses offered in English translation. Also required is **LACS 299. Foundations of Language and Culture Studies** and three related courses in another department. Please see complete description of requirements and list of courses at the end of the department listing.

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). (See also the minors in Asian studies, French studies, German studies, Italian studies, Jewish studies, Middle East studies, and Russian studies 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 a language course (other than **101**) must take the placement test, administered during first-year orientation.

Upper-level courses are conducted in the foreign language unless otherwise indicated.

Permission to major under Plan A or B or to opt for the language and culture studies minor must be obtained from the department chair.

Any student wishing to enroll for credit in a lower-level language sequence after having been granted credit for a course in the same language at a higher level must first obtain the written permission of the department chair.

All language skill courses may require extra lab or drill sessions at the discretion of the instructor.

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. The departmental contacts for these programs are, respectively, Professors Harrington, Kehrès, Del Puppo, and Evelein. Brochures describing each of these programs in detail are available both through the department and the Office of Study Away.

Blume Language and Culture Learning Center—Language faculty and students at Trinity College have at their disposal a vast array of technology resources to create engaging learning experiences in the classroom and through online environments. The Blume Language and Culture Learning Center provides a 20-seat, dual-platform (Macintosh and Windows) computer laboratory that can be scheduled for instructional purposes on a regular basis or for specific sessions as needed.

The Blume Center staff works closely with the language and culture studies faculty to promote innovative approaches toward the teaching and learning of language and culture. The Blume Center's driving goal is to contribute to a greater understanding of instructional technology and learning theories in order to foster their integration into educational practices and language instruction at all levels.

Through informal discussions and professional collaborations, the Blume Center provides information about and facilitates access to various instructional resources for the language faculty and the larger Trinity community. As an example of such collaborations, the Blume Center partners with academic computing to support teaching and learning on campus by co-sponsoring workshops, via the Student Technology Assistant Program, and collaborating on technology-based projects.

Courses conducted in English

In addition to courses in foreign languages, the department offers the following courses taught in English.

Fall Term

[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.) (GLB2) (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. (GLB2) (Enrollment limited)

[233. Berlin, Vienna, Prague]— In this course we will peek into the urban souls of Berlin, Vienna, and Prague as we become familiar with some of the many writers, artists, musicians, and filmmakers who have called these cities home. Berlin comes alive in expressionist films and cityscapes, the Berlin literary avant-garde, and the many artistic responses to the Cold War and its most visible reminder: the Berlin Wall. We'll approach Vienna through Sigmund Freud and Arthur Schnitzler, study Secessionist art by Gustav Klimt and Egon Schiele, and accompany modern writers on their wanderings through the city. In Prague we will study Art Nouveau and Art Deco and become

acquainted with the city's most famous writers, Franz Kafka and Milan Kundera. This course is taught in English and is listed as GRMN 233 and LACS 233. It meets the Writing Part II requirement for German Studies majors. (HUM) (Enrollment limited)

[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 reports, several short papers, and full attendance and participation. (Listed as both LACS 272 and ITAL 272.) (GLB2) (Enrollment limited)

236. Modern Italy— An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both LACS 236 and ITAL 236-01; and under the History Department.) (GLB2) (Enrollment limited) –Alcorn

257. 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 Doris Drie, we will consider the political and historical events that influenced the film industry and aesthetic at this time in Germany. We will also trace the history of film financing, distribution and exhibition in post-WWII West Germany. The themes examined will include, but are not limited to, the relationship between public and private, past and present, the relationship between history and gender, the “German” and the other, the search for a national identity. On completion of this course, students will be able to understand (1) the diverse aesthetic of New German Cinema films, (2) the institutional influences in the development of New German Cinema, (3) the history of West German after 1949, and (4) the different conceptualizations of German identity in different historical and political moments. Directors include R. W. Fassbinder, W. Herzog, W. Wenders, H. Sanders-Brahms, and M. v. Trotta. (GLB) (Enrollment limited) –Doerre

272. Mafia— In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists, and political scientists. It has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: seminar reports, several short papers, and full attendance and participation. (Listed as both LACS 272 and ITAL 272.) (GLB2) (Enrollment limited) –Alcorn

320. French Cinema— This course is designed to familiarize students with the development and art of the French cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant literary and critical texts will accompany each film. Lectures and coursework will be in English. (Listed as both LACS 320-01 and FREN 320-01.) (GLB2) (Enrollment limited) –Humphreys

[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 320-01 and FREN 320-01.) (GLB2) (Enrollment limited)

[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 335 and ITAL 335.) (GLB2) (Enrollment limited)

335. Dante: The Divine Comedy— An intensive study of the Divine Comedy (in translation) with particular emphasis on the historical and aesthetic significance of this 'summa.' Students wishing to count this course toward a major in Italian should receive permission of the instructor. (Listed as both LACS 335 and ITAL 335.) (GLB2) (Enrollment limited) –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)

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

226. Writing the Body in Contemporary Arabic Literature— This course offers detailed analyses of gendered perceptions of sexuality in contemporary Arabic literature. It examines literary and cinematic trends of portraying sexuality in the Arab Middle East. Through close readings of several prominent Arab authors, students will investigate topics related to writing the body, sexuality and love, the ethics and aesthetics of morality, homosocial relations, sexual performances, and homoerotic practices. These themes will be explored against the background of major historical, political, and social events in the modern Middle East and supported by a number of theoretical readings, films, and documentaries. No knowledge of Arabic language is required. (HUM) (Enrollment limited) –Hanna

[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. (WEA2) (Enrollment limited)

[233. Orientalism and Occidentalism in Russia]— This course will explore Russia's encounter with the Other, as represented in travelogues, memoirs, poetry, novels, and films. It will look at both Russia's own Orient—such as Georgia, Chechnya, and Central Asia—and the Orient outside Russia's borders, in countries like Iran, and compare the perception of the Orient in Russian sources with the perception of Russian and Western cultures by the "Orientals" themselves. While discussing political, social and ideological issues, such as the radicalization of Islam in the Caucasus during and after the Russian conquest, or the unveiling of Muslim women in post revolutionary Central Asia, we will

also pay close attention to the aesthetic forms used in the representation of the Other in different genres of literature and film. (HUM) (Enrollment limited)

[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.) (GLB2) (Enrollment limited)

[254. Franz Kafka]— In this course we will read short stories, novels, and letters of Kafka with an eye to the artistic and literary trends of his time (expressionism, surrealism, art nouveau), the uniqueness of Kafka’s writing, and his influence upon later writers. Readings include *The Judgment*, *Metamorphosis*, and *The Trial*; we will examine themes such as unappeasable authority, inescapable guilt, and the individual marooned in an incomprehensible and perhaps merciless world. (Listed as both LACS 233-54 and GRMN 233-10.) (GLB2) (Enrollment limited)

264. Literature and the Law— In literature and in law, language shapes rhetorical worlds that seek to represent, constitute and interpret the actions of human beings and their world. Therefore, examining how the law is represented in literature gives insight both into how this representation shifts to accommodate historical and cultural differences, and how central the role of narrative is to legal institutions. This course will focus on representations of the law in German-language literature from the late 18th century onward, to examine how literature relates the human condition to law, to other central cultural values (love, honor and justice), and how literature can put the law itself into question. The course will emphasize literary interrogations of National Socialist law, which take up these questions in their most urgent form. Taught in English. (HUM) (Enrollment limited) –Assaiante

265. 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. (WEB) (Enrollment limited) –Evelein

[266. Marx, Nietzsche, Freud]— This survey of German intellectual history from 1848 to the present will acquaint students with writings of Marx, Freud, Nietzsche, and the many others who shaped subsequent western culture and thought. Drawing upon close readings of excerpts from pivotal works, we will examine the relevance of such works in the matrix of artistic trends and historical circumstances from which they emerge. Short literary pieces (Franz Kafka, Thomas Mann) will be included. (GLB2) (Enrollment limited)

272. Mafia— In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists, and political scientists. It has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: seminar reports, several short papers, and full attendance and participation. (Listed as both LACS 272 and ITAL 272.) (GLB2) (Enrollment limited) –Alcorn

274. Food in Italian History, Society, and Art— The saying, “A tavola non s’invecchia” (“One does not age at the supper table”), expresses the importance of food and eating for Italians. In this course, we will examine the relationship between food and culture in Italy, from the Romans to the present, through a variety of readings and

tasting experiences. Topics include: the importing and exporting of different foods in antiquity as an instance of cultural and economic exchange; medieval beliefs about intellectual and physical aptitudes associated with diet; the representation of food in art, literature, and cinema; regional cuisines and cultural identities; and the language of food. We will also discuss Italian and Italian-American cuisine as the reflection of related, yet very different, cultures. Students may opt to undertake a Community Learning Initiative in consultation with the course instructor. (Listed as both LACS 274 and ITAL 274.) (GLB2) (Enrollment limited) –Del Puppo

[282. Dostoevsky]— (Conducted in English.) Reading and discussing Dostoevsky’s literary works, we will try to answer the social, psychological, philosophical, and religious questions that tortured him. We will examine Dostoevsky’s reaction to social problems he saw in 19th-century Russia: family breakdown, alienation and powerlessness in the workplace, the daily humiliations of living in a system that ranks people according to their salary; and we will try to answer the underlying question: how can people connect with each other in the modern age? Modernity’s preference for science and social science also troubled Dostoevsky. If human actions are scientifically predictable, can people ever be free? We will examine the unsavory solutions Dostoevsky offered: spite, game-playing, crime, radical nihilism, and others. Do religions, with all their glaring contradictions, offer a viable answer? The search for answers to these and other questions will open up new vistas and will educate students about one of the most influential world writers, the author of such classics as *Notes from Underground*, *Crime and Punishment*, and *The Brothers Karamazov*. (Listed as LACS 333-10 and under the Russian and Eurasian studies concentration of the International Studies program.) (GLB2) (Enrollment limited)

290. Italian Cinema: Fiction and Film— A study and discussion of Italian cinema from neorealism to the present. The course will cover both formal and thematic trends in the films of the noted postwar Italian directors Roberto Rossellini, Vittorio De Sica, and Luchino Visconti. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Federico Fellini, Michelangelo Antonioni, Lina Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. Students wishing to apply this course toward the major in Italian must secure permission of the instructor. They will complete their assignments in Italian and meet with the instructor in supplementary sessions. Faithful attendance is required. (Listed as both LACS 290 and ITAL 290.) (GLB2) (Enrollment limited) –di Florio Gula

299. Foundations of Language and Culture Studies— This course (taught in English) starts from the premise that all language acts are culturally based. The main topics of the course fall into three categories: what is language; critical approaches to culture studies with an emphasis on literary texts; translation. We will also explore what happens when a literary text is translated from one language into another. Students will have a chance to do individualized work that bears upon their own language of study. The course features regular guest lectures by faculty from a range of languages and fields. (HUM) (Enrollment limited) –Lahti

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) –Kippur

[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)

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. 151. –Humphreys, Kehres

[**English 330. Sex, Violence and Substance Abuse: Mexico by Non-Mexicans**]— View course description in department listing on p. 217.

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 224, 225, 226**).

The minor in Arabic—For students who wish to minor in Arabic, this is a sequence of five courses: **ARAB 101, 102, 201, 202**, and **301**, designed to develop linguistic skills and to give an appreciation of Arab culture and civilization. In addition, students are required to take either **ARAB 224, 225, 226**, or **LING 101. Introduction to Linguistics**, or a course in the Middle East section of the International Studies Program. No more than one transfer credit may be applied to the minor.

To declare a minor in Arabic, contact 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 per week. (Also listed under the African Studies concentration of the International Studies Program.) (1.5 course credits) (HUM) (Enrollment limited) –Hanna

201. Intermediate Arabic I— Continuation of Arabic 102, with an introduction to Arabic composition as well as further grammatical study and conversation practice. Required lab work. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: C- or better in Arabic 102 or equivalent. (HUM) (Enrollment limited) –Shamma

301. Intermediate Arabic III— Continuation of Arabic 202, introducing increasingly complex grammatical structures through culturally based materials and literary texts, with a programmed expansion of vocabulary to 1,500 words. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: C- or better in Arabic 202 or equivalent. (GLB2) (Enrollment limited) –Hanna

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

401. Advanced Arabic I: Conversation and Composition— This course builds on grammatical concepts acquired in elementary and intermediate courses (101-302). It introduces alternative stylistic tools for oral, aural, and writing skills with a vigorous expansion of vocabulary related to contemporary Arab culture and daily events in the Middle East. We will focus on two key areas of Arabic grammar: the root and pattern system, and complex sentence structure. Students will gain knowledge of grammatical aspects such as active and passive participles, geminate verbs, passive voice, circumstantial clauses, and nouns of place and time (to name a few) and learn more on idafas, broken plurals and superlatives and comparative forms. We will read and discuss authentic texts (short stories, newspapers, and magazine articles) and view films and various news clips in Arabic. Prerequisite: C- or better in Arabic 302 or equivalent. (HUM) (Enrollment limited) –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 Arabic II— Designed to develop basic language skills learned in Arabic 101. Four hours of class work, plus one required drill hour per week. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: C- or better in Arabic 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Shamma

202. Intermediate Arabic II— Continuation of Arabic 201, leading to a completion of essential basic grammatical constructions as well as further conversational practice. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: C- or better in Arabic 201 or equivalent. (GLB2) (Enrollment limited) –Hanna

226. Writing the Body in Contemporary Arabic Literature— This course offers detailed analyses of gendered perceptions of sexuality in contemporary Arabic literature. It examines literary and cinematic trends of portraying sexuality in the Arab Middle East. Through close readings of several prominent Arab authors, students will investigate topics related to writing the body, sexuality and love, the ethics and aesthetics of morality, homosocial relations, sexual performances, and homoerotic practices. These themes will be explored against the background of major historical, political, and social events in the modern Middle East and supported by a number of theoretical readings, films, and documentaries. No knowledge of Arabic language is required. (HUM) (Enrollment limited) –Hanna

302. Intermediate Arabic IV— Continuation of Arabic 301, presenting alternative stylistic tools for oral and written communication, with a vigorous expansion of vocabulary. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: C- or better in Arabic 301 or equivalent. (GLB2) (Enrollment limited) –Hanna

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

402. Advanced Arabic II: Composition and Style— This course is a continuation of Arabic 401. We will closely read and analyze complex authentic texts in order to develop a high level of proficiency and grammatical accuracy in Modern Standard Arabic and colloquial Levantine. We will continue to vigorously focus on the root and pattern system. Students will study new grammatical aspects such as the imperative, the prohibitive, hollow and weak verbs, assimilation in and basic meanings of certain awzan, and the different types of grammatical objects (to name a few). Students will learn different styles of narration and significantly expand their vocabulary repertoire. Prerequisite: C- or better in Arabic 401 or equivalent. (HUM) (Enrollment limited) –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)

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 Chinese**. Two courses in a cognate field or fields are also required as is a paper linking some aspect(s) of the two languages and the cognates; this paper must be completed in **CHIN 401**.

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 course 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, 301, 302, 401, 413, 415, 430, 440, and INTS 237**. 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 Chinese section head. Students interested in cross-disciplinary approaches to the study of Asian cultures are referred to the Asian studies interdisciplinary minor.

Chinese Fall Term

101. Intensive Elementary Chinese I— Designed to develop fundamental skill in both spoken and written Mandarin. About 300 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Students with previous training and background in Chinese should consult the instructor for proper placement. (Also listed under the Asian Studies concentration of the International Studies Program.) (1.5 course credits) (HUM) (Enrollment limited) –Wang

201. Intensive Intermediate Chinese I— This course emphasizes the continued development of skill in spoken and written Mandarin. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take both 201 and 202 in sequence. Four hours of class work, plus one required drill hour. (Also listed the Asian Studies concentration of the International Studies Program.) Prerequisite: C- or better in Chinese 102 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Wang

237. 20th-Century Chinese Literature— A survey of modern Chinese literature, 1918-2000. We will study three major periods of the 20th century: 1918-1949, 1949-1976, and 1976 to the present. The course will concentrate on the work of writers such as Lu Xun, Yu Dafu, Eileen Chang (Zhang Ailing), Xu Zhimo, Mao Dun, Shen Congwen, Bei Dao, Yu Hua, Su Tong, and Wang Anyi. Students will be introduced to the basic developmental trajectory of 20th-century Chinese literature, and will explore interactions between social-historical conditions and the production of modern Chinese literary works. Readings and discussion in English. (GLB) (Enrollment limited) –Shen

301. Advanced Chinese I— Further development of skill in written and spoken Mandarin, with increasing emphasis on longer texts, additional characters, and extensive discussion. In order to secure maximum proficiency, students should plan to take both 301 and 302 in sequence. (Also listed under the Asian Studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Shen

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

430. Chinese Speaking and Writing I— 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: C- or better in Chinese 202 or equivalent. (GLB2) (Enrollment limited) –Wang

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

Spring Term

102. Intensive Elementary Chinese II— Continuation of Chinese 101, with increased emphasis on conversational practice. An additional 300 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: C- or better in Chinese 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Wang

[**150. Conversational Chinese for Beginners**]— This course is designed to prepare students' basic language skills for participating in the China Summer Program. It aims to build students' basic skills in spoken Chinese with emphasis on basic greetings and survival phrases for first-time travellers. Only students in the China Summer Program are allowed to enroll in this course. Students with prior Chinese language study must obtain the permission of the instructor. This course does not count toward the second language requirement. (0.5 course credit) (Enrollment limited)

202. Intensive Intermediate Chinese II— Continuation of Chinese 201, with further emphasis on written and spoken development of the current idiom. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: C- or better in Chinese 201 or equivalent. (1.5 course credits) (GLB2) (Enrollment limited) –Wang

302. Advanced Chinese II— Concentration on advanced writing and speaking skills, further acquisition of compound characters, and further extensive practice in complex reading. (Also listed under the Asian Studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Shen

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

401. 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. (WEB) (Enrollment limited) –Shen

415. Advanced Chinese IV— Students will improve skills in written and spoken Mandarin for formal occasions and conversations. Focuses will be given to students' ability to use the language formally and idiomatically. Prerequisite: C- or better in Chinese 413 or equivalent. (GLB2) (Enrollment limited) –Wang

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

French

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 **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.

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.

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).

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).

Honors—Students qualifying for honors in their French majors must attain a cumulative average of A- or better in all courses counting toward the major, including **FREN 401**.

The minor in French—For students who wish to minor in French, this is a sequence of 5.5 credits beyond **FREN 102** designed to develop linguistic skills and to give an appreciation of Francophone culture and civilization. The five required courses in French must include **FREN 281. Conversational French: Current Events** and can include, but are not limited to, **FREN 250**, **251**, **252**, or a 300-level course in French. The additional .5 credit can be achieved through the French Film Festival course (with written work done in French), or another 1-credit French course. A maximum of one course taught in English under the Language and Culture Studies rubric may be counted toward the minor, only if written work done in French. No more than one transfer credit taken in a program other than Trinity-in-Paris may be applied to the minor.

To declare a minor in French, contact Karen Humphreys, Jean-Marc Kehrès, or Sara Kippur. Students interested in cross-disciplinary approaches to the study of Francophone culture are referred to the French studies interdisciplinary minor.

French
Fall Term

101. Intensive Elementary French I— Designed to develop a basic ability to read, write, understand, and speak French. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. 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) (HUM) (Enrollment limited) —Bouhet, 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: C- or better in French 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) —Solomon

201. Intermediate French I— Review of basic grammatical concepts and development of fundamental language skills, with increasing emphasis on written expression and spoken accuracy. Use is made of video-based presentations. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: C- or better in French 102 or equivalent. (HUM) (Enrollment limited) —Kehres

202. Intermediate French II— Further reinforcement of written and spoken skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading, and writing. Prerequisite: C- or better in French 201 or equivalent, or permission of instructor. (GLB2) (Enrollment limited) —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: C- or better in French 202 or equivalent, or permission of instructor. (GLB2) (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: C- or better in French 241 or equivalent. (GLB2) (Enrollment limited) —Kehres

281. Conversational French: Current Events— This course is designed for students who want to acquire greater proficiency in their oral expression and are interested in current events. We will examine current political, social, historical and educational issues as they appear in French newspapers and magazines such as *L'Express*, *Le Monde*, *Le Nouvel Observateur* and other online resources. Students will participate in class discussions, prepare oral reports and conduct presentations on the issues under study. Prerequisite: C- or better in French 241 or equivalent. (GLB2) (Enrollment limited) —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 320-01 and FREN 320-01.) (GLB2) (Enrollment limited) —Humphreys

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: C- or better in French 251 or 252, or permission of instructor. (Enrollment limited) –Humphreys

[355. Visions of France at War in 20th-century Literature and Film]— This course considers the literary and cinematic 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 Albert Camus, Georges Bataille, Michel del Castillo, André Malraux, Jorge Semprun, Marguerite Duras, René Char, Assia Djebar, Lela Sebbar, and Sylvie Germain, and films such as *La Grande Illusion*, *La Guerre est finie*, *Nuit et brouillard*, *Lacombe Lucien*, *Le Chagrin et La Pitié*, *Indignes*, and *La Bataille d'Alger*. Prerequisite: C- or better in French 251 or 252, or permission of instructor. (HUM) (Enrollment limited)

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

460. Tutorial— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. –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: C- or better in French 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Evelein, Solomon

201. Intermediate French I— Review of basic grammatical concepts and development of fundamental language skills, with increasing emphasis on written expression and spoken accuracy. Use is made of video-based presentations. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: C- or better in French 102 or equivalent. (HUM) (Enrollment limited) –Bouhet

202. Intermediate French II— Further reinforcement of written and spoken skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading, and writing. Prerequisite: C- or better in French 201 or equivalent, or permission of instructor. (GLB2) (Enrollment limited) –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: C- or better in French 202 or equivalent, or permission of instructor. (GLB2) (Enrollment limited) –Humphreys

252. Modern French Literature— This course will be a survey of the major texts of the 19th and 20th century France. Principles of literary history and literary appreciation will be emphasized. Prerequisite: French 241 or equivalent (GLB2) (Enrollment limited) –Kippur

[271. French Theater Workshop]— This workshop will offer students a combination of linguistic and dramatic training. Conducted in French only, it will give students a chance to improve their language skills. During the semester, students will work on scenes from various theatrical genres but also, voice, movement, and improvisation.

The workshop leads to a performance that will conclude the course. Student's responsibilities will include 2 hours a week of class meetings as well as private rehearsals. The play or scenes to be performed at the end of the semester will be chosen based on the number of students enrolled and their level of French. Prerequisite: C- or better in French 201 or equivalent, or permission of instructor. (0.5 course credit) (Enrollment limited)

305. Modern Culture and Civilization— A study of modern France through its history, arts, politics, and social structures. This course is designed to help students understand why the French think the way they do and why their societal concepts are often very different from those of the Americans. To do so we will see that for the French the presence of the past deeply informs the present and how this historical phenomenon has shaped, at least in part, the concept of the family, the government, the educational system, and the position of women in France. We will also examine the important issue of immigration, which is one of France's major social issues today. Finally, we will look at the role that France is playing in the shaping of European unity. Prerequisite: C- or better in French 241 or equivalent. (GLB2) (Enrollment limited) –Kehres

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) –Kippur

355. 18th-Century Enlightenment— The Enlightenment can be defined as a movement of political, social, and philosophical contestation advocating the reign of reason and progress. This course will examine the manifestations of this questioning through the study of the dominant genres of the periods: plays, philosophical tales, dialogues, novels. We will also study a selection of films whose subject is the history and cultural life of 18th-century France and examine the relevance of 18th-century issues to the contemporary world. Sample reading list, *L'le des esclaves*, Marivaux, *Le Neveu de Rameau*, Diderot *Candide*, Voltaire, *Le Mariage de Figaro*, Beaumarchais, *Les Infortunes de la vertu*, Sade. Films: *Que la fte commence*, Bertrand Tavernier, *Ridicule*, Patrice Leconte, *L'Anglaise et le duc*, ric Roemer. Prerequisite: C- or better in French 251 or 252, or permission of instructor. (GLB2) (Enrollment limited) –Kehres

[355. Tales of Transgression: Crime, Censorship, and Public Morals in 19th and 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 Eugene Vidocq, *Crimes celebres* by Victor Hugo, *Les Fleurs du mal* by Baudelaire, excerpts of Flaubert's *Madam Bovary*, Barbey's *LesDiaboliques*, selected plays by Rachilde, narratives and poetry of the surrealist movement, Robert Netz's *Histoire de la censure*, and selected writings by Michel Foucault and Georges Bataille. Prerequisite: C- or better in French 251 or 252, or permission of instructor. (WEB) (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 cté 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)

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

401. Senior Seminar: Special Topics— This seminar is required of all seniors majoring or minoring in French. Over the term, students will work collaboratively on the various papers they are writing by way of integrating

exercises in their major or minor, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author, or genre in French studies. Prerequisite: C- or better in at least one 300-level course in French literature or the equivalent, and permission of instructor. (WEB) (Enrollment limited) –Humphreys

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), Butos (economics), Curran (art history), Hyland (philosophy), Kassow (history), Kirkpatrick (religion), Platoff (music), Smith (political science), and Vogt (philosophy); Lecturer Assaiante (German); and Graduate Fellow Doerre (German).

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 studies

- Students are required to take a total of 11 credits, seven of which must be earned within the German studies section of the Department of Language and Culture Studies. Students counting both introductory German language courses (**GRMN 101** and **102**) toward the major must earn a total of 12 credits, eight of which in the German studies section.
- Required courses are **GRMN 201**, **202**, **at least one 200-level course taught in English**, **301**, **302**, and **401**, which serves as the senior exercise; students may enroll in a second course, **GRMN 200-level course taught in English**, **GRMN 250**, or **LACS 299** in lieu of either **GRMN 301** or **302**.
- **GRMN 200-level** taught in English may be applied toward the major if a substantial portion of the assignments is completed in German and the student meets regularly with the instructor.
- The remaining credits shall be earned in other departments with the major adviser's approval and with no more than two credits chosen from the same department.
- As an alternative to the credits taken in other departments, students are encouraged to enroll in the Trinity-approved program with Baden-Württemberg (Heidelberg, Tübingen, Freiburg, Konstanz, and other universities), Trinity-in-Vienna or Trinity-in-Berlin summer. Courses taken in Baden-Württemberg or Vienna count toward the major with the condition that their content be relevant to German studies and approved in advance by the major adviser. For courses to be approved, they must require a substantial amount of reading and writing in German.
- The Writing Intensive Part II requirement in the German major is fulfilled by: **Any GRMN 200-level course taught in English**, **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 261. 19th Century Painting and Sculpture

AHIS 286. Modern Architecture: 1900-Present

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)

PHIL 284. Late Modern Philosophy

PHIL 286. 20th-Century 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 220. History of Political Thought II

POLS 237. Building the European Union

POLS 338. Liberalism and its Critics

POLS 339. Contemporary and Post-Modern Thought

RELG 223. Major Religious Thinkers of the West

The minor in German—For students who wish to minor in German, this is a sequence of six German courses designed to develop linguistic skills and to give an appreciation of the culture and civilization of German-speaking countries. In addition, the minor will include either a .5-credit Language Across the Curriculum unit or a .5-credit integrating paper, typically written in conjunction with the last course taken for the minor. Courses that count toward the German minor are **GRMN 101, 102, 201, 202, any 200-level course taught in English, 301, and 302**. No more than one transfer credit may be applied to the minor.

To declare a minor in German, contact Professor Johannes Evelein. Students interested in cross-disciplinary approaches to the study of German culture are referred to the German studies interdisciplinary minor.

In the major, and in the German minor, students must demonstrate oral and written proficiency by earning the minimum grade of B in **GRMN 301**.

German Fall Term

101. Intensive Elementary German I— This is a basic four-skill (understanding, speaking, reading, and writing) course with emphasis on developing facility in reading and speaking German within a cultural and historical context. Students with prior German language study must obtain the permission of the instructor. Students taking this course should plan to take German 102 in order to complete the study of essential vocabulary and grammar and to gain practice in speaking and in reading original texts. (1.5 course credits) (HUM) (Enrollment limited) –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: C- or better in German 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited)

201. Intermediate German I— This course will aim for intermediate-level proficiency in understanding, speaking, and writing contemporary idiomatic German with emphasis on conversation. Essential grammar review, exercises, and oral reports will be based on the reading and discussion of such materials as edited TV broadcasts, letter-writing, and short essays. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: C- or better in German 102 or equivalent. (HUM) (Enrollment limited) –Evelein

[**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. (GLB2) (Enrollment limited)

[**233. Berlin, Vienna, Prague**]— In this course we will peek into the urban souls of Berlin, Vienna, and Prague as we become familiar with some of the many writers, artists, musicians, and filmmakers who have called these cities home. Berlin comes alive in expressionist films and cityscapes, the Berlin literary avant-garde, and the many artistic responses to the Cold War and its most visible reminder: the Berlin Wall. We'll approach Vienna through Sigmund Freud and Arthur Schnitzler, study Secessionist art by Gustav Klimt and Egon Schiele, and accompany modern writers on their wanderings through the city. In Prague we will study Art Nouveau and Art Deco and become acquainted with the city's most famous writers, Franz Kafka and Milan Kundera. This course is taught in English and is listed as GRMN 233 and LACS 233. It meets the Writing Part II requirement for German Studies majors. (HUM) (Enrollment limited)

257. 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 Doris Drie, we will consider the political and historical events that influenced the film industry and aesthetic at this time in Germany. We will also trace the history of film financing, distribution and exhibition in post-WWII West Germany. The themes examined will include, but are not limited to, the relationship between public and private, past and present, the relationship between history and gender, the "German" and the other, the search for a national identity. On completion of this course, students will be able to understand (1) the diverse aesthetic of New German Cinema films, (2) the institutional influences in the development of New German Cinema, (3) the history of West German after 1949, and (4) the different conceptualizations of German identity in different historical and political moments. Directors include R. W. Fassbinder, W. Herzog, W. Wenders, H. Sanders-Brahms, and M. v. Trotta. (GLB) (Enrollment limited) –Doerre

[**301. German Literature and Film Since 1945**]— Through close readings and comparative discussions of short

prose, poetry, and film from 1945 until the present, students will improve their German comprehension (listening as well as reading), speaking, and writing skills. There will be texts from Austria, Switzerland, the Federal Republic of Germany, and the former German Democratic Republic, by authors such as Günter Grass, Heinrich Böll, Max Frisch, Friedrich Dürrenmatt, and Christa Wolf, as well as many well-known poets and film directors. Some grammar review will be offered. All work will be done in German. Prerequisite: C- or better in German 202 or equivalent. (WEB) (Enrollment limited)

301. German Fairytales— Through close readings and comparative discussions of theoretical texts and primary source materials, this course will explore the genre of German language fairytales, with a particular emphasis on the Grimm collection. Readings on the historical context of the fairytale genre, the intersections of fairytales and feminism, and psychoanalytical readings will inform the study of the Brothers Grimm, Andersen, Bechstein, Wolf, and Ende. Prerequisite: C- or better in German 202 or equivalent. (WEB) (Enrollment limited) –Assaiante

[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-Schler, Arendt, Celan. Prerequisite: C- or better in German 202 or equivalent. (HUM) (Enrollment limited)

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

460. Tutorial— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. –Staff

Spring Term

102. Intensive Elementary German II— Continuation of German 101, with completion of the study of essential grammar, further vocabulary building through oral and written practice, practice in reading, and discussions of cultural contexts. Prerequisite: C- or better in German 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Evelein

202. Intermediate German II— Continuation of German 201, with the addition of expository material on German life and culture for discussion and writing practice. Prerequisite: C- or better in German 201 or equivalent. (GLB2) (Enrollment limited) –Assaiante

[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. (WEA2) (Enrollment limited)

[254. Franz Kafka]— In this course we will read short stories, novels, and letters of Kafka with an eye to the artistic and literary trends of his time (expressionism, surrealism, art nouveau), the uniqueness of Kafka's writing, and his influence upon later writers. Readings include *The Judgment*, *Metamorphosis*, and *The Trial*; we will examine themes such as unappeasable authority, inescapable guilt, and the individual marooned in an incomprehensible and perhaps merciless world. (Listed as both LACS 233-54 and GRMN 233-10.) (GLB2) (Enrollment limited)

264. Literature and the Law— In literature and in law, language shapes rhetorical worlds that seek to represent, constitute and interpret the actions of human beings and their world. Therefore, examining how the law is represented in literature gives insight both into how this representation shifts to accommodate historical and cultural differences,

and how central the role of narrative is to legal institutions. This course will focus on representations of the law in German-language literature from the late 18th century onward, to examine how literature relates the human condition to law, to other central cultural values (love, honor and justice), and how literature can put the law itself into question. The course will emphasize literary interrogations of National Socialist law, which take up these questions in their most urgent form. Taught in English. (HUM) (Enrollment limited) –Assaiante

265. 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. (WEB) (Enrollment limited) –Evelein

[**266. Marx, Nietzsche, Freud**]
— This survey of German intellectual history from 1848 to the present will acquaint students with writings of Marx, Freud, Nietzsche, and the many others who shaped subsequent western culture and thought. Drawing upon close readings of excerpts from pivotal works, we will examine the relevance of such works in the matrix of artistic trends and historical circumstances from which they emerge. Short literary pieces (Franz Kafka, Thomas Mann) will be included. (GLB2) (Enrollment limited)

302. The Weimar Republic— This course develops students' skills of literary interpretation, speaking, reading, and writing in the target German language, while concentrating on one of the great eras of cultural production in German history wedged between the two great catastrophes of the twentieth century. In examining an array of texts across disciplines, genres, mediums, and movements, students will gain an in-depth look at the German-speaking world's own "roaring twenties," from the moments of economic and political crisis to the time of stabilization and collapse. Course materials will include films, literary texts, music, art, and essays from figures of this era such as Bertolt Brecht, Kurt Weil, Hermann Hesse, Joseph Goebbels, Rosa Luxemburg, Albert Einstein, Fritz Lang and more. Prerequisite: C- or better in German 202 or equivalent. (WEB) (Enrollment limited) –Doerre

[**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, Dblin, Kolmar, Borchert, Tawada, Schulze. Prerequisite: C- or better in German 202 or equivalent. (HUM) (Enrollment limited)

[**302. German Literature from 1700-1900**]
— This course explores German history and culture through the lens of literature and focuses on the historical period encompassing the aesthetic movements of the Storm and Stress, the Enlightenment, Romanticism, Classicism and Realism. While the focus is on the interpretation of literary texts, secondary readings on history and aesthetic/cultural theory will also be included. Readings include works by Goethe, Schiller, Heine, Stifter, Hauptmann, Rilke and Mann. Prerequisite: C- or better in German 202, German 301, or permission of instructor. (WEB) (Enrollment limited)

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

401. Senior Seminar: Special Topics in German Studies— This interdisciplinary seminar, devoted to guided, individual research, is required of all seniors majoring in German Studies Plan A or Plan B (German as primary language). Each student may work on any aspect of the history, society, or culture of the German-speaking world. Coursework is conducted in German. The grade is based on seminar participation and a research project. Prerequisite: One 300 level German course and permission of instructor. (WEB) (Enrollment limited) –Assaiante

[**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.

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 219. Israeli Film and Visual Media**. No more than one transfer credit may be applied to the minor.

To declare a minor in Hebrew, contact Lecturer Ayalon. Students interested in cross-disciplinary approaches to the study of Jewish culture are referred to the Jewish studies interdisciplinary minor.

Hebrew Fall Term

101. Elementary Modern Hebrew I— A comprehensive introduction to the basic vocabulary and grammatical rules of Modern Hebrew will be systematically presented and reviewed. Designed to develop a basic ability to read, write, understand, and speak modern Hebrew, this course will also include exposure to appropriate cultural materials. (Also offered under the Middle Eastern studies and Jewish studies programs.) (HUM) (Enrollment limited) –Ayalon

201. Intermediate Modern Hebrew I— This course continues the development of skills in conversation, composition, and reading. Advanced grammar and syntax are introduced, as well as expanded readings from Israeli newspapers and literature. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 102 or equivalent. (HUM) (Enrollment limited) –Ayalon

[301. Advanced Modern Hebrew I]— Emphasis on written essays as well as on comprehension through readings and class discussion of short stories, articles, and poetry. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 202 or equivalent. (GLB2) (Enrollment limited)

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

Spring Term

102. Elementary Modern Hebrew II— A continuation of Hebrew 101 with emphasis on increasing vocabulary, understanding, writing and speaking skills with widening exposure to appropriate cultural materials. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 101 or equivalent. (HUM) (Enrollment limited) –Ayalon

202. Intermediate Modern Hebrew II— A continuation of Hebrew 201 with more advanced grammar and increased emphasis on composition and speaking as well as exposure to appropriate cultural materials. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 201 or equivalent. (GLB2) (Enrollment limited) –Ayalon

[302. Advanced Modern Hebrew II]— A continuation of Hebrew 301 with emphasis on reading short novels and Israeli newspapers as well as viewing and discussing selected videos and movies. (Also offered under the Middle Eastern studies and Jewish studies programs.) Prerequisite: C- or better in Hebrew 301 or equivalent. (GLB2) (Enrollment limited)

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

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

Hispanic Studies

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 subfield; 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 course work. 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 official Trinity sites: Trinity-in-Buenos Aires or Trinity-in-Barcelona. 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, 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) 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 toward the major or minor.

Required courses for the Plan A major

Peninsular

Three electives

HISP 261 or **262**

(Study abroad, usually in Barcelona)

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)

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 (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” subfield 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 official Trinity sites: Trinity-in-Buenos Aires or Trinity-in-Barcelona. Requests to study elsewhere will be given consideration and approval will depend on solid academic reasons for requesting an alternative site. All students wishing to receive credit toward the major for courses taken at Trinity’s global sites in Barcelona, Spain, or Buenos Aires, Argentina, must have taken at least one thematically appropriate (Iberian or Latin American) civilization and culture course (**HISP 261**, **HISP 262**, **HISP 263**, **HISP 264**) before their departure. Careful planning in coordination with the student’s adviser and the department’s faculty sponsors of the sites (Professor Lambright for Buenos Aires; Professor Harrington for Barcelona) is therefore essential.

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

<i>Peninsular</i>	<i>Latin American</i>
HISP 261	HISP 263
HISP 262	HISP 264
HISP 270	HISP 270
HISP 280	HISP 280
HISP 290 (.5)	HISP 290 (.5)
HISP 300 (Peninsular)	HISP 300 (Latin American)
HISP 300 (Latin American or Transatlantic)	HISP 300 (Peninsular or Transatlantic)
HISP 401 (Thesis)	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

<i>Peninsular</i>	<i>Latin American</i>
HISP 261 or 262	HISP 263 or 264
HISP 260 series (open)	HISP 260 series (open)
HISP 300 (Peninsular)	HISP 300 (Latin American)
HISP 300 (Latin American or Transatlantic)	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. Generally for students with minimal or no previous experience studying Spanish. Students with 3 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Flores

102. Intensive Elementary Spanish II— Continuation of Hispanic Studies 101, emphasizing oral practice, consolidation of basic grammar skills, compositions, and reading comprehension. Generally for students with 2-3 years or equivalent of high school Spanish. Students with 4 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic 101 or equivalent. (HUM) (Enrollment limited) –Flores

201. Intermediate Spanish I— An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. Generally for students with 3-4 years or equivalent of high school Spanish. Students with 5 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean Studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 102 or equivalent. (GLB2) (Enrollment limited) –Aponte-Aviles, Morales, Robyn

202. Intermediate Spanish II— The review of grammar begun in Hispanic Studies 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American literature, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression. Generally for students with 4 years or equivalent of high school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 201 or equivalent. (GLB2) (Enrollment limited) –Hubert, Lambright

221. Advanced Grammar and Composition— Emphasis on composition work in conjunction with a review of grammar, especially of the more difficult and subtle aspects, together with a consideration of stylistics. The writings of selected modern Hispanic authors will serve as models. Generally for students with 5+ years or equivalent of high school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 202 or equivalent. (GLB2) (Enrollment limited) –Melendez, 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. Prepares students for Hispanic Studies 221 or more advanced Hispanic studies course. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) (GLB2) (Enrollment limited) –Melendez

226. Iberian and Latin American Film and Conversation— In this course students will analyze landmarks of Spanish/Latin American cinema in terms of social, historical, and cultural questions they raise, as well as in terms of ideological, aesthetic, and cinematographic movements to which they belong. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations, and critique. Heritage speakers, students who have studied in a Spanish speaking country, or students who have taken a course at a higher level (Hispanic Studies 261 or above) are not eligible to enroll. Prerequisite: C- or better in Hispanic Studies 202 or equivalent. (GLB2) (Enrollment limited) –van Ginhoven Rey

261. Iberian Culture I (Middle Ages to the 19th Century)— The course is designed to provide a broad understanding of the primary cultural dynamics of the Iberian Peninsula from the Middle Ages to the 19th century. We will pay special attention to the more important cultural developments during this crucial era of Spanish history. Prerequisite: C- or better in Hispanic Studies 221, or permission of instructor. (GLB2) (Enrollment limited) –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.) Prerequisite: C- or better in Hispanic Studies 221, or permission of instructor. (GLB2) (Enrollment limited) –Robyn

270. Introduction to Cultural Analysis— This course serves as a transition to advanced courses in Spanish language, culture, and literature. Students will develop analytical skills through an intense exploration of cultural production in the Hispanic world and through an examination of diverse literary genres, film, and current events. The focus will be on improving the necessary linguistic and critical thinking skills that are the fundamental foundation for literary and cultural analysis in advanced Spanish study. Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. (GLB) (Enrollment limited) –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) (GLB2) (Enrollment limited) –Lambright

[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: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited)

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: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited) –Harrington

335. Misplaced/Displaced Narratives in Latin America— What makes a novel “Latin American”? In this course we will study novels produced in Latin America in the last three decades that deal with topics, characters and settings that have little relation to the immediate reality of the continent. By questioning the imperative for national allegory assigned to the novel from the periphery of the West, we will explore notions of referentiality, language and representation and we will try to work out the geopolitics of the genre in the context of globalization, translation and world literature. Among others, we will read works by César Aira, Mario Bellatin, Bernardo Carvalho, Chico Buarque and Santiago Gamboa. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited) –Hubert

[344. Spanish American Historical Novel]— How is history portrayed in literature? How may literature be used to search for a greater, or alternative, historical “truths”? How might historical events be used to contemplate more intimate concerns and problems? These and other questions will be explored as this class examines some of the many historical novels produced both at the beginning of the 20th century and today in Latin America. We will study how authors use history to explore problems of narration, gender, sexuality, ethnicity, subjectivity, and the nation. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited)

[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: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited)

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 Hispanic Studies 101, emphasizing oral practice, consolidation of basic grammar skills, compositions, and reading comprehension. Generally for students with 2-3 years or equivalent of high school Spanish. Students with 4 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic 101 or equivalent. (HUM) (Enrollment limited) –Flores

201. Intermediate Spanish I— An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. Generally for students with 3-4 years or equivalent of high school Spanish. Students with 5 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean Studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 102 or equivalent. (GLB2) (Enrollment limited) –Aponte-Aviles, Morales

202. Intermediate Spanish II— The review of grammar begun in Hispanic Studies 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American literature, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression. Generally for students with 4 years or equivalent of high school Spanish. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 201 or equivalent. (GLB2) (Enrollment limited) –Morales, 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: C- or better in Hispanic Studies 202 or equivalent. (GLB2) (Enrollment limited) –Melendez, Morales

226. Iberian and Latin American Film and Conversation— In this course students will analyze landmarks of Spanish/Latin American cinema in terms of social, historical, and cultural questions they raise, as well as in terms of ideological, aesthetic, and cinematographic movements to which they belong. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations, and critique. Heritage speakers, students who have studied in a Spanish speaking country, or students who have taken a course at a higher level (Hispanic Studies 261 or above) are not eligible to enroll. Prerequisite: C- or better in Hispanic Studies 202 or equivalent. (GLB2) (Enrollment limited) –Robyn

[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 U.S./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.) (GLB2) (Enrollment limited)

262. Iberian Culture II (The 20th Century)— This course introduces students to the set of cultural problems that have shaped Spain's contemporary development. It will do so through the study of novels, films, and historical narrative. Special emphasis given to the cultural history of the Franco years (1939-1975) and the country's more recent transition to democracy (1975-1992). Prerequisite: C- or better in Hispanic Studies 221, or permission of instructor. (GLB2) (Enrollment limited) –van Ginhoven Rey

264. Latin American Culture II (Independence to Present Day)— This course focuses on the social, political, economic, and cultural development of the Latin American nations. Emphasis will be on to the construction of national identities during the 19th century as well as main historic-political events of the 20th century. Discussions will be based on readings, documentaries, and feature films. Latin American newspapers on the Internet are used to inform our debates of current events. (Also offered under the Latin American and Caribbean studies concentration of

the International Studies Program.) Prerequisite: C- or better in Hispanic Studies 221, or permission of instructor. (GLB2) (Enrollment limited) –Hubert

270. Introduction to Cultural Analysis— This course serves as a transition to advanced courses in Spanish language, culture, and literature. Students will develop analytical skills through an intense exploration of cultural production in the Hispanic world and through an examination of diverse literary genres, film, and current events. The focus will be on improving the necessary linguistic and critical thinking skills that are the fundamental foundation for literary and cultural analysis in advanced Spanish study. Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. (GLB) (Enrollment limited) –Melendez

280. Hispanic Hartford— This course seeks to place Trinity students in active and informed dialogue with the Hartford region’s large and diverse set of Spanish-speaking communities. The course will help student recognize and analyze the distinct national histories (e.g. Peruvian, Puerto Rican, Chilean, Honduran, Cuban, Colombian, and Mexican) which have contributed to the Hispanic diaspora in the city and the entire northeastern region of the United States. Students will undertake field projects designed to look at the effects of transnational migration on urban culture, institution-building, and identity formation. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.) This course has a community learning component. Prerequisite: C- or better in Hispanic Studies 221 or 224, or permission of instructor. (GLB2) (Enrollment limited) –Robyn

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) (GLB2) (Enrollment limited) –Lambright

[319. The Stylistics of Violence: Discourses and Narratives of Violence in the Hispanic World]— This course analyzes the various ways in which the Hispanic world narrates violence. Special attention will be given to the relationship between violence and cultural production, from the colonial period through modern day Latin America and Spain. The required texts problematize and re-signify the notion of violence as perceived and represented by marginalized, peripheral, and subaltern communities throughout the Spanish-speaking world. The class will draw from texts across a wide range of genres, including traditional literature—novels, essays, poetry, short fiction—as well as from other forms of cultural discourse—film, documentaries, testimonial literature, performance art, graffiti, and tattoos. Course assessment will hinge on in-class participation, weekly orientation questions, in-class group presentations, and out-of-class essays. We will conduct the class primarily in Spanish. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (Enrollment limited)

[320. Emigration and Transatlantic “Cultural Commerce”]— Since the middle of the 19th century, the Iberian nations have produced a constant stream of emigrants to the Americas. The new arrivals from Spain and Portugal have often exercised significant influence on the development of their countries of adoption. Similarly, the channels of communication opened by these emigrants to the New World have allowed citizens from countries such as Argentina, Cuba, Mexico, Venezuela, and the United States to play important roles in the development of contemporary Spanish and Portuguese life. After studying the prime “push” and “pull” factors in these transatlantic emigrations, we will examine literary, cinematic, and artistic manifestations of this transatlantic “cultural commerce” during the contemporary era. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited)

[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, Cortzar, Rulfo, Garca,

Mrquez, 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: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited)

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: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB) (Enrollment limited) –Melendez

345. Special Topic— To be offered occasionally on a special topic of consideration in Spanish American or Iberian literatures and cultures. Prerequisite: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB2) (Enrollment limited) –van Ginhoven Rey

[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: C- or better in Hispanic Studies 270 and one of the following: Hispanic Studies 261, 262, 263, or 264, or permission of instructor. (GLB) (Enrollment limited)

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 is open to seniors only. (WEB) (Enrollment limited) –Lambright

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 314 and 333.**
- Two courses, one of which is at the 300 level, from other departments on an Italian-related subject. Students must consult with their faculty adviser as to which courses they can count toward the major.

- Senior seminar, **ITAL 401. Special Topics.**

In consultation with the faculty adviser in Italian, students matriculating at Trinity College who have background in Italian language will enroll at a more advanced level than first-year Italian (101 and 102). Students must take three interdisciplinary courses on Italian culture and civilization and three literature survey courses to complete the required 12 courses.

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 course work in Italian. In addition to the six courses, students must complete a .5 credit of Language Across the Curriculum.

To declare a minor in Italian, contact Professor Dario Del Puppo. Students interested in cross-disciplinary approaches to the study of Italian culture are referred to the Italian studies interdisciplinary minor.

Italian Studies

Fall Term

101. Intensive Elementary Italian I— Designed to develop a basic ability to read, write, understand, and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1.5 course credits) (HUM) (Enrollment limited) –Del Puppo, King, di Florio Gula

102. Intensive Elementary Italian II— Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: C- or better in Italian 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Palma

201. Intermediate Italian I: Conversation and Composition— A review of basic grammar learned in the first-year intensive Italian courses (101 and 102) is integrated with oral and writing practice on topics intended to introduce students to contemporary Italian culture. There will be readings of short stories, newspaper, and magazine articles, viewings of film and video presentations, and weekly compositions and other writing assignments. In order to achieve competence in Italian, students should plan to take 201 and 202 in sequence. Prerequisite: C- or better in Italian 102 or equivalent. (HUM) (Enrollment limited) –Palma

228. Italian Language and Society— This course will examine the relationship between language and society in contemporary Italy and in countries with high levels of Italian migration, while also developing students' linguistic skills. Topics include: geographical, class, and generational differences in language, the effects of mass media on language, and the Italian of immigrants to the United States. As part of their coursework, students will conduct interviews with Italian Americans in the Hartford area. Prerequisite: C- or better in Italian 202 or equivalent. (GLB2) (Enrollment limited) –Palma

[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 reports, several short papers, and full attendance and participation. (Listed as both LACS 272 and ITAL 272.) (GLB2) (Enrollment limited)

236. Modern Italy— An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both LACS 236 and ITAL 236-01; and under the History Department.) (GLB2) (Enrollment limited) –Alcorn

272. Mafia— In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists, and political scientists. It has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: seminar reports, several short papers, and full attendance and participation. (Listed as both LACS 272 and ITAL 272.) (GLB2) (Enrollment limited) –Alcorn

[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 335 and ITAL 335.) (GLB2) (Enrollment limited)

335. Dante: The Divine Comedy— An intensive study of the Divine Comedy (in translation) with particular emphasis on the historical and aesthetic significance of this 'summa.' Students wishing to count this course toward a major in Italian should receive permission of the instructor. (Listed as both LACS 335 and ITAL 335.) (GLB2) (Enrollment limited) –Del Puppo

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

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

Spring Term

101. Intensive Elementary Italian I— Designed to develop a basic ability to read, write, understand, and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1.5 course credits) (HUM) (Enrollment limited) –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: C- or better in Italian 101 or equivalent. (1.5 course credits) (HUM) (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: C- or better in Italian 102 or equivalent. (HUM) (Enrollment limited) –Palma

202. Intermediate Italian II: Composition and Literature— The review of grammar begun in Italian 201 will be completed in this course. Students' oral and writing skills will be enhanced by further exploration of aspects of Italian culture, through a variety of texts and media. While emphasizing students' communication skills, this course aims to provide them with the basis for linguistic competence in Italian. Prerequisite: C- or better in Italian 201 or equivalent. (GLB2) (Enrollment limited) –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.) (GLB2) (Enrollment limited)

272. Mafia— In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists, and political scientists. It has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: seminar reports, several short papers, and full attendance and participation. (Listed as both LACS 272 and ITAL 272.) (GLB2) (Enrollment limited) –Alcorn

274. Food in Italian History, Society, and Art— The saying, “A tavola non s’invecchia” (“One does not age at the supper table”), expresses the importance of food and eating for Italians. In this course, we will examine the relationship between food and culture in Italy, from the Romans to the present, through a variety of readings and tasting experiences. Topics include: the importing and exporting of different foods in antiquity as an instance of cultural and economic exchange; medieval beliefs about intellectual and physical aptitudes associated with diet; the representation of food in art, literature, and cinema; regional cuisines and cultural identities; and the language of food. We will also discuss Italian and Italian-American cuisine as the reflection of related, yet very different, cultures. Students may opt to undertake a Community Learning Initiative in consultation with the course instructor. (Listed

as both LACS 274 and ITAL 274.) (GLB2) (Enrollment limited) –Del Puppo

290. Italian Cinema: Fiction and Film— A study and discussion of Italian cinema from neorealism to the present. The course will cover both formal and thematic trends in the films of the noted postwar Italian directors Roberto Rossellini, Vittorio De Sica, and Luchino Visconti. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Federico Fellini, Michelangelo Antonioni, Lina Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. Students wishing to apply this course toward the major in Italian must secure permission of the instructor. They will complete their assignments in Italian and meet with the instructor in supplementary sessions. Faithful attendance is required. (Listed as both LACS 290 and ITAL 290.) (GLB2) (Enrollment limited) –di Florio Gula

314. Contemporary Italian Literature— A critical reading of selected novels, short stories, poetry, and plays from the turn of the 20th century to the present. Authors include: Pirandello, Svevo, Aleramo, Montale, Ungaretti, Morante, Calvino, Petrucci, Fo, and other contemporary authors. Emphasis is on the historical and cultural context of the works and on recent trends in Italian literature. Topics include: literature during both world wars and under Fascism, modernism and postmodernism in literature, contemporary women writers, and the role of Italian intellectuals in society. All work is done in Italian. (GLB2) (Enrollment limited) –Del Puppo

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

401. Senior Seminar: Topics in Italian Studies— This seminar is required of all seniors majoring in Italian: Plan A, Plan B (Italian as primary language.) An interdisciplinary seminar devoted to guided, individual research. Each student may work on any aspect of the history, society, or culture of Italy or of Italians in other lands. Coursework is conducted in Italian. The grade is based on seminar participation and a research project. Prerequisites: At least one 300-level course in Italian literature or equivalent and permission of the instructor. Prerequisite: C- or better in Italian 228 or equivalent. (WEB) (Enrollment limited) –Del Puppo

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 (**INTS 236** 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, 412**, and **INTS 236**. No more than one transfer credit may be applied to the minor.

To declare a major or minor in Japanese, contact Principal Lecturer Rieko Wagoner. Students interested in cross-disciplinary approaches to the study of Asian cultures are referred to the Asian studies interdisciplinary minor.

Japanese
Fall Term

101. Intensive Elementary Japanese I— Designed to develop fundamental skill in both spoken and written modern Japanese. About 200 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Students with prior background in Japanese must have the permission of the instructor. (Also offered under the Asian studies program.) (1.5 course credits) (HUM) (Enrollment limited) –Wagoner

201. Intensive Intermediate Japanese I— This course emphasizes the continued development of skill in spoken and written Japanese. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take both 201 and 202 in sequence. Four hours of classwork, plus one required drill hour. (Also offered under the Asian studies program.) Prerequisite: Japanese 102 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Miyazaki

[311. Advanced Readings in Japanese I]— This course aims at building students' skills and speed in reading Japanese. It will draw materials from primary sources in various genres such as novels, poems, newspapers, essays, and instructional materials. Students will develop sentence analysis strategies as well as expand their knowledge of advanced vocabulary and kanji. An appropriate level of oral communication skill is required. (Since the content of this course varies from year to year to focus on the most contemporary materials, students may enroll for credit more than once.) (Also offered under the Asian studies program.) Prerequisite: Japanese 202 or equivalent. (GLB2) (Enrollment limited)

312. Advanced Spoken Japanese I— This course aims to develop students' listening and speaking skills in Japanese. The first half of the course focuses on basic tasks and social situations covered in Japanese 101 through Japanese 202, bringing students' performance to a more natural and practical level. The latter half will introduce new conversational strategies and diverse topics and situations mostly drawn from current and culture-specific topics. (Since the content of this course varies from year to year to focus on the most contemporary materials, students may enroll for credit more than once.) Prerequisite: Japanese 202 or equivalent. (GLB2) (Enrollment limited) –Wagoner

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

401. Senior Seminar: Special Topics— This seminar is required of all seniors majoring in Japanese: Plan B (Japanese as primary language). Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author, or genre in Japanese studies. (WEB) (Enrollment limited) –Wagoner

[411. Advanced Reading in Japanese II]— The course aims at further training in reading Japanese above JAPN 311. Students will read a variety of materials taken mostly from primary sources, such as novels, news articles, instructions, etc., at an accelerated rate. The goal is to develop speed, accuracy, and efficiency in students' reading skills in Japanese. Class activities focus on analyzing the given texts and translation them into English. A total accumulation of kanji is expected to be 1,100-1,200. Prerequisite: C- or better in Japanese 311. (HUM) (Enrollment limited)

412. Advanced Spoken Japanese II— This course is also listed under Asian Studies in the International Studies Program. The aim of this course is to further students' acquisition of listening and speaking skills in Japanese through study and discussion of films, TV shows, and other audio-visual sources. It aims to enhance students' ability to express their personal responses and opinions, while exposing them to more culturally specific concepts and topics. Prerequisite: C- or better in Japanese 312. (HUM) (Enrollment limited) –Wagoner

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

Spring Term

102. Intensive Elementary Japanese II— Continuation of Japanese 101, with increased emphasis on conversational practice. An additional 120 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of class work, plus one required drill hour. (Also offered under the Asian studies program.) Prerequisite: Japanese 101 or equivalent. (1.5 course credits) (HUM) (Enrollment limited) –Wagoner

202. Intensive Intermediate Japanese II— Continuation of Japanese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. (Also offered under the Asian studies program.) Prerequisite: Japanese 201 or equivalent. (1.5 course credits) (GLB2) (Enrollment limited) –Miyazaki

236. Japanese Crime Literature and Film— This course examines major works of Japanese crime literature and film from the works of Edogawa Rampo, known as the father of crime fiction in Japan, to those of contemporary writers to explore social and moral issues reflected in them. While Japanese writers and filmmakers of this genre readily acknowledge Western influences, the literary and cinematic explorations of crime in Japan have also developed on a trajectory of their own, producing works that are easily distinguishable from those of other cultures. The course will also consider the mixing of the crime genre with others, such as ghost and science fiction genres. Works studied in this course include those of Edogawa Rampo, Akira Kurosawa, Miyuki Miyabe, Seicho Matsumoto, and Kobo Abe, as well as yakuza movies. Readings and discussion in English. (GLB) (Enrollment limited) –Shen

311. Advanced Readings in Japanese I— This course aims at building students' skills and speed in reading Japanese. It will draw materials from primary sources in various genres such as novels, poems, newspapers, essays, and instructional materials. Students will develop sentence analysis strategies as well as expand their knowledge of advanced vocabulary and kanji. An appropriate level of oral communication skill is required. (Since the content of this course varies from year to year to focus on the most contemporary materials, students may enroll for credit more than once.) (Also offered under the Asian studies program.) Prerequisite: Japanese 202 or equivalent. (GLB2) (Enrollment limited) –Wagoner

[312. Advanced Spoken Japanese I]— This course aims to develop students' listening and speaking skills in Japanese. The first half of the course focuses on basic tasks and social situations covered in Japanese 101 through Japanese 202, bringing students' performance to a more natural and practical level. The latter half will introduce new conversational strategies and diverse topics and situations mostly drawn from current and culture-specific topics. (Since the content of this course varies from year to year to focus on the most contemporary materials, students may enroll for credit more than once.) Prerequisite: Japanese 202 or equivalent. (GLB2) (Enrollment limited)

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

411. Advanced Reading in Japanese II— The course aims at further training in reading Japanese above JAPN 311. Students will read a variety of materials taken mostly from primary sources, such as novels, news articles, instructions, etc., at an accelerated rate. The goal is to develop speed, accuracy, and efficiency in students' reading skills in Japanese. Class activities focus on analyzing the given texts and translation them into English. A total accumulation of kanji is expected to be 1,100-1,200. Prerequisite: C- or better in Japanese 311. (HUM) (Enrollment limited) –Wagoner

[412. Advanced Spoken Japanese II]— This course is also listed under Asian Studies in the International Studies Program. The aim of this course is to further students' acquisition of listening and speaking skills in Japanese through study and discussion of films, TV shows, and other audio-visual sources. It aims to enhance students' ability to express their personal responses and opinions, while exposing them to more culturally specific concepts and topics. Prerequisite: C- or better in Japanese 312. (HUM) (Enrollment limited)

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

Linguistics

Spring Term

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, 215, 221, 222, 270, 301, 302, 303, 304, 305.**
- Two courses in Russian literature and culture (**RUSS 254, 257, 258, 282, 284, 285, 286, 287, 288**).
- 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, 215, 221, 222, 270, 301, 302, 303, 304.**
- One literature and culture course in translation (**RUSS 254, 258, 282, 284, 285, 286, 287, 288, 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, 215, 221, 222, 270, 301, 302, 303, 304.**
- One literature and culture course, either in Russian or in translation (**254, 258, 258, 282, 284, 285, 286, 287, 288, 301, 302, 303, 304, 357**).

Please note that some aspect of Russian literature or culture must be an integral part of the senior exercise required for the student's primary concentration.

All Russian majors (Plan A and Plan B) are required to pass the department's Russian language proficiency examination.

The Writing Intensive Part II requirement for the Plan A or Plan B Russian major is fulfilled by **RUSS 302. Russian Narrative Prose** (in Russian), or **RUSS 401. Senior Seminar** (in Russian).

Honors—Students qualifying for honors in the Russian major must attain a cumulative average of A- or better in all courses counting toward the major, including **RUSS 401.**

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. Elementary Russian I— This course for beginners emphasizes active command of Russian through speaking, listening, reading, and writing. A web component enhances knowledge of the living language and illustrates cultural differences. This class meets three hours a week and carries one credit. (HUM) (Enrollment limited) –Any

201. Intermediate Russian I— In this course students will gain intermediate proficiency in understanding, speaking, reading, and writing Russian. They will learn how to express themselves in Russian through regular conversation practice on topics such as the world of Russian emotions, love and marriage, music and entertainment, and other practical subjects. They will read real Russian literary texts and learn to write about their thoughts and opinions. They will learn about Russian culture by direct experience, including working with the Russian Internet. Students who take this and the next course in the series, Russian 202, will be ready to go on a study abroad program in Russia. Conducted in Russian. (Also listed under the Russian and Eurasian studies concentration of the International Studies Program.) Prerequisite: C- or better in Russian 102 or equivalent. (HUM) (Enrollment limited) –Lahti

[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: C- or better in Russian 202 or permission of instructor. (GLB2) (Enrollment limited)

[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.) (GLB2) (Enrollment limited)

270. Russian Poetry— Readings in Russian poetry, including verse of the Golden and Silver Ages (the nineteenth century through 1920). Texts will be discussed from the viewpoint of their aesthetic and historical significance. Students will become familiar with the classics of Russian poetry while also developing the critical skills of being able to analyze poetry linguistically and write about it. Stylistic analysis will refine students' knowledge of grammar; extensive discussion of texts will enhance oral proficiency. All readings and discussion in Russian. Prerequisite: C- or better in Russian 201 or equivalent. (GLB2) (Enrollment limited) –Lahti

[301. Russian through Literature and Film]— This course contains two segments. In one segment students strengthen their grammar and vocabulary through reading authentic literary texts. The other segment improves listening comprehension through the viewing of a Russian film. Students will view the film in installments, using video technology to replay scenes as often as necessary to achieve comprehension. Homework assignments will include film viewing in the video lab. Prerequisite: C- or better in Russian 221 or equivalent. (GLB2) (Enrollment limited)

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

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

497. Senior Thesis— –Staff

Spring Term

102. Elementary Russian II— A continuation of Russian 101. Students increase their speaking, reading and writing ability through vocabulary building and learning further grammar structures. This class meets three hours a week and carries one credit. Prerequisite: C- or better in Russian 101 or equivalent. (HUM) (Enrollment limited) –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: C- or better in Russian 201 or equivalent. (GLB2) (Enrollment limited) –Lahti

[233. Orientalism and Occidentalism in Russia]— This course will explore Russia's encounter with the Other, as represented in travelogues, memoirs, poetry, novels, and films. It will look at both Russia's own Orient—such as Georgia, Chechnya, and Central Asia—and the Orient outside Russia's borders, in countries like Iran, and compare the perception of the Orient in Russian sources with the perception of Russian and Western cultures by the "Orientals" themselves. While discussing political, social and ideological issues, such as the radicalization of Islam in the Caucasus during and after the Russian conquest, or the unveiling of Muslim women in post revolutionary Central Asia, we will also pay close attention to the aesthetic forms used in the representation of the Other in different genres of literature and film. (HUM) (Enrollment limited)

[302. Russian Narrative Prose]— Intensive study of traditional or contemporary Russian texts. Weekly reading assignments will be supplemented by oral reports, literary analysis, and exercises in translation. Students will play a significant role in leading class discussion. All readings and discussion in Russian. Prerequisite: C- or better in Russian 222, or permission of instructor (GLB2) (Enrollment limited)

304. Current Russian Media— A survey of current Russian newspaper and magazine articles, radio and television broadcasts, and the Internet. Subjects covered will include popular culture, home and family life, environmental issues, economics, and politics. Students will strive to master the special type of Russian used in the media as well as describe how these media reflect or distort the state of Russian society. Prerequisite: Russian 222 or permission of the instructor. (This course is also offered under the Russian and Eurasian Studies program.) (GLB2) (Enrollment limited) –Lahti

[357. Dostoevsky]— (Conducted in English.) Reading and discussing Dostoevsky's literary works, we will try to answer the social, psychological, philosophical, and religious questions that tortured him. We will examine Dostoevsky's reaction to social problems he saw in 19th-century Russia: family breakdown, alienation and powerlessness in the workplace, the daily humiliations of living in a system that ranks people according to their salary; and we will try to answer the underlying question: how can people connect with each other in the modern age? Modernity's preference for science and social science also troubled Dostoevsky. If human actions are scientifically predictable, can people ever be free? We will examine the unsavory solutions Dostoevsky offered: spite, game-playing, crime, radical nihilism, and others. Do religions, with all their glaring contradictions, offer a viable answer? The search for answers to these and other questions will open up new vistas and will educate students about one of the most influential world writers, the author of such classics as *Notes from Underground*, *Crime and Punishment*, and *The Brothers Karamazov*. (Listed as LACS 333-10 and under the Russian and Eurasian studies concentration of the International Studies program.) (GLB2) (Enrollment limited)

World Literature and Culture Studies

Under this track, students major broadly in literary studies, and may draw upon a wide range of courses on literature and culture in translation. Using methods of literary criticism, students situate texts within their original cultural

context, and also probe the act of linguistic and cultural translation that occurs when these same texts are read across cultural boundaries. Students furthermore join their study of literature to another mode of inquiry (philosophy, religion, history, psychology, or others), understanding literature in dialogue with intellectual currents, and gaining other methodological tools to help in analyzing literary texts.

To receive a proper grounding in the role of language and culture in the production and reception of literature, all students are required to take **LACS 299. Foundations of Language and Culture Studies**. Study of texts need not be done in the original language; however, since all culture is language-based, students undertake language study in order to become informed interpreters of literary and cultural texts. Through language study and the foundational course, students will learn to identify blind spots in translated texts and gain the tools for an informed study of literature. The amount of required language study varies from four to six semesters and is determined by the adviser in accordance with the student's program of study. Students with strong foreign language skills are encouraged to do some or all of their textual study in the original.

Note: All courses with the LACS prefix are offered "in translation"—all readings and class sessions are in English—and no foreign language knowledge is required. Courses with prefixes such as FREN, HISP, CHIN, RUSS, etc., require some foreign language knowledge.

Honors—Students qualifying for honors must attain a cumulative average of A- or better in all courses counting toward the major, including **LACS 401**.

Required courses

Each student's program of study is customized in consultation with the adviser, according to the following requirements:

Twelve courses in fulfillment of categories A through E below:

- A. **LACS 299. Foundations of Language and Culture Studies.**
- B. Four to six language courses in a single language, the exact number to be determined in consultation with the adviser. (Two upper-level courses focusing on textual study may be double-counted toward the requirement C.)
- C. Three courses in literature/culture in the Department of Language and Culture Studies.
- D. Three appropriate courses in one of the following departments: philosophy, religion, psychology, or history. Courses in other departments may be possible with the approval of the adviser. Normally all three courses will be in a single department, but one course from another department may be approved at the discretion of the adviser.
- E. **LACS 401. Senior Project**

Note: At least three of the courses taken in the Department of Language and Culture Studies must be at the 300 level or higher.

Students may double major within the Department of Language and Culture Studies, but no more than two courses may be double counted.

The following courses may be counted toward the major in world literature and culture studies with permission of the adviser.

- HISP 241. Prisms of Modernity: Inquiry, Discovery, Possession**
- HISP 242. Self, Society, and Writing in Contemporary Latin American "Autoficcion"**
- HISP 248. The Alchemy of Identity: Culture-Planning and Civil Society in Barcelona, 1850-2000**
- LACS 219-01. Israeli Film and Visual Media**
- LACS 220-01. Modern Israeli Literature and Jewish Heritage**
- LACS 224. Introduction to Arab and Middle Eastern Cinema**
- LACS 225. Contemporary Arabic Novel**
- LACS 226. Writing the Body in Contemporary Arabic Literature**
- LACS 236-01. Japanese Crime Fiction**
- LACS 237-01. Twentieth-Century Chinese Literature**
- LACS 255. Exile from Nazi Germany**
- LACS 256. Berlin, Vienna, Prague**

- LACS 257. New German Cinema
- LACS 258. Burnt Books: Literature and Nazi Germany
- LACS 264. Law and Literature in the German Tradition
- LACS 265. German History through Literature and Film
- LACS 266. Marx, Nietzsche, Freud
- LACS 272. Mafia
- LACS 274. Food in Italian History, Society, and Art
- LACS 276. Enlightenment and Romanticism in Italy
- LACS 282. Dostoevsky
- LACS 284. Fantasy and Realism in Russian Literature
- LACS 285. Love, Sex, and War in Tolstoy
- LACS 286. Soul, Flesh, and the Russian Mystique
- LACS 288. Who Am I and Where Am I Going
- LACS 290. Italian Cinema
- LACS 320-01. French Cinema
- LACS 325-01. Americans in Paris/Parisians in America (also listed as FREN 325-01)
- LACS 335. Dante: The Divine Comedy

Mathematics

Associate Professor Russo, Chair; Professors Cruz-Uribe†, Georges, Mauro, and Stein‡; Associate Professors Sandoval and Wyshinski; Harold L. Dorwart Visiting Assistant Professors Goldwyn, Wang, Wash; Visiting Assistant Professors Emerick, Kelsey, and Miller; **Aetna Quantitative Center**: Lecturer Gingras, 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 postbaccalaureate plans may not be math-related and students who want to double major in physics, engineering, economics, computer science, or other fields, as well as students who intend to pursue graduate study in mathematics, statistics, or computer science, or students interested in careers requiring a strong mathematical background. Students intending to pursue graduate study in mathematics should supplement the basic major requirements with as many additional 300-level mathematics courses as possible and should consult with their adviser or with the department chair at the earliest possible date in order to plan their course of study.

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 toward the major. For specific advice, please consult the department chair. Students who feel they are sufficiently proficient in a language to take mathematics courses in a foreign language should discuss this with their advisers. Students who take mathematics courses while abroad should be aware that universities that follow the European model cover the material in a somewhat different order than is done in the United States and that classes are primarily lectures with far less feedback from the instructor than is typical at Trinity.

Fall Term

Quantitative Literacy courses that were formerly designated with the MATH prefix (such as MATH 101) are now given the prefix QLIT and can be found in the schedule of classes.

Courses offered by the Aetna Quantitative Center

[101. Foundational Techniques for Quantitative Reasoning]— This course offers students new insights into important and widely used mathematical concepts, with a strong focus on numerical and algebraic relationships. (Enrollment limited)

Courses offered through the Mathematics Department

107. Elements of Statistics— A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals, and hypothesis testing. This course is not open to students with credit for Mathematics 131 or above, or who have placed into Mathematics 207 on the Mathematic Placement Examination. Prerequisite: A satisfactory score on the Mathematics Placement Examination. Students who qualify for Mathematics 131 or 207 will not be eligible to enroll in this course. (NUM) (Enrollment limited) –Emerick, Wash

114. Judgment and Decision Making— In this course, we consider the application of elementary mathematical analysis to various procedures by which societies and individuals make decisions. Topics may include weighted and unweighted voting, fair division of resources, apportionment of goods and representatives, and personal decision-making algorithms based upon utility, risk, probability, expectation, and various game-theoretic strategies in general. Examples may be drawn from medicine, law, foreign policy, economics, psychology, sports, and gambling. Prerequisite: A satisfactory score on the Mathematics Placement Exam (NUM) (Enrollment limited) –Mauro

[118. Mathematics of Games and Gambling]— We introduce at an elementary level the mathematics necessary to analyze and understand games of strategy and chance, including: lotteries, poker, craps, tournaments, the prisoner’s dilemma, and the Monte Hall problem. Prerequisite: A satisfactory score on the Mathematics Placement Exam (NUM) (Enrollment limited)

123. Mathematical Gems— An introduction to mathematical topics from number theory, geometry, game theory, infinity, chaos, and more. Not open to students who have received credit for Mathematics 131. Prerequisite: A satisfactory score on the Mathematics Placement Exam (NUM) (Enrollment limited) –Kelsey

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. Prerequisite: A satisfactory score on the Mathematics Placement Examination. Students who qualify for Mathematics 131 or 207 will not be eligible to enroll in this course. (NUM) (Enrollment limited) –Sandoval

131. Calculus I— The real number system, functions and graphs, continuity, derivatives and their applications, antiderivatives, definite integrals, and the fundamental theorem of calculus. Mathematics, natural science, and computer science majors should begin the Mathematics 131, 132 sequence as soon as possible. Not open to students who have received credit for Mathematics 126 or who have received credit by successful performance on the Advanced Placement Examination of the CEEB (see Catalogue section “Advanced Placement for First-Year Students”). Prerequisite: A satisfactory score on the Mathematics Placement Examination. (1.25 course credits) (NUM) (Enrollment limited) –Emerick, Goldwyn, Russo, Wash, Wyshinski

142. Accelerated Calculus II— This course is an accelerated version of Mathematics 132, which will cover in greater depth topics from that course, along with selected other topics from single-variable calculus. It is intended for those with strong Calculus I backgrounds; in particular, first-year students who have received credit via the Calculus AB Advanced Placement Examination should register for this course. Open to other students with permission of the instructor. See the description of Mathematics 132. Prerequisite: C- or better in Mathematics 126 or 131, or an appropriate score on the AP Examination or Trinity’s Mathematics Qualifying Examination. (1.25 course credits) (NUM) (Enrollment limited) –Mauro

205. Abstraction and Argument— This course deals with methods of proof and the nature of mathematical argument and abstraction. With a variety of results from modern and classical mathematics as a backdrop, we will study the roles of definition, example, and counterexample, as well as mathematical argument by induction, deduction, construction, and contradiction. This course is recommended for distribution credit only for non-majors with a strong mathematical background. (NUM) (Enrollment limited) –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: A suitable score on the Mathematics Placement Examination or a grade of C- or better in Mathematics 107.. (NUM) (Enrollment limited) –Goldwyn, 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 132, or a 200-level mathematics course, or permission of instructor. (NUM) (Enrollment limited) –Georges, 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. (1.25 course credits) (NUM) (Enrollment limited) –Kelsey, Wyshinski

[305. Probability]— Discrete and continuous probability, combinatorial analysis, random variables, random vectors, density and distribution functions, moment generating functions, and particular probability distributions including the binomial, hypergeometric, and normal. Prerequisite: C- or better in Mathematics 231. (NUM) (Enrollment limited)

[307. Abstract Algebra I]— An introduction to group theory, including symmetric groups, homomorphism and isomorphisms, normal subgroups, quotient groups, the classification of finite abelian groups, the Sylow theorems. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (WEB) (Enrollment limited)

318. Topics in Geometry— Differential geometry, projective geometry, non-Euclidean geometry, combinatorial topology, or such topics as the department may specify. May be repeated for credit with different topics. Prerequisite: C- or better in Mathematics 228 and 231. (NUM) (Enrollment limited) –Sandoval

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, colorability, and the four color problem. Admission to this course is usually contingent upon a student's having credit for Mathematics 228. Offered in alternate years. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (NUM) (Enrollment limited) –Georges

331. Analysis I— Properties of the real number system, elementary topology, limits, continuity, uniform convergence, differentiation and integration of real-valued functions, sequences, and series of functions. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (WEB) (Enrollment limited) –Russo, Wang

[341. Complex Analysis]— Algebra of complex numbers, analytic functions and conformal mappings, integrals of analytic functions and Cauchy's theorem, expansion of analytic functions in series, calculus of residues. Prerequisite: C- or better in Mathematics 231. (NUM) (Enrollment limited)

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

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

497. Senior Thesis— Required of, but not limited to, honors candidates. –Staff

Courses Originating in Other Departments

[Computer Science 219. Theory of Computation]— View course description in department listing on p. 158. Prerequisite: C- or better in Computer Science 115L and Computer Science 203

Spring Term

Courses offered by the Aetna Quantitative Center

[101. Foundational Techniques for Quantitative Reasoning]— This course offers students new insights into important and widely used mathematical concepts, with a strong focus on numerical and algebraic relationships. (Enrollment limited)

Courses offered through the Mathematics Department

107. Elements of Statistics— A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals, and hypothesis testing. This course is not open to students with credit for Mathematics 131 or above, or who have placed into Mathematics 207 on the Mathematic Placement Examination. Prerequisite: A satisfactory score on the Mathematics Placement Examination. Students who qualify for Mathematics 131 or 207 will not be eligible to enroll in this course. (NUM) (Enrollment limited) –Miller, Sandoval

[**114. Judgment and Decision Making**]
— In this course, we consider the application of elementary mathematical analysis to various procedures by which societies and individuals make decisions. Topics may include weighted and unweighted voting, fair division of resources, apportionment of goods and representatives, and personal decision-making algorithms based upon utility, risk, probability, expectation, and various game-theoretic strategies in general. Examples may be drawn from medicine, law, foreign policy, economics, psychology, sports, and gambling. Prerequisite: A satisfactory score on the Mathematics Placement Exam (NUM) (Enrollment limited)

118. Mathematics of Games and Gambling— We introduce at an elementary level the mathematics necessary to analyze and understand games of strategy and chance, including: lotteries, poker, craps, tournaments, the prisoner's dilemma, and the Monte Hall problem. Prerequisite: A satisfactory score on the Mathematics Placement Exam (NUM) (Enrollment limited) –Georges

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: C- or better in Mathematics 125. (NUM) (Enrollment limited) –Georges

132. Calculus II— Topics concerning the Riemann integral and its applications, techniques of integration, first-order ordinary differential equations, and sequences and series. Prerequisite: C- or better in Mathematics 126 or 131, or an appropriate score on the AP Examination or Trinity's Mathematics Qualifying Examination. (1.25 course credits) (NUM) (Enrollment limited) –Kelsey, Staff, Wash

205. Abstraction and Argument— This course deals with methods of proof and the nature of mathematical argument and abstraction. With a variety of results from modern and classical mathematics as a backdrop, we will study the roles of definition, example, and counterexample, as well as mathematical argument by induction, deduction, construction, and contradiction. This course is recommended for distribution credit only for non-majors with a strong mathematical background. (NUM) (Enrollment limited) –Russo

207. Statistical Data Analysis— An introductory course in statistics emphasizing modern techniques of data analysis: exploratory data analysis and graphical methods; random variables, statistical distributions, and linear models; classical, robust, and nonparametric methods for estimation and hypothesis testing; analysis of variance and introduction to modern multivariate methods. Students with a strong mathematical background are advised to take Math 207 in place of Math 107. Those who successfully complete Math 107 may take Math 207 for credit due to its increased depth of coverage and breadth of topics. Prerequisite: A suitable score on the Mathematics Placement Examination or a grade of C- or better in Mathematics 107.. (NUM) (Enrollment limited) –Mauro, 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 132, or a 200-level mathematics course, or permission of instructor. (NUM) (Enrollment limited) –Mauro

231. Calculus III: Multivariable Calculus— Vector-valued functions, partial derivatives, multiple integrals, conic sections, polar coordinates, Green's Theorem, Stokes' Theorem, and Divergence Theorem. Prerequisite: C- or better in Mathematics 132 or 142. (1.25 course credits) (NUM) (Enrollment limited) –Sandoval

234. Differential Equations— An introduction to techniques for solving ordinary differential equations. Series solutions, initial value problems, and Laplace transforms. Prerequisite: C- or better in Mathematics 132 or 142. (NUM) (Enrollment limited) –Miller, Sandoval

[252. Introduction to Mathematical Modeling, I]— Application of elementary mathematics through first-year calculus to the construction and analysis of mathematical models. Applications will be selected from the natural sciences and social sciences, with an emphasis on the natural sciences. Several models will be analyzed in detail, and the computer will be used as necessary. The analysis will consider the basic steps in mathematical modeling: recognition of the non-mathematical problem, construction of the mathematical model, solution of the resulting mathematical problems, and analysis and application of the results. Both Mathematics 252 and 254 may be taken for credit. Prerequisite: C- or better in Computer Science 115L and Mathematics 132 or 142. (NUM) (Enrollment limited)

253. Number Theory and Its Application— An introduction to the standard topics in number theory. Topics will include congruences, representation of integers, number theoretic functions, primitive roots, continued fractions and Pythagorean triples. Applications may include cryptology, primality testing, and pseudorandom numbers. Prerequisite: C- or better in Mathematics 132 or 142. (NUM) (Enrollment limited) –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, or permission of instructor. (NUM) (Enrollment limited) –Miller

[305. Probability]— Discrete and continuous probability, combinatorial analysis, random variables, random vectors, density and distribution functions, moment generating functions, and particular probability distributions including the binomial, hypergeometric, and normal. Prerequisite: C- or better in Mathematics 231. (NUM) (Enrollment limited)

[306. Mathematical Statistics]— We consider confidence intervals and hypothesis testing from a theoretical viewpoint, with emphasis on sufficiency, completeness, minimum variance, the Cramer-Rao lower bound, the Rao-Blackwell theorem, and the Neyman-Pearson theorem. Other topics as time permits. Prerequisite: C- or better in Mathematics 305. (NUM) (Enrollment limited)

307. Abstract Algebra I— An introduction to group theory, including symmetric groups, homomorphism and isomorphisms, normal subgroups, quotient groups, the classification of finite abelian groups, the Sylow theorems. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (WEB) (Enrollment limited) –Kelsey

309. Numerical Analysis— Theory, development, and evaluation of algorithms for mathematical problem solving by computation. Topics will be chosen from the following: interpolation, function approximation, numerical integration and differentiation, numerical solution of nonlinear equations, systems of linear equations, and differential equations. Treatment of each topic will involve error analysis. Prerequisite: C- or better in Computer Science 115, either MATH 132 or MATH 142, and any mathematics course numbered 200 or higher. (NUM) (Enrollment limited) –Staff

[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. (NUM) (Enrollment limited)

325. Special Topics in Mathematical Biology— This course provides an introduction to the development, application, and evaluation of biological models. Both deterministic and stochastic models will be developed through a case-study based approach at the molecular, cellular, and population levels. Topics include current application areas such as neurophysiology, cardiology, cellular dynamics and gene expression, spread of infectious diseases, conservation of endangered species, and cancer growth. Theory from differential equations, statistics, scientific computing, and linear algebra will be introduced as needed with topics to include basic modeling principles, discrete-time models,

matrix models, dynamical systems techniques, Markov chains, pattern formation, and agent-based models. When necessary, students will implement models using a high-level programming language as well as engage with current biology research literature. Prerequisite: C- or better in a 200 level Mathematics course and permission of instructor. (NAT) (Enrollment limited) –Goldwyn

325. Special Topics in Graph Theory— (NUM) (Enrollment limited) –Wash

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. (NUM) (Enrollment limited) –Wang

[**331. Analysis I**]— Properties of the real number system, elementary topology, limits, continuity, uniform convergence, differentiation and integration of real-valued functions, sequences, and series of functions. Prerequisite: C- or better in Mathematics 228 or permission of instructor. (WEB) (Enrollment limited)

332. Analysis II— Further topics which may include Fourier analysis, general integration theory, and complex analysis. Prerequisite: C- or better in Mathematics 331. (NUM) (Enrollment limited) –Wang

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

400. Senior Exercise— A capstone course for senior math majors. Prerequisites: permission of instructor. (NUM) (Enrollment limited) –Russo

497. Senior Thesis— Required of, but not limited to, honors candidates. –Staff

Middle East Studies

See International Studies Program, p. [317](#)

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; Visiting Lecturer Allen; Music Staff Accompanist and Instructor Melson; 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. For all music majors, the following core courses are required:

- MUSC 113. Introduction to World Music**
 - MUSC 201. Diatonic Harmonic Practice**
 - MUSC 202. Chromatic Harmonic Practice**
 - MUSC 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 as defined in each track

Majors may choose among four options: 1) the general music major, 2) the American popular music track, 3) the ethnomusicology/world music track, or 4) the musical theater track.

1) *General music major*

- Four elective courses in music. At least one must be selected from the following list in consultation with the student’s adviser and approved by the department chair:
 - * **MUSC 150. Women in Music**
 - * **MUSC 215. Music of Latin America and the Caribbean**
 - * **MUSC 218. American Popular Music**
 - * **MUSC 219. Toca Brasil! (Play Brazil!)**
 - * **MUSC 220. Human Rights and Music**
 - * **MUSC 224. Music of Black American Women**
 - * **MUSC 272. Contemporary Musical Theater**
 - * **MUSC 274. Jazz: 1900 to the Present**
- At least four semesters of participation in department performance courses with a maximum of two semesters of **MUSC 107. Music Lessons**.
- **MUSC 420. Advanced Topics in Music History**

2) *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 departmental performance ensembles
- **MUSC 420. Advanced Topics in Music History**, or 400-level senior project or performance as approved by adviser or department chair

3) *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. Samba Ensemble**
- A 400-level ethnomusicology-based senior project or thesis

4) *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. Musical-Theater Production**
- **MUSC 420. Advanced Topics in Music History**, or 400-level senior project or performance as approved by adviser or department chair

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. Basic Musicianship** in the first year; **MUSC 201. Diatonic Harmonic Practice**, **MUSC 202. Chromatic Harmonic Practice**, and **MUSC 311. History of Western Music I** in the sophomore year; and **MUSC 312. History of Western Music II** and **MUSC 313. Music of the 20th Century** in the junior year.

Credit for musical performance will be granted in the following courses: **MUSC 102. Trinity College Choir**, **MUSC 105. Instrumental Ensemble**, **MUSC 107. Music Lessons**, **MUSC 109. Jazz Ensemble**, **MUSC 111. Samba Ensemble**, **MUSC 119. Musical-Theater Production**, and **MUSC 407. Senior Recital**. All these except the last invite repeated enrollment. No more than two course credits in musical performance may be counted toward fulfillment of the credit requirement for the major in music (**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 toward 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. Basic Musicianship**
 - MUSC 201. Diatonic Harmonic Practice**
- One course in music history and literature or repertoire and listening
 - MUSC 121. Exploring Music**

- MUSC 263. J.S. Bach: His Life and Music**
MUSC 264. Mozart and 18th-Century Music
MUSC 266. Beethoven: His Life and Music

One course in music's intersection with culture, class, gender, or politics

- MUSC 113. Introduction to World Music**
MUSC 150. Women in Music
MUSC 215. Music of Latin America and the Caribbean
MUSC 218. American Popular Music
MUSC 219. Toca Brasil! (Play Brazil!)
MUSC 224. Music of Black American Women
MUSC 274. Jazz: 1900 to the Present

Two elective courses in the department, approved by the chair

Two semesters of departmental performance activities with a maximum of one semester of **MUSC 107. Music Lessons**.

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. Basic Musicianship** or **MUSC 201. Diatonic Harmonic Practice**; **MUSC 121. Exploring Music**, **MUSC 263. J.S. Bach: His Life and Music**, **MUSC 264. Mozart and 18th-Century Music**, or **MUSC 266. Beethoven: His Life and Music**; **MUSC 113. Introduction to World Music**; two among **MUSC 215. Music of Latin America and the Caribbean**, **MUSC 219. Toca Brasil! (Play Brazil!)**, and **MUSC 222. Investigating Music and Culture**; and two semesters of performance in a world music ensemble.

The track in American popular music consists of the following courses: **MUSC 101. Basic Musicianship** or **MUSC 201. Diatonic Harmonic Practice**; **MUSC 121. Exploring Music**, **MUSC 263. J.S. Bach: His Life and Music**, **MUSC 264. Mozart and 18th-Century Music**, or **MUSC 266. Beethoven: His Life and Music**; **MUSC 218. American Popular Music**, **MUSC 224. Music of Black American Women**, and **MUSC 274. Jazz: 1900 to the Present**; and two semesters of departmental 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) (ART) (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) (ART) (Enrollment limited) –Rose

105. Instrumental Ensemble— Coached by Hartford-area professionals, chamber music ensembles are formed as a result of placement auditions with the Coordinator. Every effort is made to group students with others at the same skill level. Ensembles perform at least once each semester. Ensembles repertoire includes works from Western art musical traditions as well as arrangements of popular music songs and world music traditions. (0.5 course credit) (ART) (Enrollment limited) –Curran

107. Lessons— Individual instruction in voice or an instrument is offered by teachers invited to the College campus; credit may also be granted for lessons taken from outside teachers who have been approved by the coordinator. Students must contact an instructor and schedule lessons before permission can be granted to register for the course. Lessons require an extra fee. Fees for Lessons are \$600 for eleven one-hour lessons, payable directly to the instructor. Financial aid to cover instructors' fees is available on a limited basis to Trinity Grant students. Decisions on grant awards will be made on Friday of the first week of classes. Prerequisite: C- or better in Music 101, which may be taken concurrently, and permission of the coordinator. (0.5 course credit) (ART) (Enrollment limited) –Kennedy, Rose

109. Jazz Ensemble— Jazz is America's own art form! The Jazz Ensemble studies and performs the compositions of Ellington, Monk, Coltrane, Hancock, and others, as well as original works by Professor Allen and the group members. Styles span the gamut of jazz history, from traditional swing to fusion and jam band funk. We will work hard on improving individually and as a group, with focus on creative improvising, group interplay, and solid grooves. There are usually two performances per semester at various venues on campus. (0.5 course credit) (ART) (Enrollment limited) –Allen

111. Samba Ensemble— Emphasis is on the study and performance of the Brazilian samba drumming tradition. Related musical styles and musical genres are also included. Previous performance experience is not required, and students may take this course for more than one semester. Membership by permission of the instructor. Also listed under International Studies Latin American and Caribbean. This course has a community learning component. (0.5 course credit) (GLB1) (Enrollment limited) –Galm

113. Introduction to World Music— A comprehensive survey of global musical traditions that encompasses rural and urban music from Africa, Latin America, and the Caribbean, India, Asia, and the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in International Studies-African studies, International Studies-Asian studies, and International Studies-Latin American and Caribbean studies. This course has a community learning component. (GLB1) (Enrollment limited) –Galm

119. Musical-Theater Production— For departmental musical-theater productions, students may enroll on a show-by-show basis at the beginning of the show's production process. To do so, contact the instructor. Offered only pass/fail. (0.25 course credit) (ART) (Enrollment limited) –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. (ART) (Enrollment limited) –Woldu

[**150. Women in Music**]— A broad survey of the music and music-making traditions of European and North American women from antiquity to the present. We explore the work and lives of women active as composers and performers in a range of genres, including the classical traditions, blues, jazz, and hip hop. No previous training or experience in music is required. (ART) (Enrollment limited)

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: C- or better in Music 101 or permission of instructor. (ART) (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: C- or better in Music 101 or equivalent preparation. (1.5 course credits) (ART) (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. (ART) (Enrollment limited) –Moshell

234. Protests in Music— This course examines the ways in which social and political issues are expressed in music. We will look at music that was written, composed, and performed in Paris, Harlem, and Hartford in the 18th,

19th, and 20th centuries, and explore the ramifications of the social and political issues for the music. Topics to be covered include: the music of the French Revolution; music of urban black America, 1960 to the present; Hector Berlioz, Ludwig van Beethoven, Claude Debussy, and “protests” in classical music. No previous experience in music is required. (ART) (Enrollment limited) –Woldu

[263. J.S. Bach: His Life and Music]— While Johann Sebastian Bach is arguably the greatest composer in the history of Western music, he is also perhaps the least cosmopolitan, not having ventured more than a few hundred miles from his 1685 birthplace in Eisenach, Germany. A humble church and court musician, he composed music for specific uses and commissions, rather than merely to “express himself”—seeking to honor God and to flatter Dukes and Kings. Among the works we will examine are instrumental music for solo instruments as well as larger groups (suites, concertos, sonatas, chorale preludes) and vocal music (cantatas, motets, Passion and Mass settings), looking at these pieces both musically and in the context of the society for which they were written. We will also attend performances of Bach works presented in the Hartford area. No formal musical training or previous courses in music are prerequisite. (ART) (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. (ART) (Enrollment limited)

272. Contemporary Musical Theater— An appreciation of the corpus of recent Broadway musicals that, beginning with Stephen Sondheim’s *Company* (1970), brought new aesthetic and intellectual vigor to an art form grown stale on the outmoded formulas of Rodgers & Hammerstein and Lerner & Loewe. “Musical comedy” no longer constitutes an appropriate term for these works born of contemporary consciousness and realism, works influenced by some of the most advanced streams of 20th-century artistic thought. Works to be studied include *Hair*, *Pippin*, *Sweeney Todd*, *A Chorus Line*, *Cats*, and many others. No previous training in music is required. (ART) (Enrollment limited) –Moshell

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. (ART) (Enrollment limited) –Platoff

399. Independent Study— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

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

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

Spring Term

101. Basic Musicianship— An introduction to the melodic, rhythmic, and harmonic structure of tonal music, with the emphasis on the development of a chordal vocabulary equally adaptable to classical and popular music. A required weekly practicum will stress ear-training (recognition of intervals, chords, rhythms, etc.) and its practical applications at the keyboard. Prerequisite for Music 201, may not be counted toward the major in music. (1.25 course credits) (ART) (Enrollment limited) –Melson, Platoff

105. Instrumental Ensemble— Coached by Hartford-area professionals, chamber music ensembles are formed as a result of placement auditions with the Coordinator. Every effort is made to group students with others at the

same skill level. Ensembles perform at least once each semester. Ensembles repertoire includes works from Western art musical traditions as well as arrangements of popular music songs and world music traditions. (0.5 course credit) (ART) (Enrollment limited) –Curran

107. Lessons— Individual instruction in voice or an instrument is offered by teachers invited to the College campus; credit may also be granted for lessons taken from outside teachers who have been approved by the coordinator. Students must contact an instructor and schedule lessons before permission can be granted to register for the course. Lessons require an extra fee. Fees for Lessons are \$600 for eleven one-hour lessons, payable directly to the instructor. Financial aid to cover instructors' fees is available on a limited basis to Trinity Grant students. Decisions on grant awards will be made on Friday of the first week of classes. Prerequisite: C- or better in Music 101, which may be taken concurrently, and permission of the coordinator. (0.5 course credit) (ART) (Enrollment limited) –Kennedy, Rose

109. Jazz Ensemble— Jazz is America's own art form! The Jazz Ensemble studies and performs the compositions of Ellington, Monk, Coltrane, Hancock, and others, as well as original works by Professor Allen and the group members. Styles span the gamut of jazz history, from traditional swing to fusion and jam band funk. We will work hard on improving individually and as a group, with focus on creative improvising, group interplay, and solid grooves. There are usually two performances per semester at various venues on campus. (0.5 course credit) (ART) (Enrollment limited) –Allen

111. Samba Ensemble— Emphasis is on the study and performance of the Brazilian samba drumming tradition. Related musical styles and musical genres are also included. Previous performance experience is not required, and students may take this course for more than one semester. Membership by permission of the instructor. Also listed under International Studies Latin American and Caribbean. This course has a community learning component. (0.5 course credit) (GLB1) (Enrollment limited) –Galm

119. Musical-Theater Production— For departmental musical-theater productions, students may enroll on a show-by-show basis at the beginning of the show's production process. To do so, contact the instructor. Offered only pass/fail. (0.25 course credit) (ART) (Enrollment limited) –Staff

[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. (ART) (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: C- or better in Music 201 or permission of instructor. (1.25 course credits) (ART) (Enrollment limited) –Melson, Roman

[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. (ART) (Enrollment limited)

208L. Electronic MIDI and Computer Music— This course is intended for music students who want to acquire skills in the creation and production of modern electronic music through the use of computer hardware and software, including the incorporation of MIDI sequencing, electronic score editing, basic audio recording and mixing procedures, and audio sampling editing and manipulation. Prerequisite: C- or better in Music 101 or permission of instructor. (ART) (Enrollment limited) –Roman

218. American Popular Music— A broad survey of popular music in the United States from the late 19th century to the present. We will explore blackface minstrelsy, the music of Tin Pan Alley, ragtime and big band jazz, early blues and country music, post-war pop singers, the evolution of rock and roll, rhythm and blues and soul, folk music, alternative music, hip-hop, and MTV and the popular mainstream. Themes of music and identity, multi-

cultural sources, the business of music, and the influence of technology will be followed throughout the course. No previous background in music is required. Also listed in American Studies. (ART) (Enrollment limited) –Woldu

219. Toca Brasil! (Play Brazil!)— A comprehensive, interactive exploration of Brazilian music, this course will present an integrated approach through hands-on performance of Brazilian percussion music, combined with academic study of Afro-Brazilian culture, religion, and dance. Beginning with an overview of traditional Brazilian forms of musical expression, we will then analyze how these forms were incorporated into popular musical styles from the 1960s to the present. In recent years, fusions of new styles derived from traditional Brazilian and non-Brazilian music have emerged that reflect contemporary processes of globalization. The multi-faceted approach to be integrated into this course will include hands-on musical performance, readings, and audio/video recordings. No previous experience in music is required. Also listed under International Studies-Latin American and Caribbean studies. (GLB1) (Enrollment limited) –Galm

[248. The Psychology of Music]— A broad survey of human responses to music, from the physics and psychophysics of how we perceive musical sounds to the question of how and why music is emotionally powerful. Through reading from the primary literature in both music and psychology, students will develop an understanding of the cognitive processes by which we understand music; musical meaning and the formation of musical taste; the social and cultural factors that influence musical preferences; and the similarities and differences in music across cultures. (ART) (Enrollment limited)

264. Mozart and 18th-Century Music— An introduction to the life and music of Wolfgang Amadeus Mozart (1756-1791). The course will also examine other composers of Mozart's time, and consider the relationship between Mozart's music and the main themes of Enlightenment thought in the 18th century. No previous training in music is required. (ART) (Enrollment limited) –Platoff

274. Jazz: 1900 to the Present— Through listening, discussion, and reading, this course will survey the development of jazz from ragtime and pre-jazz through New Orleans swing, be-bop, and modern jazz. Among composers and performers to be studied include Louis Armstrong, John Coltrane, Miles Davis, Duke Ellington, Scott Joplin, Thelonious Monk, Charles Parker, and Woody Shaw. No previous training in music is required. Also listed under American Studies. (ART) (Enrollment limited) –Allen

[275. The Business of Music]— The music business is a changing and dynamic concept, ranging from individual entrepreneurs to multinational conglomerates. It encompasses single performances, tours, publishing and recording, promotion, management, and legal issues. This course will introduce you to an overview of the recording and music industry through a variety of hands-on projects. Since digital technologies have dramatically transformed music production, distribution, and consumption, this course will explore legal, technical, financial, and social issues of the music business. (ART) (Enrollment limited)

[276. Music Business Colloquium]— This colloquium allows students to explore many topics surrounding the business of music. Students will attend a series of campus-wide lectures that will address issues such as copyright law, contracting, union labor, recording industry, non-profit organizations, developing a career as a performing artist, hearing from Trinity alumni working in the music industry, among other topics. Students will attend lectures, write responses, and attend a bi-weekly discussion session, and will prepare a presentation or project related to the course material. (0.5 course credit) (ART) (Enrollment limited)

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: C- or better in Music 101 or permission of instructor. (ART) (Enrollment limited) –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. (ART) (Enrollment limited) –Platoff

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

407. Senior Recital— The preparation and presentation of a full-length program. Enrollment is subject to the approval of the Music faculty. Interested students must meet with the department chairperson and obtain a copy of the senior recital guidelines in the spring semester of the junior year if planning a recital for the senior year. The course is open to both majors and non-majors. If the student is concurrently enrolled in Music 107 Music Lessons for 0.5 credit, then the senior recital will count for 0.5 credit. Submission of an independent study form, available in the Registrar's Office, and the approval of the department chair, are required for enrollment. (0.5 - 1 course credit) (ART) –Staff

415. Special Studies in Music— Individual or group study and research on a selected topic under the guidance of a member of the Music faculty. Permission is granted only to advanced students. Submission of a completed independent study form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) (ART) –Staff

[**418. Senior Project**]— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (ART)

420. Advanced Topics in Music History— This course will focus on the analytical and historical exploration of one or more specific repertoires in Western music (such as Baroque sacred music, or the string quartets of Beethoven), along with a consideration of the relevant musicological literature. Topics will vary from year to year. Prerequisite: C- or better in Music 312. (ART) (Enrollment limited) –Woldu

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

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), Professor Mace (Psychology), Vernon Roosa Professor of Applied Science Masino† (Psychology and Neuroscience), and Professor Raskin (Psychology and Neuroscience); Associate Professors Blaise (Engineering) and Church● (Chemistry and Neuroscience); Assistant Professor Casserly (Psychology) and Helt (Psychology and Neuroscience); Senior Lecturer and Laboratory Coordinator Swart; Visiting Associate Professor Brunquell

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 cellular/molecular, systems/behavioral, and clinical/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 Advising 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 315. Functional Neuroanatomy
NESC 320. Developmental Neuroscience
NESC 350. Neuroethics
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 391. Psychology of Language
PSYC 392. Human Neuropsychology
PSYC 434. Current Issues in Cognition
PSYC 464. Neuropsychopharmacology

Cognate electives—Must take three additional electives (can be from the core electives above or from the following):

BIOL 211L. Electron Microscopy
BIOL 224. Genetics
BIOL 227L. Cell Biology
BIOL 317. Biochemistry
BIOL 319L. Animal Physiology
CHEM 211L. Elementary Organic Chemistry I
NESC 425. Research in Neuroscience (1.0 credit)*
PHIL 244. The Music of Thought
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:

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 120. Nervous Connections
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

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 317L. Biochemistry
ENGR 311. Electrophysiology of the Central Nervous System
ENGR 316. Neural Engineering
NESC 320. Developmental Neuroscience
NESC 401. Neurochemistry
NESC 402. Cellular and Molecular Neurobiology

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

PHIL 357. Issues in Cognitive Science
PHIL 374. Minds and Brains
PSYC 339. Developmental Psychopathology
PSYC 365. Cognitive Neuroscience
PSYC 391. Psychology of Language
PSYC 392. Human Neuropsychology
PSYC 434. Current Issues in Cognition
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 Study Away.

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 Guardiola-Diaz is currently the study-abroad adviser for the Neuroscience Program and can advise students regarding specific study-abroad options. There are many study-abroad locations that allow for course work in neuroscience as well as internship experiences. Students who wish to take a course for major credit while abroad must have this approved by the program director before going abroad.

Fall Term

[101. The Brain]— Recent developments in neuroscience have revolutionized our views of familiar human experiences such as locomotion, substance abuse, mental illness, sleep, and memorization. Through highly enjoyable and selected readings, presentations by visiting faculty, demonstrations and other activities, we will explore the foundations of this field as well as recent discoveries. The overall objective of this course is to provide students with a basic understanding of neuroscience, enabling them to make important decisions that may affect their lives. (NAT) (Enrollment limited)

120. Nervous Connections— Recent scientific research indicates that a worm has 302 neurons, snails have long-term memory, and elephants can hear through their feet. This course will draw on current research in neuroscience to explain why information about other animals is relevant to our lives. Selected readings, lectures and class discussions will provide a basic understanding of the human nervous system and how research on animal systems has yielded this knowledge. Laboratory exercises will introduce the students to nervous system anatomy and function through dissection and experimental techniques. A basic understanding of biology and chemistry will be helpful, but this course has no pre-requisites. First-year students are given preference. (NAT) (Enrollment limited) –Swart

120L. Nervous Connections Laboratory— This is an optional lab component that can be taken in conjunction with the Neuroscience 120 lecture. The laboratory exercises will introduce students to nervous system anatomy and function through dissection and experimental techniques. Concurrent enrollment in Neuroscience 120 Lecture is required. (0.25 course credit) (Enrollment limited) –Swart

301. Introduction to Neuroscience Methodology— A laboratory course that will introduce the student to current methods and techniques used in neuroscience research. The course consists of three-week rotations in the laboratories of staff members. Among the topics to be covered will be radioligand binding assays, neurochemical assays, electrophysiology, psychobiological techniques, experiments in perception, and methods in cognitive science. This course is normally taken in the junior year. (NAT) (Enrollment limited) –Blaise, Guardiola-Diaz, Helt, Swart

315. Functional Neuroanatomy— This course provides an overview of the central, peripheral, and autonomic components of the human nervous system. Cellular, sub-cellular as well as organ-system aspects of nervous system functioning will be explored. Throughout the semester, basic scientific principles will be correlated with clinical case studies. References to the history of neurology will illustrate how our current concepts of nervous system functioning have evolved. The information covered in this course is critical for anyone interested in pursuing a career in either the basic or applied neurosciences. Prerequisite: C- or better in Neuroscience 201 or Psychology 261 (Enrollment limited) –Brunquell

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) (NAT) (Enrollment limited) –Raskin

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 2 course credits) –Staff

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— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for each semester of this yearlong thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester). Prerequisite: permission of the instructor. (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

[Biology 140. Biological Systems]— View course description in department listing on p. 128.

[Biology 140L. Biological Systems - Lab]— View course description in department listing on p. 128. For this optional laboratory class the student must also enroll in the lecture section.

Biology 182. Evolution of Life— View course description in department listing on p. 128. –Blackburn, Fournier, O'Donnell, Schneider, Smedley

Biology 211. Electron Microscopy— View course description in department listing on p. 128. Prerequisite: C- or better in Biology 182 or Biology 183 and consent of instructor –Blackburn

[Biology 220. Transmission Electron Microscopy]— View course description in department listing on p. 129.

Biology 224. Genetics— View course description in department listing on p. 129. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. –Fleming

Biology 224L. Genetics Laboratory— View course description in department listing on p. 129. Prerequisite: C- or better in BIOL 224-01, or concurrent enrollment. –Fleming

Biology 317. Biochemistry— View course description in department listing on p. 130. Prerequisite: C- or better in Chemistry 212L, Biology 182L and Biology 183L. –Guardiola-Diaz, Staff

Biology 456. Biology of Communication— View course description in department listing on p. 130. Prerequisite: C- or better in Biology 319L or Neuroscience 201. –Dunlap

[Biology 473. Sensory Biology]— View course description in department listing on p. 131. Prerequisite: C- or better in Biology 182, and Biology 183L, and Biology 319L or Neuroscience 201, or permission of instructor.

Engineering 311. Electrophysiology of the Central Nervous System— View course description in department listing on p. 194. –Blaise

[Psychology 255. Cognitive Psychology]— View course description in department listing on p. 424. Prerequisite: C- or better in Psychology 101.

[Psychology 255L. Cognitive Psychology Laboratory]— View course description in department listing on p. 424. Prerequisite: C- or better in Psychology 255, or concurrent enrollment.

Psychology 261. Brain and Behavior— View course description in department listing on p. 424. 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. 424. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment. –Swart

Psychology 265. Drugs and Behavior— View course description in department listing on p. 424. –Gockel

Psychology 339. Developmental Psychopathology— View course description in department listing on p. 425. Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. –Helt

Psychology 434. Current Issues in Cognition— View course description in department listing on p. 426. Prerequisite: C- or better in Psychology 255 or Psychology 293, or permission of instructor –Casserly

Psychology 464. Neuropsychopharmacology— View course description in department listing on p. 426. 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. (NAT) (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 182 and 183. (NAT) (Enrollment limited) –Church, Raskin

201L. Principles of Neuroscience Laboratory— A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 183L or permission of instructor. (0.25 course credit) (Enrollment limited) –Swart

[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. (NAT) (Enrollment limited)

320. Developmental Neuroscience— This course will provide an overview of the developmental assembly of a complex nervous system. We will investigate the relations between developmental changes in the brain (morphology, neurochemistry, connectivity), and developmental changes in perceptual, cognitive, and social abilities (e.g., attention, executive function, empathy) throughout the lifespan. We will also address fundamental theoretical issues in the field of developmental neuroscience, such as the role of experience versus innate biological predisposition, the range of plasticity, and the functional degree of specialization in the brain. Part of this course will be devoted to gaining a better understanding of experimental methods utilized in the field of developmental neuroscience, in order to both critically analyze such studies, and, as a final paper, design your own study. Prerequisite: C- or better in Neuroscience 201 or Psychology 261 (NAT) (Enrollment limited) –Helt

350. Neuroethics— This course provides a broad overview of the major theories and practice of neuroethics. Both clinical and research issues will be addressed by asking the students to reason through a series of decision-making scenarios. The concept of personhood, particularly as it relates to those with dementia and the persistent vegetative state, will be emphasized. Whether neuroscience research should aim to make individuals “better” than normal as opposed to remaining focused on the amelioration and reversal of disease will be discussed. Students will also consider whether ethical decision-making should allow room for intuition and spirituality or be governed primarily by a set of commonly accepted precepts. Prerequisite: C- or better in Neuroscience 201 or Psychology 261 (Enrollment limited) –Brunquell

362. Neuroethology— This course will explore the control of animal behavior by the nervous system from an

evolutionary perspective. Topics to be covered include motor control (orientation, navigation, pursuit and escape behavior), communication systems (mate searching, territoriality, and social interactions), resource location and ingestion, circadian and other rhythmic behaviors and learning and memory. Examples will be drawn from a wide variety of vertebrate and invertebrate animals as appropriate to the topic. For select topics special attention will be paid to experimental design and data analysis. Text readings and selected primary research articles will guide discussion of each topic. In addition to exams and quizzes, students will write several short essays and one term paper during the course of the semester. Prerequisite: C- or better in Neuroscience 201 or Psychology 261 (WEB) (Enrollment limited) –Swart

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) (NAT) (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 credits) –Staff

[401. Neurochemistry]— An interdisciplinary course investigating the chemical processes involved in central nervous system functioning and communication. Emphasis will be placed on the chemical aspects of synthesis, metabolism, and release of neurotransmitters. The role of neurochemistry in behavioral and neurological disease states will be evaluated. Current research topics in this area will also be presented. Prerequisite: C- or better in Neuroscience 201, Chemistry 211, or permission of instructor. (WEB) (Enrollment limited)

[402. Cellular and Molecular Neurobiology]— An advanced study of individual cells and small networks of cells in the nervous system. Specific topics include the development of neurons and glia, the cellular physiology of communication in the nervous system, and characterization of molecules responsible for unique properties of neurons. These cellular and molecular processes will be examined through lectures, student-led presentations, and laboratory experiments. Prerequisite: C- or better in Biology 183. (WEB) (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

499. Senior Thesis Part 2— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for each semester of this yearlong thesis. The research culminates in a thesis, an oral presentation, and a poster at the undergraduate Science Symposium. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester). Prerequisite: permission of the instructor. (2 course credits) (WEB) –Staff

Graduate Courses

[874. Minds and Brains]— The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. (NAT)

[**892. 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. (WEB)

Courses Originating in Other Departments

Biology 120. Genes, Clones, and Biotechnology— View course description in department listing on p. 131. —Fleming

Biology 183. Cellular Basis of Life— View course description in department listing on p. 132. Prerequisite: C- or better in Chemistry 111 or Permission of Instructor —Archer, Dunlap, Guardiola-Diaz, O'Donnell, Staff

[**Biology 210L. Scanning Electron Microscopy**]
— View course description in department listing on p. 132.

Biology 227. Cell Biology— View course description in department listing on p. 133. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. —Foster

Biology 319. Animal Physiology— View course description in department listing on p. 133. Prerequisite: C- or better in Biology 182L and Biology 183L, or Permission of Instructor. —Dunlap

[**Biology 473. Sensory Biology**]
— View course description in department listing on p. 134. Prerequisite: C- or better in Biology 182, and Biology 183L, and Biology 319L or Neuroscience 201, or permission of instructor.

Engineering 316. Neural Engineering— View course description in department listing on p. 197. 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. —Draper

Health Fellows Program 202. Health Care Research— Prerequisite: Acceptance into the Health Fellows Program. —Draper, McGuire

[**Philosophy 374. Minds and Brains**]
— View course description in department listing on p. 395.

Psychology 255. Cognitive Psychology— View course description in department listing on p. 428. Prerequisite: C- or better in Psychology 101. —Casserly

Psychology 255L. Cognitive Psychology Laboratory— View course description in department listing on p. 428. Prerequisite: C- or better in Psychology 255, or concurrent enrollment. —Casserly

Psychology 261. Brain and Behavior— View course description in department listing on p. 428. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. —Raskin

Psychology 261L. Brain and Behavior Laboratory— View course description in department listing on p. 428. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment. —Ruskin

Psychology 293. Perception— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 101. —Mace

Psychology 293L. Perception Laboratory— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 293, or concurrent enrollment. —Mace

[Psychology 302. Behavioral Neuroscience]— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 261 or Neuroscience 201.

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

Psychology 365. Cognitive and Social Neuroscience— View course description in department listing on p. 429. Prerequisite: C- or better in Psychology 255, 256, or 261, or Neuroscience 201. –Raskin

[Psychology 392. Human Neuropsychology]— View course description in department listing on p. 430. Prerequisite: C- or better in Psychology 255, 256, or 261, or Neuroscience 201.

Psychology 464. Neuropsychopharmacology— View course description in department listing on p. 431. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. –Brunquell

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 Professors Ewegen and 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. (Note: the senior thesis does not count toward the required four upper-level courses.) 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/Maj

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. (HUM) (Enrollment limited) –Theurer, Wade

[102. Introduction to Political Philosophy]— This course will consider some of the foundational issues of political philosophy such as the conflict between individual liberty and social welfare, the criteria for just distribution of wealth, the concept of equality, and the ideal forms of social cooperation. We will read from the works of some of the major political philosophers such as Plato, Aristotle, Hobbes, Locke, Machiavelli, Rousseau, Hegel, and Marx. (HUM) (Enrollment limited)

[103. **Ethics**]— An introductory study of values, virtues, and right action. Major concepts of ethical theory (goodness, responsibility, freedom, respect for persons, and morals) will be examined through a study of Aristotle, Kant, and Mill. The course is not primarily a historical survey, but rather attempts to clarify in systematic fashion both moral concepts and moral action. (HUM) (Enrollment limited)

205. Symbolic Logic— An introduction to the use of symbols in reasoning. Propositional calculus and quantification theory will be studied. This background knowledge will prepare the student to look at the relation of logic to linguistics, computer science, mathematics, and philosophy. Students cannot receive credit for this course and Philosophy 255, Philosophy of Logic. (NUM) (Enrollment limited) –Theurer

[212. **Philosophy of Religion**]— A discussion of some of the philosophical problems that arise out of reflection on religion; the nature of religion and its relation to science, art, and morality; the nature of religious and theological language, the concept of God; the problem of evil; and the justification of religious belief. (HUM) (Enrollment limited)

214. Philosophy of Art— “Art,” one writer has said, “is not a copy of the real world. One of the damn things is enough.” But then, what is art, and what is its relation to the world, to our experience, to the symbolic systems with which we create it? By consulting selected aesthetic texts of important philosophers, these and other questions will be posed to help us understand some of the traditional philosophical perplexities about art. (HUM) (Enrollment limited) –Hyland

221. Science, Reality and Rationality— Much of modern philosophy has focused on efforts to understand the rise of physical science since the 16th century. This course will focus on 20th-century efforts by philosophers to characterize science, explain its effectiveness, and interpret its findings. (HUM) (Enrollment limited) –Theurer

[223. **African Philosophy**]— What is African philosophy? Currently, among the scholars addressing this question, no single answer prevails. Some hold that philosophy, by its nature, transcends race, ethnicity, and region and hence that terms such as “African philosophy,” “European philosophy,” and “Asian philosophy,” are all rooted in misunderstanding what philosophy fundamentally is. Some argue that prior to the very recent work of African scholars trained in formal (often European) departments of philosophy, African philosophy did not (and could not) exist. Others argue that while (many of) the peoples of Africa have little or no tradition of formal (written) philosophizing, the differing worldviews embodied in the myths, religions, rituals, and other cultural practices of ethnic Africans constitute genuine African philosophy. Yet others find African philosophy in the critical musings of indigenous African (so-called) wise men or sages. In this course we will critically examine the variety of possibilities, forms, and practices in Africa and elsewhere that might be referred to appropriately as “African philosophy” and attempt to understand why the notion of “African philosophy” is so especially contentious. (May be counted toward African Studies.) (GLB2) (Enrollment limited)

240. Introduction to Feminist Philosophy— In the last several decades, feminist philosophy has developed with new vitality. It has influenced such diverse areas of philosophy as ethics, politics, and epistemology. Its contributors represent both Anglo-American and European philosophical traditions. This course will introduce students both to some of the major contributors and to the ways in which they have influenced various areas of philosophy. (May be counted toward Women, Gender, and Sexuality major and minor.) (SOC) (Enrollment limited) –Marcano

246. Human Rights: Philosophical Foundations, Issues, and Debates— This course will survey and critically assess arguments in favor of the existence of human rights, arguments about the legitimate scope of such rights (who has human rights and against whom such rights can legitimately be claimed), and arguments about which rights ought to be included in any complete account of human rights. Specific topics will include (but not necessarily be limited to) the philosophical history of human rights discourse, cultural relativist attacks on the universality of human rights, debates concerning the rights of cultural minorities to self-determination, and controversies concerning whether human rights should include economic and social rights. (GLB2) (Enrollment limited) –Marcano

255. Philosophy of Logic— This course will introduce students to propositional and (first order) predicate logic, while engaging in philosophical reflection on a range of issues related to modern formal logic. In particular students will first study techniques for representing and analyzing arguments using the symbolism of each formal

system. We will then consider some of the many philosophical issues surrounding formal logic, such as the nature of truth and inference, semantic paradoxes, and the attempt by Russell and others to use advances in formal logic to resolve traditional problems in metaphysics and epistemology. Students cannot receive credit for both this course and Philosophy 205, Symbolic Logic. (NUM) (Enrollment limited) –Ryan

281. Ancient Greek Philosophy— This course looks at the origins of western philosophy in the Presocratics, Plato, and Aristotle. Students will see how philosophy arose as a comprehensive search for wisdom, then developed into the “areas” of philosophy such as metaphysics, ethics, and political philosophy. This course fulfills part two of the writing intensive (WI) requirement for the Philosophy major. (HUM) (Enrollment limited) –Ewegen

[**282. Medieval Philosophy**]
— A study of representative thinkers of the medieval period. Discussion will focus on such major issues as the existence of God, the problem of evil, the nature of universals, the relation between philosophical reason and religious faith. Attention will also be paid to the cultural, historical and religious climates which helped influence the unique scholastic doctrines under discussion. (Students enrolling in Philosophy 282 must also enroll in Philosophy 290-01L.) Enrollment limited. (HUM) (Enrollment limited)

[**304. 20th-Century African-American Philosophical Thought**]
— Only during the last century have African Americans been allowed and enabled to contribute to professional philosophy (or philosophically oriented discourses) to any significant degree. This course is a broad yet intensive study and assessment of some of the theories, ideas, and arguments produced by these 20th-century writers. Not surprisingly, much of the philosophical attention of these thinkers has focused upon analysis and interpretation of the meaning(s) of being a member of a stigmatized racial group, particularly in the context of United States history. Among the thinkers to be covered are Alain Locke, W.E.B Du Bois, Derek Bell, Bernard Boxill, Anthony Appiah, Angela Davis, Cornel West, Charles Mills, Laurence Thomas, Leonard Harris, Luscious Outlaw, Lewis Gordon, Tommy Lott, Anita Allen, Michelle Moody-Adams, Naomi Zack, and Patricia Williams. (HUM) (Enrollment limited)

[**306. 20th-Century Continental Philosophy**]
— What are poets for in a destitute time?” asks Heidegger’s favorite poet, Holderlin. We add, “and what are philosophers for?” The tradition of 20th-century continental philosophy has responded, “certainly not just to analyze language!” We shall follow some of the leading figures and themes of this rich tradition from its roots in Nietzsche through the transformations of phenomenology, to existentialism and beyond. Husserl, Heidegger, Sartre, and Derrida will be studied among others. (HUM) (Enrollment limited)

316. Hume and the Limits of Reason— David Hume was one of the greatest and most influential of Enlightenment thinkers. Yet he was also one of its most idiosyncratic. Driven by an uncompromising empiricism, Hume raised profound skeptical worries concerning causation, the external world, the existence of an enduring self and even reason itself. Hume was an equally trenchant critic of moral objectivism and the pretensions of both natural and revealed religion. Yet Hume’s philosophy does not end with this negative assessment of human reason. Rather, Hume attempts to construct a more positive vision of human nature and society, developing an ethical system based on benevolence and utility, and a vision of society freed from its dependence on religious belief. In this course we will look at both sides of Hume’s thought. (HUM) (Enrollment limited) –Ryan

[**323. Adorno**]
— Along with Martin Heidegger, Theodor W. Adorno is one of the most important German philosophers of the 20th century. In order to appreciate the extraordinary breadth of Adorno’s thought, we shall examine his work from his early lectures on historical figures, to his productive engagement with phenomenology, to his significant contributions in *Dialectic of Enlightenment*, to his late works, including *Negative Dialectic* and *Aesthetic Theory*. (HUM) (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 of thinking the most challenging thoughts of the next century. (HUM) (Enrollment limited) –Hyland

328. Freud— This seminar will concentrate on the works of Sigmund Freud. We will begin with Freud’s psychological writings, then move on to his more anthropological writings. Our aim will be to see how Freud’s psychological

theories inform is arguments about religion and culture. (HUM) (Enrollment limited) –Vogt

[335. Heidegger]— Martin Heidegger is arguably the most important philosopher of the 20th century. Yet because of the myopia of the Anglo-American philosophic tradition, he has only recently begun to receive the attention he deserves in the English-speaking world. This seminar will make a careful study of Heidegger's magnum opus, *Being and Time*. In addition to our reflection on the intrinsic meaning and merit of this book, we shall consider some of its important roots in the tradition and some of the ways in which it prepares the way both for Heidegger's own radically transformed later thought and for the most recent trends in contemporary continental philosophy. (HUM) (Enrollment limited)

336. Foucault— Michel Foucault was one of the most influential European thinkers of the 20th century. Using a selection of his writings, we shall examine some of his main contributions, seeking to understand both the philosophical and cultural influences that led Foucault to his positions, as well as the wide-spread influence he has had on subsequent philosophy and political, historical and cultural theory. (HUM) (Enrollment limited) –Vogt

355. Moral Theory and Public Policy— The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered. (HUM) (Enrollment limited) –Wade

[378. Philosophy of Mind]— In this course we will investigate classical and contemporary theories of mind, such as dualism, logical behaviorism, materialism, and functionalism. Among the issues we will consider are what is the nature of the mental? Is the mind identical with or distinct from the body? What is the nature of consciousness? Is the mind a genuine cause? What, if anything, do contemporary investigations in cognitive science and artificial intelligence have to teach us about the nature of the mind? (HUM) (Enrollment limited)

[390. Advanced Logic]— An investigation of various methods of logic. Certain related topics in epistemology and the philosophy of mathematics will be considered. (NUM) (Enrollment limited)

399. Independent Study— Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

466. Teaching Assistantship— Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the 11 total required for the major, but will not count as one of the six required "upper-level" (300 and above) courses. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

498. Senior Thesis Part 1— A two-credit course culminating in an extended paper to be read by two or more members of the department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. To be eligible for this course a student must have an A- average in the major or must successfully petition the department for an exemption. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (2 course credits are considered pending the first semester, and two course credits will be awarded for completion in the second semester.) (2 course credits) –Staff

499. Senior Thesis Part 2— A two-credit course culminating in an extended paper to be read by two or more members of the department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. In order to be eligible for this course a student must have an A- average in the major or must successfully petition the department for an exemption. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are

required for each semester of this yearlong thesis. (2 course credits) –Staff

Courses Originating in Other Departments

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. 435. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. –Fulco, Schaller

Political Science 105. Introduction to Political Philosophy— View course description in department listing on p. 410. This course is not open to seniors. –Maxwell

[Political Science 339. Contemporary and Post-Modern Thought]— View course description in department listing on p. 412. Prerequisite: C- or better in Political Science 105, 219 or 220.

[Religion 308. Jewish Mysticism]— View course description in department listing on p. 447. 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. (HUM) (Enrollment limited) –Brown, Vogt

[102. Introduction to Political Philosophy]— This course will consider some of the foundational issues of political philosophy such as the conflict between individual liberty and social welfare, the criteria for just distribution of wealth, the concept of equality, and the ideal forms of social cooperation. We will read from the works of some of the major political philosophers such as Plato, Aristotle, Hobbes, Locke, Machiavelli, Rousseau, Hegel, and Marx. (HUM) (Enrollment limited)

[103. Ethics]— An introductory study of values, virtues, and right action. Major concepts of ethical theory (goodness, responsibility, freedom, respect for persons, and morals) will be examined through a study of Aristotle, Kant, and Mill. The course is not primarily a historical survey, but rather attempts to clarify in systematic fashion both moral concepts and moral action. (HUM) (Enrollment limited)

[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. (HUM) (Enrollment limited)

205. Symbolic Logic— An introduction to the use of symbols in reasoning. Propositional calculus and quantification theory will be studied. This background knowledge will prepare the student to look at the relation of logic to linguistics, computer science, mathematics, and philosophy. Students cannot receive credit for this course and Philosophy 255, Philosophy of Logic. (NUM) (Enrollment limited) –Ryan

212. Philosophy of Religion— A discussion of some of the philosophical problems that arise out of reflection on religion; the nature of religion and its relation to science, art, and morality; the nature of religious and theological language, the concept of God; the problem of evil; and the justification of religious belief. (HUM) (Enrollment limited) –Ryan

[213. Philosophy of Sport]— This is an introductory course designed to exhibit the Socratic thesis that the material for philosophic reflection is present in our everyday experiences, even in activities which we may consider nonintellectual. Accordingly, we shall take up the related themes of sport, athletics, and play, in order to show that

an adequate understanding of them requires, and is indeed inseparable from, philosophic understanding. Topics will include social significance of sport, ethical issues in sport and race, mind and body in sport, sport and aesthetics, and the connection of sport and philosophy. The connection of sport and gender will be a guiding theme throughout. (HUM) (Enrollment limited)

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. (HUM) (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. (HUM) (Enrollment limited)

[222. Existentialism]— A study of the philosophical background of existentialism and of a number of principal existentialistic texts by such writers as Kierkegaard, Heidegger, Camus, and Sartre. (HUM) (Enrollment limited)

223. African Philosophy— What is African philosophy? Currently, among the scholars addressing this question, no single answer prevails. Some hold that philosophy, by its nature, transcends race, ethnicity, and region and hence that terms such as “African philosophy,” “European philosophy,” and “Asian philosophy,” are all rooted in misunderstanding what philosophy fundamentally is. Some argue that prior to the very recent work of African scholars trained in formal (often European) departments of philosophy, African philosophy did not (and could not) exist. Others argue that while (many of) the peoples of Africa have little or no tradition of formal (written) philosophizing, the differing worldviews embodied in the myths, religions, rituals, and other cultural practices of ethnic Africans constitute genuine African philosophy. Yet others find African philosophy in the critical musings of indigenous African (so-called) wise men or sages. In this course we will critically examine the variety of possibilities, forms, and practices in Africa and elsewhere that might be referred to appropriately as “African philosophy” and attempt to understand why the notion of “African philosophy” is so especially contentious. (May be counted toward African Studies.) (GLB2) (Enrollment limited) –Wade

226. Neuroscience, Ethics, and Agency— In this course, we will consider whether and how recent findings in neuroscience should inform our answers to traditional questions in metaethics concerning the nature and origins of morality, as well as our concepts of freedom, moral motivation, moral agency, and moral responsibility. (HUM) (Enrollment limited) –Theurer

228. Who’s the Animal, Here? Animal Rights, Human Responsibilities— Who is the animal? In an effort to explore this and related questions this course will serve as a philosophical investigation into the essence of non-human animals. Major philosophical and political theories regarding the status, value, and autonomy of non-human animals will be explored. Additional efforts will be made to address the discourse of animal rights, animal husbandry, and animal suffering, as well as broader issues of human rights insofar as they relate to and affect the non-human animal. Through a philosophical inquiry into the nature of animality, we will see that our understanding of animals bears immediately upon our understanding of the human being and of human rights. Thus, the question ‘who is the animal’ will lead us directly into the most pressing of philosophical questions ‘who is the human being?’ (HUM) (Enrollment limited) –Ewegen

[239. African-American Feminism]— This course is a historical survey of the writings of African-American women as they have historically attempted to negotiate fundamental philosophical questions of the “race problem” and the “woman problem.” To this extent, we will be inserting black women’s voices into the philosophical canon of both race and feminism. Along with exploring and contextualizing the responses and dialogues of women writers, like Anna Julia Cooper with their more famous male contemporaries such as Du Bois, up to more contemporary articulations of black women’s voices in what is known as hip-hop feminism, we will ask the question of whether there is a particular black feminist thought, epistemology, and thus philosophy. (HUM) (Enrollment limited)

[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. (HUM) (Enrollment limited)

[244. The Music of Thought]— What is music? What is thought? Could these concepts be usefully combined? In philosophy and cognitive science, language and thinking are perennially linked. But language is not the only deeply human cognitive capacity; music is equally universal across cultures. This course will examine the philosophical concept of music along with some ideas from cognitive musicology, exploring whether these ideas can apply to consciousness in general and whether a form of “mind music” can be empirically discovered in the dynamics of the brain. The course is offered without prerequisites, nor is prior training in musicianship required. (HUM) (Enrollment limited)

246. Human Rights: Philosophical Foundations, Issues, and Debates— This course will survey and critically assess arguments in favor of the existence of human rights, arguments about the legitimate scope of such rights (who has human rights and against whom such rights can legitimately be claimed), and arguments about which rights ought to be included in any complete account of human rights. Specific topics will include (but not necessarily be limited to) the philosophical history of human rights discourse, cultural relativist attacks on the universality of human rights, debates concerning the rights of cultural minorities to self-determination, and controversies concerning whether human rights should include economic and social rights. (GLB2) (Enrollment limited) –Marcano

[255. Philosophy of Logic]— This course will introduce students to propositional and (first order) predicate logic, while engaging in philosophical reflection on a range of issues related to modern formal logic. In particular students will first study techniques for representing and analyzing arguments using the symbolism of each formal system. We will then consider some of the many philosophical issues surrounding formal logic, such as the nature of truth and inference, semantic paradoxes, and the attempt by Russell and others to use advances in formal logic to resolve traditional problems in metaphysics and epistemology. Students cannot receive credit for both this course and Philosophy 205, Symbolic Logic. (NUM) (Enrollment limited)

283. Early Modern Philosophy— The history of Western philosophy from approximately 1600 to 1750, with major attention given to Descartes, Spinoza, Leibniz, Locke, Berkeley and Hume. This course fulfills part two of the writing intensive (WI) requirement for the Philosophy major. (HUM) (Enrollment limited) –Ryan

285. 20th-Century Analytic Philosophy— Philosophy, said Wittgenstein, is the “bewitchment of the intelligence by means of language,” and in his later work he sought to counter the thralldom of language by investigating its many uses. So have other writers from Russell, Ayer, and Ryle to the American philosophers Quine and Goodman. Their approach to philosophy, influenced by spectacular developments in logic and science, was largely “analytic,” but their aims were traditional: to limn the prospect of human knowledge and release human intelligence from confusion and superstition. We will study their writings to understand their approach and to assess what it is to do philosophy in the 20th century. (HUM) (Enrollment limited) –Theurer

[288. Modern Philosophy]— This course will provide a survey of 18th century European philosophy; to be more precise, we will examine texts by representatives of both French and German Enlightenment thought. The first section of the course will focus on Rousseau's and Diderot's contributions to political and aesthetic thought; the second section will be concerned with Kant's epistemology and with some of his shorter texts on political and aesthetic thought. The goal of this course consists in both defining Enlightenment thought and unearthing the fateful dialectic at its very heart. Methodologically, this course will employ an approach owed to the tradition of Critical Theory. This course fulfills part two of the writing intensive (WI) requirement for the Philosophy major. (HUM) (Enrollment limited)

[307. Plato]— A study of one or more important dialogues of Plato. Careful attention will be paid to the dramatic form which Plato employs and its connection to the philosophic ideas that develop. (HUM) (Enrollment limited)

310. Question of Justice— This course will be centered on the question: “What is justice?” The majority of the semester will be devoted to a historical survey of the different philosophical conceptions of justice from Plato to 20th-century political theorists like Rawls, Nozick, and Kelsen. In the final weeks of the course, we will turn our attention to the “crime against humanity,” which is arguably the greatest challenge to contemporary formulations of justice. Specifically, we will analyze the morality and political viability of recent truth commissions (like those in South Africa, Chile, Uganda, Haiti, and Argentina) and international criminal tribunals (like those set up by the United Nations for Rwanda and the former Yugoslavia). We will also consider the theoretical and practical value of the discourses surrounding “restorative justice” and “transitional justice” over and against more traditional frameworks. (HUM) (Enrollment limited) –Marcano

320. Marx— A great deal of philosophical study has been devoted to the views of Karl Marx, yet much disagreement remains concerning what Marx actually thought. This course will examine some contemporary interpretations of Marx’s work against the background of some of his more important writings. Though we cannot realistically hope to arrive at the “correct” interpretation of Marx’s views, we can at least assess the merits of some of the contending accounts. (HUM) (Enrollment limited) –Vogt, Wade

[320. Wittgenstein]— Ludwig Wittgenstein is one of the most seminal thinkers of the 20th Century. In this course we will engage in an in-depth study of Wittgenstein’s “early” masterpiece, the *Tractatus Logico-Philosophicus*. Topics will include logical atomism, the picture theory of meaning, saying and showing, and mysticism. (HUM) (Enrollment limited)

[324. Sartre’s Political Thought]— This course will explore the political thought and essays of Jean-Paul Sartre. We will look at Sartre’s writings on Communism, colonialism, race, and racism, Sartre’s turn to materialism and his debate with fellow existentialist, Merleau-Ponty. The aim of this class is to examine the theoretical continuity, if there is any, between Sartre’s existential texts and his political thought as well as his activism. (HUM) (Enrollment limited)

[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)

345. Colonialism and Neocolonialism— This seminar will examine major theories of colonialism and neocolonialism. A historical-chronological approach will explore both Marxist, liberal, existentialist, and culturalist accounts. Authors to be discussed will include Karl Marx, Rosa Luxemburg, Hannah Arendt, Jean-Paul Sartre, Frantz Fanon, and Edward Said. (HUM) (Enrollment limited) –Vogt, Wade

[361. Metaphysics]— In this course we shall consider what philosophers mean by metaphysics and examine some central metaphysical puzzles in contemporary western philosophy, such as the existence of universals and the nature of both causation and personal identity. (HUM) (Enrollment limited)

[374. Minds and Brains]— The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. (NAT) (Enrollment limited)

466. Teaching Assistantship— Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the 11 total required for the major, but will not count as one of the six required “upper-level” (300 and above) courses. Submission of the special registration form, available in the Registrar’s Office,

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

[499. Senior Thesis Part 2]— A two-credit course culminating in an extended paper to be read by two or more members of the department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. In order to be eligible for this course a student must have an A- average in the major or must successfully petition the department for an exemption. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (2 course credits)

Courses Originating in Other Departments

[Classical Civilization 234. Greek Comedy: Aristophanes and his Influence]— View course description in department listing on p. 148.

Classical Civilization 325. Philosophy of Tragedy and the Tragedy of Philosophy— View course description in department listing on p. 148. –Ewegen

Political Science 105. Introduction to Political Philosophy— View course description in department listing on p. 415. This course is not open to seniors. –Archer

[Political Science 329. Political Philosophy and Ethics]— View course description in department listing on p. 416. Prerequisite: C- or better in Political Science 105, 219, or 220.

Political Science 339. Contemporary and Post-Modern Thought— View course description in department listing on p. 417. Prerequisite: C- or better in Political Science 105, 219 or 220. –Smith

Physical Education

Athletic Director Renwick, Chair; Associate Athletic Director Sheppard; Assistant Athletic Director for Compliance Noone; Assistant Athletic Director for Facilities & Operations Acquarulo; Assistant Directors of Recreation Johnson and Kilcoyne; Associate Professors Assaiante, Bartlett, Bowman, Davis, Devanney, Hitchcock, Parmenter, and Sutor●●; Assistant Professors Acquarulo, Adamski, Cosgrove, Dissinger, Higgins, Melnitsky, Vega, and Williams; Instructors MacDermott, Ng, Pilger, Potter, and Smith; Head 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.

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
- 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. 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.

Fall Term

101L. Beginning Swimming I— This course is primarily for non-swimmers. Covers water acclimatization, floating, treading water, bobbing, lead-up strokes, human stroke, and sculling. (0.25 course credit) (Enrollment limited) –Bartlett, Beatty

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) –Potter

111L. Squash I— Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Racquets available. (0.25 course credit) (Enrollment limited) – Assaiante, Bartlett, Duncan, Malhotra, Sherry

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) –Staff

113L. Badminton I— Emphasis will be on the basic strokes and strategy of badminton, and its rules and etiquette. Students will have the opportunity to play both singles and doubles. (0.25 course credit) (Enrollment limited) –Staff, Sutor

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. (0.25 course credit) (Enrollment limited) –Noone

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) –Cimini, Conley, Cosgrove, Davis, Duncan, Ng, Ryan, 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) –Adamski, Greason, Higgins

144L. Recreational Rowing— (0.25 course credit) –Ng

152. Coaching Seminar— Primarily for students who anticipate the possibility of coaching in private school. An in-depth study of fundamentals, staff organization, practice planning, and different coaching philosophies and styles. (0.25 course credit) (Enrollment limited) –MacDermott

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) –Bartlett

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, Malhotra, Sherry

212L. Intermediate Tennis— This course is designed to increase proficiency by reviewing and modifying the basic ground strokes in tennis, develop individual and new strokes (lob and overhead) and to introduce basic singles and doubles strategy. Racquets available. (0.25 course credit) (Enrollment limited) –Higgins, Staff

213L. Badminton II— A review of the skills introduced in Physical Education 113. Emphasis will be placed on advanced-level strokes, footwork, and strategy. Play will be at a higher competitive level. (0.25 course credit) (Enrollment limited) –Staff, Suitor

224L. Fitness II— Instruction towards a more sophisticated conditioning program. A continuation of stretching and cardiovascular fitness, but more advanced training techniques and principles will be introduced including goal-setting and individual sport specific programs. (0.25 course credit) (Enrollment limited) –Adamski, Beatty, Conley, McDonald, Parmenter

Spring Term

101L. Beginning Swimming I— This course is primarily for non-swimmers. Covers water acclimatization, floating, treading water, bobbing, lead-up strokes, human stroke, and sculling. (0.25 course credit) (Enrollment limited) –Bartlett, Beatty

107. Beginning Ice Skating— Held in the Koepfel Community Sports Center. Basic Fundamentals of skating techniques for the recreational skater. (0.25 course credit) (Enrollment limited) –Potter

111L. Squash I— Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Racquets available. (0.25 course credit) (Enrollment limited) –

Acquarulo, Pilger, Sherry

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) –Staff, Williams

113L. Badminton I— Emphasis will be on the basic strokes and strategy of badminton, and its rules and etiquette. Students will have the opportunity to play both singles and doubles. (0.25 course credit) (Enrollment limited) –Devanney

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. (0.25 course credit) (Enrollment limited) –Noone

124L. Fitness I— Instruction for a beginning fitness and conditioning program. It will involve proper warm-up and stretching techniques, cardiovascular training involving heart rates, and an introduction to safe and effective strength training. It will include basic concepts of anatomy and physiology. (0.25 course credit) (Enrollment limited) –Bowman, Connolly, Cosgrove, Devanney, Melnitsky, Ryan, 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) –Cimini, Greason, Parmenter, Pilger, Smith

[144L. Recreational Rowing]— (0.25 course credit)

152. Coaching Seminar— Primarily for students who anticipate the possibility of coaching in private school. An in-depth study of fundamentals, staff organization, practice planning, and different coaching philosophies and styles. (0.25 course credit) (Enrollment limited) –Assaiante, Smith

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) –Bartlett

211L. Squash II— A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot. Control of ball and court position emphasized. Racquets available. (0.25 course credit) (Enrollment limited) –Acquarulo, Bartlett, Malhotra

212L. Intermediate Tennis— This course is designed to increase proficiency by reviewing and modifying the basic ground strokes in tennis, develop individual and new strokes (lob and overhead) and to introduce basic singles and doubles strategy. Racquets available. (0.25 course credit) (Enrollment limited) –Melnitsky, Staff

213L. Badminton II— A review of the skills introduced in Physical Education 113. Emphasis will be placed on advanced-level strokes, footwork, and strategy. Play will be at a higher competitive level. (0.25 course credit) (Enrollment limited) –Staff

224L. Fitness II— Instruction towards a more sophisticated conditioning program. A continuation of stretching and cardiovascular fitness, but more advanced training techniques and principles will be introduced including goal-setting and individual sport specific programs. (0.25 course credit) (Enrollment limited) –Bowman, Cimini, Connolly, Davis, Duncan, MacDermott, McDonald, Staff

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. (0.25 course credit) (Enrollment limited) –Staff

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. Prerequisite: Physical Education 342. (0.25 course credit) (Enrollment limited) –Staff

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 and Geiss; Assistant Professor Barwick; Laboratory Lecturer in Physics Palandage

Physics is the study of energy, matter, and the interactions that govern their behavior. It is a wide-ranging and fundamental field of inquiry that links together all of the physical sciences. Research in physics addresses questions as seemingly diverse as how atoms are put together, how galaxies form and evolve, and why some balls bounce better than others. Although the everyday world with which we are familiar differs enormously in scale from the atomic and galactic domains, all of these examples share common unifying principles, such as the conservation of mass-energy, that the physicist seeks to uncover and understand. These basic principles and their most significant applications form the focus of an undergraduate program in physics.

Physics is also an interdisciplinary science, providing the theoretical underpinnings for the concepts and technologies fundamental to major fields such as chemistry, biology, medicine, electronics, and geology, and to the applied fields of optics, nanotechnology, computer science, and engineering. Lasers, MRI, and high-speed computing are but a few of the technological advances made possible by the applications of the principles of physics. An education in physics provides students with a solid understanding of basic modern science and trains them to solve complex problems. This training prepares undergraduate majors in physics for a wide variety of careers, many of which take them well outside the boundaries of what is traditionally considered “physics.”

Course levels—**PHYS 141L**, **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 141L** and **MATH 131** in the fall term of their 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. Please note that the 300-level courses are mostly offered in alternate years.

The physics major—Eleven courses and a senior exercise are required for the major. Students must earn grades of C- or better in all of these courses. It is strongly recommended that students intending to pursue graduate study take at least eight courses in physics at the 300+ level and at least one year of 300+ level mathematics courses. The Writing Intensive Part II requirement is fulfilled by **PHYS 320**.

- Three foundational courses in physics. It is strongly recommended that students begin this sequence in the fall semester of their first year.

PHYS 141L. Physics I: Mechanics

PHYS 231L. Physics II: Electricity and Magnetism and Waves

PHYS 232L. Physics III: Optics and Modern Physics

- Two upper-level courses in mathematical and experimental methods. Students should take **PHYS 300** as early as possible, preferably in the spring semester of their sophomore year.

PHYS 300. Mathematical Methods of Physics

PHYS 320. Modern Physical Measurements

- Two core courses. Students may take the third as the upper-level elective course.

PHYS 301. Classical Mechanics

PHYS 302. Electrodynamics

PHYS 313. Quantum Mechanics

- One upper-level physics elective; either the remaining core course or a course chosen from the list below.

PHYS 304. Statistical and Thermal Physics
PHYS 315. Contemporary Optics
PHYS 317. Relativity and Fundamental Particles
PHYS 325. Condensed Matter Physics

- Senior integrating experience

PHYS 405. Senior Exercise

- Three courses in cognate departments.

MATH 231. Calculus III, Multivariable Calculus (prerequisite: **MATH 132** or **142**)

MATH 234. Differential Equations (prerequisite: **MATH 132** or **142**)

CHEM 111L. Introductory Chemistry I

The courses **PHYS 490** and **PHYS 399** provide qualified students with the opportunity to carry out laboratory research or independent study under the direct supervision of an individual faculty member.

The interdisciplinary computing major in physics—See the “Interdisciplinary Computing Major” section of the *Bulletin*. Students contemplating the interdisciplinary computing major in physics should contact the chair of the Physics Department, who will direct them to appropriate faculty members for guidance and assistance in setting up a plan of study.

Study Away—Physics majors with an interest in studying abroad should plan well in advance of the semester they will be away. This is particularly important since most upper-level physics courses at Trinity are offered biennially. Students wishing to use courses taken abroad in partial fulfillment of the requirements for the physics major must obtain the prior approval of the department chair.

Honors—Students seeking honors in physics 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 141** and from both **MATH 131** and **MATH132/142** may petition the chair of the department to take **PHYS 232L** prior to **PHYS 231L**.

Fall Term

101. Principles of Physics I— An introduction to the fundamental ideas of physics. Beginning with kinematics—the quantitative description of motion—the course covers the Newtonian mechanics of point masses, Newton’s theory of universal gravitation, the work-energy principle, and the conservation of energy and momentum. Three lecture periods and one laboratory period per week. A student taking Physics 101 cannot earn credit for Physics 131 or Physics 141. (1.25 course credits) (NAT) (Enrollment limited) –Palandage

[**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: C- or better in Mathematics 131, or concurrent enrollment. (1.25 course credits) (NAT) (Enrollment limited)

141. Physics I - Mechanics— This course is the first part of a three-term calculus-based introduction to physics for students intending to major in physics or one of the physical sciences. It is taught in an interactive studio format, which emphasizes collaborative problem solving, hands-on experimentation, and data analysis. This course is designed to provide the student with a working knowledge of the language and the analytical tools of Newtonian

mechanics. Topics include kinematics, forces, conservation laws, work and energy, momentum, gravity, and rigid-body motion. Time permitting, the course will conclude with the study of the first two laws of thermodynamics and their application to the prototypical thermodynamics system, the ideal gas. Three two-hour class meetings per week. The laboratory is integrated into the course. Prerequisite: C- or better in Math 131, or concurrent enrollment. Students may not earn credit for both Physics 101 and Physics 141. (1.25 course credits) (NAT) (Enrollment limited) –Barwick, Walden

232. Physics III: Optics and Modern Physics— Concluding the three-term calculus-based introductory physics sequence, this course begins with the study of interference and diffraction, which provide compelling evidence for the wave nature of light. We then turn to geometrical optics to understand the properties of lenses, mirrors, and optical instruments. The remainder of the course is devoted to the treatment of phenomena at the atomic and subatomic levels using the ideas of quantum physics. From the introduction of the photon, the Bohr atom, and de Broglie's matter waves, we proceed to the unified description provided by Schrodinger's wave mechanics. This is used to understand basic properties of atoms, beginning with hydrogen, and to describe the interaction between electromagnetic radiation and matter. As time permits, the course will include a brief introduction to the theory of special relativity and to nuclear physics. Three class meetings and one laboratory per week. Prerequisite: C- or better in Physics 231L and either Mathematics 132 or 142, with concurrent registration in Mathematics 231 strongly recommended. (1.25 course credits) (NAT) (Enrollment limited) –Silverman

[301. Classical Mechanics]— A detailed analytical treatment of Newtonian mechanics. Lagrange's and Hamilton's equations are developed and applied to the analysis of motion governed by several exemplary force laws. The general problem of motion under the influence of a central force is formulated and applied to problems of planetary motion and to Rutherford scattering of particles. Other topics to be treated include the dynamics of rigid bodies, oscillations of systems of masses connected by springs and elements of the mechanics of continuous media such as fluids. Prerequisite: C- or better in Physics 231 and either Mathematics 231 or 234. (NAT) (Enrollment limited)

304. Statistical and Thermal Physics— This course provides an intermediate-level presentation of basic principles of statistical physics with applications to scientific inference, stochastic phenomena, and thermodynamics. Classical thermodynamics describes the equilibrium properties and phase transformations of macroscopic physical systems in terms of relations independent of any atomic model of matter. Statistical physics, by contrast, provides a fundamental theoretical foundation for the thermodynamic relations in terms of the specific statistical laws obeyed by the elementary particles of matter and general considerations of probability theory. Together, thermodynamics and statistical physics provide the tools for studying the behavior of aggregates of particles far too numerous to be analyzed by solving directly the equations of motion of either classical or quantum mechanics. Among the concepts, systems, and processes to be discussed are heat, work, temperature, pressure, energy, entropy, chemical potential, chemical equilibria, gases, liquids, solids, solutions, neutron stars, and fluctuation phenomena (not necessarily in that order and subject to time constraints). Prerequisite: C- or better in Physics 131L or Physics 141L and Mathematics 132. (NAT) (Enrollment limited) –Silverman

[313. Quantum Mechanics]— A thorough study of the general formalism of quantum mechanics together with some illustrative applications, including the postulates of quantum mechanics; states, observables, and operators; measurements in quantum mechanics; the Dirac notation; simple systems: the square well, the harmonic oscillator, the hydrogen atom; approximation techniques and perturbation theory; and elements of the quantum theory of angular momentum. Prerequisite: C- or better in Physics 232L. (NAT) (Enrollment limited)

315. Contemporary Optics— A survey of current techniques and applications for classical and nonclassical light. Topics may include Fourier optics, nonlinear optics, statistical optics, holography, polarization, interferometry, quantum cryptography, optoelectronics, and ultrafast optics. Prerequisite: C- or better in Physics 231L and 232L (NAT) (Enrollment limited) –Branning

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

405. Senior Exercise— This exercise is intended to familiarize the student with a problem of current interest in physics, and to develop his or her ability to gather and interpret the information relevant to the problem. During

the fall semester each senior student will meet with an assigned faculty adviser to plan an essay or research project to be completed during the year. Topics may involve any aspects of physics, including its various applications. While students may write on original research they have undertaken, they are not required to do so. This exercise is required for the physics major. This course is open only to senior Physics majors. (0.5 course credit) –Staff

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

Spring Term

102. Principles of Physics II— A continuation of Physics 101L, this course covers topics such as electricity and magnetism, elementary thermodynamics, the theory of special relativity, classical wave behavior, and the description of microscopic physical systems via quantum theory. Three lecture periods and one laboratory period per week. Prerequisite: C- or better in Physics 101L or Physics 131L or Physics 141L. (1.25 course credits) (NAT) (Enrollment limited) –Geiss, Palandage

[108. Energy and Society]— A study of the energy sources man has used, from the steam engine to the nuclear reactor, and the effects they have had on his life and environment. We will examine the historical development of various energy sources and their technologies, the physical principles underlying these sources, the limitations imposed by pollution and resource exhaustion on the continued growth of energy use, the effect of the development of new energy sources on the quality of life, and the alternatives. (NAT) (Enrollment limited)

231. Physics II: Electricity, Magnetism, and Waves— This second part of the three-term calculus-based introductory sequence is devoted primarily to the study of electromagnetism. The emphasis is on the description of electric and magnetic phenomena in terms of fields. Topics to be covered include electrostatics and magnetostatics, electromagnetic induction, Maxwell's equations, electromagnetic waves, and the characterization of energy and momentum in the electromagnetic field. The remainder of the course is taken up with basic properties of waves in general: wave kinematics, standing waves and resonance, and the Doppler effect. Three lecture periods and one laboratory period per week. Prerequisite: C- or better in Physics 131L or Physics 141L and concurrent registration in or previous completion of Mathematics 132 or 142 with a C- or better. (1.25 course credits) (NAT) (Enrollment limited) –Barwick, Branning, Palandage

300. Mathematical Methods of Physics— This course focuses on mathematical methods essential to the expression and application of the laws of physics. It is designed to provide a mathematics background for other upper-level physics courses and for physics research, and thus ideally should be taken in the spring of the sophomore year. Topics to be discussed may vary somewhat from year to year depending on the emphasis of the instructor, but will ordinarily include elements of vector analysis, differential geometry, linear algebra, functions of a complex variable, Fourier analysis, and some of the special functions of mathematical physics. Additional topics, such as probability theory, the calculus of variations, or an introduction to group theory, may be taken up if time permits. Prerequisite: C- or better in Physics 231L and Mathematics 231. (NAT) (Enrollment limited) –Barwick

302. Electrodynamics— A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential form. The scalar and vector potentials, multipole expansions, boundary value problems, propagation of electromagnetic waves, radiation from accelerated charges. Prerequisite: C- or better in Physics 231L and Mathematics 231 (concurrent registration in Mathematics 234 is strongly recommended). (NAT) (Enrollment limited) –Branning

[317. Relativity and Fundamental Particles]— The theories of special and general relativity describe space, time, mass, and the gravitational force. The standard model describes subatomic particles and their interactions via the strong nuclear, weak nuclear, and electromagnetic forces. Together, these theories embody all that is known today about matter and energy at the largest and smallest scales, and they form the basis of modern cosmology the study of the history and structure of the universe. Prerequisite: C- or better in Physics 231L. (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. (WEB) (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 232L (NAT) (Enrollment limited) –Walden

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

405. Senior Exercise— This exercise is intended to familiarize the student with a problem of current interest in physics, and to develop his or her ability to gather and interpret the information relevant to the problem. During the fall semester each senior student will meet with an assigned faculty adviser to plan an essay or research project to be completed during the year. Topics may involve any aspects of physics, including its various applications. While students may write on original research they have undertaken, they are not required to do so. This exercise is required for the physics major. This course is open only to senior Physics majors. (0.5 course credit) –Staff

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

Political Science

John R. Reitemeyer Professor Messina, Chair; Professors Cardenas and Evans●●, John R. Reitemeyer Professor McMahon, Professor Smith; Associate Professors Chambers●● and Flibbert; Assistant Professors Kamola, Matsuzaki, Maxwell, and Williamson; Visiting Assistant Professors Archer, Laws, and Regan-Lefebvre; Visiting Lecturers Bourbeau, Carbonetti, and Molles

The political science major: Students majoring in political science are required to complete 12 courses, all with grades of C- or better.

The major consists of two introductory courses, seven electives (including a subfield area of concentration), a senior capstone course, and two cognate courses. Majors must fulfill the following requirements:

Introductory Courses: Two courses at the 100 level, preferably taken by the end of the sophomore year (100-level courses are not open to seniors).

Electives: Seven courses at the 200 and 300 levels that meet the following three conditions:

- * At least five of these courses must be at the 300 level, one of which must be a sophomore/junior seminar or tutorial.
- * Three courses from a single subfield concentration (American government and politics, comparative politics, international relations, or political theory), two of which must be at the 300 level.
- * **POLS 241, POLS 242, ECON 318, ANTH 301, SOCL 201, HIST 300** or two methodologically focused courses, taken before the senior seminar or senior thesis.

Senior Capstone: One senior seminar or the completion of a senior thesis (400 level). (The senior capstone course fulfills the Writing Intensive Part II requirement.)

Cognate Courses: Two cognate courses (in subfield area of concentration, to be selected in consultation with adviser).

For breadth in the discipline, students must complete one course in each of the four subfields (the senior capstone course does not count).

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.

Any political science major, regardless of GPA, can apply to the department to write a senior thesis by submitting a thesis proposal. Honors in the major will be awarded to students with both (1) a GPA of 3.67 or greater in the major and (2) an A- or better on the thesis.

All senior theses will be two-semester, two-credit theses. In the first semester, students will enroll in a thesis colloquium. In the second, students will continue to write independently in consultation with their advisers. The senior thesis colloquium will fulfill the senior capstone course requirement, though thesis students are still welcome to enroll in a senior seminar. Thus, the colloquium counts among the 12 credits required for the major, while the spring semester of the thesis must be taken in addition to the 12 credits.

The thesis proposal will be due in May of the junior year. Juniors studying abroad may request an extension for submitting the proposal, but the proposal must be submitted and approved by early September, in time to enroll in the fall thesis colloquium.

In the thesis proposal, students may apply for funding to support their research. Typical awards will range up to \$1,500.

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 241. Empirical Political Methods and Data Analysis
 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 326. Women and Politics
 POLS 348. Social Inequality in the United States
 POLS 355. Urban Politics
 POLS 372. The American Welfare State
 POLS 373. Law, Politics, and Society
 POLS 379. American Foreign Policy
 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 331. Becoming American: Immigration and Integration
 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 343. Theory and Politics of African Decolonization
 POLS 344. Politics and Governance in Africa
 POLS 349. Nation-Building
 POLS 353. Authoritarianism in Eurasia
 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 354. International Relations Theory
 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 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

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.

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, interest groups, and the media. Throughout the course, we will attend to the relevance of race, class, religion, and gender. We will draw on the example of the 2012 presidential election and other current events to illustrate the functioning of American government and politics. This course is not open to seniors. (SOC) (Enrollment limited) –Chambers, 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? This course is not open to seniors. (GLB5) (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. This course is not open to seniors. (GLB5) (Enrollment limited) –Carbonetti, Lefebvre

105. Introduction to Political Philosophy— An introduction to the philosophical study of political and moral life through a consideration of various topics of both current and historical interest. Topics include environmentalism, ancients and moderns, male and female, nature and nurture, race and ethnicity, reason and history, and reason and revelation. This course is not open to seniors. (SOC) (Enrollment limited) –Maxwell

[219. The History of Political Thought I]— This course provides the historical background to the development of Western political thought from Greek antiquity to the end of the Middle Ages. Readings from primary sources

(Plato, Aristotle, Augustine, Aquinas, etc.) will help the students to comprehend the foundations of Western political philosophy and the continuity of tradition. (SOC) (Enrollment limited)

[225. American Presidency]— An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the courts. The nature of presidential leadership and personality is also explored. (SOC) (Enrollment limited)

241. Empirical Political Methods and Data Analysis— An introduction to the design and execution of empirical political research involving computer analysis. The course covers the normative and empirical arguments at the foundation of the science of politics and the methods evolving from these arguments, and it trains students in the use of computers and statistical software. Course work includes reading, discussion, and completion of a research project in which the theory learned in class is put into practice. No programming experience required. This course has a community learning component. (NUM) (Enrollment limited) –Laws

[253. Authoritarianism in Eurasia]— More than half of the countries in the world are authoritarian or mixed regimes. Yet the study of authoritarianism—specifically, how authoritarian regimes function, and sources of their resilience and collapse—has long been neglected in political science. Authoritarian regimes in Tunisia, Egypt, and Syria, all widely regarded as models of resilience right up until their demise, turned out to be strikingly and unexpectedly fragile. Conversely, analysts have predicted the collapse of North Korea for decades, only to witness its survival through war, famine, economic collapse, and potentially destabilizing leadership transitions. In this course, we will examine the nascent scholarship on authoritarianism, especially as it pertains to Eurasia—namely, Eastern Europe, the Middle East, and East and Southeast Asia. (GLB5) (Enrollment limited)

301. American Political Parties— An analysis of American political parties, including a study of voting behavior, party organization and leadership, and recent and proposed reforms and proposals for reorganization of existing party structures. Prerequisite: C- or better in Political Science 102. (SOC) (Enrollment limited) –Evans

305. International Organizations— This course explores the dynamics of international organizations, examining a broad range of institutions in world politics. In particular, we draw on a variety of perspectives—from mainstream International Relations theory to organizational analysis—to understand questions of institutional emergence, design, and effectiveness. Using case studies and simulations, students are encouraged to think concretely about the challenges facing international organizations. Prerequisite: C- or better in Political Science 104. (GLB5) (Enrollment limited) –Molles

312. Politics in the Middle East and North Africa— This course offers an introduction to the comparative analysis of politics in the Middle East and North Africa. Organized thematically and conceptually, we examine topics ranging from state formation, nationalism, and civil-military relations, to oil and economic development, democratization efforts, political Islam, and regional concerns. (GLB5) (Enrollment limited) –Flibbert

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, Public Policy 202, or Political Science 102, or permission of instructor. (SOC) (Enrollment limited) –McMahon

[322. International Political Economy]— This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia, and Africa; economic relations in the industrialized world and between the north and the south; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: C- or better in Political Science 104. (GLB5) (Enrollment limited)

[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. (SOC) (Enrollment limited)

[339. Contemporary and Post-Modern Thought]— This course will deal with philosophical developments of moral and political significance in the 20th century. Using the writings of selected authors, such as Heidegger, Sartre, Gadamer, Marcuse, Strauss, Foucault, and Habermas, it will focus on various modern movements of thought: existentialism, critical theory, neo-Marxism, hermeneutics, feminism, deconstructionism, and postmodernism. Readings will be from primary sources. Prerequisite: C- or better in Political Science 105, 219 or 220. (SOC) (Enrollment limited)

348. Social Inequality in the United States— This course considers the implications of social inequalities for American politics. Income and wealth disparities in the United States have grown rapidly since the 1970s, overlapping with social exclusions based on race, gender, and sexual orientation. The course explores the causes, consequences, and solutions to rising economic inequality at the national and local levels, examining particular instances from Connecticut and contextualizing them within a broader global context. We will pay particular attention to the role of public policies in creating or potentially mitigating inequalities among citizens. Throughout the course we will consider the implications of social inequality for American politics and discuss how the persistence of different forms of inequality squares with enduring ideals of equality and equal opportunity in the American political system. This course has a community learning component. Prerequisite: C- or better in Political Science 102 or permission of instructor. (SOC) (Enrollment limited) –Laws

353. Authoritarianism in Eurasia— More than half of the countries in the world are authoritarian or mixed regimes. Yet the study of authoritarianism—specifically, how authoritarian regimes function, and sources of their resilience and collapse—has long been neglected in political science. Authoritarian regimes in Tunisia, Egypt, and Syria, all widely regarded as models of resilience right up until their demise, turned out to be strikingly and unexpectedly fragile. Conversely, analysts have predicted the collapse of North Korea for decades, only to witness its survival through war, famine, economic collapse, and potentially destabilizing leadership transitions. In this course, we will examine the nascent scholarship on authoritarianism, especially as it pertains to Eurasia—namely, Eastern Europe, the Middle East, and East and Southeast Asia. (GLB5) (Enrollment limited) –Matsuzaki

355. Urban Politics— This course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study political power, who has it, and who wants it. Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. This course has a community learning component. Prerequisite: C- or better in Political Science 102 or permission of instructor. (SOC) (Enrollment limited) –Chambers

369. International Human Rights Law— This course offers a comprehensive survey of the evolution of international human rights law, focusing on the major actors and processes at work. Which rights do individual human beings have vis-a-vis the modern state? What is the relationship between domestic and international legal processes? Are regional human rights mechanisms like the European system more influential than international ones? More generally, how effective is contemporary international human rights in securing accountability and justice? We use specific cases and contemporary debates to study a range of treaties and emerging institutions, including ad hoc war crimes tribunals and the International Criminal Court. (GLB5) (Enrollment limited) –Carbonetti

[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)

379. American Foreign Policy— This course offers an examination of postwar American foreign policy. After reviewing the major theoretical and interpretive perspectives, we examine the policymaking process, focused on the principal players in the executive and legislative branches, as well as interest groups and the media. We then turn to contemporary issues: the “war on terror,” the Iraq war, humanitarian intervention, U.S. relations with other major powers, and America’s future prospects as the dominant global power. (GLB5) (Enrollment limited) –Flibbert

[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)

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

402. Senior Seminar: American Government-Democratic Representation— This seminar consists of an investigation of the nature and processes of representation of individuals and groups at the level of American national government, especially within the U.S. Congress. Topics dealt with include the concept of representation, the goals of representatives and represented, means by which government is influenced from the outside, and the implications for representation of recent campaign finance and congressional reforms. Enrollment limited. This course is open only to senior Political Science majors. (WEB) (Enrollment limited) –Evans

[406. Senior Seminar: Why Political Philosophy?]— This seminar will be devoted to a close reading of a major political philosopher in the Western tradition. This course is open only to senior Political Science majors. (WEB) (Enrollment limited)

[408. Senior Seminar: Racial and Ethnic Politics]— This course examines the role of African Americans, Asian Americans, Latinos, and Native Americans in all areas of the American political system. We study each group and their roles as voters, party activists, candidates and public officials. By exploring the socio-historical context within which each group acts, we will also consider the non-traditional forms of political participation embraced by some of these groups and the reasons that minority groups have resorted to such strategies. The process of political socialization will also be considered, as will the political behavior, attitudes, and public policy opinions of these groups. Finally, we will also explore theories of racial and ethnic political coalitions and conflict. This course has a community learning component. This course is open only to senior Political Science majors. (WEB) (Enrollment limited)

[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. This course is open only to senior Political Science majors. (SOC) (Enrollment limited)

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. (WEB) (Enrollment limited) –McMahon

418. Sr. Sem: State Formation and State-Building— This seminar is organized around two themes. First, it will examine the origins of the modern state in China and Western Europe, as well as the cause of diversity in state institutions across the globe. In particular, the consequences of Western imperialism on the development of African

and Asian states will be explored. Second, we will discuss historic and contemporary attempts at transferring Western institutions to the global periphery—a phenomenon commonly known as state-building. Students will debate the strategic, developmental, and humanitarian merits and shortcomings of this policy. Questions that will be discussed include the following: What explains variation in the structure of political authority across different states? What is the legacy of colonialism? Can stable democracies be built through foreign occupation? This course is open only to senior Political Science majors. (WEB) (Enrollment limited) –Matsuzaki

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

490. Research Assistantship— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. –Staff

496. Senior Thesis Colloquium— This is a required colloquium for senior political science majors writing theses. The class will proceed in part through course readings about research methods and aims, and in part through offering students the opportunity to present and discuss their thesis projects. All students will be required to write a (non-introductory draft) chapter by semester’s end. (WEB) (Enrollment limited) –Maxwell

497. Senior Thesis— For honors candidates (see description of Honors in Political Science following the “Areas of Concentration” section). Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment in honors. –Staff

Courses Originating in Other Departments

Formal Organizations 201. Formal Organizations and Market Behavior— –Gunderson

International Studies 212. Global Politics— View course description in department listing on p. 302. –Baker

[International Studies 213. Worldly Islam, The Sacred and the Secular]— View course description in department listing on p. 302.

[International Studies 301. Arab Politics]— View course description in department listing on p. 303.

Public Policy & Law 331. Becoming American: Immigration and Integration Policy— View course description in department listing on p. 435. Prerequisite: C- or better in either Political Science 102 or Public Policy and Law 201, or permission of instructor. –Williamson

Spring Term

102. American National Government— How do the institutions of American national government shape our politics and policies? This introductory course examines the nation’s founding documents (including the Declaration of Independence, Constitution, and Federalist Papers), the goals they sought to achieve, and the institutional framework they established (including Congress, the Presidency, and the courts). It then evaluates the extent to which these institutions achieve their intended aims of representing interests and producing public goods, taking into account the role of parties, interests groups, and the media. Throughout the course, we will attend to the relevance of race, class, religion, and gender. We will draw on the example of the 2012 presidential election and other current events to illustrate the functioning of American government and politics. This course is not open to seniors. (SOC) (Enrollment limited) –Bourbeau, Laws

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? This course is not open to seniors. (GLB5) (Enrollment limited) –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. This course is not open to seniors. (GLB5) (Enrollment limited) –Flibbert

105. Introduction to Political Philosophy— An introduction to the philosophical study of political and moral life through a consideration of various topics of both current and historical interest. Topics include environmentalism, ancients and moderns, male and female, nature and nurture, race and ethnicity, reason and history, and reason and revelation. This course is not open to seniors. (SOC) (Enrollment limited) –Archer

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) –Carbonetti

220. History of Political Thought II— This course focuses on the development of modern political philosophy. All readings will be from primary sources that include, among others, Machiavelli, Descartes, Bacon, Hobbes, Locke, Rousseau, Kant, Hegel, Nietzsche, and Marcuse. Enrollment limited. (SOC) (Enrollment limited) –Smith

[237. Building the European Union]— As an intergovernmental and supranational union of 27 democratic member countries, the contemporary European Union is arguably the boldest experiment in inter-state economic and political integration since the formation of the contemporary nation-state system during the mid-17th century. Against this backdrop, this course considers the project for greater economic, political, and security integration within its appropriate historical context, its current economic and political setting, and its projected future ambitions. As such, it will very much be concerned with recent events and important events-in-the-making, including the continuing conflict over the Lisbon Treaty and the EU's projected enlargement by several new members. (GLB5) (Enrollment limited)

242. Political Science Research Methods— Why do people participate in politics? Which government policies best serve the public good? What prevents wars between nations? Political scientists employ a toolbox of research methods to investigate these and other fundamental questions. By learning the strengths and weaknesses of various qualitative and quantitative methods, students in this course will identify how best to answer the political questions about which they feel most passionate. They will apply these practical skills in assignments that ask them observe, analyze, and report on political phenomena. Research skills will include field observation, interviewing, comparative case studies, and data analysis using statistical software. No previous statistical or programming experience is necessary. (NUM) (Enrollment limited) –Williamson

250. Political Freedom— In this political theory course, we will examine the experience and dilemmas of political freedom as thematized in political theory and practice. While philosophers have traditionally defined freedom as a problem of will or consciousness, this course will focus on how these philosophical framings of freedom may obscure our understanding of the specificity of the problems and promise of political freedom. Drawing from an eclectic mix of genres literature, political theory, memoir, and theatre we will ask what political freedom is, what it means, how it arises, what blocks it, and how we might sustain it. Readings will include texts by Sophocles, Hannah Arendt, Frederick Douglass, Vaclav Havel, Alexis de Tocqueville, and Fyodor Dostoevsky. (SOC) (Enrollment limited) –Maxwell

[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. Prerequisite: C- or better in Political Science 102. (SOC) (Enrollment limited)

[309. Congress and Public Policy]— A study of the structure and politics of the American Congress. This course examines the relationship between Congress members and their constituents; the organization and operation of Congress; the relationship between legislative behavior and the electoral incentive; and the place of Congress in national policy networks. Prerequisite: C- or better in Political Science 102. (SOC) (Enrollment limited)

[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. (GLB5) (Enrollment limited)

322. International Political Economy— This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia, and Africa; economic relations in the industrialized world and between the north and the south; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: C- or better in Political Science 104. (GLB5) (Enrollment limited) –Kamola

[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. (SOC) (Enrollment limited)

[329. Political Philosophy and Ethics]— This course will engage the literature of ethical theory and ethical debate. The course attempts to enlighten the place ethical reasoning plays in political science, political life and the tradition of political philosophy. Readings in the course will differ from year to year but may include such authors as Aristotle, Cicero, Aquinas, Kant, Mill, Rawls, Nietzsche. In different years the course may focus on various themes which could include topics such as feminism, gentlemanliness, Eudaimonism, utilitarianism and deontology, ethics and theology, legal and business ethics, or the place of ethics in the discipline of Political Science. Prerequisite: C- or better in Political Science 105, 219, or 220. (Enrollment limited)

[331. Comparative Politics of Northeast Asia]— This reading-intensive course examines Northeast Asian countries through the lens of major themes found within the comparative politics subfield of political science. With an empirical emphasis on Japan, South Korea, Taiwan, and China, topics covered in this course include, but are not limited to, the following: the relationship between state capacity and economic growth; the institutional legacy of colonialism; the cause of political liberalization and democratization; authoritarian governments and reasons for their robustness or fragility; sources of good governance and government accountability; contentious politics; and nationalism. With its focus on major conceptual, theoretical, and methodological debates within the comparative politics subfield, this course will provide background for those contemplating a senior thesis on a Northeast Asian country. This course is only open to sophomores and juniors. (GLB5) (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. (SOC) (Enrollment limited) –Matsuzaki

[335. Global Mobility and the Boundaries of Democracy]— This course asks whether and how we should rethink the boundaries of democratic community, citizenship, and action in light of global flows of people, goods, and ideas. What obligations do citizens have to foreigners? Can border controls be democratically justified? Can we imagine democratic citizenship, action, or institutions beyond the nation-state? We will explore contemporary debates in political theory about the ethics of immigration policy, multiculturalism, transnationalism, cosmopolitanism, and global democracy. (SOC) (Enrollment limited)

339. Contemporary and Post-Modern Thought— This course will deal with philosophical developments of moral and political significance in the 20th century. Using the writings of selected authors, such as Heidegger, Sartre, Gadamer, Marcuse, Strauss, Foucault, and Habermas, it will focus on various modern movements of thought: existentialism, critical theory, neo-Marxism, hermeneutics, feminism, deconstructionism, and postmodernism. Readings will be from primary sources. Prerequisite: C- or better in Political Science 105, 219 or 220. (SOC) (Enrollment limited) –Smith

343. Theory and Politics of African Decolonization— The process of decolonization was among the most important transformations of the 20th century. Africa went from a continent divided into colonial holdings into a continent populated by independent states. This period also witnessed the emergence of a large group of African political thinkers whose work helped shape the various anti-colonial struggles. This course addresses this absence by reading their work as an entrée into thinking about present-day issues of economic and political inequality in Africa, and the world more generally. The course starts with an examination of colonialism's historical and intellectual legacy and then turns to particular debates concerning how various theorists understood the problems facing the forging of African nation-states, the creation of a post-colonial identity, and the establishment of an independent economy. Prerequisite: C- or better in Political Science 103 or 104. (GLB5) (Enrollment limited) –Kamola

[344. Politics and Governance in Africa]— This course is a survey of political, institutional, ideological, economic, social, and cultural factors affecting the politics and governance of African states. The course focuses on the key issues and events that are crucial to understanding the development of modern contemporary African politics and governance. Through the study of systems of politics and governance in Africa, students will develop critical analytic skills that will enable a clearer and more comprehensive understanding of political issues and problems confronting the continent. Prerequisite: C- or better Political Science 103 or permission of instructor. (Enrollment limited)

[347. Immigration in Contemporary Europe]— Why do people migrate? How do host states and societies react to an increasingly multicultural and diverse foreign population? What impacts the political, economic and socio-cultural incorporation of Europe's immigrants? How has migration changed the meaning of membership in the Western European nation-state? This course explores the central debates in immigration studies through a survey of contemporary Europe, with cases comprising immigrant populations in both traditional immigrant receivers (e.g., Algerians in France or Turks in Germany) and "new" immigration countries (e.g. Ecuadorians in Spain or Poles and Nigerians in Ireland). Particular interest is placed on how the relationship between the immigrant and the receiving state transforms both. (SOC) (Enrollment limited)

[359. Feminist Political Theory]— This course examines debates in feminist political theory. Topics will include liberal and socialist feminist theory, as well as radical, postcolonial, and postmodern feminist theory. We will also consider feminist perspectives on issues of race and sex, pornography, law and rights, and "hot button" issues like veiling. We will pay particular attention to the question of what feminism means and should mean in increasingly multicultural, global societies. Readings will include work by Mary Wollstonecraft, Carol Gilligan, Catherine MacKinnon, Chandra Mohanty, Wendy Brown, Audre Lorde, Patricia Williams, & Judith Butler. (SOC) (Enrollment limited)

[372. The American Welfare State]— The American government provides a social safety net to its citizens

through a number of direct social programs, including Social Security, Medicare, Medicaid, unemployment insurance, public assistance, and a variety of other social provisions. However, the role that federal and state governments should play in providing a robust social safety net remains a highly contested issue in American politics. This course contextualizes the contemporary debate by examining the historical development of the peculiar American welfare state from the earliest social programs in the nineteenth century to the New Deal and Great Society programs to the scaling back of direct social programs during the 1980s and 1990s. This course has a community learning component. (SOC) (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

385. Crossing Borders: Logics and Politics of Transnational Migration— This course investigates the primary economic, humanitarian, and political forces that are driving and sustaining the complex phenomenon of contemporary transnational migration. Within this context, several key questions are addressed: Have the forces of globalization and the entanglements of international commitments and treaty obligations significantly compromised the policy-making prerogatives of the traditional nation state? What are the benefits and costs of migration for the immigration receiving countries? Is a liberal immigration regime desirable and, if so, can it be politically sustained? (GLB5) (Enrollment limited) –Messina

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 Juergen 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) –Maxwell

[389. Concepts of the People]— The notion of the people as fickle mob or many-headed monster has plagued the idea of democracy since ancient times. In modernity, changing social conditions and political practices prompted new fears and fascinations around the people, crowds, and masses. This course explores competing ideas and representations of “the people” in modern political thought. Who makes up the people, and what binds them together? Can the people be distinguished from the mob or the masses? If democracy means the rule of the people, then how can or should the people act? To what extent do old anti-democratic fears about popular rule persist today? Do contemporary social and political movements challenge conventional ideas of the people? (Enrollment limited)

[390. Theories of International Political Economy]— This course asks a number of questions of political economy: What explains inequality between nations? How do countries develop? What can states, international institutions, and other political actors do to advance economic prosperity? Finding answers to these questions depends upon where one stands regarding various fundamental principles of international political economy. We start by reading Adam Smith’s *The Wealth of Nations*, David Ricardo’s *On the Principles of Political Economy and Taxation*, and Karl Marx’s *Capital*, Vol. 1. We then turn to theories of political economy developed in the early twentieth century to explain the causes of the Great Depression and the two world wars. We also examine various economic transformations that took place during the second half of the 20th century. This course is only open to sophomores and juniors. (GLB5) (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) –Laws

394. Legislative Internship— (Enrollment limited) –Laws

396. Legislative Internship— (Enrollment limited) –Laws

398. Legislative Internship— (Enrollment limited) –Laws

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. Senior Seminar: 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? This course is open only to senior Political Science majors. (WEB) (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. This course is open only to senior Political Science majors. (WEB) (Enrollment limited) –Smith

[408. Senior Seminar: Racial and Ethnic Politics]— This course examines the role of African Americans, Asian Americans, Latinos, and Native Americans in all areas of the American political system. We study each group and their roles as voters, party activists, candidates and public officials. By exploring the socio-historical context within which each group acts, we will also consider the non-traditional forms of political participation embraced by some of these groups and the reasons that minority groups have resorted to such strategies. The process of political socialization will also be considered, as will the political behavior, attitudes, and public policy opinions of these groups. Finally, we will also explore theories of racial and ethnic political coalitions and conflict. This course has a community learning component. This course is open only to senior Political Science majors. (WEB) (Enrollment limited)

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. This course is open only to senior Political Science majors. (WEB) (Enrollment limited) –Flibbert

[426. Senior Seminar: Who Are We? Citizenship, Identity, and Immigration in Comparative Perspective]— Citizenship historically has been defined as a set of rights and obligations that are exclusive to formal members, or “citizens,” of territorially bounded nation states. Transnational migration challenges this assumption by creating citizens outside of and foreign residents or “denizens” inside of traditional nation state territories. Some scholars have suggested that globalization generally – and migration specifically – undermines the salience of citizenship and fosters conflict and confusion about who “we” are. This senior seminar will explore the major political and social challenges posed by transnational migration for notions of who “belongs” and who doesn't within the major immigration-receiving countries, including the United States. This course is open only to senior Political Science majors. (WEB) (Enrollment limited)

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

490. Research Assistantship— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. –Staff

497. Senior Thesis— For honors candidates (see description of Honors in Political Science following the “Areas of Concentration” section). Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment in honors. –Staff

Courses Originating in Other Departments

Human Rights Studies 125. Introduction to Human Rights— View course description in department listing on p. 290. –Carbonetti

[**International Studies 212. Global Politics**]— View course description in department listing on p. 306.

International Studies 213. Worldly Islam, The Sacred and the Secular— View course description in department listing on p. 306. –Baker

[**International Studies 301. Arab Politics**]— View course description in department listing on p. 308.

International Studies 315. Global Ideologies— View course description in department listing on p. 308. –Prashad

Public Policy & Law 220. Research and Evaluation— View course description in department listing on p. 439. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science102, or permission of instructor. –Williamson

[**Public Policy & Law 340. Republicanism Ancient and Modern**]— View course description in department listing on p. 440.

Psychology

Associate Professor Anselmi●, Chair; Professors Mace (acting chair, spring 2015), Vernon Roosa Professor of Applied Science Masino†, and Professor Raskin; Associate Professor and Director of the Counseling Center Lee, Associate Professor Reuman; Assistant Professors Casserly, Helt, and Holt; Senior Lecturer and Laboratory Coordinator Swart; Lecturer and Laboratory Coordinator Chapman; Visiting Associate Professor Brunquell; Visiting Assistant Professors Gockel and Mackey; Research Assistant Professor Ruskin; Visiting Lecturers Mahalak and McGrath; Lecturer in Psychology and Assistant Director of the Counseling Center Kennen

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 cognate courses in the humanities, arts, and natural and social sciences that enhance topics and issues in psychology. Students are expected to arrange their course work according to the following system:

- **PSYC 101. Introduction to 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 or **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 and Social Neuroscience (255)
- PSYC 391. Psychology of Language
- PSYC 392. Human Neuropsychology (255)
- PSYC 434. Current Issues in Cognition (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 391. Psychology of Language
- PSYC 434. Current Issues in Cognition (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 390. Research Internship
- 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
- MUSC 248. Psychology of Music
- 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 434. Current Issues in Cognition

CPSC 352. Artificial Intelligence

Neuroscience major—Students interested in the neuroscience major should consult the relevant pages in the *Bulletin*.

Fall Term

101. Introduction to Psychology—An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, memory, personality, child development, mental illness, and social interaction. Students will be introduced to issues in research

techniques by either being involved in on-going faculty research or writing a short paper based on research articles. (SOC) (Enrollment limited) –Holt, 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) (NUM) (Enrollment limited) –Casserly, Chapman

226. Social Psychology— Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Mahalak

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) (SOC) (Enrollment limited) –Chapman

[255. Cognitive Psychology]— The study of knowledge and how people use it, for example, in recall and recognition, controlling attention and dealing with distractions, solving real-world problems, and spoken or written communication. We will emphasize how each piece of our mental abilities fits together with other skills such as perception and language, along with the ways in which our minds and thoughts can diverge from what we subjectively experience of them. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited)

[255L. Cognitive Psychology Laboratory]— A hands-on introduction to the methods used in behavioral cognitive science research. We will briefly explore a survey of methods and the process used to create a “program of research” rather than isolated experiments. Students will then develop a big-picture question and research program of their own, designing, executing, and analyzing two experiments with related motivations and methods. The relationship between experimental design and the research report paper will also be emphasized. Prerequisite: C- or better in Psychology 255, or concurrent enrollment. (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. (NAT) (Enrollment limited) –Raskin

261L. Brain and Behavior Laboratory— A diverse laboratory experience focused on the nervous system. Topics may include neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, cognition, and language. Laboratory can be taken concurrent or subsequent to PSYC 261. The course is designed for declared or intended psychology neuroscience majors. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Swart

265. Drugs and Behavior— A broad overview of the use and abuse of psychopharmaceuticals. We will study the classification of psychoactive drugs, their history, and the methodological research techniques used on humans and animals. The course emphasizes physiological mechanisms of drug actions, drug effects on psychological functioning including therapeutic and toxic effects. –Hartman (NAT) (Enrollment limited) –Gockel

273. Abnormal Psychology— This course explores how “abnormal” behavior is defined and assessed, and focuses on the epidemiology, etiology (causes), and diagnostic criteria for a range of psychological disorders (e.g., depression,

substance abuse, eating disorders, personality disorders), as well as biopsychosocial treatments for these disorders. Students also are introduced to controversial issues in the field. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Holt

295. Child Development— A survey of the biological, cognitive, and social factors that influence the process of development. The course will focus on both theoretical and empirical issues in child development and will include topics such as attachment, emotion regulation, language, cognition, and socialization. The course will highlight how cultural factors, along with biology interact to influence both the process and the outcomes of development. This course includes a community learning component, where students will choose a problem of interest and after talking with community experts, propose a solution to that problem. This course has a community learning component. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Anselmi

295L. Child Development Laboratory— An introduction to the major scientific methods of observation, interviews, and experimentation that are used to study developmental questions in the areas of language, memory and concept development, sex-role stereotyping, prosocial development and play. Students will study infant and preschool children at the child care center located on campus. 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. (WEB) (Enrollment limited) –Reuman

339. Developmental Psychopathology— This course studies the development in humans and animals of selected psychopathological disorders such as schizophrenia, depression, anxiety disorders, and somatoform disorders. The use of drugs and their neurochemical bases at different stages of the disorders will be explored. Clinical case studies and films will be used throughout the course to illustrate each of the disorders discussed. -Averna Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. (SOC) (Enrollment limited) –Helt

390. Psychology Research Internship— Internship or field work placement, with a required academic component to be determined by the faculty sponsor and student. This internship is for students pursuing research at a field placement. Students need to complete an internship contract with Career Services. –Staff

397. Psychology of Art— Constructive, Gestalt, and ecological approaches to perception will provide a framework for examining the following topics: How pictures serve representational functions, the relation between perception and production of art works, the evolution of artistic styles or movements, and nonrepresentational and nonpictorial art. Enrollment limited. (SOC) (Enrollment limited) –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. Big Beautiful Brain]— This senior seminar will explore emerging research across the disciplines of psychology on the “what”, “when”, and “why” for optimal neurological function. Is bigger better? What makes and keeps a brain healthy? How does diet influence brain health and disease? Starting now, you can achieve and maintain the best brain possible, and learn specific strategies that may enhance your brain and reduce your chances of neurological disease. This course is open only to senior Psychology majors. (Enrollment limited)

401. Senior Seminar: The Psychology of the Human Face— An overview of the major areas of psychol-

ogy (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 is open only to senior Psychology majors. (SOC) (Enrollment limited) –Mace

401. Senior Seminar: Psychology of Aging— This course will examine the process of human aging from a number of psychological perspectives. These perspectives include neuropsychology, personality, social psychology, sensation and perception, and psychopathology. In addition, common disorders of aging will be reviewed, including senile dementia of the Alzheimer's type, depression and age-associated memory loss. (Enrollment limited) –Raskin

[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. (WEB) (Enrollment limited)

434. Current Issues in Cognition— This seminar will explore current “hot topics” in cognitive research. For example, we'll investigate how our minds interface with our bodies (How do we learn new skills like swinging a bat or doing gymnastics? How do people control the movement of artificial limbs or wheelchairs?) and how the different “pieces” of cognition interact (Can how well we hear impact memory? How does lack of sleep change the way we pay attention?). In class and in writing, we will analyze behavioral, neurological, and philosophical research in cognition and evaluate the impact of these issues for psychologists and for people's lives in the “real world.” Prerequisite: C- or better in Psychology 255 or Psychology 293, or permission of instructor (WEB) (Enrollment limited) –Casserly

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. (WEB) (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 & Psychology minors. (WEB) (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. (WEB) (Enrollment limited)

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. 128.

[**Biology 140L. Biological Systems - Lab**]— View course description in department listing on p. 128. For this optional laboratory class the student must also enroll in the lecture section.

Engineering 311. Electrophysiology of the Central Nervous System— View course description in department listing on p. 194. –Blaise

[**Neuroscience 101. The Brain**]— View course description in department listing on p. 381.

Spring Term

101. Introduction to Psychology— An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, memory, personality, child development, mental illness, and social interaction. Students will be introduced to issues in research techniques by either being involved in on-going faculty research or writing a short paper based on research articles. (SOC) (Enrollment limited) –Holt, Kennen, McGrath

218. Special Education— How are children labeled (or mislabeled) as having learning and developmental disabilities, autism, or attention deficit disorder? How have definitions and diagnoses of learning disorders changed over time? How have standardized evaluations and assessments impacted those diagnoses? How does the law seek to ensure the accommodation of the needs of individuals with disabilities? Students will critically analyze research on psychology as it pertains to learners, examine special education case law and advocacy, and explore current issues in special education. (SOC) (Enrollment limited) –Mackey

221. Research Design and Analysis— An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, and analysis of variance. Enrollment in lecture and each laboratory limited. Prerequisite: C- or better in Psychology 101. (1.25 course credits) (NUM) (Enrollment limited) –Chapman, Reuman

[**223. Intersecting Identities: The Asian American Experience**]— This course focuses on what it means to be Asian American and how the social and cultural context shapes the Asian American experience. We will consider topics like bullying, acculturation, biculturalism, minority group status, cultural values and norms, relationships and roles and how they affect identity development and psychological functioning (e.g., stressors, support systems, academic achievement, mental health). We will discuss the complications and consequences of migration and settlement in urban areas. Through film, novels, research, and writing, we will develop and apply critical thinking skills in addressing the Asian American experience. (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. (SOC) (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. (SOC) (Enrollment limited) –LaCroix

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, controlling attention and dealing with distractions, solving real-world problems, and spoken or written communication. We will emphasize how each piece of our mental abilities fits together with other skills such as perception and language, along with the ways in which our minds and thoughts can diverge from what we subjectively experience of them. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Casserly

255L. Cognitive Psychology Laboratory— A hands-on introduction to the methods used in behavioral cognitive science research. We will briefly explore a survey of methods and the process used to create a “program of research” rather than isolated experiments. Students will then develop a big-picture question and research program of their own, designing, executing, and analyzing two experiments with related motivations and methods. The relationship between experimental design and the research report paper will also be emphasized. Prerequisite: C- or better in Psychology 255, or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Casserly

261. Brain and Behavior— A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Enrollment in laboratory limited. (1.25 course credits with optional laboratory) The course is designed for declared or intended psychology and neuroscience majors. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182 or Biology 183. (NAT) (Enrollment limited) –Raskin

261L. Brain and Behavior Laboratory— A diverse laboratory experience focused on the nervous system. Topics may include neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, cognition, and language. Laboratory can be taken concurrent or subsequent to PSYC 261. The course is designed for declared or intended psychology neuroscience majors. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment. (0.25 course credit) (Enrollment limited) –Ruskin

270. Clinical Psychology— A survey of the concepts, methods, and theoretical issues of clinical psychology, with a focus on current and classical research and theory. Students will explore such areas as personality development from a clinical perspective, assessment, pathology, diagnosis, clinical research, and some preventative and therapeutic modes of intervention. Emphasis will also be placed upon evolving models of clinical psychology and their relationship to other areas of psychology and the life sciences. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited) –Lee

[273. Abnormal Psychology]— This course explores how “abnormal” behavior is defined and assessed, and focuses on the epidemiology, etiology (causes), and diagnostic criteria for a range of psychological disorders (e.g.,

depression, substance abuse, eating disorders, personality disorders), as well as biopsychosocial treatments for these disorders. Students also are introduced to controversial issues in the field. Prerequisite: C- or better in Psychology 101. (SOC) (Enrollment limited)

[275. Introduction to the Psychology of Human Sexuality]— This course will explore the relevant theories and research related to the study of human sexuality, primarily from a psychological perspective. Specific topics to be covered include the conceptualization of gender and sexuality, development of sexuality through the life span, how we define and understand sexually “deviant” behaviors, the conceptualization of sexuality through various cultural lenses, and the expression of sexuality in relationships. (Enrollment limited)

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. (SOC) (Enrollment limited) –Mace

293L. Perception Laboratory— The perception laboratory provides students with an opportunity to experience and manipulate perceptual effects, to learn necessary concepts and basic methodology. Students will learn how to manipulate computer graphics to make displays, design and execute psychophysical procedures, analyze psychophysical data, and write experimental reports. Topics include perception of size, depth, color, proportion, binocular vision, apparent motion, and “biological motion.” Prerequisite: C- or better in Psychology 293, or concurrent enrollment. (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. (NAT) (Enrollment limited)

[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. This course is not open to first-year students. (SOC) (Enrollment limited)

332. Psychological Assessment— The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing, intelligence and achievement testing, projective techniques, objective test construction, and behavioral observation. Prerequisite: C- or better in Psychology 221L and four other courses in Psychology. (1.25 course credits) (WEB) (Enrollment limited) –Reuman

339. Developmental Psychopathology— This course studies the development in humans and animals of selected psychopathological disorders such as schizophrenia, depression, anxiety disorders, and somatoform disorders. The use of drugs and their neurochemical bases at different stages of the disorders will be explored. Clinical case studies and films will be used throughout the course to illustrate each of the disorders discussed. –Averna Prerequisite: C- or better in Psychology 261, or Psychology 270 or Psychology 273, or Psychology 295. (SOC) (Enrollment limited) –Helt

365. Cognitive and Social Neuroscience— This course examines the way in which brain function influences mental processes and overt action. We will consider a range of cognitive and social functions, primarily from the perspective of neuroscience and draw on such related disciplines as cognitive psychology, social psychology, and computational analysis as needed. The functions to be reviewed include perception, attention, memory, thinking, emotional processing, group behavior, stereotyping and empathy. We will apply these to consider topics such as

substance abuse, discrimination, child development, and mental illness. Prerequisite: C- or better in Psychology 255, 256, or 261, or Neuroscience 201. (WEB) (Enrollment limited) –Raskin

390. Psychology Research Internship— Internship or field work placement, with a required academic component to be determined by the faculty sponsor and student. This internship is for students pursuing research at a field placement. Students need to complete an internship contract with Career Services. –Staff

[391. Psychology of Language]— A survey of the questions asked by researchers working in different areas of psycholinguistics and the methods used to address those questions. We will cover a wide range of issues, from motor control in speech production to online sentence parsing to typical and atypical language acquisition. Focus will be on analytic discussions of readings from textbooks, scholarly reviews, and original research reports. Perspectives from neuroscience, linguistics, and psychology will be considered. Prerequisite: C- or better in Psychology 255, 256, or 293. (WEB) (Enrollment limited)

[392. Human Neuropsychology]— 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, 256, or 261, or Neuroscience 201. (WEB) (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. (WEB) (Enrollment limited)

399. Independent Study— A faculty member will supervise a student's independent examination of topics that fall under the following rubrics: cognitive, social, and gender development (Anselmi); psychopathology, clinical, or counseling psychology (Holt, Lee); neuropsychology (Masino, Raskin); cultural psychology (Chang); social psychology (Chang, Reuman); personality and assessment (Reuman); perception (Mace); psychology of art (Mace); history of psychology (Mace); and language (Anselmi, Mace). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 - 1 course credit) –Staff

402. Senior Seminar: Self-Regulation: Theory and Application— Many of the personal and social problems we face today such as substance abuse, obesity, excessive debt, crime, and violence can be linked to a failure of self-regulation, or one's "willpower" over his or her thoughts, emotions, and impulses. Through regular student-led discussions, we will explore the topic of self-regulation, drawing on numerous areas of psychology including social, clinical, cognitive, consumer, educational, and developmental psychology. Specifically, we will compare and contrast different models of self-regulation and we will explore current questions and debates related to this concept, such as whether self-control is a limited resource and the role of self-regulation in social relationships. We will examine the development of self-regulation early in the lifespan and investigate ways in which individual and environmental influences can subsequently enhance or impede one's efforts to self-regulate. Finally, we will consider how theoretical models of self-regulation can be applied to promote behavior change and inform prevention efforts across a variety of settings. Working in groups, students will design a targeted intervention aimed at enhancing self-regulation in a specific area of interest (e.g., increasing prosocial behavior in school age children, decreasing disruptive behavior in adolescents with attention deficit/hyperactivity disorder). This course is open only to senior Psychology majors. (Enrollment limited) –Holt

[402. Psychology of 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. (SOC) (Enrollment limited)

[402. **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)

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 (WEB) (Enrollment limited) –Mace

[415. **Development and Culture**]— This seminar will look at current issues in developmental and social psychology including attachment, emotions, cognition, personality, biculturalism, gender, language, socialization and psychopathology from the perspective of cultural psychology. We will focus on the role culture, along with biology play in the outcome of development, as well as influencing our definitions of the process of development. Questions we will address include: How do we define the process of development? Can we integrate development, culture and biology into a coherent model of development? Are there cultural universals? Are current psychological models and methods sufficient to account for the role of culture in development? Prerequisite: C- or better in Psychology 226 or 295 (WEB) (Enrollment limited)

[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. (WEB) (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. (WEB) (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 & Psychology minors. (WEB) (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. –Draper

Health Fellows Program 202. Health Care Research— Prerequisite: Acceptance into the Health Fellows Program. –Draper, McGuire

[**Music 248. The Psychology of Music**]— View course description in department listing on p. [376](#).

[**Neuroscience 101. The Brain**]— View course description in department listing on p. [383](#).

[**Neuroscience 262. Introduction to Animal Behavior**]— View course description in department listing on p. [383](#).

Public Policy and Law

Associate Professor Fulco, director; participating faculty: Ahmed (Economics), Bangser (Public Policy and Law), Brown (Philosophy), Cabot (Public Policy and Law), J. Chambers (Public Policy and Law), Keysar (Public Policy and Law), Kosmin (Public Policy and Law), Power (Theater and Dance), Schaller (Public Policy and Law), Silk (Religion), G. Smith (Political Science), 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 its Web site at <http://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
- 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 toward 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 or **PBL 220. Research Methods**

Core courses (four courses)—All students must take a course in each of four core areas.

- Ethics (**PBPL 344**, **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 302**, **PBPL 323**, or another appropriate course approved in advance by the program director)
- Institutions of American government (**PBPL 251**, **PBPL 303**, **POLS 225**, **POLS 309**, 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.

- Arts policy
- Educational policy
- Environmental policy
- Health policy
- Human rights and international policy
- Law and society
- Policy analysis
- Policy and politics

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**, **PBPL 498**, or **PBPL 499**.

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 Office of Study Away 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)

123. Fundamentals of American Law— This course introduces students to the fundamentals of the United States legal system. Core topics covered include: sources of law; the role of the legislative, executive, and judicial branches in the creation, implementation, and interpretation of laws ; state and federal judicial systems; civil and criminal cases; trial and appellate process; criminal law and procedure; elements of due process; safeguarding the rights of the accused; current issues confronting the criminal justice system; and an overview of torts, contracts and alternate dispute resolution. The course will also focus on legal ethics and emerging trends in the legal profession.

Students will learn to read and analyze case law and statutes and acquire substantive techniques for legal writing and oral presentations. (Enrollment limited) –Chambers, Fulco, Stevens

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 sophomores and juniors. (SOC) (Enrollment limited) –Fulco

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. (ART) (Enrollment limited) –Power

323. The Legal History of Race Relations— This course will examine the interaction between the American social and legal systems in the treatment of race relations. The seminar will analyze major Supreme Court cases on equal rights and race relations with an emphasis on the historical and social contexts in which the decisions were rendered. The Socratic method will be used for many of the classes, placing importance on classroom discussion among the students and the lecturer. The goals of the course are to expose the students to the basis of the legal system and the development of civil rights legislations sharpen legal and critical analysis, improve oral expression, and develop a concise and persuasive writing style. Prerequisite: C- or better in Public Policy and Law 113 or 201 or permission of instructor. (SOC) (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. This course has a community learning component. Prerequisite: C- or better in either Political Science 102 or Public Policy and Law 201, or permission of instructor. (SOC) (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 Public Policy and Law 201 or 202, or permission of 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, Public Policy 202, or Political Science102, or permission of instructor. (WEB) (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.) (WEB) –Staff

498. Public Policy and Law Thesis and Colloquium— This course is designed to teach senior Public Policy and Law majors how to write a year long honors thesis. The course is designed to provide support and structure to the process of writing a thesis. Students will formulate a research question, undertake a review of the literature, develop strategies to organize their work, and familiarize themselves with the appropriate Library and Internet sources. Students will also make oral presentations of their work. This course is required of all senior Public Policy and Law majors who are writing an honors thesis. (2 course credits) (WEB) (Enrollment limited) –Fulco

Students must consult with their adviser to discuss the appropriateness of particular graduate courses.

Graduate Courses

800. Introduction to Public Policy— This is the introductory course in public policy. It builds on the notion than an interesting reason to study public policy is that public policy making is about problem solving. It introduces and examines issues such as how we think society is better in one state than another; what means should we use to solve problems; what is government’s appropriate role in society; how should the public be engaged in solving common problems. The course will be taught from the perspective of what researchers tell us about the theory and process of making public policy, and how practitioners go about solving problems. The interesting question is whether theory informs practice, or the contrary. Or are the theory and practice of public policy making truly different? The course will explain the roles of certain government institutions and “actors” such as elected officials, appointed public managers, interest group leaders, citizens, and the media in the public policy process. An integral part of the course involves learning how to write in a concise, well-reasoned, professional manner by producing policy memos pertaining to public sector case studies as discussed in class. –Feldman

[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.

[810. Public Finance]— Prerequisite: B- or better in Public Policy 801

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

832. Contemporary Issues in Education Policy— Education policy is constantly shifting and is influenced by myriad social and political factors. This course examines the role of public education in American society and employs a sociological lens to the various factors influencing public education. It will follow contemporary trends in education policy at the national, state, and local level. Frequent guest speakers will provide context and perspectives on how contemporary issues are affecting various stakeholders in the area of public education. –Ellis

836. Moral Theory and Public Policy— The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered. (HUM) –Wade

[855. 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. (WEB)

[858. Alt Paradigms for Health Care]— In light of widespread recognition that providing high quality, affordable healthcare to everyone is not possible within the current, fragmented system, this course will focus on national, state, and local policy implications of alternative paradigms for addressing this dysfunctional situation. After studying the nature, causes, and implications of the current health and healthcare debacle in the U.S., students will develop their own paradigms for creating more sustainable, equitable, efficient, and effective approaches for addressing current problems, and then develop policy approaches and prescriptions for fostering the paradigm that they wish to propose.

872. Implementing ObamaCare in Connecticut— The Affordable Care Act (ACA) was designed to be the largest expansion of health care coverage in US history and to fix our troubled health care system. This class will compare the goals of the ACA to its early performance, public perception, and look into the future. We will explore the competing interests and impacts of stakeholders, explore barriers and facilitators of reform, and the impact of the outside forces on implementation. The class will focus in depth on Connecticut's experience implementing the ACA. By the end of the class, students will have a practical understanding of ACA implementation in this state including the process, the players, how to track progress, and how to participate in the process. –Andrews

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

940. Independent Study— Selected topics in special areas are available by arrangement with the instructor and written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. (1 - 2 course credits) –Staff

953. Research Project— A research project on a special topic approved by the instructor and with the written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. –Staff

954. Thesis Part I— Two credit thesis: start time-approval of idea, initial bibliography, and sketch of the project by pre-registration time for graduate students in the term prior to registration for the credit; first draft by reading week of the second semester, “final” first draft by end of spring vacation week; final copy due one week before the last day of classes. –Staff

955. Thesis Part II— –Staff

956. Thesis— (2 course credits) –Staff

Courses Originating in Other Departments

International Studies 249. Immigrants and Refugees: Strangers in Strange Lands— View course description in department listing on p. 303. –Bauer

International Studies 250L. Hartford Global Migration Lab— View course description in department listing on p. 303. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250. –Bauer

Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates— View course description in department listing on p. 389. –Marcano

[**Political Science 225. American Presidency**]— View course description in department listing on p. 411.

Political Science 301. American Political Parties— View course description in department listing on p. 411. Prerequisite: C- or better in Political Science 102. –Evans

Political Science 316. Constitutional Law II: Civil Rights and Civil Liberties— View course description in department listing on p. 411. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science 102, or permission of instructor. –McMahon

Political Science 412. The Politics of Judicial Policy Making— View course description in department listing on p. 413. –McMahon

Religion 267. Religion and the Media— View course description in department listing on p. 446. –Silk

[**Women, Gender, and Sexuality 301. Western Feminist Thought**]— View course description in department listing on p. 474. Prerequisite: C- or better in one other course in Women Gender and Sexuality.

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)

123. Fundamentals of American Law— This course introduces students to the fundamentals of the United States legal system. Core topics covered include: sources of law; the role of the legislative, executive, and judicial branches in the creation, implementation, and interpretation of laws; state and federal judicial systems; civil and criminal cases; trial and appellate process; criminal law and procedure; elements of due process; safeguarding the

rights of the accused; current issues confronting the criminal justice system; and an overview of torts, contracts and alternate dispute resolution. The course will also focus on legal ethics and emerging trends in the legal profession. Students will learn to read and analyze case law and statutes and acquire substantive techniques for legal writing and oral presentations. (Enrollment limited) –Fulco

202. Law, Argument, and Public Policy— In this course, students will study legal reasoning and the myriad ways in which legal arguments influence the making of American public policy. They will learn how to structure a legal argument and identify key facts and issues, analyze the formal process through which legal cases unfold (including jurisdiction, standing, and the rules of evidence), and examine how rules of law, which define policy choices and outcomes, develop out of a series of cases. Prerequisite: C- or better in Public Policy and Law 201 or Economics 247, or Public Policy and Law majors, or permission of instructor. (SOC) (Enrollment limited) –Cabot

220. Research and Evaluation— Which policy interventions actually work and which fail to meet their goals? Answering this question is essential to improving public and non-profit services and securing further funding for worthwhile projects. This course aims to give students the ability to comprehend policy research and evaluation, as well as the tools to design and conduct basic qualitative and quantitative analysis. Students will apply these practical skills in assignments that ask them to design evaluations or analyze data to assess the effectiveness of policies. Topics will include data analysis using statistical software, but no previous programming experience is necessary. Prerequisite: C- or better in Public Policy 201, Public Policy 202, or Political Science 102, or permission of instructor. (SOC) (Enrollment limited) –Williamson

[251. The Judicial Process: Courts and Public Policy]— This course examines the evolution of the judicial process in America and the role of the courts as policy makers. We will study civil and criminal courts at both the state and federal level as well as the functions of judges, lawyers, litigants, and other actors. We will also consider how the courts make policy in areas such as the war on terrorism, the right to privacy, gay and lesbian rights, and the rights of the accused. Prerequisite: C- or better in Political Science 102 and Public Policy and Law 201 or 202, or permission of instructor. (SOC) (Enrollment limited)

302. Law and Environmental Policy— The course emphasizes how and why American environmental law has developed over the preceding three decades as a primary tool to achieve environmental goals. Topics include the analysis of policy options, “command-and-control” regulation, modification of liability rules, pollution prevention through non-regulatory means, and the environmental aspects of U.S. energy policies in relation to petroleum, electricity, and transportation. The course concludes by addressing transnational environmental issues such as atmospheric change, burgeoning population growth, depletion of forests and species, sustainable development, and the role of international legal institutions in relation to these pressing problems. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. (SOC) (Enrollment limited) –Chambers

303. The Real World of Policy Implementation— Implementation, sometimes called the hidden chapter in public policy, will be explored primarily using case studies describing the practical realities of what happens after a statute is passed, a regulation is issued, a court decision is handed down, or a public or nonprofit agency decides on a course of action. The cases will be drawn primarily from areas such as education, health care, children’s issues, housing and economic development, and civil rights. They will include examples from the Hartford area and around the country in which the professor and/or guest speakers have participated. Class discussions and related exercises will emphasize students’ ability to frame the salient policy and implementation challenges, identify the strengths and weaknesses of potential solutions, and present and defend their recommendations to decision makers (e.g., legislators, agency officials, and judges). Permission of the instructor is required for enrollment. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of instructor. (Enrollment limited) –Bangser

[334. Journalism and the Public Good in America]— Alexis de Tocqueville considered newspapers essential to democracy in America, but from the days of Cotton Mather and John Peter Zenger to those of Fox News and WikiLeaks’ Julian Assange, the news media have been a source of controversy and contention. This seminar will explore the place of journalism in American civic life by examining both the history of the law governing journalistic enterprise and the evolution of the news media as social and political actors. Topics to be discussed will include the nature of news, libel law, national security as a basis for censorship, public reason, the economics of journalism, and the new media environment. Prerequisite: C- or better in Public Policy and Law 201 or 202, or permission of

instructor. (Enrollment limited)

[340. Republicanism Ancient and Modern]— The Republican Tradition is traced by most scholars back to Greece and the different regimes in Sparta and Athens. All of the pre-Modern Republics had in common that they were small, warlike, and homogeneous. But after the fall of Rome, the Republican Tradition went into eclipse for almost 1,500 years. The conscious search for a distinctively Modern Republican alternative, which was to be large, prosperous, less warlike and less homogeneous began with Machiavelli and traces itself through a variety of thinkers down to Montesquieu, Locke and the American Founding. There is another distinctively Modern permutation of the Republican Tradition that we will consider as exemplified by Rousseau and the French Revolution. The course will explore the nature of pre-Modern Republicanism but will focus on the distinctive nature of the rise and perfection of the Modern Liberal variant of Republicanism. (Enrollment limited)

351. Managing Diversity in the City— Drawing on literature related to federalism, urban politics, and state and local policy, this course will examine how cities have responded to diverse newcomers, from the early twentieth century's machine politics, through the Great Migration of African-Americans to northern cities, to the dispersion of new immigrant populations since the late 1980s. Using this historical perspective, we will consider how local policies shape processes of social and political incorporation, as well as how the presence of newcomers shapes the on-going development of local policies. The course will incorporate case studies of policy decision-making, devoting particular attention to the city of Hartford. Prerequisite: C+ or better in Political Science 102 or Public Policy and Law 201, or consent of instructor. (SOC) (Enrollment limited) –Williamson

377. Law, Gender, and the Supreme Court— This course introduces students to contemporary gender issues as they have been treated both in the law and in the decisions of the U.S. Supreme Court. We will explore some of the historical antecedents to contemporary legal gender questions and then examine in detail the following areas of controversy: sex discrimination, affirmative action, family law, reproductive rights, and pornography. (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. This course is only open to senior Public Policy and Law majors. (Enrollment limited) –Fulco

407. Power, Values, and 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. This course is open only to Public Policy and Law majors. (WEB) (Enrollment limited) –Cabot

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

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

490. Research Assistantship— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairman are required for enrollment. –Staff

497. Senior Thesis— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.) (WEB) –Staff

[**498. Senior Thesis Part 1**]— (2 course credits) (WEB)

499. Senior Thesis Part 2— (2 course credits) (WEB) –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.

[806. Methods of Research]— This course is intended to empower students to evaluate common forms of research critically, and to give them some experience in conducting research. Through a series of weekly assignments and class projects, students will be introduced to the shaping of research questions; hypothesis testing, writing a research paper, conducting interviews and surveys, giving a professional presentation, and presenting simple tabular data to prove a point. The course does not require an extensive mathematics background. Regular attendance and access to a computer, e-mail, and the Internet are expected.

808. Constitutional Foundations of Public Policy— This course will examine the history, methods, and types of successful, formal, written argumentation in policy advocacy. Among the arenas explored will be courts of law, legislative bodies, and the broader field of public opinion. Most course material will be drawn from case studies. –Horowitz

822. American Economic History and Public Policy— This course attempts to provide the student with a basic yet thorough understanding of the growth and development of the American economy. At the outset of the course, we will discuss the role and importance of economic history and the methodology of economic historians. We will then study the colonial economy, the early national and antebellum years, the reunification era, the emergence of a modern U.S. economy, and the development of the post-WWII economy up to the present. The analysis will focus on key economic sectors - agriculture, commerce, money and banking, labor, government - and their growth and development. Prerequisite: Economics 801 or permission of the instructor. –Jacobs

825. Policy Implementation— Implementation is the action step in the public policy process that arguably is the most challenging and complex to do. It is the key to making something happen and is often the gauge the public uses to determine the overall effectiveness of government, in its broadest terms. This course is devoted exclusively to the study of policy implementation from the relevant literature, theoretical constructs, and the practical issues of attempting to implement public policy that often has vague and conflicting policy goals and inadequate resources. Students will examine a current public policy that was adopted by a town/city government in the Greater Hartford area, will ascertain whether the policy was implemented, analyze the challenges involved in the implementation, and meet and question government leaders involved in the policy implementation effort. The class will be conducted as a seminar, with fieldwork as necessary. A major research paper that reviews and analyzes the success of the town/city government in implementing the adopted policy studied during the semester comprises an important end product of

the course. –Feldman

[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.

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.

[858. Alt Paradigms for Health Care]— In light of widespread recognition that providing high quality, affordable healthcare to everyone is not possible within the current, fragmented system, this course will focus on national, state, and local policy implications of alternative paradigms for addressing this dysfunctional situation. After studying the nature, causes, and implications of the current health and healthcare debacle in the U.S., students will develop their own paradigms for creating more sustainable, equitable, efficient, and effective approaches for addressing current problems, and then develop policy approaches and prescriptions for fostering the paradigm that they wish to propose.

[866. State and Local Policy and Politics]— State and local governments play a vital role in governing, policy innovation, and the delivery of services in the United States. Their importance has arguably increased in recent decades with the trend toward devolution of government to the state and local levels, the use of referenda, and the central role of states in battles over social issues. In this course we will review available social science research to consider the central issues and challenges of governance at the state and local levels. We will examine differences between states' political cultures and their implications for public policy, compare federal versus state and local provision of social services, and consider the significance of the use of redistricting, recalls, referenda and initiatives in political struggles across the country.

940. Independent Study— Selected topics in special areas are available by arrangement with the instructor and written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. (1 - 2 course credits) –Staff

953. Research Project— A research project on a special topic approved by the instructor and with the written approval of the director of public policy studies. Contact the Office of Graduate Studies for the special approval form. –Staff

954. Thesis Part I— Two credit thesis: start time-approval of idea, initial bibliography, and sketch of the project by pre-registration time for graduate students in the term prior to registration for the credit; first draft by reading week of the second semester, “final” first draft by end of spring vacation week; final copy due one week before the last day of classes. –Staff

955. Thesis Part II— –Staff

956. Thesis— (2 course credits) –Staff

Courses Originating in Other Departments

[Economics 217. Economics of Health and Health Care]— View course description in department listing on p. 176. Prerequisite: C- or better in Economics 101.

Economics 247. Introduction to Policy Analysis— View course description in department listing on p. 176. Prerequisite: C- or better in Economics 101. –Ahmed

Educational Studies 309. Race, Class, and Educational Policy— View course description in department listing on p. 187. Prerequisite: C- or better in Educational Studies 200, or juniors / seniors with permission of instructor. –Leventhal-Weiner

[International Studies 250. Global Migration]— View course description in department listing on p. 307.

[International Studies 250L. Hartford Global Migration Lab]— View course description in department listing on p. 307. Prerequisite: Concurrent or previous enrollment in International Studies 249 or 250.

Philosophy 215. Medical Ethics— View course description in department listing on p. 393. –Brown

Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates— View course description in department listing on p. 394. –Marcano

[Political Science 344. Politics and Governance in Africa]— View course description in department listing on p. 417. Prerequisite: C- or better Political Science 103 or permission of instructor.

Women, Gender, and Sexuality 301. Western Feminist Thought— View course description in department listing on p. 476. Prerequisite: C- or better in one other course in Women Gender and Sexuality. –Hedrick

Religion

Professor Kiener, Chair; Professor Desmangles, Scott M. Johnson '97 Distinguished Professor Findly●●, Professor Kirkpatrick, and Professor of Religion in Public Life and Director, Leonard Greenberg Center for the Study of Religion in Public Life Silk; Associate Professor Sanders; Assistant Professor Jones; Visiting Assistant Professor Koertner

The major in religion—Religion expresses the meaning of life in every culture and in every historical period. It manifests itself in a variety of forms including oral traditions, scriptures, art, material culture, beliefs, rituals, and institutions. The academic study of religion encompasses many disciplines—e.g., textual study, history, philosophy, and social sciences—and it applies these to the broad range of phenomena found in the world's 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 <http://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
- 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, 254, 256*, 353**)
- Christianity (**RELG 105, 106, 110*, 211, 212**, 223, 224, 226, 231**, 248, 262, 267, 275, 312, 338, 339**)
- Indigenous religions (**RELG 184**, 281**, 285, 288*, 289, 310, 314**)
- Hinduism (**RELG 151, 252, 253, 255, 333***)
- Islam (**RELG 181*, 186, 253, 280, 283, 284**)
- Judaism (**RELG 104, 105**, 106**, 109*, 121, 203, 204, 205, 206, 211**, 214, 229, 307, 308, 310, 311, 315, 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 study-away 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 Office of Study Away 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, 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

105. Hebrew Bible: The Torah and the Origins of Israel— This course introduces the heart of the Bible: the foundational document of Judaism and probably the most influential literature ever written: the Torah, or Five Books of Moses. It tells how God created the world, how he chose Abraham and Moses to receive his covenant, and how he redeemed Israel from slavery in Egypt. But it tells most of those things twice: it is not only the most famous book from the ancient world but also the least coherent, and we will explore what its strange style says about ancient Israel's culture and literature. We will connect this with the historical origins of Israel and the tales of the conquest in Joshua and Judges. (HUM) (Enrollment limited) –Sanders

109. Jewish Tradition— A thematic introduction to the major concepts, ritual cycles, holidays, and beliefs of Judaism. Readings and course material will be taken from classic Jewish texts as well as modern secondary sources. (May be counted toward International Studies, Middle Eastern Studies and Jewish Studies.) (GLB2) (Enrollment limited) –Kiener

110. Introduction to Christianity— This course offers a survey of Christian thought from its origins to the present. Through the reading of a wide range of primary texts encompassing different historical periods, literary genres, polemical concerns and religious sensibilities the course demonstrates the rich diversity within Christianity. The course seeks to cultivate broad historical familiarity with the basic questions and debates in, as well as the central authors of, Christian thought. We will track the changing configurations of three sets of relationships that resurface variously throughout Christian history: the relationship between 1) faith and reason, 2) church and state, and 3) understandings of the identity and work of Jesus Christ and theories of redemption or salvation. (HUM) (Enrollment limited) –Jones Farmer

- 150. Sanskrit Tutorial**— An introduction to the grammar, vocabulary, and translation of classical Sanskrit. Subsequent semesters can be taken as independent studies. First-year studies focus on epic materials, second-year on the Bhagavad Gita. (May be counted toward Asian Studies.) (GLB2) (Enrollment limited) –Findly
- 151. Religions of Asia**— An introduction to the major religions of Asia: Hinduism, Buddhism, Daoism, and Confucianism, with special emphasis on how each of these modes of thought gives rise to a special vision of man in the universe, a complex of myth and practice, and a pattern of ethical behavior. (May be counted toward international studies/Asian studies.) (GLB2) (Enrollment limited) –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. (GLB2) (Enrollment limited) –Koertner
- 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 and International Studies and Middle Eastern Studies.) (HUM) (Enrollment limited) –Kiener
- [211. Introduction to the Hebrew Bible]**— Where did the Bible come from? This class will examine the Hebrew Bible (Old Testament) in its evolution and complexity. We will pay careful attention to the text's many powerful voices and striking literary features, its great figures such as Abraham, Moses, and David, and its relationship with the major historical events which shaped the life of ancient Israel and later Jewish and Christian tradition. (May be counted toward Jewish Studies and International Studies/Middle Eastern Studies.) (HUM) (Enrollment limited)
- [214. Jews in America]**— A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and "Americanization," the course will focus on the ethnic, religious, and social structures of American Judaism: the community center, the synagogue, and the federation. (May be counted toward American studies and Jewish studies.) (HUM) (Enrollment limited)
- [248. Women, Gender, and Sexuality in Religion]**— Why do particular embodiments render some people "other" within their religion? How are women represented in religious texts and images? How does gender determine what counts for religiously-sanctioned behavior? This course provides an overview of topics where issues of gender and sexuality intersect with particular religious traditions (including Judaism, Christianity, Islam, Hinduism, Buddhism, and Native American traditions). Topics include: purity and power, celibacy and virginity, marriage and reproduction, veiling and eating practices, violence and sacrifice, as well as the issue of religious leadership and ordination. This course may count towards the Women, Gender and Sexuality major. (GLB2) (Enrollment limited)
- [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.) (GLB2) (Enrollment limited)
- 253. Indian and Islamic Painting**— A survey of the history of miniature painting from the Persian, Mughal, and Rajput schools, with emphasis on their religious and cultural backgrounds. (May be counted toward art history, international studies/Asian studies, international studies/comparative development studies, and international studies/Middle Eastern studies.) (GLB1) (Enrollment limited) –Findly
- 267. Religion and the Media**— Western religion, and Christianity in particular, has always put a premium on employing the available techniques of mass communication to get its message out. But today, many religious people see the omnipresent "secular" media as hostile to their faith. This course will look at the relationship between religion and the communications media, focusing primarily on how the American news media have dealt with religion since the creation of the penny press in the 1830s. Attention will also be given to the ways that American religious

institutions have used mass media to present themselves, from the circulation of Bibles and tracts in the 19th century through religious broadcasting beginning in the 20th century to the use of the Internet today. (May be counted toward American studies and public policy studies.) (HUM) (Enrollment limited) –Silk

275. Existentialism and Religion— This course engages some of the most basic questions of human existence, as understood by a wide variety of philosophers, artists, poets, and theologians in the 19th and 20th centuries. What does it mean to be human? How do we lead authentic lives? We examine the many ways in which existentialism can be understood as a critical engagement with basic philosophical, theological and social assumptions in regnant Western thought: rationalism, religion and moral positivism. We look at some of the major themes of existentialism (contingency, ambiguity, death and finitude, absurdity and authenticity) and how they constitute what it is to exist as a person. Finally, we examine different examples of religious existentialism. (Enrollment limited) –Jones Farmer

[281. Anthropology of Religion]— Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft, and divination. (May be counted toward anthropology and international studies/comparative development.) (GLB5) (Enrollment limited)

[284. 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. (GLB2) (Enrollment limited)

[308. Jewish Mysticism]— An examination of the secret speculative theologies of Judaism from late antiquity to the present. The course will touch upon the full range of Jewish mystical experience: visionaries, ascetics, ecstasies, theosophists, rationalists, messianists, populists, and pietists. Readings will include classical texts (such as the Zohar) and modern secondary studies. Prerequisite: C- or better in Religion 109. (HUM) (Enrollment limited)

399. Independent Study— Advanced work on an approved project under the guidance of a faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

466. Teaching Assistantship— A teaching assistant works with a faculty member in the preparation and teaching of a course and receives academic credit for his or her work. See the Student Handbook for the specific guidelines. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

497. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment in this single-semester thesis. (1 - 2 course credits) (WEB) –Staff

498. Senior Thesis Part 1— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

499. Senior Thesis Part 2— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

[**Philosophy 282. Medieval Philosophy**][— View course description in department listing on p. 390.](#)

Spring Term

106. Hebrew Bible: Kings, Prophets and the Literature of Israel— This course introduces the literature of the Bible: stories of the rise and fall of kings like David, legends of miracle-working prophets, the love poetry of Solomon and the intimate prayer of the Psalms. We will examine how this literature arose in ancient Israel and how it was reinterpreted and given new life after the Babylonian conquest, laying the foundations for Judaism and Christianity. It stands on its own as an introduction to biblical literature, or taken after RELG 105 forms a complete year-long sequence in the Hebrew Bible. (HUM) (Enrollment limited) –Sanders

184. Myth, Rite, and Sacrament— A phenomenological approach to the study of religion through an examination of the nature of religious consciousness and its outward modes of expression. Special emphasis is placed on the varieties of religious experience and their relations to myths, rites, and sacraments. Enrollment limited. (May be counted toward international studies/African studies and international studies/comparative development studies.) (HUM) (Enrollment limited) –Desmangles

[**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. \(HUM\) \(Enrollment limited\)](#)

214. Jews in America— A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and “Americanization,” the course will focus on the ethnic, religious, and social structures of American Judaism: the community center, the synagogue, and the federation. (May be counted toward American studies and Jewish studies.) (HUM) (Enrollment limited) –Kiener

223. Major Religious Thinkers of the West: Heresy and Orthodoxy in Conflict— A study of the shared (and contested) sites of ancient and medieval Jewish, Christian, and Muslim thought. The course will focus on various topics including the construction of religious identity through the identification of the “other” as well as debates over proper interpretation of scripture, the name and the nature of God, and the relationship between reason and revelation. Readings include the Babylonian Talmud, Philo, Origen, Augustine, Maimonides, Avicenna, Averroes, Aquinas, and Luther. This course is only open to Religion majors or Guided Studies students. (HUM) (Enrollment limited) –Jones Farmer

[**226. Christian Mysticism**][— An inquiry into the phenomenon of mystical experience exemplified in the Christian tradition as direct encounter with God. The course offers psychological and theological analyses of mysticism and its specifically Christian manifestations. Students will read works from Catholic, Orthodox, Anglican, Lutheran, Quaker, and sectarian mystics such as Pseudo-Dionysius, Gregory of Nyssa, Bernard, Julian of Norwich, Teresa of Avila, Jacob Boehme, George Herbert, Simone Weil, and contemporary mystics. \(HUM\) \(Enrollment limited\)](#)

229. Short Story in the Hebrew Bible (Old Testament)— A close reading of several “short stories” in the Hebrew Bible with attention given to literary artistry and theological insight. Along with gaining understanding for the rich texture and subtlety of the texts, students will be expected to master the data of the stories (who, what, where, when etc.). Questions of political, cultural, and compositional history will also be treated. Among the stories we shall consider are the Joseph “Novella,” David’s Fall, Esther, Ruth, Jonah, Judith. (HUM) (Enrollment limited) –Sanders

231. Christianity in the Making— This course will examine the philosophical, cultural, religious and political contexts out of which Christianity emerged from the time of Jesus through the 5th century. Emphasis will be placed on the complexity and diversity of early Christian movements, as well as the process that occurred to establish Christianity as a religion that would dominate the Roman Empire. Topics to be covered will include the writings

of the New Testament, Gnostics, martyrdom, desert monasticism and asceticism, the construction of orthodoxy and heresy, women in the early Church, the formation of the biblical canon, and the identity and role of Jesus of Nazareth. (HUM) (Enrollment limited) –Jones Farmer

[254. **Buddhist Art**]— A survey of the art of Buddhism in Asia with special attention given to the development of the Buddha image, the stupa, and a wide array of deities and saints. Using painting, sculpture, architecture, and contemporary expressions of ritual, dance, and theater, the course will cover many of the traditions in South, East, and Central Asia. (May be counted toward international studies/Asian studies, art history, and international studies/comparative development studies.) (GLB1) (Enrollment limited)

[256. **Buddhist Thought**]— An examination of fundamental concepts in Buddhist philosophy as they reflect an ongoing conflict between faith and reason: the non-self, dependent origination, karma, and nirvana. Special emphasis will be placed on the meaning of these concepts for the Buddhist way of life. Readings from classical Theravada and Mahayana texts. (May be counted toward international studies/Asian studies.) (GLB2) (Enrollment limited)

[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.) (HUM) (Enrollment limited)

262. Religion in America— The historical role of religion in shaping American life and thought, with special attention to the influence of religious ideologies on social values and social reform. (May be counted toward American Studies.) (HUM) (Enrollment limited) –Kirkpatrick

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. (GLB2) (Enrollment limited) –Koertner

[288. **Magic, Possession, and Spiritual Healing**]— An anthropological approach to religion and magic. A cross-cultural analysis of the forms of spiritual healing in traditional cultures. Emphasis is given to the manifestations of spiritual power, the role of possession, magic, shamanistic utterances, and hallucinogens in the process of spiritual healing. (May be counted toward international studies/comparative development studies.) (GLB5) (Enrollment limited)

[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.) (SOC) (Enrollment limited)

291. Religion & Humor: The Case of Islam— This course will explore the tradition of humor in Islamic literature (Qur’an, Prophetic traditions, religious law, ethics, spirituality and works of pure entertainment), and norms of humor in ritual contexts. We will analyze humor as a virtue; as entertainment and play; as a means of approaching God; as a pedagogical technique; and as upending conventions through the figure of the trickster and holy fool. We will also consider the boundaries and power-relations of humor, first in the case of contemporary Muslim-American comedians, who view comedy as dissent, and then in the European discourse of the “humorless

Muslim” that portrays Muslim immigrants as unfit to live in Western secular liberal democracies. The class is grounded in psychological, sociological, and philosophical studies on the relationship of religion and humor. (HUM) (Enrollment limited) –Staff

310. Religious Language— This course is an introduction to the poetics and ethnography of sacred words and, through them, the social dimension of language. It is a fundamental role of religion to break normal rules of language: prayers talk to gods who do not seem to be present, possessed people ventriloquize spirits, and rituals thrive on repetitive or incomprehensible speech. Sacred words raise questions fundamental to the study of language: how do we evaluate words: according to their source? their form? their speaker? God has traditionally spoken through people, but how have people known it is actually God speaking, and what has this meant to them? We will focus on the language of religious experience in Biblical and Jewish traditions, with detours through reggae music, horror movies, and *The Passion of the Christ*. (Enrollment limited) –Sanders

[311. Prophecy, Ecstasy and Religious Experience from Isaiah to the Dead Sea Scrolls]— Did the prophets really see God? How would we know? This course will explore the nature of religious experience from the biblical prophets through the Dead Sea Scrolls and the earliest predecessors of Jewish and Christian Mysticism. Topics will include the role of ritual, hallucination, and otherworldly cosmology. Prerequisite: C- or better in Guided Studies 121, Religion 211, Religion 212, Religion 109, or permission of instructor. (HUM) (Enrollment limited)

[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. (HUM) (Enrollment limited)

[315. Apocalyptic Literature: From Daniel to Revelation]— A survey of a distinct literary genre in the religious and historical contexts of the second and first centuries B.C.E. and the first century C.E. The seminar will concentrate upon representative pieces of literature such as the Dead Sea Scrolls, Enoch, and II Esdras and will search out the roots of apocalyptic in Hebrew scripture (Daniel) and its culmination in Christian scripture (Revelation). Consideration will also be given to its later manifestations in religious thought and groups, including millennial movements in American history. Prerequisite: C- or better in Religion 211 or 212 or permission of the instructor. (HUM) (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. (GLB2) (Enrollment limited) –Kirkpatrick

[353. Buddhism in America]— This seminar will focus on Buddhism in America, a phenomenon known as “the fourth turning of the wheel of the law.” We will look at the religions of Asian immigrants, the writings of the 19th-century Transcendentalists, and the influence of Zen, Vipassana, and Tibetan teachers on American culture. Special attention will be given to assessing categories such as elite, ethnic, and evangelical Buddhism, to the variety of Buddhist practices and communities available, and to the broad range of Buddhist arts and literatures of contemporary America. Enrollment limited. (May be counted toward international studies/Asian studies.) (HUM) (Enrollment limited)

386. Islam in America— This course explores Muslim social and spiritual expression in the United States. We’ll look at the teachings of representative groups and their founders, asking how each group presents Islam and why, how they discourse on Muslims in America, how they discourse on America, and how they position themselves as Americans. Topics include religious movements among African-American and immigrant groups, educational, cultural and youth initiatives, Sufism and new-age movements, civil rights groups, progressive Muslims, women’s and feminist movements, and Islam in the media. The course requires that students participate in a community learning project to gain first-hand experience with the diverse Muslim community in Hartford. (HUM) (Enrollment

limited) –Staff

399. Independent Study— Advanced work on an approved project under the guidance of a faculty member. Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 2 course credits) –Staff

466. Teaching Assistantship— A teaching assistant works with a faculty member in the preparation and teaching of a course and receives academic credit for his or her work. See the Student Handbook for the specific guidelines. Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

497. Senior Thesis— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment in this single-semester thesis. (1 - 2 course credits) (WEB) –Staff

[498. Senior Thesis Part 1]— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB)

499. Senior Thesis Part 2— Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

History 206. Bible and History of the Book— View course description in department listing on p. [281](#). –Elukin

Jewish Studies 220. Modern Israeli Literature and Jewish Heritage— View course description in department listing on p. [322](#). –Ayalon

Research Courses Related to the Social Sciences

Trinity offers a rich array of courses designed to teach students how to conduct and interpret empirical research. As a convenience to undergraduates, a sampling of these courses is printed below. These courses will increase students' understanding of how various disciplines use research methods and, more importantly, will provide students with the skills to test hypotheses on their own. Some of the courses stress empirical techniques that are appropriate to a particular discipline, while others have a wide application.

Students wishing to gain a better understanding of research methods are encouraged to choose several courses from the following list. Faculty members teaching these courses are prepared to offer advice about how to select a suitable mix tailored to the individual's current and future research interests. Some of the courses are open to the general student body, while others have a number of mathematical prerequisites. Consult departmental course listings for details, including information on prerequisites.

Introductory courses

- CPSC 115L. Introduction to Computing**
- ECON 318L. Basic Econometrics**
- MATH 107. Elements of Statistics**
- PHIL 205. Symbolic Logic**
- PHIL 255. Philosophy of Logic**
- POLS 241. Empirical Methods and Data Analysis**
- POLS 242. Political Science Research Methods**
- PSYC 221L. Research Design and Analysis**
- SOCL 201L. Research Methods in the Social Sciences**
- SOCL 210. Statistics for the Social Sciences**

Advanced courses

- ECON 328. Applied Econometrics**
- MATH 305. Probability**
- MATH 306. Mathematical Statistics**
- PHIL 390. Advanced Logic**
- PSYC 332L. Psychological Assessment**

Russian and Eurasian Studies

See International Studies Program, p. [318](#)

Sociology

Professor Valocchi, Chair; Dean and Director of the Center for Urban and Global Studies and Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen, Professor Morris†; Associate Professor Williams; Visiting Associate Professor Miceli; Visiting Assistant Professor Andersson; Visiting Lecturer Tiamzon

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. These courses must add up to at least 11.0 credit hours. 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 either **SOCL 210** or **MATH 107**, the statistics course required for the major. **SOCL 201, 202**, 300-level courses, and **SOCL 210** or **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. Senior thesis credit counts as two elective courses for the major.

Course credit transfers from other institutions—Permission to receive credit toward the major for courses taken at other higher education institutions must be approved in advance by the Sociology Department chair. Petitioners for transfer of credit must submit to the chair the name of the institution and course number, title, and catalog description before formal permission is granted. Upon approval, a maximum of two sociology courses shall count toward the sociology major (all required courses must be taken at Trinity with the exception of **SOCL 101**; these include **SOCL 201, SOCL 202, SOCL 410**, three 300-level courses, and **SOCL 210** or **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. (SOC) (Enrollment limited) –Tiamzon, 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: C- or better in a prior Sociology course or permission of instructor. (SOC) (Enrollment limited) –Miceli

210. Statistics for the Social Sciences— This course is an introduction to statistical methods, their conceptual underpinnings, and their use in analyzing social science data. Topics include basic presentation and graphing of data, descriptive statistics, probability theory, the normal distribution, one and two sample t-tests and tests of proportions, confidence intervals and hypothesis testing, chi-square tests, and an introduction to linear regression. The course will emphasize the logic and practice of statistical analysis as it applies to the social sciences. Students will also learn to carry out basic statistical analysis with the aid of computer software. This course is intended for students who want a practical introduction to statistical methods and who plan to major in a social science. Prerequisite: C- or better in a prior Sociology course or permission of instructor. (NUM) (Enrollment limited) –Andersson

214. Racism— A cross-national comparison of racial and ethnic differences as sources of conflict and inequality within and between societies. We will also consider the role of race and ethnicity as a basis for group and national solidarity. Topics will include the persistence of ethnic and racial loyalties in regard to language, marital choice, and politics; a comparison of social mobility patterns among various ethnic and racial groups; ethnicity and race as reactionary or revolutionary ideologies; and the issues and facts regarding assimilation and pluralism in different societies. (SOC) (Enrollment limited) –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 a growing impact on urban places and processes everywhere. This course adopts an integrated and comparative approach to studying the local and global characteristics, conditions, and consequences of the growth and transformation of cities and communities. Using Hartford—Trinity's hometown—as a point or place of departure, the course takes students to a set of world or global cities outside the United States, especially a few dynamic mega-cities in developing countries to explore the differences and surprising similarities among them. (GLB5) (Enrollment limited) –Chen

246. Sociology of Gender— Sex and gender are used as principles of social organization in all known societies. This course surveys research in the sociological study of gender with the goal of providing students with a theoretical grounding for analyzing gender from a sociological perspective. We will explore how our lives and the world around us are shaped by gender and how gender has been constructed over time. We will further examine how sociological research on gender helps us to understand power and inequality at various levels—institutional, organizational, and interactional—by examining various topics such as gender socialization, reproduction, education, work, and violence. We will also pay attention to how gender reinforces and builds upon other areas of inequality such as social class, race, ethnicity, and age. (SOC) (Enrollment limited) –Andersson

260. Sexual Diversity and Society— Sexuality has often been considered to be a natural, biological instinct-a drive that is fueled by hormones, genes or deep psychic impulses. During the last twenty years, however, scholars (including sociologists) have challenged this view of sexuality. Instead, they argue that how we organize our sexuality—our desires, ideas, value systems, practices and identities—are profoundly shaped by social and cultural influences. Although this course focuses on the social construction of homosexuality, we will also examine the many ways that normative as well as nonnormative sexualities are socially constructed. We will also examine the many ways that the social construction of sexuality is informed by class, gender, race and ethnicity. Using materials from sociology and from the many other disciplines that are working in the areas of lesbian and gay studies and queer theory, we will explore the impact that history, economics, social structure and cultural logics have had on sexual behaviors, identities, and belief systems. Enrollment limited. (SOC) (Enrollment limited) –Valocchi

[272. Social Movements]— The sociological study of social movements concentrates on collective action by groups that use institutionalized and non-institutionalized action to promote or inhibit social and political change. This course, then, examines collective action as diverse as peasant rebellions against urbanization and commercialization in 18th-century France to the organized militancy of lesbians and gays in 20th-century U.S. We will read historical

and sociological research that addresses the following questions: why collective action emerged, how it was organized, what its goals were and if it achieved those goals, how members were recruited and maintained, and how elites and non-elites responded to its activities. (SOC) (Enrollment limited)

312. Social Class and Mobility— This course is an introduction to the theory and research on stratification and mobility in modern societies. Every society distributes resources unequally. This distribution affects not only economic outcomes such as wages, profits, and material well being, but also social and political outcomes such as protest, voting behavior, and self-esteem. This course will explore why this occurs, the types of inequalities that exist, and the consequences of inequality for the distribution of power and for democratic processes in American society. Specific topics include class, occupational, race and gender inequalities, and the social, psychological, and cultural consequences of inequality. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. (SOC) (Enrollment limited) –Valocchi

322. The Sociology of Food— The way we experience food—what we eat, where it comes from, how we eat, who we eat with, why we eat what we do—is social and cultural. This course will introduce and utilize some key cultural perspectives in sociology to help us address these questions about the food/society relationship. In particular we will focus on the development of tastes, the construction of good’ and bad’ food’, the role of food in identity, and the global food system. Our approach will be both theoretical and empirical as we investigate social meanings, practices, and structural conditions surrounding the food/society relationship. As part of the course, students will conduct their own research. Prerequisite: C- or better in Sociology 101 or permission of instructor (SOC) (Enrollment limited) –Tiamzon

[342. Sociology of Religion]— An examination of the significance of religion for social life, using major sociological theories of religion, supplemented by material from anthropology and psychology. The course focuses on how religious beliefs and practices shape the world views and behavior of humans and influence the development of social structure. The following topics are examined: the origins of religion, magic and science, rituals, religion and the economy, women and religion, and religions of Africans in diaspora. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. (SOC) (Enrollment limited)

[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. Prerequisite: C- or better in a prior Sociology course or permission of instructor. (SOC) (Enrollment limited)

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

466. Teaching Assistantship— Credit does not count toward the major. Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

490. Research Assistantship— From time to time the opportunity exists for students to assist professors in their research. Hours and duties will be determined on the basis of project needs and student interests. Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

498. Senior Thesis Part 1— Written report on original research project. Students should consult with the faculty supervisor before registration, i.e., during the previous spring term. Required of all candidates for honors; elective for others. Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for each semester of this year (2 course credits) (WEB) –Staff

Spring Term

101. Principles of Sociology— The course will deal with questions such as these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins of, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course addresses the basic concerns, ideas and methods of sociology both as a scientific and a humanistic discipline. (SOC) (Enrollment limited) –Andersson

201. Research Methods in the Social Sciences— An introduction to social sciences inquiry, stressing what is common as well as what is different in the techniques and procedures employed in the different disciplines. The course seeks to develop the student's skill in designing original research and in evaluating the significance of already published research findings. Topics include: the interdependence of theory and research; ways of formulating research problems and hypotheses; the variety of research designs (introducing the ideas of statistical as well as experimental control); and an overview of the major procedures of instrument construction, measurement, data collection, sampling, and data analysis. Required laboratory sessions offer experience in each step of the research process. Prerequisite: C- or better in Sociology 210 or Mathematics 107, Mathematics 207, or permission of instructor. (1.25 course credits) (NUM) (Enrollment limited) –Tiamzon

[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. (SOC) (Enrollment limited)

[222. Sociology of Iran: Society, Culture and Politics]— This course will provide students with a sociological understanding of modern Iranian Society and culture with particular attention to post-revolutionary Iran. The class starts with a brief section on the social and cultural history of modern Iran and we will study important scholarly works on the Iranian Revolution of 1979. We will then focus on political and cultural issues in post-revolutionary Iran under the Islamic Republic. We will examine the social and cultural changes taking place in Iran over the past three decades. Some areas we will examine are: consumption and lifestyle; youth and underground culture; love and sexual experiences; public and private sphere; new and old religiosity; leisure time and secularization of time; and Iranian Cinema. (GLB5) (Enrollment limited)

241. Mass Media, Popular Culture, and Social Reality— This course examines the integral role mass communication has in social and cultural life. Specifically, it explores how we identify and construct our social identity using media images. This is accomplished by focusing on different types of media content and their effect on individuals and culture, as well as by examining audience response to media content. Other topics covered include the social and economic organization of mass media, development of communication technologies, and sexist and racist stereotypes in the media. Prerequisite: C- or better in a prior Sociology course or permission of instructor. (SOC) (Enrollment limited) –Staff

[246. Sociology of Gender]— Sex and gender are used as principles of social organization in all known societies. This course surveys research in the sociological study of gender with the goal of providing students with a theoretical grounding for analyzing gender from a sociological perspective. We will explore how our lives and the world around us are shaped by gender and how gender has been constructed over time. We will further examine how sociological research on gender helps us to understand power and inequality at various levels— institutional, organizational, and interactional—by examining various topics such as gender socialization, reproduction, education, work, and violence. We will also pay attention to how gender reinforces and builds upon other areas of inequality such as social class, race, ethnicity, and age. (SOC) (Enrollment limited)

272. Social Movements— The sociological study of social movements concentrates on collective action by groups that use institutionalized and non-institutionalized action to promote or inhibit social and political change. This course, then, examines collective action as diverse as peasant rebellions against urbanization and commercialization in 18th-century France to the organized militancy of lesbians and gays in 20th-century U.S. We will read historical and sociological research that addresses the following questions: why collective action emerged, how it was organized, what its goals were and if it achieved those goals, how members were recruited and maintained, and how elites and

non-elites responded to its activities. (SOC) (Enrollment limited) –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: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. (SOC) (Enrollment limited)

[316. Global Gender Inequalities]— This course broadly addresses women’s low status and power worldwide. Topics include issues such as son preference, gendered violence, maternal health and reproductive rights, sexual rights, work and household labor, globalization, politics, human rights, and women’s global activism. Utilizing a transnational sociological feminist perspective, students learn how gender inequality intersects with not only culture but also nationalism, racism, and economic injustice in various countries and regions of the world (Southeast Asia, Africa, Eastern Europe, the Middle East, and South America). At several key points, students engage in critical comparison between examples of gender oppression and exploitation observed in both the United States and other societies (i.e., gendered violence), which reveal a false binary in the discourse of progress often drawn between “us” and “them.” (GLB5) (Enrollment limited)

[328. Sociological Perspectives on Health and Gender]— Gender issues influence both the way in which health is defined and the way health care delivery systems are organized and financed. The changing status of women has important consequences for public policy as well as private practice. Using a sociological perspective which incorporates historical material, the course will focus on: the social and historical context in which health is defined, race and class inequities in access to health services, gender issues in the professions, and the influence of the women’s movement in creating alternative health care systems. Students will complete a CLI component in the course, which requires that they volunteer 20 hours in an organization that deals with health. This course has a community learning component. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. (SOC) (Enrollment limited)

351. Society, State, and Power— This course examines the sources of power and influence in Western nations. Power flows to people who command a legal, political, or institutional monopoly over valued human resources. We will examine the development of these monopolies, the organizations that perpetuate these monopolies, and the consequences that these monopolies have for our personal and political lives as well as for notions of democracy, solidarity, and freedom. In this respect, we will focus much of our attention on the institutions of state and economy in U.S. society and evaluate the different theoretical perspectives that explain how these institutions confer power on some and deny that power to others. Specific topics include power struggles around the right to representation, for control in the workplace, against racism and discrimination, and over policies to aid the poor. Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students. (SOC) (Enrollment limited) –Staff

363. The Individual and Society— An introduction to microsociology. Topics to be considered include the self and symbolic interaction, conversational analysis, rhetorical and frame analysis, and the social construction of reality. (SOC) (Enrollment limited) –Andersson

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

410. Senior Seminar: Guided Research— This course provides a capstone to the sociology major by guiding students through the various stages of the research process. Students develop a research topic, situate that topic in the relevant substantive areas of the discipline, refocus that topic in light of past research and theoretical thinking on the topic, develop a research design best suited to the questions to be addressed, and collect and analyze data to answer those questions. In the process of this guided research, students review and assess the state of the discipline as it pertains to their particular interests, conduct literature reviews before the data collection process to focus their

questions and after the data collection process to situate their specific findings in the discipline. In conjunction with the social science data specialist, students explore different methodologies to address their questions and analyze the data. This course is open only to senior Sociology majors. (WEB) (Enrollment limited) –Valocchi

466. Teaching Assistantship— Credit does not count toward the major. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

490. Research Assistantship— From time to time the opportunity exists for students to assist professors in their research. Hours and duties will be determined on the basis of project needs and student interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

499. Senior Thesis Part 2— Continuation of written report on an original research project. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits, considered pending in the first semester, will be awarded for completion in the second semester) (2 course credits) (WEB) –Staff

Theater and Dance

Associate Professor Polin, Chair; Professor Dworin; Associate Professors Farlow, Karger, Power, and Preston; Visiting Assistant Professors Hendrick and Sage; Visiting Lecturers Agrawal, Borteck Gersten, Creary, and Matias; 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)

The Writing Intensive Part II requirement is fulfilled either by the one-credit **THDN 496-497. Senior Thesis**, or by the two-credit **THDN 498-499. Senior Thesis**.

In addition to completing the three required core 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 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. European Theater, East and West**
- **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 toward 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.

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 Performing Arts Program in New York City—Sponsored by the Department of Theater and Dance, this semester program utilizes the landscape and history of New York City as a catalyst for an intensive study in theater, dance, and performance. Based at the historic and critically acclaimed La MaMa Experimental Theater Club (E.T.C.), the program offers students an immersion experience in the unique and vibrant New York arts scene. Occurring in the fall semester, the program is designed for both major and non-major arts students. The program includes a comprehensive academic seminar, an internship at a nonprofit arts organization, performance practice classes, attendance at multiple performances each week, and multi-arts exploration of NYC as a field-study site. The program culminates with a performance presented both at Trinity and at La MaMa E.T.C. In order to foster dynamic academic and artistic growth, the interdisciplinary learning approach includes group and individualized study and research. In addition to students with a focus in theater, dance, and performance, the semester can accommodate those interested in other genres. Further information is available from Professor Michael Burke, program director, by telephone at (212) 598-3058 or by e-mail: Michael.Burke@trincoll.edu; or from 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 major in the Department of Theater and Dance. 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. (ART) (Enrollment limited) –Hendrick, Preston

[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. (ART) (Enrollment limited)

109. Performance— Major performance participation in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show’s director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit) (ART) (Enrollment limited) –Staff

109. Production— Major technical role in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show’s technical director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit) (ART) (Enrollment limited) –Staff

121. Introduction to Media Studies— This course is designed to examine the language and iconography of mediated forms of communication through an interdisciplinary historical and theoretical framework. To this end we will define “media” broadly as including practices ranging from print and theatrical, to cinematic and digital forms and practices. Through the readings, lectures, and discussions, as well as their own writing, students will have the opportunity to analyze various media texts and critically explore the role of media in their own lives. (ART) (Enrollment limited) –Polin

123. Introduction to Ballet— Designed for the beginning-level dancer. This course combines an introduction to the fundamentals of ballet dance technique with an integrating seminar on the history and aesthetics of classical and contemporary ballet. (ART) (Enrollment limited) –Power

130. Jazz Dance Technique I— For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to jazz dance movement vocabulary. (0.5 course credit) (ART) (Enrollment limited) –Matias

209. African Dance— Energetic and vibrant, African dance embodies joyful expression of the spirit through the physical body. This class provides an introduction to West African dance and culture. Students will learn steps from traditional dances from Guinea, West Africa; the role dance plays in Guinean culture; and develop an understanding of the communication between the drum and the dancer. The class includes a performance requirement, but no previous dance experience is necessary. Also listed under international studies/African studies. (0.5 course credit) (GLB1) (Enrollment limited) –Creary

209. Indian Dance: Kathak Tradition— Expressive, sharp, alluring, and precise, Kathak lives today as an important school of classical dance that originated over 2,000 years ago. Evolving from a blend of Middle Eastern styles and Indian temple dance, Kathak combines dance, drama, and music to tell a story. Modern Kathak emphasizes geometrical patterns and design with special emphasis on footwork and intricate rhythmic patterns. The course covers specific techniques as well as the cultural context from which they evolved. Also listed under international studies/Asian studies. (0.5 course credit) (GLB1) (Enrollment limited) –Agrawal

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. (ART) (Enrollment limited) –Farlow

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: C- or better in Theater and Dance 103 or permission of instructor. (ART) (Enrollment limited) –Seymour

232. Intermediate/Advanced Modern Dance Technique— Designed for intermediate and advanced-level dancers with previous training in modern, jazz, lyrical, or ballet. This course deepens the dancer's understanding of the principles of modern dance, with an emphasis on alignment, breath, and dynamic range. (0.5 course credit) (ART) (Enrollment limited) –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. (ART) (Enrollment limited)

[236. Contemporary Dance History: Global Perspectives]— A study of the origins and development of dance in various world cultures. Students will explore how the Western modern dance aesthetic has evolved concurrently with the development of non-Western dance forms and will address questions of crossover of form and content, the transmission of cultural values, and the implications for contemporary choreography. Also listed under international studies-global studies. (GLB1) (Enrollment limited)

[270. Arts in Action: Moving into the Community]— In this course we will examine the way the arts in general and movement in particular both engage a community and are engaged in the community. Using Hartford and the region as a field for our inquiry, we will look at the role the arts play in contributing to the overall health of a community with a particular focus on schools for at-risk youth, correctional institutions, homes for the elderly, specialized magnet schools, after-school programming and performance that utilizes the community as a generative resource. In addition to readings, films, guest speakers and discussions, there will be applied observation and study in the city of Hartford and beyond. This course has a community learning component. (ART) (Enrollment limited)

[302. Horror and the Culture of Excess]— Zombies, vampires, and werewolves appear across the landscape of contemporary film, television, and theater. Monsters reveal the limits of the imagination and have traditionally symbolized the domains beyond rationality and the terrors of the unconscious. This course will examine the horror genre, paying particular attention to such topics as: psychopathology and private worlds; fear of imperfection and impurity; and the performance of excess. Students in the course will examine films (including *The Ring* and *Videodrome*); television shows (including *Walking Dead*, *True Blood*, and *Twin Peaks*); and performance events such as haunted houses, ghost tours, séances, and other phantasmagoria. (ART) (Enrollment limited)

309. Stage Production— Major performance or design participation in a faculty-directed Theater and Dance Department production. Cast members will enroll at the first rehearsal. Design students will enroll with the technical director. All students participating in the production will receive .5 credit and will be graded. Do not register for this course during regular Trinity College registration. (0.5 course credit) (ART) (Enrollment limited) –Farlow, Karger, Staff

[345. 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. (ART) (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." (ART) (Enrollment limited)

[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 332 or 373, or permission of instructor. (ART) (Enrollment limited)

393. Playwrights Workshop— An introduction to different styles and techniques of playwrighting through the study of selected plays from various world theater traditions. Assignments and exercises will lead to the development of short plays scripted by students. Prerequisite: At least one theater and dance course or permission of instructor. (ART) (Enrollment limited) –Karger, Preston

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

401. Performance Workshops/Trinity/La MaMa/New York City Performing Arts Program— A participatory workshop in which students interested in performance can work on expanding their expressive vocabulary and develop physical, vocal, psycho-physical skills. Classes include sessions in movement, improvisation, acting, image work, text, scene and ensemble work and field study in the city of New York. This course culminates in a presentation of final performance projects at Trinity and La MaMa ETC. Only students accepted in the Trinity/La MaMa Performing Arts Semester can enroll in this course. (2 course credits) (Enrollment limited) –Burke Jr.

405. The Nonprofit Arts Organization/Trinity/La MaMa/New York City Performing Arts Program— Students will work at field study placements selected by the students and the director for a minimum of 20 hours each week. In addition, they will have weekly discussions with the director of the program about their on-site work, as well as hear lectures, do readings, and discuss how non-profit arts organizations are structured and function. Only students accepted in the Trinity/La MaMa Performing Arts Semester can enroll in this course. –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 works they attend. Only students accepted in the Trinity/La MaMa New York City Performing Arts Program can enroll in this course. (2 course credits) (Enrollment limited) –Burke Jr.

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

496. Senior Thesis Part 1— The first semester of a capstone exercise for all theater and dance majors who do not elect the two-credit thesis option. Students will be required to present an original theatrical piece and to submit an accompanying paper as the culmination of their work in the Theater and Dance Department. (WEB) –Staff

[497. Senior Thesis Part 2]— The second semester of a capstone exercise for all theater and dance majors who do not elect the two-credit thesis option. Students will be required to present an original theatrical piece and to submit an accompanying paper as the culmination of their work in the Theater and Dance Department. (WEB)

498. Senior Thesis Part 1— Year-long independent study. An option available only to students with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (two course credits are considered

pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

English 441. Writing for Film— View course description in department listing on p. 202. –Brink

Spring Term

103. Basic Acting— An introduction to the basic elements of acting. Students will work on releasing tension, developing their powers of concentration, promoting spontaneity through improvisation, and exploring a systematic approach to preparing a role for performance. This course is a prerequisite for all upper-level acting courses. (ART) (Enrollment limited) –Hendrick, Preston

109. Performance— Major performance participation in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show’s director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit) (ART) (Enrollment limited) –Staff

109. Production— Major technical role in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show’s technical director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit) (ART) (Enrollment limited) –Staff

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. (ART) (Enrollment limited) –Farlow

[121. Introduction to Media Studies]— This course is designed to examine the language and iconography of mediated forms of communication through an interdisciplinary historical and theoretical framework. To this end we will define “media” broadly as including practices ranging from print and theatrical, to cinematic and digital forms and practices. Through the readings, lectures, and discussions, as well as their own writing, students will have the opportunity to analyze various media texts and critically explore the role of media in their own lives. (ART) (Enrollment limited)

132. Introduction to Modern Dance— Designed for the beginning-level dancer. This course combines an introduction to the fundamentals of modern dance technique with an integrating seminar on the history and aesthetics of contemporary dance and choreography. (ART) (Enrollment limited) –Farlow

209. Indian Dance: Kathak Tradition— Expressive, sharp, alluring, and precise, Kathak lives today as an important school of classical dance that originated over 2,000 years ago. Evolving from a blend of Middle Eastern styles and Indian temple dance, Kathak combines dance, drama, and music to tell a story. Modern Kathak emphasizes geometrical patterns and design with special emphasis on footwork and intricate rhythmic patterns. The course covers specific techniques as well as the cultural context from which they evolved. Also listed under international studies/Asian studies. (0.5 course credit) (GLB1) (Enrollment limited) –Agrawal

209. Hip Hop— A course in hip hop dance technique open to students of all level of experience. The course will also include discussion of the influence of Africanist traditions on contemporary Black dance and popular culture. (0.5 course credit) (ART) (Enrollment limited)

[210. Contemporary Theater History]— This course will provide a detailed study of the plays, performances, and techniques of major figures in world theater from the early 20th century to the present day. Artists examined include: Arthur Miller, Andre Breton, Anton Chekhov, Samuel Beckett, and Tatsumi Hijikata among other giants of contemporary theater. (ART) (Enrollment limited)

211. Introduction to T'ai Chi— T'ai chi is a Chinese movement practice that emphasizes a fluid flow of energy based on the dynamic interplay of yin(yielding)-yang(asserting) forces. This studio-based course will introduce students to the basic movement vocabulary of T'ai chi as well as to techniques designed to enhance balance, gestural articulation, postural alignment, centeredness and presence. (0.5 course credit) (ART) (Enrollment limited) –Power

213. Theatrical Lighting: Design and Production— This course will, through careful examination and experimentation with the controllable properties of light, expose the students to the theories, processes, and technologies of designing and working with light. (ART) (Enrollment limited)

[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. (ART) (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) (ART) (Enrollment limited)

225. Introduction to Interactive Media— Cyberspace is merging with physical space as new technologies and applications make their way into almost every phase of artistic practice and root themselves in our day-to-day lives. This course is designed to provide students with an overview of new media history as well as hands-on experience using various interactive technologies towards application in live art and performance practice. Areas to be covered include: remix practice, online communities, sound/video art, and interactive audio and video programming. The forms and uses of the new technologies are explored in a studio context of experimentation and discussion. Assignments will take the form of experimental paper writing, assemblages, installations, sound mash-ups, and interactive' art projects. (ART) (Enrollment limited) –Staff

[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: C- or better in Theater and Dance 103 or permission of instructor. (ART) (Enrollment limited)

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) (ART) (Enrollment limited) –Matias

232. Intermediate/Advanced Modern Dance Technique— Designed for intermediate and advanced-level dancers with previous training in modern, jazz, lyrical, or ballet. This course deepens the dancer's understanding of the principles of modern dance, with an emphasis on alignment, breath, and dynamic range. (0.5 course credit) (ART) (Enrollment limited) –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. (ART) (Enrollment limited)

235. Voice— This course teaches students how to use the voice in performance by expanding their expressive range through structured exercises that develop resonance and articulation and that free specific tension points. The approach to vocal work developed by Kristin Linklater will be the foundation for this investigation. (ART) (Enrollment limited) –Karger

247. Post War American Theater— This course offers a survey of prominent plays and choreographies authored by American theater artists during the post-war period (1945-1965). Playwrights such as Arthur Miller, Lorraine

Hansberry, and Tennessee Williams, along with selected choreographers, including Martha Graham and Alvin Ailey will be discussed with reference to the House Committee on Unamerican Activities; the popularity of Freudian and Jungian psychoanalysis; the emergence of a civil rights movement; and the social and political forces of “containment” that defined the early years of the Cold War era. (ART) (Enrollment limited) –Power

[303. Acting: Physical Theater]— The use of masks goes back to the origins of theater and has been a vital element of advanced actor training. Through practical exercises that are designed to open up the expressiveness of the actor’s body we will explore the world of masks and contemporary physical theatre. Readings will focus on the historical aspects of masks and their importance as a means of expression. Prerequisite: C- or better in Theater and Dance 103 or 207. (ART) (Enrollment limited)

304. Directing— This course explores the fundamentals of stage directing. Students will read texts by and about major 20th-century directors. In addition, students will direct a scene for each class, focusing on and combining different directing skills, including the understanding of stage space, movement, and text. The class will culminate in a presentation of one-act plays directed by the students. Prerequisite: C- or better in THDN 103 or 107, or Permission of the Instructor (ART) (Enrollment limited) –Polin

309. Stage Production— Major performance or design participation in a faculty-directed Theater and Dance Department production. Cast members will enroll at the first rehearsal. Design students will enroll with the technical director. All students participating in the production will receive .5 credit and will be graded. Do not register for this course during regular Trinity College registration. (0.5 course credit) (ART) (Enrollment limited) –Bratt, Power

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. (ART) (Enrollment limited) –Gersten

364. Acting for Stage and Screen— This intermediate-level acting class explores the parallels and differences between acting in the theater and on film. Through scene work we will examine which particular skills are necessary for either one and the techniques that an actor can apply to create engaging performances. Prerequisite: C- or better in Theater and Dance 103 or permission of instructor. (ART) (Enrollment limited) –Karger, Preston

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

[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. Prerequisite: C- or better in THDN 103 or 107, or Permission of the Instructor (ART) (Enrollment limited)

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

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

497. Senior Thesis Part 2— The second semester of a capstone exercise for all theater and dance majors who do not elect the two-credit thesis option. Students will be required to present an original theatrical piece and to submit an accompanying paper as the culmination of their work in the Theater and Dance Department. (WEB) –Staff

499. Senior Thesis Part 2— An option available only to student with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending for Part 1 in the first semester; 2 course credits will be awarded for completion of Part 2 in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

[**American Studies 335. The Play's the Thing: Staging Race in African American Theater and Drama**— View course description in department listing on p. [106](#).

[**Classical Civilization 237. City and Spectacle in Classical Antiquity**— View course description in department listing on p. [148](#).

Urban Studies

Paul E. Raether Distinguished Professor of Urban International Studies Myers●●, Director; Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology Chen; Paul E. Raether Distinguished Professor of American Studies Baldwin; Professors K. Curran● and Morrison; Associate Professors Harrington and Triff; Associate Director Leonard Greenberg Center for the Study of Religion in Public Life Walsh; Visiting Lecturer Lash

The urban studies major provides a broadly interdisciplinary understanding of how urban dynamics shape both global interdependence and local spaces. The major stresses the way in which cities and communities are critical to the organization of economic, social, and cultural activities that shape and transform human experiences. Students can take full advantage of the College's strong and diverse academic resources in the urban field through courses at the Trinity campus and local partner schools, community learning in Hartford, study-away opportunities in international cities, as well as internships in a variety of urban settings.

The urban studies major—To complete the major, students will take a total of at least 12 courses, as follows:

- Four core courses

URST 101. Introduction to Urban Studies or another 200-level comparative urban course

URST 201. From Hartford to World Cities

URST 401. Senior Seminar

A Community Learning Initiative course or the community learning research colloquium

- Four courses in a thematic cluster

A sequence of four courses in one of the following thematic clusters. At least one course in the thematic cluster must be at the 300 level, and no courses at the 100 level can be counted toward the cluster. This sequence, developed in consultation with the student's adviser, provides a concentration within the interdisciplinary realm of urban studies beyond the content of the core courses.

- Four other courses in urban studies

Additional Major Requirements

- Students must complete an integrating exercise, in addition to the 12 courses, that synthesizes earlier urban studies work in the major unless they choose to get honors in the major through **URST 401**, which will require them to complete a thesis. Options for this exercise include: taking an advanced, research-oriented, urban studies course that requires a seminar paper, or its equivalent, of significant length; or the completion of an independent study involving a paper or project of a similarly significant scope that focuses on the student's chosen topic. Either option can be linked to one of the 12 courses as an extended requirement with the consent of an instructor.
- At least one of the courses in each cluster must be at the 300 level. If an appropriate 300-level course is not available, students may substitute a research-based independent study with comparable rigor.
- Comparative and Global Perspective Requirement: At least one of the elective courses must be either (A) a study-away course or (B) an approved domestic internship that will expand the student's capacity for awareness of global urbanism.
- By permission of the faculty coordinator, up to two courses from a student's study-away experience may be counted toward the major in any one of the three clusters.
- By permission of the faculty coordinator, up to three courses from the Cities Program may be counted toward the major.
- Courses that count toward the major cannot be taken pass/fail.
- All courses that count toward the major must earn a grade of C- or better.

- No more than three courses are allowed to double-count between urban studies and another major.
- No more than one 100-level course or first-year seminar other than **URST 101** can be counted toward the major (see a short list below).

Honors—To receive honors in urban studies, a student must have completed a minimum of five courses for the major by the fifth semester, complete a thesis with a grade of A- or better, and earn a GPA of at least 3.5 in courses counted toward the major, with an overall GPA of at least 3.0.

Fall Term

101. Introduction to Urban Studies— This course provides a general introduction to the interdisciplinary field of urban studies. Using a variety of Western and non-Western cities as illustrative examples, the course aims to give a broad survey and understanding of the distinctive characteristics of urban places. Students will learn definitions, concepts, and theories that are fundamental to the field. Topics covered include the role of planning in shaping cities, the economic structure and function of cities, the evolution of urban culture, community organization and development, gentrification and urban renewal, and urban governance policy. (SOC) (Enrollment limited) –Myers

201. From Hartford to World Cities: Comparative Urban Dynamics— The 21st century is truly a global urban age characterized by the simultaneous decline and revival of post-industrial cities in the United States and the co-existence of boom and poverty in the rapidly industrializing cities in developing countries, as well as by how globalization is exerting a growing impact on urban places and processes everywhere. This course adopts an integrated and comparative approach to studying the local and global characteristics, conditions, and consequences of the growth and transformation of cities and communities. Using Hartford—Trinity's hometown—as a point or place of departure, the course takes students to a set of world or global cities outside the United States, especially a few dynamic mega-cities in developing countries to explore the differences and surprising similarities among them. (GLB5) (Enrollment limited) –Chen

206. Organizing by Neighborhood: An Internship/Seminar Experience— Have you ever wondered why some neighborhoods thrive and others appear to fail? Are you mystified about what can be done to stem deterioration and provide decent, affordable housing and clean and safe neighborhoods? One way to explore answers to these questions is to intern with a community-based organization dedicated to working with a community as it defines and responds to its problems. In this seminar each student will do a community learning project/ internship at such an organization in Hartford. Equally important is a way to understand and interpret your experiences at the organization. The rich theoretical literature that you will read in this seminar on how neighborhoods are organized and function and on models of community responses to neighborhood conditions provides a lens through which to evaluate your experiences with your organization and community. This course has a community learning component. This course is not open to first-year students. (Enrollment limited) –Lash

302. Global Cities— This seminar examines the contemporary map of interactions between cities in the world. There is now a considerable array of research analyzing what are variously termed global or world cities in the hierarchy of the world economy, and a counter-critique has emerged which seeks to analyze all cities as ordinary, moving beyond old binaries of 'developed' and 'developing' worlds of cities. We will interrogate this debate in both its theoretical and its empirical dimensions, with case studies from Africa and assessment of cultural, political, economic and environmental globalization. (GLB) (Enrollment limited) –Myers

303. Advanced topics in Geographic Information Systems— This course applies spatial analysis techniques to a variety of topics in Urban Studies and Environmental Science. Prerequisite: ENVS 286 or instructor permission. Prerequisite: C- or better in Environmental Science 286 or permission of instructor (Enrollment limited) –Ibraheem

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. Prerequisite: Urban Studies 101 or permission of instructor. (0.5 - 1 course credit) –Staff

466. Teaching Assistantship— (0.5 - 1 course credit) –Staff

498. Senior Thesis, Part 1— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (2 course credits) (WEB) –Staff

Spring Term

101. Introduction to Urban Studies— This course provides a general introduction to the interdisciplinary field of urban studies. Using a variety of Western and non-Western cities as illustrative examples, the course aims to give a broad survey and understanding of the distinctive characteristics of urban places. Students will learn definitions, concepts, and theories that are fundamental to the field. Topics covered include the role of planning in shaping cities, the economic structure and function of cities, the evolution of urban culture, community organization and development, gentrification and urban renewal, and urban governance policy. (SOC) (Enrollment limited) –Laws

[210. Sustainable Urban Development]— With the era in which city dwellers comprise a majority of the world's population has come a new urgency for understanding the balance between urban development and the environment. This course introduces students to the sub-field of urban studies which deals with sustainable development, including exploration of the debates on the meanings of sustainability and development in cities. Taking a comparative approach and a global perspective, topics to be examined may include the ecological footprint of cities, urban programs for sustainable urban planning, urban transportation and service delivery, energy issues, and the critical geopolitics of urban sustainability around the world. May be counted toward INTS major requirements. (GLB) (Enrollment limited)

301. Community Oriented Development Strategies to Address Urban Decline in the United States— In this course we will explore the causes of neighborhood decline, examine the history, current practice and guiding policies of community development, and see firsthand selected community development strategies at work in the local communities surrounding Trinity College. We will pay close attention to the influence of ideas in good currency in the field of urban development such as smart growth, transit oriented development, land-banking and place-making. The course is organized around four questions: What are the underlying forces behind neighborhood decline? How and why did community development emerge? How has community development practice reconciled itself with current concepts that guide urban development such as new urbanism, smart growth, place-making and land-banking. What does the future hold for disinvested communities and for community development practice? This course has a community learning component. Prerequisite: Urban Studies 101 or permission of instructor. (Enrollment limited) –Colon

[303. Advanced topics in Geographic Information Systems]— This course applies spatial analysis techniques to a variety of topics in Urban Studies and Environmental Science. Prerequisite: ENV5 286 or instructor permission. Prerequisite: C- or better in Environmental Science 286 or permission of instructor (Enrollment limited)

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. (GLB) (Enrollment limited) –Figueroa

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. Prerequisite: Urban Studies 101 or permission of instructor. (0.5 - 1 course credit) –Staff

401. Senior Seminar— This course serves as a capstone seminar with two purposes. First, it provides a comparative and integrated treatment of the urban scholarship through an intensive and interdisciplinary reading of advanced books and articles, rigorous discussions, and in-depth writing. This course allows students to widen and deepen the cumulative content and experience they have gained from previous urban courses, study abroad programs, and urban engagement and internship projects. Secondly, by connecting and even tailoring some of the seminar's content to individual students, the course prepares and guides students to undertake and successfully complete a senior thesis

for the Urban Studies major. Prerequisite: Urban Studies 201, Sociology 227 or permission of instructor. (WEB)
(Enrollment limited) –Chen

499. Senior Thesis, Part 2— Written report and formal presentation of a research project. Required of all students who wish to earn honors in Urban Studies. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (2 course credits)
(WEB) –Staff

Women, Gender, and Sexuality Program

Charles A. Dana Professor of History Hedrick, Director; William R. Kenan, Jr. Professor in American Institutions and Values Corber

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, Charles A. Dana Research 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. This course is not open to seniors. (HUM) (Enrollment limited) –Hedrick

[301. Western Feminist Thought]— An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) women’s historical subordination to man and put forward various explanations and strategies for change. Readings in J.S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Adrienne Rich, bell hooks, Mary Daly, Audre Lorde, and others. This course is not open to First-Year students. Prerequisite: C- or better in one other course in Women Gender and Sexuality. (HUM) (Enrollment limited)

401. Senior Seminar— The goals of this seminar are to sharpen critical thinking and to afford an opportunity for synthesis of student work in women, gender, and sexuality. Towards these ends we will examine the construction of race, class, and sexuality in America as they intersect with gender. The capstone of the course is a twenty-five-page research paper. There will be opportunities to share work in progress with seminar members and to involve the wider campus community in the issues. This course is open only to senior Women Gender and Sexuality majors and minors. (WEB) (Enrollment limited) –Hedrick

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 dries’ 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.) (HUM) (Enrollment limited)

335. Mapping American Masculinities— This course examines the construction of masculinity in American society starting with Theodore Roosevelt’s call at the turn of the twentieth century for men to revitalize the nation by pursuing the “strenuous life.” Through close readings of literary and filmic texts, it considers why American manhood has so often been seen as in crisis. It pays particular attention to the formation of non-normative masculinities (African-American, female, and gay) in relation to entrenched racial, class, and sexual hierarchies, as well as the impact of the feminist, civil rights, and gay liberation movements on the shifting construction of male identity. In

addition to critical essays, readings also include *Tarzan of the Apes*, *The Autobiography of an Ex-Colored Man*, *The Great Gatsby*, *The Sun also Rises*, *Native Son*, *Another Country*, and *Kiss Me Deadly* (Spillane). Film screenings include *Kiss Me Deadly* (Aldrich), *Shaft*, *Magnum Force*, *Philadelphia*, *Brokeback Mountain*, *Cleopatra Jones*, and *Boys Don't Cry*. (Enrollment limited) –Corber

345. Film Noir— This course traces the development of film noir, a distinctive style of Hollywood filmmaking inspired by the hardboiled detective fiction of Dashiell Hammett, James Cain, and Raymond Chandler. It pays particular attention to the genre's complicated gender and sexual politics. In addition to classic examples of film noir, the course also considers novels by Hammett, Cain, and Chandler. (Enrollment limited) –Corber

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

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

497. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term thesis. (WEB) –Staff

498. Senior Thesis Part 1— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this yearlong thesis. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester). (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

[**American Studies 248. Female Bodies in 19th Century American Literature & Culture**]— View course description in department listing on p. 97.

American Studies 341. Spectacle of Disability in American Culture— View course description in department listing on p. 98. –Paulin

[**Classical Civilization 208. Men, Women, and Society in Ancient Greece and Rome: Myth and Reality**]— View course description in department listing on p. 146.

Classical Civilization 224. Sex and Sexualities in Ancient Greece and Rome— View course description in department listing on p. 147. –Regan

English 220. Crime and Passion: Studies in Victorian Literature— View course description in department listing on p. 203. –Bilston

English 347. Writing Women of the Renaissance— View course description in department listing on p. 205. Prerequisite: C- or better in English 260 or permission of instructor. –Wheatley

History 247. Latinos/Latinas in the United States— View course description in department listing on p. 276. –Figueroa

History 368. Gender and War in Twentieth Century Europe— View course description in department listing on p. 278. –Rodriguez

[**International Studies 131. Modern Iran**]— View course description in department listing on p. 301.

International Studies 218. Women, Gender, and Family in the Middle East— View course description in department listing on p. 302. –Bauer

[**International Studies 234. Gender and Education**]— View course description in department listing on p. 302.

International Studies 249. Immigrants and Refugees: Strangers in Strange Lands— View course description in department listing on p. 303. –Bauer

[**International Studies 311. Global Feminism**]— View course description in department listing on p. 304.

[**Music 150. Women in Music**]— View course description in department listing on p. 373.

Philosophy 240. Introduction to Feminist Philosophy— View course description in department listing on p. 389. –Marcano

Philosophy 328. Freud— View course description in department listing on p. 390. –Vogt

[**Religion 248. Women, Gender, and Sexuality in Religion**]— View course description in department listing on p. 446.

Sociology 246. Sociology of Gender— View course description in department listing on p. 455. –Andersson

Sociology 260. Sexual Diversity and Society— View course description in department listing on p. 455. –Valocchi

[**Sociology 272. Social Movements**]— View course description in department listing on p. 455.

[**Sociology 355. Reproduction, Birth, and Power**]— View course description in department listing on p. 456. Prerequisite: C- or better in a prior Sociology course or permission of instructor.

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. This course is not open to seniors. (HUM) (Enrollment limited) –Corber

[**245. The Hollywood Musical**]— Perhaps more than any other genre, the musical epitomized Hollywood’s “golden age.” This course traces the development of the enormously popular genre from its emergence at the beginning of the Great Depression to its decline amid the social upheavals of the 1960s. It pays particular attention to the genre’s queering of masculinity and femininity, as well as its relationship to camp modes of reception. Readings by Jane Feuer, Rick Altman, Richard Dyer, Janet Staiger, and Steven Cohan. (Enrollment limited)

301. Western Feminist Thought— An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) women’s historical subordination to man and put forward various explanations and strategies for change. Readings in J.S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Adrienne Rich, bell hooks, Mary Daly, Audre Lorde, and others. This course is not open to First-Year students. Prerequisite: C- or better in one other course in Women Gender and Sexuality. (HUM) (Enrollment limited) –Hedrick

[**315. Women in America**]— An examination of women’s varied experiences in the public and private spheres, from their own perspective as well as that of the dominant society. The experiences of women of different classes and races will be compared, as will the relationship between images of women and changing realities of their lives. Emphasis on the 19th and 20th centuries. (HUM) (Enrollment limited)

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 dries' 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.) (HUM) (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)

369. Queer Studies: Issues and Controversies— This broadly interdisciplinary course examines the impact of queer theory on the study of gender and sexuality in both the humanities and the social sciences. In positing that there is no necessary or causal relationship between sex, gender, and sexuality, queer theory has raised important questions about the identity-based understandings of gender and sexuality still dominant in the social sciences. This course focuses on the issues queer theory has raised in the social sciences as its influence has spread beyond the humanities. Topics covered include: queer theory's critique of identity; institutional versus discursive forms of power in the regulation of gender and sexuality; the value of psychoanalysis for the study of sexuality; and lesbian and gay historiography versus queer historiography. (GLB) (Enrollment limited) –Corber

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

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

497. Senior Thesis— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single term thesis. (WEB) –Staff

498. Senior Thesis Part 1— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this yearlong thesis. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester). (2 course credits) (WEB) –Staff

499. Senior Thesis Part 2— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) (WEB) –Staff

Courses Originating in Other Departments

[American Studies 326. Representations of Miscegenations]— View course description in department listing on p. 106.

[American Studies 390. Born This Way: The Science of Sexual Orientation and Gender Identity, 1860s to the Present]— View course description in department listing on p. 107.

Anthropology 207. Anthropological Perspectives of Women and Gender— View course description in

department listing on p. 118. –Nadel-Klein

Educational Studies 309. Race, Class, and Educational Policy— View course description in department listing on p. 187. Prerequisite: C- or better in Educational Studies 200, or juniors / seniors with permission of instructor. –Leventhal-Weiner

English 225. Jane Austen and the Romantic Period— View course description in department listing on p. 215. –Benedict

[**English 348. Women Writers of the Middle Ages**]— View course description in department listing on p. 217. Prerequisite: C- or better in English 260 or permission of instructor.

History 224. Gender in Brazilian History, from Colonialism to the 20th Century— View course description in department listing on p. 282. –Staff

[**History 247. Latinos/Latinas in the United States**]— View course description in department listing on p. 283.

History 320. Gender and Masculinity in Latin America and the Caribbean, 1870s-1970— View course description in department listing on p. 285. –Euraque

[**International Studies 209. Gender and Natural Resources**]— View course description in department listing on p. 306.

[**International Studies 218. Women, Gender, and Family in the Middle East**]— View course description in department listing on p. 307.

[**International Studies 300. Worldly Sex**]— View course description in department listing on p. ??.

[**International Studies 307. Women's Rights as Human Rights**]— View course description in department listing on p. 308.

International Studies 311. Global Feminism— View course description in department listing on p. 308. –Bauer

[**International Studies 325. Anthropology of Islam**]— View course description in department listing on p. 308.

[**Philosophy 239. African-American Feminism**]— View course description in department listing on p. 393.

[**Political Science 326. Women and Politics**]— View course description in department listing on p. 416. 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. 417.

[**Psychology 310. The Psychology of Gender Differences**]— View course description in department listing on p. 429. This course is not open to first-year students.

[**Sociology 207. Family and Society**]— View course description in department listing on p. 457.

[**Sociology 246. Sociology of Gender**]— View course description in department listing on p. 457.

Sociology 272. Social Movements— View course description in department listing on p. 457. –Valocchi

[**Sociology 328. Sociological Perspectives on Health and Gender**]— View course description in department

listing on p. [458](#). Prerequisite: C- or better in a prior Sociology course or permission of the instructor. This course is not open to first-year students.

Writing and Rhetoric Program

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 Lecturers in the Allan K. Smith Center for Writing and Rhetoric Budd and Eichenlaub

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. 85 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, Eichenlaub, Papoulis, Peltier, Wettersten

103. Special Topics: Writing Outside the Classroom— This course invites connections between academic writing and writing outside of the classroom. The course is designed to help students think critically about writing and the workplace and other public writing contexts that they might someday participate in. Students will learn how academic writing skills can be used to create user-centered documents through a series of writing projects that will teach students how to effectively collect, analyze, summarize, interpret, and translate materials from one context to another. (WEA) (Enrollment limited) –O'Donnell

[**103. 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. This course is not open to seniors. (WEA) (Enrollment limited)

[**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. (WEA) (Enrollment limited)

[**208. Argument and Research Writing**]— A writing workshop emphasizing the development of argumentation and research skills. Students learn how to read and evaluate logical arguments, formulate research questions, explore print and electronic resources, and frame persuasive arguments in papers of substantial length. Frequent practice in writing and revising. (WEA2) (Enrollment limited)

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. (WEA2) (Enrollment limited) –Peltier

[**226. The Spirit of Place**]— 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 Ehrlich and Barry Lopez, among others, who have artfully evoked the spirit of place. (WEA2) (Enrollment limited)

300. The Art of the Essay— An advanced writing workshop intended to help students find their own subjects and styles as essayists. We will read and write personal essays that express authors’ unique responses to ideas and

experiences in deeply reflective ways. Our study will include essays by Seneca, Montaigne, Woolf, Dillard, and others from various historical periods that have explored their responses to the world in engaging and complex detail. (HUM) (Enrollment limited) –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. (HUM) (Enrollment limited) –O'Donnell

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and Writing Center director are required for enrollment. (0.5 - 1 course credit) –Staff

466. Teaching Assistant— Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in conceiving or revising papers; reading and helping to evaluate papers, quizzes, and exams; and other duties as determined by the student and instructor. See instructor of specific course for more information. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Spring Term

101. Writing— An introduction to the art of expository writing, with attention to analytical reading and critical thinking in courses across the college curriculum. Assignments offer students opportunities to read and write about culture, politics, literature, science, and other subjects. Emphasis is placed on helping students to develop their individual skills. (Enrollment limited) –O'Donnell

103. Special Writing Top: 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. (WEA) (Enrollment limited) –Butos, Staff

[103. Special Writing Topics: Forms of Creative Nonfiction]— In this class we will study two forms of creative nonfiction: the personal essay and the lyric essay. Our readings, springboards for initial writing exercises, will enhance our understanding of how such essays are constructed. In full-class writing workshops, which are central to the course, you will learn how to transform personal experience into art through the use of poetic and fictional techniques.

Be prepared to write a lot. The difference between an amateur writer and a professional writer is revision, and you'll be expected to do a lot of that as well. (WEA) (Enrollment limited)

[103. 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. (WEA) (Enrollment limited)

103. Special Writing Topics: Telling Stories in the Postmodern World— In this course, we will look at the rhetoric of narrative, with an emphasis on narratives that cut across cultures to see how people in different places use narrative structures to construct their realities from their everyday lives, imagined lives, and the presumed lives of others. We will write our own narratives and analyze them to see how we create our reality from the essentially chaotic matter of everyday life. Readings will include prison diaries, war journals, film and television scripts, and hypertexts. (WEA) (Enrollment limited) –Peltier

[103. Special Writing Topics: Autobiography and Activism]— A writing workshop focusing on autobio-

graphical writing that is informed by an interest in the world at-large. We will read various writers who combine their personal stories with their political, environmental, and social activism, such as Terry Tempest Williams, Bill McKibben, and Angela Davis. Students will write their own reflective autobiographical essays. (WEA) (Enrollment limited)

202. 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. (WEA2) (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. (WEA2) (Enrollment limited) –Peltier

[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. (WEA2) (Enrollment limited)

[300. The Art of the Essay]— An advanced writing workshop intended to help students find their own subjects and styles as essayists. We will read and write personal essays that express authors' unique responses to ideas and experiences in deeply reflective ways. Our study will include essays by Seneca, Montaigne, Woolf, Dillard, and others from various historical periods that have explored their responses to the world in engaging and complex detail. (HUM) (Enrollment limited)

[395. Academic Internship]— Internship or field work placement, with a required academic component to be determined by the faculty sponsor and student. Students need to submit a completed internship contract form to Career Services. Students will not be enrolled until the contract has been approved.

399. Independent Study— Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and Writing Center director are required for enrollment. (0.5 - 1 course credit) –Staff

466. Teaching Assistant— Students may assist professors as teaching assistants, performing a variety of duties usually involving assisting students in conceiving or revising papers; reading and helping to evaluate papers, quizzes, and exams; and other duties as determined by the student and instructor. See instructor of specific course for more information. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5 - 1 course credit) –Staff

Courses Originating in Other Departments

English 402. Theories & Methods of Rhetoric & Media Arts— View course description in department listing on p. 219. –Wall

Fellowships

Except where otherwise noted, further information regarding the following fellowships may be obtained from Associate Academic Dean Sonia Cardenas.

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 the Career Development Center.

The Andrew J. Gold and Dori Katz Fund for Human Rights was established by two members of the faculty in 1998 to honor Andrée Guelen Herscovici, the Reverend Father Bruno, and the Walschots, a Flemish family, all of whom were instrumental in saving Belgian children (including one of the donors) from the Nazis during World War II, and also to honor countless others who sacrificed in civil rights struggles against racial, religious, and ethnic intolerance in American society and abroad. The income is used to support student research and academic activity in the areas of anti-Semitism, racism, and intolerance leading to violations of fundamental human rights. Students may apply for support from the fund for pertinent research projects, travel, purchase of material, and internships. Application may be made at any time prior to the third week of the spring semester. A committee of faculty members and administrators reviews applications and awards grants. Students interested in seeking a grant should contact either Professor Donna Marcano, director of the Human Rights Program, or Associate Academic Dean Sonia Cardenas.

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. Mr. Bessette served as a Trustee of the College from 2007 to 2012.

Bethlehem Steel Corporation—given by Bethlehem Steel Corporation.

Bishop of Connecticut—given by The Rt. Rev. Walter H. Gray, D.D., Hon. '41, of Hartford, former Trustee of the College, for students from the greater Hartford area.

Black American Alumni—gifts from alumni, with preference given to Black American students.

Grace Edith Bliss—given by Grace Edith Bliss of Hartford for students from the greater Hartford area.

Blume Family—gifts from Dr. and Mrs. Marshall E. Blume '63, of Villanova, PA. Dr. Blume was a Trustee of the College from 1980 until 1986.

Robert A. and Suzanne E. Boas—gifts of Robert A. Boas '67 and Suzanne E. Boas of Atlanta, GA.

Henry E. Bodman Memorial—given by Mrs. William K. Muir of Grosse Pointe Farms, MI, in memory of her father, Henry E. Bodman.

Kathleen O'Connor Boelhouwer '85 Memorial—given by family, friends, classmates, and colleagues in loving memory of Kathleen O'Connor Boelhouwer '85 of Farmington, CT. Awarded with preference for students who attended Miss Porter's School in Farmington prior to matriculation at Trinity.

Bogle Family—gifts of Emily Latour Bogle '79 and Harold W. Bogle of Bronxville, NY. Ms. Bogle served as a Trustee of the College from 2006 to 2014.

George Meade Bond—bequest of Mrs. Ella Kittredge Gilson of Hartford, in memory of George Meade Bond, Hon. '27.

Michael E. Borus—gifts of family, friends, and colleagues in memory of Dr. Michael E. Borus '59 of South Orange, NJ.

Mark C. Boulanger Memorial—gifts from family and friends in memory of Mark Christopher Boulanger '82 of Glastonbury. Awarded to juniors and seniors majoring in computing or involved in the work of the computer center.

Garrett D. Bowne—bequest of Mary Gormly Bowne of Pittsburgh, PA, in memory of her husband, Garrett D. Bowne 1906.

John F. Boyer Memorial—given by Francis Boyer, Hon. '61, of Philadelphia, PA, in memory of his son, John Francis Boyer '53. Preference will be given to juniors and seniors of the Delta Psi fraternity.

Lucy M. Brainerd Memorial—given by Lyman B. Brainerd '30, Hon. '71, of Hartford, Trustee Emeritus of the College, in memory of his mother.

C. B. Fiske Brill—proceeds from a life income fund established by Col. C. B. Fiske Brill '17, of Tallahassee, FL.

Thomas Brodsky '05 Family—given by Estrellita and Daniel Brodsky of New York City, in honor of their son, with preference for students from urban areas.

Harriet E. and David H. Bromberg '44—gifts from the children of David H. Bromberg '44, with preference given to students from the greater Hartford area.

Susan Bronson—bequest of Miss Susan Bronson of Watertown, CT.

Gladys Brooks Fund for Presidential Scholars—gift of the Gladys Brooks Foundation to support Presidential Scholars.

Brownell Club—gift from the Alumni Association of the Brownell Club for needy and deserving students from the Hartford area.

Daniel S. Buchholz '98 Memorial—given by Alan and Donna Carty Buchholz P'98 of Naples, FL, in memory of Daniel Buchholz '98 and in honor of his involvement in the Mathematics Department. Awarded with preference for students who are majoring in mathematics and who have completed their first year at Trinity.

Elfert C., Billie H., and Alfred C. Burfeind Memorial—gifts of Alfred C. Burfeind '64 and Lynne O. Burfeind MA '82 of Hartford, in memory of his parents, and augmented by gifts from family, friends, and colleagues in memory of Mr. Burfeind.

J. Wendell and Ruth Burger Memorial—gifts in memory of Professor and Mrs. J. Wendell Burger of West Hartford, CT. Dr. Burger was Chairman of the Biology Department.

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'Luhny '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 1964—given by members of the Class of 1964 in celebration of their 50th Reunion, for students with demonstrated financial need and demonstrated scholastic excellence.

Class of 1965 President James F. Jones, Jr.—given by members of the Class of 1965 on the occasion of their 50th Reunion in honor of President James F. Jones, Jr., twenty-first president of the College, and his distinguished service to Trinity.

Class of 1966—gifts from members of the Class of 1966. Income from the fund is to be used for scholarship purposes for qualified Trinity students who demonstrate scholastic excellence. In celebration of their 50th Reunion in 2016, the members released the income for scholarship purposes.

Class of 1967—given by members of the Class of 1967 for students with demonstrated financial need and demonstrated scholastic excellence. In celebration of their 50th Reunion in 2017, the members released the income for scholarship purposes.

Martin W. Clement—given by his wife, Elizabeth W. Clement, and children, Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement 1901, Hon. '51, of Philadelphia, PA, a former Trustee of the College, with preference given to students from the Delaware Valley region.

Samuel Barbin Coco—gift of Hannalou and Samuel B. Coco in honor of their daughter, Caroline S. Coco '85, for a rising junior to spend the fall or spring semester at the Trinity College Rome Campus. Preference will be given to students pursuing Italian Studies.

Archibald Codman—given by Miss Catherine A. Codman, the Rt. Rev. Robert Codman 1900, and Edmund D. Codman of Portland, ME, in memory of their brother, the Rev. Archibald Codman, Class of 1885, for students nominated by the Bishop of Maine or by the College if no nominations are made by the Bishop.

David L. and Marie-Jeanne Coffin—gift of David L. Coffin, Hon. '86, of Sunapee, NH, a former Trustee of the College, with preference to students from the Windsor Locks area.

Jan Kadetsky Cohn Memorial—gifts of members of the Trinity College community, family, and friends of Jan Kadetsky Cohn, G. Keith Funston Professor of American Literature and American Studies and first woman Dean of the Faculty at Trinity College. Awarded with preference to an upper-class student in the humanities.

Richard H. Cole—given by Richard H. Cole of Hartford.

Martin and Kathryn Coletta—bequest of Martin M. Coletta, Esq. '26, of West Hartford, CT.

Collegiate—gifts for scholarship purposes where a special scholarship was not designated.

Concordia Foundation—given by the Concordia Foundation Trust.

Connecticut Alpha Chapter of Phi Kappa Psi—preference given to children of alumni members from Trinity's Chapter of Phi Kappa Psi.

Connecticut General Insurance Corporation (CIGNA)—given by the Connecticut General Insurance Corporation, now known as CIGNA. Preference given to minority students.

E. C. Converse—bequest of Edmund C. Converse of Greenwich, CT.

Thomas W. Convey—gift of Thomas W. Convey '32, of Gorham, ME. Awarded with a preference to residents of the state of Maine.

Harold L. Cook—bequest of The Rt. Rev. Monsignor Harold L. Cook '47, of Plymouth, IN, for pre-medical or pre-theological students.

Charles W. Cooke Memorial—bequest of Irene T. Cooke of Wethersfield, CT in memory of her husband Charles W. Cooke '14, with preference for students majoring in engineering.

Cornerstone Campaign for Trinity College—established with contributions to the Cornerstone Campaign for Trinity College (2006-2012) for scholarship aid.

Linley R. and Helen P. Coykendall—gifts of Robert D. Coykendall '59, of East Hartford, CT in honor of his parents, with preference to students from East Hartford and Manchester.

Craig Family Memorial—established in memory of Philip D. Craig '55 and Douglas W. Craig '64 by their parents, Edgar H. Craig '34 and Elizabeth Pelton Craig. Augmented by gifts in memory of Edgar from his son Roger and six grandchildren. Preference for students with disadvantaged backgrounds.

Dr. Sidney L. and Mrs. Beatrice K. Cramer, Class of 1937—bequest of Dr. Sidney L. Cramer '37. Income to provide an annual scholarship of (up to) \$5,000 to a student (preferably a graduate of Hartford High) who is pursuing a pre-med course of study at Trinity.

William and Adeline Croft—bequest of Adeline R. Croft of Washington, D.C., a long-time friend and client of George M. Ferris, Sr., Class of 1916. Mrs. Croft was a concert pianist and gave recitals in many cities along the East Coast during her active lifetime. Preference is given to students majoring in music.

William E. Cunningham, Jr. '87 and Sandra Cunningham Family—gifts of William E. Cunningham, Jr. '87 and Sandra Cunningham of Cheshire, CT. Mr. Cunningham presently serves as a Trustee of the College.

Jerome C. Cuppia, Jr. and Doris White Cuppia Memorial—proceeds from a life income trust in the names of Jerome C. Cuppia, Jr. '43 and Doris White Cuppia.

Clara S. and Nathaniel B. Curran—gift of Dr. Ward S. Curran '57 of West Hartford, CT in honor of his parents.

Ward S. Curran—gift from Mitchell M. Merin '75 in honor of Professor Ward S. Curran '57, Curran Distinguished Professor of Economics at the College, for meritorious students. Mr. Merin served as a Trustee of the College from 2002 until 2010.

Lemuel Curtis—bequest of Lemuel J. Curtis of Meriden, CT.

Louise C. Cushman—bequest of Mrs. Louise Cogswell Cushman of West Hartford, CT, a devoted friend of the College.

D & L—gifts from the D & L Foundation, Inc., of New Britain, CT, and Mr. Philip T. Davidson '48 of Simsbury, CT, for minority students.

Charles F. Daniels—bequest of Mrs. Mary C. Daniels of Litchfield, CT, in memory of her son.

Harvey Dann—gifts of Harvey Dann '31 of Pawling, NY, increased by gifts from Mrs. Dann and their son, Harvey Dann '72, with preference to a student from Dutchess County, NY.

Darling, Spahr, Young—gifts from members of the Darling family, with preference to students who have significant talent and interest in the performing arts, particularly in music.

Arthur Vining Davis—grant from the Arthur Vining Davis Foundations of Jacksonville, FL.

J. H. Kelso Davis Memorial—gifts of J. H. Kelso Davis 1899, Hon. '23, of Hartford, a former Trustee of the College, and augmented by memorial gifts from family and friends.

Robert V. Davison—bequest of William B. Davison of Pittsburgh, PA in honor of his son, Robert V. Davison '65.

Albert T. and Jane N. Dewey—bequest of Albert T. and Jane N. Dewey of Manchester, CT. Awarded to full students who have been permanent residents of one of the 29 towns of the capitol region of Connecticut with preference given to minority students who meet this criteria.

Jane N. Dewey—gift of Jane N. Dewey of Manchester, CT.

Edward H. and Catherine H. Dillon—bequest of Catherine H. Dillon of Hartford.

Edward S. and Bertha C. Dobbin—given by James C. Dobbin of Inglewood, CA, in memory of his parents, Edward S. Dobbin 1899 and Bertha C. Dobbin.

Matthew Dominski, Sr.—gifts of Matthew S. Dominski, Jr. '76, of Winnetka, IL, in loving memory of his father, for qualified public school students from the state of Connecticut, with a strong preference for students who reside in Connecticut communities that rank in the lower 50 percent in per capita income based on the latest current data available.

Donovan Family—gifts of Peter F. Donovan '75, P'15 of Westwood, MA, to provide scholarships to students with demonstrated financial need, with preference to be given, when possible, to graduates of Nativity Preparatory School in Boston, MA.

Ida Doolittle Memorial—gift of Dr. Howard D. Doolittle '31, of Stamford, CT, with preference for students who have "open minds and are interested in working on city problems."

George William Douglas—given by the Rev. George William Douglas 1871 M.A. 1874, Hon. 1895, of New York City.

Peter W. Duke '77 Memorial—gifts received from the family of Peter W. Duke '77, with preference for students from the greater Denver area. If in any particular year there are no students who fit this description, preference will be given to students from the West Coast.

Fern McHan Duncan—gift of Debbie F. Cook of New Britain, CT, in celebration of the life and memory of her mother, Fern McHan Duncan. Mrs. Cook has been a long-time employee of Trinity and presently serves as the College's switchboard operator.

Lyon H. Earle, Jr., M.D. Memorial—gifts from the family of Lyon H. Earle, Jr., M.D. '42 of West Hartford, CT, with preference for junior and senior students actively involved in the life of the College community and who are intending to become medical doctors.

Alfred J. and Elizabeth E. Easterby—given by Charles T. Easterby '16 of Philadelphia, PA, in memory of his father and mother.

William S. Eaton Memorial—given by Mrs. Julia Allen Eaton of Hartford and others, in memory of her husband, William S. Eaton 1910.

Jacob W. Edwards Memorial—given by relatives and friends in memory of Jacob W. Edwards '59, MA'64, for a student who has completed the first 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 first-year classes. Funds from the bequest also support needy students with outstanding academic achievement.

Marvin E. Holstad—gift of Mrs. Audrey Holstad of West Hartford, CT, in memory of her husband, Marvin E. Holstad M.A. '65, with preference given to disadvantaged minority students.

Thurman L. Hood—given by the family and friends in memory of Dr. Thurman L. Hood, former dean and professor in the Department of English.

Richard K. Hooper—given by Richard K. Hooper '53, of New York City.

Rex J. Howard—bequest of J. Blaine Howard in memory of his son, Rex J. Howard '34, for a student in the Department of English.

Illinois—a special fund established in 1948 for young men and women who reside in the state of Illinois. Awarded on the basis of intellectual distinction, character, leadership ability, and need.

Charles and Winifred Jacobson Memorial—given by Charles E. Jacobson, Jr., M.D. '31, of Manchester, CT in memory of his parents.

Karen A. Jeffers '76—gifts of Karen A. Jeffers '76, with preference for students from the city of Bridgeport, CT. If a qualified student cannot be identified, preference will be given to students from other urban areas. Ms. Jeffers served as a Trustee of the College from 1992 to 1998.

Daniel E. Jessee—given by Carl W. Lindell '37 in memory of Daniel E. Jessee, a former football, baseball, and squash racquets coach at the College.

Christian A. Johnson—gift of the Christian A. Johnson Endeavor Foundation of New York City.

Dorothy A. and Glover Johnson—given by Dorothy A. and Glover Johnson '22, Hon. '60, of New Rochelle, NY, Trustee of the College from 1962 to 1973.

Harry E. Johnson—bequest of Katherine W. Johnson of Hartford in memory of her husband.

Oliver F. Johnson Memorial—gifts from family and friends in memory of Oliver F. Johnson '35 of West Hartford, CT, for students from the greater Hartford area. Mr. Johnson was a loyal and active alumnus of Trinity College.

R. Sheldon Johnson Family—gift from R. Sheldon Johnson, parent of Robert S. Johnson III '00 of Rowayton, CT, with preference given to students from New York City.

James F. Jones, Jr.—gifts of an anonymous donor in honor of James F. Jones, Jr., Trinity's 21st President. Provides unrestricted financial aid.

Joslin Family Scholarship in Memory of Joseph C. Clarke—gifts from the family of Raymond E. Joslin '58. Awarded in memory of Joseph C. Clarke to graduates of public school systems.

Katzman Family—gift of Elliot M. and Donna M. Katzman P'05, of North Andover, MA.

George A. Kellner '64—gift of George A. Kellner '64 of New York City, with a preference to children of employees of not-for-profit educational or research institutions. Mr. Kellner served as a Trustee of the College from 1990 to 2000 and again from 2003 to 2011.

George A. Kellner '64 Fund for Presidential Scholars—gift of George A. Kellner '64, of New York, NY, to support the College's Presidential Scholars. Mr. Kellner served as a Trustee of the College from 1990 to 2000 and again from 2003 to 2011.

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 first-year 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, who served as Trustee of the College from 1982 to 1988 and again from 1991 to 2001. Awarded with preference given to minority students.
- Donald L. McLagan Fund for Presidential Scholars**—gift of Donald L. McLagan '64, of Sudbury, MA, to support financial aid for the Presidential Scholars. The Presidential Scholars are selected yearly from the College's highest rated applicants and receive financial aid based on academic merit. Mr. McLagan served as Trustee of the College from 1982 to 1988 and again from 1991 to 2001.
- George Payne McLean**—given by Mrs. Juliette McLean of Simsbury, CT, in memory of her husband, George Payne McLean, Hon. '29, former Governor of Connecticut and U.S. Senator.
- Arthur "Skip" McNulty '62**—gifts from classmates and friends in memory of Arthur "Skip" McNulty '62, with preference given to Trinity students who are children of Episcopal clergy.
- Gary W. McQuaid Memorial**—gifts from family and friends of Gary W. McQuaid '64, of Hershey, PA.
- Caroline Sidney Mears**—bequest of J. Ewing Mears 1858, of Philadelphia, PA, in memory of his mother, Caroline Sidney Mears.
- Meehan Family**—gifts of Peter J. Meehan '62, of Chapel Hill, NC, for qualified Trinity students who are residents of an inner city. Preference will be given to those who are residents of the city of Hartford.
- Memorial**—gifts in memory of alumni and friends.
- Merin Scholarship for Hartford Students**—gifts of Mitchell M. Merin '75, of Madison, CT, to aid Trinity students who are residents of Hartford. Mr. Merin served as a Trustee of the College from 2002 until 2010.
- Donald Miller**—gifts from family, alumni, and friends of retiring football coach Donald Miller.
- Mirsky**—bequest of Mrs. H. Sarah Mirsky, widow of Aron L. Mirsky '36.
- Moak-Trinity**—given by C. B. Moak of Miami, FL, with preference for students from Florida.
- 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.
- Professor Ralph Moyer**—gifts of John D. Gottsch, '72, P'12, of Sparks, MD, in honor of Ralph O. Moyer, Jr., Scovill Professor of Chemistry, for students studying chemistry or biochemistry.
- Muller Family**—gifts of Robert H. Muller '71, of Ridgewood, NJ.
- Robert O. Muller '31**—bequest of Josephine D. Muller, of Anderson, SC, in memory of her husband, a member of the Class of 1931.
- James J. Murren '83 for Summer Study at the Rome Campus**—gift from James J. Murren '83 of Las Vegas, NV, to provide assistance to qualified students for summer study at Trinity's Rome Campus. If, in a particular year, no students fit these criteria, income may be awarded to qualified students for study at the Rome Campus during the academic year.
- Paul J. Myerson Memorial**—gifts in memory of Paul J. Myerson, M.D. '61, with preference given to greater Hartford residents who have graduated in the top ten percent of their secondary school class.
- Clarence E. Needham**—bequest of Edith S. Needham of Shaker Heights, OH, in memory of her husband, Clarence E. Needham 1911.
- William J. Nelson**—bequest of William J. Nelson 1910 of Plaistow, NH, and memorial gifts from his family and friends.

Richard B. and Herbert J. Noble—proceeds from a matured life income fund contributed by Mr. Richard B. Noble '25, of Milford, CT, and Herbert J. Noble '26, of South Glastonbury, CT.

Gustav P. Nordstrom—bequest of Estelle E. Goldstein of Hartford, in memory of Gustav P. Nordstrom '29.

Roy Nutt Memorial—gifts from family and friends in memory of Roy Nutt '53, of Palos Verdes, CA, Trustee of the College from 1983 until his death in 1990.

Remsen Brinckerhoff Ogilby—given by Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr. '34, of Detroit, MI, in memory of the Rev. Remsen Brinckerhoff Ogilby, President of the College from 1920 to 1943.

Mark Deran Ohanian '07—gifts of Bruce and LuAnn Ohanian P'07 through the Deran Hintlian Charitable Foundation, Hartford, CT, in honor of Mark Deran Ohanian '07.

Robert M. Olton '59—given by Robert M. Olton '59 of Danville, CA. Awarded to outstanding students based on demonstrated financial need, with preference given to highly promising students in the field of science (including pre-medicine and neuroscience), engineering, or mathematics.

Raymond and Elizabeth Oosting—gift of Mr. and Mrs. Raymond Oosting of West Hartford, CT with preference for a student who demonstrates exemplary leadership. Mr. Oosting coached Trinity's basketball and track teams for 30 and 25 years, respectively, and was director of athletics from 1934 until his retirement in 1966.

Kay Koweluk Orfitelli Memorial—gift of Mr. William M. Orfitelli '73, of Anchorage, AK, in memory of his wife, who was also a member of the Class of 1973.

Dr. William Anthony Paddon—given by Richard Paddon '42, of Summit, NJ, in honor of his brother, Dr. William Anthony Paddon '35, Hon. '76, with preference to students who have a special interest in public health and a demonstrated concern for others.

Mitchel N. Pappas—given by the family and friends of Mitchel N. Pappas, Fine Arts Professor at Trinity from 1947 to 1971, for students with special promise in the area of studio arts.

Dwight Whitfield Pardee—given by Miss Cora Upson Pardee of Hartford, in memory of her brother, a member of the Class of 1840.

Alexa W. Parsons—given by Alexa W. Parsons, Class of 2012, of Weston, CT, to support qualified Trinity students, regardless of their academic achievements. Preference will be given to those who are majoring (or intend to major) in economics, especially those who demonstrate an interest in studio arts.

Richard B. Pascall—bequest of Richard B. Pascall '35.

Elaine F. Patterson '76—gift from Elaine Feldman Patterson '76, of Los Angeles, CA. Awarded with preference to students from southern California. Ms. Patterson served as a Trustee of the College from 2004 to 2013.

Andrew M. and Margaret B. Paul Family—gifts of Andrew M. and Margaret B. Paul P'12, of Bronxville, NY.

Alfred L. Peiker—bequest of Alfred L. Peiker '25, of West Hartford, CT, and memorial gifts from family and friends, for a student majoring in chemistry.

Clarence I. Penn—bequest of Clarence I. Penn 1912, of New York City.

Penniman Moran Family—gifts of Mary Penniman Moran, 1976, and Garrett M. Moran, of Greenwich, CT, to provide scholarship aid to qualified students who matriculate through the endeavors of the Posse Program. Mrs. Mary Penniman Moran served as a Trustee of the College from 2000 to 2008.

Henry Perkins—bequest of Mrs. Susan S. Clark of Hartford, in memory of her first husband, Henry Perkins 1834, to aid students nominated by the Bishop of Connecticut.

Jeanne and Mitchell Perrin—gifts from Charles Perrin '67 and Robert Perrin '63 in honor of their parents' 60th wedding anniversary. Preference for students from New York City. Charles Perrin served as a Trustee of the College from 2000 to 2008.

Sheila and Charles Perrin '67—gifts from Sheila and Charles Perrin '67, P'99, of North Salem, NY, for students who matriculate through the endeavors of the Posse Program. Mr. Perrin served as a Trustee of the College from 2000 to 2008.

Ida H. and Israel Pomerantz Memorial—gift from Mrs. Israel Pomerantz of Wethersfield, CT in memory of her husband and gifts from Mrs. Pomerantz's son, Morton M. Rosenberg '51, M.A.'52, with preference to students from the Hartford area who are first-generation college students.

John Humphrey Pratt—bequest of John H. Pratt, Jr. '17, of Darien, CT.

The Reverend Joseph Racioppi—proceeds from a life income fund established by The Rev. Joseph Racioppi '17, of Fairfield, CT.

Arnold E. Raether Memorial—gift of Paul E. Raether '68, P'93, '96, '01, Hon.'14, in memory of his father.

Raether Family—gift of Mr. and Mrs. Paul E. Raether '68, P'93, '96, '01, Hon.'14, of Greenwich, CT. Mr. Raether became a Trustee of the College in 1989 and served as its chairman from 2002 until his retirement in 2014.

Raether 1985 Charitable Trust for Presidential Scholars—gifts Paul E. Raether '68, P'93, '96, '01, Hon.'14, of Greenwich, CT, to support financial aid for Presidential Scholars. Raether became a Trustee of the College in 1989 and served as its chairman from 2002 until his retirement in 2014.

Mark Rainsford/Daniel North—gift from Daniel F. North '42, of Litchfield, CT, in memory of his classmate Mark Rainsford, with preference to students who intend to major in studio arts or English literature. Preference will be given to candidates from membership in traditionally marginalized groups, candidates from the neighborhoods surrounding Trinity College, and candidates who are the first members of their family to attend college.

Frank Melvin Rathbone—proceeds from a charitable remainder annuity trust from Louise Rathbone, daughter of Frank Melvin Rathbone 1906.

Amos Elias Redding—gifts from friends and colleagues in memory of Amos E. Redding 1916.

Thomas D. Reese '62—given by Marlynn and William P. Scully '61, of Vero Beach, FL, to honor the memory of Thomas D. Reese '62.

William W. Reese II '63—gift from an anonymous donor in memory of Mr. William W. Reese II, a 1959 graduate of the Millbrook School and a 1963 graduate of Trinity College. He was a captain in the United States Air Force and beloved by his soldiers.

J. Ronald Regnier/University Club—gifts from members of the University Club of Hartford and other friends and colleagues in memory of J. Ronald Regnier '30.

Gertrude B. and John R. Reitemeyer—bequest of Mrs. Gertrude Reitemeyer of Barkhamsted and West Hartford, CT, in honor of her husband, John R. Reitemeyer '21, who served as a Trustee of the College from 1950 to 1973 and Trustee Emeritus until his death in 1979. Awarded to students whose immediate families are residents of Connecticut.

Governor Abraham A. Ribicoff—given by the Suisman Foundation, Inc., of Hartford, in honor of former Connecticut Governor Abraham A. Ribicoff, Hon. '55.

Walter J. and Eleanor Ward Riley—bequest of Walter J. Riley '26 and Eleanor Ward Riley.

Maria L. Ripley—bequest of Miss Maria L. Ripley of Hartford.

Kathryn M. Rockwell—bequest of Kathryn M. Rockwell, mother of Bruce M. Rockwell '60.

Stephen G. Romaine '50 and Nellie Uccello Romaine M'60—gift of Nellie Uccello Romaine M'60, of Hartford, in loving memory of her husband, Stephen G. Romaine '50, with preference for students majoring in the sciences or the arts.

Gerald Francis Rorer—gift from Gerald B. Rorer and Elizabeth K. Rorer P'00, '03 in memory of Gerald's father.

John Rose Organ Scholarship—gift of Eleanor J. and Willard R. Seipt, of Tryon, NC, friends of the College, in honor of Mr. John Rose, College Organist and Director of Chapel Music, with preference for students studying organ at Trinity College or pursuing study in the field of music. In the absence of qualified organ students, it will be awarded to qualified students pursuing studies in music or to students who contribute significantly to the musical life of the College.

Rosen Family—gift of the Jeffrey Rosen family of New York City with preference for students who participate and/or pursue studies in dramatic arts including creative writing, performance, film studies, playwriting, and theater.

Charlotte H. Ross '10—given by E. Burke Ross P'10, of Palm Beach, FL, in honor of his daughter.

Ruth B. Rouse—bequest of Ruth B. Rouse of Wethersfield, CT, a friend of the College along with her husband, Elmer, since the early 1950s.

H. Ackley Sage—bequest of Mrs. Lydia Sage of Pompano Beach, FL, in memory of her husband, H. Ackley Sage 1914.

Daniel and Sheila Saklad—gift from Daniel Saklad '64, of Wilmington, NC, and Charlottesville, VA, for students who meet one of the following conditions: 1) scholars who reside in the greater Boston area, with preference given

to graduates of Belmont High School; or 2) scholars who reside in the state of North Carolina, with preference given to residents of Wilmington.

Henry F. Saling—bequest of Henry F. Saling, friend of the College. For a student studying in a pre-medical program.

Bishop Harold E. Sawyer—bequest of The Rt. Rev. Harold E. Sawyer, 1913 of Ivoryton, CT.

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 first and sophomore years.

Senior Class Endowed—funded by contributions from undergraduates presented to the College as a Senior Class Gift, for a rising senior who has not previously shown financial need.

Thomas A. Shannon—bequest of Thomas A. Shannon '25, of West Hartford, CT.

Lester E. Shippee—gift of Mr. Lester E. Shippee of Bloomfield, CT, in honor of James F. English, Jr., Hon. '89, President of Trinity College from 1981 until 1989.

Helena K. and Elmer L. Smith—gift of David R. Smith '52, P'78, '82, '87, '87, '95, '99, of Greenwich, CT, in memory of his parents. Mr. Smith served as a Trustee of the College from 1980 to 1982 and again from 1983 to 1989.

Harold and Irene Smullen—gift from Mary and Harold A. Smullen, Jr. '76 of West Hartford, CT, with preference to a public high school student from the state of Connecticut. Mr. Smullen served as a Trustee of the College from 2004 to 2007.

Charles Byron and Ila Bassett Spofford—bequests of Charles Byron Spofford, Jr. '16 and his wife, awarded to rising juniors and seniors.

Dallas S. Squire—bequest of Dallas S. Squire '15, of Oceanside, CA, in memory of Samuel S. Squire and Colin M. Ingersoll, with preference to a junior or senior member of St. Anthony Hall.

Grace B. Starkey—given by George W. B. Starkey, M.D. '39, Hon. '83, of Brookline, MA, in honor of his mother. Dr. Starkey served as a Trustee of the College from 1966 to 1990.

General Griffin A. Stedman, Jr.—given by Miss Mabel Johnson of Hartford, in memory of her uncle, Brig. Gen. Griffin Alexander Stedman, Jr. 1859, M.A. 1863.

Elliott K. and Josephine H. Stein—gift from Josephine H. Stein in memory of her husband, Elliott K. Stein '44, with preference to students from Hartford County, CT, who intend to major in history or economics.

Stern Family—given by Mr. and Mrs. Mark S. Stern '77, P'11, of New York City, to provide financial aid to qualified students, with preference given to graduates of public school systems.

Robert C. Stewart—given in honor of Professor Robert C. Stewart, who retired after 46 years with the Mathematics Department, to a student who has demonstrated an interest in teaching.

Mitchell B. Stock—given by Mitchell B. Stock of Bridgeport, CT.

Arthur B. Stolz—bequest of Arthur B. Stolz '35, of Washington, D.C.

Ralph W. and Evelyn B. Storrs—bequest of Evelyn B. Storrs, of West Hartford, CT for students planning to enter medicine as a profession.

George R. Stubbs—bequest of George R. Stubbs '40, of Coconut Creek, FL, to support undergraduate residents of the state of Connecticut.

Sturgess Family—gift of Catharine S. and Jeffrey C. Sturgess '71, P'07, of New Canaan, CT.

The Student Government Association Student Activities Scholarship Award—established in 1991 to recognize Trinity students who demonstrate extensive involvement in student activities and exhibit superior student leadership. The recipients are chosen annually by the Student Government Association.

Suh Family—gifts of Mr. and Mrs. Dong S. Suh of New York City, parents of Eugene Suh '90 and Sharon Suh '91, with preference given to Asian students.

Edward A. and Etta W. Suisman—established with a distribution from the estate of Edward A. Suisman of West Hartford, CT, to be used for scholarship purposes.

Suisman Foundation, Inc.—given by the Suisman Foundation, Inc., of Hartford.

Samuel C. Suisman—given by the Suisman Foundation, Inc., of Hartford, with preference to a rising senior who has made substantial contribution in extracurricular activities and has shown general leadership qualities.

Samuel C. and Edward A. Suisman—given by Samuel C. Suisman and Edward A. Suisman, Hon. '71, of West Hartford, CT.

Summit—established by the Board of Trustees and awarded to incoming students at admission in special recognition of their exceptional personal qualities and character, as well as academic promise.

SURDNA Foundation—given by the SURDNA Foundation, Inc.

Margaret G. Sweeney—bequest of Margaret G. Sweeney of West Hartford, CT.

Swiss Reinsurance Company—given by the Swiss Reinsurance Company of Zurich, Switzerland, with preference to a student majoring in mathematics.

T'44 Memorial—given by the Class of 1944 in fond memory of classmates who have died, awarded with preference for first generation college students and students in the Individualized Degree Program.

Frederic Tansill—gifts from members of the Trinity College Club of New York, with preference to students from metropolitan New York who contribute to the College by participation in extracurricular activities and show promise of continued involvement with Trinity after graduation.

Edwin P. Taylor III—established with memorial gifts received from Mr. Taylor's family. He was a member of the Class of 1946 and was killed in action March 29, 1945.

Andrew S. Terhune '78—gifts of Andrew S. Terhune '78, of Philadelphia, PA.

Thomas and Charlotte Valentine Taylor Educational Foundation—given by Thomas and Charlotte Valentine Taylor Educational Foundation for students who graduated in the top third of their class at a private, independent secondary school.

Theta Xi—preference to children of fraternity members.

Allen M. Thomas—bequest of Allen M. Thomas '26, of Greenwich to provide financial assistance to premedical students.

Richard I. Thomas—bequest of Richard I. Thomas '34, MA'35, of Rockport, ME.

Mathew George Thompson—bequest of The Rev. Mathew George Thompson, Hon. '20, of Greenwich, CT.

Melvin W. Title—given by the Suisman Foundation, Inc., of Hartford in honor Melvin W. Title '18, Hon. '68. Increased by gifts from Mr. Title and friends.

Joy Tomlinson '79, P'13—gifts of Joy Tomlinson '79, P'13, of New York City.

William Topham—bequest of Margaret McComb Topham of New York City, in memory of her father, William Topham.

Tortora Sillcox Family—gifts of the Tortora Sillcox Family Foundation, whose trustee is Leslie Cooper Sillcox '78, of Glen Head, NY, a former Trustee of the College. Income is to be used to provide scholarship aid to qualified students who matriculate through the endeavors of the Posse Program.

W. James Tozer, Jr. '63, P'89, '90—given by W. James Tozer, Jr. '63, P'89, '90, of New York City, to provide financial aid for Trinity students who are residents of the state of Utah, with preference for those graduating in the top ten percent of their secondary school class. Mr. Tozer served as a Trustee of the College from 2005 to 2013.

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, New Jersey. 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.

Professor Glenn Weaver—gifts of Paul S. Sperry '80 of New York, NY, in memory of Professor Glenn Weaver, who taught history at Trinity College for more than 40 years. Awarded to students from the state of Connecticut with a preference given to students from public high schools in Hartford, CT, and/or with an interest in the study of American history or American studies.

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 Award is given in recognition of outstanding undergraduate leadership to the College, academic excellence, demonstrated character and citizenship, commitment to Trinity and its advancement, and potential for alumni service.

American studies

The American Studies Prize, established by the American Studies Program in 2007, is awarded annually to a graduating senior for the best thesis or that makes an original contribution to interdisciplinary work in American culture.

The Rosamond M. Mancall Prize, established in 1991 by family and friends in memory of Rosamond M. Mancall, IDP '73, is awarded annually to an outstanding member of the junior class who is an American studies major.

The Ann Petry Book Prize was established by the American Studies Program in 1992 to honor Ann Petry, the outstanding African American writer and Connecticut resident. It is awarded to the junior or senior who presents the best essay on race in American culture and its intersections with other conditions, especially gender and class. Submissions may not exceed 25 pages.

The Eugene E. Leach Prize in American Studies, established by the American Studies Program in 2011, is awarded annually to the graduating senior for the best project that makes an original contribution to interdisciplinary work in American culture.

Anthropology

The Frederick K. Errington Prize in Anthropology was established by the department in 2009 upon the retirement of Frederick Errington, distinguished professor of anthropology, emeritus, to honor his career. The prize is given to a graduating anthropology student who in the judgment of the department has demonstrated superior academic achievements and intellectual engagement in the discipline.

Biology

The Thomas Hume Bissonnette Biology Achievement Award was established in honor of Thomas Hume Bissonnette, a world renowned animal physiologist who served on the Trinity biology faculty during the 1920s through 1940s. It is given to a senior biology major who is recognized for academic excellence and for significant contributions to the Biology Department.

The J. Wendell Burger Prize in Biology is an award given to a graduating senior majoring in biology who, by vote of the faculty of biology, is considered to have demonstrated the greatest promise for a career in biological science. The prize is from a fund established in honor of the late James Wendell Burger, the J. Pierpont Morgan Professor in Biology, Emeritus.

The James M. Van Stone Memorial Book Prize is awarded by the Biology Department to the first-year student or students who have performed outstanding work in the classroom and laboratory of the introductory biology course. The prize is from a fund established in honor of the late James M. Van Stone, professor of biology, emeritus.

Campus life

The David Winer Award is given by the Senior Class Committee in recognition of David Winer's 22 years of commitment to improving student life as dean of students at Trinity College. The award is given to a member of the College community who is committed to improving the quality of life for students at Trinity in an especially meaningful way.

Center for Urban and Global Studies

The Kenneth S. Grossman '78 Senior Research Prize for Global Studies, established in honor of Professor of History and American Studies Eugene E. Leach, supports student investigations of global issues that will confront humankind collectively in the 21st century. Examples of such issues include, but are not limited to, human rights, peacekeeping, the preservation of the ecosphere, migrations and diasporas, international health standards, and the consequences of revolutionary advances in information technology and bioengineering.

The Steven D. Levy '72 Urban Programs Senior Research Prize supports student investigations of a broad range of key urban issues confronting humankind in the 21st century. Of special interest are projects that highlight the urban realities of the city of Hartford. Examples of such issues include, but are not limited to, diasporic communities, educational and health policy, residential segregation, environmental problems, urban art/culture, human rights, and the creation and maintenance of public spaces (both physical and social).

Chemistry

The American Institute of Chemists Award is presented to seniors majoring in chemistry or biochemistry who have demonstrated scholastic achievement, leadership, ability and character.

The Louis Aronne, Class of 1977, Prize in Biochemistry is awarded to a senior or a junior biochemistry major (with preference being given to a senior) who, in addition to being an outstanding student in biochemistry, has demonstrated interest in general scholarship and campus activities. The awardee is selected by a member of the Chemistry Department and a member of the Biology Department who teaches a biochemistry course.

The Lisa P. Nestor Chemical Rubber Company Awards are awarded to first-year chemistry students for outstanding achievement in general chemistry.

The Lisa P. Nestor Award for Excellence in Student Teaching in Sciences is given in memory of Lisa Nestor, a beloved teacher in the chemistry department. The recipient will be a student, who, through his/her dedication and passion as a student teacher in the chemistry department, has made a positive and lasting contribution to the education of fellow students.

The Connecticut Valley Section of the American Chemical Society Award is given to a senior in recognition for outstanding accomplishment in the study of chemistry or biochemistry.

The Division of Analytical Chemistry of the American Chemical Society Award is given to a student who has completed the third undergraduate year and who displays interest in, and aptitude for, a career in analytical chemistry.

The Division of Inorganic Chemistry of the American Chemical Society Award is given to a student for outstanding achievement in the study of inorganic chemistry.

The Division of Organic Chemistry of the American Chemical Society Award is given to a graduating senior for outstanding achievement in the study of organic chemistry.

The Division of Polymer Chemistry of the American Chemical Society Award is given to the outstanding sophomore/junior student in the two-semester organic course for chemistry majors.

The Jessica Alisa Owens Memorial Award is given in memory of Jessica Owens '05 by the faculty members of the Chemistry Department for academic achievement in chemistry or biochemistry and outstanding contributions to community service.

Classics

The Rev. Paul H. Barbour Prize in Greek was established in honor of the Rev. Paul H. Barbour of the Class of 1909 on the occasion of his 90th birthday. It is given to the student(s) who achieve excellence in a special examination in Greek.

The James Goodwin Greek Prize, founded in 1884 by Mrs. James Goodwin of Hartford, is offered to students

in Greek who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The winner(s) also are awarded a Greek coin of the classical period. The examination, to be held in April, is designed to test the student's general knowledge of Greek and skill in sight translation such as he or she may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The James A. Notopoulos Latin Prize is from a fund named after Professor James A. Notopoulos in appreciation of his interest in promoting high ideals of learning. The fund was established by an anonymous donor who has suggested that the income from this fund be used to offer a prize primarily for first-year excellence in attainment in Latin, then to upperclassmen. The examination, to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he or she may properly be expected to acquire from reading in connection with courses.

The Melvin W. Title Latin Prize, founded in 1958 by the late Melvin W. Title of the Class of 1918, is offered to students in Latin who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The examination, to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he or she may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The John C. Williams Prize in Greek was established by his students, colleagues, and friends in 1992 in honor of Professor John C. Williams, Hobart Professor of Classical Languages, Emeritus. It is awarded to the student or students who have demonstrated excellence in the study of first-year Greek.

Community service and civic engagement

The Samuel S. Fishzohn Awards was established in 1966 in memory of Samuel S. Fishzohn, Class of 1925, a prominent figure in social work and welfare. Awards are given each year to at least two students: one who has demonstrated initiative and creativity in community service related to important social issues, and the other who has worked with dedication in civil rights, civil liberties, or race relations.

The Alexander A. Goldfarb Award for Community Service is awarded jointly by the City of Hartford and Trinity College to the Trinity student who, through community service, has done the most during this current year to benefit the City of Hartford and its citizens.

The St. Anthony Hall Community Service Award was established by the St. Anthony Hall Trust of Hartford. It is awarded annually to a Trinity College fraternity or sorority member who has demonstrated initiative, creativity, and commitment in the areas of service, activism, and/or civic engagement during the academic year. In conjunction with this award, a financial contribution will be made in the recipient's name to support a nonprofit organization or community programming initiative of his or her own choosing.

Computer science

The Travelers Companies Foundation Senior Research Prize is awarded to a student whose senior research project in the field of computer science has been deemed the most outstanding by an independent board chosen from Trinity faculty and The St. Paul Travelers staff.

The Ralph E. Walde Prize in Computer Science was established to honor Ralph E. Walde, professor of computer science, and one of the founding members of the Computer Science Department. The prize recognizes a rising senior computer science major who has demonstrated outstanding academic achievement in computer science. The recipient is chosen by a vote of the Computer Science Department faculty.

Dean of the faculty

The Trinity Papers, established by a group of President's Fellows in 1982, is an annual journal that publishes outstanding examples of student scholarship. Students whose work is selected for publication in *The Papers* receive certificates at Honors Day in recognition of their exceptional achievement.

Dean of students

The Class of 1922 Award, established in 1974 by vote of the class, is granted annually to a graduating senior who has done outstanding work in a particular academic field.

The Connecticut Commandery, Military Order of Foreign Wars Book Award is made to the member of the graduating class who has demonstrated outstanding leadership qualities.

The Human Relations Award is awarded annually to an undergraduate who during the year has exhibited outstanding citizenship and sportsmanship. Sportsmanship is interpreted in its broadest sense and does not necessarily include achievement in athletics.

Economics

The John C. Alexander Memorial Award was established by friends of John C. Alexander '39, to memorialize his name and, in some way, to identify a Trinity undergraduate who possesses some of the qualities that he possessed. It is presented annually to a senior economics major who is a member of a varsity squad and who has demonstrated the most academic progress during his/her Trinity career.

The Faculty of Economics Award is presented annually to that graduating senior major in economics who, by vote of the faculty of economics, is considered to have demonstrated the greatest promise as a professional economist. The award comes from the Mead Fund in Economics.

The Ferguson Prize in Economics, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, is offered annually to seniors for the two best essays on topics approved by the department. The essays must be submitted to the department's office coordinator on the Friday two weeks after spring break.

The G. Keith Funston Prize in Economics was established in honor of the late G. Keith Funston, a member of the Class of 1932, by his family. Mr. Funston, a former president of Trinity College, was a charter trustee of the College. The prize is awarded annually to a senior majoring in economics who is an outstanding scholar and is actively involved in the life of the College.

The Peter J. Schaefer Memorial Prize which was established by the classmates of Peter J. Schaefer, Class of 1964, to memorialize his name, consists of the annual award of books to the first-years 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 toward professional responsibility, and participates in community activities in an educational capacity. This award is given by the Trinity Education Graduate Association in honor of the late Richard K. Morris, a former professor of education.

Engineering

The Theodore R. Blakeslee II Award was established in 1992 by the family, friends, and colleagues of the late Professor Theodore R. Blakeslee II, associate professor of engineering, to reward the outstanding teaching assistant in engineering.

The Hartford Section of the American Society of Mechanical Engineers (ASME) Prize is awarded by the Hartford Chapter of The American Society of Mechanical Engineering to a full-time junior or senior who is concentrating in mechanical engineering with an excellent academic record and good citizenship and who is a resident of Connecticut.

The Junior Engineering Book Prize recognizes a rising senior engineering major who has demonstrated outstanding academic achievement and shown evidence of professional development. The recipient is chosen by a vote of the Engineering Department faculty.

The Edwin P. Nye Award, established in 1983 by family, friends, and colleagues of the late Professor Emeritus Edwin P. Nye, goes to an undergraduate who has demonstrated understanding and concern for the need to achieve

a harmonious balance between man's technology and the natural environment. Selection of the recipient is made by the engineering faculty.

The Travelers Companies Foundation Senior Research Prize is awarded to student(s) whose senior research project(s) in the field of engineering has been deemed the most outstanding by an independent board chosen from Trinity faculty and The Travelers staff.

English

The Academy of American Poets Prize was established by Trinity College in conjunction with the Academy of American Poets and the University and College Poetry Prize Program. It is awarded in recognition of the best individual poem written by a Trinity College student.

The Alumni Prize in English Composition, from the income of a fund contributed by the alumni, is awarded to the student(s) who present the best essays on subjects approved by the Department of English. Essays originally prepared for academic courses, for publication in *The Trinity Tripod*, or especially for the contest will be accepted.

The F. A. Brown Prize, founded in 1897 by Mrs. Martha W. Brown of Hartford in memory of her husband, is awarded to students who deliver the best orations.

The Jan Cohn Senior Thesis Award, established in 2005 by the Trinity English Department, will be presented annually to the English major who is judged to have written the best senior thesis for the year. The prize honors the memory of Jan K. Cohn, one of the College's most vibrant teachers. She was former dean of the faculty of Trinity College, and G. Keith Funston Professor of American Literature and American Studies.

The Ruel Crompton Tuttle Prize was established in 1941 by the bequest of Ruel Crompton Tuttle of Windsor, Connecticut, Class of 1889, to be awarded annually by the chairperson of the English Department to the two students who are deemed the best and second-best scholars in the English Department from the junior class. The terms of award rest solely on the judgment and discretion of the chairperson of the English Department.

The John Dando Prize was established by friends and former students of the late Professor Emeritus John Dando, in recognition of his distinguished career, spanning three decades as a teacher of Shakespeare in the English Department. The prizes are awarded annually to one or two undergraduates for outstanding work in the study of Shakespeare.

The Jim Murray Memorial Foundation Scholarship, established in 2000 by Linda McCoy-Murray, is awarded to a Connecticut resident sophomore English major for the best essay on a specific topic on sports journalism. It was established to honor the alumnus English major Jim Murray '43. The English Department will review submitted essays. One finalist is selected as a Murray Scholar.

The Paul Smith Distinguished Master's Thesis Award, established in 1998 by Keith O'Hara (M'94) and Dena Cocozza O'Hara, is an award presented to the graduate student who has written the most distinguished master's thesis in the English Department for the year. The prize honors the memory of Paul Smith, James J. Goodwin Professor of English, Emeritus.

The Trinity Alumnus Prize in Prose Fiction is an annual award(s) established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts of short stories or novelettes are to be submitted to the Department of English.

The John Curtis Underwood '96 Memorial Prizes in Poetry are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts should be submitted to the Department of English.

The Fred Pfeil Memorial Prize in Creative Writing is awarded to a student who has written a literary work (fiction, poetry, play script, screenplay, creative nonfiction), the content of which addresses the issue of social justice and the impact of culture and politics on human relationships. The prize honors Fred Pfeil's commitment to literature and to activism.

Entrepreneurial studies

The John L. Nicholas '87 Award in Entrepreneurial Studies is given annually to an undergraduate who demonstrates the greatest aptitude for an entrepreneurial career. This award recognizes the student who submits the most promising portfolio of academic work in preparation for entrepreneurial endeavors, along with a report

of entrepreneurial projects completed or a proposal that demonstrates a thoughtful analysis of a possible venture. Ventures in any area are eligible, but those employing computer technology in some form are expected to be common.

Environmental science

The Environmental Science Senior Prize is given to a graduating senior majoring in environmental science who, by vote of the faculty of environmental science, is recognized for academic excellence and significant contributions to the Environmental Science Program.

Fine arts—art history

The Esther and Lloyd Cooper Prize in Fine Arts was established by George Brinton Cooper in honor of his parents, and by Allen Brinton Cooper, Class of 1966, in honor of his grandparents. It is awarded to the junior or senior of whatever major who demonstrates distinction in any branch of the history or practice of the fine arts.

The Friends of Art Award for Art History is given to the graduating major whose academic record and promise of future achievement best epitomizes the goals of The Friends to cultivate and sustain the arts among us.

The John C.E. Taylor Prize in Architecture was established in 1986 by family, colleagues, and friends in memory of John C.E. Taylor, professor of fine arts from 1941 to 1970. It is awarded to a student who has demonstrated outstanding promise in the field of architecture or architectural history.

Fine arts—studio arts

The Jacqueline Caples Prize in Sculpture is given by the faculty of the Department of Fine Arts in memory of their colleague, Professor Jacqueline Caples. It is awarded to a student in recognition of significant accomplishment in sculpture.

The Friends of Art Award for Studio Arts is given to student(s) for exceptional achievement in painting, graphics, sculpture, or photography.

The Anna C. Helman Prize for Painting was established by Rabbi Leonard Helman, Class of 1948, in honor of his late mother, Anna C. Helman. The award is given to a student of painting, esteemed by the faculty of fine arts to be distinguished in accomplishment and promise.

The Fern D. Nye Award for Graphic Arts is presented annually on the basis of work of originality and excellence in graphic arts.

The Mitchel N. Pappas Memorial Prize was funded by the Philip Kappel Endowment to honor the memory of Mitchel N. Pappas of Trinity's Fine Arts Department. It is awarded to senior students who show special promise in the area of studio arts.

First-Year Seminar Program

The First-Year Papers Award is given to those students whose papers written for a First-Year Seminar were selected for inclusion in *The First-Year Papers*, a publication issued annually. A panel of Dean's Scholars selects and edits the papers.

History

The George B. Cooper Prize in British History was established by Dr. D. G. Brinton Thompson upon the retirement of Dr. George B. Cooper, Northam Professor Emeritus, to recognize Dr. Cooper's distinguished career. It is awarded to the senior who has done the best work in British history at Trinity.

The Micki and Hy C. Dworin Award grants two prizes annually to seniors who have demonstrated outstanding scholarship in Asian Studies and in East European studies. Awards are made upon the recommendation of the faculty.

The Ferguson Prize in History, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, is awarded for essays of at least 20 pages in length written independently or for courses or seminars. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. All essays must be typewritten. They must be submitted to the chairman of the department.

The George J. Mead Prize in History is awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37. It is awarded to an outstanding history major in the first-year or sophomore class.

The George J. Mead Prize in History for Scholarship in Non-English Sources is awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37.

The D. G. Brinton Thompson Prize in United States History was established by Dr. D. G. Brinton Thompson, Northam Professor Emeritus and a former chairman of the History Department. It is awarded for the best essay of at least 20 pages in length in the field of United States history submitted by an undergraduate. Senior seminar essays in United States history are eligible.

The Miles A. Tuttle Prize will be awarded to the member of the senior class who writes the best essay of at least 20 pages in length in history on a topic selected by the contestant and approved by the Department of History. Senior Seminar essays are eligible for the Tuttle competition. If, in the judgment of the department no essay meets the standards of excellence, no prize will be awarded.

The Gerald A. McNamara Prize in History was established in 2013 by his wife, Ronnie, and daughter, Annie, in loving memory of Gerry McNamara '62, who believed strongly in lifelong learning and the importance of active and vibrant scholarly debate. The McNamara Prize will be awarded to the student who, like Gerry, enlightened the classroom with vigorous intellectual engagement and, last but not least, robust class participation.

International programs

The Technos International Prize shall be awarded annually to an outstanding graduating senior who is committed to the cause of international understanding and has excelled in an academic field that is among those offered at the Technos International College of Japan, on whose behalf the Tanaka Ikueikai Educational Trust has established the prize. Eligible fields include art, computer science, engineering, language and culture studies, and international studies.

International studies

The Professor Albert L. Gastmann Book Prize in International Studies Award was established in 2000 by the faculty of the International Studies Program in honor of Albert L. Gastmann, professor emeritus in political science at Trinity College, and for decades a scholar and student of many regions of the world outside Europe and the United States. The award is given annually to a senior major in international studies with experience abroad who has demonstrated exceptional academic achievement. The recipient will be selected each April by the International Studies Program director in consultation with the coordinators of the program.

Jewish studies

The Prime Minister Yitzhak Rabin Prize in Jewish Studies is awarded annually for excellence in Jewish Studies to a member of the junior or senior class. The prize is in memory of Prime Minister Yitzhak Rabin, and given by Berel and Helen Lang in honor of Sarah Stamm Lang.

Language and culture studies

The Cesare Barbieri Endowment Prize is awarded to a student for achievement in Italian studies.

The Book Prizes for Excellence in Languages are presented to students who have shown outstanding progress and achievement in Arabic, Chinese, French, German, Hebrew, Japanese, Portuguese, or Russian at the College.

The Samuel Barbin Coco Scholarship Award was established in 1992 by Hannalou and Samuel B. Coco in honor of their daughter, Caroline S. Coco '85. The award is to provide financial assistance to a rising junior who wishes to spend either the fall or spring term at the Trinity College Rome Campus. Preference is given to a student pursuing Italian studies.

The Lova and Tania Eliav Prize for Excellence in Hebrew honors author, teacher and humanitarian, Israeli leader Arie Lova Eliav and Tania, his Lithuanian-born wife, whom he met while in command of blockade-running ships bringing 1,000 Holocaust survivors to Palestine. This prize was established in 1999 by their friends and colleagues at Trinity College.

The Erasmus Prize in the Humanities was established in 2001 by John Molner '85 and David Molner '91 in honor of Kenneth Lloyd-Jones, John J. McCook Professor of Modern Languages. Professor Lloyd-Jones was a member of the faculty from 1978-2007. It is awarded annually to the junior or senior adjudged to have written the best essay in the humanities after completion of his or her sophomore year.

The Ronald H. Ferguson Prizes in French were established in 1951 in memory of Ronald H. Ferguson, Class of 1922. The prizes are awarded to students for excellence in overall work within the major.

The PRESHCO Prize in Hispanic Studies was established in 1986 by the Programa de Estudios Hispánicos en Córdoba (Spain), of which Trinity College is a member. It is awarded to a Spanish major or majors who have achieved excellence in courses devoted to Spanish language, culture, and literature.

The PRESHCO Prize in Latin American Studies is awarded for distinction in Spanish achieved by a graduating senior majoring in Latin American studies.

The Book Prize for Hispanic Studies

Library

The Jerome P. Webster, Class of 1910, Student Book Collectors Prize was established by Dr. Jerome P. Webster '10 to recognize students' passions for books and book collecting. An avid book collector, he served as a trustee of the College and was one of the founders of the Trinity College Library Associates. These awards are made to as many as three students who present collections of books in a specific field or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their monetary value is not a determining factor.

Mathematics

The Irving K. Butler Prize in Mathematics, established through a bequest from the late Mr. Butler, is given annually to a rising senior (i.e., member of the junior class) who in the judgment of the Department of Mathematics has done outstanding work in mathematics.

The Mary Louise Guertin Actuarial Award was established in 1952 by Alfred N. Guertin '22, in memory of his mother. The award will be made annually to the senior judged by a committee to have personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must have demonstrated genuine interest in considering the actuarial profession and have acquired outstanding grades as an undergraduate in each of mathematics, English, and economics. The committee shall consist of two members, named by the College, of the Society of Actuaries or the Casualty Actuarial Society.

The Phi Gamma Delta Prizes in Mathematics are offered to students taking Mathematics 131, 132, and 231. These prizes are from the income of a fund established in 1923, and increased in 1931, by the alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Phi Gamma Delta Senior Prize is awarded annually to the person adjudged by the Department of Mathematics to be its most outstanding senior major. This prize is from the income of a fund established in 1923, and increased in 1931, by the alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Phi Gamma Delta Teaching Fellowship is awarded annually to students having distinguished work in mathematics courses and who, in the opinion of the Department of Mathematics, are qualified to aid the department in its instructional endeavors.

The Robert C. Stewart Prize was established in honor of Professor Robert C. Stewart, who retired after 46 years with the Department of Mathematics. The prize is awarded to students who have demonstrated an interest in a teaching career.

Music

The Harry Dobelle Book Prize in Musical Theater is given annually to a junior or senior who, in the judgment of the Music Department, has exhibited exceptional dedication to musical theater at the College through work, on-stage, back-stage, or both, in multiple productions. Former President Evan S. Dobelle and his wife, Kit, established the prize in recognition of the delight their son, Harry, took performing in several Trinity musicals while a youngster growing up on the campus between 1995 and 2001.

The Helen Loveland Morris Prize in Music, established by gift of the late Robert S. Morris '16, is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to music in the College. The prize is awarded to a nominee who is judged by his or her record in music courses and in department-sponsored performance activities. The department reserves the right to withhold the prize in any year if the required excellence is not achieved.

The Lise Aerinne Waxer Prize in Music honors the memory of the Department of Music's beloved colleague, ethnomusicologist Lise Waxer, who passed away in 2002. Established by a gift of Lise's mother, Diane Yip, and Lise's colleagues at Trinity College and in Hartford, the prize is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to ethnomusicology or a world music ensemble in the College. The department reserves the right to withhold the prize in any year if the required excellence is not achieved.

Neuroscience

The Priscilla Kehoe Neuroscience Prize, established in 2003 by the Neuroscience Program, is awarded to students with a distinguished academic record in neuroscience and at the College, who have completed a senior thesis, and who have contributed substantially to neuroscience in Trinity's program or the community, as determined by the faculty.

Philosophy

The Blanchard W. Means Prize in Philosophy was established by Louise Means in memory of her husband Blanchard W. Means, Brownell Professor of Philosophy and a member of the Trinity faculty from 1932 to 1972. The prize is awarded to a currently enrolled Trinity student who writes the philosophical essay judged best by the Philosophy Department faculty.

Physics

The Albert J. Howard, Jr. Prize is awarded to a member of the junior class who has done outstanding work in physics. The prize was established in 2004 by friends and colleagues of the late Albert J. Howard, Jr., professor of physics, in honor of his more than 40 years of service to the Physics Department.

The Physics Prize, established by the faculty of the Department of Physics and Astronomy in 1976, is awarded to students for achievement in Physics 131L and Physics 231L.

The Physics Senior Prize recognizes outstanding scholarship in physics. Established in 1976 by the faculty of the Department of Physics and Astronomy, it is awarded to a senior physics major for demonstrated excellence in physics at the advanced undergraduate level.

Political science

The Ferguson Prizes in Government, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered for the two best essays submitted for any undergraduate course, tutorial, or seminar in the Department of Political Science during the previous calendar year. All essays must be typewritten. They must be submitted to the chairman of the department by the Friday before spring break.

The George J. Mead Prize in Political Science is awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37. It is awarded to the sophomore or junior receiving the highest mark in Political Science 104. Introduction to International Relations.

Psychology

The Psychology Prize, given by the department, is awarded to students with a distinguished academic record in psychology and the College, who have completed a senior thesis and contributed substantially in service to the College, the department, or the community.

Public Policy and Law

The Public Policy and Law Book Prize was established by the Public Policy and Law Program in 2004. The prize is awarded annually to the student who writes the best paper in the area of public policy and law as judged by the program faculty.

Religion

The First-Year Hebrew Award in Hebrew Grammar is given to encourage the study of the Old Testament/Hebrew Bible among college students. It is awarded to the first-year student who demonstrates the best understanding of the Hebrew language as a tool for the scholarly study of the Bible.

The John Andrew Gettier Prize in Hebrew Bible, established in 2001 by Robert Benjamin, Jr., of the Class of 1971, is awarded to that undergraduate, preferably a senior, who demonstrates significant academic and personal

growth as a student of the Hebrew Bible.

The Abraham Joshua Heschel Prize was established by gifts from Dr. Edmond L. Cherbonnier and others in memory of Rabbi Abraham Joshua Heschel. Rabbi Heschel was an eminent philosopher and theologian, and father of Dr. H. Susannah Heschel '73. Income to be used for an annual award in recognition of outstanding achievement in the study of religion. Prior to its endowment in 1990, the prize was originally established in 1976 by gifts from friends of Phyllis S. and Leonard E. Greenberg, 1948, Hon. '98, of Boynton Beach, Florida, on the occasion of their 25th Wedding Anniversary. Mr. Greenberg was a trustee of the College from 1972 to 1991.

The Theodor M. Mauch Memorial Prize is the gift of Thomas M. Chappell '66, Hon. '06, P'89, '92, '97, '06, of Kennebunk, Maine, in memory of Theodor M. Mauch, Professor of Religion and Ellsworth Morton Tracy Lecturer Emeritus, a revered member of the Religion Department from 1957 to 1987, who taught and inspired Mr. Chappell.

Sociology

The Sociology Prize recognizes outstanding scholarship in sociology. The prize was established in 1984 by the Department of Sociology and is awarded to a sociology major for achievement at the advanced undergraduate level.

Theater and dance

The Diebold Family Prize in Dance was established in 2002 by the Diebold family of Roxbury, Connecticut. The prize is awarded to the junior or senior of any major who participates extensively in Trinity's dance program and demonstrates distinction in choreography and dance performance. Additional grants that become available may be awarded to students participating in community service programs and summer activities at the discretion of the chairperson of the Theater and Dance Department.

The George E. Nichols III Prizes in Theater Arts were established by the friends and former students of Professor George E. Nichols III. These prizes are to honor those graduating students whose college careers best exemplify high standards of artistic and intellectual achievement in theater at Trinity College.

The Frank W. Whitlock Prizes in Drama were founded by a legacy of Mrs. Lucy C. Whitlock, of Great Barrington, Massachusetts, and by her direction bear the name of her son who was a graduate of the Class of 1870. These awards are given to students who have written outstanding plays over the last academic year.

Women, gender, and sexuality

The Sicherman Prize in Women, Gender, and Sexuality is awarded to a student who has demonstrated intellectual and community leadership in the Women, Gender, and Sexuality Program. It was established in 2005 in honor of Professor Barbara Sicherman, whose academic and personal contributions to the field of women's history at Trinity College and beyond have strengthened diversity and rigorous scholarship, supported junior scholars and students, and helped define women, gender, and sexuality as a field of inquiry.

Women and Gender Resource Action Center

The Women's Empowerment Activist Award was established by the Women and Gender Resource Action Center in 2005. The award is granted annually to a student who has exhibited extraordinary initiative, enthusiasm, and effort toward 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 extracurricular activities and who himself made a significant contribution to student publications.

The Elma H. Martin Book Prize was established in 1995 in memory of Elma H. Martin, who with her husband, Harold, the Charles A. Dana College Professor of the Humanities, graced the Trinity community from 1977 to 1984.

The prize is given annually to an undergraduate woman who exemplifies qualities that her friends so admired in Elma Martin: an amiable manner, generosity of spirit, love of reading, involvement in the civic life of her community, and a commitment to the welfare and advancement of women, for whom she was, at Trinity and elsewhere, a model and inspiration.

The Pi Gamma Mu Scholarship Plaque, authorized by the National Board of Trustees of the Society, is given by the Connecticut Alpha Chapter in the interests of the promotion of scholarship in the social sciences on the Trinity campus. The plaque is given to a senior student who is a member of Pi Gamma Mu, has a very high GPA, and has done outstanding service for the College or the Hartford community.

The Student Government Association Award was established in 1982 for the purpose of giving due recognition to Trinity students who have done unusual service for the college community or local community. It is given annually to the individual student or group of students who, in the judgment of the SGA, has contributed the most to the betterment of the Trinity community in the last year or years. The award is not restricted and can be bestowed upon College-funded groups, coalitions, and fraternities/sororities as well as upon student groups and individuals.

The Student Government Association Student Activities Award was established in 1991 to recognize Trinity students who demonstrate extensive involvement in student activities and exhibit superior student leadership. The recipients are chosen annually by the Student Government Association.

The Trustee Award for Student Excellence is presented annually to a full-time senior(s) who has compiled an outstanding academic record and whose achievements in one or more other areas of activity, such as athletics, campus or community service, or leadership of student organizations, exemplify the high standards of excellence to which Trinity College expects all of its students to aspire. The recipient is chosen by the Board of Trustees in the spring, and the Award is presented at Commencement.

The Women's Club of Trinity College Award is awarded to a graduating IDP student for superior academic and personal achievement.

Dr. Robert A. Moran '85 Scholarship Award is given to rising students in each of the sophomore, junior, and senior classes who have attained the highest academic rank during the previous year, regardless of their financial aid need. Trinity's Dean of Faculty, in conjunction with the offices of the Registrar and Financial Aid, will administer the award and announced publicly in the College's Commencement program each year.

Faculty prizes

The Brownell Prize was funded in 1986 by a gift from Mr. and Mrs. Paul Briger. Named in honor of the first president of Trinity College, Thomas Church Brownell, the prize is given biennially to a senior faculty member who has consistently demonstrated excellence in teaching. Mr. Briger is a member of the Class of 1961.

The Faculty Scholar Prize was funded in 1987 by a gift from the faculty of Trinity College. It is given to the member of the current sophomore class judged to have demonstrated outstanding scholarly accomplishment and potential, as evidenced by uniformly distinguished work done in the first year, in a selection of courses displaying a commendably wide-ranging interest in our liberal arts curriculum.

The Dean Arthur H. Hughes Award for Achievement in Teaching, a gift of former President and Trustee of Trinity G. Keith Funston, is named in honor of Arthur Hughes, who in his 36-year career at Trinity served as professor of German, chairman of the Department of Modern Languages, dean of the College, dean of the faculty, and, on two occasions, acting president. The Dean Arthur H. Hughes Award recognizes relatively new and/or junior members of the faculty for achievement in teaching.

The Trustee Award for Faculty Excellence may be presented annually to honor a faculty member whose achievements in scholarship, teaching, and one or more other spheres of professional, civic, or personal endeavor exemplify Trinity College's high standards of excellence and bring distinction to the institution. The recipient is chosen by the Board of Trustees in the spring, and the award is presented at Commencement.

Staff Prizes

The Trustee Award for Staff Excellence may be presented annually to a member of the exempt or nonexempt administrative staff, save those whose employment is governed by a collective bargaining agreement and those administrators who report directly to the President, and whose professional, civic, and/or personal achievements exemplify Trinity Colleges high standards of excellence and bring distinction to the institution. Such achievements

may include, but are not limited to, outstanding leadership of and/or service to the campus and/or local community, demonstrated commitment to professional development, in addition to exemplary job performance. The recipient is chosen by the Board of Trustees in the spring, and the award is presented at Commencement.

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 team.

The John A. Mason Award, established in 1953, is presented to that member of the men's varsity squash 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 team.

The Phyllis L. Mason Award, established in 1977, is made annually to the member of the women's varsity squash 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 first-year student 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.

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 Tony R. Whittemore '90, Rumson, NJ (2014)
 Jennifer Moran Williams-Bulkeley '91, Dedham, MA (2015)
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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.

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John Barrett Kerfoot, 1864-1866
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Thomas Ruggles Pynchon, 1874-1883
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Remsen Brinckerhoff Ogilby, 1920-1943
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George Keith Funston, 1945-1951
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Tom Gerety, 1989-1994
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Joanne Berger-Sweeney, *President and Trinity College Professor of Neuroscience*; B.A. 1979 (Wellesley College), M.P.H. 1981 (Univ. of California, Berkeley), Ph.D. 1989 (Johns Hopkins School of Public Health) [2014]

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Professors

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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]

Michael A. Bellesiles, *Visiting Professor of American Studies*; B.A. 1975 (Univ. of California, Santa Cruz), M.A. 1976 (Univ. of California, Santa Barbara), Ph.D. 1986 (Univ. of California, Irvine) [2013]

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]

Sonia Cardenas, *Professor of Political Science and Associate Academic Dean*; B.A. 1989 (Tulane Univ.), M.A. 1991, Ph.D. 1999 (Univ. of Virginia) [2001]

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 Program*; B.A. 1953, M.A. 1955 (Ohio State Univ.), Ph.D. 1972 (Univ. of Wisconsin, Madison) [1987]

Robert J. Corber, *William R. Kenan, Jr. Professor in American Institutions and Values*; B.A. 1980 (Haverford College), M.A. 1981, Ph.D. 1987 (Univ. of Chicago) [1998]

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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]
- Johannes Evelein, *Professor of Language and Culture Studies*; Doctoraal 1988 (Rijksuniversiteit Groningen, Netherlands), Ph.D. 1993 (State Univ. of New York, Albany) [1997]
- Ellison B. Findly●●, *Scott M. Johnson '97 Distinguished Professor of Religion*; 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*; 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 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 (Harvard Extension School), 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]
- Susan Masino[†], *Vernon Roosa Professor of Applied Science*; B.S. 1988 (Tufts Univ.), Ph.D. 1996 (Univ. of California, Irvine) [2003]
- 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 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]
- Angela Morales, *Visiting Professor 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]
- 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]
- John Platoff, *Professor of Music*; B.A. 1973, Ph.D. 1984 (Univ. of Pennsylvania) [1984]
- Vijay Prasad, *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 and Dean of Academic Planning*; 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 Rosen, *Professor of English*; B.A. 1993 (Columbia Univ.), M.A. 1994, Ph.D. 2000 (Yale Univ.) [2002]
- 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]
- Craig W. Schneider, *Charles A. Dana Professor of Biology*; B.A. 1970 (Gettysburg College), Ph.D. 1975 (Duke Univ.) [1975]

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Associate Professors

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Zayde G. Antrim, *Charles A. Dana Research 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]

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E. Kathleen Archer, *Associate Professor of Biology*; B.A. 1977 (California State Univ.), Ph.D. 1984 (Univ. of Oregon) [1990]

Paul Assaiante, *Paul D. Assaiante Associate Professor of Physical Education and Assistant Director of Athletic Endowment*; 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, *Charles A. Dana Research 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]
- Stefanie Chambers●●, *Associate Professor of Political Science*; B.A. 1994 (Marquette Univ.), M.A. 1997, Ph.D. 1999 (The Ohio State Univ.) [2000]
- Lin Cheng, *Associate Professor of Engineering*; B.S. 2002 (Shanghai Jiaotong Univ., China), M.S. 2007, Ph.D. 2008 (Carnegie Mellon Univ.) [2008]
- 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]
- Wendy Davis, *Associate Professor of Physical Education*; B.S. 1992, M.A. 1994 (Univ. of Connecticut) [2005]
- Jeffrey Devanney, *Associate Professor of Physical Education*; B.A. 1993 (Trinity College), M.L.S. 1995 (State Univ. of New York, Albany) [2001]
- 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]
- Jonathan Elukin, *Associate Professor of History*; A.B. 1983 (Princeton Univ.), M.A. 1986 (Jewish Theological Seminary), Ph.D. 1993 (Princeton Univ.) [1997]
- Lesley Farlow, *Associate Professor of Theater and Dance*; B.A. 1976 (Smith College), M.A. 1993 (New York Univ.) [1999]

Barry Feldman, *Visiting Associate Professor of Public Policy - Graduate Studies Program*; B.A. 1968 (Eastern New Mexico Univ.), M.P.A. 1971 (Pennsylvania State Univ.), Ph.D. 1998 (Univ. of Connecticut) [2001]

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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]

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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]

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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]

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Joseph Lea, *Visiting Lecturer in Human Rights*; B.A. 1982 (Saint Anselm College), J.D. 1986 (Catholic Univ. of America), LL.M. 1988 (Univ. of Notre Dame), M.A. 2008 (The Univ. of Manchester) [2010]

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Lisa Matias, *Visiting Lecturer in Theater and Dance*; B.A. 1990 (Trinity College) [1991]

Daniel McGrath, *Visiting Lecturer in Psychology*; A.B. 1969 (Cornell Univ.), M.S. 1970, M. Phil. 1975 (Columbia Univ.) [1993]

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]

Atsuko Miyazaki, *Visiting Lecturer in Language and Culture Studies*; B.M. 1986 (Toho Gakuen School of Music, Tokyo) [2006]

Elitsa V. Molles, *Visiting Lecturer in Political Science*; B.A. 2004 (Trinity College) [2014]

Janet Morrison, *Principal Lecturer in Chemistry*; B.S. 1983 (Hartwick College), M.S. 1985 (Northeastern Univ.), Ph.D. 1992 (The American Univ.) [1997]

Amberlee Nicoulin, *Visiting Lecturer in Environmental Science*; B.S. 2011 (Eastern Connecticut State Univ.), M.S. 2014 (Univ. of Connecticut) [2014]

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]

Robin Price, *Visiting Lecturer in Fine Arts*; B.A. 1984 (Pomona College) [2014]

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]

Richard Ring, *Lecturer in the American Studies Graduate Program and Head Curator, Watkinson Library*; B.A. 1994 (The Ohio State Univ.), M.L.S. 1998 (Indiana Univ.) [2010]

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]

Sami Shamma, *Visiting Lecturer in Language and Culture Studies*; B.S. 1984 (Univ. of Houston), M.A. 2012 (Hartford Seminary) [2012]

Alexander Skouloudis, *Visiting Lecturer in Economics*; B.A. 1980 (Univ. of Hartford), M.A. 1982 (Trinity College) [2001]

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]

Shana Sureck, *Visiting Lecturer in Fine Arts*; B.A. 2003 (Wesleyan Univ.) [2006]

Charles C. Swart, *Senior Lecturer and Laboratory Coordinator in Neuroscience*; B.S. 1993 (Louisiana Tech Univ.), M.S. 1998 (Univ. of Richmond), Ph.D. 2003 (Univ. of Louisiana-Lafayette) [2006]

Trisha Joy Tiamzon, *Visiting Lecturer in Sociology*; B.A. 2006 (Univ. of California, Berkeley), M.A. 2010 (Univ. of Connecticut) [2014]

Rieko Wagoner, *Principal Lecturer in Language and Culture Studies and International Studies*; B.A. 1979 (Jochi Univ., Tokyo), M.A. 1981, M.L.I.S. 1985 (Univ. of Wisconsin, Madison) [1987]

Jui-Chien Wang, *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

Aidalí Aponte Avilés, *Graduate Fellow in Hispanic Studies*; B.S. 2001 (Inter American Univ., Puerto Rico), M.A. 2007 (Univ. of Puerto Rico) [2014]

Garland Bartlett, *Graduate Fellow in Physical Education*; B.A. 2012 (Franklin & Marshall College) [2013]

Alexandra Beatty, *Graduate Fellow in Physical Education*; B.A. 2013 (Wesleyan Univ.) [2013]

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]

Timothy B. Cimini, *Graduate Fellow in Physical Education*; B.A. 2012 (Springfield College) [2013]

Thomas Conley, *Graduate Fellow in Physical Education*; B.A. 2012 (University of Massachusetts, Amherst) [2013]

Martina di Florio Gula, *Graduate Fellow in Italian Studies*; Laurea 1997 (Università degli Studi di Bologna), M.A. 2010 (Univ. of Connecticut) [2014]

Jason Doerre, *Graduate Fellow in German Studies*; B.A. 2004 (Minnesota State Univ. at Mankato), M.A. 2008 (Bowling Green State Univ.) [2013]

Cameron Douglass, *Thomas McKenna Meredith '48 Postdoctoral Fellow in Environmental Science*; B.A. 2002 (College of the Atlantic), M.S. 2008 (Cornell Univ.), Ph.D. 2013 (Colorado State Univ.) [2013]

Kyle Duncan, *Graduate Fellow in Physical Education*; B.A. 2012 (Bowdoin College) [2013]

Candace Greene, *Graduate Fellow in Physical Education*; B.S. 2014 (Univ. of Massachusetts Lowell) [2014]

Brittney Kenney, *Graduate Fellow in Physical Education*; B.S. 2014 (Union College) [2014]

Vikram Malhotra, *Graduate Fellow in Physical Education*; B.A. 2013 (Trinity College) [2013]

Stephanie C. McDonald, *Graduate Fellow in Physical Education*; B.A. 2013 (Franklin & Marshall College) [2013]

Heather C. Moore, *Ann Plato Fellow in Educational Studies*; B.A. 2008 (Trinity College), M.A. 2010 (Purdue Univ.) [2014]

Michael F. Ryan, *Graduate Fellow in Physical Education*; B.S. 2011 (Univ. of Connecticut) [2012]

Benjamin D. Sherry, *Graduate Fellow in Physical Education*; B.A. 2011 (Trinity College) [2013]

Trinity College Faculty Emeriti

David Ahlgren, *Karl W. Hallden Professor of Engineering, Emeritus*; B.S. 1964 (Trinity College), M.S. 1973 (Tulane Univ.), Ph.D. 1978 (Univ. of Michigan) [1973, Ret. 2014]

Gustave W. Andrian, *John J. McCook Professor of Modern Languages, Emeritus*; B.A. 1940 (Trinity College), Ph.D. 1946 (Johns Hopkins Univ.) [1946, Ret. 1987]

Edward Bobko, *Scovill Professor of Chemistry, Emeritus*; B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern Univ.) [1955, Ret. 1988]

James R. Bradley, *Professor of Classics, Emeritus*; A.B. 1957 (Trinity College), A.M. 1959, Ph.D. 1968 (Harvard Univ.) [1970, Ret. 2000]

John D. Brewer, *Professor of Sociology, Emeritus*; A.B. 1958, A.M. 1963, Ph.D. 1968 (Univ. of Chicago) [1972, Ret. 2000]

Joseph D. Bronzino, *Vernon D. Roosa Professor of Applied Science, Emeritus*; B.S.E.E. 1959 (Worcester Polytechnic Institute), M.S.E.E. 1961 (U.S. Naval Postgraduate School), Ph.D. 1968 (Worcester Polytechnic Institute) [1968, Ret. 2010]

- Philip S. Brown, Jr., *Professor of Applied Mathematics, Emeritus*; B.A. 1961 (Wesleyan Univ.), S.M. 1963 (Massachusetts Institute of Technology), M.S. 1969 (Trinity College) [1984, Ret. 2012]
- 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]
- Leroy Dunn, *Professor of Economics, Emeritus*; B.Sc. 1949 (American Univ.), Ph.D. 1956 (London School of Economics, Univ. of London) [1957, Ret. 1990]
- Francis J. Egan, *Professor of Economics, Emeritus*; B.A. 1963 (Providence College), M.A. 1966, Ph.D. 1973 (Fordham Univ.) [1967, Ret. 2014]
- 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]

James F. Jones, Jr., *President and Trinity College Professor in the Humanities, Emeritus*; B.A. 1969 (Univ. of Virginia), M.A. 1972 (Emory Univ.), M.Phil. 1974, Ph.D. 1975 (Columbia Univ.) [2004, Ret. 2014]

Dori Katz, *Professor of Modern Languages, Emerita*; A.A. 1959 (Los Angeles City College), B.A. 1961 (Los Angeles State Univ.), M.F.A. 1963, Ph.D. 1969 (Univ. of Iowa) [1969, Ret. 2007]

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]
- 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]
- 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. Ogradnik, *Professor of Physical Education, Emeritus*; B.A. 1963 (Providence College), M.A. 1968 (Univ. of Hartford) [1981, Ret. 2009]
- Borden W. Painter, Jr., *President and Professor of History, Emeritus*; B.A. 1958 (Trinity College), M.A. 1959 (Yale Univ.), M. Div. 1963 (General Theological Seminary), Ph.D. 1965 (Yale Univ.) [1964, Ret. 2004]
- Robert 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]
- David A. Robbins, *Seabury Professor of Mathematics and Natural Philosophy, Emeritus*; A.B. 1967 (Dartmouth College), M.A. 1968 (Bucknell Univ.), M.A. 1970, M.S. 1983 (Rensselaer Polytechnic Institute), Ph.D. 1972 (Duke Univ.) [1972, Ret. 2014]
- Michael P. Sacks, *Professor of Sociology, Emeritus*; B.A. 1969 (Queens College), M.A. 1971, Ph.D. 1974 (Univ. of Michigan) [1974, Ret. 2013]

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]

Brigitte Schulz, *Professor of Political Science, Emerita*; B.S. 1976 (Univ. of Maryland), M.S. 1978 (London School of Economics), Ph.D. 1988 (Boston Univ.) [1989, Ret. 2013]

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]

J. Ronald Spencer, *Lecturer in History and Associate Academic Dean, Emeritus*; B.A. 1964 (Trinity College), M.A. 1966 (Columbia Univ.) [1968, Ret. 2008]

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]

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

Joanne Berger-Sweeney, *President*; B.A. (Wellesley College), M.A. (University of California, Berkeley), Ph.D. (Johns Hopkins) [2014]

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]

Mary Jo Keating, *Secretary of the College and Vice President for College Relations*; B.A. (Trinity College) [2012]

Thomas M. Mitzel, *Dean of the Faculty*; B.S. (Northern State University), Ph.D. (Boston College) [1996]

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]

Sonya S. Adams, *Director of Editorial Services and Editor-in-Chief of the Alumni Magazine*; B.S. (University of Florida) [2013]

Kacey L. Agnew, *Assistant Director of Career Development Center*; B.A. (Western New England College), M.S. (Springfield College) [2010]

David S. Andres, *Special Assistant to the President*; B.S. (Trinity College) [2005]

Kathryn D. Andrews, *Director of Advancement Communications*; B.A. (Bennington College) [2007]

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, *Dean of Graduate Studies*, A.B. (Wabash College), Ph.D. (The University of Chicago) [2011]

Anthony T. Berry, *Senior Associate Director of Admissions*; B.S. (Bentley College) [2000]

Breton Morris Boudreaux, *Assistant Director, Career Development Center*; B.A. (Trinity College), M.A. (Teachers College, Columbia University) [2012]

Laura H. Boucher, *Senior Associate Director of Stewardship Programs*; B.A. (University of Connecticut) [2014]

- Amy F. Brough, *Director of Institutional Support*; B.S. (University of Rhode Island) [1993]
- Ellen M. Buckhorn, *Manager of Web Services*; B.A. (Villanova University), M.A. (University of Wales) [2008]
- Amanda I. Buhner, *Assistant Director of Institutional Support*; B.A. (University of Albany), M.S. Ed. The College of St. Rose) [2011]
- Felice Caivano, *Fine Arts Curator*; B.F.A. (University of Hartford), M.F.A. (University of Massachusetts, Amherst) [1995]
- Cheryl D. Cape, *Instructional Technologist*; B.S., M.S. (Stamford University) [2014]
- Christopher Card, *Associate Dean of Students*; B.A. (Clark University), M.A.L.D. (Tufts University) [1996]
- Sonia Cardenas, *Associate Academic Dean*; B.A. (Tulane University), M.A., Ph.D. (University of Virginia) [2001]
- Alison L. Catenacci, *Assistant Athletic Trainer*; B.A. (Marist College), M.A. (California University of Pennsylvania) [2010]
- David S. Chappell, *Network and Systems Programmer* [1989]
- Katharine Clair, *International Student Advisor*; B.S. (Grand Valley State University), A.A., Ph.D. (University of Houston) [2013]
- Lori L. Clapis, *Student Disabilities and Health Services Coordinator, 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]
- Robert Cotto, *Director, Urban Educational Initiatives*; A.B. (Dartmouth College), M.A. (Trinity College), Ed.M. (Harvard University) [2014]
- Phyllis Counts, *Budget Manager*; B.G.S. (University of Michigan), M.B.A. (University of Detroit) [2005]
- Timothy L. Cross, *Associate Director of Admissions*; B.A. (Trinity College) [2010]
- Stephen Cunha, Jr., *Sports Information Assistant*; B.A. (Salve Regina University) [2014]
- William D. Curren, *Associate Director, Annual Giving Athletics*; B.A. (Trinity College) [2013]
- Kelly A. Dagan, *Outreach and Instruction Librarian*; B.A. (Smith College), M.L.I.S. (Skidmore College) [2012]
- Carol Correa de Best, *Associate Director of Multicultural Affairs*; B.A., M.A. (Trinity College) [1999]
- India L. Daley, *Assistant Director of Admissions*; B.A. (Goucher College), Ed.M. (Harvard University) [2013]
- 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 the 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, *Associate Director of Digital Communications*; B.A. (Wheaton College) [2008]
- Ellen M. Dickinson, *College Carillionneur*; B.A. (Yale College), M.M. (Yale School of Music) [2009]
- Sally S. Dickinson, *Associate Curator and Preservation Librarian*; B.A. (Johns Hopkins University), M.Arch. (University of Virginia), M.L.S. (Southern Connecticut State University) [2001]
- John J. Dlugosz, *Learning Space Manager, Computing Center*; B.A. (University of Connecticut) [1998]
- 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]
- Timothy J. Dunn, *Associate Director, Student Services for Social Houses*; B.A. (Northwestern State University), J.D. (University of Oklahoma) [2013]
- James D. Ebert, *Associate Director of Leadership Giving*; B.A. (Taylor University), M. Div. (Yale University) [2008]
- Kathleen O. Eckels, *Assistant Director, Career Development Center*; B.S. (Providence College), A.B.A. (University of Connecticut) [2013]

- Michael S. Elliott, *Director of Purchasing*; B.S. (Massachusetts College of Liberal Arts) [2011]
- Aliza Elwell, *Acting Director of Alumni Relations and Associate Director of Leadership Giving*; B.A. (Boston College) [2010]
- Eleanor Emerson, *Program Coordinator, Office of Study Away*; B.A. (Simmons College) [2007]
- Carlos Espinosa, *Director, Trinfo and Community Learning*; B.A., M.A. (Trinity College) [2000]
- Todd J. Falkowski, *Catalog Librarian*; B.A. (Massachusetts College of Liberal Arts), M.S. (Simmons College) [2012]
- Dania M. Field, *Coordinator, 1st Year Academic Experiences*; B.S. (Post University) [2008]
- Megan B. Fitzsimmons, *Director of College Events and Conferences*; B.A. (Muhlenberg College) [1998]
- Brian F. Flynn, *Programmer Analyst*; B.S. (Eastern Connecticut State University) [2013]
- Christine Foote, *Director of Donor Relations and Stewardship* [1999]
- Eve Forbes, *Director of Gift Planning*; B.S. (University of Massachusetts, Amherst) [2005]
- Melanie Francis, *Assistant Director, Donor Relations*; B.S. (Emerson College) [2013]
- Waishana Freeman, *Manager of Student Computing Services*; B.B.A. (Savannah State University), M.A. (St. Joseph College) [2008]
- Christopher R. French, *Director of Development*, B.A. (Providence College) [2012]
- Tom Fuscillo, *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]
- J. Violet Gannon, *Director of the Career Development Center*; A.B. (Brown University), A.M., (University of Chicago) [2013]
- Jessica German, *Director of Advancement Services*; B.A. (Wells College) [2001]
- Geralyn Gherard, *Health Education Coordinator*; B.S., M. Ed. (Springfield College) [2010]
- Linda Gilbert, *Associate Registrar*; A.B. (Boston University) [1997]
- Kaitlyn Gingras, *Director of the Aetna Quantitative Center*; B.A. (Western New England College), M.S. (University of Connecticut) [2014]
- Kristen Gordon, *Associate Director of Gift Planning and the 50th Reunion Program*; B.S. (Western New England College) [2005]
- Janice E. Gorman, *Programmer Analyst*; B.A., M.S. (University of Connecticut) [2013]
- Allison Grebe, *Senior Associate Director of Annual Giving*; B.S. (Susquehanna University) [2013]
- Robert A. Greene, *Admissions Computing Specialist*; B.A. (University of Maine), B.A. (New England College) [1990]
- Emily Gresh, *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]
- Kara A. Guy, *Accounting Manager*; B.S. (Quinnipiac College) [2007]
- Jean-Pierre Haeberly, *Director of Web Development*; 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*; B.A. (University of Hartford) [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]
- Deborah J. Haskins, *Associate Director of Admissions*; B.A. (Mount Holyoke College) [2012]
- Shawn Hickey, *Accountant*; B.S. (Central Connecticut State 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]

- Beth Iacampo, *Director of Human Resources*; B.A. (Colgate University), M.B.A. (University of Hartford) [2007]
- Craig R. Jirowitz, *Software Applications Developer*; A.S. (Florida Metropolitan University) [2002]
- Elizabeth A. Johnson, *Business Affairs Manager, Information Technology Services*; B.A. (Regis College), M.Ed. (Northeastern University) [1987]
- Kevin D. Johnson, *Director of QUEST*; B.S. (New Hampshire College) [2013]
- Marcia Phelan Johnson, C.P.A., *Budget Director*; B.S. (Bentley College), M.B.A. (Rensselaer at Hartford) [1981]
- Jason B. Jones, *Director of Educational Technology*; B.A. (College of William and Mary), M.A. (Northwestern University), Ph.D. (Emory University) [2013]
- Dina Jorge, *Student Accounts and Loans Manager*; B.S. (University of Connecticut) [1995]
- Doris Kammratt, *Head Librarian Collections, Research and Instruction*; M.A. (University of Stuttgart), M.L.S. (Simmons College) [1989]
- Frederick D. Kass, *Director of Networking and Infrastructure Services*; B.S., M.B.A. (University of Massachusetts) [2013]
- 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]
- Kristine Kennen, *Assistant Director, Counseling Center*; B.A. (Marist College), M.A., Psy.D. (University of Hartford) [2012]
- 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]
- William R. Knapp, *Director of Annual Giving* [2012]
- 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]
- Ann Marie Krupski, *Director of Constituency Services*; B.S. (Trinity College) [1995]
- Vivian Lamb, *Costume Shop Manager* [2003]
- Joy B. Latvis, *Advanced Practice Registered Nurse*; B.S. (Wheelock College), M.S.N. (Yale University) [2013]
- 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]
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- Carolyn W. LeGeyt, *Senior Associate Director of Financial Aid*; B.S. (Central Connecticut State University) [1999]
- Jeffrey Liszka, *Circulation 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]
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- Patricia Ann Maisch, *Program Coordinator for the Shelby Cullom Davis Endowment and Multicultural Affairs*, B.A., M.A. (Trinity College) [2005]
- Noelle B. Marchaj, *Senior Associate Director of Annual Giving and Director of Long Walk Societies*; B.S. (Union College) [2010]
- Erin C. Martin, *Associate Director of Leadership Giving*; B.A. (Oberlin College) [2013]
- Linda E. Massaro, *Director of Leadership Giving*; B.S. (Northeastern University) [2007]
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- Kathleen A. McGlew, *Assistant Director of College Events* [2006]
- Patricia J. McGregor, *Registrar*; B.B.A. (University of Wisconsin), M.I.B.S. (University of South Carolina)[2004]
- Ralford McLean, *Systems Manager*; B.A. (Monroe College) [2000]
- Patricia Moody, *Academic Budget Manager*; B.A., M.S. (University of Rhode Island) [2014]
- Dylan J. Mosenthal, *Assistant Director of Admissions*; B.A. (Trinity College) [2013]
- Ann F. Murray, *Business and Office Services Manager, Athletics* [1997]
- Crystal Nieves, *Queer Resource Center Coordinator*; B.A. (Trinity College) [2008]
- Kristen Noone, *Assistant Director of Athletics for Compliance*; B.S. 1989 (Boston College), M.A. 2007 (Trinity College) [1999]
- 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]
- Francisco Ortiz, Jr., *Director of Campus Safety*; B.S., M.S. (University of New Haven) [2012]
- Gretchen A. Orschiedt, *Director of Principal Gifts and International Advancement*; 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, *Assistant Director, Health Center*; 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]
- Thomas P. Petraitis, *Library Systems Coordinator*; B.S. (Farmingdale University) [2013]
- Richard J. Pettit, *Facility Manager, Community Sports Complex* [2006]
- Morgan B. Pohorylo, *Associate Director of Financial Aid*; B.A. (Amherst College) [2008]
- Christina S. Posniak, *Director, Special Campaign Initiatives*; B.A. (Manhattanville College) [2014]
- Steven R. Poulin, *Assistant Rink Manager* [2011]
- Richard V. Prigodich, *Dean of Academic Planning*; B.S. (Lake Forest College), Ph.D. (Wesleyan Univ.) [1985]
- Michael P. Raciti, *Assistant Director of Multimedia and Web Communications*; B.A. (University of Massachusetts, Amherst) [2007]
- Dariusz Raczkowski, *Director of Capital Programs and Infrastructure*; B.S., M.S. (Massachusetts Maritime Academy) [2013]
- Latha Ragunathan, *Senior 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]

- Melissa B. Regan, *Associate Director of Alumni Relations*; B.A. (Trinity College), M.Ed. (University of Vermont) [2013]
- 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]
- Melissa A. Richard, *Training and Program Coordinator, Women and Gender Resource Action Center*; B.S. (Southern Connecticut State College), M.S. (University of Connecticut) [2013]
- Richard J. Ring, *Head Curator, Watkinson*; B.A. (Ohio State University), M.L.S. (Indiana University) [2010]
- Laura M. Rogalski, *Assistant Director of Student Activities*; B.S. (University of Connecticut), M.S. (Central Connecticut State University) [2013]
- 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]
- Shana L. Saccullo, *Associate Director of Financial Aid*; B.F.A. (Central Connecticut State University) [2009]
- Susan M. Salisbury, *Director, Residential Life*; B.A. (University of Massachusetts, Amherst), M.S. (Springfield College) [1999]
- Severn Sandt, *Assistant Director, Career Development Center*; B.S. (Boston University) [2014]
- Lisa G. Sapolis, *Director, Office of Study Away*; 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]
- Melissa L. Scully, *Program Coordinator, Office of Study Away*; B.A. (Roger Williams University) [2008]
- Yuksel Serindag, *Acquisitions/Interlibrary Loan Librarian*; B.A. (Phillipps-Universitat), 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]
- Kerry M. Smith, *Senior Associate Director of Parent Giving*; B.A., M.A. (Columbia University) [2013]
- Nancy J.L. Smith, *Visual Resources Librarian*; B.A. (Trinity College), M.L.S. (Southern Connecticut State University) [1997]
- Abigail A. Smitka, *Assistant Director of Annual Giving*; B.A. (Trinity College) [2011]
- Adam Steinberg, *Associate Director of Leadership Giving*; B.A. (Muhlenberg College) [2013]
- Gretchen F. Sullivan, *Assistant Director of Alumni Relations*; B.A. (Vanderbilt University) [2013]
- 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]
- Steven A. Towns, *Director of Prospect Identification and Data Analysis*; B.A. (University of Maryland, University College) [2012]
- Michelle M. Tropeano, *Assistant Athletic Trainer*; B.S. (Marist College), M.S. (Belmont University) [2011]
- Jessica L. Turgeon, *Assistant Director of Admissions*; B.A. (Marist College) [2012]
- 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 Education 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, *Science and Electronic Resources Librarian*; B.S. (Charter Oak College), M.L.S. (University of Maryland) [1998]
- Kathryn T. Van Sickle, *Assistant Director of Annual Giving and Long Walk Societies*; B.A. (Trinity College) [2013]
- Susan Van Veldhuisen, *Assistant Manager of Student Accounts and Loans* [2004]
- Robert J. Walsh, *Social Sciences Librarian*; B.A. (Fordham University), M.A. (University of Wisconsin, Madison), M.L.S. (Southern Connecticut State University) [2010]
- Elizabeth H. Wilde, *Associate Director Alumni Relations*; B.A. (Skidmore College), M.Mus.Ed. (Hartt School of Music) [2014]
- 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]
- Adeel Zeb, *Muslim Chaplain*; B.B.A. (Baylor University) [2012]

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., *Administrative Assistant*
- Timothy L. Cross, B.A., *Associate Director*
- India L. Daley, B.A., *Assistant Director of Admissions*
- Michelle C. Deluse, B.A., *Assistant Director*
- Maureen D. Grabowski, A.S., *Administrative Assistant*
- Robert A. Greene, B.A., *Admissions Computing Specialist*
- Kaitlin E. Graham-Handley, B.A., *Receptionist and Admissions Assistant*
- Mandi D. Haines, B.A., *Associate Director and Coordinator of International Recruitment and Financial Aid*
- Deborah J. Haskins, B.A. *Associate Director*
- Kalia C. Kellogg, M.F.A., *Associate Director for Networking Outreach*
- Reggie E. Kennedy, M.A., *Senior Associate Dean*
- Carmen Montanez, *Administrative Assistant*
- Dylan J. Mosenthal, B.A., *Assistant Director*
- Jessica L. Turgeon, B.A., *Assistant Director*
- Cynthia Van Doren, B.A., *Operations Administrator*
- Holly J. Westfall, B.S., *Admissions Assistant*
- Bonnie T. Wolters, B.A., *Administrative Assistant*

Alumni Relations

- Aliza Elwell, B.A., *Acting Director*
- Julie H. Cloutier, B.S., *Assistant to the Director*
- Melissa B. Regan, M.Ed., *Associate Director*
- Gretchen F. Sullivan, B.A., *Assistant Director*
- Elizabeth H. Wilde, B.A., *Associate Director*

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*

Barbara Erling, *Facilities Monitor*

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*

Daniel M. Lessard, *Koeppel Center Operations Specialist*

Bruce L. Mahaffey, *Koeppel Center Senior Operations Specialist*

Karen D. McAlister, B.S., *Administrative Assistant*

Mark A. Moynihan, B.S., *Men's Equipment Manager*

Ann F. Murray, *Business and Office Services Manager*

Kristen Noone, B.S. *Assistant Director of Athletics for Compliance*

Richard J. Pettit, *Facility Manager, Community Sports Complex*

Steven R. Poulin, *Assistant Rink Manager*

Robin Sheppard, M.A., *Associate Director of Athletics*

Patricia H. Sokoloski, *Facilities Monitor*

Michelle M. Tropeano, M.S., *Assistant Athletic Trainer*

Lantaben R. Williams, *Athletic Facilities Monitor*

Sarah M. Williams, M.S., *Assistant Athletic Trainer*

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*

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Michael S. Elliott, B.S., *Director, Purchasing*

Tom Fusciello, M.B.A., *Director, Construction, Design and Capital Projects*

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Shawn Hickey, B.S., *Accountant*

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Cecilia Knight, *Accounting Assistant*

Mary F. Parducci, *Payroll Manager*

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Dariusz Raczkowski, M.S., *Director Capital Programs and Infrastructure*

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Susan Specht, *Payroll Assistant*

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Campus Life

Debbie Cook, *Switchboard and Mather Operations Coordinator*

Julie Graves, *Office Assistant, Student Activities*

Romulus J. Ferrer Perez, B.A., *Assistant Director, Campus Activities*

Laura M. Rogalski, M.S., *Assistant Director, Student Activities*

Susan M. Salisbury, M.S., *Director of Residential Life*

Campus Safety Office

Francisco Ortiz, Jr., M.S., *Director*

Jason Aponte, *Shuttle Driver*

Joseph H. Berberich, B.A., *Campus Safety Officer*

Kim B. Burton, *Campus Safety Officer*

Joseph T. Carilli, Jr., B.A., *Campus Safety Officer*

Patrick V. Carrington, *Campus Safety Officer*

Thomas M. Cashman, *Dispatcher*

Deborah M. Codrington, *Campus Safety Officer*

Frank S. Colaninno, B.S., *Campus Safety Officer*

Michael J. Corry, A.S., *Campus Safety Officer*

Robert DeVito, *Shift Supervisor/Sergeant*

Jon M. Edwards, *Campus Safety Officer*

Tijuan Evans, *Dispatcher*

Richard Floyd, *Dispatcher*

Crystal L. Jackson, *Dispatcher*

Thomas A. Jarm, *Campus Safety Officer*

Everton Keene, *Campus Safety Officer*

William Kemp, *Shift Supervisor/Sergeant*

Brian E. Killian, *Campus Safety Officer*

David Knight, *Campus Safety Officer*

George Kordek, *Dispatcher*

Jeffrey J. Labrecque, *Campus Safety Officer*

Thomas Lee, *Campus Safety Officer*

Jorge F. Lugo, *Office Assistant*

Edward Parker, B.A., *Campus Safety Officer*

Ricardo J. Ramirez, *Campus Safety Officer*

Ramon Rosario, *Shift Supervisor/Sergeant*

John F. Sampson, Jr., *Campus Safety Officer*

Massimo Sanzo, *Campus Safety Officer*

Akwasi P. Tandoh, *Campus Safety Officer*

David Torres, *Campus Safety Officer*

Martin Torres, *Campus Safety Officer*

Scott Vibberts, *Campus Safety Officer*

Heriberto Vicenty, Jr., *Campus Safety Officer*

Tiffany-Twan Westberry, *Campus Safety Officer*

Career Development Center

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Breton Morris Boudreaux, M.A., *Assistant Director*

Kathleen O. Eckels, A.B.A., *Assistant Director*

Jett McAlister, M.A., *Associate Director*

Severn Sandt, B.S., *Assistant Director*

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Xiangming Chen, Ph.D., *Dean and Director*

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Carlos Espinosa, M.A., *Director, Trinfo and Community Learning*

Anne Lundberg, M.A., *Director of Fellowships and Special Projects*

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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 Mail Carrier and Clerk*

Charles A. Tartt, *Post Office Manager*

Quency R. Younge, *Post Office Mail Carrier and Clerk*

Chaplain's Office

Allison Read, M. Div., *Chaplain*

Ellen Dickinson, M.M., *Carillionneur*

John Rose, B.A., *College Organist and Director of Chapel Music*

Adeel Zeb, B.B.A., *Muslim Chaplain*

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Caroline H. Deveau, B.A., *Associate Director of Digital Communications*

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- Fall term

- Spring term

- † Academic year

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